The Academic Job Market: Advice From the Front Lines

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By the time you receive your Ph.D. in clinical psychology, you have already cleared a number of impressive hurdles. The exciting (and intimidating) fact is that, in many respects, all of those hurdles were cleared in the interest of overcoming this next one: the job market. While there are many job opportunities for individuals with a Ph.D. in clinical psychology, the current article provides advice that is most relevant to those who are (or expect to be) applying for a position in academia at the level of assistant professor.

We were excited to have the opportunity in *the Behavior Therapist* to share resources for applying to academic jobs in psychology, and to provide practical information and advice based on our own recent experiences. We note that this article is not intended to be a comprehensive list of advice, or an always-applicable reference for applying to academic positions. Rather, what follows is a reflection of our shared knowledge from our recent experiences on the academic job market, discussions with colleagues—representing a number of institutions including Binghamton University, Brown University, Rutgers University, the University of Texas at Austin, and the University of Virginia—and our involvement on academic search committees. In the interest of providing a context for our experience, two of us (TTW and EMC) applied broadly to a range of settings, and two of us (CAS and ESS) applied narrowly to small liberal arts/teaching-focused colleges.

Types of Academic Jobs

Though somewhat oversimplified, the primary settings for academic jobs are research-focused institutions (RFI) with graduate programs in clinical psychology, teaching-focused colleges (TFC), and academic medical centers (AMC).[1] We acknowledge that the distinction between RFI and TFC positions blurs in some instances, such as in TFC settings that hold high expectations for faculty scholarship or RFI settings in which teaching performance is a strong component of the tenure review. Thus, we use this distinction only as a general guideline as it pertains to differences in the application/interview process.

In general, the expectations for faculty vary as a function of type of setting. Both research and teaching are important elements in the tenure requirements at RFIs, but teaching often takes a secondary focus. Teaching requirements typically range from a 1:1 load (i.e., 1 course in the fall semester and 1 in the spring) to a 2:2. Of note, teaching at an RFI often includes clinical supervision, and these institutions will likely be interested in what you can offer in this area (e.g., experience with specific therapeutic interventions or clinical populations). TFC tenure requirements focus more heavily on quality of teaching (with loads typically ranging from 2:2 to 4:4), though they often expect professors to maintain an active research program.

When deciding to which type of academic job you might apply, you should consider your fit with each of these types of positions based on your background and relative interest in research and teaching. Indeed, the few empirical studies to investigate factors leading to successfully attaining an academic job found that search committees place highest emphasis on the fit between the candidate's research and teaching experiences and the needs of the department (Landrum & Clump, 2004; Sheehan, McDevitt, & Ross, 1998). Specifically, RFIs place more emphasis on research fit and productivity and less emphasis on teaching experience than TFCs (Nalbone, 2011).

Prepare Early for an Academic Job

As early in your career as possible, you should start to obtain the experiences that will make you most competitive for an academic job. Thus, independent teaching would be particularly helpful for TFC jobs, whereas the number and quality of publications from independent research are critical for RFI jobs. However, an exclusive focus on one domain will be to your disadvantage, as TFCs often expect applicants to maintain an active research program and RFIs want applicants to demonstrate some facility with teaching. Put simply: *publish and gain independent teaching experience throughout your graduate training*. If independent teaching opportunities are not offered within your graduate training program it will be important to seek out other prospects for teaching, such as guest lecturing for classes in your department or adjunct/lecturer positions at other institutions. Additionally, be aware that you will likely have opportunities to acquire adjunct or lecturer positions during a postdoctoral fellowship. It has been our experience that you do not need many independently taught courses to be successful on the market (our applications ranged from 1 to 3 courses), and at RFIs in particular, teaching an independent course may not be critical.

If your department is hiring new faculty while you are in graduate school, make sure to attend the job talks of the applicants, student-applicant luncheons, teaching demos, etc. Take note of the applicants and talks that were particularly compelling and what made them so. Also, ask your mentor or other faculty in the department if they are willing to discuss the qualities the department is looking for in an applicant and what has helped or hurt applicants' success.

Resources in the Academic Job Hunt

There are two types of resources you may find helpful: resources for finding academic job postings and resources for tips and advice on applications, job talks, and the like. The two best resources for academic job postings in psychology are the employment ads on the websites for the American Psychological Association (APA; http://jobs.psyccareers.com/jobs) and Association for Psychological Science (APS; http://www.psychologicalscience.org/index.php/employment). A psychology jobs wiki (http://psychjobsearch.wikidot.com) also

[1] We have limited experience applying to AMC faculty positions and thus refrain from offering specific advice for these job applications. Though much of the broad advice below will be applicable to AMC jobs, there are unique aspects to these positions that are not addressed here.

provides regularly updated information about job listings. This wiki can be particularly useful (albeit stressful) because it is updated by users when they have been offered interviews. You may also find postings through the Association for Behavioral and Cognitive Therapies or Society for a Science of Clinical Psychology list-serves.

Regarding the application process, there is compelling information in a broad academic wiki: http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki. Of note, this wiki includes a list of institutions where people have had memorable application/interview experiences (see "Universities to Fear" and "Universities to Love"). In addition, theprofessorisin.com, a recently established blog, and www.facultydiversity.org, an online mentoring community, both provide valuable information devoted to the academic job search, preparation of application materials, and the interview process. Finally, there are existing articles and chapters that focus on applying to academic jobs in psychology (e.g., Darley & Zanna, 2003; Huang-Pollock & Mikami, 2007; Snyder, 2003).

The Application Process

The annual cycle of postings for academic job positions typically begins in late August or early September. Most jobs will be posted by the end of October, but the process may continue through January or February. The jobs posted in August/September typically have deadlines in early to mid-November, though some may be as early as the end of September or beginning of October. Though cliché, we feel compelled to point out that you are likely to underestimate how time-consuming the application process is. Having well-organized and targeted materials for each position, preparing for interviews, and interviewing are all incredibly time-intensive. We estimate that applications require 10 to 20 hours/week over the course of several weeks, although this varies considerably depending on the number of applications you are submitting. It is important to recognize that your productivity in other domains will be compromised in the months during which you are applying for jobs. However, to reduce the time burden, you can start preparing most of these materials in advance to jobs being posted (e.g., update your CV, develop research and teaching philosophy statements).

Deciding Where to Apply

As we noted above, fit between your interests and the needs of the department is an important factor contributing to the success of your application. However, it is in your best interest to apply broadly rather than too narrowly given that you may never be sure exactly what the search committee is looking for. For example, one of us received an interview for a position that was advertised as "child-focused," despite the absence of a child-focused program of research. The department chair later mentioned that the overall quality of the applicant's research was substantially more important to the search committee than having a child-focused research program. That said, some other searches will be much less likely to consider applicants who do not possess the qualities listed in the job posting. Thus, you will need to weigh the opportunity cost associated with preparing and sending a given application (i.e., time spent working on that application rather than other applications or other things important to you) against the likelihood and value of obtaining an interview or offer for that particular job.

Other important factors to consider when applying to academic jobs include whether you will be able to pursue your research agenda in that setting, feasibility of securing external funding at that institution, and how well your academic record aligns with an assistant professorship at that institution. To this end, it can be beneficial to evaluate the CVs of junior faculty at that institution or similar institutions, which are typically posted on the department's website (e.g., How many publications are typical? Do faculty have external funding and how much? Have most of the faculty completed postdoctoral training?). For institutions that value research productivity, it will be important that your record demonstrates the ability to lead independent research, which is typically reflected by multiple first-author publications and/or procurement of grants. Additionally, teaching institutions will want to see independently taught courses with strong student evaluations. In short, your fit with the institution, and your ability to articulate this in your cover letter, will be most important in determining whether you are ultimately successful in your application (Landrum & Clump, 2004; Sheehan et al., 1998).

Applying to "Open" Searches

Some job postings will advertise that it is for an "open" position rather than for a professor at a specific level (assistant, associate, or full). Many assistant-level applicants wonder whether they should apply for these open positions. The consensus advice from colleagues on search committees for these open positions is to apply if the job is very desirable to you and/or if your background makes you a particularly good fit for the position, but be aware that you may be at a disadvantage compared to the other applicants with more established research programs.

Application Materials

The materials requested as part of your application are meant to provide a reflection of your academic record, and specifically to provide information to the committee regarding your potential match with the department's needs (e.g., ability to successfully teach needed coursework and conduct publishable/fundable research in this setting). To this end, the typical application materials include a cover letter, CV, research statement, teaching statement, reprints/preprints, and three letters of recommendation. Across settings, your CV, cover letter, and recommendations are likely to be weighted heavily. The relative importance of the research statement, teaching statement, and reprints are likely to vary depending on the setting. Further, TFC postings will also often request a teaching portfolio. Most postings will request all of these materials, but some may not require one or more of these. *You should send exactly the materials that have been requested*. Our specific advice for each of the materials follows.

Cover Letter

Your cover letter should be 1 to 2 pages in length. Letters that exceed 2 pages run the risk that search committee members will lose interest. Do not underestimate the importance of this component of your application. The cover letter is your chance to introduce yourself to the search committee and is likely the first piece of your application that committee members and other faculty will read. *The two main goals of the cover letter are (a) to promote yourself and (b) to emphasize your fit with the job*.

Many psychology job applicants indicate that they find self-promotion difficult. We recommend being achievement-focused in your cover letter to effectively self-promote without sounding arrogant. For example, "In recognition of my independent research, I was awarded the X Award for Research Excellence and the results have

been published in well-regarded journals such as *Journal Y* and *Journal Z*," is an achievement-focused, fact-based statement that highlights the accomplishments of the applicant.

The cover letter is also your opportunity to make explicit that you have researched the institution, the department, and the position. Be clear why you are interested in this position (e.g., if you were a student at a similar TFC, considering pointing that out here), and briefly describe what your plans (e.g., research program) would be for the appointment. Attention to detail is important; your cover letter should be composed on letterhead and formatted in a formal business/academic letter style with appropriate margins, font, and font size.

Research Statement

The research statement is typically 2 to 3 pages and should outline your research program with an emphasis on how your research fits together to provide a coherent body of work. You can mention publications that resulted from your research program, as well as any research awards or grants you have received. You will also want to provide information about the direction you plan to take your research program in the future.

When applying to institutions that emphasize teaching or that have limited resources (either because of department size, location, or some other limiting factor), it will be important to identify in your research statement how your program of research will be successful within the given institution. For example, if a number of your publications include functional magnetic resonance imaging (fMRI) and the setting does not provide access to fMRI facilities, your proposed workaround for this issue should be clear. In addition, when applying to TFCs, be sure to note how your research program will (a) provide training opportunities for undergraduate students, (b) be successful in a setting without graduate students, and (c) succeed with potentially limited access to clinical populations.

Teaching Statement

A typical teaching statement is 1 to 2 pages. This statement should emphasize how what you have done has contributed to your philosophy of teaching. Assume that everyone who is applying to this position (a) loves teaching, (b) thinks teaching is important, and (c) uses multimedia to illustrate difficult concepts. This statement should convey enthusiasm for teaching, mention the classes you have taught, and list the classes you would be excited to teach (including those listed in the job posting, if qualified to teach them). Set your statement apart by conveying enthusiasm with concrete examples of creative teaching strategies rather than flowery language. Of note, the previously mentioned blog has a focused entry on this topic (theprofessorisin.com; see Kelsky, 2011).

Teaching Portfolio

The teaching portfolio is intended to provide a summary of the data you have collected demonstrating your teaching competency. Unless more specific information about the required components is included, the portfolio is comprised of a teaching statement (see above), a sample syllabus, course demographic information (i.e., what you have taught, where, when, enrollment numbers, etc.), and a summary of student evaluations. Ideally, you should provide a sample syllabus for a course you have taught that is also one of the courses the institution has identified in the job posting. However, providing a syllabus for a course that is not listed in the job posting is likely preferable to creating a "fake" syllabus. In terms of summarizing teaching data (sometimes referred to as "Evidence of Teaching Excellence"), provide summary ratings in either tables or figures, and select key qualitative statements students have provided about your course(s). Where possible, provide department or college means for comparison. You should prioritize student feedback from classes in which you were the instructor of record; however, if necessary, it is acceptable to include data from classes in which you were the instructor for a lab section to a larger course or a teaching assistant.

Curriculum Vitae

At the point in your career when you are applying for an academic job, you should already have the content and general format of your CV prepared. Therefore, our primary advice is to focus on improving the professional appearance of your CV and eliminating material that specifically points to your "junior" status, such as being a student member of professional organizations.

Reprints/Preprints

Most postings will ask for 3 or 4 reprints/preprints of your scholarly work. The guidelines about what to send are relatively intuitive: articles on which you are the lead/sole author will be the most compelling evidence of your ability to generate independent research. You will also want to prioritize articles from peer-reviewed journals with higher impact factors over journals with lower impact factors or those that are not peer reviewed. Finally, if possible, send the official journal preprint/reprint PDF file rather than a text document as the former appears more "authentic" than the latter.

Letters of Recommendation

Most postings will request three letters of recommendation. Letters of recommendation have been rated as the most important factor when evaluating a job applicant's materials (Sheehan et al., 1998). As with the letters of recommendation you requested for graduate school and internship, you should choose letter writers who know you well and will write *unfailingly positive* letters for you. You should provide letter writers with a draft of your cover letter and/or other materials and identify to your writers the strengths you would like emphasized in your letter. You should choose writers who can address the strengths that are most relevant for the position to which you are applying. For example, if you are applying to an RFI, your writers should address your potential as an independent researcher.

Research indicates that lack of a letter from your primary advisor may be a cause for concern for search committees (Landrum & Clump, 2004). If you do not feel comfortable requesting a letter from your primary advisor, you should consider how to address this issue. One potential approach is to ask your letter writers to identify the extenuating circumstances that have led to you being unable to request a letter from your advisor and to include information in the letter to allay any concerns about your academic dedication or interpersonal skills. It is probably best not to address this issue in your cover letter.

Telephone Interviews

Many institutions conduct preliminary phone interviews before deciding whom to invite for on-campus interviews. These phone interviews can take place anywhere from 2 weeks to a month or more after the submission deadline. Some committees conduct telephone interviews only with the 3 to 5 applicants whom they are planning on inviting to interview on campus, whereas others may conduct telephone interviews with 8 to 12 applicants in order to

narrow down promising candidates to the 3 to 5 who will be invited for on-campus interviews.

Committees use telephone interviews to assess the applicants' social skills, interest and enthusiasm for the position, and fit with the job posting and the department in terms of research and/or teaching. These interviews typically last 15 to 30 minutes. Some questions to expect in a telephone interview include:

- What interested you in applying to our program/department/university?
- What courses would you be interested in teaching?
- How would you implement your research at this college/university?

RFIs may ask specific questions about your research to better understand your research program. TFCs may ask you to describe the structure of a course you would like to teach and the assignments you would include in such a course.

On-Campus Interviews

Search committees will invite 3 to 5 candidates to interview on-campus. At this point—congratulations!—you are on the (very) short list of candidates, and the department has decided to invest in you as a potential hire. In addition to our advice below, you may find helpful tips on the interview process in an article by Miller and colleagues (2007). Also, keep in mind that on-campus interviews are, in addition to an evaluation of you, opportunities for you to evaluate the department and faculty to determine if this is the right position for you.

Interview with out-of-department faculty. If you are invited for an interview, you may be asked if there is anyone outside of the department with whom you would like to meet during your on-campus interview. We have received some mixed advice on how to respond to this. Some argued that you should always say yes to such a request as it shows enthusiasm and interest for the job. Others have stated that the decision to interview with someone outside the department is genuinely optional and will not negatively impact your chances if you decline. If you do decide to interview with someone outside the department, make sure that the meeting makes sense in the context of your teaching or research interests.

Preparing for the interview. In preparing for your interview, take time to learn about the department and the faculty. Make a special note of any faculty with whom you have mutual research and/or teaching interests or with whom you could collaborate. You may not be expected to know everyone's names and research interests in detail when you come to interview, but you will be expected to be familiar with the department and the faculty research programs. It will also provide you with material to talk about on the interview.

You will want to be prepared to answer numerous questions about your research, teaching, and many other topics. A small sample of questions and statements you should be prepared to answer includes:

- Tell me about your research.
- Why are you interested in a job here?
- What would you like to teach?
- What are your thoughts about living here?
- What are some future directions of your research?
- How would you describe your mentorship/teaching style?
- What questions do you have for me?

In response to the last question, you absolutely want to have many questions and statements prepared that will help you to learn more about the department and whether it will be a good fit for you. Some you might consider are:

- What is it like to be an assistant professor in the department?
- I would like to learn about tenure expectations/requirements.
- What are service expectations for junior faculty?
- Where is the department headed over the next 10 years?
- What is the relationship between the department and the college/university?
- What is the student body like?
- How does the department support graduate students?
- How does the department decide which faculty can recruit graduate students?
- What is it like to live here? Where do faculty live? What is the cost of living like here? What is it like in the summer? Which are the good school districts?

Some questions will be more appropriate in some circumstances than others, and you should feel free to ask the same questions in each of your interviews to gauge the consistency of the responses.

Details of the interview process. The actual on-campus interview will typically take place over 1 or 2 days. The department should pay for or reimburse your transportation, lodging, and meals during your interview process. You will likely meet with most, or all, of the faculty in the department and thus will have little downtime. The interview process can be mentally and physically exhausting due to the full schedule and the need for the candidate to be "on" during the process. Therefore, you should take advantage of any breaks you do have to use the restroom, eat, drink water, etc.

Expect to eat your meals with faculty members or students. These meals are absolutely a part of the interview process and give the faculty a chance to see and talk with you in a less formal context. You may be offered alcohol at dinner and many people wonder if it is appropriate to have a drink in this situation. The consensus advice on this issue is that it is fine to have one drink with the meal but feel free to decline. In addition to meeting with faculty, you will meet with graduate and/or undergraduate students. You should consider meetings with students a formal part of the interview process, as search committees often contain at least one student. In addition, feedback from students is taken seriously. If you are arrogant or dismissive of the students, expect this to reduce your chances of being hired.

At your meals and more informal meetings, be prepared to converse about something *other than* being a clinical psychologist at this institution. This kind of small talk comes more or less easily to different people. Assuming that you may be somewhat anxious, it is a good idea to think a bit ahead of time of topics that you are comfortable discussing. In general, given the evaluative nature of these meetings, it is safest to avoid controversial topics. One strategy is to do some informal research on "safe" topics to bring up prior to the interview. For example, reading interesting news stories online or in the city's local newspaper may provide conversation options if discussion gets dry. Also, to make these meetings less interview-like, engage in conversation about your interviewers' interests rather than simply answering questions about yourself.

You will likely meet with the dean or associate dean (or both) of the college in which the department is housed. In most settings, the dean is the person officially hiring you, giving him or her "veto power" over the hiring decision (though this power is rarely used at most institutions). Be prepared to discuss the general focus of your research program and its implications. This also is an opportunity to ask broader questions about the standing of the psychology department within the college and the dean's vision for the college over the next 5 to 10 years.

You will also have an exit interview with the department head/chair. The chair will review tenure expectations (if not already discussed) and may also discuss estimates for salary and startup funds. It is not appropriate to negotiate at this point; you will negotiate if you receive a formal offer. If you have not already done so, you should ask to see the office and lab space that would be yours if you were offered the job.

Your performance in interviews with faculty, especially faculty on the search committee, and in your job talk (see below) is typically the most important criteria in the final evaluation of candidates (Sheehan et al., 1998). Thus, your behavior during the interview and job talk is of considerable import. As such, *we recommend maintaining an enthusiastic but professional attitude throughout the interview process*. This communicates both a positive interpersonal demeanor and an interest in the program and the faculty. Remember, the search committee is choosing someone who will be a colleague in the department for several years. They want to choose someone who is both engaging and collegial.

The job talk. The job talk is a 45- to 60-minute presentation on your program of research. You should ask for specific details regarding the job talk when you are invited to interview. For example, ask how long the talk is expected to be and whether this includes time for questions. The goal of the job talk is not to present your latest research findings, or an exhaustive list of all your studies. Rather, you want to demonstrate your program of work and tell a story about how your research projects fit together in a coherent way. It is important to know that this segment of the interview is oftentimes simultaneously an evaluation of your research program *and* your teaching abilities.

Depending on the complexity of your research, you should present between one and three studies in this talk. Assume that your audience will consist of faculty in your area of expertise, faculty outside your area, graduate and/or undergraduate students, and possibly faculty from other departments. As such, you will want to present your talk in a manner that is comprehensible to a broad audience. That said, don't "dumb down" your talk. Rather, present more background or introduction to your research and reduce jargon that is particular to your area or field of study. For example, at a TFC there may not be another clinical psychologist in the audience, and thus a more detailed overview of the clinical profile/public health relevance of your research is warranted. Use good presentation skills; limit text on your slides and consider the aesthetics of your presentation. Consider removing slides that only present statistics and instead use figures or tables. You will also want to spend a substantial portion of your talk (the last 5 to 10 minutes) discussing future directions of your research; this lets the search committee know that you have a vision for the future of your research program. In general, but especially at TFCs, it is useful to outline the role that students will play in your research program and how your research will fit into the (geographical, academic) context of the department.

You will want to practice your job talk several times. Keep in mind that it may be particularly valuable to practice the talk in front of people who are not clinical psychologists. Also, we suggest you "overpractice" the first 5 minutes of your talk. This is the time when you will likely be the most nervous, and extensive practice with this section will help you perform well despite any early anxiety. Make sure to keep to the time limit on your talk and leave time for questions. Resist the temptation to go over the time limit, as staying within the designated time shows professionalism and courtesy for your audience.

Many people are nervous about the question-and-answer period at the end of the talk, which ranges from 5 to 30 minutes. Answer questions openly and honestly and avoid becoming defensive in response to any questions. Prepare for questions that seem likely based on your practice talks. As with the interviews, be enthusiastic and engaging in your talk. Consider this the unique opportunity to talk about work that you love with a bright and captive audience!

You should wear a suit on the day of your job talk. Many people wonder if they should wear a suit for the second day of interviews and, if so, if they should have a second suit. We recommend wearing a suit on the second day because it is better to dress too formally than too casually in interview situations. If you do not have a second suit and do not want to buy one, it is fine to simply wear a different shirt/blouse (and necktie, for men) with the suit from the first day.

Teaching demonstration/guest lecture. Many TFCs will ask candidates to present a guest lecture or teaching demonstration (often referred to as a "chalk talk"). These sometimes occur as separately scheduled talks or occur as a guest lecture in a standing class. Typically you have the freedom to decide what to lecture on (though the topic may be a specific request such as a classroom lecture informed by your research). We suggest you select a topic that is a teaching strength, as teaching outside of your expertise risks putting you at a disadvantage compared to other applicants who do teach on their specialty area. Further, if it is appropriate to the topic and you have time, consider varying from lecture format (e.g., a brief group exercise or multimedia component), but use these judiciously. For example, one of us (CAS) has expertise in the anxiety disorders and cognitive behavioral therapy. Her classroom lecture, "How Learning Theory Has Informed Treatment of the Anxiety Disorders," included an activity in which students developed treatment hierarchies for case examples. Another of us (TTW) has a background in depression research and taught a classroom lecture on "How the Diagnosis of Depression Impacts Depression Research," which included an interactive group exercise where students attempted to determine if case examples met criteria for major depressive disorder.

Case conference presentation. You may be asked to give a "case conference" to the clinical area only, which focuses on your treatment or assessment of a specific client. Case conferences are a much rarer component of the interview process; thus, there are fewer guidelines and recommendations for presenting an effective case conference. If you are asked to give a case conference, we encourage you to ask the search committee chair about anything specific the department would like to see included in this presentation (e.g., a therapy vs. an assessment case). In general, the goal of these presentations is not to demonstrate a particularly successful case, but instead to highlight your intervention and/or assessment plan, specific therapeutic techniques, challenges confronted, and your theoretical framework. This gives the department the opportunity to get to know your clinical style and to gauge what you might be able to offer in terms of clinical training, supervision, and graduate course work.

After the interview. It is customary to send an email of thanks to the search committee chair as soon as you return home from the interview. You might also consider sending emails to other faculty, especially those with whom you had dinner or lunch, and the administrator of the department if you interacted frequently with him or her. This is another opportunity to express your enthusiasm about the position, the department, and the institution. The waiting game then begins. If you happened to be the final candidate on campus, you could receive an offer within a few days of your visit. However, it is common to not receive an offer until a few

weeks after your visit. During your interview, you can ask the chair what the time line is for a decision on the position to give you a sense for when you should hear from the department.

Negotiating an Offer

During negotiations, keep in mind that you are not directly negotiating with the chair/head of the department (although it does feel that way, as they are the person with whom you are speaking/emailing). In fact, the chair acts as the go-between for you and the dean of the college. Thus, do not feel self-conscious about being polite yet firm in your emails to your future colleague. The chair has a vested interest in negotiating a contract that provides the resources that you need to be a productive and successful member of the department. However, the chair is also concerned with perceptions of fairness in the department and may not want an incoming hire to have a much higher salary or more extensive lab space than current professors.

Negotiations are expected, so don't be averse to negotiate anything in the initial offer. Many people think of negotiating starting salary, but almost anything is on the table during negotiations. Here are some things to consider negotiating: startup funds, teaching course-load reductions (especially in the first 1 to 2 years), money for conference travel, summer funding for students, the official start date of your position (consider when your current position ends and whether there will be a gap in salary, health benefits, etc.), lab space, furniture for your office, and clinical licensure fees. Negotiating for a higher starting salary can be very beneficial in the long run because your raises will likely be dependent on your starting salary. However, this also makes institutions reluctant to increase starting salary much, so they will often look for other ways to improve the offer. In negotiations, it is often useful to provide comparative data in order to leverage the best position for yourself. For example, salary numbers across institutions are publicly available via the American Association of University Professors (AAUP). Websites such as glassdoor.com and salary.com may also provide comparables for you to use in negotiations. Your goal throughout this process should be to ensure that you will have the resources necessary to be successful in your scholarship, teaching, and service as you enter into the tenure track. Do not lose sight of this! Finally, make sure that any negotiated items are included in the final written contract as this prevents any future misunderstandings about what was agreed upon during negotiations.

After you have officially agreed on a contract with an institution, you should call or e-mail the department chair at other institutions where you know you are being actively considered as a potential candidate. In our experience, this has been a brief and collegial conversation. Keep in mind that other institutions will be grateful to you for not using their time and resources if you will not consider a potential offer.

Special Circumstances

Applying and interviewing while pregnant. Applying for tenure-track positions—a challenge under the best of circumstances—can become even more daunting when this process intersects with personal life events. One issue that has received little empirical attention, but which one of us (EMC) experienced firsthand, is applying while pregnant.

First, it is critical to consider not only the extent to which pregnancy will impact your ability to undergo the rigorous application and interview process, but also whether it is the right time to move and begin a position with a new baby. Simply put: the stress of applying while pregnant must be factored into the potential costs and benefits of applying versus deferring your application. Once you make the decision to apply, it is important to consider the time frame during which you feel comfortable to fly or drive to an interview. Of course, this may change both as you experience what it is like to interview while pregnant, and as you move toward the later stages of pregnancy and/or postdelivery.

More than anything, effective communication is critical when contending with a personal issue that affects the interview process. Following the maxim that it is best to wait to introduce potential bias, we advise against disclosing information about the pregnancy in the initial application materials or during the phone interview stage. Similar to any personal characteristic (e.g., one's marital status), it is not necessary to ever disclose this information, and search committee members cannot legally ask you about it unless you have already offered this information. Personally, once offered a campus interview, I (EMC) chose to e-mail the chair of the committee because I was visibly pregnant.[2] It is also important to communicate any special needs (greater bathroom breaks, extra snacks, etc.). That said, while search committees will likely be gracious and accommodating of your needs, do not expect to receive special treatment.

Academic partner. Having a partner who is also an academic (the so-called "two body problem") is very common and comes with unique challenges when applying for an academic position (see Schiebinger, Henderson, & Gilmartin, 2008). In this section we draw from personal experience (EMC), in addition to the input from various colleagues who have successfully navigated this issue in acquiring academic jobs in psychology departments.

Our advice is to think about this issue early when you are preparing to apply for academic jobs. Some questions that you and your partner might consider are:

- Does it make sense for both of you to apply to the same positions or at the same institution? Are you both at the same point in your career?
- If you both cannot apply to the same institution, are there other opportunities in the area for your partner?
- Are you willing to take a job if your partner does not get a job in the area?

Advice that was consistent across colleagues was that it is not a good idea to discuss your partner during initial application materials or during the phone interview stage. Additionally, if you both are psychologists, it is likely beneficial if both the applicant and partner apply for the same position even if the department is advertising for only one hire. During negotiations this will allow the applicant to make a case that the partner was genuinely interested in the job, department, etc.

There were mixed opinions on whether an applicant should bring up the academic partner issue before negotiations. Some argued that this could put an applicant at a competitive disadvantage if it is revealed before negotiations. Others felt that it was better to raise the issue ahead of time, particularly if the department seemed like they might be receptive to it (e.g., if you happen to interview with faculty who are part of a

[2]Given that my window to interview was very constrained, I also sent carefully worded e-mails to several institutions following a phone interview but prior to being offered a campus interview. In the e-mail, I explained that while I was very enthusiastic about the institution, I could not interview after X date. This gave the schools the information they needed if they were interested in inviting me for a campus interview.

dual academic couple). Finally, some cautioned that it is difficult not to discuss one's partner during the many hours spent interviewing, which can lead (even inadvertently) to a discussion about your partner's job. If you do decide to raise the issue, we suggest that you have a plan to help assuage possible concerns (e.g., "Part of why I'm so excited about this position is because the geographical area has so many potential universities/opportunities/etc. for my partner").

We recommend preparing a firm statement for negotiations regarding your partner—for example, "I am very excited about this offer; but, in order for me to be able to accept this job, I need to have plans for my partner." Something to keep in mind is that, once an offer has been extended, it cannot be retracted because of the requests you make in negotiations. Therefore, don't be afraid to be polite but firm in negotiating for your partner. Also, don't make the mistake of only negotiating a position for your partner and losing sight of the fact that you are negotiating for your position as well.

There is substantial variability in institutions' willingness and ability to negotiate on this issue. The general consensus is that, if a department really wants you, they will try to make some kind of accommodation for your partner, though it may not be a fully satisfying position. For example, a department may be able to offer a visiting professor position that is not guaranteed to turn into a tenure-track appointment.

Final Thoughts

The process of applying for academic jobs can be long and stressful, but it is also an exciting phase in redefining yourself as an independent professional. Hopefully, this article will be helpful for those of you preparing to enter the academic job market and for those of you planning on doing so in the future. We acknowledge that this is by no means an exhaustive list of helpful advice for the academic job application process, but we have covered a number of issues and included a substantial amount of advice that we either (a) received before we went on the job market and found helpful or (b) wished we had received before starting the process. We also think that the advice contained herein is helpful and not iatrogenic, but you should discuss our suggestions with your advisor and/or colleagues to determine their relevance to your particular situation. Good luck!

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We would like to thank our advisors and colleagues for their instrumental guidance and support, especially Nancy Barnett, Cynthia Battle, Christopher Beevers, Meredith Coles, Ed Craighead, Brandon Gibb, Ivan Miller, and Bethany Teachman.

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Appendix

Potentially useful resources mentioned in this article.

Finding Academic Job Postings

American Psychological Association:
http://jobs.psyccareers.com/jobs

Association for Psychological Science:
http://www.psychologicalscience.org/index.php/employment

The Chronicle of Higher Education:
http://chronicle.com/section/Jobs/61/

Inside Higher Ed:
http://careers.insidehighered.com

Psychology Job Wiki:
http://psychjobsearch.wikidot.com

Applying to Academic Jobs

Darley, J. M., & Zanna, M. P. (2003). The hiring process in academia. In J. Darley, M. Zanna, & H. Roediger, (Eds.), *The compleat academic: A career guide* (2nd ed.). Washington, DC: American Psychological Association.

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http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki

www.theprofessorisin.com

www.facultydiversity.org

Academic Salaries (for Negotiation Purposes)

AAUP faculty compensation survey: http://www.aaup.org/AAUP/comm/rep/Z/

www.glassdoor.com

www.salary.com