



Demystifying the Tenure-Track Faculty Search in Computer Science at Primarily Undergraduate Institutions

A Handbook of Advice for Job Seekers

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ABSTRACT

Primarily undergraduate institutions (PUIs), including liberal arts colleges, provide a faculty career path distinct from that of faculty at research universities. Since PhD advisors often lack PUI experience, and PhD students may lack access to mentors at PUIs, this paper serves as a resource for those who want to pursue a tenure-track position at a primarily undergraduate institution. The paper includes information about the benefits and challenges of PUI careers, why departments hire, how to interpret the job advertisement, how applications are read by the search committee, the interview stages, offers, and negotiations. While this paper does not address computing education directly, it addresses the R1 to PUI pipeline which impacts undergraduate education in computer science. The advice presented in the paper is based on common attributes of the tenure-track search process at four PUIs.

CCS CONCEPTS

• Social and professional topics • Professional Topics • Computing education • Computing education programs

KEYWORDS

undergraduate institutions, faculty position, application, interviews

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1 Introduction

“America’s got talent, talent, just not enough in IT” (The Wall Street Journal [9]); “Tech companies are hiring more liberal-arts majors than you think” (The Washington Post [5]); and “What can you do with a Computer Science Degree?... there are computer science jobs in nearly every major U.S. industry” (US News & World Report [7]). The word is out that students educated in computer science and related disciplines (CS) at primarily undergraduate institutions (PUIs) are hot commodities in the technology sector: they receive a liberal education that combines exploration of diverse disciplines and modes of inquiry with in-depth focus on their CS major. PUI graduates are critical thinkers, effective communicators, and excellent problem solvers. Yet CS scholars seeking to start their academic careers may know little about the career path and application process for PUI tenure-track faculty. The authors, who have a combined 40 years teaching at PUIs, find the work rewarding, invigorating, and enjoyable.

In this article, we demystify the PUI hiring process to support future faculty, who play critical roles in maintaining and expanding the computing education pipeline. We are not experts nor scholars with respect to hiring. Instead, we provide advice from our experiences serving on a total of 19 search committees across four¹ PUIs. Though CS enrollment growth has been climbing since 2012 [3], global economies are also struggling to respond financially to COVID-19, and PUIs are freezing many positions. Thus, job candidates may want to differentiate themselves for a successful job search. In addition, those who are advising Ph.D. candidates and post-doctoral researchers may want a better understanding of the PUI hiring process to better advise their students. Building from previous advice [8,14], the authors provide insight and advice on the PUI faculty job search from the perspective of the search committee. The paper is organized by the search timeline, starting with the formulation of the open position and the search committee, then to applications and interviews, and finally to offers and negotiations. Each section presents logistics, hiring perspectives, and advice.

1.1 Computer Science at PUIs

Scholars in the final year of their graduate studies or in a postdoctoral position are likely familiar with “Research 1” (R1)

¹ Davis started her PUI career at Grinnell College.

faculty positions at research-intensive, Ph.D. granting institutions. They likely have mentors and role models in different stages of an R1 career. While the components of a PUI faculty position—teaching, research, and service—mirror those of an R1 faculty position, the work and career path can be quite different. Faculty at PUIs are teacher-scholars who primarily work with undergraduate students. A faculty member's teaching, research, and service all contribute towards undergraduate learning.

Careers at PUIs present unique opportunities and challenges compared to careers at R1 institutions [4]. We spend more time on teaching courses spanning wide topic areas—even first-year seminars [1, 2] and writing-intensive courses. Often our teaching aims to demonstrate the broad applicability of Computer Science and relevance to students across major disciplines and career goals [11]. We might teach less often in our area of specialization, but we creatively introduce diverse students to specialized CS topics. We advise students about academics, internships, graduate school, and a range of careers in computing.

Conversely, we spend less time on research. We are rarely expected to obtain external grant funding. We work with undergraduate rather than graduate research assistants, offering intensive summer research experiences and often taking a hands-on role in our projects.

Since PUIs are often small, our service can affect the entire campus, even early in our careers. All faculty are empowered to contribute to the campus mission.

2 The Position and Search Committee

2.1 Logistics

A tenure-track CS position at a PUI may be open because: 1) CS enrollments have grown and the administration has approved an expansion position; 2) the PUI is starting a new program, such as a data science minor, that requires specific expertise; 3) a CS faculty member is leaving or retiring. Furthermore, a program may require a short-term (non-tenure track “Visiting” or Instructor position) replacement for a sabbatical, family leave, or leave of absence.

After the position is approved, a search committee is formed and given a charge by the hiring official (typically the Provost or Dean of the Faculty). If a department is small, all CS faculty serve on the search committee. The committee may also include faculty outside the discipline, for example, the chair of the Science Division or an external committee member from the social sciences, fine arts, or humanities. The search committee determines discipline-specific needs, writes the job advertisement, develops criteria for evaluation, reviews applications, selects applications for initial screening and campus invitations, and makes recommendations for hiring. Most institutions have a Vice President or Dean for Diversity who will train search committee members about recruiting a diverse set of applicants, avoiding unconscious bias, creating evaluation criteria, and screening processes. Often a role of the external faculty member on the search committee is to raise awareness of possible bias in the screening and interview phases.

2.2 Hiring Perspectives

As a rapidly changing and growing field, CS programs are often seeking to expand academic expertise as well as expand program options. When someone retires, the department may now be lacking expertise or, conversely, may want to respond to new directions in the field. In addition, most US institutions are actively trying to diversify their faculty with respect to gender and sexuality, people of color, people from systemically oppressed groups, people with disabilities, people from other countries, and people who were first-generation college students. The commonality across all these reasons for hiring is that we are seeking someone who can bring new perspectives and lived experiences to our department.

2.3 Actionable Advice

As a candidate, research the institution to learn more about why the position exists and what is attractive about the position. The reason for the opening may be transparent in the application, recent enrollment trends on the website, or new computing programs featured on the website. Do not be afraid to ask the department chair why the position is open—this demonstrates your genuine interest in the position.

Though this article focuses on tenure-track positions, do not overlook short-term replacement opportunities. Visiting positions for those seeking a PUI job play a similar role to post-doctoral research positions for those seeking an R1 job: they provide teaching experience that sets your application apart from those still in graduate school.

While search committees are seeking candidates that bring diversity to the faculty, they cannot legally ask questions about a candidate's race, religion, national origin, gender identity, sexuality, age, or disability. Candidates may want to address how their interests, expertise, or activities would contribute to the institution's goals with respect to diversity, equity, and inclusion.

3 The Job Advertisement

3.1 Logistics

A job advertisement typically includes information about the position, the program, and the institution, as well as information about the application process.

An advertisement typically begins with the hiring department or program and the job title: tenure-track assistant professor or open rank, visiting assistant professor, or instructor. The advertisement will likely indicate preferred areas of specialization within computer science, or that all areas of specialization will be considered. The advertisement will likely include a minimum degree and discipline. For tenure-track positions the minimum degree is typically a Ph.D. (either already conferred or expected soon). For instructor positions, typically a Master's degree is required. Beyond Computer Science, the advertisement may welcome applicants with degrees in related fields such as Mathematics, Electrical Engineering, Computer Engineering, Human Computer Interaction, Information Science, Information Technology, or Software Engineering. The start date will often appear in the advertisement, and will be based on the institution's

term schedule (typically August/September, or January/February for off-cycle searches). The ad may stipulate that the required degree needs to be completed before the start date.

In addition to a description of the hiring department or program, the advertisement will likely include a standard paragraph about the institution: its mission, values, location, student population, diversity statement, and equal opportunity hiring practices. This paragraph appears in every advertisement at the institution.

The advertisement will include a deadline for applications. This may be a firm deadline or a date on which review of applications will begin. An advertisement may instead indicate that review will begin immediately and continue until the position is filled.

Although hiring timelines vary, advertisements are typically posted in late summer to early fall with a start date for the following fall. Review of applications, candidate screening, and campus interviews may start as early as fall and continue into the spring.

Institutions will post advertisements directly on their websites and likely on the SIGCSE-jobs email list, as well as one of more of the jobs boards offered by professional societies such as ASEE, CRA, ACM, IEEE, and the Chronicle of Higher Ed. To broaden or deepen the candidate pool, the position may also be advertised to specialized organizations such as the SACNAS, NCWIT, SWE, the Syssters+jobs email list, SIGs for particular research areas, or organizations for cognate disciplines such as Data Science or Digital Humanities. The ad may be shared with chairs, directors, or advisers of graduate programs from which candidates are sought.

3.2 Hiring Perspectives

At a PUI, area of specialization is often not as important as a candidate's potential for excellence in teaching. Moreover, enhancing the embodied diversity of the institution's faculty may be just as important as enhancing the diversity of research within the department. When a position is advertised with area open, this typically means that the search committee has chosen or received direction to prioritize the breadth and diversity of the candidate pool over hiring in any particular specialization.

When the advertisement does indicate preferred areas of specialization, this is often linked to course needs. PUIs usually have a small number of CS faculty (at our institutions, tenure-track faculty currently number 3, 5, and 6), and building a faculty to meet the needs of the curriculum is like solving a jigsaw puzzle—all courses need to be covered by the union of faculty expertise. Thus, specializations listed in the advertisement typically indicate courses that need coverage, whether these are new courses or whether they were previously taught by a departing faculty member. Moreover, some courses at PUIs are taught on a 1- 2- or 3-year rotation, so if faculty expertise overlaps significantly, faculty will not get to teach their specialization often. Areas that are left out of the position advertisement may indicate a desire for candidates with specializations distinct from those of the current faculty.

Although institutional verbiage is standardized, it is just as relevant as the program specific information. Faculty at PUIs at all stages of their careers contribute towards the overall mission of the institution. We are interested in how candidates see themselves fitting into our community for the long term.

PUI search timelines vary dramatically. Knowing there is a limited pool of applicants, some PUIs set deadlines very early, hoping to hire the best candidates by being the first to offer them a position, even before those candidates have had other interviews. Moreover, not all expansion positions are approved in a timely manner and some colleagues give little notice before departures, leading to positions advertised much later than the typical timeline.

When an advertisement includes a deadline and that review of applications will continue until filled, this may mean an application received after that date may not be considered in the initial pool.

3.3 Actionable Advice

PUIs are looking for teacher-scholars who are willing to teach a range of undergraduate courses and who have creative ideas for engaging undergraduates in research and learning. Think broadly about the expertise you can offer and how you can meet the disciplinary needs outlined in the advertisement. All three authors have taught not only in our areas of research specialization, but also in other areas we studied as undergraduate or graduate students, from the very beginning of our faculty careers. However, be honest with yourself about what you are willing to teach (and learn) and what will lead to a fulfilling career.

Questions about the job advertisement should be directed to the chair of the search committee, whose contact information is often included in the advertisement. If not, questions can be directed to the chair of the hiring department.

Start looking for position ads in mid-summer and be prepared to submit your first applications in early fall. If you learn of an attractive position soon after the deadline has passed, reach out to the search committee chair to find out if a late application will be considered. Similarly, if the ad indicates applications will be considered until the position is filled, ask if new applications are still being considered before submitting yours.

4 The Application

4.1 Logistics

Most applications will include a CV, a cover letter, a teaching statement, a research statement, and evidence of excellence in teaching. Increasingly, institutions are also asking for a diversity statement. Some institutions ask for references or letters of recommendation as part of the application package; others will ask for these materials when candidates advance to the interview stages. University resources (for example, [6,12,13]) provide guidance on preparing these materials; here we focus on providing context and advice from the PUI search committee perspective.

4.2 Hiring Perspectives

In some searches, all committee members review all candidates' application materials. In other searches, the applications will be divided and reviewed by a subset of the committee. Either way, all committee members will eventually read the applications of all candidates invited for interviews. The Dean, Provost, Human Resources, and the Administrative Assistant have access to application materials, but they may not review applications until the committee has chosen a set of finalists or semi-finalists.

The committee uses agreed upon screening criteria to evaluate files. For example, criteria may include: teaching experience and potential for excellence, alignment of the candidate's teaching interests with the program's needs, research experience and potential for excellence, research leadership experience (work with undergraduates, publication, grant experience), contributions to diversity, equity, and inclusion, and commitment to the institution's mission. The search committee may assess candidates on all criteria at once, or they may initially focus on a few key criteria such as teaching potential and interests, leaving other criteria to later stages of evaluation. After individually evaluating the candidates, the committee meets to determine candidates to advance to interviews.

Search committee members may read the file in any order, but most start with the CV and the cover letter. The cover letter provides insight about how the candidate's experiences satisfy the requirements of the position; reviewers may even use the cover letter as an initial screening for how carefully to read the rest of the application. The teaching philosophy statement shows how the candidate views their role as a teacher. The committee looks for practices of reflective teaching, a focus on student learning, a culture of inclusivity in the classroom, how the candidate could contribute to and expand the existing curriculum, and how research influences teaching. The research statement gives insight about the candidate's plan for conducting research at a PUI and how it can be executed with the PUI's resources, students, and equipment.

4.3 Actionable Advice

Customize application materials to each institution, including the cover letter, teaching statement, research statement, and diversity statement. Respond to the teaching and research needs indicated in the advertisement. Research the history and mission of the institution, campus-wide initiatives, programs outside CS, the faculty, the student population, and diversity goals. Your discussion of how you can creatively contribute to departmental goals and the institutional mission demonstrates genuine interest.

Take particular care with the cover letter, since this is your first impression. The cover letter should introduce your key contributions and refer to the teaching, research, and diversity statements for details. PUIs hire candidates that emphasize teaching. Thus, while you would emphasize your research direction and contributions in a letter for a research-intensive university position, in a PUI letter, you should start with your dedication and contributions to teaching undergraduate students.

Your teaching statement should clearly portray you as a teacher including your philosophy and experience. You may provide concrete evidence in the form of contextualized student evaluations, assignment examples, course objectives and designs, and successful classroom practices. Be sure to indicate new and existing courses you could teach at the institution, indicating your experience in those areas.

Your research statement should be targeted to a broad computer science audience, rather than specialists in your research area. It should be accessible to those outside of CS who might review your application. Discuss how your research can proceed with undergraduate assistance, with readily available equipment, and in relation to teaching and service interests. Be specific about how you

will work with undergraduates: give an example of a next step in your research and how undergraduates could make an authentic contribution. Prior experience mentoring undergraduates in research is valuable. If possible, show how your research could impact your teaching.

In a diversity statement, be authentic. Show evidence of how your teaching, research, and service activities strive towards diversity, equity, and inclusion. Refer back to your teaching and research statement to illustrate how diversity, equity, and inclusion is woven into your professional life. This is also an opportunity to refer to curated aspects of your personal life.

Discuss with your letter writers what you would like them to emphasize in your letters. You will want one or more reference to speak to your experience and promise as an undergraduate teacher and mentor. Some of your letter writers may not be familiar with PUI careers, so spend some time talking about this career goal.

Organization, attention to detail, and written communication skills count just as much as the content in the file. For example, if we get a cover letter that is addressed to a different institution or that expresses excitement about working with graduate students, we may not advance the file. Submit the application by the deadline. If review starts immediately, submit the application as soon as possible. If you have missed the deadline, email the search committee chair to see if they are considering new applications.

5 The Interviews

5.1 Logistics

Depending on the search timeline, a successful candidate might wait as long as three months before receiving an invitation for a screening interview, and might nonetheless be expected to schedule an interview within just a few days. Sometimes these interviews will take place over school breaks, when faculty are more available.

The screening interview may proceed via a phone or a video conference call. The entire search committee might be present, or a few representatives might conduct the interview and record it for later review. Screening interviews are often scripted in an effort to make the interviews fair and equitable across candidates. While it's common to be asked follow-up questions based on what you say during the interview, questions personalized to your application are often prohibited to ensure equity. Even though the committee has read your application carefully, interview questions may address similar topics. The screening interview often concludes with an opportunity for candidates to ask questions.

For a successful candidate, the next step is typically an invitation to interview on campus. On-campus interviews can take place anytime between October and April, depending on the timeline at the institution, and occur during a span of about 3 weeks, barring delays. An invitation to a campus interview may come quickly after a screening interview, or there might be a delay of a month or more. You might be invited to a campus interview by email or phone call, by the Dean or by the search committee chair.

Campus interviews at PUIs are typically at least one full day and not more than two days. You will usually be given a choice of dates, but not very many choices, as candidates must meet with the Dean and/or Provost and interview date options are constrained by their

schedules. You might stay in a hotel or in a guest room on campus. Typically, an administrative assistant will arrange your travel, and all expenses will be paid by the institution.

Campus interview days are long, often including meetings over breakfast, lunch, and dinner. You should receive an agenda before you arrive on campus, though perhaps not very long before the start of the interview. There are a number of common components:

- PUIs want to see how you teach. Therefore, you may teach the lesson for an actual class. Or you may teach a given topic or your research topic to an invited audience. This teaching demonstration may be additional to or replace a traditional research talk. You should receive information about teaching and/or research presentations with ample time to prepare.
- You will meet all members of the search committee, and every member of the department, whether individually, in small groups, or all together.
- You may meet other staff or faculty members, beyond the department and the search committee, with whom you share research or other interests. You may be offered some possible meetings, or you might be asked who you would like to meet.
- You will meet students, for example over lunch in the dining hall. Students typically give feedback on the candidates.
- The Dean, Provost, and/or President may meet with you to discuss your fit to the institutional mission. The Dean may also discuss logistics such as salary range, benefits, support for scholarship, and the tenure review process.
- Human Resources staff can provide information about benefits, workplace accommodations, and community life.
- You may meet with the diversity, equity, and inclusion leadership of the institution.
- Administrative staff may be responsible for guiding you between meetings, addressing needs that arise during the interview, and ensuring you get reimbursed for incidental expenses. You may also meet IT staff who are responsible for showing you lab facilities or helping you set up your talk.

5.2 Hiring Perspectives

Typically, at least 8 and not more than 15 candidates are selected for phone/video screening interviews. Search committees are generally looking for contributions to the institutional mission and a fit with expectations for teaching, research, and service. We may need to know more about some candidates' approaches to diversity, equity, and inclusion. We may also try to get a better sense of what you are like a teacher and scholar, and how you might respond to our program's needs.

We expect to hear questions from the candidate. If a candidate has no questions, this is a warning sign that they lack interest or maturity. These questions can be a valuable opportunity for finding mismatches and/or opportunities.

After the screening interviews, the search committee meets to discuss the semi-finalists, selecting 3-5 finalists for campus interviews, subject to Dean's approval, with 2-3 alternates. Some search committees will contact references prior to the screening interview, while others will contact references prior to determining those to invite to campus interviews.

From the search committee's perspective, the campus interview has two main purposes: to "sell" the institution, and to make a final evaluation of each candidate's fit to the institution and program. To the first point, we allocate time for answering the candidate's questions. We realize that many candidates have limited experience with a PUI, so we take time discussing the educational mission, the tenure process, course load expectations, the teacher-scholar model, opportunities for working with undergraduates, and opportunities for service. Moreover, we hope that the candidate will form connections with people they meet during the interview. To the second point, we want to give candidates every opportunity to show they can be successful in the context of our institution. We hire with the intention that the candidate will earn tenure and remain at the institution for the course of their career.

5.3 Actionable Advice

As a candidate, be prepared to schedule a screening or campus interview on short notice. Be cautious about planning time away during the holidays, and be flexible with your schedule. Check your email and phone messages for invitations to interview.

For the screening interview, prepare several questions in advance, and note further questions that arise during the interview. Do not ask questions that have answers posted to the university's website. If there is information not included in your application that you want the search committee to know—for example, your reasons for leaving a current or prior position—you will need to be proactive in volunteering that information. Ask about the timeline for the remainder of the search and when the committee will contact references, so you can alert references about potential inquiries.

While preparing for the campus interview, aim to show your best self. Ask for clarifications about any aspect of the interview.

- For a teaching demonstration, demonstrate engaging teaching, despite the strangeness of the situation.
- For a research talk, remember your audience may include students and faculty who are not computer scientists.
- Prepare questions for everyone you will meet, including students. Think about making connections, as well as learning facts.
- If you need accommodations for your religion, disability, pregnancy, infant care, or dietary restrictions, alert the search committee chair and/or administrative staff prior to the visit.
- During the interview days(s), ask for drinks and breaks when you need them. We understand you may be anxious, sleep-deprived, ill-adjusted to the time zone, overstimulated, and concerned about responsibilities at home.
- Assume you are being evaluated during all meetings and that all those you meet have a role in the hiring process. However, HR staff are usually not involved in evaluating candidates, so this should be a safe place for confidential questions.

The campus interview is the opportunity to determine if you would accept an offer. Observe the climate among students, faculty, and staff. Ask lots of questions: What would your first-year teaching schedule look like? What professional development and mentorship opportunities are available? What are the students like? (This is a good question to ask the students, too!) We are trying to "sell" you on our department, institution, and town. We will tell you about all

the things we love; you might have to press us to learn what is not so great.

You may be given opportunities to experience the local area: to eat in restaurants, visit schools, meet a real estate agent, or meet other people not affiliated with the institution. If your interview is adjacent to a weekend, consider staying longer to see more things or meet more people, and visit churches or neighborhoods. You might be able to arrange for a return visit after receiving an offer, but the timeline to accept an offer may be quite short.

Campus interviews can be exhausting, so take some time to unwind and decompress. Write down your thoughts about the institution soon after the interview. Candidates are welcome to contact Human Resources or the search chair with questions. A thank you email or note to each person you met during the interview is a welcome expression of gratitude for their time.

6 Offer and Negotiations

6.1 Logistics

Typically, the successful candidate will receive a job offer via a phone call from the hiring authority, who may be the Provost, the Dean, or the Department Chair. This call might come right after the campus interview, or not until several weeks later. The verbal offer might be immediately followed by a formal written offer letter, or by an email with the details of the offer. At some institutions, the formal offer letter is not prepared until negotiations are complete and an offer has been verbally accepted.

Typically, the candidate will have one to two weeks to accept or reject the offer. Negotiations may proceed by phone or email. All negotiations are between the candidate and the hiring authority; the search committee has no formal role in this process.

6.2 Hiring Perspectives

After all candidates have completed the campus interview, the search committee discusses the strengths and weaknesses of each candidate and ranks the finalists. The chair writes a memo to the hiring authority with detailed assessments. If a candidate was deemed non-viable, the memo explains why. Human Resources conducts a background check. From here, typically the hiring authority decides how to extend offers of employment. If there is a reason to not extend the offer to the top candidate, it is discussed with the search committee.

Offer windows are short so that other acceptable finalists remain available if the first or second offer is rejected. If a candidate wants more time to consider an offer, that request is usually brought to the search committee for approval, since they may have insight about candidates' likeliness to accept an offer.

PUI candidates may be able to negotiate starting salary, equipment needs, start-up funds, moving expenses, and for those who have full-time teaching experience, a shortened tenure clock. However, some institutions have a fixed salary scale based on rank and experience. The most negotiable items include equipment, start-up funds, and moving expenses, since these are one-time costs for the institution. The hiring authority may consult with the search committee chair regarding existing resources for research or the disciplinary appropriateness of the candidates' requests.

Candidates often cannot negotiate for hiring with tenure, and only rarely for course releases since departments are small. Some institutions offer a one-section course release during the first year or a pre-tenure research leave. Department chairs may assign new faculty fewer new course preparations ("preps") by assigning multiple sections of the same course or courses/labs that have prepared materials. Benefits such as health insurance, tuition remission, and retirement account contributions are typically not negotiable. Except for negotiation of a shortened tenure clock, the results of negotiations are not shared with the search committee—only the final acceptance or refusal of the offer.

6.3 Actionable advice

Be courteous in all negotiations: should you accept the offer, the hiring authority will most likely be your boss. Be honest about what you need to do the job successfully. Give reasons for requests, as many PUIs have limited budgets and finding extra funds can be challenging. For example, if you are negotiating your salary, indicate you have a competing offer. If you are negotiating research funds, provide a budget. Since there is often pressure to negotiate quickly, consider this budget in advance to the extent possible; the search committee chair can often provide institution-specific information upon request. If relevant, consider your desired tenure clock and impacts to your sabbatical schedule.

Some candidates may have a partner who is also an academic. While committees cannot ask about family, it is helpful for the committee to know if a partner is seeking an academic position. In some cases, the institution can create an additional faculty line for partner hires. Most institutions have career centers and have connections with local industry and local alumni, so asking about industry connections for a partner is welcome.

Before verbally accepting an offer, make sure you see all the details in writing, whether that is in the formal offer letter or in an email from the hiring authority.

7 Conclusion

In this article, we have described the logistics, hiring perspectives, and actionable advice for all stages of the hiring process. We would like to leave you with our top 5 pieces of advice:

1. Consider PUI jobs. Teacher-scholars at PUIs have rewarding and intellectually stimulating careers.
2. Do your research on the program, the institutional mission, and potential collaborators across campus.
3. Personalize your application for each position.
4. Demonstrate that you are a flexible teacher-scholar.
5. Prepare and ask questions to all those you encounter throughout the process.

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