University of Oregon Philosophy Department Placement Guide*

The Placement Committee consists of Naomi Zack (Chair) and Colin Koopman for Spring 2018. nzack@uoregon.edu, koopman@uoregon.edu. Please feel free to contact us as opportunities and questions arrive.

*Travel funding policies and applications are on-line under “graduate student resources.”

SCHEDULED EVENTS

Spring term
Placement Meetings/Workshops: Meeting 3-3:50 in 211B, SCH on May 31, 2018; Workshop 3-4:50 in 211B, SCH on June 1, 2018.

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.

Different Kinds of Philosophy Jobs

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 work, 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.

**Post-doc 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 known 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. 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 FURTHER 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 CYCLE, THE JFP, & THE APA**

**The tenure-related job cycle** starts in earnest in early to mid-October as departments begin to list jobs at [www.philjobs.org](http://www.philjobs.org), which is now affiliated with the APA; these advertisements are typically for positions that start the following Fall. Nearly every non-post-doc, non-community college position is advertised at wwwphiljobs.org. (You can specify a search with email alerts on phil.jobs.) Postings for the 2019-20 academic year will begin appearing during Summer 2018. To ensure that you don’t miss any 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/](http://chronicle.com/jobCategory/Philosophy/50/)) and [http://www.higheredjobs.com/](http://www.higheredjobs.com/).

First-round interviews for top tier jobs in philosophy in the U.S are still held at the **Eastern APA, which meets during early January on the East Coast.** Few interviews are held at the Central or Pacific APA meetings, because they occur at the very end of the traditional job cycle and are not as well attended. **An increasing number of first-round interviews are conducted in the weeks leading up to (or following after) the APA-Eastern by videoconference or telephone, and throughout the year.** If you are not a member of the APA, you should join and select the options for receiving email updates on available jobs. The APA also maintains a **Job Seekers’ Database**, where you can post your C.V. and additional information about yourself as a job candidate (though opinions vary on the usefulness of this service). As the main professional organization for US philosophers, the APA has published its own Placement Brochure, in 2003 and 2005, which is appended to this document. In recent years, **the APA has offered a free subscription**
to Interfolio for graduate students who become APA members. You should register with Interfolio.com. For nominal fees they will collect and store your reference letters and writing samples and send them out electronically or by paper, when and to whom you direct.

The first ‘cut’ in all applicants for any given job results in those (5-20) who are interviewed at the Eastern APA meeting (or in some cases by videoconference around the same time of year, or simply asked for more materials, such as writing samples). (Note that this stage is typically skipped by UK schools.) The second ‘cut’ results in the candidates (2-4) 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.

**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), an abstract of your dissertation, copies of your transcripts, a teaching statement, a teaching portfolio, a research statement, a statement of faith (if you plan to apply to Catholic or other religious schools), research proposals (if you plan to apply to postdocs and other fellowships that require such), and an interview wardrobe.

*When should you apply for jobs?* Some positions require a complete PhD but many accept students who are ABD, provided that they will have a PhD when they begin their jobs. This means that if you apply in the Fall, you should have a substantial amount of your dissertation complete so that you can 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, in her rec letter.

You will send out or ask Interfolio to send out a dossier for each of your job applications. These are the dossier contents, not all of which may go out to every job. You will need to keep your application materials in order, so develop early on a system that works well for you.

**SEE APPENDIX A FOR APA ADVICE ON JOB SEEKING.**
THE CONTENTS OF YOUR APPLICATION DOSSIER/FILE

CV Order: 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 to get a feel for this.)

Cover Letter: Start with a generic boilerplate or template letter of interest. This will be 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).

1. 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.

2. Teaching portfolio, includes: 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); numeric and narrative student evaluations from the last few years. You may also include syllabi of courses you would like to teach. All syllabi should be complete with source material and some note about whether they are for a 10-week term or a 14-week semester.

3. 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.

4. Official Transcripts: Some departments will request official transcripts; some even ask for undergraduate transcripts, so try to get these as soon as possible.
5. **At least three recommendations:** these will normally be sent to Interfolio 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. It is a good idea 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. (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.)

6. **Statement of Faith:** if you plan to apply to religious institutions, you will want one. Not all require them, but many do. One or two pages, single-spaced.

7. **Research Proposal(s):** If you plan to apply for postdocs, you will need a research proposal for each one. The most common thematic fellowships for philosophers are in bioethics (e.g., the NIH), but most are interdisciplinary. That means your proposal should be intelligible to a non-specialist audience. About 2 pages double-spaced.

***Future reference file: 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) – your job applications materials document (see Appendix B) can double as this.

**INTERVIEWS**

Interviews are typically held at the Eastern APA, although you may interview for a position via phone or videoconferencing before and/or after the Eastern APA’s annual meeting. Also, be prepared for interviews after December for adjunct or instructor/visiting positions. Interviews are typically **30-50 minutes.** Be prepared to answer questions about current and future research, teaching, and academic service. 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, create a departmental profile in which you note what you might say to each member of the committee. Include images of the relevant people 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. Remember that students on the
committee may have hiring influence, so do not neglect their questions or interests. 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 most instances that 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, not as a graduate student. During your interview, it is important also 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.) **Note:** The UO PHILOSOPHY DEPT Placement Committee will provide mock interviews, both real and video, at your request. You can ask for this with or without a scheduled job interview.

At the APA, be sure to have some copies of your CV. Drop by the placement office and throw your CV in the bin. A few schools actually set up interviews on-site. Who knows, you might land an unexpected interview! (Yes, this does actually happen, though rarely. One of the members of the placement committee had such an interview not long ago.)

**Research**
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**
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.

NOTE: For a research job, make sure you discuss your research. For a teaching job, you should emphasize your teaching.

Service
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 do not bring it up (especially if interviewing for a job at a research institution).

Ask 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). 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).

Fill Gaps
Your interviewers may know less about the process than you do. If they do not ask you about research or teaching, work that information into what they do ask you (that said, if they do not ask about service, then do bring it up, but perhaps in the form of a question). Also, Diversity awareness and curriculum inclusion is increasingly important for many Philosophy Department. Be prepared to answer questions related to nontraditional students and inclusive pedagogy.

Attend the APA conference reception
Although it is far from an ideal institution, you should consider it your duty when interviewing at the APA to attend the “smokers.” The reception is a good opportunity
to follow up with members of the search committee after an interview. Your department faculty will be at the U of O table—drop by.

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

**Your Interview and On-campus Visit Wardrobe**
Academic philosophy is a profession, with rituals. It is expected that job applicants will dress for interviews at the APA and on-campus, 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) or a jacket with pants or skirt that match. You should definitely wear dress shoes, or at least not informal shoes (avoid 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). 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.

**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, 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 and/or a member of the Placement Committee should commit to being available as your coach during the Eastern APA and on-campus interview phases, and any negotiation 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!
THE JOB MARKET TIMELINE SUMMARIZED

Spring  Assess whether you are ready to do a job search in the fall. Ideally, you should have a full draft of your dissertation or be near completion by September 1, or the approval of your adviser based on what you have completed.

Summer  Work on dissertation towards completion or near completion.

Early Sept:  Begin preparing written materials for job applications: this can be a very time-consuming process. Different people take different approaches to this process. One approach is to prepare in advance a variety of different ‘boilerplate’ materials (e.g., a boilerplate letter of intent for jobs in field X, and another for jobs in field Y, or a boilerplate for jobs at at R1 schools, and another boilerplate for jobs at SLACs). Another approach is to just prepare in advance one boilerplate for all jobs, so that the majority of your effort will come later on in tailoring this for each individual position. Whatever approach you take, you will want to have some generic/boilerplate materials ready in advance, because when job season actually comes you will in most cases already have your more-than-full-time job of writing a dissertation plus working as a teaching assistant.

Early Sept:  Request student membership to APA in order to have online access to the JFP and an Interfolio account. Establish an account with Interfolio: http://www.interfolio.com/. Note that this is now free for APA members: https://www.apaonline.org/APAOnline/Publications/Interfolio_Dossier_FAQ.aspx. Make plans to attend the Annual Meeting of the Eastern APA, in early January: Planning to attend the APA-Eastern involves purchasing plane tickets, making hotel reservations, and registering in advance (so that you can avoid the long registration lines that are inevitable at the Eastern). Since it is a worthwhile convenience to stay at the conference hotel and the APA has special student rates, find out who you can share a room with. This can be 4 to a room and the APA will assign you if you can’t find roommates among your peers in the Department.

September 1: Submit an abstract of your dissertation and a copy of your CV to your letter writers. In some cases, letter writers will request additional materials, your boilerplate letter of intent, and a description of your writing sample. Some referees may wish to see the work you have done on your dissertation and/or a copy of your writing sample.
Different referees will ask for different material, so be ready and flexible.

**October 1st:** Letters of recommendation should be submitted to Interfolio.

**Early Oct:** PhilJobs listings begin to heat up. See the publication schedule: [http://www.apaonline.org/publications/schedules.aspx](http://www.apaonline.org/publications/schedules.aspx)

Read ads carefully. Send materials requested in the ad, which may include **official transcripts**. If so, request transcripts from the registrar’s office:

[http://registrar.uoregon.edu/former_students/transcript](http://registrar.uoregon.edu/former_students/transcript)

**October 15:** Full draft of the dossier ready to be tailored and polished, since deadlines for applications may be as early as late October.

**November 1:** Begin sending out your applications. Note that the application process may continue for many months. *Send your applications in plenty of time before their due dates, especially for applications that must be mailed in hardcopy.*

The trend is increasingly for all parts of the application to be submitted electronically, but many employers still want paper submissions, so be prepared for lots and lots of printing, postage (which can be expensive if you procrastinate and find that you need to overnight or two-day-air your applications to meet a deadline), and organization of dossiers. Even for electronic dossiers, there will be lots and lots of organization involved (we suggest you build a spreadsheet or table, with rows listing all of the jobs you plan to apply for, and columns listing the various components of your application package – see Appendix B & C below for a template you can use). Letters of recommendation must be sent by referees, preferably through Interfolio, but in some cases directly and individually for each job or postdoc by the person writing the letter, to the school (often, however, when that is requested, you can avoid burdening your referees with this task and just have the letter sent through Interfolio).

**November:** Write out a five minute description of your dissertation, and how it leads into your future research. Prepare a short version first and then be ready to expand it to respond to questions.

**Early Dec.:** Mock Interview. Begin work on your job talk.
Mid-late Dec: First-round interviews by video or phone (an increasing trend). Most of these will take place before the APA, but some are scheduled for after the meeting.

Jan 3-7: First-round in-person interviews at Eastern APA (still the standard for the majority of jobs).

Jan - March: Give a practice job talk. Go to on-campus visits.

Feb-Apr: Most job offers are made during this period, though some candidates will receive final offers even later in the year.

Note that the hiring process for adjunct and instructor jobs goes on throughout the academic year and even during the summer. If you do not have a tenure-related or instructor position by April, expect your job search to continue in the months ahead and keep looking for new ads and postings.

NOTE: 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

APA PLACEMENT GUIDELINES and UPDATES Can be found at https://www.apaonline.org/general/custom.asp?page=placement

APPENDIX B

Sample Job Market Application Material Checklist

This is a sample list of materials 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. This one was constructed for an imaginary candidate working in continental political philosophy (who could apply for both jobs advertisings AOSs in ‘Continental’ and jobs advertisings AOSs in ‘Soc/Pol’ at a variety of different types of institutions):

- cv – Main
- cv – Specialized (yes, it is okay to have more than one cv, although you should be careful about it – and always entirely truthful!)
- Cover Letter – boilerplate for research positions
- Cover Letter – boilerplate for teaching positions
- Cover Letter – boilerplate for positions at liberal arts colleges
- Cover Letter – boilerplate for positions at religiously-affiliated schools
- Research Statement – main
- Research Statement – interdisciplinary
- Research Statement – specialized
- Teaching Statement – larger schools (teaching schools & some research schools) – Main
- Teaching Statement – larger schools (teaching schools & some research schools) – Continental-focus jobs
- Teaching Statement – larger schools (research schools / no syllabi)
- Teaching Statement – liberal arts
- Teaching Statement – religious
- Teaching Statement – diversity (if job mentions this in ad)
- Rec Letters (all have been requested)
  - List of Referees – Main
  - List of Referees – jobs in Cont
- Transcripts – all universities

- Writing Sample – Soc/Pol jobs
- Writing Sample – Continental-focus jobs
APPENDIX C: COMMUNITY COLLEGE INFORMATION

Community College Positions for Philosophy PhD’s and ABDs, and terminal MA’s.

Postings of Jobs

- Not systematic, but appear in Chronicle and not usually JPhil.
- 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.

1 I prepared this information sheet based on what I have observed over the years and an email conversation with Maurice Hamington, who is an alumnus of the UO Philosophy Department and currently Executive Dean, Academic Affairs, Lane Community College; Maurice as well holds a courtesy appointment in the UO Philosophy Department. But, I take full responsibility for it. -NZack
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 enrollment 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.
+ Very demanding teaching agendas. 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.

American Association of Community College Fact Sheet
http://www.aacc.nche.edu/AboutCC/Documents/FactSheet2012.pdf
Statistics of College Enrollment Source: National Center for Education Statistics, Digest of Education Statistics
Research Date: 4.28.2013

Every year millions of Americans attend college all over the nation. Here is a breakdown of those attending, along with some additional primary school stats.

<table>
<thead>
<tr>
<th>Number of U.S. Colleges and Universities</th>
<th>Number</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 4-year institutions</td>
<td>629</td>
<td>6,837,605</td>
</tr>
<tr>
<td>Private 4-year institutions</td>
<td>1,845</td>
<td>4,161,815</td>
</tr>
<tr>
<td>Public 2-year institutions</td>
<td>1,070</td>
<td>6,184,229</td>
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<tr>
<td>Private 2-year institutions</td>
<td>596</td>
<td>303,826</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,140</td>
<td><strong>17,487,475</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Degrees Awarded Annually:</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>696,660</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1,439,264</td>
</tr>
<tr>
<td>Master’s</td>
<td>574,618</td>
</tr>
<tr>
<td>Doctorate</td>
<td>52,631</td>
</tr>
<tr>
<td>Professional</td>
<td>87,289</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Demographics:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>57.4%</td>
</tr>
<tr>
<td>Full-time</td>
<td>61.7%</td>
</tr>
<tr>
<td>Minority</td>
<td>30.9%</td>
</tr>
<tr>
<td>Foreign</td>
<td>3.3%</td>
</tr>
</tbody>
</table>