

**A PERFUNCTORY AND HIGHLY SUBJECTIVE
GUIDE TO THE CLASSICAL ARCHAEOLOGY
JOB MARKET**

by

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Author's Note

As the 2017-18 academic job cycle came to an end I found myself, for the first time in five years, in the enviable position of not having to resume my search for employment again in the fall, thanks to a two-year position at a very eminent institution. This good fortune has prompted me to compile my reflections on the classical archaeology job market in North America, and this white paper is the result. I do not claim to provide any definitive answers in it, nor even to raise any intelligent questions. My only goal in offering it to the academic community is to use my experiences to shed whatever light I can on what is an opaque and frequently terrifying stage in any scholar's career, especially given that most classical archaeology graduate programs fail to provide any meaningful preparation to their students in this respect.

Disclaimers

1. This 'guide' is not a guide to getting a job in classical archaeology, nor it is a guide to how the academic job market works. Rather it is a compendium of the sorts of information that I wish I had known when I first went on the market. I do not currently have a tenure-track job or even a permanent position, and even if I did would not be able to tell someone else how to get one.
2. This guide is based on my own experiences being on the classics, classical archaeology, and art history job markets, beginning in 2013. I have also drawn on the experiences of people I know personally. I do not present any data here, save where cited explicitly.
3. My experience on the job market is uniquely mine. My background, personality, research interests and professional connections are different from everyone else's. Therefore my experience is not necessarily applicable to anyone else's search for employment. The opinions I present here are based on my experience, not on data or rigorous study of any kind. (For the record, I am a white male American with a loud voice and a beard.)

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Author's Background

Since this guide is based on my own experiences on the job market, it seems fitting to provide at the outset an overview of how I have fared thus far on that market. I have used the typologies of jobs and institutions outlined later in this white paper in lieu of specifics (though my CV is not hard to find on the internet if one so wishes).

AY 2013-14 (ABD)

Total applications: 50

Interviews: 6

Campus visits: 0

Outcome: Type 2B.2 position (for one year) at a Type A1 institution

AY 2014-15

Total applications: 30

Interviews: 5

Campus visits: 1

Outcome: Type 2A.2 position (for one year) at a Type A2 institution

AY 2015-16

Total applications: 38

Interviews: 11

Campus visits: 1

Outcome: unemployment, followed by Type 2C.1 position (for six months) at a Type B1 institution

AY 2016-17

Total applications: 40

Interviews: 3

Campus visits: 0

Outcome: Type 2C.1 position (for one year) at a Type B1 institution

AY 2017-18

Total applications: 29

Interviews: 8

Campus visits: 2 (one declined)

Outcome: Type 2B.2 position (for two years) at a Type A2 institution

Classical Archaeology

For the purposes of this guide, a 'classical archaeologist' is anyone trained in the archaeology track of a classics doctoral program, or supervised by an ancient art specialist in an art history graduate program, regardless of research interests or expertise. Graduates of European archaeology departments supervised by other classical archaeologists are also included. As my own interests stray well beyond the Mediterranean, there is some overlap

with Near Eastern studies in this guide, though typically the few Near Eastern positions that are advertised in a given year are reserved for those with the relevant linguistic competence (which I lack).

Most advertisements for classical archaeology positions (especially those at institutions of Type A1 and B in the typology provided below) seek one of two kinds of archaeologist. One of these is the Roman archaeologist, i.e. someone whose work focuses on some aspect of the art and archaeology of the Roman Empire. The other is a general ‘archaeologist,’ whose specialty could be Greek, Roman, Egyptian, ‘eastern Mediterranean’ or even Near Eastern archaeology. Greek archaeology positions have been relatively rare in the five years I have been on the market (and ‘eastern Mediterranean’ and Near Eastern ones even more so).

One of the few pieces of advice I am willing to offer in this guide is to begin thinking about what kind of classical archaeologist one plans to be at the beginning of graduate school, as this will affect the courses one takes, the topic of one’s research, and one’s choice of supervisor. Once candidacy begins it can be very difficult to change directions or reinvent oneself, especially in the final year when the job search begins in earnest.

The State of the Market

There is wide agreement that the classics (and by extension classical archaeology) job market is in a sorry state, but there is less consensus as to the extent and cause of its condition. The latter is too large a topic for consideration here; to provide a sense of the former **Table 1** presents the data collected by the Society for Classical Studies on the number of positions and candidates from the years 2003 to 2017, which can be found here: <https://classicalstudies.org/professional-matters/professional-matters-data-collection>

Table 1 - Data on Positions and Candidates Collected by the SCS, 2003-2017				
<u>Academic Year</u>	<u>Total Positions</u>	<u>Tenure-Track Positions</u>	<u>Percent Tenure-Track</u>	<u>Total Candidates</u>
2003-4	166	99	59.6%	370
2004-5	162	104	64.2%	402
2005-6	197	111	56.3%	377
2006-7	217	127	58.5%	422
2007-8	221	132	59.7%	444
2008-9	138	67	48.6%	435
2009-10	142	54	38.0%	443
2010-11	143	61	42.7%	427
2011-12	155	71	45.8%	532
2012-13	191	84	44.0%	535
2013-14	191	76	39.8%	583
2014-15	138	55	39.9%	585
2015-16	140	53	37.9%	546
2016-17	146	56	38.4%	764

There are a few caveats about this data. First, it includes all classics jobs, not just archaeology ones, and it omits jobs not advertised through the SCS Placement Service, especially those in art history departments. Second, the total number of candidates is derived from the number of users of the Placement Service. Since the service is free for SCS members (and previously for AIA members as well), some of the candidates may not in fact have been actively looking for employment. Third, occasionally postings advertise multiple positions. Fourth, at time of writing data for the 2017-18 job cycle has not yet been made available by the SCS.

Two trends are especially evident in this data. The first is the overall decline in tenure-track positions. This is presumably due to both the elimination of classics positions altogether and the shift to non-tenure-track (often temporary) faculty. The second trend is the overall increase in the number of candidates. This may have arisen from an increase in the number of people earning classics PhDs, but it is certainly also a result of the first trend, that is, people are staying on the market longer because of the dearth of permanent jobs.

Typology of Jobs

There are many types of jobs advertised in a given job cycle, though typically only tenure-track positions, and certain museum jobs, are ever discussed in graduate school. This typology is merely descriptive. Its goal is to demonstrate the range of positions for which one might apply, and how they differ from one another.

Type 1: Tenure-Track and Permanent

Jobs in this category are unified only by the lack of a specified end date. Thus they are theoretically indefinite in duration, though they are often limited by implicit factors, such as funding, or explicit ones, such as the tenure review process.

1A. Tenure-Track

This is exactly as it sounds – a permanent, tenure-track position, usually with the title of ‘Assistant Professor.’ Generally these are either entirely new positions, or replacements for recently retired or departed faculty. Many departments have begun replacing these sorts of positions with Types 1B or (more insidiously) 2C, or (even more insidiously) 3B. Many, but not all, Assistant Curator positions also fall into this category. Occasionally one also sees tenure-track positions advertised as ‘open rank,’ meaning some candidates will already be tenured professors, and indeed the search committee may well be looking to hire someone who can be tenured immediately in such cases.

1B. Permanent or Recurring Non-Tenure-Track

Some departments hire non-tenure-track teaching staff on a permanent or recurring basis. For example, at UC Irvine these are called ‘Lecturers with Security of Employment,’ and at USC they are ‘Teaching Professors.’ Although not on tenure tracks, these positions can be subject to review procedures of various kinds, and sometimes they are put on one-

year contracts which need to be renewed, allowing for dismissal on grounds of performance or budgeting.

1C. Alternative Academic Positions

This category includes permanent academic positions that fall outside of regular academic departments. This includes librarians, academic advisors, and writing tutors. These positions are relatively rare (at least as fulltime, well-paid, and benefits eligible jobs), and are typically dependent on relevant experience. For example, librarians normally need an MLS degree, but someone with a PhD in classics and experience working in some bibliographic capacity could be a viable candidate for a classics librarian position. Similarly, a PhD is not necessarily enough to make one a writing tutor; experience will go a long way in securing such a position.

1D. Research Associates and Scholars

Positions of this type are rare, and their purposes are varied and opaque. Sometimes they are intended for specific individuals (spousal hires, for example). Generally there is more going on with these positions than is articulated in the advertisements for them (if they are advertised at all).

Type 2: Fixed-Term Positions

Jobs of this type have specified durations, ranging from a single term to multiple years. There is a significant range of positions encompassed by this type, which fall into three main subdivisions: postdocs, curatorial positions, and teaching jobs.

2A. Postdoctoral Positions

Postdoctoral positions are typically focused on research, especially the candidate's perceived ability to perform research, either individually or collaboratively. There are several types of postdocs.

2A.1. Pan-Humanities Postdocs

Certain major research universities, including Ivy League schools, as well as Chicago, Michigan, Berkeley, Johns Hopkins, Stanford, Toronto, Haverford, Tufts, Emory, Wisconsin and USC (to name a few), offer annual postdoctoral fellowships, often through a humanities institute or a 'society of fellows.' Some of these postdocs are oriented around vague annual themes, such as 'authority,' 'forgery' or 'memory.' Others are earmarked for 'digital humanities' projects, howsoever defined. In general these postdocs are very competitive, since candidates from all humanities fields are competing with each other for anywhere between two and six slots. For example, in 2015 the Society of Fellows at Princeton had 800 applications for four fellowships. These postdocs usually offer the opportunity to teach a few classes as well. They typically last one to four years.

2A.2. Institutional Postdocs

Some research institutions offer annual postdocs in furtherance of their individual research goals. For example, the Oriental Institute of the University of Chicago offers a postdoc in Near Eastern studies, the Center for the Advanced Study of the Visual Arts and

the Getty Research Institute offer art history fellowships, the Institute for the Study of the Ancient World at NYU provides fellowships on the ancient world, and the Institute for European and Mediterranean Archaeology (IEMA) at the University at Buffalo, the Cornell Institute of Archaeology and Material Studies, the Joukowsky Institute at Brown and the Cotsen Institute at UCLA all sponsor archaeology postdocs. Some of these postdocs, notably the Oriental Institute and IEMA require the organization of a conference, a preliminary program for which must be included with the application. They also usually provide some teaching opportunities. These fellowships are also quite competitive, since there are generally applicants drawn from classics, art history, anthropology and Near Eastern studies. They tend to last one or two years.

2A.3. Project Specific Postdocs

These sorts of fellowships are much more common in Europe. Usually they are associated with specific projects funded by grants. For example, a few years ago the Department of Classics and Ancient History at the University of Warwick hired several postdocs to work a project called [Token Communities in the Ancient Mediterranean](#), funded by the European Research Council. These positions often last two or three years, sometimes more.

2B. Curatorial Positions

There are several types of entry-level and junior curatorial positions that tend to have fixed terms, either time periods (i.e. some number of years) or until the completion of a given project or exhibition.

2B.1. (Some) Assistant Curators

Some museums now hire assistant curators on a fixed-term basis, for anywhere from two to five years, after which point they are 'not renewed' (i.e. let go). The rationale for this unfortunate practice is not clear, though it does save money and arguably provides curatorial experience to a broader range of scholars. Assistant curators of this sort are typically full members of their curatorial departments.

2B.2. Curatorial Fellows

Curatorial fellowships, generally one or two years in duration, perform a wide range of curatorial functions, usually in collaboration with curators. Some such fellowships are offered on a recurring basis, while others are used by museums to address acute staffing shortages in curatorial departments. These fellowships are sometimes funded by outside foundations, especially the Andrew W. Mellon Foundation. They can occasionally lead to permanent curatorial positions.

2B.3. Curatorial Assistants

There is a wide range of jobs with the title 'curatorial assistant.' I have known assistants who have essentially worked as curators for major loan exhibitions, and others whose main responsibilities have been answering phones and managing budgets, i.e. the tasks of an administrative assistant or receptionist, and many with responsibilities that fall in between these extremes. At any rate, it is increasingly common for curatorial assistants to have PhDs, especially if there is a significant research aspect to their jobs. Sometimes

curatorial assistants can be promoted to assistant curators (on a permanent or fixed-term basis).

2C. Teaching Positions

Fixed-term teaching positions are quite common on the academic job market. They serve several purposes, including replacing permanent faculty on sabbatical or who are serving as deans, filling persistent gaps in a department's manpower or teaching expertise, and providing employment to recent graduates of a department's doctoral program. Often one-year positions arise from retirements, since some universities are not permitted to run searches until the outgoing faculty member is actually gone, or when faculty take jobs elsewhere and someone is needed to assume their teaching loads on relatively short notice.

2C.1. Visiting Assistant Professors, Lecturers and Instructors

The majority of Type 2C positions have titles of Visiting Assistant Professor, Lecturer (or Visiting Lecturer), or Instructor. Usage of these titles varies from one institution to another. The primary hiring criterion for such positions is teaching experience, as the successful candidate often must be ready to teach courses which have already been scheduled, if not already partly designed, by the department, though sometimes there is leeway in this regard. These positions are typically one year in duration, but they can be renewable if the department's need is persistent.

2C.2. Teaching Postdocs

Type 2C.2 positions differ from those of Type 2C.1 in that they place greater emphasis on research interests and abilities but nevertheless have a significant teaching component. They are relatively rare, and seem to be largely the result of endowments made to individual departments for this express purpose. The only examples known to me at present are the Stepsay Family Post-Doctoral Fellowship in Classics and the Schuch-Friends of Classics Post-Doctoral Fellow in Classics and Digital Humanities, both at San Diego State University, the Thomas F. Cooper Post-Doctoral Fellowship in Classics at Oberlin, and the Lora Bryning Redford Post-Doctoral Fellowship in Archaeology at the University of Puget Sound.

Type 3: Adjuncts

In the simplest terms, an adjunct is someone who is formally recognized as being part of a department without having a fulltime appointment. There are two very different types of adjuncts.

3A. Adjuncts of Opportunity

This is the traditional Adjunct Professor, usually someone who is in a position to occasionally teach a class for the department (often one the department could not otherwise offer), or who is eminent in their field and therefore raises the profile of the department by association. For example, the late Robert McCormick Adams had a long and illustrious career as an archaeologist and anthropologist, first at the University of Chicago and then as Secretary of the Smithsonian Institution. When he retired to La Jolla, California,

he was made an Adjunct Professor of Anthropology by the University of California, San Diego.

3B. Essential Adjuncts

Adjuncts in this category, often called Adjunct Assistant Professors or Adjunct Lecturers, teach core courses in departments that cannot afford (or choose not to hire) enough fulltime faculty of any other type to meet their basic teaching needs. These adjuncts are paid by the course, and as such are not eligible for benefits and can rarely make a living. Frequently these sorts of positions are not formally advertised, and must be sought out by contacting department chairs, usually about four months ahead of the start of the term when decisions about courses are being made. The only meaningful qualifications are the ability to teach the relevant material and proximity to campus.

Typology of Institutions

There are many different types of academic institutions that are in a position to hire classical archaeologists and the like. As with the typology of jobs, this typology is merely descriptive, and is intended to illustrate the differences between these institutions. It is also specific to the discipline of classical archaeology and its attendant fields. For example, the Massachusetts Institute of Technology frequently ranks high among world universities for its research prowess, yet in this typology it is probably Type B1, since archaeology is not among its strengths.

Type A: Major Research Institutions

Although there are many research institutions in the United States and the rest of the world which can be accurately described as 'major,' those in this category are recognized leaders in the fields of classical archaeology, classics, Near Eastern studies, and to a lesser extent art history. This is not to say that art history is less important, but rather that there are many excellent art history programs that nevertheless do not tend to support the study of the ancient world in any significant way.

A1. Major Research Universities

This type includes the universities, such as Princeton or Chicago, whose archaeology graduate programs supply the majority of the archaeology faculty at Type A and B institutions. These universities tend to be interested primarily in research and are less concerned with teaching experience. In general they hire archaeologists more often than other types of institutions, but they are also more likely to hire candidates already in tenure-track positions, if not already tenured. Classics and art history departments at A1 universities will often have multiple archaeologists on the faculty, allowing for a high degree of specialization.

In my (very subjective) view, the American universities in this category are as follows: Harvard, Yale, Columbia, Princeton, Cornell, Brown, Penn, Michigan, Cincinnati, Berkeley, Chicago, Stanford, Johns Hopkins, NYU and Bryn Mawr. I do not know where to place UCLA. In Canada I would add Toronto, in the United Kingdom, Oxford, Cambridge and

University College, London, and in Australia the University of Sydney. I forbear to consider the continental European universities out of personal ignorance, though many doubtlessly belong here as well.

A2. Major Museums and Research Institutes

This type includes the museums with the premier collections of ancient art and material culture, as well as institutions associated with them that support archaeological and art historical research. An example of the former is the J. Paul Getty Museum, and the Getty Research Institute is an example of the latter. When offering postdocs these institutions are primarily concerned with the novelty, significance and relevance of a candidate's research, whereas when hiring curatorial staff museum experience is more important. Institutions of this type are few and far between, and job opportunities provided by them are correspondingly uncommon.

Type B: Research Universities and Elite Colleges

Institutions of this type are widely recognized for their academic excellence but lack the cachet of Type A. They are generally well-funded and supportive of research, but are also concerned with teaching. They are frequently interested in hiring archaeologists who can provide their students with a field school in a stable and attractive location (e.g. Italy).

B1. Other Research Universities

This category includes public and private universities which have strong research activity. The public universities of this type are generally either flagship state universities, such as the University of Illinois, Urbana-Champaign, or, in the case of California, members of the UC system, such as UC Irvine. Private schools, such as Emory or Rice University, are generally highly selective and internationally recognized. Often these schools have graduate programs in classics or art history, but their graduates tend to serve as faculty at Type C and D institutions. Type B1 universities are usually concerned with both the research and teaching abilities of candidates. Classics and art history departments at these institutions will often have two archaeologists (one Roman and one non-Roman), who may be called upon to teach languages.

B2. Elite Liberal Arts Colleges

In this category are liberal arts colleges of international renown, such as Williams. While these schools do not have graduate programs, they do tend to support faculty research with funding opportunities and moderate teaching loads. Depending on department size they may have one or two archaeologists in each. Because of the interest in research a high degree of specialization may still be acceptable, provided that the department's teaching needs (including languages) can be covered satisfactorily.

Type C: Regional Institutions

Schools in this category draw a majority of their students from the city, region or state in which they are located. Their faculty come from both A1 and B1 institutions. Teaching is the main priority of these schools, as is hiring a candidate who will stay for a

long period of time. Often there is only one archaeologist (of any kind) on the faculty, whose teaching responsibilities consist primarily of surveys and introductory courses, and sometimes language courses in a classics department. There are several varieties of Type C institutions.

C1. Regional Universities

These tend to include former normal schools, like Bowling Green State University, and schools established after World War II to accommodate the increasing number of college students, such as California State University, San Bernardino.

C2. Regional Liberal Arts Colleges

These liberal arts colleges, such as Rhodes College, are generally less research oriented than those of Type B2. This category also includes private universities of regional importance, like DePauw University.

C3. Jesuit Institutions

In general, Jesuit schools such as Loyola Marymount University have high academic standards, even if their student bodies tend to be mainly of local origin (though this varies from one school to the next). Jesuits also generally prioritize classical education, and sometimes also take an explicit interest in the archaeology of Palestine.

C4. Other Overtly Christian Institutions

These schools are unified by their emphasis on religious faith as a condition of employment, either explicitly or implicitly. I have no personal experience with them or anecdotal information I can share about them.

C5. Jewish Institutions

These are a mixed bag, though they tend to be supportive of research on ancient Palestine and other parts of the Near East. I have no personal experience with them or anecdotal information I can share about them.

Type D: Community Colleges

Community colleges, sometimes also known as city colleges or junior colleges, are institutions offering two-year degrees or opportunities to transfer to four-year schools. Their focus is exclusively on teaching, mainly of practical subjects and skills, such as writing. They sometimes offer history surveys or art appreciation courses, as well as writing courses. While a classical archaeologist may not be equipped to teach writing courses at the outset, it is also possible to find work as a writing tutor (I did this for a time at El Camino College near Torrance, California). Generally, however, archaeologists are hard-pressed to find fulltime, let alone permanent, employment at a Type D institution, and the pay is quite meager.

Typical Calendar

In general the academic job cycle runs from September to June. Most ads for jobs of Types 1A and 2A.1 have deadlines between October and January. Art history departments tend to have later deadlines than classics departments, because the College Art Association meeting, where preliminary interviews traditionally take place, happens in February, whereas the Archaeological Institute of America and Society for Classical Studies meetings take place in the first week of January. (Thankfully, both disciplines are steering away from conference interviews.) Notification of interviews can begin as early as November, though the majority occur in the second half of December, and some in January as well. Invitations to campus visits tend to follow preliminary interviews in a matter of weeks.

Campus visits tend to take place between late January and mid-March for classics departments, and into early April for art history departments. For each position three or four candidates come to campus. Ideally these visits happen in rapid succession in the space of three or four weeks, but it is not uncommon for one candidate to visit several weeks later due to schedule conflicts. It is normal for the search committee to make a decision soon after the last candidate has departed, but there can be several rounds of administrative approval needed before an offer can be made, lasting a month or more. The process of negotiating an offer (a privilege I have not had myself) can also take some time, perhaps another month. So unsuccessful finalists may find themselves waiting several months to learn the outcome of their campus visits. I myself visited UC Santa Barbara in late January, but did not receive a firm response from the search committee until May.

Beginning in late February and March Type 2C.1 positions are posted in greater numbers, because departments are planning fall courses, and in some cases losing faculty to other jobs. Interview notifications for these positions often go out in four to six weeks. When there are campus visits for these positions they happen in April or May, but in many cases there is no campus visit and an offer is made after the interviews are concluded. In general, the later in the year a job is advertised, the shorter the time is to interviews. A handful of jobs are advertised in May every year, but it is rare that anything happens after June 1.

Table 2 below is a rough guide to when to expect interview notifications, or when to stop expecting them, for the North American job market.

Table 2 - Approximate Interview Notification Timetable	
<i>Type of Job and Application Deadline</i>	<i>Last Likely Day of Interview Notification</i>
1A, 1B, 2A.3, 2C.1, 2C.2 in classics departments with deadlines before December 15	One day before the AIA/SCS meeting in January
1A, 1B, 2A.3, 2C.1, 2C.2 in art history departments with deadlines before February 1	One day before the CAA meeting in February
2A.1, 2A.2 with deadlines before February 1	March 15
1A, 1B, 2A.3, 2C.1, 2C.2 in classics departments with deadlines before February 1	Eight weeks after the application deadline

2A.1, 2A.2 with deadlines after February 1	Ten weeks after the application deadline
1A, 1B, 2A.3, 2C.1, 2C.2 with deadlines before April 1	Six weeks after the application deadline
1A, 1B, 2A.3, 2C.1, 2C.2 with deadlines after April 1	Four weeks after the application deadline

In the United Kingdom most positions of Types 1A and 2A.3 are advertised later in the cycle, starting as early as January, but sometimes as late as May. The normal procedure for these searches is to create a shortlist of finalists and invite them all to campus on the same day for interviews and job talks. An offer is generally made within a week. A similar process is employed in Australia.

Job Market Websites

There are several websites that post archaeology jobs of various sorts and track the progress of those searches. They are worth checking at regular intervals, even daily, during the height of the job search (October through February).

Archaeological Institute of America Careers Site

<https://careers.archaeological.org/jobs/>

This site primarily lists archaeology jobs in classics departments. It sometimes also includes art history and Egyptology jobs, and occasionally museum jobs and contract archaeology jobs.

College Art Association Careers Site

<https://careercenter.collegeart.org/jobs>

This site lists all art and art history jobs, including studio art and art education, as well as some museum jobs. Actually viewing the ads requires an active CAA membership. A number of ancient art jobs, especially at Type B and C institutions are posted here and not anywhere else.

Society for Classical Studies Placement Service

<https://classicalstudies.org/placement-service/ads/2017-2018/public>

This site lists classics jobs of all sorts, including archaeology, some of which are not posted elsewhere. Use of the placement service requires payment of fee for those who are not members of the SCS. It also facilitates scheduling of conference interviews, emailed announcements of new job postings, and early access to those postings. It is especially

useful late in the job market cycle, since many 2C.1 jobs are only listed there, many with short application deadlines.

Higher Ed Jobs

<https://www.higheredjobs.com/search/>

This site lists an enormous range of academic jobs, in all categories included in the typology. It is best to use a search term like 'classical' or 'ancient.' It is useful for finding jobs suitable for archaeologists that are not necessarily in classics or art history departments.

Chronicle Vitae

https://chroniclevitae.com/job_search/new

Like Higher Ed Jobs, this site lists an enormous range of academic jobs, in all categories included in the typology. It is best to use a search term like 'classical' or 'ancient.' It is useful for finding jobs suitable for archaeologists that are not necessarily in classics or art history departments.

AAM jobHQ

<https://aam-us-jobs.careerwebsite.com/jobseeker/search/results/>

This site lists all sorts of museum work, from designers to registrars to curators. It is useful to use a search term like 'curator' or 'curatorial' to narrow the results.

Classics Job Wiki

<http://classics.wikidot.com/>

This page lists classics jobs of all sorts, including archaeology and art history, and it is updated by the users with interview notifications, invitations to campus visits, requests for letters of recommendation, and even the names of successful candidates. As a community driven site the information is usually solid, but occasionally is supposition rather than fact. The easiest way to use the site is to click 'History' in order to see what has changed. The page is password protected to prevent vandalism (email: classicswiki@gmail.com; password: sicfatur).

Art History Jobs Wiki

http://academicjobs.wikia.com/wiki/Art_History_2017-2018

This page lists art history jobs of all sorts, including ancient art, and it is updated by the users with interview notifications, invitations to campus visits, and requests for letters

of recommendation. There are relatively few users of this site concerned with ancient art, but it is sometimes updated before the Classics Wiki site and lists some jobs that do not appear there, especially those in Near Eastern and Egyptian art and archaeology.

Archaeology Jobs Wiki

http://academicjobs.wikia.com/wiki/Archaeology_Jobs_2017-2018

This page lists archaeology jobs of all sorts, albeit mostly ones in anthropology departments. It is updated by the users with interview notifications, invitations to campus visits, and requests for letters of recommendation. There are relatively few classical users of this site, but it is sometimes updated before the Classics Wiki site and lists some jobs that do not appear there, especially those in Near Eastern and Egyptian art and archaeology.

Humanities and Social Sciences Postdoc Wiki

http://academicjobs.wikia.com/wiki/Humanities_and_Social_Sciences_Postdocs_2017-18

This site primarily lists positions of Type 2A. As such it is invaluable for finding postdoctoral opportunities, and for monitoring their progress, as it too is updated by the users with interview notifications, invitations to campus visits, and requests for letters of recommendation.

Famae Volent

<http://famaevolent.blogspot.com/>

This site is primarily an outlet for the frustrations of the classics job market, vented anonymously. In recent years it has been characterized by spirited debate about the future of classics, energetic and often contradictory discussions about how job searches work, and excessive vitriol, occasionally interrupted by a helpful comment. It effectively demonstrates the emotional stakes of the job search for many, but serves little other purpose. At time of writing there is talk of discontinuing it.

Job Ads

In reading jobs ads it is essential to balance optimism and cynicism. It is very easy to identify oneself as the perfect candidate for a position based on the description in the ad. These descriptions, however, are always compromises. They are written by search committees that may not have unified visions of what they want (I once applied for a position looking for a scholar specializing in Latin Poetry, Greek Prose, or Ancient Medicine), and are reviewed and modified by deans, HR staff, and sometimes lawyers. Essentially the descriptions reveal only the things on which everyone could agree. There is always much that is left unsaid. On the other hand, this means that a position that at the

outset seems like a poor match for a given candidate may in fact be a good fit after all. Not applying is the surest way not to get a job.

Submitting Applications

Most applications are submitted directly through a university's employment page, through a third-party site such as Interfolio, or by email. Paper applications are all but extinct. Some of these sites are quite terrible. In general it is a good idea to have all application materials prepared prior to beginning the application itself. Many sites will require the creation of an account. Some will offer to fill in one's personal and career details from an uploaded CV; this offer is best declined, as the process is haphazard at best. Some will also offer to reuse materials from other applications. This is unwise because materials should be tailored to each job, and confusion may arise. It would not do to send a letter to the University of Oregon expressing one's great interest in a position at Emory. It is best to upload application materials as PDFs, as the appearance of Word documents is susceptible to accidental alteration. Allow at least one hour to submit each application, and save frequently.

When submitting applications by email it is a good idea to list each individual attachment in the email message, and to submit especially large files separately. It is also appropriate to follow up after a few days if no response has been received.

Application Materials

Application materials vary from one job to another, depending on both type and institution. In general Type 1 positions at Type A1 institutions require the fewest materials, whereas applications to Type B and C institutions require the most, but there is considerable variation between, for example, public and private institutions, and purely teaching positions versus research fellowships.

The list provided here is for reference only. I am not in a position to offer advice on how to craft successful applications, and my goal is to be descriptive rather prescriptive.

Cover Letter

The cover letter is among the commonest of application materials, and is often the first (and sometimes only) part of an application read by the search committee. Some advocate brevity in covers letters, limiting them to no more than one page, single spaced. Mine have never been so short. Use of official letterhead is recommended where possible.

A cover letter is typically comprised of several parts. These include a statement of one's interest in the position, and discussions of research interests and teaching experience and abilities. These should be tailored to the position and institution as much as possible. For example, applications to Type A1 and B1 institutions ought to make reference to teaching graduate seminars as well as undergraduate courses. In my letters to A1 and B institutions for Type 1A jobs I discuss research before teaching, and reverse the order for Type C institutions and for Type 2C.1 positions. I also endeavor to present myself as a

scholar, not a graduate student. Thus I do not speak of my dissertation, but rather of my first book project (which, incidentally, bears a striking resemblance to my dissertation). In discussing both research and teaching it is important to be specific, such as naming courses one has already taught (even as a teaching assistant) and courses one should like to teach. It is important to be attuned to the institution's needs. A Type C university will likely need surveys, whereas Type B2 will need more small undergraduate courses.

It is important to review each cover letter closely before submission to identify typos and inconsistencies. Missing words, though unfortunate, will be quickly forgotten by the search committee. Naming the wrong institution in one's letter will not be.

Curriculum Vitae

Most graduate students will already have a CV, so perhaps this section is superfluous. Nevertheless, a few remarks are in order for the sake of completeness.

A CV normally includes the following:

- Contact information, including a link to a professional website (e.g. a departmental page)
- All academic degrees, including graduate certificates (but not high school).
- Previous academic positions held since graduation, and any significant academic employment (i.e. paid work lasting an entire term or more) outside of one's graduate institution.
- Publications in academic journals and edited volumes. Indicate co-authors where appropriate. Book reviews, museum catalogue entries, and encyclopedia entries can also be listed in a separate section.
- Forthcoming publications. I include forthcoming publications (a) if I have submitted a draft to the editor of a collected volume, (b) if the paper has been accepted by a journal, or (c) if a book contract has been signed (though I have not had this particular honor yet myself).
- Gray literature where appropriate.
- Teaching experience, including as a graduate student teaching assistant. Since some courses have foolish names it can be worthwhile to include a brief description, such as 'first year Latin course' or 'ancient art survey covering Egypt, the Near East, Greece and Rome.'
- Fieldwork experience, including a descriptive title indicating one's responsibilities (e.g. 'trench supervisor,' 'site architect,' 'ceramicist,' 'registrar'), location, and perhaps sponsoring institution.
- Museum experience, including a brief description of responsibilities (e.g. 'catalogued ancient collection,' 'wrote object labels').
- Lectures delivered in formal settings, such as conferences, workshops, or in a series. Do not include guest lectures given in undergraduate courses at your own graduate institution. I list all future talks which have been scheduled. Some people choose to distinguish between conference presentations (i.e. the result of a review process), and invited ones.
- Service to the field, such as serving on committees or holding office in a local chapter of the AIA.

- Outreach to the public.
- Language proficiencies, both ancient and modern.
- The names, titles, affiliations, addresses, and email addresses of the writers of your letters of recommendation.

The order of the items depends on the position. For Type 1 and 2A positions, publications should come before teaching experience. For Type 2B museum experience should come before publications. For Type 2C teaching experience should come before publications.

Omit reference to anything that does not bear directly on academic or professional matters, such as date of birth, marital status, citizenship, number of children, or years of karate lessons.

Research Statement

The research statement is a general statement of one's current and future research plans. This includes discussing one's general research interests and tying them to specific publications and projects, including fieldwork or museum research. It is important here to look past the current book project (especially if it is based on a dissertation) to ideas for future books, since one purpose of this statement is to provide the search committee with a means of gauging one's long term research potential. It can be useful here as well to make reference to one or two major works of scholarship that play a significant role in one's thinking. In this respect it is worthwhile to tailor one's research statement to the department in question. This does not mean one's research goals need to change for every application, but it can be helpful to reframe them for classics and art history departments respectively, especially if they are looking for something in particular in their ad. These statements are typically (though not always) required in applications for Type 1A jobs at Type A1 institutions.

Research Proposal

This differs from a research statement in that it describes a specific research project that is incipient or in progress, but in a manner that foreshadows the expected findings and makes clear the overall importance of the work. These are common requirements of Type 2A.1 and 2A.2 positions (and sometimes 2C.2). In essence a proposal of this sort is an introduction to a book that has not yet been written. Ideally it should include a statement of the significance of the research, a discussion of the theories or concepts that underlie it, an overview of the evidence to be used, and a timetable of the overall project. If the position is part of a research theme, the research's relevance to the theme should be addressed directly. It is also frequently useful to note specifically how the faculty or resources at the institution will contribute to the success of the project.

Teaching Statement, Teaching Philosophy, and Proposed Courses

The teaching statement describes teaching experience and teaching potential. It is worth noting what sorts of courses one has taught in the past, even as a teaching assistant,

especially those relevant to the position being applied for. Potential courses should also be mentioned here, with as much detail as possible, including course title, topics covered, textbooks, and intended audience. These should also be tailored to the institution. Type A1 and B1 institutions will be interested in graduate seminars as well as undergraduate courses, whereas Type C institutions will be interested primarily in survey courses with broad appeal. Sometimes a separate list of proposed courses is required (in addition to or instead of a teaching statement). Some 2A.1, 2A.2 and 2C.2 positions in particular seek courses that are not otherwise available from the current faculty, in which case novelty may be an asset.

The teaching statement generally also includes a statement of teaching philosophy, though sometimes a separate teaching philosophy is required. A teaching philosophy essentially consists of the goals one has as a teacher in any course, and the means by which those goals are achieved. For example, one of my goals as a teacher is to emphasize the distinction between evidence and interpretation. One of the ways I do this is through writing assignments wherein students have to design a hypothetical exhibition that illustrates an important theme (such as 'the human body' or 'kingship') using material presented in class. This requires both describing the selected objects and explaining their relevance to the theme. It can be helpful to illustrate one's teaching philosophy with anecdotes, which have the added benefit of further demonstrating one's teaching experience.

Writing Sample

This is simply a demonstration that one is capable of doing research and writing intelligently about it. The best writing samples address discrete topics and do not assume too much knowledge. In this respect published essays are best, including forthcoming ones (in which case the publication venue should be indicated). Dissertation chapters are fine too, so long as they are sufficiently analytical. Technical discussions and catalogues are not ideal, unless the position calls for such (i.e. Type 2B). A memorable writing sample can help a candidate to stand out in a crowded field, and the choice of sample should be tailored to the hiring department as much as possible.

Teaching Evaluations and Sample Syllabuses

Some universities provide summary reports of teaching evaluations, and it is easier to submit these with an application than each individual assessment. In large part teaching evaluations are no more than evidence that one has taught, since studies have shown that student responses on evaluations are closely linked to the grade they expect to receive in the course. Studies have also shown that such evaluations are generally biased against women and people of color (<https://www.chronicle.com/article/Why-We-Must-Stop-Relying-on/243213>). Early in my teaching career a mentor of mine told me that good evaluations are good, and bad evaluations do not matter.

Sample syllabuses are evidence of one's readiness to teach. These can be especially valuable in applications for Type 2C.1 and 3B jobs, since these positions usually require someone who can start teaching on relatively short notice without much coaching. Since graduate students tend not to design many courses of their own, it is a good idea to collect

syllabuses from courses one has taken or taught as a teaching assistant and modify them. This is an easy way to create a large stable of hypothetical syllabuses, which can also be useful later as the bases for actual courses.

Diversity Statement

Statements of a candidate's potential contribution to diversity are required by some institutions (the University of California system, for example). These statements can be difficult to write. One approach is to articulate one's awareness that the study of the classics is traditionally focused on wealthy white men, and how this imbalance might be addressed in one's teaching. These statements should not be a source of anxiety, since it is very unlikely that they will ever make or break a candidate. It is worth writing the diversity statement at the beginning of one's job search, so that it will be ready for any application that requires it.

Conference Proposal

This is a feature of some Type 2A.2 positions, notable at the Oriental Institute of the University of Chicago and IEMA at the University at Buffalo. These positions ask for a proposal for a conference to be organized by the successful applicant. My own applications to these positions were unsuccessful, so my remarks here are no more than the product of my own suppositions. The proposal should explain the topic of the conference and its importance, ideally with reference to major scholarship, and what specific aspects of the topic will be addressed. It should also present clear goals for the conference, and a list of potential participants and paper topics. These potential participants should be contacted prior to submitting the application.

Letters of Recommendation

Letters of recommendation should be solicited as early as possible, ideally during the summer prior to the start of the annual job cycle. The paramount factor in deciding whom to ask is that writer's ability to provide a completely positive assessment of the candidate. Little is worse for a candidate than a lukewarm recommendation letter. Factors of secondary importance include the writer's prestige, ability to comment on one's qualities as a teacher, and specific knowledge of the importance of one's research. It can be useful to have one writer from a different institution.

Some writers will produce a single generic letter for all applications; others will tailor their letters to each position. For Type 2A positions especially it is important to provide the letter writers with drafts of research proposals so that they may support the specific project. It is essential to inform writers of each position as soon as possible – two weeks at the absolute minimum. It is also appropriate to gently remind them of upcoming deadlines. Some application sites will send notifications when letters are submitted; others do not.

Not every application requires letters at the outset (a policy of which I thoroughly approve). Nevertheless, these should be treated like other applications, since requests for letters can come without any notice, even before the application deadline.

Transcripts

Rarely an application will require transcripts, but it does happen occasionally. It is worthwhile to acquire electronic copies (including scans) of one's transcripts well in advance, and even some paper ones if electronic ones are not available (as my undergraduate institution). Often unofficial transcripts will suffice, but it is worth investigating how to acquire official transcripts from each institution one has attended.

Interviews and Campus Visits

In most searches ten to twelve semifinalists are interviewed, either in person at the AIA or CAA meeting, or via Skype (or a Skype competitor) or by phone. Three or four finalists are then invited to campus, where they meet faculty, administrators and students and give lectures or teaching demonstrations. In general these interviews and campus visits serve only to confirm the previous judgement of the search committee as to their top choice of candidates, though it certainly does happen that initially promising candidates turn out to be lacking, and unremarkable ones prove quite apt. So while it is entirely possible to bomb an interview or campus visit, in general they do not move the needle any.

Interviews

Interviews normally last thirty to forty-five minutes, and generally involve between two and six search committee members. Interviews at the meetings often taken place in hotel rooms, though sometimes conference rooms are booked for this purpose (a welcome practice). The candidate will be seated in a chair facing the committee, who sometimes surround him or her in a semicircle. My first interview took place in an oddly shaped hotel room, and the committee chair had to sit behind me. Committee members will sometimes be crammed onto couches or sprawled on beds. It is invariably awkward, for candidate and committee alike.

Skype interviews and the like are a welcome trend, since they eliminate the need to attend costly and useless conferences. In fact, I find them less awkward than conference interviews, because I can retain control of my surroundings and will have slept in my own bed the previous night. It is best to conduct these interviews in an office setting rather than at home, to prevent the possibility of interruption by family or pets and to maintain a thoroughly professional setting. Regardless of where the interview takes place, it is essential to consider the backdrop, which will be seen by the committee. Ideally the computer should be set up in front of a natural light source, such as a window. Barring that, any warm light will suffice. Avoid being lit from behind. The computer's webcam should be checked well in advance of the interview, and this is a good opportunity to assess lighting conditions as well. Sound should also be checked, to insure adequate volume (my computer has rather anemic speakers); headphones or external speakers can be employed if necessary. It may be worthwhile to prop up the computer on a pile of books so that the webcam can be viewed straight on; otherwise one has the appearance of looking down on the search committee. Also ensure that Skype is installed and working properly well ahead of time, and that the search committee has a phone number at which the candidate can be

reached in the event of technical difficulties. Be on Skype about fifteen minutes prior to the scheduled start of the interview. An organized search committee will take care of everything; a disorganized one will leave the candidate in the lurch.

For both conference and Skype interviews it is important to dress professionally, in a suit or skirt and leather shoes. Get a good haircut, and shave or trim any facial hair. Dress in a manner that draws no attention to oneself; the candidate's answers should be memorable, not his plaid jacket, his pocket watch, or his Victorian sideburns. Avoid ascots, pocket squares, waistcoats, ties with cartoon characters, and unconventional shades of lipstick.

The following is a list of questions I have been asked in interviews. Some are statements rather than questions. I include them here as an indication of the sorts of things search committees might ask. Some positions, such as Types 1C and 2B, may also involve interviews with HR staff; I include their questions here as well.

General

- Tell us about yourself.
- How do you see this position contributing to your success as a scholar?
- What are you looking for in a department?
- What appeals to you about this position?
- What administrative roles do you see yourself taking on?
- How would you help the department/program grow?
- How would you characterize the present state of your field?

Research

- Tell us about your research.
- What role does fieldwork play in your research?
- Could you bring undergraduates on your field project?
- How would you involve undergraduates in your research?
- What's your next project?
- Where do you see yourself in five years?
- Are you concerned that your research is too broad?
- Are you a classical archaeologist, or a Near Eastern archaeologist?
- What postcolonial authors have you read?
- What art historians inspire you?
- You seem more object-oriented than theory-oriented.
- You seem pretty theoretical.

Teaching

- What classes would you teach?
- How would you teach Greek?
- How would you teach Latin?
- Can you teach Old Persian?
- What textbook would you use?
- What authors would you teach?

- Could you teach Greek using coins?
- How would you teach classical civilization?
- How would you teach the first half of our art history survey?
- When (i.e., in what time period) would you start the art history survey?
- Where would you bring students on a tour of Greece and/or Italy?
- How would you benefit the graduate program?
- How would you teach a graduate seminar?
- How would you teach an art history methods seminar?
- What role would language teaching play for your graduate students?
- How would you contribute to our museum studies program?
- Wouldn't you rather work in a museum?

HR

- How do you work as part of a team?
- What is your greatest weakness?
- How do you stay organized?
- Describe a situation in which you overcame a challenge.
- How did you hear about Harvard?
- Is there anything that would prevent you from making a long term commitment to this position?

I forbear to give advice as to how best to answer these questions, and instead offer only a few basic guidelines. First, sincere answers are best. It is easy to try to tell the committee what they seem to want to hear, but they will see through any such effort (at least one of them will, anyway). A zebra cannot change his spots. Second, answer positively as much as possible. If a stupid question is asked (a common occurrence), give it an intelligent answer. If need be, redirect the question towards a positive answer. Third, avoid criticism of any kind as much as possible. I once made the mistake of explaining why I do not believe classics departments ought to exist anymore (in my defense, I was interviewing for an art history position). Fourth, in describing one's dissertation research, explain the findings and their significance; otherwise it sounds preliminary and too much like a dissertation.

At the end of the interview the committee gives the candidate an opportunity to ask questions of his or her own. My question, which has served me well, is this: "How does this position fit in with your broader plans for the department?" (I did not think of it myself; it was suggested to me by a generous colleague.) This question indicates a concern for big picture issues, and can provide useful insight onto the state of the department.

Campus Visits

Finalists are invited to campus, usually for a two day visit (though I had a daylong campus visit once). This is an opportunity for the search committee to take a closer look at the finalists, and for other stakeholders, such as department chairs, deans, and graduate students, to assess the finalists for themselves. Often the university will also use campus visits as an opportunity to sell itself to the finalists (a rather quaint impulse these days,

given the state of the market). As with interviews, campus visits primarily serve to reinforce the search committee's existing views of the candidates, though opinions can and do change during visits, sometimes with dramatic results.

As always, I cannot offer advice on how to successfully navigate a campus visit. Everything stated above about interviews applies here as well. In addition to that, I shall only repeat the few pieces of advice I have received about campus visits.

1. Do not gossip about one's home institution. It is unprofessional, and one's interlocutors may have friends there.
2. Do not eat messy food. It is difficult to do so, especially when wearing nice clothing.
3. Limit oneself to a single alcoholic beverage per event. I myself am much more relaxed and personable after two or three whiskeys, but those same whiskeys dramatically increase the chance that I will violate rules 1 and 2 in this list. And some faculty may be prudish about the consumption of alcohol.

There is also much discussion about how to deal with one's personal life during a campus visit, since questions and insinuations about it are bound to arise, even innocently. As a man I am much less likely to be judged regarding my decision to have or not have a family, so my comments here are merely ill informed opinion. It seems best to be coy about personal matters during these visits, and deflect such questions as much as possible without being rude. Legally, personal factors may not inform a hiring decision, but this is hard to enforce. It is also rather difficult to conceal one's personal life while trying to remain sincere and open. My view (perhaps a naively optimistic one) is that being the best candidate one can be is the best way to ensure that personal factors do not get in the way of being hired. But others are certainly more qualified to speak about this than I am.

Campus visits generally involve a lot of meetings, as well as a lecture by the finalist and some nice meals. The following is a list of campus visit events known to me by experience or report.

Meetings with Faculty

This is one of the main features of a campus visit. It can be formal (i.e., in a conference room) or informal (i.e., over lunch). It can cover similar ground as the interview, or it can be a free-ranging discussion of intellectual topics. Some faculty will focus on answering questions or extolling the institution's virtues to the candidate. The main purpose of these meetings is for the candidate to get a feel for his or her potential colleagues, and for the faculty to get a feel for the candidate. Candidates will sometimes also meet with faculty from other departments; for example, on one campus visit for an art history position I also meet with faculty from the classics and Near Eastern languages and civilizations departments.

Meetings with the department chair also take place along similar lines as those described above. Chairs want to sound out finalists for themselves, since the search is happening on their watch, but they also can see themselves as ambassadors for their institutions. Chairs can answer administrative questions as well, such as those about teaching loads, sabbaticals, and tenure.

Meeting with Graduate Students

At Type A1 and B1 institutions, finalists usually meet with graduate students. My own experiences doing so have varied greatly. In one instance I was placed in a classroom in front of every graduate student in the department, none of whom seemed interested in talking. So I had to motivate the entire conversation. In another, I meet with a handful of students in a kitchen over pizza, and they were animated, almost aggressive, in their questioning. Many departments ask for feedback from graduate students on the finalists, and meetings like this and the job talk are the primary means through which an impression is formed. For the candidate it can be a valuable insight onto the tenor of the department, but the on the whole it is a fairly low stakes event.

Meetings with Deans

It is usual to meet with one or two deans or other ranking university administrators during a campus visit. These meetings are along the same lines as those with department chairs, save at a greater level of abstraction. Deans especially can answer questions about tenure procedures and big picture issues about the university more generally. Although a dean can theoretically put the kibosh on a candidate, this is uncommon, and as a result these meetings also tend to have fairly low stakes.

Tours of Libraries, Museums and Visual Resources Collections

Tours of this ilk are intended primarily to sell the institution to the candidate. They can provide valuable overviews of the resources available to faculty, but have no bearing on the outcome of the search itself.

Meeting with Housing Staff

Many institutions offer housing support to faculty, and finalists are often briefed on the nature of that support. Such meetings have no bearing on the outcome of the search.

Job Talk

The job talk is arguably the most stressful part of any campus visit, since it puts the candidate on display in front of a large group of people who then ask (sometimes very pointed) questions. But it is no more or less important than any other part of a visit.

The purpose of the job talk is to display one's research interests and one's ability to discuss them intelligently in a public setting. As my own campus visits have never borne fruit, I cannot say with any confidence how best to give a job talk. My view is that it is best to present a single case study that is characteristic of one's overall research program, rather than trying to present an overview. This has the advantage of demonstrating one's mastery of both method and evidence, and can teach the audience something.

In general the job talk is like any other long (45-50 minutes) presentation. It should be clear and not rushed, and the Powerpoint should closely follow the talk, not featuring images or texts that are not discussed. My own rule is to have one slide for every two minutes of lecture, but I know other scholars who prefer more slides. It is essential to indicate why the research is important, since the audience is unlikely to know this already.

The real challenge comes after the talk with the questions. Many of these questions follow the standard types, such as variants on "why is your research not more like my research?" Another chestnut is "is there any evidence for X or Y?" In this situation, X equals

something that is painfully obvious and would have played a central role in the talk were there any evidence for it. Y equals something of no relevance whatsoever to the talk at hand. It is important here to maintain a balance between humility and confidence. It is entirely appropriate to admit not knowing the answer to a question or not having considered a possibility. On the other hand, the candidate invariably knows more about the topic on hand than anyone else in the room (otherwise there would be no need for a job search!), and should respond to questions accordingly. The faculty may well try to probe the boundaries of the candidate's knowledge and composure. I once attended a history job talk after which there was a full hour of questions. For the final question, a bespectacled and hoary professor asked "is this actually history?" On the other hand, after one of my own job talks the questions descended into an argument between the art historians and the architecture historians in the audience.

Teaching Demonstration

I have not done a teaching demonstration myself, though I was asked to do one on a campus visit I ended up declining. In essence it consists of guest teaching a class in a course already in progress. The department will supply the syllabus and an inkling of what is to be covered, and the course's regular teacher will presumably offer further information as needed. Sometimes a school will organize a one-off class solely for the purpose of the teaching demonstration, though it can be difficult to wrangle students for such a purpose (pizza is often involved).

I cannot offer specific advice about teaching demonstrations beyond general advice on teaching. I come prepared for class, I admit to not knowing things, and I make fun of myself but not the students. Above all, I try to make the material vivid by linking it to the present day through analogies or etymologies. I ask the students to make their own observations, and draw their own conclusions; they learn better from each other than from me. Naturally implementation of these strategies varies depending on the course and the students.

Dinner

Campus visits usually involve one or two dinners. Though these can seem casual and relaxed, they are still part of the search. In large part they are another opportunity for the faculty to assess 'fit' (on which see below). It is tempting to read into the small talk made by faculty during such events as an indicator of the success of one's campus. This temptation must be resisted; some faculty are naturally welcoming, and others naturally cold. Neither is an indication of how they actually feel.

Notes of Thanks

After the conclusion of a campus visit it is good form to email the search committee chair a brief note of thanks. If a department administrator was especially helpful or welcoming, write to him or her as well.

Offers

Having never received an offer of employment for a permanent position, I cannot comment on them from personal experience. Friends and colleagues who have been fortunate enough to receive such offers have described the following dynamic to me. On the one hand, upon receiving an offer the candidate is finally in a position to make demands. This is the only time one can ask for better pay, more leave time, research funds, a new computer, and spousal accommodation. The department will be inclined to grant what it can in order to be able to hire its preferred candidate and not risk losing that person or having a search fail altogether. On the other hand, given the state of the market and the overabundance of excellent candidates, departments feel more empowered to refuse candidate demands than in previous generations. Therefore, a balance is necessary. The idea behind negotiating an offer is to get what one needs to succeed in the new position; a department will certainly be sensitive to these needs. The process of negotiation can take upwards of a month.

Rejections

Rejections are a reality of the job search, and must not be taken personally. This is easier said than done. Some rejections are carefully crafted letters from committee chairs that express a sincere sentiment about the sheer volume of excellent candidates on the market. Others are generic messages from HR that encourage one, for example, to 'consider the University of Cincinnati in your future search for employment.' Both of these types of message are entirely generic and say nothing about individual candidates. It is also fairly common to never receive any rejection at all. As a general rule, no news is bad news.

Department Dynamics

Every academic department is different, so generalizing can be dangerous. Nevertheless a few general remarks can be made. As noted above, most classical archaeology positions at universities reside within departments of classics or art history. Classics departments are focused on the holistic study of the Greeks and Romans, including language, literature, history and archaeology. In other words, classicists are, in general, interested in specific people, places and periods, and in how the candidate's research and teaching experience intersect with them. Art history departments are unified by an interest in the visual, that is, in how the appearance, form and other physical characteristics of an object provide insight onto the circumstances of its creation. As a result, art historians are on the whole more concerned with concepts than with details. Naturally these are generalizations; there certainly are classicists interested in concepts and art historians concerned with details. But it pays to know one's audience. An art historian will not be impressed by a candidate having read Pindar, and a classicist will not care whether or not a candidate has read Gombrich. The ability to find common ground with a department is a key aspect of what constitutes 'fit' (on which see below).

There is also a stereotype that art historians are characterized by a high degree of sartorial splendor. While it may be that art historians, being visually attuned, are more aware of their appearances than other types of scholars, the implicit dress codes of various departments is in my view much more dependent on the institution. For example, all of the male classicists (including graduate students) I encountered at Harvard wore brogues, whereas the art historians I met at UC Irvine were much more sensibly dressed. And naturally the candidate will be better dressed than almost everyone else during interviews and campus visits.

History departments do sometimes hire classical archaeologists, provided their research addresses social or economic history in a direct manner and that they are able to teach history surveys. I have no personal experience with history departments and cannot comment on them further.

Canada, Europe, Australia and New Zealand

A common assumption of American job seekers is that they will not be hired by institutions outside of the United States. On the one hand, this assumption is not entirely correct. In reviewing the information on the Classics Job Wiki I identified twenty-nine people with PhDs from American universities who were hired by institutions in other countries since 2010. Of these, some are certainly citizens of those other countries who are returning home, and others were already living in the country where they were hired.

On the other hand, there are good reasons why Americans are less likely to be hired in foreign countries. Canadian universities are required by law to give preference to Canadian citizens. How this works in practice is unclear to me. I have also been told (by a Canadian professor) that Canadian institutions generally believe that Canadians are unlikely to leave Canada once they have permanent jobs there, whereas Americans are more likely to return home.

Similar notions underlie hiring practice in Europe, Australia and New Zealand. In the United Kingdom Oxford and Cambridge alumni largely dominate the classics field. There are also significant differences between how undergraduate are taught in the US and UK. In the US much undergraduate teaching is focused on large courses that satisfy distribution requirements; in the UK there are no distribution requirements. Additionally, in the US most classical archaeologists will end up in a classics or art history department. In the UK there are archaeology departments, which are sometimes combined with classics or ancient history, so the departmental dynamic is different. And Oxford and Cambridge have their own educational idiosyncrasies which, to my knowledge, are not replicated anywhere in the US. I myself received my undergraduate education in the UK, but not at Oxford or Cambridge, and when I interviewed for a position at Oxford my lack of familiarity with how the place worked definitely seemed to hurt me. So candidates educated at these schools have an advantage over others, including Americans, because they can in effect hit the ground running. Some Type 2C.1 positions in the UK do not have high enough salaries for the government to grant visas to Americans, either. Finally, Britain's place in the EU has made it easier for other European scholars to be hired there, but that is likely to change in the near future.

Universities in Australia and New Zealand are more similar to those in the US. In general, however, they favor antipodal candidates on the assumption they will feel more at home and less isolated than those from North America. Image having to fly nineteen hours or more just to get to the AIA meeting!

To find employment at other European universities it is generally necessary to know the local language. Even in countries like Denmark where English is commonly used in secondary education, some knowledge of Danish will ultimately prove essential, and this creates a huge advantage for native Danish speakers. Moreover, European universities tend to be more hierarchical than American ones. A professorship in Germany, for example, is not an entry level position, and there are many intermediate steps necessary before one is eligible for such a post. Also, there are about seventy universities in Germany (excluding technical universities), meaning that any opening attracts stiff competition. And this is broadly true of all European countries.

So it is not impossible for an American to get a job outside of the United States, but it is uncommon. But, as always, the surest way not to get a job is not to apply for it.

Pedigree

Pedigree refers both to the long term reputation of one's graduate institution, and the profile of one's primary doctoral adviser. Institutional pedigrees largely relate to the extent to which an institution is a household name. A degree from Harvard, for example, simply sounds more impressive than one from Michigan, even though Michigan arguably has a stronger classical archaeology program than Harvard does. The same is true of one's adviser. It is impressive to have worked with the likes of Anthony Snodgrass, for example, though it does not automatically make one a good archaeologist.

Although it is not a useful marker of one's capabilities, pedigree can play a role in the assessment of candidates. In a crowded field, an impressive pedigree of either kind (institution or adviser) can make a candidate stand out, even just to get a second look from a search committee member. One or two second looks can be enough to get an interview. But if other qualities are lacking, pedigree alone is not sufficient to get a job.

Connections

Personal connections also play a role in the job market. Occasionally there will be a case of outright cronyism, but this is relatively rare because candidates are hired by committees, not by individuals. That said, search committee members can favor applications from candidates they know (or know of), simply because they have a better sense of such candidates. Applications are necessarily lacunose, and provide incomplete pictures of candidates. A personal connection can fill in those gaps and make a candidate seem like a better fit altogether. One is more likely to buy a used car with a complete maintenance history than one without, even though the lack of a maintenance history does not mean that car is somehow faulty.

Connections can also help to create opportunities. I got one of my jobs because (for reasons not related to me at all) a department decided to temporarily replace a faculty

member going on sabbatical. I had held a fellowship at the same institution as that faculty member and the department chair, and through these connections I learned of the opportunity (which was not widely advertised) and was hired for it because I was already a known quantity in the department. In essence, I represented a low risk choice that could be made quickly and easily.

Internal Hires, Spousal Accommodations and Rigged Searches

A few minutes on [Famae Volent](#) or in the hotel bar at the AIA meeting will undoubtedly produce intelligence about a rigged search of some kind. While it is certainly true that a number of the advertised classical archaeology jobs are not, in fact, what they seem, the situation is considerably more complicated than is implied by the internet or the barroom.

There are a few ways in which a search might be 'rigged,' which I divide into three types. An *optimistic* search is one in which the department hopes that a specific desirable individual may be enticed away from his or her current position through an impressive title, a more illustrious institution, a temperate climate, higher pay, or better familial circumstances. A *convenient* search is one in which a candidate with some connection to the department has an advantage over the others, because he or she is already a known quantity to the department in question. A *fake* search is one in which the candidate has already been assured the job but a search must be run anyway on account of institutional policy (occasionally because of a visa issue). Spousal hires, i.e. when the spouse of a faculty member is hired in order to encourage that faculty member not to take a job elsewhere, are sometimes managed in this way.

If a position seems too good to be true, it probably is. But as noted above, the surest way not to get a job is not to apply for it. And I know of at least one fake search where someone other than the anointed candidate was hired.

Fit

'Fit' is commonly cited as the major criterion for hiring decisions. It is a frustratingly vague term, and I cannot claim to understand it. My impression, however, is that it refers to how well a department's faculty can envision a given candidate as a colleague. A department may have specific curricular needs, and will certainly favor a candidate who can fulfill those needs. At the same time, the successful candidate may be a colleague for the next thirty years, and the department wants to hire someone who will make those three decades pleasant and productive for everyone. Accordingly, a department whose primary concern is teaching may not favor a candidate with an aggressive research agenda, or a department with a strong theoretical orientation may not favor an especially empirical candidate, regardless of the quality or volume of that candidate's work. And in addition to these factors, how well the candidate's personality meshes with those of the faculty is a major consideration. In other words, fit stands for all the subjective and intangible factors present in a search, which are effectively beyond the control of the candidate.

Luck

Luck is the single most important factor in the job search. Even the most accomplished and qualified candidate needs the right job to come along when he or she is actively looking for work, and it needs to be in a department where that candidate will fit in. And he or she needs to have been lucky enough to find other paying work in the interim. This does not mean, however, that the job search is entirely out of one's control. Rather, one needs to work hard in order to become lucky. A good friend once reminded me of a definition of luck variously attributed to Seneca the Younger or Darrell Royal: what happens when preparation meets opportunity.