Journal of Criminal Justice Education

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/rcje20

A Practical Guide to the Criminology and Criminal Justice Job Market for Doctoral Candidates: Pre-Market Preparation through Offers and Negotiations

Dana L. Radatz & Danielle C. Slakoff

To cite this article: Dana L. Radatz & Danielle C. Slakoff (2021): A Practical Guide to the Criminology and Criminal Justice Job Market for Doctoral Candidates: Pre-Market Preparation through Offers and Negotiations, Journal of Criminal Justice Education, DOI: 10.1080/10511253.2021.1966061

To link to this article: https://doi.org/10.1080/10511253.2021.1966061

Published online: 23 Aug 2021.

JOURNAL OF CRIMINAL JUSTICE EDUCATION
https://doi.org/10.1080/10511253.2021.1966061

A Practical Guide to the Criminology and Criminal Justice Job Market for Doctoral Candidates: Pre-Market Preparation through Offers and Negotiations

Dana L. Radatz[a] and Danielle C. Slakoff[b]

[a]Criminology and Criminal Justice, Niagara University, Lewiston, NY, USA; [b]Division of Criminal Justice, California State University, Sacramento, CA, USA

ABSTRACT

Upon exiting a doctoral program, many graduate students in criminology and criminal justice hope to enter the academic workforce. The academic job market is a stressful and exciting time in a doctoral candidate's life, but with some planning and forethought—the process can feel more manageable. This advisory paper provides practical advice to academic job seekers from pre-market preparation through offers and negotiations. While standard aspects of the job market are described, care was taken to also describe some lesser discussed aspects of the job market—such as networking on social media and at conferences and the financial cost of academic interviewing.

ARTICLE HISTORY
Received 12 May 2021
Accepted 4 August 2021

KEYWORDS
Academic job market; academic networking; interview preparation; negotiations

Introduction

For many people headed toward the completion of their doctoral education in criminology and criminal justice (CCJ), the stress about what comes next is palpable. While some people will choose to enter jobs outside of academia (e.g. state departments, research-focused organizations), others will hope to enter the academic workforce. Entrance into the academic job market can be a scary proposition—there are multiple tasks to complete, (un)written rules to consider, and, increasingly, less tenure-track positions available across academia. The academic job market experience can be both a scary and exciting time in a candidate's life. With purposeful planning and organization, there are ways to make the process less taxing.

In a 2016 publication, Alarid provided doctoral candidates with a descriptive account of the job market. Alarid (2016) defined and provided context to differing types of faculty positions and higher education institutions; she also outlined the major components of the interview process (e.g. application materials, interview logistics) and provided some general helpful advice. In this paper, we expanded on the work of Alarid (2016) by providing practical guidance for CCJ doctoral candidates who are seeking to secure a tenure-track academic position. While we cover standard job market aspects in depth—such as considering who to ask to write recommendation letters and how to prepare for the job talk— we also describe various parts of the "hidden curriculum,"[1] such as the potential benefits of networking on social media, how to approach conferences, and the importance of having a support person or team during the job market process. Further, this paper examines the CCJ job market process from pre-market preparation through offers and negotiation.

It is important to note that "one size does not fit all." Doctoral candidates' experiences on the market will vary, with many similarities and differences likely. However, we are hopeful doctoral candidates will find the recommendations and insights we provide helpful while navigating the CCJ job market. The practical recommendations included herein are meant to be advisory in nature, and were written with past peer-reviewed research on the job market, personal experience, and aspects of the "hidden curriculum" in mind.

Pre-Market Preparation

The CCJ job market generally aligns with the traditional academic year (i.e. beginning in late summer and ending in late spring). University job postings and hiring processes can vary in timing; from a broad perspective, the time variations can appear to ebb and flow, often taking the shape of waves. The first wave generally begins in mid to late summer; another common wave occurs in January with the start of the new semester. Though the job market begins each fall, candidates expecting to be on the market in a particular year are encouraged to begin preparing much earlier.

Candidates are often encouraged to work toward gaining academic experience (e.g. teaching, research, service) throughout their graduate education. It is within the final year before the candidate's entrance into the job market that preparation (including much of what is covered within this piece) becomes critical. Scholars have noted several candidates' attributes that impact their likelihood of securing a CCJ academic position (Applegate, Cable, & Sitren, 2009; Sitren & Applegate, 2012). Candidates should look to recent publications on CCJ hiring trends (e.g. Pikciunas, Cooper, Hanrahan, & Gavin, 2016) to help inform them of expectations they may encounter both on the market and as an early career scholar. Preparation within this time period can include a variety of approaches, such as networking, deciding on a job market strategy, wrapping up research projects and/or writing endeavors, creating a system of organization for job applications, identifying and securing recommendation letter writers, and writing/compiling drafts of job market application materials (e.g. cover letter, research agenda, curriculum vitae; Radatz, 2015).

In-Person Networking

Networking has long been identified as a beneficial strategy for success when searching for a job (Forret, 2014; Pierson, 2009). Doctoral students are often encouraged to network throughout their graduate education (e.g. Alarid, 2016), as networking can lead to a plethora of opportunities (e.g. new research collaborations, new skill sets).

[1]For first-generation academics and many others hoping to enter academe, academic life can be difficult to understand and navigate; indeed, the "unwritten rules" can feel overwhelming (Graff, 2003).

There are several ways candidates can grow their network. One notable way candidates can network is to join a national association (e.g. Academy of Criminal Justice Sciences, American Society of Criminology, American Sociological Association) and become involved in divisions that align with their research and teaching agendas. Candidates may choose to volunteer for division committees (which is a great way to gain service experience) and become active in the division membership through their attendance at division events and socials. Some divisions may offer mentoring programs, and we encourage candidates to explore these programs as potential avenues for networking. Candidates may also consider involvement with regional associations within the discipline (e.g. Southern Criminal Justice Association, Western Association of Criminal Justice), which may offer additional conference experience, networking connections, and scholarship opportunities.

Candidates can engage in networking through attendance and engagement at the associations' annual conferences. We recommend that while attending annual conferences, candidates consider attending workshops, presentation panels, socials hosted by various divisions, and receptions. Furthermore, it is recommended that candidates discuss conference attendance and participation in advance with their faculty members, as some faculty members encourage their student candidates to spend time with them at the conference to make introductions and include them in informal conversations with colleagues from other institutions. In addition to conferences, we recommend that candidates attend guest lectures, perhaps hosted at their home institution or on a virtual platform, to learn more and interact with others in the field. These events may serve as a low-stakes way to meet people in other locations and engage with them about their work. Candidates may also want to explore getting involved in graduate student organizations or opportunities for career development (e.g. ACJS Doctoral Summit, ICPSR Summer Program Courses).

Virtual Networking: #AcademicTwitter, Personal Websites, & Research Networking Sites

For many academics, #AcademicTwitter has provided an opportunity for people to network, showcase their work, and build community with likeminded academics all over the globe (Veletsianos, 2012). Many people use the platform to learn about the newest pedagogical strategies, keep abreast of the latest research, and find publishing opportunities. There are several benefits to engaging in #AcademicTwitter; however, it is important for candidates to understand that what they post publicly can be seen by everyone, including potential employers (Bateman, 2017). Moreover, the pressure to market oneself—especially while on the job market—can feel intense (Bateman, 2017). Candidates would be wise to mindfully consider their personal comfort level before posting on the site, and should post in a way that feels true and authentic to them. Relatedly, candidates should also consider creating profiles on research and academic social networking sites, such as ResearchGate, Google Scholar, and LinkedIn.

Personal websites are another tool in the networking arsenal, and they can help candidates market themselves (Carrigan, 2019). There are many free options for personal website hosting, as well as popular paid options. Academic websites generally contain "About Me" pages, an updated curriculum vitae (CV), and a page dedicated to teaching, but this varies depending on the person and their preferences. Some people, for example, also include a personal and/or professional blog on their website. One benefit of an academic website is that it can show potential employers who the job candidate is in a more organic way. Employers are unlikely to learn about a candidate's hobbies and non-academic interests within their job materials, but they might learn this information on the person's academic website. Creating a personal website may take considerable time to create; therefore candidates should consider whether they have the time and energy to do so before creating one.

Job Market Approach

Before beginning the application process, a candidate should reflect on how to approach applications. Many factors may impact a candidate's decision regarding their approach, such as university type (e.g. private or public), anticipated teaching and research loads, university location (e.g. country, region, urban/suburban/rural; associated cost of living), and departmental structure and programming (e.g. undergraduate only vs. graduate programming). Candidates may "fish with a pole" or "fish with a net." In other words, candidates may apply more selectively (with a pole) or more broadly (with a net). For example, a candidate may choose to narrow the scope of their search for a position to a particular region of the United States or only to positions that offer the opportunity to mentor graduate students. At minimum, candidates should consider potential deal breakers and not apply to positions with those qualities; this can save the candidate, recommendation letter writers, and faculty search committee members valuable time and resources. Moreover, potential deal breakers may change while the candidate is on the market; it is okay to change your approach during your job market experience.

Wrapping up Projects and Writing Endeavors

An important document during the application process is a CV. A CV represents a summary of the education and academic work a candidate has accomplished. Candidates who have projects that can be wrapped up (e.g. a near completed manuscript or grant proposal to be submitted for review) and added to their CV will provide faculty search committees with the most up-to-date work a candidate has completed. Additionally, some job applications require a writing sample (e.g. a chapter from the candidate's dissertation, a manuscript, or a published peer-reviewed journal article), and therefore, candidates may choose to place emphasis on getting a project completed within the year leading up to their entrance into the job market.

Application Material Preparation

Each job posting will include details about the application process and, if applicable, the submission of supporting documents. The more common documents requested include a CV and a cover letter (sometimes called a letter of application). Other frequently requested documents include teaching and research statements, one or two writing samples (e.g. a dissertation chapter, a published manuscript), reference information (e.g. a list of references/recommenders), and recommendation letters (for a robust review of commonly requested documents see Alarid, 2016). It is also a common practice to see requests for candidates' transcripts (from all completed and in progress degrees). Often times, unofficial transcripts will be acceptable; however, given the time it may take to secure official transcripts, we recommend requesting a few copies of official transcripts early to be prepared.

Increasingly, universities are requesting diversity and inclusion statements from job candidates (Beck, 2018). Although these documents vary, they often include a statement of values and a discussion of how the candidate enhances diversity and inclusion through their teaching/pedagogy, research, service, and/or mentorship practices (Flaherty, 2018). In line with Crenshaw's (1989) idea of intersectionality, some candidates may also wish to highlight their multiple, unique, and intersecting identities. Specifically, candidates may share information about their personal identities/experiences in their statement (e.g. their race, gender, sexual orientation, experiences with being unhoused, experiences as a first-gen student, etc.), and then they may explain how those identities/experiences inform their work and pedagogy. (For more information on diversity and inclusion statements, please see Beck, 2018 and Flaherty, 2018).

Early preparation of the more commonly requested documents in late spring or early summer of their candidacy year allows candidates time to reflect on and revise materials. Candidates are encouraged to ask colleagues who may have been on the market in more recent years if they are willing to share their job market materials for examples to reference when writing their own materials. Additionally, candidates may wish to ask several trusted colleagues to review their materials and provide constructive feedback. Candidates should make a significant effort in drafting polished materials, as the application materials often serve as a first impression to the faculty search committee (Radatz, 2015). For example, many consider the CV to be the most important document, as it offers the committee a quick snapshot of the candidate to make initial decisions regarding the application. Therefore, it is crucial that a candidate's CV be easy to read, error free, well formatted, and organized.

Creating a System of Organization

Though some applications may be similar in what materials are requested, each job posting will likely require unique attention. To stay organized and on top of the job application process and all of the minute details for individual applications, candidates should establish a system of organization that works well for them (Radatz, 2015). Candidates may also need to consider how their system will function for their recommendation letter writers. For instance, a candidate may choose to create an Excel spreadsheet or a Google Sheet, both of which can then be shared with a candidate's letter writers to ensure they have the most up-to-date information on the positions a candidate is applying to. The organization system should include key information such as application details (e.g. documents needed for submission, deadline, submission process), contact information of the search chair, departmental and university website links, and links to the job posting. Importantly, this organization system may assist candidates in tracking timelines and submission statuses so they do not miss any important dates or submission requirements.

Recommendation Letter Writers

Crucial components of a candidate's application are the required recommendation letters (often three in total). Recommendation letters provide a faculty search committee with further insights regarding a candidate that may be less evident within their other submitted materials, such as their work ethic, skills, and ability to be collaborative. Candidates should give careful thought to who they ask to be a letter writer. Candidates may want to consider recommenders that can advocate for their candidacy from unique standpoints. For instance, one recommender may be a candidate's dissertation chair who can speak to the candidate's progress and work on their dissertation, while another recommender may speak to a candidate's contributions on a multi-year grant funded research project of which the candidate served as a graduate research assistant. Ultimately, a candidate should work to identify recommenders who will write positive recommendations that speak to the full gamut of a candidate's work and potential. Candidates should also consider the timeliness of their recommenders and select recommenders who they view as dependable and responsive.

It is also important to note the value of networking in this process, as recommenders and other networking connections may play a formal or informal role in advocating for a candidate. Given the number of doctoral programs in CCJ as well as the nature of the discipline, many criminologists are connected. This means that faculty search committee members and/or those within the department a candidate is hoping to be hired into may personally know a recommender and/or someone else who knows the candidate.

Candidates should aim to ask those they wish to be their recommenders by late spring or early summer in anticipation of the start of the job market. Candidates may want to discuss any preferences the recommenders may have about the process, such as how they wish to receive information, what information they want provided to them, and the timing and frequency of the candidates' updates and requests. In line with the previous recommendation to create a system of organization, candidates should consider creating and utilizing an organizational system that can be shared with their recommenders to increase effective communication. Additionally, candidates are encouraged to share their materials with their recommenders to assist them in letter writing.

The Application Process

Job Postings

Job postings for available positions begin to appear in late summer and continue on throughout the academic year. CCJ job postings can be found on numerous Internet sites such as the Chronicle of Higher Education, Higher Ed Jobs, and the employment bulletins of the discipline's associations (e.g. American Society of Criminology, Academy of Criminal Justice Sciences). Postings may also be circulated through listserv emails and social media postings; therefore, candidates should consider signing up for discipline- and academic-related listservs and follow relevant social media accounts. Moreover, some universities may not place their job postings in the larger venues we have noted. Therefore, if a candidate is interested in a particular university, candidates should visit the university and departmental websites directly to ensure they avoid inadvertently missing a job posting. Further, job postings and employment bulletins may change frequently. For instance, there may be few job advertisements posted, and then suddenly multiple postings will appear. Ultimately, it is best to review the job posting listings across the various outlets on a daily or weekly basis (Radatz, 2015). Candidates should also save a copy of the job posting for their personal records to reference when needed, as postings may be removed from websites when interviews begin.

The language used in a job posting announcement is important to review. Some universities provide specific information regarding research and teaching specialty, and/or indicate that the job posting is for a particular candidate who meets that specialty. Some universities provide a broader description, wherein the university is open to any research and teaching specialty. Candidates should be mindful of the language used within the posting. For instance, a posting that states, "special attention will be given to a research specialization in victimology" is different than a posting that states, "we are seeking an academic who can teach a victimology course." Universities may also include specific information they seek in a candidate beyond a research and teaching specialty. A university may indicate that the candidate will teach a specific course (e.g. graduate methods, undergraduate corrections). If this information is included in the job posting, it is recommended that candidates address the information within their cover letters.

University Salary and Cost of Living Determinations

It is in a candidate's best interest to research a university's location, as well as determine a potential salary and anticipated cost of living within the university's vicinity. While it may take some time to determine this information, it will likely save a candidate time in the long run. For example, an annual salary of $65,000 may sound ideal, but it may not stretch far if the university is located in a higher cost of living area (e.g. San Francisco, Washington, D.C.). With regard to salary and benefits, candidates can visit university websites for potential information related to benefits (e.g. health insurance, retirement plans) and salary information. Many public universities post faculty salaries online, and a candidate may be able to determine a rough estimate for a potential salary offer using these websites. Additionally, some academia outlets (both discipline and non-discipline specific), such as the American Association of University Professors (AAUP) and the Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ), may report salary information that is useful for candidates to review. When trying to determine an estimated cost of living within a university's area, a candidate can explore helpful websites (e.g. www.bankrate.com) that provide statistics related to average costs for common goods (e.g. price of gas or a gallon of milk) in a particular area, as well as provide insights into average mortgage interest rates and home prices. A candidate can also look to real estate websites to ascertain housing prices, availability, and other useful information (e.g. school districts). Ultimately, candidates who research university locations, potential salary information, and cost of living expenses will have more information to determine if job with a specific university will meet their needs, thus saving candidates valuable time, energy, and resources they could otherwise place towards job postings that better align with their intended goals and preferences. Notably, candidates may also wish to consider the university location in relation to its feasibility to conduct one's research within the area.

Vetting a University

Similar to researching salary, benefits, and cost of living expenses for a job, it is recommended that a candidate spend time researching the university and department in which the job posting is listed (Radatz, 2015). Research has shown several factors influence candidates' decisions regarding fit (Burns & Kinkade, 2008), and vetting a position can help candidates to determine whether or not they decide to submit an application. Candidates should explore university and departmental websites to determine important pieces of information (e.g. teaching load, program type, curriculum, university size, mission and values, specialty needs within a department) that may impact a candidate's decision to apply. Beyond an online investigation of websites, candidates may explore university and departmental social media accounts, and may reach out to colleagues and mentors who may have informal insights into a university or department that may be helpful to know (e.g. departmental culture, collegiality). Though this initial vetting process will help a candidate determine if the job appears to be a good fit, the information gathered can be a good foundation in preparing for an interview should a candidate be extended an invitation after applying.

Conferencing on the Job Market

The American Society of Criminology (ASC) annual conference (held in November each year) occurs in prime "job market season" for much of the CCJ discipline. While some employers have selected their candidates and made offers by the ASC conference, many have not. Conferences provide networking opportunities while on the market, and candidates should approach conferences thoughtfully. The Employment Exchange at the conference is an optimal space for candidates to meet prospective employers. At the Exchange, hiring universities place a sheet of paper on a bulletin board, and prospective candidates can sign up for time slots to speak with the employers. The Exchange functions similarly to speed dating, wherein candidates and faculty members from universities with open academic positions meet in a structured, brief time period to discuss the position. As part of the Employment Exchange, candidates can choose to place a green sticker on their name badge to alert people they are actively on the job market, though not all candidates choose to utilize this opportunity. Candidates wearing the green sticker may elicit more attention than others, so candidates should be prepared for small talk or passing questions from other attendees, as well as have a general awareness that their activities and behavior may be more noticeable. As always, it is important to treat others well and with respect.[2]

Other CCJ-related conferences, including the Academy of Criminal Justice Sciences (ACJS) conference and several regional conferences, also occur during the academic year. In general, conferences can be emotionally nourishing spaces, filled with networking opportunities and meetings with friends and colleagues. But, conferences can also be emotionally draining and physically demanding. When conferencing on the job market, it is important for candidates to be mindful of their emotional and physical health; therefore, it is suggested that candidates build in breaks during the day to meet their physical and emotional needs (e.g. rest, rejuvenate, eat, and hydrate). Candidates who are presenting at a conference should be aware that faculty members from prospective universities might attend their panels or talks. Candidates should be well prepared to make a great impression. Moreover, candidates may receive an invitation to meet with prospective employers while at the conference; as always, it is important for the candidate to take this meeting seriously and to be prepared for basic interview questions (see Coghill-Behrends and Anthony (2012) for interview question examples).

Telephone & Video Interviews

After the posting deadline date has arrived, the faculty search committee will work to narrow the candidate pool to candidates that meet the requirements of the position. In some instances, committees will choose to move directly into extending on-campus interview invitations, while others may choose to invite candidates to complete a telephone or video interview as their next step. Due to the COVID-19 pandemic, many universities shifted their operations to video communication via Zoom, Microsoft Teams, and other platforms. Given this largescale change to operations and academics' increased comfort with video technology, candidates may be more likely to receive video interviews versus phone interviews. Generally, a search committee member will reach out to the chosen candidates with a list of available times. With regard to scheduling, it is important for the candidate to examine their time commitments and figure out what time works best for them of the options given. Candidates should be mindful to build in some "leeway time" before and after the meeting in case a dreaded technology mishap occurs on either end. Put differently, candidates should aim to select a time that gives them wiggle room in case any issues unexpectedly arise.

Although the telephone or video interview may seem less formal than the in-person interview, candidates should aim to be prepared (Engel & Robbins, 2009). Before the interview, it is recommended that candidates practice their responses to common interview questions. Questions such as "Why do you think XXX University is a good fit?" "Can you tell us about your strengths and weaknesses?" "Can you tell me more about your teaching experience?" are common, and candidates should be prepared to

[2]To be clear, this is advice for everyone, at all stages of their careers and life.

answer these types of questions. Furthermore, candidates are encouraged to research the universities' and departments' mission statements so they can weave those statements into their responses; this approach will signal to potential employers that candidates have done their research and are truly interested in the position.

Before the interview, candidates will want to determine where they are taking the phone or video call. It is important to pick a quiet space, if possible. For candidates who have concerns regarding spotty cell service, it might be more comfortable to take the phone interview from a landline (e.g. in a mentor's office). For video calls, it is suggested that candidates check the room lighting and backdrop before the call starts, as well as determine that the microphone and webcam are sufficiently working without issue. It is also important to make sure the computer is plugged in and/or not low on battery charge. As much as possible, candidates should try to be in a distraction-free environment. Candidates may also wish to write out "key points" on Post-its and affix them somewhere for easy viewing during the video interview; this may help the candidate stay on track if they are nervous. Further, candidates should dress in whatever way feels authentic and true to them, and should try their best to maintain eye contact throughout. (For more tips on video interviews, see Indeed Editorial Team, 2021.)

Worthy to note is that both phone and video interviews can feel a bit disjointed and awkward; often times, someone on the search committee may pause to take notes, or transitions between committee members asking questions can result in long pauses. Candidates should not be afraid to ask for a question to be repeated. Along the same vein, it is okay for candidates to pause before responding, or to ask for some time to gather their thoughts before responding. The candidate may feel pressured to respond immediately, but off-the-cuff answers may not be the strongest ones. Finally, it is recommended that candidates aim to be concise in their answers whenever possible; this is where practice and preparation can be very helpful. Many times, the search committee provides time at the end of the interview for candidates to ask any questions they may have; therefore, candidates should work to have a small number of questions prepared. After a phone or video interview is completed, candidates may wish to send a brief follow-up email to the search committee members thanking them for their time. Serving on a search committee is time intensive, and this small act of kindness can mean a lot. Importantly, universities may have strict rules about how committee members can respond to these types of emails, so it is important not to read too much into members' responses.

On-Campus Interviews

Pre-Visit Scheduling and Preparation

It is common practice that a search committee chair will contact a candidate to extend an on-campus interview. In some instances, the search committee chair may assist the candidate in navigating the travel logistics (e.g. purchasing a flight, selecting interview days), and in other instances, a departmental staff person may be included in the communication with the search committee chair to assist the candidate further. It is within these initial communications that candidates will often learn how travel arrangements are to be handled financially (e.g. whether or not a candidate makes purchases and then is subsequently reimbursed or if the university will cover expenses from the onset). Once an interview date is scheduled, and travel plans are solidified, candidates will often receive a schedule itinerary to provide them with more insight about the on-campus visit. If an itinerary is not sent within a day or two of the visit, candidates are encouraged to reach out to the search committee chair and inquire about one (Alarid, 2016). It is also during these communications that candidates should feel comfortable asking logistical questions (e.g. expectations of the job talk, technology and/or accommodation needs).

Once an on-campus interview is secured, candidates should expand beyond their initial vetting research efforts and continue learning more about the department and university. Candidates would be wise to become familiar with the faculty members' work and areas of interest, the student enrollment and demographics, programming and curriculum, degree requirements, and internal funding opportunities, as well as a department's and university's mission statements, organization, and philanthropic endeavors – all in anticipation for the conversations they will have while on their visit. Additionally, candidates may choose to create a list of questions they wish to know more about, and/or draft some helpful notes to keep close by and reference quickly when on their visit. Though the extra preparation may be time consuming and tiring, candidates who prepare are more likely to appear composed and enthusiastic in their candidacy for the position.

An on-campus interview can be both physically and mentally taxing, and candidates should be mindful of this when packing for their visit. In addition to packing essentials (e.g. business cards, a few hard copies of printed presentation slides/notes, preparation notes, a laptop or tablet, a printed itinerary, notepad and pen, a flash drive with copies of presentation(s) and preparation documents) for the interview itself, candidates may wish to pack a reusable water bottle and snacks (e.g. granola/ energy bar) to have on hand when needed. To account for any unexpected or unanticipated expenditures, candidates may also want to have some monetary funds (e.g. cash, credit/debit card) available with them. It is also recommended that candidates work to prioritize sleep and be mindful of their physical and emotional well-being to meet the demands of travel and interviewing.

Altogether, an on-campus interview generally takes one to two days, including an additional day of travel. Though dependent on the location of the campus and travel itineraries (e.g. flight times, distance between the airport and campus), a candidate will travel to the campus (generally by plane or car) on the first day and arrive in time to attend a dinner with members of the faculty. Each university itinerary for a candidate on-campus interview will vary; however, common components of the interview include a series of individual meetings (roughly 30–60 minutes) with faculty members, the department chair, students (undergraduate and/or graduate), and administration (e.g. a Dean, Provost). It is also common for candidates to have informal meetings over meals, and they may be given a campus and surrounding area tour as well. Candidates can anticipate lengthier days, with early starts and late finishes. Overall, the on-campus interview is a significant opportunity for committee and/or departmental members to determine a candidate's fit within the department and university, but also a significant opportunity for candidates to determine if the department and university is a good fit for them.

Attire, Etiquette, and Decorum

It is important to note that general views on what to wear, how to carry oneself, and how to socialize are subject to each individual person's own opinions and preferences. Moreover, it is salient to note that appearance expectations and professionalism standards can be heteronormative, sexist, racist, ableist, and so forth (see Gray, 2019; NASPA, 2019; Tobia, 2019 for further discussion). In general, candidates tend to wear *business professional* attire (e.g. dress, skirt and blouse, slacks, business suit) during on-campus interviews. Many candidates elect to dress in *business casual* attire (e.g. trouser, sweater, slacks, blouse) for the travel day and first evening dinner. Candidates should be mindful of the anticipated weather at their destination, and bring along additional items as needed (e.g. coat, umbrella, light jacket). Additionally, candidates may be asked to engage in a walking campus tour. For this reason, candidates should give special consideration to the comfort level of their shoes.

It is generally understood that when candidates are extended an on-campus interview invitation, the search committee and/or department members have determined that the candidate has met the outlined requirements of the position (e.g. at or above research and teaching expectations). The candidate, while potentially still a graduate student, is being considered as a future faculty member and colleague. In this regard, it is recommended that candidates appear confident while also being considerate. Candidates should be cognizant of meeting times and arrive early, consider their non-verbal body language (e.g. arms crossed), and silence cell phones and electronics they carry. A helpful approach may be for candidates to consider the moment they arrive until the moment they depart as the full interview process. A candidate will encounter many individuals, some in more formal settings and others in informal settings, and all of these interactions may collectively contribute to the overall thoughts the search committee and department members have regarding a candidate. Alternatively, these interactions and observations will provide candidates' with equally insightful information. For instance, over the course of the on-campus visit, a candidate may get a general sense of departmental collegiality and office dynamics. Candidates may internally consider and reflect on questions, such as "how do the faculty members interact with one another?" "what do faculty members say about one another privately?" or "do faculty and staff members interact well?" to give themselves further insight into whether or not the position is a good fit for them.

Research and Teaching Presentations

A cornerstone of the on-campus interview is the job talk presentation, wherein candidates present on their research agenda (and dissertation, if the candidate is a graduate student). The length and scope of the job talk may vary based on the university, and it is recommended that candidates clarify the guidelines or committee preferences for the job talk with the faculty search committee chair during the communication exchanges held after an on-campus interview invitation is extended. Often times, a candidate is allotted 45-60 minutes within the itinerary for the job talk; within this time frame, candidates should focus on keeping their research presentation brief, perhaps allotting 20 minutes for their dissertation or research study, and an additional 10 minutes or so for an overview of their broader research agenda, with the remainder of time dedicated to questions from those attending. Should the job talk be the only presentation a candidate is requested to complete, candidates may wish to incorporate information on their teaching into the research agenda portion of the presentation as well (e.g. to show that their teaching influences their research or vice versa). Candidates should also consider integrating some potential avenues for connections (e.g. agencies to collaborate with, potential funding opportunities) within the area of the university into their presentation to showcase how they see their fit to the department, university, and surrounding community.

At a university that places heavier emphasis on teaching, a candidate may also be asked to provide a teaching demonstration. Similar to the research job talk, candidates should ask clarifying questions about expectations (e.g. time frame, students/individuals attending) for the demonstration when communicating with the faculty search committee chair. Candidates should aim to be innovative and, ideally, demonstrate multiple teaching strategies (e.g. lecture, group activity, individual writing prompts before group discussion). Candidates should also be mindful of the accessibility of the presentation (e.g. automatically turning on closed captioning when showing a video clip). Moreover, search committee members may be especially interested in how the students engage with the candidate.

In preparation for delivering a presentation during the on-campus interview, it is recommended that candidates practice their presentations in front of others (e.g. current faculty members, cohort members and/or fellow students) to receive constructive feedback and adjust accordingly before an on-campus interview. Additionally, it is recommended that candidates ensure they have multiple copies of their presentation in various capacities (e.g. flash drive, emailed to oneself, a document cloud, saved on personal laptop) in anticipation of unexpected technological challenges that may occur. For further insight on developing research job talks and teaching presentations, see Alarid (2016).

Scheduled Meetings

As noted previously, a significant portion of the on-campus interview schedule is dedicated to individual and group meetings. Candidates can generally expect scheduled meetings with faculty members, the department chair, the dean (in some cases, the university provost), and sometimes, groups of students. Each meeting provides the candidate with an opportunity to ask key questions of each individual or group, and candidates should aim to prepare questions for each meeting. (For more insight into the type of questions to ask, see Coghill-Behrends & Anthony, 2012; Miller Vick, Furlong, & Lurie, 2016). Candidates should also aim to review questions that may be asked of them, and work to practice answering interview questions with a colleague, friend, and/or advisor to receive constructive feedback on their responses. It is widely considered that candidates' previous work (as outlined in the CV) is what gets them the interview request, but that the scheduled meetings are when faculty members are determining whether or not a candidate would be a good fit within the department.

Post-Interview Follow-Up

After an on-campus interview is complete and a candidate has returned to their home institution, it is suggested that candidates consider sending a few thank you emails to express their gratitude and reiterate their interest in the position. Candidates may choose to send an email to the faculty search committee chair, the committee as a whole, the entire faculty, and/or anyone else they felt they had a particularly good connection with. Candidates should also consider sending an email to any staff members who assisted them during the interview process (e.g. travel arrangements, coordinating reimbursements).

On-campus interviews are a great way for candidates to become familiar with a university and assess their fit for the position; however, on-campus visits can also be tiring given the expansive schedule itineraries and numerous interactions a candidate has in a short period of time. Therefore, we suggest candidates set aside time shortly after the visit to intentionally collect their thoughts and reflect, as well as take detailed notes, on the information they learned while on a visit. These notes serve as a great reference if/when a job offer is extended.

Job Offers and Negotiations

After all of the on-campus interviews have concluded for the position, those on the faculty search committee (or the faculty of the department in its entirety) determine a ranking order of the candidates, which is then commonly reviewed by the dean and provost. Candidates who are extended an offer of employment will likely receive a phone call from the department chair or dean. Though dependent on the university and its resources, the candidate can anticipate an initial offer that often includes an annual salary, a start date, the teaching load, moving expense reimbursement, allotted conference travel funds, provided technology needs (e.g. computer, monitor, laptop), research support (e.g. student assistantships), and start-up funds. In addition to a phone call, some universities may send the initial offer in written form, while others may choose to only make the initial offer verbally, in anticipation for negotiations to take place before finalizing the written offer.

Several resources and items can be negotiated, such as salary, moving expense reimbursements, start-up funds, course reductions, summer teaching or research funding opportunities, technology needs (e.g. software, equipment), pre-tenure sabbatical, and so forth. Negotiations are about advocating for oneself, but candidates should also carefully consider what they request. It is important to research the current salary of faculty members within that department to get a sense of what an appropriate counteroffer might be. Moreover, if the candidate has a counteroffer in mind but finds, for example, that there is no wiggle room in the salary, the candidate may want to negotiate for other forms of funding, such as guaranteed summer research funds for the first three years. After an initial offer is made, candidates are encouraged to provide a counter offer in writing (via email) to ensure clarity. It is important to note that the time it takes to hear back from a negotiation request varies, as some department chairs may have to seek approval from upper administration before finalizing negotiated terms.

In general, candidates are given two weeks before a final decision is requested; however, some universities will aim for shorter windows of time for a final decision so that they can move forward with extending an offer to another candidate. In some instances, candidates may be entertaining more than one job offer, and are then able to use one offer to improve another offer. It is recommended that candidates secure a final offer in writing before accepting a position, and before notifying other universities of their decision to decline an offer. When a candidate arrives at a final decision regarding an offer, several emotions can be felt. In some instances, candidates may find declining an offer to be difficult, particularly if a candidate enjoyed their visit and those they spent time with. Candidates are the best ones to determine what the best fit is for them, and candidates may find solace in knowing that they are not expected to share why they have chosen to decline an offer.

Caveats and Careful Considerations

Emotional Roller Coaster

The job market can be an emotional roller coaster. The process is simultaneously exciting and emotionally fraught. Candidates are encouraged to consider and place emphasis on the things within their control—for example, their job market materials, their preparedness for their interviews, and their decision to send follow-up "thank you" emails. However, another important aspect of success on the job market is for candidates to recognize the things they cannot control: They cannot control who is on the search committee, search committee members' biases for or against other potential candidates, how well another candidate does on their interview, or the weather the day of the scheduled on-campus visit. (But, do look ahead at the weather.) To fend off nerves or reduce stressors, it is recommended that candidates prioritize preparation and practice.

One important piece of advice is for candidates to develop a support team or person for their job market experience. This team can include friends (inside or outside academia), loved ones, mentor(s), and/or mental health professionals. These people will be invaluable to the candidate as they navigate the job market. Sometimes, articulating what happened on an interview can help candidates process their own feelings about the position. Candidates may want to vent, laugh, cry, or scream with frustration or excitement. This is a strange journey, and the support of others can be beneficial!

For many hopeful candidates, on-campus interviews are their first taste of academic life at other institutions. While it is a stressful experience for almost all candidates, candidates are encouraged to take it all in and enjoy the opportunity to meet other scholars in the field. Indeed, the interview process may sometimes serve as a networking opportunity for the candidate. While interviewing, candidates generally discuss their research interests in detail—sometimes, fruitful professional relationships are built during these on-campus visits, even on visits that do not lead to offers.[3] Salient to note is that candidates are encouraged not to take job offer decisions too personally; a candidate can do everything "right" and still not be extended an offer. A candidate not receiving an offer does not necessarily mean anything negative about them; rather, another candidate may have had more experience or was a better fit in some way for the position.

The Financial Cost of Interviewing

The cost of interviewing is rarely discussed, but it is a chief consideration. At many institutions, candidates will pay for many or all aspects of their in-person interview up front, and then will be reimbursed later by the university. For example, the candidate may pay for their airfare, hotel/lodging, and meals, and then will submit receipts to be reimbursed. For many graduate students, this process causes stress, and sometimes multiple interviews will occur in close succession. If a candidate is unable to pay for an interview up front, they may need to ask the inviting university to pay for items upfront instead. Alternatively, the candidate could speak with their home institution about possible solutions. Likewise, personal items—such as new clothing, new luggage, pet care—all may add to the "invisible cost" of on-campus visits.

Know and Trust Yourself

As graduate students, candidates are trained to take feedback from others, weigh all their options, and take an analytical approach to decision-making. However, if the candidate has been extended an offer (or has competing offers), it is essential for them to *know themselves* and trust their gut instincts when making a final decision. Candidates would be wise to consider a multitude of factors in making decisions, such as: "Do they know that they would be miserable in a hot and humid climate?" "Do they know that the mission of a certain institution varies too much from their personal beliefs?" "Do they want to work at a place with a diverse student body and/or faculty core?" "Do they want to live near family for childcare/personal reasons?"

The decision where to accept a job offer is a significant one. And while candidates may not be at their first job forever, the decision of where and how to live their life should be primarily *their* decision.[4] Of course, candidates are encouraged to stay open to all opportunities, and evaluate them with an open mind. Candidates may be pleasantly surprised at how much they love a university and department they did not expect to. However, we also implore candidates to forefront their own happiness and needs when deciding. As a wise person once told us, "No one is living your life but you."

[3]Both authors of this piece met people on their interviews that later became collaborators in some fashion.

[4]Depending on the person's circumstances, the viewpoints of their partner(s), child(ren), and/or loved ones may be important considerations, too.

The Job Market as a Racialized, Gendered Experience

It would be wrong to provide information about the job market without briefly discussing the job market as a racialized and gendered experience. People of color continue to be woefully underrepresented as full-time university faculty across all ranks (Pitt, Vaughn, Shamburger-Roussea, & Harris, 2015; Rockquemore & Laszloffy, 2008), and they may endure discrimination while on their interviews (Gómez, 2018). And, although women have made gains in academia, women remain less likely to hold full-time university faculty positions compared to men, and fewer women earn tenure than men in many fields (Perna, 2005; Rivera, 2017). On the job market, married heterosexual women whose partners have academic or high-status jobs are often viewed as *immovable*—the assumption is that their partner will not move (Rivera, 2017). Alternatively, research has shown that faculty search committees can view men's partners as willing to relocate (Rivera, 2017). Furthermore, women with children are less likely to receive tenure-track offers than fathers or childless men (Mason, Wolfinger, & Goulden, 2013; see also Mirick & Wladkowski, 2018).

These racial and gender dynamics are a horrifying aspect of academia, and are part and parcel to a greater issue with White and male supremacy within and across academe. We cannot dismantle these harmful legacies in this article, but we can draw people's attention to them. As referenced throughout this paper, we strongly suggest candidates have a support system in place throughout their job market experience. This support system – which may include family members, friends, fellow graduate students or others on the job market, a therapist, and so forth – can help them navigate the muddied waters of the job market experience. Moreover, candidates may wish to expand their support network by utilizing a mentorship program (e.g. ASC's Division on Women and Crime's Dr. Christine Rasche Mentoring Program) or by joining Divisions within associations. Further, historically excluded candidates may seek support in groups such as the Black Women Criminologists Collective, Latina/o/x Criminology, and the Women in Academia Support Network Group, amongst other groups. For historically excluded folks on the market, the guidance and support of other historically excluded people can be immensely helpful.

The Impact of the COVID-19 Pandemic on the CCJ Job Market

Research literature is now emerging that describes how doctoral candidates are/were exposed to high levels of insecurity and uncertainty during the COVID-19 pandemic (e.g. Le, 2021). We do not yet have a clear understanding of the long-term effects of the COVID-19 pandemic and its impact on the CCJ job market. In any given year, doctoral candidates can look to the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences' (ACJS) websites for their career center information for a general sense of market trends. Additionally, the Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) release a yearly survey report that highlights CCJ faculty, CCJ student, and CCJ graduate programming demographics and trends. The ADPCCJ 2020 report (Myers, Kroovand Hipple, Koetzle, & Lane, 2021) outlined the 2019 CCJ job market trends in comparison to the previous ten years. The report indicated fluctuation from year to year. The data showed that the number of tenure track assistant professor positions reached a high point in the 2018-2019 academic year, and then saw a steep drop in the 2019-2020 academic year. It is recommended that doctoral candidates look to the ASC and ACJS career center websites and the ADPCCJ annual survey reports to inform them about trends (e.g. number of jobs, types of jobs, job postings) in the CCJ job market. Hopefully, the impact of the COVID-19 pandemic will be clearer as time passes and more trends are published.

Conclusion

It requires an exorbitant amount of work and grit to successfully complete the requirements for a doctoral degree. In the final stretch of their doctoral education, many candidates will choose to enter the academic workforce, which can also at times require a significant amount of effort, perseverance, and diligence. Though not all factors of the job market are within a candidate's control, one way to make the process feel more manageable is for candidates to invest their energy into factors they can control, such as planning and preparation. It is within this spirit of planning and preparation that this advisory paper offers doctoral candidates practical advice – from pre-market endeavors to offers and negotiation – to consider when navigating the criminology and criminal justice job market.

Acknowledgement

The authors wish to thank Trisha N. Rhodes and Tusty ten Bensel for their helpful feedback on an earlier draft of this manuscript.

Disclosure Statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Dr. Dana L. Radatz is an associate professor in the Department of Criminology & Criminal Justice at Niagara University. Her primary research interests include batterer intervention programs, evidence-based practices, and victimization. Her research has appeared in Trauma, Violence, & Abuse, Criminal Justice & Behavior, the Journal of Family Violence, and the Journal of Interpersonal Violence. You can email her at dradatz@niagara.edu and find her on Twitter @Dr_DanaRadatz.

Dr. Danielle Slakoff is an Assistant Professor of Criminal Justice at California State University, Sacramento. In 2018, she received her Ph.D. in Criminology and Justice from the University of Nebraska Omaha. Her research interests include media representations of criminal justice, feminist theory, race, LGBTQ+ issues, and intimate partner violence. Dr. Slakoff's work is published in Violence Against Women, Feminist Criminology, Race and Justice, and Criminology, Criminal

Justice, Law, and Society. You can email her at Danielle.Slakoff@csus.edu and find her on Twitter @DSlakoffPhD.

References

Alarid, L. (2016). How to secure your first academic job out of graduate school. *Journal of Criminal Justice Education*, *27*(2), 160–174. doi:10.1080/10511253.2015.1128702

Applegate, B. K., Cable, C. R., & Sitren, A. H. (2009). Academia's most wanted: The characteristics of desirable academic job candidates in criminology and criminal justice. *Journal of Criminal Justice Education*, *20*(1), 20–39. doi:10.1080/10511250802687436

Bateman, O. (2017, May 10). Academics are stuck in Twitter purgatory. *The Atlantic*. Retrieved from https://www.theatlantic.com/education/archive/2017/05/the-young-academics-twitter-conundrum/525924/

Beck, S. L. (2018). Developing and writing a diversity statement. Center for Teaching - Vanderbilt University. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-a-diversity-statement/

Burns, R. G., & Kinkade, P. (2008). Finding fit: The nature of a successful faculty employment search in criminal justice. *Journal of Criminal Justice*, *36*(4), 372–378. doi:10.1016/j.jcrimjus.2008.06.005

Carrigan, M. (2019). *Social media for academics*. Thousand Oaks, CA: Sage.

Coghill-Behrends, W., & Anthony, R. (2012). *The PhD handbook for the academic job search: An owner's manual for finding jobs*. Iowa City, IA: PhD Books, LLC.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *University of Chicago Legal Forum*, *1*, 139–167.

Engel, D., & Robbins, S. (2009). Telephone interviewing practices within academic libraries. *The Journal of Academic Librarianship*, *35*(2), 143–151. doi:10.1016/j.acalib.2009.01.003

Flaherty, C. (2018). Breaking down diversity statements. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/news/2018/11/19/new-paper-explores-what-faculty-candidates-include-their-diversity-equity-and

Forret, M. L. (2014). Networking as a job search and career management behavior. In U. C. Klehe & E. W. J. van Hooft (Eds.), *The Oxford handbook of job loss and job search* (pp. 275–291). New York, NY: Oxford University Press.

Gómez, J. M. (2018, February 16). A time for arrogance. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/advice/2018/02/16/minority-scholar-describes-challenges-she-experienced-academic-job-market-opinion

Graff, G. (2003). *Clueless in academe: How schooling obscures the life of the mind*. New Haven, CT: Yale University Press.

Gray, A. (2019). The bias of 'professionalism' standards. *Stanford Social Innovation Review*. Retrieved from https://ssir.org/articles/entry/the_bias_of_professionalism_standards#

Indeed Editorial Team. (2021). 18 tips for succeeding during your Zoom interview. *Indeed*. Retrieved from https://www.indeed.com/career-advice/interviewing/zoom-interview

Le, A. T. (2021). Support for doctoral candidates in Australia during the pandemic: The case of the University of Melbourne. *Studies in Higher Education*, *46*(1), 133–145. doi:10.1080/03075079.2020.1859677

Mason, M. A., Wolfinger, N. H., & Goulden, M. (2013). *Do babies matter? Gender and family in the ivory tower*. New Brunswick, NJ: Rutgers Press.

Miller Vick, J., Furlong, J. S., & Lurie, R. (2016). *The academic job search handbook* (5th ed.). Philadelphia, PA: University of Pennsylvania Press.

Mirick, R. G., & Wladkowski, S. P. (2018). Pregnancy, motherhood, and academic career goals: Doctoral students' perspectives. *Affilia*, *33*(2), 253–269. doi:10.1177/0886109917753835

Myers, D. L., Kroovand Hipple, N., Koetzle, D., & Lane, J. (2021). Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) 2020 survey report. *Association of Doctoral*

Programs in Criminology & Criminal Justice. Retrieved from http://www.adpccj.com/documents/2020survey.pdf

NASPA. (2019). Professionalism or socialized White supremacy. Retrieved from https://www.naspa.org/blog/professionalism-or-socialized-white-supremacy

Perna, L. W. (2005). Sex differences in faculty tenure and promotion: The contribution of family ties. *Research in Higher Education*, *46*(3), 277–307. doi:10.1007/s11162-004-1641-2

Pikciunas, K. T., Cooper, J. A., Hanrahan, K. J., & Gavin, S. M. (2016). The future of the academy: Who's looking for whom? *Journal of Criminal Justice Education*, *27*(3), 362–380. doi:10.1080/10511253.2016.1142590

Pierson, O. (2009). *Highly effective networking*. Franklin Lakes, NJ: Career Press.

Pitt, J. S., Vaughn, M., Shamburger-Roussea, A., & Harris, L. L. (2015). Black women in academia: The invisible life. In J. L. Martin (Ed.), *Racial battle fatigue: Insights from the front lines of social justice advocacy* (pp. 209–224). Santa Barbara, CA: Praeger.

Radatz, D. L. (2015). Job market 101: Navigating the application process. *The Criminologist*, *40*(4), 33–34.

Rivera, L. A. (2017). When two bodies are (not) a problem: Gender and relationship status discrimination in academic hiring. *American Sociological Review*, *82*(6), 1111–1138. doi:10.1177/0003122417739294

Sitren, A. H., & Applegate, B. K. (2012). Hiring criminology and criminal justice academics: The perceived importance of job candidates' attributes. *Journal of Criminal Justice Education*, *23*(1), 23–40. doi:10.1080/10511253.2011.590511

Tobia, J. (2019). Why I'm genderqueer, professional and unafraid. *The Huffington Post*. Retrieved from https://www.huffpost.com/entry/genderqueer-professional-_b_5476239

Rockquemore, K. A., & Laszloffy, T. (2008). *The Black academic's guide to winning tenure without losing your soul*. Boulder, CO: Lynne Rienner Publishers.

Veletsianos, G. (2012). Higher education scholars' participation and practices on Twitter: Scholars' participation and practices on Twitter. *Journal of Computer Assisted Learning*, *28*(4), 336–349. doi:10.1111/j.1365-2729.2011.00449.x