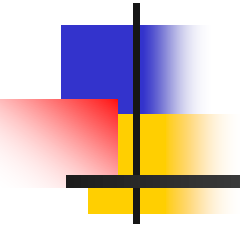


The Academic Job Search



On the Cutting Edge

Preparing for an Academic Career Workshop

[http://serc.carleton.edu/NAGTWorkshops/careerprep/**jobsearch**/index.html](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/program
- Ability to do research, specific research area (depends on department)
- Potential for securing funding (depends on department)
- “Fit” with department and institution



Generalized timeline

Decide what you want

Search job ads
Submit application

Short interview

Campus interview

Negotiate

Department defines and advertises position

Search committee selects "short list"

Professional reviews applications,
Search committee or phone interview

Campus interviews
Department (or admin) decides finalists

Job offer!
Negotiation

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 (more ≠ better)
- Have others review your application
- Proofread everything (each application)



Customize applications

- Additional time and effort
- May provide competitive advantage
- Customized statements in the cover letter (and possibly in teaching and/or research statement)
- Specific references to the institution, department, individuals where appropriate
- Might identify how you would complement their curriculum, research, other needs (but be careful)



Your references

- Familiar with your work (teaching, research)
- “Can you write me a *positive* recommendation?”
- You can ask people to focus on a particular strength or aspect of you/your experience
- You may ask a reference to explain special circumstances:
 - Gaps in your CV, job changes, advisor complications
- Make sure they know the type of position
- Give plenty of time (2 weeks or more) and check with them before the deadline



Off-campus Interviews

- Short interviews
 - Professional meeting interviews
 - Phone, teleconference, or Skype interviews
- Some tips
 - Be engaging and enthusiastic
 - Know the key points you want to make
 - Provide specific examples
 - Avoid spending too much time answering a given question



The Campus Interview

- Components
 - 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
- Do your research and be prepared to ask questions
- **Everything** is part of the interview
- *You are also interviewing them*



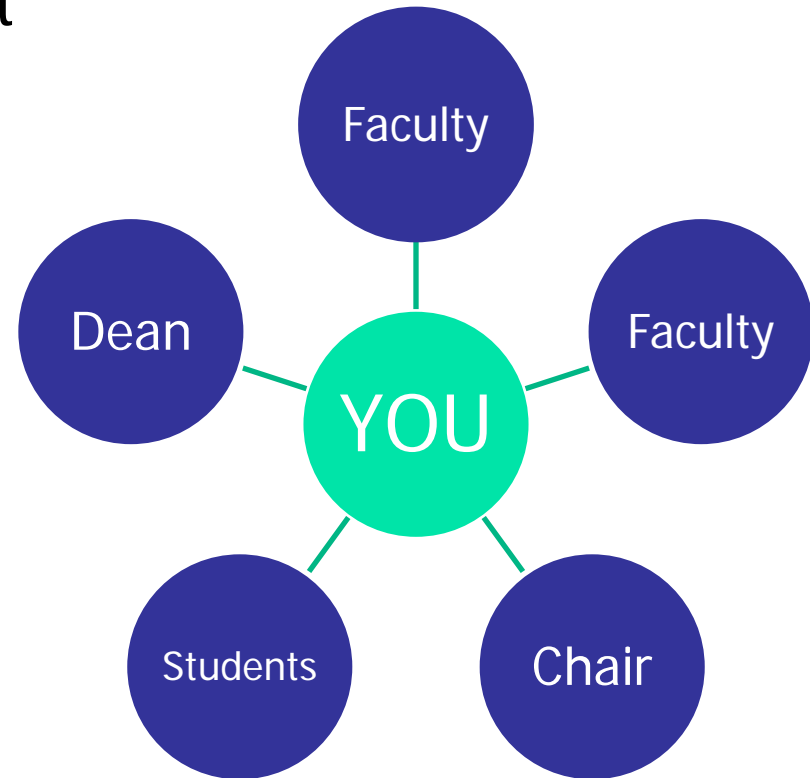
The campus interview at community colleges

- Components
 - Meet with search committee (represents the college) and answer their questions (same questions for all finalists)
 - Meet with administrator(s)
 - Give a teaching demonstration on specific topic (10-30 minutes)
- Be positive, interested, professional
- Do your research and be prepared to ask questions



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





Teaching demonstration

- Do what is asked; target your demo at the appropriate level
- Ask for clarification if needed
- Be yourself, choose something that lets you shine and that you know will work
- If it involves student interaction, keep it low-risk
- Have a clear goal that is more than telling the students about something
- Be able to explain why you did what you did
- Provide context if appropriate; if the lecture topic is up to you, consider providing a syllabus so your audience knows where your demo fits into your class
- Practice, practice, and time with students



The job talk

Then we'll practice some
interview questions