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Abstract:

The job market for newly minted IS PhDs has been difficult since about 2003, and it does not appear that it will get any easier. To do well in such a difficult market requires being well prepared. This article summarizes and expands on the *Conference Highlight* panel session at AMCIS 2012, Seattle, and the AIS Webinar Series 2012 panel session for PhD students entitled "How to Prepare for the Job Market." This article targets PhD students, and their advisors who want to better understand the new faculty hiring process. We provide an extensive description of where, when, how, and how not to engage the marketplace when looking for a new faculty position.

Keywords: IS careers, PhD students, faculty advisors, placement, faculty hiring

I. INTRODUCTION

One of the first questions that PhD candidates and MIS professors ask each other as they attend conferences is "How is the job market this year?" Given the persistent chatter about jobs, it seems peculiar that the most recent paper on the MIS job market is from 2005 (Frolick, 2005). Back then there were 234 applicants for 131 positions in 2005 and 233 applicants for 181 positions in 2004, for applicant-position ratios of 1.79 and 1.29 respectively [Frolick, 2005]. As of November 2012, there are 133 applicants for 47 positions, for an applicant-position ratio of 2.83 based on the AIS Career Placement Website (http://www.aisnet.org/placement/). Given the enduring "tight" job market, this article is aimed at those preparing to pursue employment in the Information Systems faculty job market. Although this article summarizes a "conference highlight" panel session at AMCIS 2012 in Seattle, Washington, and an AIS Webinar Series session which focused on "Managing Your PhD Student Career," the suggestions provided here should prove to be valuable not only to PhD students about to enter the job market and their faculty advisors, but also to those currently with a position, but looking to move.

Preparing for the job market can be trying. Advisors prepare students for the job market by directing attention to understanding of the theoretical, methodological, and practical implications of academic research. However, this is only part of the advising process. Faculty are also responsible for helping PhD students understand the mechanics of how to conduct an academic job search. At first glance, this may seem to be a simple piece of advice to offer, yet decisions made during the job search can have far-reaching implications for one's career. As many faculty advisors at PhD-granting institutions have often spent most, if not all, of their careers at major research institutions, they may not always have a holistic understanding of requirements of other types of universities, such as small, private liberal arts colleges or large, public student-focused universities. The advice provided for PhD students in this article can also aid faculty advisors equipping PhD students for the job market.

This panel report orients PhD students and faculty advisors on how to effectively search across the array of academic positions available to secure a "good placement." We believe that a good placement is one in which PhD students can find a fit with their personal goals and objectives, which is not necessarily commensurate with a placement at a top research institution. Prioritizing the placement of PhD students at the "best possible research institution" illustrates a narrow focus within a small academic circle of peers, failing to take into account the merits of an unfamiliar school with a different type of mission—be it undergraduate teaching, faith-based, or service-oriented. Because advising faculty may lack understanding of the social or professional merits of a broad range of institutions, they may be poorly positioned to advise students on how to seek positions within the many different niches of the academic market. By preparing students and faculty advisors with a broader view of how to conduct a job search, we can build a healthier information systems field with strong representation of academics at all tiers of universities and create a more productive environment across the entire field.

To help students gain a balanced understanding of academic job searches, we combine our three different perspectives on the academic job market. Our perspectives are framed by our distinct experiences at academic institutions of different sizes, locations, and missions. They are also shaped by a decade of conversations about our experiences in our jobs and on the job market (the first, second, and even third time), and our shared vision that the best possible outcome of a job search is a good fit between a newly graduated assistant professor and an academic institution.

We present basic tenets that help PhD students manage their job searches to guide students to the best fit between candidate and employer, while cautioning the reader that these pages represent our experiences and should not be perceived as the final word on how to conduct a search. We encourage students and faculty advisors to leverage our views to think about the long term of securing a position where they can have happy, productive, and rewarding academic and personal lives. This article contains the following sections, organized chronologically through the process of preparing to become a new faculty member at a university: Knowing Where to Look, Applying for a Position, Preparing Application Materials, Preparing for Your First Interview, Your First Interview, Waiting to Hear from Schools, The Campus Interview, The Offer, and Conclusions and Shortcomings.

II. KNOWING WHERE TO LOOK

Discovering where to look for a position is a critical first step. In many instances, those seeking positions are unnecessarily restrictive in their searches. The best place to begin is at the AIS Career Placement website, http://

www.aisnet.org/placement/; however, restricting oneself to this alone may lead to many missed opportunities. By joining the AIS World listserv, position seekers gain access to additional jobs announced on the listserv http://www.aisnet.org/AIS_Lists/publiclists.aspx. Although most if not all state schools are required to conduct national searches, which the AIS Career Placement website facilitates, even these schools sometimes do not have enough time or are out of sync with the recruiting cycle and will use other avenues. To gain access to a potentially wider range of positions than AIS Career Placement can offer, leverage your, your advisor's, your faculty's, and your academic friends' networks. Solicit input from faculty and peers of all ranks—from endowed chairs to instructors—each will have a unique network and may know of opportunities in the job market.

You simply may need to ask in order to tap into your advisor's and program faculty's network, but establishing a working relationship is advisable. One of the best ways to establish a working relationship with your advisor and your program's faculty is to either work as a Teaching Assistant (TA) and/or a Research Assistant (RA) for their class.

After establishing a working relationship, you should set up a twenty-minute meeting to cover the topic of "whom you should reach out to when asking about possible faculty positions." The goal here is to be expansive. For example, a school may not be looking actively right now, but positions open up all the time for all sorts of reasons, and if a PhD student has already reached out to contact a school, the chances improve that the student will get at least an email back on the now-open position if a position opens, giving the student a good first-mover advantage. Ask your faculty advisor and other members of the program's faculty for a list of colleagues to contact. Alternatively, you may ask your faculty advisor to let a colleague know you will contact him or her, providing you with a qualified referral. A simple email to the colleague with a cc to you is all that is needed.

In addition to networking within the MIS field, considering other related fields may also prove beneficial. Currently, finding an Accounting Information Systems faculty position is difficult for our Accounting faculty colleagues. If you bring some accounting background to the table, you may be a good fit for their needs and have significantly lower applicant-position ratios to deal with. This would mean subscribing to the AIS Accounting Information Systems listserv (http://sigasys.aisnet.org/), as well as those in accounting (http://careercenter.aaahq.org/home/index.cfm?site_id=7376). You may want to reach out even more broadly than to Accounting Information Systems and consider the Academy of Management, which has its own career website at http://aom.org/placement/. The Academy of Management (AoM) has Divisions and Interest Groups on "Organizational Communication and Information Systems," which is dedicated to the "study of behavioral, economic, and social aspects of communication and information systems within and among organizations or institutions" as well as "Technology and Innovation Management," which "encourages interdisciplinary scholarship and dialogue on the management of innovation and technological change from a variety of perspectives, including strategic, managerial, behavioral, and operational issues." Another excellent place to expand the job search is the Jobs section of *Chronicle of Higher Education*: http://chronicle.com/section/Jobs/61/. Another option would be expanding your search to include Information Science and Library Science schools. Several preeminent scholars with an MIS background have made this move, and the crossover between the disciplines is strong. Other disciplines could include information assurance, healthcare informatics, computer science, and even communications. Many of these positions can be found at http://www.higheredjobs.com/.

Finally, broadening your scope to international schools will give you the largest source of positions. With rapid growth in the Asia-Pacific region, there are many schools looking for highly qualified candidates. One excellent resource for this, in addition to those mentioned already, is https://www.akadeus.com/. There are abundant avenues to explore when it comes to where to look for a position. Limiting your scope only limits your possible outcomes.

III. APPLYING FOR A POSITION

After focusing on where to look, you face the moment when applying for a new position becomes a reality. Whether it is a faculty advisor encouraging you to apply for jobs or you finding yourself needing to move from your current institution, many job seekers struggle when deciding which positions to apply for. Sometimes the push is to chase only high profile positions, others times it is to pursue any and all positions. Still other times it is an opportunity to move to a new geographic location or a new institutional setting. So what can a job-seeker do? We believe that following a few simple steps can tease out relevant issues in finding that solid match between an individual and an institution.

Writing a Statement of Interest/Cover Letter

Every academic position will require a statement of interest, sometimes referred to as a cover letter, with an application. The statement of interest typically accompanies the curriculum vita and provides a narrative form of the

highlights from one's career to date, including the categories of teaching, research, and service. The search committee[1] reads the statement of interest in an effort to get a sense of who the candidate is and what his or her motivations are. Writing a statement of interest should be done after learning that a new academic position is open and, most critically, written uniquely to each university. It is not uncommon to read statements of interest that are addressed to the wrong university or still contain generic placeholders (Dear XXX, I am interested in the University of XXX). Not surprisingly, these candidates never make the cut. Since you might be applying to a large number of institutions, you might consider having a research institution template, a teaching institution template, a private university template, and a liberal arts template. We caution, however, that using any sort of template often makes it transparent that this important document has come from a template, thereby significantly reducing its value in the application process.

To begin the statement of interest, sketch out an outline that considers four issues: location, mission, balance, and brevity.

Location—Location does matter. Issues to consider include weather, urban life, rural life, or proximity to family. While you may not have the ability to know every job in detail, you can determine whether the lifestyle afforded by the location has the potential to meet you and your family's needs. If you cannot craft an argument in your mind for why the location is attractive to you, then it is likely that the university is not a place at which you can be happy over the long term. Should you make it to a screening and then a campus interview, the reality of this fact will make it very difficult for you to persuade your target university's faculty that you actually want to be there. Realistically, you can never truly know if a university is in the perfect location, but this exercise will help you recognize whether the location holds the potential for a high quality professional and personal life.

Mission—Read the university, college, and department mission statements and review their websites. These mission statements send strong signals about an administration's strategic vision, resulting in decisions of value, support, and reward that will affect your work life. They use words and phrases that have particular meaning and importance to that institution. Reflect on why you decided to pursue a PhD and how your goals have changed during the past several years. If the missions and directions of your target fit the motivators that drive you, then it is likely that you will find professional satisfaction at the institution. If there is a profound misfit, it is very likely that you will be returning to the job market shortly after you join this particular target institution.

Balance—Every faculty member teaches classes, from lecturers to endowed chairs. Our interaction with students is an important part of every day—exchanging emails, prepping course materials, and meeting during office hours. When reviewing job announcements, go beyond simply looking at the teaching load (e.g., the number of courses that you will teach a year). Take the time to check out course descriptions, syllabi, the number of unique classes that faculty teach in a year (preps), and the department's course schedule. Course descriptions give you insight into the topics, syllabi make you aware of the time invested interacting with students, and the course schedule gives you a feel for how many course preparations are carried by each faculty member. Most of this information should be easily accessible online through the department's or registrar's website. After reviewing the materials, ask yourself if you can succeed in the classroom at the university, as there is no worse feeling than failing your students on a day-to-day basis.

At the same time, acknowledge your own goals for participating in your respective research communities and how the balance with teaching can impact these goals. If being a high contributing member to your research community is critical to both your professional and personal success, you must consider how many classes you teach, the number of new preps every year, class sizes, and the complexity of the classes. Research often takes long stretches of time for travel, data collection, data dissemination, and writing. Balancing your teaching and research interests is a personal choice. If you fail to align the expectations of a university or college with your own goals, you are creating a recipe for failure.

Brevity—Your statement of interest to your target institution(s) must be concise and in line with the goals of the university, college, and department. Be considerate of the review team who may read over 100 statements of interest. Accordingly, do not include too brief a statement ("see attached CV"; "I would like to talk to you about a job") or a five-page, single-spaced monograph. Neither of these is an optimal approach. The statement of interest affords candidates an opportunity to represent themselves, but must be done in a clear and concise way. Focus in on what the department you are applying to is looking for and what the mission of the school is.

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[1] Search Committee: A search committee is a group of individuals at the target institution that has been given the responsibility for searching for a new faculty member. Many institutions have a "Faculty Search Committee Handbook" that defines how this committee will operate. The committee is frequently quite diverse, including senior tenured faculty all the way down to new untenured faculty. At some institutions, a student representative will be on the committee, too. The search committee is empowered to *search* for a new faculty member. The responsibility for hiring does not lie with the committee members, but rather with the dean and provost.

When crafting the statement of interest, be mindful that your audience is your future peers. While not everyone will read the statement of interest, the members of the search committees will. Make sure that the statement of interest is authentic, is specifically tailored to the match between yourself and the institution, and reflects adequate knowledge about the university, college, and department.

Composition for your statement of interest is critical. Excluding the dissertation, this document may be the most important one you will write during your time as a graduate student. Take time to include genuine reasons for your interest in the school, by carefully editing the document and by celebrating your successes in graduate school. What is important here is that you take time to craft a custom letter. If you do not put in the time and care it requires, the search committee will see that reflected in your statement of interest, and you will be far less likely to secure a screening interview.

Assessing Faculty Opinions at Your Current Institution

A key priority in finding a match between you and a university/college is that you can accomplish your goals, give back to your respective communities, and build enduring relationships that bring you personal and professional satisfaction. Faculty opinions at your current institution are a fundamental element of delivering this. Cast a wide net as you explore this issue, and speak with instructors and assistant, associate, and full professors. They will all have different views of your target universities/colleges. Let them know of the jobs on the market, your assessment of them, and ask for their advice; as pointed out earlier, this is a priority talking-point for almost every faculty member in our field, and you bring some of the most detailed intelligence on this topic. When talking to faculty, solicit their opinions on schools and your fit with the school.

Opinions of the School—While often reluctant to volunteer specific information, faculty will often drop helpful bits of information about a potential colleague or the target institution. They may possess qualitative data on the resources at an institution, the personalities of peers, and departmental and individual priorities. Your job is to collect data in order to assess your fit and ensure that the institution is a place where you can succeed. While faculty do not necessarily have full insight on the quality of peer institutions, they often have a good sense for the nature of work and collegiality at them.

Outside Determination of Fit—While soliciting information on a potential university, ask faculty members for straightforward, sincere opinions of your fit with a school. If the faculty member expresses skepticism, ask why. It may be that your values are not consistent with what that person perceives the institution's to be (e.g., religious affiliation). More importantly, it may be that you lack the knowledge, skills, and abilities to succeed at an institution (for example, we can't all be master teachers or publish six A-quality papers). Use this process to help you think through whether you want to move forward with the application process with this target institution.

Monitoring Application Deadlines

Most universities must go through a Human Resources process that requires published deadlines. Although a deadline may exist, it does not mean that a search committee has not started screening applications and scheduling interviews. If you apply the week before a conference, the search committee may have already scheduled all their slots to interview candidates. If you wait until the application deadline, the search committee may have already started conducting screening interviews, or even campus visits. It is in your best interest to apply early, and as often as you see a fit, with an institution.

Knowing What Is Not Important

At this stage in your search, it is important to not fixate on tenure, salary, or extrinsic parts of the job. Direct your attention to the intrinsic qualitative features of an institution that can make you happy. Absent an offer, you really cannot assess salary, benefits, or tenure standards—you can get this information only later in the application process, by talking directly with people at the institution.

In sum, when it comes to applying for a position, all too often we have seen applicants who are good candidates slip to the bottom of the pile because they made sloppy errors in their application letters, missed deadlines, or sent generic form letters with their applications. Take extraordinary care with your *statement of interest*, find out what you can about your target institutions from those at your current institution, and apply early. By subscribing to these simple rules, you can sensibly screen the opportunities and assess how you fit with your target institutions. This need not be a time-consuming process, but it is better done early and well than wasting your time applying somewhere you would not go even if they offered you a position.

IV. PREPARING APPLICATION MATERIALS

Your statement of interest is only one of several documents that you will submit in a typical application packet. You also will be asked to submit an application packet that includes your curriculum vita (CV), references, a teaching statement, copies of teaching evaluations, and a research statement. Invest time in crafting custom letters that indicate interest because search committees screen these more generic documents using a wide range of written and unwritten heuristics.

Curriculum Vita

A CV provides a broad overview of your research program, your teaching, and your professional experience. It is important to craft a simple and easily accessible CV. A few tenets that make a CV easier to follow include:

1. Begin with contact information, and include a personal cellphone number. You need to make it easy for a search committee chair or member to find you at home, at work, or at a conference.

2. List degrees and your committee members. Include your dissertation title and the current status of your PhD (defended proposal, collecting data, analyzing data, completed write-up and with committee for review, etc.). This provides easily understood points for members of your target institutions' search committees who want to know where you are in the PhD process and the structure of your research committee.

3. Follow with awards or recognitions, including personal, academic, or professional ones. These provide excellent talking points or items that will "stick" in a search committee member's mind. Indicators of professional competence (e.g., certifications), academic competence (e.g., best papers at all levels of conferences or workshops), or teaching competence (e.g., department, college, or university awards) help to provide a richer view of you very quickly.

4. Finally, provide papers and their statuses, courses taught, and a high level summary of teaching evaluations. When it comes to the statuses of papers, you must be very accurate. Claiming even a slightly different status for a paper ("submitted" as opposed to "to be submitted") is a fundamental mistake which cannot be corrected should you be challenged.

The following are the recognized statuses for papers, and are summarized in Table 1 below: *Work-in-progress* means that you have started the paper, most commonly beyond the literature review, but have not completed the paper. *Working paper* means the paper is completed and usually circulated to colleagues for comments. *Preparing for submission* or *To be submitted* means you have your journal selected and are getting the headings, fonts, references organized. *Submitted* or *Under review* means you have sent your paper into the journal and have received the standard "we have received your paper…" email. *Rejected* is one you typically would not acknowledge as a status of your paper, likely selecting Preparing for Submission to another journal instead, but it means you have submitted your paper and it has been reviewed and rejected at the journal. *Major revise and resubmit* means that the journal has completed its first-round review and substantial changes are required to what you have currently written. For your CV you will almost certainly need to articulate your plan for the major revision to show the viability of the paper at this journal. *Revise and resubmit* means changes are needed, but the reviewers think that there is a very good chance you can make them in a reasonable amount of time. *Accept* means your paper just needs final formatting to make it into the journal. *Awaiting publication* means everything the journal needs for publication has been completed, and your paper is now in the queue for publication.

For your CV, what is important *is not* that you necessarily stick to this way of organizing your CV. You have to tailor your CV to what makes sense for you. It is important to remember that a search committee will screen dozens of applicants, sometimes more than a hundred. If your CV contains errors, is not logically constructed, or is hard to read because of poor font size choice, poor font style choice, or poor language use, you create more cognitive effort for your readers, and this makes it harder for them to tease out your story and the reasons you are a valuable candidate.

Reference Letters

Reference letters merit special mention. Although references may be included on your CV, many schools ask for actual reference letters as part of the application process. Typically, students provide reference letters written by their advisor and by faculty members familiar with their skills. To secure good, high-quality reference letters, students need to plan well in advance when these letters will be needed. This is important for two reasons: quality and quality.

Table 1: The Different Statuses a Paper Can Have with a Journal	
Status of paper	What this means
Work-in-progress	You have started the paper, most commonly are beyond the literature review, but you have not completed the paper.
Working paper	The paper is completed and usually circulated to colleagues for comments. These colleagues can be fellow PhD students or your broader academic network.
Preparing for submission *or* to be submitted	You have your journal selected and are getting the headings, fonts, and references organized in a format the journal requires.
Submitted *or* under review	You have sent your paper into the journal and have received the standard "we have received your paper…" email). Without the email, you cannot prove you have indeed "submitted" your paper.
Rejected	The journal did not want your paper for publication. Typically you would not acknowledge this as a status of your paper, likely selecting *Preparing for submission* to another journal instead.
Major revise and resubmit	The journal has completed its first-round review and substantial changes are required to what you have currently written. If you acknowledge this as the status of your paper, you will almost certainly need to articulate your plan for the major revision to show the viability of the paper at this journal.
Revise and resubmit	Changes are needed, but the reviewers think that there is a very good chance you can make them in a reasonable amount of time and, therefore, the paper will proceed into print at the journal.
Accept	Your paper just needs final formatting to make it into print at the journal. Usually at this stage you will not know exactly when the paper will be in the journal.
Awaiting publication	The journal has everything it needs from you for publication, and your paper is now in the queue for publication. Often the journal will let you know exactly when you can expect your paper to appear in the journal.

1. *Quality of the reference letter*—For most faculty members, it takes three to four hours to craft a high-quality letter, even if a student provides good talking points. Talking points are "highlights" provided by the student to the faculty member to facilitate the writing of a reference letter. A well-crafted letter from a faculty member takes care to mention the relationship with the student, provides anecdotes on experiences with the student (after all this has been a four-year relationship), and carefully documents an opinion of the student's strengths and abilities. Because this takes time, faculty often need a few weeks lead time to craft a quality reference letter.

2. *Quality of the reference letter*—Not all reference letters are of comparable quality. Even though your references will take care to write grammatically correct letters that speak to your strengths, reviewers of your letters will look for cues or hints of weaknesses. If a reference letter does not mention teaching, it can mean that the student is not a good teacher. If a letter overemphasizes teaching, it can mean that a student is best suited for a career at a teaching-focused institution rather than a research-intensive job. Try to tailor your reference letters to the type of institution you are applying to, knowing that different faculty may highlight differing strengths and reveal varying weaknesses. With the standard number of reference letters needed by hiring institutions being three, you might need to have more than three faculty members on your reference letter team so that you have appropriate coverage for research vs. teaching institutions. For instance, you could have two faculty who will speak strongly to your research and two who can speak to your teaching. You can use your two research faculty references and one of the teaching faculty references for your research institution application. Similarly, for your teaching institution application, you can use your two teaching faculty references and one of the research faculty references.

If your conversations with the faculty member whom you are asking for a reference letter feel lukewarm, carefully consider if you want to use that person as a reference. A high-ranking faculty member may not necessarily provide the best reference letter. In addition, it is hard for any faculty member to write references for two students he or she knows are applying for the same institution. Ask to review the letter, or have a copy for your files, and see if it maps to your aspirations. If it does not, consider discussing the issue directly with the faculty member or to secure a reference from another faculty member. Anecdotes abound about PhD students whose shots at positions were negatively affected by anemic reference letters from less-than-enthusiastic committee members.

Teaching Statement

Because every faculty member teaches, your teaching statement needs to explain your approach toward facilitating learning and interacting with students. While search committees understand that "everyone" in the job market loves to teach, they seek out candidates with skill sets, technical or interpersonal, that fill gaps or build on strengths of

their department. After reading your teaching statement, a search committee member should be able to (1) have a feel for how you structure a class—is it focused on sticking to the textbook or do you engage in out-of-the-box thinking? (2) how you interact with students—is it as a peer or as a mentor, or is it all about getting through the material? and (3) what topics you can teach.

Many, if not all, schools begin the recruitment process with specific teaching needs to fill. It is important that you provide a candid statement of what you are comfortable teaching and what you want to teach; these may be different. It is equally important that you do not intimate that you are capable of teaching courses for which you lack the knowledge and skill sets. Succeeding in the classroom is a critical success factor at every institution, so you have to be able to deliver. Landing a job at an institution where you are then unable to perform one of your basic duties serves both you and the institution poorly, and your time at the school will undoubtedly be limited.

Teaching Evaluations

Not every school will ask for copies of teaching evaluations; however, it is helpful to make them available to the search committee. If you do, make the format as accessible as possible, reformatting and providing summary tables so that they are readable and compact. Point out metrics upon which you perform admirably well, highlight complimentary comments, and, if you've had a down semester, provide an explanation for how you used the experience as an opportunity to improve. This will likely mean you have a one-page summary of your teaching evaluations, behind which you have supporting data. Remember that departments without students to teach do not need faculty. It is one reason why, even at the most intense research institutions, deans demand teaching excellence from job candidates.

Research Statement

Research statements can take many different forms. Some students choose to recap their CV and highlight themes within their work or the interplay between their research and their professional experience. These statements often describe a theme and explicitly link to journal papers, conference proceedings, and works in progress. Other students focus their statements on their potential and emphasize their training, their dissertations, and the next phase in their research program. These research statements provide a feel for a trajectory, big-picture thinking, and cues that the student will remain productive. Often students include a figure that thematically connects their existing papers with their future submissions. Sometimes students use it as an opportunity to include a timeline that charts their path to completing their dissertation. At most if not all schools, faculty read research statements with interest. They signal whether you will provide stimulating, collegial conversation over coffee, if you will be productive enough to earn tenure, and if you will stay engaged with the discipline.

Regardless of style, a research statement needs to convey why you are interested in research, give a strong feel for your dissertation and what is interesting about it, and provide a means for making sense of how the disparate parts of your research agenda connect. As you craft this, take care to keep it updated. It is likely that you will be asked later in the application process specific questions about your papers' contents and their status in the review process. Most importantly, every research statement will be different based on the institution you are applying to because you should be tailoring it specifically to their needs. Therefore, when you write about your dissertation, you do not necessarily include what *you* find compelling but instead what the *search committee members* who will be reading it might find appealing. As you consider your research, consider the connection with the research streams of the search committee members.

While the purpose of these documents (Curriculum Vita, Reference Letters, Teaching Statement, Teaching Evaluations, Research Statement) is somewhat transparent, across all of them search committees also look for qualitative evidence of two intangible elements: collegiality and completion. Students can signal collegiality through service to the IS community, service to their department, mentoring other students, advising student groups, engaging with industry, and having reference letters that show the faculty members writing them respect you personally and the quality of your work. Faculty want to know that a potential colleague is willing to share the burden of teaching, research, and service, critical factors necessary to sustain any department.

Of more importance, every school seeks job candidates that they believe will be done—that is, completed PhDs. One of our authors has this to say: "During a campus visit, I will never forget a now-famous scholar looking at me, and saying, 'We had no idea you were so far from done.' It was clear to me that the institution was no longer interested in hiring me." Before any on-campus visit, you need to signal potential colleagues and institutions that you will be finishing your dissertation. Signals include a completed proposal defense; essays from the dissertation under review at a journal or conference; data collection well in progress or complete, or a research site secured. As you send these signals through your research statement and faculty reports about this progress in your reference letters, it is important that the signals are authentic. It is not hard for a potential employer to pick up a phone and confirm

details of your dissertation's status with your advisor or a committee member. Candidates are remembered because they have an interesting, compelling and memorable story to tell about themselves, their goals, their research potential, how they fit into teaching at the institution, and their service at the institution and research streams.

V. PREPARING FOR YOUR FIRST INTERVIEW

Once you have sent out applications, you have no choice but to wait. It can be frustrating. Even if you have crafted a masterful story of why a school should hire you, a search committee may be unimpressed. Take heart that it is not you. As much as we would like to relay that search committees are rational, in reality, sometimes they are not. A search committee will be driven by the interests of their members, their department chair, and their dean. A committee may use the metrics described in a job announcement or sometimes (frustratingly) they may not. Typically, if you have done your job as a student and built a reasonable teaching, research, and service portfolio, you will land interviews. Be patient, apply for interesting jobs, work on your dissertation, and hone your interviewing skills.

Invitations to interview can come quickly and with some time constraints. Typically, you will receive an email inquiring if you will be at a conference and whether or not you are still on the job market. If so, the inquirer will ask if you are still interested in the position. Receiving that email is fantastic; however, you may have a limited amount of time to prepare. Often schools do not schedule interviews until right before a conference. If they are to be conducted on Skype or over the phone, you might receive only a couple days' notice. If you are invited to interview, remember that you have made the first cut. Out of potentially over 100 applications, you are part of a small group of ten to twenty people selected for a conference interview. At this stage, your task is to differentiate yourself from the pack and to make the final pool of two, three, or four candidates invited to campus.

Against this backdrop of hurried scheduling, well-prepared candidates move quickly to assemble a more detailed understanding of the people who will be interviewing. Key touch points for you to assemble:

1. *Curriculum*—Is the school technically inclined? Or more behavioral? Do they focus on survey research, or on experimental design? What programming languages do they teach? Are they a single platform school (e.g., SAP, Oracle, etc.)? Do they follow the IS 2010 Curriculum Guidelines (http://aisel.aisnet.org/cais/vol26/iss1/18/), and where do they deviate, and why might this be? As you review their curriculum, think about where you fit into their coursework and how you can contribute to it. When asked what you can teach, it helps if you can identify specific courses in the existing curriculum. If they ask what new courses you would propose, answer honestly, and think through how those courses would add value relative to the existing curriculum.

2. *President and Dean's Goals*—Although deans come and go, many faculty can determine whether you have reviewed the college's goals and trajectory. Although, in your day-to-day job as a faculty member, you may rarely see the dean, it is important that you familiarize yourself with the trajectory of the college that you will be joining. Similarly, even though it is rare that you will interact with the president, many interviewers will ask if you are familiar with initiatives coming from administration. If you familiarize yourself with administrator's goals, you will be able to have a richer conversation with your interviewers about the institution.

3. *Faculty Research*—It may seem like a no-brainer, but take the time to get to know what faculty members find interesting. Often, what faculty have on their CVs on their school's website reflect what they *were* interested five years ago—tenured faculty can be a bit slow about updating their online resumes. Time permitting; search the AIS archives or Google Scholar for recent conference papers. It will give you a view of what your interviewers are currently looking at and interested in talking about.

4. *Institutional Characteristics*—Is the school public or private? What is the primary population it serves? You likely have looked at some of these issues as you wrote your application letters; however, when under the pressure of an interview, it is important that you have mastered the basic demographic characteristics of an institution. Nothing is more disheartening than a candidate who places your school in the wrong state or—and, yes, this does happen!—mistakes your school as private when it is public.

5. *Location*—Beyond the state, it is important that you familiarize yourself with the quality of life in the area where the school is located. Your interviewers will expect you to know basic characteristics of the community in which their school resides. How far away is the nearest major town or city? Where is the nearest major airport? A common phrase heard from interviewers by one of our authors is, "This university is half-way between Seattle and Salt Lake City." The university is a ten-hour drive from both, so the interviewee is in effect saying that this university is not nearly close enough to Seattle or Salt Lake City to be worth consideration.

VI. YOUR FIRST INTERVIEW—SCREENING INTERVIEWS AND THE TIMING OF ACADEMIC JOB MARKETS

As students approach academic job markets, it is important for them to understand that opportunities to interview appear throughout the academic year. To compete for these jobs, students need to apply early because it is impossible to know when screening committees and decision makers will evaluate applications. Failing to apply in a timely manner will mean opportunities are certainly missed.

The first step for the search committee after the application has been submitted and they have reviewed it will almost certainly be a screening interview. Typically, this means the search committee has reduced the number of applications down to a manageable number and is starting to get serious about a few candidates. In recent years the number of applications for a position is likely to have been between 125 and 175. This is quickly *screened*, or reduced down to a manageable size, by the search committee (sometimes on simple things like spelling mistakes, always on tangible issues such as teaching fit) down to between ten and thirty candidates. This smaller number of candidates gets to have a screening interview with usually at least two members of the search committee.

The primary purpose of a screening interview is for the potential employer to assess your personality and to get a feel for your research. It's a "sniff test." They want to know that you will fit into the department and college's culture. They also want to assess if you understand what you are getting into by checking that you know about the department's curriculum, research interests, the mission of the college, the type and location of the university. These screening interviews can take several forms: a short face-to-face meeting at a conference, a videoconference, or a phone interview.

Face-to-Face Meeting at a Conference

Many of the postings for positions coincide with conferences held in the fall. This reflects the time horizons of academia. It takes months for things to move up through the department, to the dean, to the provost, and back down again for a fall start date. The fall conference circuit provides a way for screening to take place. The first interviews begin at AAA, AMCIS, and AOM where first-movers on the market, both job seekers and employing institutions, take an early attempt at filling positions. These conferences are quickly followed by Decision Sciences and INFORMS at which diverse opportunities for jobs appear. The fall initial interviewing season effectively ends in December at ICIS. Table 2 gives a broad overview of likely conferences where candidates could have face-to-face meetings and when these conferences are held.

Table 2: Timing of Relevant Academic Conferences	
Conference	Approximate timing
PACIS: Pacific Asia Conference on Information Systems	June
ECIS: European Conference on Information Systems	June
AAA: American Accounting Association	August
AMCIS: Americas Conference on Information Systems	August
AOM: Academy of Management	August
DSI: Decision Sciences Institute	November
INFORMS	October
ICIS: International Conference on Information Systems	December

To be sure that you can let your personality shine, you need to schedule plenty of time to prepare for the interview and to be interviewed. Sometimes candidates make the mistake of scheduling back-to-back interviews. Avoid this at all costs. You want to walk into the interview focused, rested, and able to speak coherently about your research. If you have just completed an interview, you will be tired, may have facts about different schools jumbled in your mind, and may feel rushed. Alternately, if you have a second interview scheduled, you may not be able to focus on the current interview. You owe it to yourself and your interviewers to give each interview your full attention.

Videoconferencing

Although face-to-face meetings at conferences have traditionally served as points for screening candidates, video over IP applications, such as Skype, have started to change the nature of screening interviews. Whereas before a school might have conducted dozens of interviews at conferences in a couple of days, now a school might choose not to turn up at a conference at all. Instead, schools are moving to Skype-like videoconferencing for screening, as it is relatively easy for the institution to set aside time during the regular semester to do this rather than for search committee members to have to travel to a conference. As a direct result of a videoconference being much easier for schools to schedule for themselves without being locked into a conference schedule, schools may give candidates as little as a day's notice prior to a videoconference screening interview. As a result, we recommend that students

be prepared on short notice for interviews that may occur and practice interviewing over Skype with friends and colleagues.

Although Skype is pervasive, video interviews are new to all of us. As a result, one of the authors now teaches a class session on Skype interviews[2] because there are several things that can make a real difference. Some considerations include lighting (behind the camera not behind the person on camera), camera height (eye level, not on a table), camera distance (head and shoulders as on the TV news), dressing because it is an interview—not just because it is only a Skype interview, and making sure the interview site is quiet. Due to the nature of the limited field of view of the video camera, a candidate interacts with only one or two members of the search committee. Often only one member of the search committee will be on camera, with the other committee members there to take notes and confirm the opinions of the on-camera committee member.

Phone Interviews

The telephone is still a prevalent medium for screening interviews. This differs from videoconferencing in several ways. The recruiting institution will frequently have a Polycom-style speakerphone set-up that allows several of the search committee members to participate at one time, providing a more panel-style interview scenario. Search committee members often have a script, which is necessary because there are several faculty members in the room. Usually one committee member will focus on teaching, another on research, and another on service. This panel-style interviewing is very difficult for the candidate and requires excellent preparation. Knowing your CV, references, teaching statement, and research statement, and critically how they all apply to the school in question is crucial. Have these notes in front of you during the phone interview and make sure you are in a place where you can focus and are free from distractions. It may even behoove you to dress well as a reminder that you are actually in an interview.

Secondary Markets

While we have emphasized screening interviews generally occurring in the fall, many times positions open up in the spring. Such positions open up for a variety of reasons, such as to replace faculty who have left for another institution, due to booming enrollments creating demand for new faculty, or because industry advisors have counseled a dean that there is a need for new skills to be taught in a program. In order to find job seekers to locate these opportunities, or for schools to find candidates, job seekers need to engage in several proactive behaviors. We recommend that students (1) develop personal social networks, through attending conferences and doctoral consortiums, so that they can make contacts necessary to learn of late opening positions, (2) pay attention to jobs posted on ISWorld (subscribe as noted above), and (3) keep a current CV posted on the AIS job placement, AOM job placement, and other online applicant databanks. Interviewing can be a year-long process, and job-seeking candidates need to be prepared to interview at short notice at any time of the year. This means attending conferences that are focused on your skills, and being prepared to videoconference and phone conference, with the attendant issues of each. Be proactive as you engage the market.

Asking Questions

Beyond solid preparation and representation of your skills, the screening interview provides your first opportunity to ask direct questions about an institution. As Tables 3 and 4 below highlight, there are questions to ask and questions you should *not* ask. The content of these tables is derived from standard techniques from HR professionals as well as our own experience. The "appropriate" questions are all about you showing that you understand the issues that you will face as a new professor and you wanting to make sure that the institution is a good fit for you vis-à-vis these issues. The "inappropriate" questions show a lack of understanding of what is controllable by those participating in the screening interview and also do very little to inform you about the likelihood of you being a good fit.

Table 3: Appropriate Questions to Ask at the Screening Interview
What is the campus culture like?
Do people work in the office? Or at home?
Do faculty collaborate on research?
Do faculty collaborate on teaching?
What is the trajectory of the college—and resources to support that trajectory—be it teaching or research?
Number of preps for the average assistant professor—how many preps/courses through tenure?
What is the role of IS in the department? (Remember, not all IS jobs are in IS departments.)
What is the role of IS in the broader campus?

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[2] Available at http://www.business.umt.edu/FacultyStaff/DavidFirth.aspx.

Table 4: Inappropriate Questions to Ask at the Screening Interview
What is the salary?
What are the benefits?
What are the tenure expectations?
Do faculty members get on with each other?
How is it dealing with the dean?
You do *what* sort of research?
How many publications do you have each year?

The screening interview is as much about assessing you as a person as it is about assessing your teaching and research. Be prepared to ask questions. It is your first chance to build and confirm your impressions of an institution. Be upbeat, take care to focus on the positives, and remember you are a doctoral student. You are not well positioned to comment on the state of the field or on the quality of others' research. On the other hand, you are in a place to comment on the quality of your training, your aspirations, and what you want to teach.

VII. WAITING TO HEAR FROM SCHOOLS

As with the waiting for screening interviews, you need to engage in a series of anticipatory activities to prepare for when you hear from your schools, which we have broken down as:

Be Positive

Waiting is hard, and it can be discouraging. Concentrate on getting your dissertation done.

Prepare Your Job Talk

Although you may be used to giving conference presentations, job talks are very different. As much as job talks are about your research, they also provide direct evidence of your potential as a teacher. Your job talk is your opportunity to showcase your ability to communicate, respond to difficult questions, and discuss complex concepts in simple terms. To do so, you need to invest time in preparing your talk. Since you are not sure when you will be called on to give your job talk, having it prepared at a time when you have time to prepare it is critical.

You need to prepare three talks: a ninety-minute research talk, a sixty-minute research talk, and a forty-minute research talk. Prepare the slides first for your ninety-minute research talk, then practice going through this talk. Make sure you present in a classroom or lecture hall setting, and time yourself. From this you can streamline and focus on the more interesting parts. Practice again and then build a sixty-minute research talk and a forty-minute research talk. Different institutions will have different expectations for your job talk, both in the time allotted to you and the depth expected. If you have only a ninety-minute talk prepared and you are given only sixty minutes to present (perhaps your interview with the dean ran long), it is almost impossible in a stressful situation to craft a seamless presentation on the fly. It is better to have done this in advance when you are calm and have the time. For a job talk at teaching universities, it is good to have similar ninety-minute, sixty-minute, and forty-minute teaching talks, as well as questions you would like to ask the assembled faculty. This will allow you to showcase your teaching skills and provides you an opportunity to engage the entire faculty, which is often the case for your job talk at a teaching institution.

You might want to consider including a figure in your talks that connects your existing papers and research with future journal submissions and include a timeline that charts the path to completing your dissertation.

Ensure That You Have Built Flexibility into Your Schedule

Your schedule has several components to it, and you need to consider them all: teaching, research, home. Well in advance, if you are teaching, consider how you can build flex days into your weekly schedule. If there is a project for class, make sure you allow the schedule to include "work on your project" days so you can be gone. If there is not a project, can you include lab days for students to work on a problem set? Will you need a colleague to substitute in your class(es) for you? If so, ask as soon as you can to make sure this is going to work with your colleague's scheduling. Traveling back from on-campus job interviews is a great time to work on your research, due to the potentially long hours on planes and in airports. Make sure you are able to take your data, analysis tools, and documents with you in a form you can easily carry and work on. In regards to your home schedule, do not plan a vacation. If you have dogs or other pets, ask someone to take care of them while you are gone. Most visits include an entire day on campus, as well as a dinner. Once you factor in travel time, almost every visit will consume at least three days.

VIII. THE CAMPUS INTERVIEW

It is campus interview time. What has changed? The biggest change is that, whereas during your screening interview you were looking to "avoid the cut," once you are on campus you are looking to "make the cut." The screening interview was a chance for the search committee to find reasons to slim the pile of applications to a manageable size, cutting applicants from the list. All those who make it to a campus visit are hirable, and the search committee now wants to see who shines and gets to stay. Typically, most universities will bring in one to three candidates. The usual profile of a campus interview includes flying in, staying the night at a local hotel, and being at the university by 9 a.m., where a full day awaits you. Depending on your flight arrival times, you may have to join a few of the search committee members, and sometimes their spouses, for dinner on your arrival night for an introductory session. On the day of the interview, you will meet with faculty members from your prospective department, the department chair, and the dean of the school. You will give a research or teaching presentation to faculty members. Often there is a short campus tour. At a teaching institution, you may be asked to teach one of the classes. Usually there is a short amount of time to freshen up at the end of your day at the hotel before a dinner at a local upscale restaurant with a few members of the department. Then it is back to the hotel afterwards for well-deserved sleep before flying home the next day.

What does "making the cut" mean? It means you are looking to prove several things to your interviewers: you are someone who can make tenure, or at least have an incredibly good shot at tenure; you will be a good colleague; and you are here to stay. What it does *not* mean is that you should play it safe and not ask the questions you really want answered. Indeed, it is by asking the difficult but important questions that prove you are a serious candidate. However, knowing *who* to ask the questions and *how* to ask the questions is a critical part of showing you can be a good colleague.

You Are Someone Who Can Make Tenure

The process of hiring a new faculty member is complex and time-consuming for all involved. Remember, for the school hiring it can start with over 150 applications that are narrowed down for the screening interviews and narrowed down again for the on-campus interviews. Include the fact that there is conference attendance; reading possibly 150 applications; preparing for, conducting, and then writing up possibly twenty screening interviews; preparing for, conducting, and then writing up possibly three on-campus interviews; and that all of this is followed by possibly three research presentations and dinners. You can understand that, for the hiring institution, there is substantial cost and time involved at all levels, from the dean to the chair to the faculty. This is quite simply not a process anyone at the institution wants to have to repeat anytime soon. Hiring someone who can make tenure is very important indeed.

There are several ways your hiring institution will assess this. One is to see what your current publication list looks like. This is not to say that you need "A-level" journal publications already published. A short list of publications in any journal or journals shows that you know how the publication process works and you are improving as you go along, which is a very good indicator. Faculty will look to see if you have a conference publication, and if that was turned into a journal publication. Do you have anything under review, and at what stage is it? Knowing your timeline for how you will work on your publications is critical to showing that this is important to you and you understand it as such. Your research presentation will give many clues as to the likelihood of you making tenure. A well-thought-out research question with excellent data collection and analysis is a good indication you are someone who can get research and publication done.

Tenure is as critical a part of a teaching university as it is a research university. At both, making tenure is judged on your ability to publish journal articles in the IS field. The difference between the two types of universities, as it relates to tenure, lies in how that judgment is made, and there are many scholarly articles covering the spectrum of issues around this (see, for example, Jennex, 2001; Dennis et al., 2006).

You Will Be a Good Colleague

Sometimes people refer to this as the very ill-defined concept called *collegiality*. A "good colleague" is many things. Are you willing and able to teach the classes that your chair would like you to teach? Are you willing to accept the service positions that ensure the department runs well, but do not necessarily advance your career? Do you recognize that a particular course offering is the way it is because of a rich history at the institution, rather than wondering aloud why anyone would be teaching *that* course? Are you willing to work with the undergraduates while your senior colleagues focus on the Ph.D. students? Are you flexible enough to teach the evening MBA classes? Can you listen in meetings and offer suggestions when appropriate? Can you represent the department at "across-campus" meetings? Are you prone to crossing swords? Or be combative when challenged? The list of things that may make you a good colleague is long, and seems to conflict at times with the "you are someone who can make

tenure" factor. This is the nature of being a professor. There are conflicting demands on your time, and your colleagues are looking for you to show you can balance them all.

You Are Here to Stay

As we have already stated, no one at the institution wants to go through the hiring process more than once. Hiring someone and having them leave is no good for anyone, in particular those left to have to find another hire. So, all things being equal, the candidate who makes it clear that he or she is there to stay will have a much better chance than the candidate who obviously considers this position as a "second-choice" or "stepping stone" school. It is very easy to convey that you want to stay if you really do want to stay. Know what you love to do outside work and research the opportunities to do that. Take some time to find what will make you happy outside work, and it will be easy to chat with your interviewers about how you are looking forward to coming and doing just that. Your interviewers really like to hear you say how much you love their town or city.

Knowing *Who* to Ask and *How* to Ask It

In our screening interview section we presented "Questions Not to Ask." At the campus interview you can and should ask these questions, but knowing who to ask and why is important. Table 5 below shows who, why, and how to ask these difficult questions. This table is based on our own experiences, but the key to the questions in this table is that they are directed at the correct person. The questions should also show that you are serious about the possibility of working at this university, what that would mean for you, and how you would adapt to it.

Table 5: Who to Ask and Why at the On-campus Interview		
Questions you can ask at the on-campus interview	Who to ask	Why or how
What is the salary?	The chair and the dean	These are the two people who know the planned salary. Typically, an offer will not arrive at the top of the advertised salary range. However, approach this topic with caution; many administrators find the question distasteful.
Can I get a copy of the benefits package from Human Resources? Are there additional benefits?	The chair and the dean	These are the two people who know. Lead with the request for a copy of the benefits package. If the college offers additional resources, a chair or dean will volunteer the information.
What are the tenure expectations?	1. Junior faculty 2. Senior faculty 3. Chair 4. Dean	1. Ask what their experience is with the process. 2. Ask what their advice on dealing with the process. 3. Ask about issues to do with making tenure. 4. Ask about their role in the tenure process and their general thoughts, as well as about recent tenure cases. *Do not* ask about people whom you know did not tenure—let the interviewer volunteer information.
Do faculty collaborate on teaching?	1. Junior faculty 2. Senior faculty 3. Chair	1. Ask why and how it worked out. 2. Ask about how you could help. 3. Ask about the circumstances which give rise to this happening.
Do faculty members get on with each other?	1. Junior faculty 2. Senior faculty 3. Chair	1. With a smile, ask what it is like working with the rest of the department. 2. With a smile, ask what it is like working with the rest of the department. 3. With a smile, ask about the departmental dynamics.
How is it dealing with the dean?	1. Junior faculty 2. Senior faculty 3. Chair	1. Ask when does it happen. 2. Ask what is their experience of dealing with the dean. 3. Ask what is their experience of working with the dean.
You do what sort of research?	1. Junior faculty 2. Senior faculty	Faculty are generally very excited to talk about their research.
How many publications do you have each year?	1. Junior faculty 2. Senior faculty	1. Ask about their publishing success and projects they are currently working on. 2. Ask how the environment (resources and teaching load) enables faculty to meet research expectations.

Asking the questions in this table and other questions that interest you is all part of you showing your interviewers you could be at home in at their institution, as well as determining if you really want to stay. This is your last and best

opportunity to get your questions answered. Experience has shown that those who ask questions because they are genuinely interested in the answers are typically found to be the most engaging candidates.

IX. THE OFFER

".... [W]e are pleased to offer you a position...." It has finally come in the mail, and the letter seems to be rather short. In many cases you will actually have received a phone call first from the department chair letting you know that an offer is coming. The idea behind this call is to gauge your level of interest in taking the position. It is entirely possible that the top candidate for a position will have offers from other schools, and so it is not clear to this particular school that you will accept their offer. Having the department chair call and let you know the official offer is in the mail does several things for the school making the offer: (1) It shows the candidate that they want you, and effectively places a marker on you for the school. (2) It crucially gives the offering institution a chance to see if you will take the offer. This is important, as there are several layers of bureaucracy that your offer will have to pass through before it can even be sent out to you. Better to find out that a candidate is going somewhere else before sending an offer up through the senior administrative ranks of the university.

Of course, you cannot accept an offer until you receive the offer letter, and even then there are several things to consider. The first in most job-seeker's minds is how much you are going to be paid. This, however, is only one part of the puzzle, which is why in industry people consider the entire *compensation package*. Table 7 below highlights several things that are part of *the package*.

Salary

Salary is usually set for the department and for the school by the central administration of the university, often the provost, and is not a negotiable item by the dean. There may be some wiggle room in the amount as a result of seniority, but this means the dean has to defend your qualifications. For most people just starting their careers, having to put the dean in this situation is not a good way to start things off. If you are a senior scholar with a reputation that the dean is willing to pay for, the dean has much more he/she can defend when negotiating with the provost. Consider also that your salary can go much further in certain locations than others. So-called *cost-of-living* comparison indexes are available on the Web and help you check how far your salary will go.

Pension

Pension is usually set for the faculty as a whole and is, therefore, nonnegotiable. It does, however, make a big difference in *total compensation,* as you might want to or have to pay more into a personal pension scheme to make up for a small contribution by the university. Be aware that in the U.S. almost all institutions have moved to a so-called *defined contribution* package, whereby the university contributes a percentage of your salary, in addition to what you are paid as salary, to your pension fund. Percentage contributions by institutions can vary widely. This is one of those compensation package items that young, junior faculty members frequently ignore, but it does add up and it does make a big difference over time.

Medical

Medical coverage is usually set for the faculty as a whole and, again, is nonnegotiable. This can make a significant difference in *total compensation*, but different types of medical coverage can have an impact early in your career. Consider matters such as: Am I covered for prescriptions that I know I need on an ongoing basis? Am I covered for a known future surgery? How is my family covered for pregnancy, fertility, and such? What does the faculty plan have in regards to preexisting conditions?

Spousal Hire

Spousal hire is usually covered by a university policy. If this is important to you, look it up on the university website. Although many universities have spousal hire policies, this does not mean that they will create a position for your partner. On the other hand, it suggests that they will help your partner in his or her search for a position. All too often new faculty misinterpret a spousal hire policy as a promise to hire a significant other, when, in fact, given the ongoing difficulties in all job markets, securing a position for your spouse is often a difficult and time-consuming process for the university. If you approach a potential position with a realistic understanding of the difficulties that your partner may encounter looking for work, you will likely be much happier in your new position over time.

Teaching Load

Most often teaching load is considered as the number of classes you teach. However, of more importance is likely the number of preparations you are required to do, which is the number of *different* classes you will teach, as well as how often you are required to teach these preparations, and what sort of grading support you will have for these classes. The chair and the dean can have substantial impact in this area, so it is important to understand the factors

involved. A teaching load of 2:2, meaning you teach two classes per semester and two semesters per year, may at first blush seem better than a 3:3 teaching load. But what if the 2:2 load is for four different classes, meaning four preparations, whereas the 3:3 load is teaching two sections of one class, one section of another, and doing the same each semester? This 3:3 load is effectively a two-preparation schedule. In this case the 3:3 schedule may be less time-consuming for a professor. Table 6 illustrates this issue of teaching load.

Table 6: Teaching Load—Classes Taught and Preparations			
Teaching load	Example: Fall classes taught	Example: Spring classes taught	Preparations
2:2	Introduction to MIS Databases	e-Commerce Project Management	Four
3:3	Introduction to MIS Introduction to MIS Project Management	Introduction to MIS Introduction to MIS Project Management	Two

However, for the 3:3 schedule, what if those two sections of one class are large sections that have 100 students each and you are responsible for grading, whereas you have grading support for all of the four classes of the 2:2 schedule? It might now mean that the 2:2 is indeed less time-consuming than the 3:3 schedule. In sum, you must consider much more than a mere "teaching load" when considering this item. Additionally, it is quite possible to negotiate a teaching release in your first one or two years, where one semester per year you teach one class instead of two (giving a 1:2 load). Consider requesting the release in your second semester, as the first semester at a new job can be somewhat overwhelming regardless of teaching load.

Summer Support

Summer support is another area where the dean often has the ability to provide you with resources. Questions to consider are: How much support is available? Is it merely financial, or can it include administrative and graduate or research assistant support? Is it competitive between faculty? How long can you lock in and be assured of the benefit (in years)? Are there restrictions on how you can spend a financial allocation? Can you receive summer support in your first summer following graduation, which is essentially before you start teaching at your new university? In assessing this area, you should consider your research stream and what you need to support it, as different faculty will need different types of support.

Travel Support

Travel support is another area where the dean often has the ability to provide you support. You should consider what your travel needs are, including conferences, research data gathering, and classroom development, as well as what it would cost to take care of your top two. Remember to include hotels, flights, taxis, conference registration, and meals. This can easily add up to $2,500 to $3,500 per conference. How much is available from the dean? Is the money contingent on having an article at the conference? What are the restrictions on funding for research data gathering? Without knowing what your questions are, you cannot get answers from the dean.

Relocation Expenses

Relocation expense is another area in which the dean often has the ability to provide you with support. You should estimate what your relocation expenses could be. Will the university pay for the expenses up front? Or do they reimburse you for relocation? Do you need to have your current household belongings packed, or can you do it yourself? Do you have a car to be transported? Will you get to your new location by driving, accounting for gas and hotels along the way, or by flying? Do you need to look for accommodation when you arrive, and, therefore, do you have the need to stay in a hotel for two weeks to two months when you arrive? Again, you need to know what you plan to ask from the dean. Table 7 provides a summary of the areas to consider with respect to The Offer.

X. CONCLUSION AND SHORTCOMINGS

Finding a faculty position, especially when you are in the middle of completing your PhD, is an incredibly complex, multifaceted, time-consuming, and stressful task. This article (and the panel session at AMCIS that it is based on) is an attempt to gather together many of the elements that make up this task. In doing so, our goal is to make the PhD student better prepared for the academic job market and offer a realistic synopsis of job search issues across types of institutions to their advisors. We also believe the contribution of this article extends beyond helping PhD students. By improving the IS student's career search, we hope to positively impact the efficiencies of the IS job market, thereby preserving valuable resources within our field, as well as improving the match between schools and new hires.

Table 7: Issues to Consider with The Offer		
Areas to consider	General issues	Is this "negotiable" with the dean?
Salary	Determine if salary is for a year or for two semesters or three sessions. Many contracts do not cover the summer, allowing for additional flexibility regarding summer funding. Consider cost-of-living index comparisons to compare between offers in different locations.	Often no. At many institutions salary is controlled by central administration, often the provost.
Pension	Determine university contribution to your pension/401(k).	Often no. Usually pension is predefined for all faculty.
Medical/ health coverage	Determine university contribution to your healthcare package. Consider your medications needed, future planned surgeries, and preexisting conditions.	Often no. Usually medical coverage is predefined for all faculty.
Spousal hire	Usually there is a university policy on spousal hire, and it is independent from your offer.	Often no. Usually there will be some sort of official university policy on spousal hire.
Teaching load	Many institutions "expect" a lower load in the first one or two years. The details are for you to negotiate.	Yes.
Summer support	"Soft" money is often available for this specific purpose. The details are for you to negotiate.	Yes.
Travel support	"Soft" money is often available for this specific purpose. The details are for you to negotiate.	Yes.
Relocation expenses	"Soft" money is often available for this specific purpose. The details are for you to negotiate.	Yes.

This article focuses on the academic job market in the United States. We recognize and appreciate that there are different constraints, issues, and factors when dealing with job openings in other countries. We believe additional papers are necessary to address these unique regional and country specific factors, but we also believe that there are many factors that are common across the globe when it comes to faculty hiring and that this article captures those and can prove useful to those seeking non-U.S. positions.

Finally, we want to direct PhD students to another excellent resource, W*hat They Didn't Teach You in Graduate School: 299 Helpful Hints for Success in Your Academic Career* (Paul Gray and David Drew, 2012, Stylus Publishing, Inc.), which gives guidance on every aspect of the PhD process, including a chapter on the job process.

REFERENCES

Editor's Note: The following reference list contains hyperlinks to World Wide Web pages. Readers who have the ability to access the Web directly from their word processor or are reading the article on the Web, can gain direct access to these linked references. Readers are warned, however, that:
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Communications of the Association for Information Systems

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