

The Job Market

How to Prepare and What to Expect

Jeffrey D. Pugh
PhD Program in Global Governance & Human Security



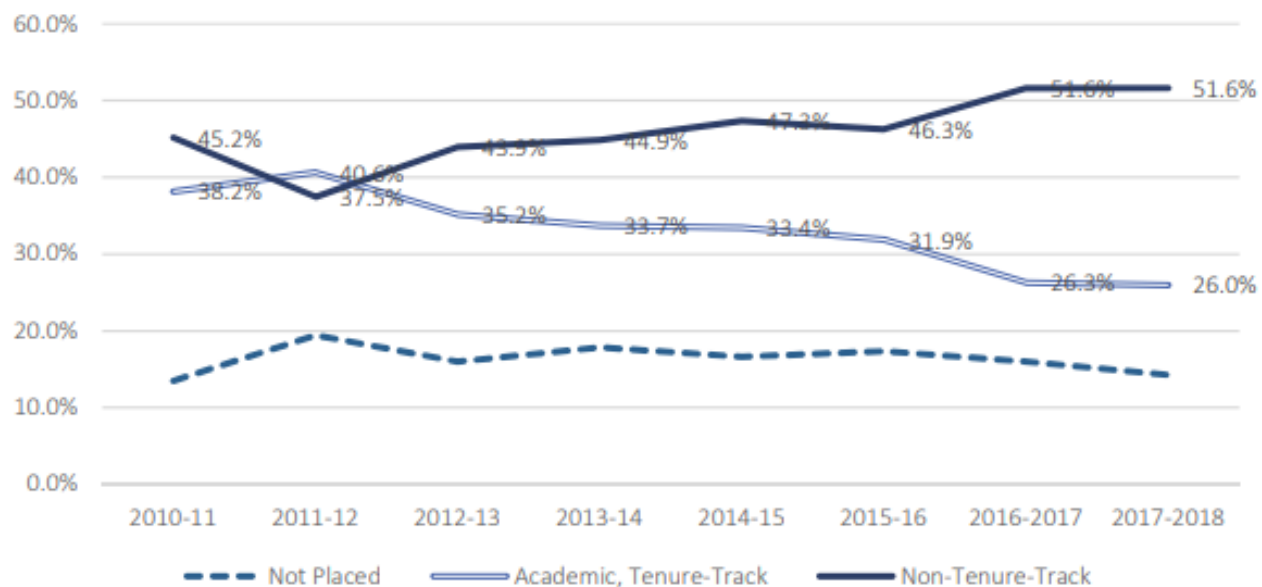
Big Picture: How the Job Market Works

- ▶ Major categories of jobs:
 - ▶ Tenure track assistant professor jobs
 - ▶ Visiting assistant professor/lecturer/term faculty
 - ▶ Postdocs (and predocs)
 - ▶ Adjuncts
 - ▶ Non-academic jobs
- ▶ Timeline
 - ▶ 1 year ahead for TT (usually go on the market when you have completed data gathering, written at least a chapter or two of your diss and can credibly say you are likely to finish within next year)
 - ▶ TT market: listings appear starting in July/August, deadlines mostly September-November
 - ▶ VAP/Postdocs: deadlines mostly January-Spring
 - ▶ Adjunct & non-academic jobs hire throughout year, not as set schedule

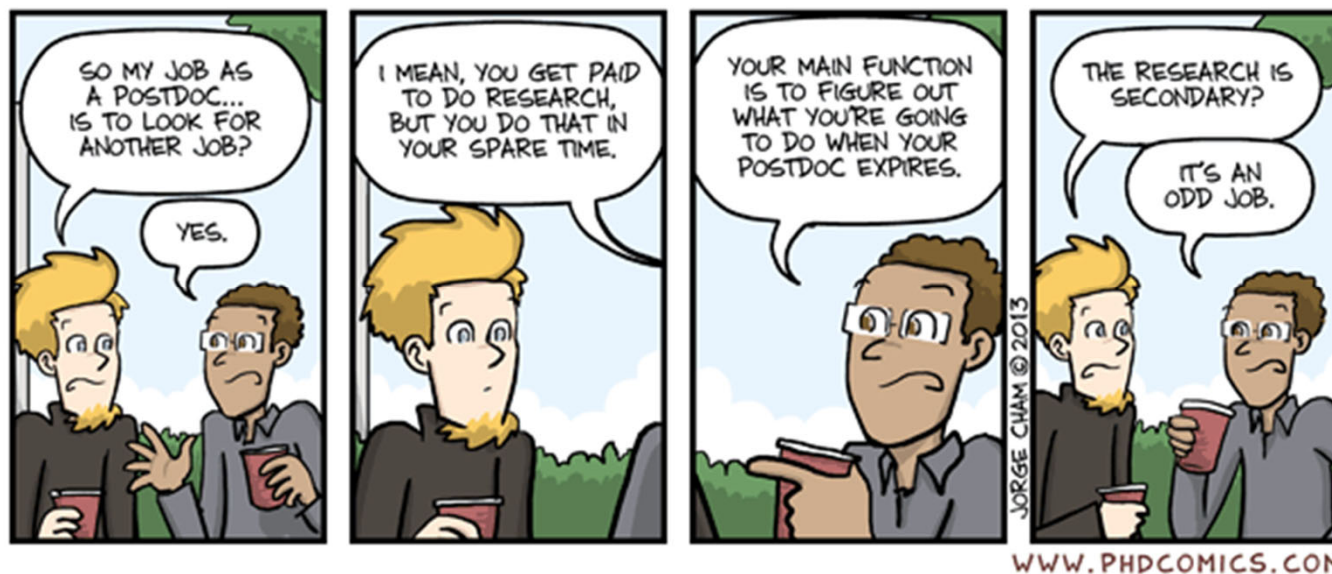
Big Picture: How the Job Market Works

- ▶ Mechanics of process vary by job type
 - ▶ **TT: Highly competitive, often hundreds of applicants, usually a selection committee narrows down to a 'long list' to read carefully and debate, selects short list. Skype interviews, department vote, etc. may be used to narrow to 3-5 who will be invited for campus interviews**
 - ▶ **Visiting assistant professor/lecturer/term faculty: Less competitive but still very selective. Full time with salary/benefits for 1-2 years. May still have a search committee/campus visit, but probably not as formal, and might select without campus visit**

Figure 2. Tenure and Non-Tenure Placement Overall, 2010-2017



Big Picture: How the Job Market Works



- ▶ Mechanics of process vary by job type
 - ▶ **Postdocs (and predocs):** Sometimes highly competitive, chance to focus on research w/ few teaching obligations (but note increasing teaching/diversity 'postdocs'). Often a more formal application/proposal that is likely to be basis for selection, rather than campus visit
 - ▶ **Adjuncts:** Often respond to timely needs. Maintaining active networks with area departments and letting GGHS faculty know you are interested is important to hear about (often short notice) needs when they happen

What can you start doing NOW to prepare to be more competitive?

- ▶ PUBLICATIONS!
 - ▶ Peer reviewed journal articles (preferably at venues that people in your desired field have heard of) are best
 - ▶ Book chapters can be good if opportunities present
 - ▶ Develop promising seminar papers, lit reviews->review essays, ask about co-authoring opps w faculty mentors, try to publish ~1 diss-related paper (but not too many)
 - ▶ When you publish scholarly article, try to summarize take away message in shorter blog(s) and widely disseminate

What can you start doing NOW to prepare to be more competitive?

- ▶ Teaching
 - ▶ Find opportunity to teach a class as instructor of record.
 - ▶ Honors teaching seminar, pedagogical workshops
 - ▶ Be sure to save evaluations (consider supplementing official ones with your own to get more specific/qual comments for feedback/improvement).
 - ▶ Consider sharing teaching materials, evals, etc. with advisor and inviting them to observe a class so they can talk more specifically about your teaching in rec letters
 - ▶ Think about intro/broad courses that most universities will need taught in your area—these can be especially valuable to already have prepped/taught (and show you can teach them)

What can you start doing NOW to prepare to be more competitive?

- ▶ Be strategic about your dissertation
 - ▶ Topic will define the ‘box’ people put you in for years to come--try to align/connect diss, articles, teaching to allow coherent framing of your work
 - ▶ Think about what department you would work in and what sorts of classes you would teach, and whether your diss would make sense to that audience
 - ▶ Go for an interesting theoretical contribution and argument above a ‘trendy’/timely topic or method
 - ▶ Most importantly—pick something you care about and are passionate about; otherwise it is hard to sustain
- ▶ What are your goals? What will set you apart?
 - ▶ Develop your unique story/hook, as a compelling narrative (that you start building now) can help catch people’s interest and motivate them to listen
 - ▶ Know if you hate/love research, teaching, practice, policy, etc. This could inform the type of job you target, and what you do to prepare for it starting now

What can you start doing NOW to prepare to be more competitive?

- ▶ Have an online presence
 - ▶ **Curate and increase your control over the information that people gather about your professional accomplishments/profile**
 - ▶ **Scholars at conferences and committees may Google you and may remember you later.**
 - ▶ **Update Google Scholar with any publications, possibly ResearchGate/ Academia.edu. For non-academic jobs, LinkedIn might be helpful. A simple Word Press site can help when you are on the market so you can also include a narrative and teaching info, plus any other things that set you apart**
 - ▶ **Consider (limited) short pubs like op eds or blogs in high-visibility venues that academics read (Conversation, Monkey Cage, Duck of Minerva, e-IR, New Security Beat, etc.)**

What can you start doing NOW to prepare to be more competitive?

- ▶ Network
 - ▶ As you start having work to present, apply for conferences, join relevant sections, attend talks and ask questions (then introduce self and follow up after)
 - ▶ Especially as 3rd yr funding ends and adjunct teaching jobs are appealing, send informational intro e-mails to area departments (poli sci, IR, other depending on specialty)
 - ▶ Social media can be useful, but double-edged sword
 - ▶ Tap into advisor/faculty networks—intros at conferences or to potential funding/publication opportunities

Specific search strategies

- ▶ Search strategies
 - ▶ Start browsing job ads, even before you are ready to go on the market—think about the category you will fit in and how those job ads describe who they are looking for
 - ▶ Thoroughly explore GGHS resources/job links tab on web page, join CRHSGSS job market FB group, read [CRHSGGjobs] list serve announcements; Tw: #CRHSGGjobs
 - ▶ APSA e-jobs, ISA job bank, area studies (LASA/AAS/ASA), Alliance for Peacebuilding, Global Jobs (esp for practitioner/policy jobs)
 - ▶ General: Chronicle Vitae, HigherEdJobs
 - ▶ Prepare & polish an application package over the summer; customize for each job. Type of job will call for different materials (CV, resume, teaching portfolio, writing samples)
 - ▶ Also monitor RfPs and grant/consultancy announcements; you can pitch a research project or practical project and use the budget to fund a salary to live on

Specific search strategies

- ▶ On the market strategies
 - ▶ Set up Interfolio account and have letter writers upload a generic letter; update whenever there are major changes
 - ▶ \$48/year, but worth it when you are on the market
 - ▶ Let all of your profs/advisors know where you are applying—you never know who has relationships where and could send a quick note of support
- ▶ If you get an offer
 - ▶ Negotiate, but within reason. Good to look at data: Chronicle salary survey and APSA salary data (see employment/salary tab at <https://www.apsanet.org/RESOURCES/Data-on-the-Profession/Reports>)

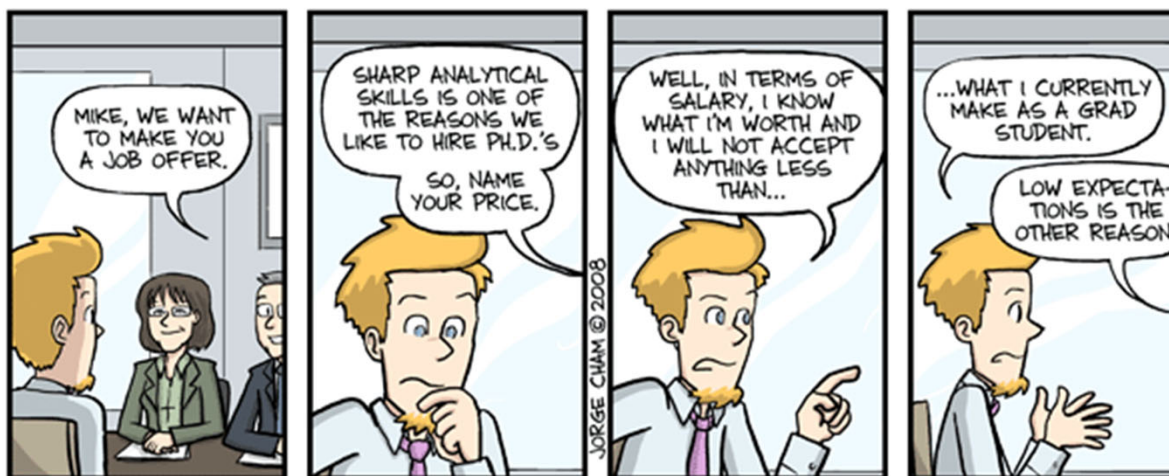


Table 1. Departmental Average New Hire Salaries by Faculty Rank, 2017-2018

	Position	Minimum	Maximum	Mean	Median	n	Payment terms
All N = 179	Full Professor (tenured)	\$75,000	\$285,000	\$150,650	\$150,000	15	Per Year
	Associate Professor (tenured)	\$65,000	\$224,350	\$118,279	\$115,000	15	Per Year
	Associate Professor (tenure-track/without tenure)	\$50,000	\$85,000	\$70,000	\$72,000	10	Per Year
	Assistant Professor (tenure-track)	\$44,000	\$130,950	\$70,773	\$67,750	124	Per Year
	Full-time, Non-tenure-track Faculty	\$35,000	\$86,750	\$55,129	\$55,000	54	Per Year
	Adjunct Faculty (more than 1 course per semester)	\$4,200	\$54,000	\$38,244	\$45,000	11	Per Year
	Adjunct Faculty (more than 1 course per semester)	\$2,000	\$10,000	\$4,306	\$4,000	59	Per Course
	Adjunct Faculty (more than 1 course per semester)	\$570	\$2,500	\$1,286	\$1,200	9	Per Credit Hour
	Adjunct Faculty (1 course or fewer per semester)	\$2,000	\$12,000	\$4,540	\$4,000	78	Per Course
	Adjunct Faculty (1 course or fewer per semester)	\$570	\$2,500	\$1,284	\$1,200	7	Per Credit Hour
	Visiting Professor (any rank)	\$3,150	\$3,150	\$3,150	\$3,150	1	Per Course
	Visiting Professor (any rank)	\$35,000	\$68,000	\$53,113	\$52,500	29	Per Year
Post Doc	\$26,000	\$68,000	\$52,050	\$53,000	24	Per Year	

APSA Salary report



Data on employer preferences and suggestions

Conflict Resolution practitioner employer survey

Important factors in advancing a career in international peace and conflict resolution

Category	% of responses from 55 employers/field professionals
Related work experience	86%
Overseas experience	76%
Cultural knowledge	75%
Fluency in languages	67%
Graduate degree	62%
Project management experience	58%
Grant writing skills	42%
Undergraduate degree	40%
Other	27%
Conflict resolution certificate	22%

Suggestions for entering the field (International Conflict Resolution)

Comment	# of responses
Do overseas internships	17
Get practical field experience	15
Volunteer	10
Learn a language	7
Multicultural skills (familiarity and adaptability)	7
Network	7
Get country and area expertise	6
Take short-term overseas missions	6
Join the Peace Corps	4
Be patient	4
Take a proximate job and work your way into it	4

*Results from report: Craig Zelizer and Linda Johnston, *Skills, Networks, & Knowledge: Developing a Career in International Peace and Conflict Resolution*, Alliance for Conflict Transformation (2005), http://www.conflicttransformation.org/wp-content/uploads/careers_report.pdf

Top knowledge/skills/ability reported by CR academic programs vs. employers

Table 1. Top Five KSAs

Rank	Academic Programs	Employers
1	Theories of conflict analysis: causes, sources, and dynamics of conflict and research skills	Field experience: work and internships abroad
2	Theories of conflict resolution: understanding approaches to intervention	Program management: program planning and design, monitoring and evaluation, budgeting, and writing skills
3	Country- or region-specific: multicultural skills, emerging foci such as evaluation, terrorism, security and conflict, environment, stabilization and reconstruction	Country- or region-specific: multicultural and language skills
4	Political issues: human rights, democracy and governance	Applied conflict analysis and resolution skills
5	Applied knowledge and skills: internships (U.S. and limited international opportunities) that provide students with concrete work skills and practical knowledge of the how the field operates	Sector-specific, practical, technical expertise: civil society, democracy and governance, gender, civilian-military cooperation

*USIP 2010: <http://www.usip.org/sites/default/files/sr246.pdf>

Fellowships and grants

- ▶ Many have an annual cycle—research and develop a spreadsheet with targeted fellowships and their requirements, eligibility, and deadline
 - ▶ **Prepare a work plan to stay ahead of the deadlines and get feedback**
- ▶ Fellowships/grants serve multiple purposes
 - ▶ **Funding to do fieldwork and improve your data**
 - ▶ **Funding to live on while you write**
 - ▶ **External validation of your capabilities (signal to hiring committees who use these as shortcuts to identify research excellence/potential)**
 - ▶ **Establish track record of fundraising capabilities**
- ▶ Start earlier than when you need the money, as it is often a 1-year-ahead cycle from planning to getting/using funds
- ▶ Combine internal + external grant strategy
- ▶ Start here:
[https://mccormack.umb.edu/uploads/conflict_resolution/Funding_sources_for_graduate_students_\(1\).docx.pdf](https://mccormack.umb.edu/uploads/conflict_resolution/Funding_sources_for_graduate_students_(1).docx.pdf)

Your questions/discussion



Feel free to reach out with additional questions/ queries

Jeffrey.pugh@umb.edu

www.Jeffreypugh.com

