A Guide to the U.S. Academic Economics Job Market for Teaching-Focused Jobs

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Abstract: The academic job market for economists features a substantial hidden curriculum. Most of the work on improving this has focused on research jobs at universities. Teaching-focused jobs differ from research jobs in several important ways. We provide advice for those interested in these teaching-focused jobs. We describe the main types of teaching-focused jobs in economics. Additionally, we provide advice on preparing for and acquiring these jobs. This paper is a resource for Ph.D. students, early career economists, and their mentors. Economists are striving to diversify the profession. We contribute to this by providing information about teaching-focused jobs in economics.

I. Introduction

There are many great job market guides for economists seeking a job at a research-intensive institution, including an official guide from the American Economic Association (Cawley 2018). This guide is meant to complement those existing documents by focusing on a section of the academic Economics job market that is still a mystery to many graduate students (and their committee members!), despite being the fastest-growing part of the market (Pieters and Roark 2022): academic teaching-focused jobs. This guide aims to fill the gaps in existing offerings by detailing the idiosyncratic nature of teaching jobs, how to prepare for them, where to find them, what committees look for in your application, as well as what applicants can expect from the process. This guide is intended to be helpful for graduate students in Economics interested in teaching and their mentors.

In general, about two-thirds of US academic job postings on the American Economic Association's job advertisement clearinghouse, "Job Openings for Economists" (JOE) are for tenure-track positions, while one-third are for non-tenure-track positions, a share that has been consistent from 2014-2020 (Pieters and Roark 2022). For example, according to the American Economic Association Job Market Committee, as of November 21, 2021, of the 1170 academic jobs in the US posted on JOE, 433 (about 37%) were for visiting, temporary, part-time, or adjunct positions. About 20% of economists across all Economics department types (Ph.D., MA, or BA-only) are non-tenure-track economists (Cawley et al. 2022).

The size of the average Economics department has been growing. Departments at schools that only grant Bachelor's degrees (think small Liberal Arts colleges) have grown from an average of 9.46 to 9.96 tenured or tenure track economists between 2008 and 2018. Similarly, PhD-granting departments have grown from 23.24 to 26.85. This growth has encompassed both research-focused and teaching-focused tenure-track positions, with the number of assistant professors at the average BA institution growing from 2.09 to 2.80, and the number at a Ph.D. institution growing from 5.77 to 6.77 over the same period. Non-tenure track positions have also increased, with BA-only departments growing from an average of 0.87 to 1.06 full-time non-tenure-track economists between 2008 and 2018, while Ph.D. departments grew from 2.26 to 3.76 non-tenure-track economists (Pieters and Roark 2022).

II. What Types of Jobs Comprise "The Teaching Job Market?"

There are several different sub-genres in the teaching job market, and to achieve the best fit it is important to understand their differences. We describe the main categories here and summarize them in Table 1.

Faculty Positions at Liberal Arts Colleges

The term "Liberal Arts college" is somewhat amorphous, but in the Economics job market, it usually applies to institutions with a strong emphasis on terminal 4-year undergraduate-only education (a BA or BS degree). It is common to see positions at Liberal Arts colleges (LACs) lumped together as if they were a homogeneous type of institution, but there is a large diversity of expectations and environments in Liberal Arts colleges in terms of size, expectations for tenure, and institutional culture. One of the biggest challenges of being interested in a position at a Liberal Arts college is that your advisors and placement officers may be unfamiliar with what makes a good fit for a LAC position.

In general, LACs pride themselves on a commitment to high-quality and student-centered teaching. Search committees are interested in people who enjoy being effective and engaging teachers

and will look for signals of interest in teaching as well as signals *against* an interest in teaching (such as a lack of teaching experience or a lack of discussion of teaching in application materials).

A common misperception of these institutions is that research is not valued or expected. On the contrary, all Liberal Arts colleges will expect some form of scholarly activity, and some will expect publication in top journals. For example, highly selective Liberal Arts colleges may have teaching loads of two courses per term and expectations of publication in top five journals, and pride themselves on their ability to consistently place their students in top Economics Ph.D. programs. On the other hand, less selective colleges may have teaching loads of four sections per term but expectations of research and scholarly activity are much lower. In general, research expectations are inversely related to the teaching load and positively related to the selectivity of the institution.[1] If there are faculty that have been tenured in the past 2-3 years, studying their CVs and websites can give you a better understanding of the expectations of research at that institution.

In terms of what these types of institutions are looking for, the following three factors are usually the most important, though the emphasis on each will differ by school:

1. Evidence of Being a Good Teacher (or Sufficient Dedication to Becoming One)

This goes beyond being effective in the classroom. Many of these positions will have expectations of mentoring undergraduate research, supervising independent studies, leading service-learning, etc. Your interviewers (and potentially future colleagues) will be interested in how much you value and enjoy teaching undergraduates and will look for evidence of this in your application packet, teaching demonstrations, and presentations of your job market paper that are designed to reach undergraduates. See the "How to Prepare" section below for more information.

Put differently, on the teaching market, it is your job to signal *credible* teaching effectiveness. At this point you may be asking how you can do that? Particularly if you haven't had many solo teaching opportunities, principal instructorships, or amazing evaluations.

While this list is non-exhaustive, there are ways to document your dedication to the craft. Do you have any unique experience with teaching colleges, LAC, or community colleges? Be sure to put that in your letter or teaching statement. Oftentimes departments will offer skills training, workshops, and short courses for their undergrads—look for opportunities to lead these. Have you TA'd, shadowed an instructor, or taken a pedagogy class? Be sure the committee knows. When serving as a TA, make sure you take the initiative and ask to lead a few lectures or discussion sections. Ask your advising professor if they can customize their course evals to leave a slot open for you. Be sure to read below for further insight on producing evaluations.

2. Evidence of a Sustainable Research Agenda

In many Liberal Arts departments, you will be the only expert in your field, and your ability to travel or participate in conferences will be somewhat limited by your teaching schedule. For schools

[1] Note that there is difference between four sections of one class in a single semester and four sections of four different classes in a single semester. Typically, we use the term "class" to refer to the individual class meeting sections and "preparation" or "preps" to refer to distinct classes. So for example, "four classes with two preps" would mean two different classes, like Principles of Economics and Introductory Econometrics, each with two sections.

with research expectations, they want to see that you are able to sustain contacts with others in your field through regularly presenting at conferences, while managing your teaching duties.

3. Evidence that You Understand the Individual Institution/Department

The heterogeneity of Liberal Arts colleges can make this challenging, but packets and interviews should reflect some understanding of the school and how you would fit into that institution. Departments at Liberal Arts colleges are likely to be much smaller than at research-oriented institutions, so overlap in fields of interests of faculty members is much less likely and it is possible that the department does not host research seminars. Similarly, familiarity with other fields may be expected as you will be asked to review dossiers across the college, sit on other departmental searches, and actively contribute to the college's general education program. Finally, it may be useful to be familiar with any non-standard academic calendars (e.g., block scheduling).

An important note here is that alumni of Liberal Arts colleges or similar schools may have an advantage in that they will be assumed to have institutional knowledge of the liberal arts. Consequently, it is important to disclose Liberal Arts college alumni status when applying for these jobs. If, however, you are not an alumnus of an LAC, just make sure that you explain why you are interested in this type of job.

Teaching Professorships

Tenure-Track (TT) teaching professorships are similar but distinct from tenure-track Liberal Arts positions. At a Liberal Arts institution, your tenure decision will be based on your research publications in your hired research field in addition to your teaching quality. You are not necessarily going to be evaluated on (or expected to do) any research into pedagogy. In contrast, your tenure decision in a teaching professor track will be based on your ability to produce pedagogy research relevant to your position and classes, as well as displaying teaching excellence.

TT teaching professorship positions tend to exist at the same kind of institutions that offer non-tenure-track (NTT) Lecturer tracks: large, doctoral or public institutions. For example, all the universities within the University of California system have tenure track teaching professorship positions, along with NTT positions (a title with a "Security of Employment" line is a tenured teaching professor).

In a Non-Tenure-Track position you are typically assigned a set of courses to teach: examples include large principles or intermediate sections ("core courses") or "practical" courses where industry experience may be helpful. Most NTT positions have no research expectation, but have an expectation of teaching excellence, innovation, course flexibility, and a higher teaching load than research faculty at the same institution. The teaching load may vary by class size. A "Clinical Professorship" or "Professor of Practice" (PoP) position typically indicates an NTT position in more practical courses (accounting, business management) and are commonly associated with Business Schools, while a "Lecturer" is the more traditional title and can be used in a wide variety of contexts. However, titles such as "Teaching Professor," "Clinical Professor," and "Instructional Professor" (and their associated Assistant/Associate/Full rank variation) are becoming more commonplace.

An NTT position is distinct from an adjunct position in that the NTT position guarantees (a) full-time employment for the duration of (b) a multi-year contract. The contracts usually last two years or more to give you time to hone and develop your courses for the institution, though some may begin with a one-year appointment to determine fit. These positions differ from a Visiting Assistant

Professor (VAP) position in that the multi-year contract can be infinitely renewed, though there may be a mandatory "up-or-out" decision point for NTT positions that have ranks (Assistant to Associate).

Unfortunately, NTT positions still vary considerably in quality – there are several institutions with six-figure starting salaries for Lecturers, but there are also many institutions that will call a one-year terminal contract a Lecturership and offer salaries in the sub-$50K range. Additionally, if you are an international applicant, some US institutions will sponsor their NTT faculty's citizenship.

Despite the perception that TT and NTT positions are mutually exclusive, flows in both directions are common. Movement in each direction has its own considerations and challenges, and we address each below.

Movement from non-tenure-track to tenure track positions is common when positions such as Visiting Assistant Professor or Post-Doctoral positions move to tenure-track Assistant Professor positions. Movement from positions with a high emphasis on teaching is less common but does occur. There are two important considerations for planning such a move. First, it would be advisable to set a timeline for oneself to make such a transition, such as 5 years, as the further out from graduate school one gets, the less feasible such a transition will be. With that in mind, it would also be advisable to treat your time in such a position as if you were currently already an Assistant Professor and on the job market simultaneously. It is worth noting that one should be straightforward with intentions here to a hiring committee when obtaining a tenure track job and have full transparency about obligations. For example, it would be easy to burn bridges if you are hired for a teaching-oriented non-tenure track position and then complain that you do not have enough time for their research after being hired.

A move from a tenure track position to a non-tenure track position can occur for a variety of reasons. A common assumption is that such moves occur due to not obtaining tenure and, as such, the result of a professional failure. But in many cases, such moves are voluntary and the result of realizing that a tenure track position or the institution is a poor fit for professional goals. Regardless of the reasons, there are challenges that need to be acknowledged. First, it is important to acknowledge your own feelings and reasons for such a change and consider what move is the best fit for you. Second, it requires finding a new fit in a new department and institution. While non-tenure-track faculty may not be a part of some decision-making processes in departments, there are other roles that can be explored and filled. Finally, it is more challenging to find mentorship and community in non-tenure-track jobs. This last item is still an important missing piece that should be addressed within the profession and is beyond the scope of this document.

Community Colleges

In the United States, a "community college" is an institution of higher education that typically specializes in 2-year degrees, professional certificates, and Associate's degrees, or coursework than can be transferred to a 4-year institution. Many community colleges practice "open enrollment," that is, any student who has graduated from high school can enroll in courses if they satisfy pre-requisites. As a result, community college faculty work with very diverse student populations, including many who attend only part-time (The US Department of Homeland Security 2012). A commitment and willingness to work with diverse populations (including but not limited to previous experience) is therefore very important, as is the ability to effectively use new and emerging instructional technologies. Some expertise with distance-learning instruction is often preferred.

The minimum qualification to teach at a community college is typically a graduate degree (Master's or higher) with a significant amount of graduate course work in the field you would teach. Many schools also prefer candidates with prior community college or other teaching experience. Full-

time faculty at community colleges may teach up to an equivalent of 15 credit hours per semester (a typical course is usually 3 credit hours). All faculty must demonstrate high-quality and effective teaching, specifically in the areas of instructional design, delivery, and effectiveness. Teaching quality carries a significant weight in decisions about contract renewals and extensions.

Faculty are expected to actively participate in course/program development, assessment, student advising, working with transfer institutions, and serving on division/college committees. Data collection to support student learning objectives/program evaluation and mentoring other full-time and part-time faculty peers are good examples of service. Faculty are also expected to maintain currency in their field of expertise. This may include presenting at professional conferences, leading or organizing workshops for peers, conducting scholarly research, earning a graduate degree or professional/industry certification. The requirements and expectations vary across colleges.

III. How to Prepare

Self-Reflection

The first step in preparing to acquire a teaching-focused job is thinking carefully about if it is what you want to do. Students work so hard and are so focused for the years that they are in graduate school. It is important to periodically check in on your career goals and ensure that what you want is really what you want. With that in mind, below we include a (non-exhaustive) list of introspective questions to begin your job-market journey. Remember the Socratic aphorism: γνῶθι σεαυτόν – know thyself!

Questions About Teaching / Research Balance

- Do you like teaching? Do you *love* it?
- Does teaching energize or drain you?
- Imagine your best-case scenario on the job market. Are you a researcher who teaches or a teacher who does research? Are you only a researcher? Are you only a teacher?
- How many classes would you be comfortable teaching per year / how many preps?

Questions About Research Preferences

- How much research support will you require: specialized facilities or equipment, expensive data, computational demands?
- How much would you like to travel for work / How many conferences per year do you expect to attend?
- Do you consider yourself a generalist or a specialist?

Questions About Mentorship

- Are you comfortable having a close mentoring relationship with your students?
- Do you like the idea of smaller, more intimate class sizes?
- Which sounds more appealing: mentoring undergraduates or PhD/Master's students?

Questions about Campus Life and Service

- Are you comfortable being one of (relatively) few economists on campus? / How important is it to you to be part of a large department of economists?
- Do you enjoy working closely with non-economists?

- How interdisciplinary is your work? Your social life? (When you go to lunch is it always economists?)
- How do you feel about collegiate governance and university service?

Teaching Experience

When applying for jobs at Liberal Arts Colleges and similar schools, it is critical to demonstrate a strong interest in teaching. This can be accomplished in a number of ways, but one of the best is to have taught during your time in graduate school. The opportunities for teaching experience vary widely across PhD institutions. Some graduate students have many opportunities to serve as a Teaching Assistant but none to run their own class as the principal instructor. Other students are expected to teach independently most semesters. Still others have almost no teaching opportunities at all. With the right preparation all types of graduate students can make themselves competitive for teaching-focused jobs.

If you have the opportunity to teach a course of your own as the Instructor of Record, take it. It will demonstrate that you are interested in and excited about teaching, that you took on a challenge, and that you are prepared to hit the ground running in the classroom.

If you do not have the opportunity to teach a course of your own, you should clearly mention this in your cover letter. However, there are still a number of ways to measurably demonstrate your interest in teaching. If there are leadership opportunities within the Teaching Assistant options (for example, many schools have a large number of Teaching Assistants for Principles of Economics and have a "Head Teaching Assistant" who helps coordinate), take those opportunities. Additionally, check in with the professors teaching Principles and ask if you could provide a guest lecture in a class or two. Communicating with others about your interest in teaching can lead to opportunities. Finally, most PhD institutions have a Teaching Center and most of these Teaching Centers run programs that help you develop as a teacher. Participate in these, put them on your CV, and talk about them in your teaching statement.

Research and Conferences

It need not be the case that you sacrifice your interest in research to pursue a career in a teaching-focused job but over-emphasizing your interest in research can muddy the signals you want to send to search committees. Conditional on remaining an active researcher, there are a few positive signals you can send to emphasize how your research complements your role as an instructor:

- **Involving Students in Research**
  Not only is mentorship an active part of most teaching positions, but without access to graduate students your hiring committee will want to know how you intend to get undergraduate students involved, be it linking your research with classroom discussion, taking on student research assistants, or co-curricular engagement with your college's external research programs like summer honors.

- **Pedagogical Research**
  In addition to getting your students involved in your research, you may be asked to produce research related to the teaching of Economics. This research can consist of designing innovative assignments or empirical research of the best practices for communicating some difficult topic or recruiting and retaining Economics majors. For examples of this type of research, see the *Journal of Economic Education* and the *Journal of Economic Teaching*. If this type of research is expected by

your school, it is also likely that publications in pedagogical journals count toward your promotion and retention.

- **Public Engagement**

  Teaching colleges do not usually have the press offices afforded to larger institutions so one form of currency available to them is public engagement. This can take a variety of forms, from writing for the popular press, to hosting community events, to an active social media presence.

  In a similar vein, conference travel at teaching colleges tends to be more specialized. It might not be enough to attend the AEA/ASSA and large regional or field conferences where the crowds will be massive, but you might have limited engagement. Instead look for local symposia (TeXas, VAE) or teaching-specific workshops (LACBEE, The Liberal Arts MacroEconomics Conference, The Liberal Arts Labor and Public Conference, St. Louis Fed Professors Conference, AEA-CTREE).

Certifications

Positions with a heavy emphasis on teaching are looking for signals of an effective teacher. Traditionally that has meant teaching courses (or at least substantial experience as a teaching assistant) and evaluations of those courses. A relatively new opportunity to enhance your teaching abilities and signal your commitment to effective teaching can be found in the proliferation of more formal training opportunities:

- **At the Departmental level**

  Many Economics departments have instituted formal training for new Economics instructors, ranging from workshops on teaching fundamentals to semester (or longer) courses that take a more intensive approach to teaching and pedagogy.

- **At the University Level**

  Many, if not most, universities have dedicated institutes or centers to advance the development of teaching and learning. It is worth investigating whether such a center exists on your campus and what resources are available to graduate students to improve their teaching. Often courses and workshops that are geared toward faculty development are open to allowing graduate students to participate. It's worth asking.

- **Beyond campus**

  The availability of opportunities to improve teaching vary from year to year, but such opportunities are common. For example, a recent opportunity organized through the AEA Committee on Economic Education organized a teaching workshop in conjunction with the annual Conference on Teaching and Research in Economic Education (CTREE).

Like any signal, it is less effective when it is hidden. Participation and completion of any teaching training activities should be included in your vitae.

Discussing with Your Committee

Though it may not always be the case that you are able to choose your dissertation committee prior to deciding that you are mainly interested in teaching, it is advisable to alert potential committee members of your intentions to pursue teaching-focused jobs. This is beneficial to them because it lets

them know the kind of training and opportunities you are hoping to glean from them, but it is also beneficial to you as it can improve the quality of mentorship that you receive from them.

If you know that you want to pursue a teaching job at the time of committee selection, you may consider asking a clinical faculty member or a faculty member that is very engaged in teaching (perhaps a member who has published pedagogical research) to join your committee as a teaching-specific advisor or at least to write a letter of recommendation to include in your teaching-focused job applications. However, it may not be the case that you have decided to pursue a teaching job prior to choosing your committee. Once you have decided to pursue a teaching job, let your faculty members know and ask if they are willing to write a letter that emphasizes your skills, training, experience, and commitment to teaching. As a rule, try not to take your committee by surprise.

IV. Application Materials

Applying to jobs in Economics is a grueling process, especially for the first time as a graduate student. Economics PhD holders are fortunate in that they have many employment options, both in and out of academia. As a result, there are many jobs to consider each job-market cycle and each has a unique application process. Almost all academic jobs will ask you to include a cover letter, a curriculum vitae (CV), a statement describing your research agenda and your job market paper. Many jobs, especially those with a stronger teaching focus, will also ask for a teaching packet, which includes items such as a statement describing your teaching philosophy and your course evaluations. Additionally, more and more schools are asking candidates to submit a statement describing their commitments and contributions to Diversity, Equity, and Inclusion. We discuss each of these items with the exception of the research statement and the job market paper, which are beyond the scope of this paper and have received considerable discussion elsewhere.

a. Cover letter

A great piece of advice about the job market is that your advisors tend to advise younger versions of themselves, rather than the holistic candidate that is you. This is particularly true for cover letters and their advice may be misplaced if you are seeking a job substantially different from that of your advisor (e.g., a teaching job.) One common piece of advice given to job market candidates is to make a single cover letter to use for most applications and to focus it on your research, but at a teaching college this is likely a poor strategy. Reusing a single cover letter is also an easy way to make mistakes, either by over-focusing on research or referring to the position as tenure track when it might not be. Additionally, it tends to neglect that individualized element that is both key at smaller institutions and necessary to signal your credible interest in these positions.

Your cover letter should address the two following key points: (1) Who are you as an economist? And (2) Why do you fit at this institution? The second requires that you spend time examining the institution, as discussed in earlier sections. Recall, the service loads are different in teaching positions, with many search committee members being outside of your field. What this means is the cover letter gives you a chance to break out of the jargon of our CVs and JMPs and introduce a more human face to your packet.

b. C.V.

Your placement coordinator/department is likely to provide you with a template for your CV, and for the most part, using that template as written is likely to be equally effective for research-oriented positions as it is for teaching-oriented positions. However, a few things may be worth modifying if your placement coordinator and advisors are supportive of it:

The first section on your CV (after your name and contact information) should be the name of courses you have taught, including the number of students and any "classroom support/management" duties you had. For positions at Liberal Arts colleges, putting teaching experience after research may be appropriate if research requirements are explicit, but for most other positions, such as community or 2-year colleges, always put your teaching experience first. Members of the hiring committee should be able to glance at your CV and see your teaching experience immediately.

For example

- *Principles of Microeconomics (400-600 students, 5 TAs)*
- *Intermediate Macroeconomics (50 students, 1 TA, calculus-based)*
- *Econometrics (12 students, no TA, used R extensively)*

You should clearly distinguish between your "Instructor of Record" experience and your experience in a supporting role such as a teaching assistant.

"*Instructor of Record*" means that you taught the whole course. You are listed as the lead decision maker for the course – on paper you make the decisions regarding the material to cover, the grading policy for the course, the content of all assignments, and are the final arbiter of disputes prior to escalation up to the department level.

A "*Head TA*" is a recognized appointment in large courses (not a title you bestow upon yourself). There is a great deal of variation across institutions in regards to what "Head TA" positions involve, but usually it means at least one of the following three things were true: (i) you were placed in charge of organizing other TAs, (ii) you were in charge of some material or assessment-content decisions, and/or (iii) out of all TA's, you were the one who students were directed to contact before escalating to the professor. If you performed these duties but were listed only as a TA, make sure you convince your letter writer to discuss this in your letter of recommendation, and make sure you discuss it in your cover letter. For more information on constructing a great CV, refer to this Twitter thread by Williams College professor, Sarah Jacobson (Sarah Jacobson [@SarahJacobsonEc] 2018).

c. Teaching Packet

Most job applications at teaching-focused institutions ask for some convex combination of the following items: A Statement of Teaching Philosophy, "Evidence of Teaching Effectiveness," and student evaluations of the courses for which you were a Teaching Assistant or Instructor. Some job ads will be very specific about what materials they want. Others will say things like "submit a teaching packet," and it will be up to you to determine what to submit. We discuss each of these items in detail below.

1. Student Evaluations:

Early on, create a single PDF with all your course evaluations so that you do not need to send a dozen different files. There are several ways to do this, depending on the document format in which your evaluations come to you, but you can always use your department's printer to scan a PDF of them all.

Note that unless the job ad specifies that they would like to see all of your teaching evaluations, you can be selective with which evaluations and comments you disclose to the search committee—be sure to paint yourself in the best possible light! Some common ways to do this are to include a page

with "selected evaluation comments," or highlighting the evaluation questions you are most proud of and presenting graphical evidence of your high scores.

2. Teaching Philosophy

This is, shockingly, a statement that describes your teaching philosophy. It is also often referred to as the "Teaching Statement." There are many ways to do a good job writing about your teaching philosophy, but it should demonstrate that you sat down and reflected on how you approach teaching. It is challenging to think carefully and describe "how you teach," so allow yourself time and multiple drafts to do this well. Your patience and hard work will be rewarded because the difference between a stream of consciousness first draft of your feelings on teaching and a well-crafted reflection on your teaching philosophy will be obvious to those reading it. If you are reading this guide, presumably you like teaching and are excited about it. Use that to motivate your work on this document. Here are some guidelines and starting points:

- No more than two pages.
- If you had to write down three words to describe your priorities/guideposts/ characteristics/etc., in teaching, what would those be?
- If there is evidence in your course evaluations that support these priorities, mention that.
- Show that you read your course evaluations and changed something when it became clear it was not working.
- Show that you have at least engaged with pedagogical research on college level teaching. For example, do you love active learning activities? Cite articles demonstrating that this increases learning.
- Don't only show what you have previously done, but also what you plan to do in the future.
- Use examples that support your ideas. Spend a good amount of time remembering things that happened in your classes that relate to what you are describing and include those. Plan to have an example to support each paragraph.
- Be yourself. Write a statement that reflects *you*!

d. Diversity, Equity and Inclusion Statements

While statements reflecting on diversity, equity and inclusion (DEI) are becoming more common for all types of academic positions, such statements are more likely to be a part of a packet for a teaching-oriented institution. Just as an in-depth exploration of crafting a teaching philosophy is beyond the scope of this guide, there are many resources available for developing a DEI statement. See for example the sample rubric for evaluating DEI statements at UC Berkeley (Berkeley Office for Faculty Equity and Welfare n.d.).

In addition to the standard recommendations that your DEI statement reflect your understanding of what DEI means and why it is important, your statement may want to place particular emphasis on:

- Specific steps you take to ensure your classes are inclusive and manage diverse perspectives
- Any research or service that is connected with diversity efforts
- Any particular affinity to a particular population that the position may serve
- Any future initiatives related to DEI that may be of interest to you

e. Your Website

While you might debate the efficacy of a professional social media presence (it should be noted that the authors of this document were assembled via #EconTwitter and all highly recommend a Twitter presence), no candidate's application cycle is complete without a website. There are many options for webhosting, including (potentially) your own department, but whether you choose a free service or paid, there are several key ingredients you should consider:

- The landing page of your website should have a polite greeting, an indication that you are on the market, and *immediately visible links* to your CV, a description of your research (with links to your job market paper), a description of your teaching, and an optional (but highly recommended) "about me" section. Many candidates also choose to include a professional headshot, but that is not required.
- There are issues of security and aesthetics when it comes to hosting your job market paper (or other content) on sites like Dropbox and Google Drive. For example, some institutions may not have access to Dropbox on company computers. Government agencies in particular cannot view links from Google Drive even if they are set to public. Consider a web hosting option that allows you to host your own content. Squarespace is an affordable option in this regard. GitHub allows you to do this for free, but it is slightly less intuitive. For a helpful guide on creating an academic website, see Kevin Wilson's YouTube video or PDF guide (K. Wilson 2019; K. H. Wilson 2019). Make sure your CV has a text-only page on your website so that committee members can easily scan it without needing to download a document.

V. Interviews, flyouts, and offers

There are typically two or three rounds of interviews before an offer is made for an academic position. The first round almost always takes place at the annual American Economic Association/Allied Social Science Associations meeting in early January, although some schools will elect to do a preliminary round of virtual interviews to reduce the workload of the small committee and verify candidate interest. Schools will interview approximately 20 candidates for approximately 30 minutes each. Following this, the schools will narrow the list down to a handful of their top candidates and invite these candidates for an on-campus interview, often referred to as a "flyout" interview. Note that this list of top candidates does not necessarily include the person with the best research or the person with the strongest teaching record. Liberal Arts Colleges are often most focused on finding the person who will fit best into their department and school and who is likely to stay at the school for the foreseeable future. The latter consideration – match stability – is usually not a key consideration for faculty at research schools and is something that they can easily overlook when advising students for teaching-focused positions.

Flyout interviews are the last round of interviews. They typically occur between mid-January to mid-March. A flyout interview consists of flying out to the school and spending between one and two days getting to know the other members of the department, the students, the location, etc. By the time you are invited to a flyout interview, the department is interested in hiring you. The purpose of the flyout interview is to determine if you will fit in well at the school and in the department. As such, even if it feels like common-sense advice, it is a dominant strategy to be yourself on a flyout interview.

a. Interviews

The largest difference between an interview with a research university and an interview with a Liberal Arts College or other teaching-focused school is that a greater portion of the interview will be devoted to discussing teaching and incorporating students into your research. The degree to which a

school focuses on these things can vary widely but expect to be asked to discuss the classes you are excited to teach, details about these classes, and ways you might interact with students outside of the classroom, including undergraduate research, clubs, and other opportunities for mentorship.

Here is a brief list of commonly asked Liberal Arts-style first-round interview questions:

- Can you describe your research to me in a way that an upper-level undergraduate would understand?
- If you could teach any class, what would it be? What textbook would you use? Would there be a capstone project such as a paper or presentation?
- Would your class require calculus/econometrics/other core classes?
- Can you incorporate undergraduates in your research? How?
- You will likely be the only person in your field at our school. How will you maintain and develop research relationships in your field?
- Would you be interested in serving as the faculty advisor for [The Fed Challenge Team, The Investment Club, The Women in Economics Group, the Economics Honor Society, etc.]?
- Why do you want to work here? Have an answer specific to that school, or at least that type of school.
- What is your favorite part about teaching your subject?
- Do you prefer lectures/in-class activities/flipped classroom/discussions? How do you get students engaged in class?
- What do the Liberal Arts mean to you?
- How might you contribute to the College's [interdisciplinary studies or other transdisciplinary initiative]?

b. Flyouts

Flyouts at teaching-focused schools may include some combination of the following: (1) a traditional 90-minute job talk targeted at other Economics faculty, (2) a version of your job talk targeted to upper-level undergraduate students, and (3) a teaching demonstration in a specific class. You will spend most of your time in one-on-one meetings with the other faculty members in the department and/or on the search committee, students, and administrators.

Flyouts are exhausting. There is no way around it. After traveling to a brand-new location, you spend approximately 12 hours meeting new people, teaching in a new environment with students you have never met, presenting your research, and then socializing with potential future colleagues. It is an absolute marathon. So do not be afraid to ask for breaks, make sure you bring water (or ask for it) and healthy snacks, and be kind to yourself. Everyone there has had to do these, as well, and knows that they are exhausting.

VI. Conclusion

If you are reading this guide, you likely have some interest in a position that is more teaching oriented, and we hope that this guide will be helpful as you navigate the Economics job market. There are a wide variety of institutions hiring for jobs that fit this description, from Liberal Arts colleges to large research-oriented universities, and an even wider variety of ways to be a good fit for these jobs. If you are interested in these jobs, you can use this guide as a springboard for conversations with your

advisors, mentors, and peers. Do not be afraid to ask questions, be curious, and most importantly be yourself. The authors of this guide wish you the very best of luck.

VII. References

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VIII. Tables

Table 1: Job Types

Institution Type	Institutional Features	Expected Qualifications	Expectations for Advancement
Community College	Specializes in 2-year degrees and transfer credits to larger institutions. Serves very diverse population, including joint-enrolled high schoolers, nontraditional students, and part-time students.	At least a master's degree with coursework in teaching field. May expect some teaching experience.	May very across colleges, but typically no research requirements, high service requirements, high teaching requirements (15 credit hours), strong evaluations
Liberal Arts	Specializes on terminal 4-year undergraduate education. High emphasis on student-centered teaching. Some emphasis on faculty scholarly activity.	A PhD in the teaching field, teaching experience and evidence of teaching effectiveness, and a sustainable research agenda	Moderate research requirements (required impact depends on school), moderate to high teaching requirements, high service requirements, institutional fit
Teaching Professorships			
Tenure Track	Typically located in large, graduate degree-granting, public institutions	A PhD in the teaching field, teaching experience and evidence of teaching effectiveness.	Low research requirements (usually related to pedagogy), high teaching requirements, some service requirements
Non Tenure-Track (Lecturer, Clinical Professor, or Professor of Practice)	Typically located in large, graduate degree-granting, public institutions	A PhD in the teaching field, teaching experience and evidence of teaching effectiveness.	Contracts usually limited to 1 or 2 years. No research requirements, high teaching requirements, low to no service requirements.

***Notes: This table presents a general overview of the teaching market, caveats may be necessary and you should always check job descriptions and search committee requirements*