

Academic CVs, Jobs, & Interviews

Carlos Algara

✉ carlos.algara@cgu.edu

🌐 <https://calgara.github.io>

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DISCLAIMER

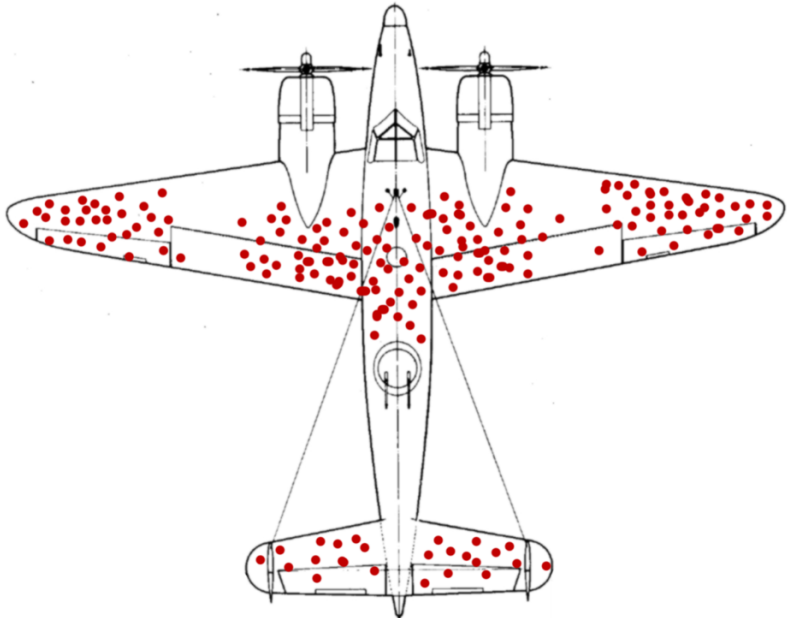
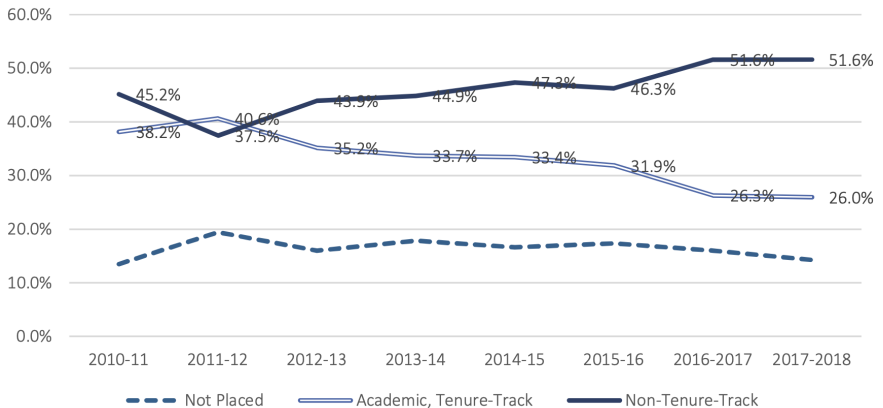


Figure 2. Tenure and Non-Tenure Placement Overall, 2010-2017



TT Jobs: 2018-2019 (N= 757) & 2020-2021 (N=359)

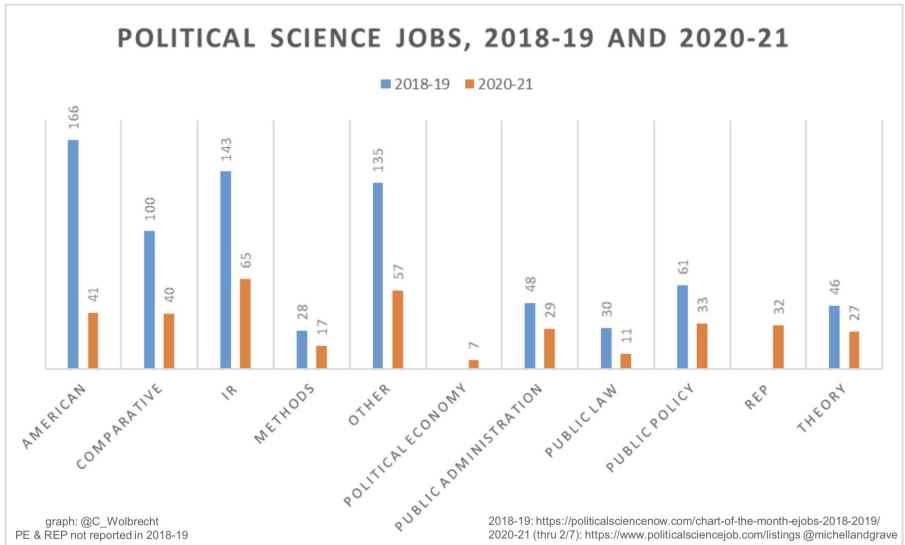


Figure 1. Total eJobs Postings

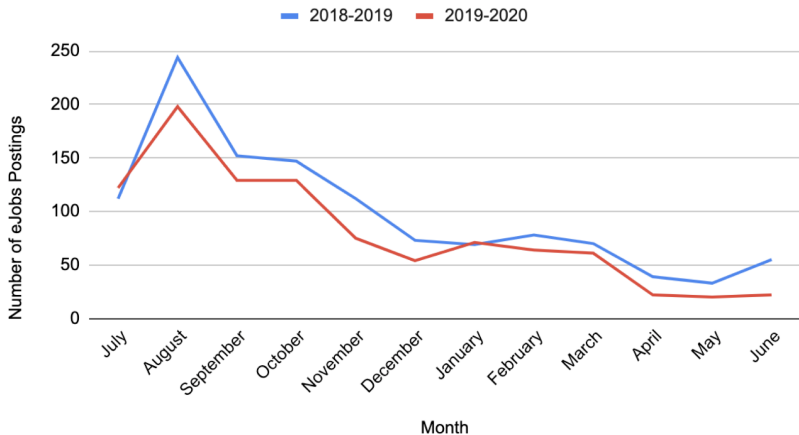


Figure 1. Total eJobs Postings, 2018-2019 and 2019-2020

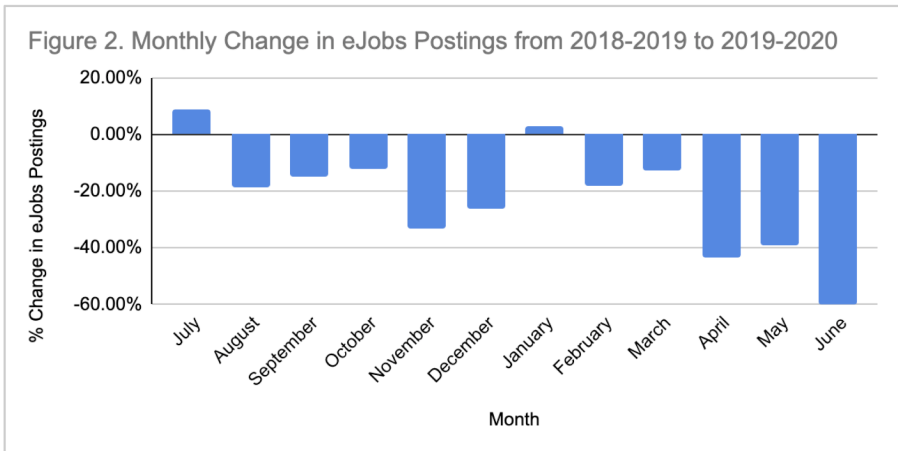


Figure 2. Monthly Change in eJobs Postings, 2018-2019 and 2019-2020

Demystifying the *Very Long* Process

- ① Job Market Year 1 (6th Year ABD, 2018-2019)
 - ▶ 114 job packets (all tenure-track & post-doctoral fellowships) → 11 “long” short lists
 - ▶ 3 campus visits (2 R1 & CLA) & 2 post-docs → 1 post-doc offer
- ② Job Market Year 2 (Post-PhD & Post-Doc Year, 2019-2020)
 - ▶ 69 job packets (all tenure-track) → 9 “long” short lists
 - ▶ 5 campus visits (1 R1, 2 R2, & 2 CLA) → 2 offers (R1 & R2)

[This is 100% more akin to a lottery, rather than a “market”]

What Can You Control? Developing the CV

1 Research Interests & Branding

- ▶ Coming out of CGU, you **will be doing** very interesting & high-level research already! Get a website fairly early!

2 Dissertation & General Pipeline Construction

- ▶ Important to have a pipeline **beyond** dissertation
- ▶ Always be writing or working with data... preferably both
- ▶ Teaching, while critically important, comes at a cost to research

3 Building a Scholarly “Brand”

- ▶ Conference participation is **not** optional
- ▶ Sending manuscript(s) for review **before** job market year
- ▶ Balance between prestige & time-constraint: top-20 & “high” subfield journals: **Google Scholar Metrics**

The Academic Job Market Packet

- ① **Most Important Document:** Curriculum Vitae
 - ▶ **Front & Center:** Publications & Manuscript Projects Pipeline
 - ▶ Record of conference attendance → publication pipeline building
- ② **Coherent & Field Focused:** Research Statement
 - ▶ What's your "brand" substantively and methodologically?
 - ▶ Retrospective & prospective: *beyond* "dissertation" (**avoid this word**)
- ③ **Overview of it all:** Cover Letter
 - ▶ Summing it all coherently in 1.5-2 pages
 - ▶ Teaching relevant in complimenting department training at both levels
- ④ **Polished & Highest Caliber Solo-Authored[†] Writing Samples**
- ⑤ **Required, but read?** Teaching Portfolio & Philosophy Statement

Research Statement in 2-3 Sentences

Research Agenda Overview

(1) My research agenda centers on the capacity of citizens to evaluate the ideological representation provided by their political elites (the U.S. Congress, electoral candidates and political parties) and how these evaluations influence the institutional behavior of these elites, notably within the context of the United States Congress.

(2) Relatedly, I also investigate questions of how the relationship between citizens' policy preferences and political choices may be conditioned by non-political attitudes, such as white racial resentment.

(3) These topics have critical implications for the quality of democratic governance in the United States and the capacity of citizens to fulfill their responsibility as the principals within the republican framework.

Teaching Philosophy in 2-3 Sentences

Teaching Philosophy Overview

(1) As a social scientist, I have the responsibility to teach students the ability to think skeptically about the social world around them and to develop competence in understanding, and critiquing, theoretical explanations explaining social phenomena.

(2) I achieve this using a collaborative and multi-method approach to foster dynamic active learning in a diverse classroom setting.

(3) Through the use of methods stressing data literacy and qualitative narratives, this collaborative approach not only helps with the endeavor of teaching a diverse student population how to think like social scientists, it also makes me a stronger teacher-scholar.

What is an R1 Research Job?

① 50-60%: Research Responsibilities

- ▶ Building a *tenurable* publication & grant record
- ▶ Both # & quality of journal publications important, *varies widely*
- ▶ ***Always be writing & submitting work for peer-review***
- ▶ Expectation of summer ***research*** for junior faculty
- ▶ Conference funding, course releases, sabbaticals, & research start-up accounts with this expectation

② 30-40%: Undergraduate & Graduate Teaching Responsibilities

- ▶ Teaching load: 2-2 (substantive & methodological courses)
- ▶ Strong incentive to *shirk on undergraduate teaching time allocation*

③ 10%: Service to Department, University, & Discipline

What to Expect from Research Interviews?

- ① Individual conversations: entirely focused on research agenda*
 - ▶ Conversations assessing scholarly trajectory & prospective plans
 - ▶ Prospective plans include research grant funding projects
- ② **Most important facet:** Research Job Talk
 - ▶ “CGU style” job talk: 35-45 minutes with department & grad students
 - ▶ Friendly, but very critical substantive & methodological questions
 - ▶ Practice job talks **critically important & helpful**
- ③ Graduate Student Meetings
 - ▶ Graduate students play huge role in hiring decisions
 - ▶ Junior colleagues, not students, potential collaborations?
 - ▶ What type of training (teaching) can you provide in the department?
- ④ **Key Difference:** No teaching talk or undergraduate meetings

What is a “Teaching” Job?

① 50-60%: Teaching Responsibilities

- ▶ Building a diverse portfolio of courses in substantive research area
- ▶ Teaching loads may *vary*, some elite liberal arts may have 2-2 teaching loads while some state-regional universities may be on 3/4 - 3/4 load
- ▶ Key emphasis on teaching pedagogy, refinement of syllabi & methods
- ▶ Junior faculty may have to develop *broad* teaching portfolio outside of research field

② 20-30%: Research Responsibilities

- ▶ Less focus on developing research pipeline except outside elite CLAs
- ▶ Research publication tenure expectation far less than R1 positions

③ 10-20%: Service to Department, University, & Discipline

- ▶ University-wide committees, honors theses, internships, department service, student major advising

What to Expect from Teaching Interviews?

- 1 Individual conversations: mostly focused on teaching agenda & “why” teaching setting*
 - ▶ Conversations assessing teaching philosophy & portfolio
 - ▶ Prospective plans of how to contribute to department offerings
- 2 **Most important facet:** Teaching Job Talk
 - ▶ “CLA” teaching talk: 40-60 minutes with department & undergrads
 - ▶ Generally a class is “rented” to you and you teach a lesson... tie in your research with actively dynamic teaching style!
- 3 Undergraduate Student Meetings
 - ▶ Undergraduates play role in hiring decisions & provide feedback
 - ▶ Why are you interested in a teaching-focused position & what can you offer students? Campus life? Specialized courses?
- 4 **Key Difference:** While research talk is standard, less pivotal than research job interviews... may not get research feedback

How to Buy Lottery Tickets as ABD?

- 1 Trust faculty mentors to give an honest assessment. . . meet frequently & ask for advice/feedback!
 - ▶ Where to publish & how “market” competitive?
 - ▶ They read *many* job market applications & are connected
 - ▶ Vetting job market materials, ***especially cover letters & research statement***
- 2 Developing Research Publication Pipeline
 - ▶ Get rejected early, often, and from “top” journals
 - ▶ ***Collaborate with your brilliant junior colleagues!***
 - ▶ ***Always*** attend job talks and use seminars to develop ***new*** projects
 - ▶ Funding is atrocious, but absolute minimum of one conference a year
 - ▶ Every opportunity to present work “in” house, take it!

Concluding Remarks

- 1 It's a **lottery**, but tickets not uniformly distributed
- 2 You **will do** cutting-edge and interesting research, sell it!
- 3 If set on R1 track, strategically focus just on all TT jobs & post-docs
- 4 Post-Docs *increasingly* common condition for R1 careers
- 5 R1 jobs, as APs, are *basically* an extension of 5-7 years of grad school
- 6 Lean on faculty mentors & fellow graduate students—great people!
- 7 If set on teaching-path, develop teaching portfolio to signal interest & course development
 - ▶ **However, research pipeline essential for tenure potential & application consideration given market competition**
- 8 Check out the late Tom Carsey's professionalism book [*here*](#)

Final Thought: Job market is not a reflection, at all, of your worth as a scholar. . . academia is a severely broken institution. . . it's not fair, especially to junior scholars

Thank you for inviting me
& please let me know if I can help in any way!

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