

## **Placement Guide**

### **University of Oregon Philosophy Department**

The UO Philosophy Department's Placement Committee for each year is listed on the departmental website (at Home > Graduate > Placement). Please feel free to contact members of the committee as opportunities and questions arrive.

#### **REGULARLY SCHEDULED PLACEMENT COMMITTEE EVENTS**

##### **Fall Term**

Job Application Process Workshop (usually in mid- to late October).

##### **Winter Term**

Mock Job Talks and Interviews (usually in January and February; as requested and per committee availability; you should also ask your adviser to join your mock interview).

##### **Spring Term**

Workshop(s) focused on preparation for the fall job market and publishing (usually in April or May).

#### **FINDING JOBS IN PHILOSOPHY**

Getting a job in philosophy requires preparation, planning, and perhaps most of all perseverance. Your dissertation advisor and committee members know your intellectual and pedagogical merits best, but all faculty members are committed to

the successful placement of graduates. The Placement Committee serves to explain, encourage, and facilitate job searches, both generally, and individually for each student. This guide provides some general information that each applicant can tailor to unique needs and goals. Additionally, the main professional organization for US philosophers, the American Philosophical Association (APA), has published helpful resources for job seekers on the 'Careers' portion of its website (<https://www.apaonline.org/page/career>), most notably its 'Guidance for Philosophy Job Seekers' report ([https://www.apaonline.org/page/guidance\\_job\\_seekers](https://www.apaonline.org/page/guidance_job_seekers)).

### Different Kinds of Philosophy Jobs

For most applicants, the gold standard is a **tenure-related** position, also called a "tenure-track" or "tenure-stream" position. But you may not get one the first year you apply for jobs and may instead begin with a postdoc, a visiting position, a string of two or more visiting positions, or even adjunct work. A **postdoc** can be as good as or better than a tenure-related job to prepare for a research career that will begin with a tenure-related job after the postdoc. Sometimes it's even possible to arrange to delay a tenure-track position for a year while you work on a postdoc

**Tenure-related jobs** provide continuing employment once tenure is granted and may be in: research institutions (where publishing is of primary importance for career advancement); institutions that emphasize teaching (which may or may not require heavy teaching loads, e.g., more than 5 courses a year); and community colleges. They have a distinctive application and hiring schedule, from fall to spring, as described below. In the United States, your first tenure-related job will be an **assistant professor** position. In the UK and many other parts of the English-speaking world, the usual title is **lecturer**. **Note** that this differs from the US, where a lecturer position is usually non-tenure-track. The hiring schedules for UK lectureships differ wildly from school to school and year to year, so be on the lookout for these even when the main US job market is not in full swing.

**Postdoc positions** (short for post-doctoral research or teaching positions) are usually for one-three years. These are primarily opportunities to pursue research beyond the work of the dissertation, though there are also teaching-related postdocs. A research post-doc will give you one-three years of free and independent research time in a good institution (helpful colleagues, good resources) to pursue a research project, often a new project rather than a

dissertation-to-book project. These can be wonderful opportunities; however, some post-docs have heavy teaching loads and lower pay. Postdocs often have idiosyncratic requirements, which are specified in the advertisements for them; most require specific letters of recommendation tailored to the postdoc in question as well as a short description of the proposed research. Generally speaking, post-docs are coveted opportunities for advancing one's career.

**Visiting positions** (also referred to as VAPs, for Visiting Assistant Professor) are increasingly common. These typically pay less than tenure-related positions but more than adjunct positions. They also provide more security than adjunct positions because an entire year (or more) of work is guaranteed, whereas adjunct work pays by the course and is usually not settled until just before a term starts. In many instances, *these are good jobs*, and should not be looked down upon. It is more and more common for philosophers to begin their careers at a position of this sort. Visiting positions are often on a schedule close to the tenure-related schedule, though in many years a good number of visiting positions are not advertised until the Winter JFPs (thus beginning the ad-apply-interview-offer cycle at that point). Others may be last minute calls if a permanent faculty member has become ill, or funding suddenly materializes.

**Adjunct jobs** refer to work where each course is individually paid, at a fraction of what one gets per course in a tenure-related job at the same institution. These positions typically have little job security and stability, and in some cases will not include benefits. There may be advertisements for adjunct jobs at any time in the calendar year.

**Community College jobs often** require selecting a geographical area and going to the employment sections of the websites of these institutions, for job postings. Another approach is to contact by email, snail mail, phone, or personal visit. In addition to applications through personnel, you should contact the chair of an appropriate humanities department with a version of your application materials that is a good fit for courses already listed. It should be noted that many community college jobs have the equivalent of tenure and pay salaries comparable to those in four-year schools. These can be very good jobs, but they are typically (whether rightly or wrongly) classed apart from jobs of any kind at four-year institutions. Community colleges offer tenure-related, visiting, and adjunct positions. *Please see Appendix C below for additional information.*

**Academic jobs in fields other than philosophy** (e.g., in Women's Studies,

Political Science, or Education) will have a different yearly job-seeking cycle than those in philosophy and will require resources not mentioned here. For employment resources, consult the websites of the professional organizations of the fields that interest you, or your advisors.

### THE JOB APPLICATION CYCLE

Though there are exceptions, there are typically two job cycles each academic year. The main job cycle is for tenure-related positions and begins every Fall for positions that will start in the Fall of the following calendar year. A secondary job cycle begins again in the Winter and Spring months for visiting and adjunct positions that are set to begin later that same calendar year.

**The tenure-related job cycle** starts in earnest in late September and early October as departments begin to list jobs at the main job advertisement resource for the discipline: PhilJobs ([www.philjobs.org](http://www.philjobs.org)), which is now affiliated with the APA. Most job advertisements listed in Sept.-Nov. are for tenure-track positions that will start the following Fall. Nearly every non-post-doc, non-community college position is advertised at PhilJobs. To ensure that you do not miss any other ads, especially for community college jobs, postdocs, and jobs outside the Anglophone world, you may also want to check the *Chronicle for Higher Education* (<http://chronicle.com/jobCategory/Philosophy/50/>) and *Higher Ed Jobs* (<http://www.higheredjobs.com/>).

First-round interviews for jobs in philosophy in the U.S are increasingly conducted as tele-interviews (using Skype or Zoom, or even over the telephone). Some first-round interviews are still held at the Eastern APA, which meets during early January on the East Coast, but this is now rather rare (until about 2010 it used to be the only way that first-round interviews were conducted).

The first 'cut' in all applicants for any given job results in a shortlist (usually 5 to 20 applicants) who are interviewed in the first round. The second 'cut' results in a finalist list of candidates (usually 2 to 4) invited for second-round interviews, which usually take place as on-campus visits between January and March. One person gets the job (though in some instances multiple offers are made, e.g., if the top candidate declines). Job offers that began with advertisements in the Fall are typically made in **March or April**.

**The visiting-position job cycle** usually begins in January through March. Practices here are a little more varied depending on different institutions, but in general follow the stages listed above for the tenure-related hiring cycle, with one notable exception (it is often *not* the case that on-campus interviews are conducted for visiting positions, though this does appear to be more common in recent years than it used to be, when it almost never happened).

### **APPLICATION MATERIALS PREPARING YOUR APPLICATION DOSSIER**

*When should you begin preparing your application materials?* It is prudent to *begin* assembling and constructing the materials for your job application during the Spring prior to the Fall when you will apply for jobs. You will need: a CV, commitments from advisors and others to write letters of recommendation, writing samples, a boilerplate cover letter (which you will want to tailor to specific positions) or multiple boilerplate cover letters (e.g., a template for research-focused jobs, for teaching-focused jobs, for jobs at religious institutions if you have qualifications for those), an abstract of your dissertation, copies of your transcripts (though unofficial copies are usually fine), a teaching statement, a teaching portfolio, a research statement, a statement of faith (if you plan to apply to religious schools), research proposals (if you plan to apply to research positions, postdocs, or research fellowships that require such), and an interview wardrobe.

*When should you apply for jobs?* Some positions require a complete Ph.D. but many accept students who are ABD (academia's silliest acronym, which is usually described as shorthand for 'all but dissertation), provided that they will have a Ph.D. when they begin their jobs. This means that if you apply in the Fall, you should have a substantial amount of your dissertation (at least two chapters, but preferably half of your planned chapters) complete so that you can reasonably claim that you will finish it that academic year if you get a job. Your advisor will often be required to assure that you will defend your dissertation before the Fall your job starts.

*Using Interfolio to manage your dossier and letters.* Familiarize yourself with the services offered by *Interfolio* and purchase a year's subscription from them – it is an additional cost but it will make your life much easier as well as that of those writing you letters of reference. For most positions (though some application

systems are no longer accepting Interfolio applications such that you will have to manually upload all of your materials) you will request Interfolio to send out a dossier for each of your job applications. These dossiers will be assembled out of materials that you (and your letter writers) upload to Interfolio. To assist this process, familiarize yourself with the 'labels' function offered by Interfolio so that you can upload multiple versions of the same document (e.g., your cover letter) tailored for individual (or general types of) applications.

*How should you keep your applications organized?* You will need to keep your application materials in order, so early on develop a system that works well for you. The Placement Committee recommends using a Table in a Word document or a Spreadsheet in Excel. *See Appendix A below for a sample table.*

## **THE CONTENTS OF YOUR APPLICATION DOSSIER/FILE**

(See also Appendix B below)

**CV** (*curriculum vitae* or resumé): The order of your CV should be as follows: education, academic employment, AOS and AOC, honors and awards, publications, presentations, courses taught, service. Append a one-page dissertation abstract to your CV. Note: There are perfectly acceptable, different versions of the order of CV entries, but the consensus seems to be that page one includes: education, AOS, AOC, honors and awards. (You can browse sample CVs online through many departmental websites, including ours, to get a feel for this.)

**Cover Letter:** Start with a generic boilerplate or template letter of interest. This will then be customized for specific jobs. The letter of interest should be 1-2 pages, single-spaced, 12 pt. type, containing: your stated interest in the position advertised, a brief description of your dissertation and future research plans (be sure to include a projected dissertation defense date), brief descriptions of courses you have taught and can teach. *Note that some people find it helpful to construct several generic letters of interest, already pre-tailored to different types of jobs* (e.g., research positions where you will focus the letter on your research, big state teaching schools where you will focus the letter on teaching first and describe research only second, liberal arts colleges, where student advisement is emphasized, or religious schools where it is sometimes appropriate to mention having been to a school of the same religion yourself, e.g., Catholic colleges).

**Writing samples** (15-25 pages each): a dissertation chapter or a publication (actual, forthcoming, or potential) that reflects your research strengths and ideally shows why you are the perfect match for the position advertised. Some schools require

only one writing sample. Increasingly, research-oriented schools allow or even require multiple samples.

**Teaching portfolio:** a 1-2 page single-spaced statement of teaching philosophy with brief description of courses you have taught and would like to teach; syllabi of both the foregoing (with a total of around 3-5 syllabi); narrative student evaluations from the last few years (it is up to you if you also want to include numeric scores but they are now generally recognized to be biased). You may also include syllabi of courses you would like to teach. All syllabi should be complete with a list of readings.

**Research Statement:** a 1-2 page single-spaced description of current and future research projects after the dissertation over the next 5 years, with indications of how the dissertation has prepared you for these projects, and how they relate to the dissertation. (Note that opinions differ as to whether or not your plan should be to turn your dissertation into a book.)

**Transcripts:** Some departments will request official transcripts; some even ask for undergraduate transcripts, so try to get these as soon as possible.

**Recommendation Letters (at least three):** these will normally be sent to Interfolio (see above) by your referees and you will select which ones are to send to which job, because different jobs may get different letters. These letters are confidential, but it is appropriate to ask people who know your strengths in specific areas. For example, you may have three letters that you think will focus on research and one for your teaching. Or, you may have a letter from someone out-of-discipline which may not be appropriate for most jobs, but perfect for, say, a job in a multi-disciplinary department (combined Philosophy & History or Philosophy & Religious studies departments are not uncommon) or a job explicitly mentioning interdisciplinarity. If you have a letter writer or two who has not played a central role in your research, it is appropriate to remind that person why you are asking for a reference and make sure she/he has your updated information in that regard. You will need to send all referees a copy of your generic letter of intent as well as a brief recap of courses you took with them, grades you got, and when in your academic career. You will need to request letters from them at least 2-3 weeks in advance of your first deadline, but ideally 4-5 weeks. (This will result in stronger and more specific letters because referees often do not have time to look up their records for each student they are writing about.)

**Research Proposal(s):** If you plan to apply for research positions, you will need a research statement. If you plan to apply for postdocs, you may need multiple research proposals (each one fitting each postdoc). Your proposal should be intelligible to a non-specialist audience, though in most cases you should assume the audience will be philosophy faculty. This should be about 2 pages double-spaced.

**Diversity Statement:** A number of schools are increasingly asking for a one-page

statement indicating and describing your commitment to diversity, as relevant to your teaching, your research, and your work for the university and the profession.

**Statement of Faith:** if you plan to apply to religious institutions, you will want a brief statement. Not all religious institutions require them, but many do. These are usually one or two pages, single-spaced.

**Reminder:** *see Appendix A below.* You will want to keep a file detailing the materials you have sent to each department, information about the department with which you will interview, and notes on the interview itself for future reference (e.g., follow up email or on-campus interview).

## INTERVIEWS

### First-Round Interviews

*General Pointers on First-round Interviews.* First-round interviews are typically conducted via internet tele-conference (e.g., Skype) or via telephone. As previously noted, it used to be the case that interviews were typically held in person at the Eastern APA, but this is increasingly rare. Interviews are typically **30-50 minutes**. Be prepared to answer questions about current and future research, teaching, academic service, and commitments to inclusiveness. Research the department(s) with which you will interview so that you know something about the department in general and the people on the interviewing committee. (It's appropriate to ask who will be conducting the interview. Once you know who they are, we suggest that you create a departmental profile in which you note what you might say to each member of the committee. You may even want to include images of the faculty members who will be interviewing you so that when you meet them for the first time you already know who they are.) If the work of one or more of your interviewers looks interesting to you, you should track it down and read it (though this is probably more important for the on-campus interview stage). Remember that students on the committee may have some hiring influence, so do not neglect their questions or interests.

*Technical Issues for First-Round Interviews.* There are numerous technical and logistical issues to think through—do not neglect these and find yourself scrambling last-minute. First, you need a (very) quiet and well-lit room to interview in. You can reserve rooms at the UO library, or you might ask your adviser if you can use their office (your own UO office is probably not a reliable



location because your officemates may walk in on your interview, though you might be able to schedule things with them). Some people conduct interviews from home: this is acceptable but not recommended because there are too many unavoidable mistakes in a non-professional environment (is your cat going to run into the room? is your neighbor going to mow their lawn? is someone going to ring your doorbell not once but twice in earnest hope of educating you about their religious conceptions?). Wherever you plan to interview, you need to test your computer and software (e.g., Skype) in advance of interviewing. For interviews over internet tele-conference it is *highly* recommended you use a hard-wired Ethernet connection rather than Wi-Fi, but you will need to spend time setting this up if you haven't used it before (use the UO IT Help Desk as a resource).

*Enjoy Your First-Round Interviews.* Above all, remember to try to enjoy the interview process. This may sound strange, but it will actually be quite natural for you to enjoy your interview, if you let yourself. Think about it: you get to talk about philosophy, and your work, and the dream classes you would love to teach, to a captive audience, for almost an hour. Know that at least one person on the committee has likely already argued strongly in favor of your candidacy (but bear in mind that in some cases at least one other person would like to see your candidacy fail). They are excited to hear about your work, and they share many of your philosophical passions. Convey that you enjoy philosophy by making it clear that you enjoy talking about it. Smile, make eye contact, do not act suspicious or let your mind run with suspicious thoughts. Stay positive. Remember that your interviewers will be looking at you as a prospective colleague who can teach their students, not as a graduate student who still has to prove themselves. During your interview, it is important that you project confidence and collegiality. (This is all generic interview advice, but it is advice that many candidates unfortunately ignore, so keep in mind that this is, after all, an interview.)

### On-Campus Interviews

*General Pointers on Campus-Visit Interviews.* If you reach the on-campus interview stage, then you should approach it with the full knowledge that some (or many) of your future potential colleagues are very excited about your candidacy. Philosophy is a very competitive discipline right now and it is already an accomplishment (and a very good sign) to land a first-round interview. Beyond bearing this in mind throughout the on-campus visit, the following preparation work can be invaluable:

- Find out before you go what will be expected of you. Typically you will have to prepare a research presentation (a job talk) and/or a teaching demonstration (typically for a real class of students). Your job talk should be your best work *in the advertised area of the job*. For most jobs, it will be ideal to

have a slideshow prepared to accompany your talk, though for certain research jobs it might be expected that you simply present a paper without any visual accompaniment. (If you do plan to use slides, bring them on your computer stored locally [not on the cloud], as well as on a USB stick, and you absolutely must have a backup plan ready in case there is a technical issue and the slides do not work. It looks *very bad* if you have to delay your talk ten minutes because of technical issues. Rather, take it as an opportunity to show your agility and just give your talk without your slides.) Your teaching demo should ideally draw on a class you have already taught here at UO (but you may be asked to teach something else in order to fit in to the class you are teaching for).

- Find out before you go who you will be meeting with. Will there be a group interview with the full department faculty? Will you meet one-on-one with individual faculty? Will you meet with students? Will you meet with a dean? Typically, you will meet with all of the above, though each school organizes these differently.
- Spend as much time as you can learning about the hiring department and the hiring university on a whole. Read the entire website for the department. If they have social media pages, browse through the history (and do so deeply).
- Read recent articles by your future potential colleagues. If they don't have recent work, read their older work. Look at what they are teaching this year and (if possible) what they taught last year. (See how you can connect with their courses, if their syllabi are viewable online.)
- If time allows, read up on canonical or recent literature in areas where you do not much exposure but where the hiring faculty are strong (for instance, if you work in the subfield of Continental Philosophy of Mind and the hiring department has a tenure-track member who works in Philosophy of Mind from an Analytic perspective, then go read some Chalmers or Clark [or the most-cited philosophy article of recent history, by Clark & Chalmers]).

Note on Your On-Campus Interview Wardrobe. Academic philosophy is a profession, and all professions are conducted (in part) through rituals. It is expected that job applicants will dress for on-campus interviews with a more formal presentation than graduate students or even senior tenured faculty. Here is what is more or less required for job candidates: solid colors, i.e., black, grey, navy blue, beige, or else tweed, for jackets, suits, pants and skirts; an outfit consisting of a suit and dress shirt (tie preferred for men but read your audience) or a jacket with pants or skirt that match. You should definitely wear dress shoes, or at least not informal shoes (under no circumstances should you wear sneakers or boots). Plan for three or four different outfits. Everything has to be clean and pressed, but none of it has to be new (thrift shops, discount stores, sales, and your friends are good sources) and

you can mix and match. Carry a book bag or brief case, and do *not* carry a back pack (because it will make you look like a student, not a professor, which is what you are interviewing to be). All that said, if you can easily conform here, it's a plus. If not, don't worry too much about it, because there have been plenty of successful candidates who have broken this mold.

*Enjoy Your Campus Visit.* As noted above with respect to first-round interviews, approach your campus visits with a positive attitude and do everything you can to enjoy them, to connect with your potential future colleagues, and to convey your enthusiasm for philosophy and teaching.

### Interview Questions and Topics

The information below applies to both first-round and on-campus interviews, though in the case of the latter of course you will want to be extremely well-prepared for each of these topics so that you can speak about them at great length. You should also prepare for these questions to come up multiple times at your on-campus interview in different interview contexts (as part of a formal interview with the complete department faculty and as part of individual one-on-one meetings with particular faculty).

#### *Research Questions*

In most cases, you will talk about your dissertation when asked about current research. You should deliver a straightforward and concise summary of your dissertation in no longer than 10 minutes, preferably 5, geared at philosophers who are not specialists in your field and it should invite further discussion about your research. Present your main thesis, arguments, and themes. The interviewing committee may engage you philosophically or move on. Often, the next topic is future research. You should be ready to give a description of your research projects for the next five years, e.g., a book based on your dissertation and/or articles that take your research further, and topics other than the dissertation subject that you intend to pursue.

#### *Teaching Questions*

You should be prepared to describe courses that you have taught or would like to teach, but also courses that you would be expected to teach, given the area of AOS and AOC specified in the ad and the curriculum of the hiring department. Be prepared to talk about specific themes, authors, specific texts, and classroom strategies. You may be asked to elaborate on your pedagogical commitments, how you would address issues of diversity (in the classroom, as part of course design, or in reference to teaching 'canonical' texts), how you will balance the increased workload of publication plus a heavier teaching load than you are used to, or how

you would approach teaching big lecture classes versus small seminar classes.

#### *Service Questions*

Speak briefly about your service throughout your graduate career, including committees on which you have served, conferences that you have organized, editorial work that you may have done, and generally how you see yourself contributing to the department and the broader university community. The only thing you really need to convey on this subject in a first-round interview is that you look forward to being a good colleague and a good citizen of the institution. Do not spend a lot of time on this question, but do not be dismissive about service either. If your interviewers do not mention service, then *under no circumstances* should you bring it up (especially if interviewing for a job at a research institution).

#### *Your Questions*

Show familiarity with and interest in the department by asking questions about student life and research and teaching opportunities. You might ask about the size of the major (for teaching jobs), the graduate student population (for research jobs), or opportunities for interdisciplinary teaching (if that seems appropriate and if it's something you would want to do yourself). Gear your questions to what you think your interviewers (based on the ad and your own prior research), want to talk about. Research shows that interviews go well when interviewers get to feel good by talking about themselves (though you don't want them to dominate the conversation, of course).

#### *Additional Notes about Interviewing*

If your interviewers do not ask you about research or teaching, find a way to work that information into what they do ask you (that said, for some teaching-focused jobs it may be wiser to leave your research off the table if they do not bring it up; and for any interview, if you are not asked about service, then do not bring it up). Also, diversity awareness and inclusive curriculum is increasingly important for many philosophy departments. Be prepared to answer questions related to nontraditional students and inclusive pedagogy.

#### *Following Up*

Consult your advisor about following up with a thank-you email.

#### *A Note on Job Market Coaching and Job Market Stress*

The job search can be demanding and taxing. In addition to the exciting positive stress of competition, challenge, having a new audience for your ideas, and overall

adventure, some candidates may experience anxiety, self-doubt, or just not enjoy receiving intense attention. All of these reactions are normal when meeting new people, traveling cross country, meeting deadlines, and directly experiencing the inherent uncertainty of the situation. So: eat well, get enough sleep, exercise regularly (bring a yoga mat or jogging shoes to on-campus interviews in case you have any down time, even just 30 minutes, at your hotel), take time off for recreation, and make sure there are several people with whom you can “debrief” as you go through different phases of the job application and interview process. Try to minimize your exposure to forums that tend to encourage unhealthy obsessiveness about the job market process (e.g., job market blogs or constantly checking the job market update wiki). Your advisor should commit to being available as your coach during the on-campus interview phases and any negotiations that you find necessary when you get a job offer. If you get more than one offer, your coach will help you navigate that as well. *Make sure you have their cell phone numbers when you, or they, are out of town!*

### **Maintaining Access at UO**

Courtesy Appointments in the UO Philosophy Department. If you defend your dissertation before you have a full time position, the UO Philosophy Department has a policy of granting Courtesy Appointments to its PhD graduates. This will preserve your UO email address, give you library privileges, access to the department letterhead, and in some cases, office space. You should contact your adviser and the department head for more information on how this works.

**APPENDIX A: Sample Job Applications Organization Table**

<b>PJ CHE etc.</b>	<b>School</b>	<b>AOS/AOC Listed in ad</b>	<b>Notes to Self &amp; Contacts</b>	<b>Dead- Line</b>	<b>Ref Letters</b>	<b>Cov Ltr Templat e</b>	<b>CV</b>	<b>Rsrch State</b>	<b>Writing Sampl</b>	<b>Teach Dossr</b>	<b>Sent Date</b>
	<b>PHIL JOBS</b>										
	<b>Best Fits</b>	<b>Very Excellent Fit</b>									
PJ	<u>University of X</u>	AOS: Social/Political AOC: Ethics, Phil Race, etc.	Special notes here.	11/15	List initials here	Research Ltr	Rsrch	Pol	Pol	Rsrch	
PJ	<u>X Lib Arts College</u>	AOS: Continental AOC: Soc/Pol, Ethics, etc.	Contact Dr. xxx.	11/20	List initials here	LibArts Ltr	LibA	Cont	Cont	LibArts	
	<b>Good Fits</b>	<b>Good fit and appealing</b>									
PJ											
	<b>Decent Fits</b>	<b>Not <i>great</i> fit but maybe</b>									
CHE	<u>University of Z</u>	AOS: Ethics AOC: Philosophy of Sci	Possible fit for AOS, but AOC a bit of a stretch.	11/1							
	<b>Possible Apps</b>	<b>In some way either a bad fit or not the most appealing but still good to apply to.</b>									

## APPENDIX B: Application Material Checklist

This is a sample list of the most typical materials you will want to prepare – if you use this you should revise for your own purposes as every candidate will have a different list of materials to put together:

- cv – Main
- cv – Specialized (yes, it is okay to have more than one cv, although you must always be entirely truthful!)
  
- Cover Letter – boilerplate for research positions
- Cover Letter – boilerplate for teaching positions
- Cover Letter – boilerplate for positions at liberal arts colleges
  
- Research Statement – main
- Research Statement – interdisciplinary
- Research Statement – specialized
  
- Teaching Statement – larger schools (teaching schools & some research schools) – Main
- Teaching Statement – larger schools (research schools / no syllabi)
- Teaching Statement – liberalarts
- Teaching Statement – religious
  
- Diversity Statement
  
- Rec Letters (all have been requested)
  - List of Referees – Main
  - List of Referees – jobs in xxx
  
- Transcripts – all universities
  
- Writing Sample – Soc/Pol jobs
- Writing Sample – Ethics jobs
- Writing Sample – History of Phil jobs

## APPENDIX C: Community College Positions

### Postings of Jobs

- Not systematic, but appear in *Chronicle* and not always at *PhilJobs*.
- Check websites of college.
- Jobs will not be listed under Philosophy but under Humanities, Social Sciences, Culture/Religion, Liberal Arts (depending on the school's taxonomy).

### Contact

- Unless you know someone in the college, if there is no posting for a full time position, apply only for adjunct positions.
- Most community college jobs have a pool of adjunct faculty and you can submit a vita and statement of what you can teach, listing both existing courses and courses they don't have that could be of interest to them. The pay for adjunct teaching will be low, about \$3,000 per course. Usually, the pay is slightly higher after you have a PhD.
- For a posted position, you will need to apply through HR (Human Resources) and it's a good idea to contact the department chair, as well.
- For adjunct positions, your first contact will be with the chair and the chair may recommend that you also contact HR.

Overall job search approach: For adjunct work, choose a geographic area and apply to schools that are close to each other. If you have done this, with no results, you may choose a new area or dig deeper into the area you have chosen---plan a trip and get appointments with the chair of the department in which you are interested. If your request(s) for an appointment are not answered, then find out when that person has office hours and drop in.

### General Pros and Cons of Community College Employment for Philosophers

#### *Advantages*

- + There are many more community colleges than four-year institutions and almost all of them offer courses in philosophy.
- + Starting salaries are competitive with four-year institutions and in some cases exceed them.
- + For philosophers interested in teaching, community colleges are excellent places to work.
- + There are opportunities for social activism.
- + There is more diversity. For example, students tend to be worse off economically than those at four-year colleges and minority student enrolment is high. Students are also older. (However, during the last recession, many pinched middle class families chose the community college option before transferring into a four-year school.)
- + A PhD is not required to teach full time in community colleges, although in almost all cases, an MA is.

#### *Disadvantages*

- + Faculty will be limited to teaching lower division, introductory undergraduate philosophy courses.
- + Although most community colleges have sabbaticals and opportunities for intellectual



discussion, they do not support professional colloquia or time off for research for junior faculty.

- + It is difficult to move to tenure track positions in four year institutions after a number of years of community college employment---mainly because of a lack of publications. Also, people who teach for extended times in community colleges become labelled as such and are seldom considered for tenure track positions. A very few years teaching adjunct or even full time should not make a big difference.

- + Some community colleges do not have rank, although some do---and this limits options for advancement in the institution; there is also variability on whether tenure is granted.

- + More underprepared students— although there are always exceptions (as you've learned from your students here at UO who come to us from community colleges).

- + A much more demanding teaching schedule. As many as 5 courses to teach per term.

- + In the academic profession, community college professors have lower status than those at four-year institutions.