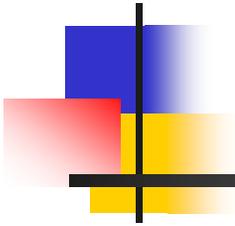


# The Academic Job Search

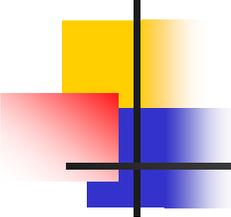


*Jon Lewis, Heather Macdonald, Ellen Martin, David Steer*

*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

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- 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)
- “Compatibilty” with department and institution

Modified from Richard Reis’s presentation in 2006



# Generalized Timeline

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Decide what you want

Search job ads  
Submit application

Short interview

Campus interview

Negotiate

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Department defines and advertises position

Search committee selects "short list"

Professional meeting reviews applications,

Search committee or phone interview

Campus interviews

Department decides

Job offer!

Negotiation

Follow EEO guidelines



# The Application

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- 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

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- Short interviews
  - Professional meeting interviews
  - Phone, teleconference, or Skype interviews



# The Campus Interview

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- 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

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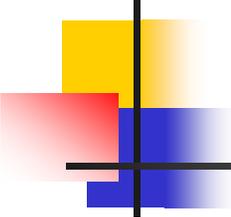
- Do your homework and target your audience
- Assume they have not done their homework
- Be prepared to repeat yourself
- Have questions
- Be prepared for inappropriate questions
- Keep up your enthusiasm/energy



# The Job Talk

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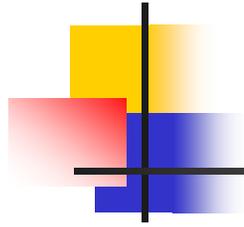
- It's about your research
  - Gives a picture of your research and the methods you use, presents what you have learned that is new and important, places your research in context
  - Provides a glimpse into your future work (in the setting of the host institution)
- It's also a demonstration of your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



# Teaching Demonstration

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- 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

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