The Academic Job Search

Jon Lewis, Heather Macdonald, Ellen Martin, David Steer

On the Cutting Edge
Preparing for an Academic Career Workshop
http://serc.carleton.edu/NAGTWorkshops/careerprep/jobsearch/index.html
What Departments Look For in New Faculty

- Overall promise
- General teaching ability, ability to teach courses needed by the department
- Ability to do research, specific research area (depends on department)
- Potential for securing funding (depends on department)
- “Compatibility” with department and institution

Modified from Richard Reis’s presentation in 2006
Generalized Timeline

- Decide what you want
- Search job ads
- Submit application
- Department defines and advertises position
- Search committee reviews applications, selects “short list”
- Professional meeting or phone interview
- Campus interviews
- Department or dept selects finalists
- Campus interviews
- Department decides
- Job offer!
- Negotiation
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- Follow EEO guidelines
The Application

- Common components
  - Cover letter
  - Curriculum vitae
  - Some combination of the following
    - Teaching statement, teaching interests, teaching philosophy, evidence of teaching effectiveness, teaching portfolio
    - Research statement, research interests, publications
  - Letters of recommendation

- Follow the instructions
- Have others review your application
- Proofread everything
Off-campus Interviews

- Short interviews
  - Professional meeting interviews
  - Phone, teleconference, or Skype interviews
The Campus Interview

- Events
  - Individual or small-group sessions
    - Individual faculty
    - Groups of faculty
    - Students
    - Chair of search committee
    - Department Chair
    - Dean, Provost, and/or other administrator
  - Job talk (about your research)
  - Teaching demonstration, teaching a class (depends on dept)
  - Meals, social gathering
- Be positive, interested, and professional
- **Everything** is part of the interview
- *You are also interviewing them*

- Community college interviews are different
One-on-One Interviews

- Do your homework and target your audience
- Assume they have not done their homework
- Be prepared to repeat yourself
- Have questions
- Be prepared for inappropriate questions
- Keep up your enthusiasm/energy
The Job Talk

- It’s about your research
  - Gives a picture of your research and the methods you use, presents what you have learned that is new and important, places your research in context
  - Provides a glimpse into your future work (in the setting of the host institution)
- It’s also a demonstration of your ability to teach
- Consider the multiple audiences
- Keep to the time limits
- Anticipate questions
- Practice, practice, practice
Teaching Demonstration

- Do what is asked; target your demo at the appropriate level.

- Seek clarification if the guidance is vague.
  - Is the demo in an actual class and will the topic be provided to you?
  - Is the demo in a “gen ed” class and is the topic open?
  - What constraints are imposed by the venue (PPT? Doc Camera?)

- Be enthusiastic; everyone values effective teaching even if it’s not a huge part of the position you seek.

- Provide context if appropriate; if the lecture is “up to you,” consider providing a syllabus so your audience knows where your demo fits into your class.
Some Interview Questions