

**Center for Educational Innovation**

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# ***Academic Job Search: Tips, Tools & Strategies***

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Office of The Senior Vice President  
for Academic Affairs and Provost

UNIVERSITY OF MINNESOTA  
Driven to Discover™

## Academic Job Search Action Plan

	<b>Next Step/Action:</b>
<b>Institutional Fit:</b>	
<b>Curriculum Vitae (CV):</b>	
<b>Cover Letter:</b>	
<b>Interviewing:</b>	

Wingert, 2017

## Finding An Academic Position That Fits

	<b>Doctoral/Research Universities</b>	<b>Master's Colleges &amp; Universities</b>	<b>Baccalaureate Colleges</b>	<b>Associate (Community) Colleges</b>
<b>Description:</b>	Typically includes Research Universities that offer ____ doctoral degrees in 10-15 disciplines.	Usually offer ____ master's degrees in 3 or more disciplines.	Primarily undergraduate colleges with main emphasis on baccalaureate degrees.	Primarily community colleges awarding associate degrees and certificate programs.
<b>Examples:</b>	University of Minnesota; Ohio State University. UW-Madison	Minnesota State University; Metro Sate University; St. Cloud State University.	Macalester College; Augsburg College.	Normandale Community College; Anoka-Ramsey Community College.
<b>Teaching, Research and Service Roles:</b>	Major role in research, while teaching(usually a ___ load) and service are secondary. Heavy emphases on research, grant writing, external funding.	Teaching (usually a ____ load), research and service roles are theoretically equally balanced. Conference presentations may suffice as research requirements.	Major role in teaching (usually a ___ or ___ load) with secondary emphasis in research. May have frequent service role.	Major role in teaching (usually a ___ load) with secondary role in service. Minimal role, if any, in research.

## Academic Job Search Checklist

### *Application:*

- Read the position announcement. Then read it again and AGAIN!!!!
- Be certain you meet the minimum requirements;
- Search the web site of the institution. Check out the mission and goals of the institution, the department, program, course offerings and faculty. And address these during your interview;
- Communicate that you can contribute to their program (in your cover letter and during your interview);
- The two primary documents that represent you are your cover letter and CV---these need to be flawless;
- Gather information regarding salary :
  - A **great** source:  
HigherEdJobs at:  
<http://www.higheredjobs.com/salary/>
  - Other potential sources:
    - The Chronicle of Higher Education at:  
<http://chronicle.com/>
    - American Association of University Professors, found at:  
<http://www.aaup.org/AAUP/newsroom/2012PRs/salarysurvey.htm>
    - libraries of the selected institution;
- If you have sent your application and something changes (i.e., another publication, grant funded, award received, etc.) request the search committee to add this information to your application file.

### *Before the interview:*

- After you have submitted your materials, be ready. Prepare a list of questions of things you need to know for the interview visit such as:
  - the interview agenda/schedule;
  - teaching expectations (i.e., if you'll be expected to teach a class---who are the students);
  - travel arrangements, save receipts (!), and allow time for traffic delays;
- Obtain information about the institution and faculty (web sites, database and manual searches for information regarding publications by department members, learn names of department members, etc.);
- Practice!!
  - your presentation;
  - the timing of your presentation to ensure it's the appropriate length;
  - a brief summary of your presentation to give to those outside the department;
  - a back-up plan if your technology gives you problems.

## Academic Job Search Checklist (continued):

### ***Bring to the interview:***

- Teaching Portfolio (which likely contain the following):
- CV (multiple copies);
- Dissertation abstract (multiple copies);
- Research Statement (multiple copies);
- Teaching Philosophy (multiple copies);
- Samples of syllabi (multiple copies).

### ***During the interview:***

- Be prepared to tell your information again and again!
- Treat each person (from student to Dean) with equal respect and interest (including non-faculty);
- Show eye contact to all!!!!!!!
- Answer questions directly, rather than taking tangents. If you do not know something, say so;
- If the day includes social events, follow your host's lead in deciding how much to talk about professional and social topics;
- Consistently show your enthusiasm (you will likely feel exhausted after the long interview process)---others might interpret your exhaustion as unmotivated or not interested;
- Throughout the interview process (likely 2 days in length!), give the same answer to same questions asked by many;
- You will likely present or teach a class session/seminar. Inquire to whom and what level (graduate, undergraduate, faculty) you should teach;
- Shake hands when meeting someone, have a name repeated, if needed;
- Acknowledge everyone present in a group interview and, if possible, say goodbye to people individually when you leave;
- Find out if you should turn in receipts then, or send them in later;
- Ask questions---this shows that you are interested and that you have really looked into their institution. (i.e., What fraction of the faculty have been tenured in the last 10 years? What are the expectations for tenure? ).

### ***After the interview:***

- Write thank you notes (not email!) to the main people with whom you spoke and to anyone who hosted you; thank them, review your strengths, & share your desire for the position.
- Take care of receipts;
- If you send any emails, send as if your message is a letter---and know that it might be seen/forwarded to other faculty and institutions.

### ***Telephone interviews:***

- Keep all of your info (institutional info, cover letter, CV, Teaching Philosophy, Research Statement, names of interviewers/committee, etc.) in folders by your phone!
- Take notes;
- Critically listen to questions---you do not have the advantage of visual cues.

## Academic Job Search Checklist (continued):

### ***Offers and Negotiations:***

- Most offers are extended by interview---many also via phone---you usually have 2 weeks to respond;
- May need (and this is now the appropriate time!) to discuss/negotiate (i.e., teaching load, computer hardware/software, start-up research funds, travel funds, graduate assistants, office arrangements, lab space, journal subscriptions, medical/dental benefits, relocation expenses---have your own need list and want list);
- Accept an offer only in writing;
- Review your offer with your dissertation committee/colleagues for input/direction;
- If you accept, sign and fax---also send hard copy;
- If you reject the offer, tell them kindly as soon as possible---no explanation necessary;
- Review your offer with your dissertation committee/colleagues for input/direction;

### ***Keep in mind:***

- You will likely meet with the Dean—have questions ready---and listen a lot!!!
- You will likely meet with the Chair once or twice—have general questions ready and listen a lot!!
- You might meet the faculty one-on-one (30 minutes each)---Prepare a 5 minute summary of your research plans (past/current/future) and ask about theirs!
- You might meet (not likely on the first interview) students;
- If you are required to give a formal seminar of your research, cover the general background, and 1-2 main points within the 50 minute time block---show good organization, speed, and length---your teaching potential is being judged!!
- If you are presenting a lesson, use one that has been successful, that demonstrates a major point and what you'd like to see as a result of this lesson/point;
- Show enthusiasm, professionalism, confidence and organization throughout your visit;
- Dress with comfort and appropriateness;
- At the end of the visit, find out when a decision will be made, and when you may call if you haven't heard anything.

Adapted from Formo, D. & Reed, C., *Job Search in Academe* (1999); Heiberger, M. & Vick, J., *The Academic Job Search Handbook* (2001); Abraham, J. PFF Panel Presentation (2002); Chaplin, S. PFF Panel Presentation (2001).

D. Wingert, 2012



# CURRICULUM VITA RUBRIC/CHECKLIST

<b>CURRICULUM VITA CATEGORIES</b>	<b>Yes</b>	<b>No</b>
<p><b>PERSONAL INTRODUCTORY SECTION</b></p> <ul style="list-style-type: none"> <li>• Name:</li> <li>• Address(es):</li> <li>• Phone numbers (with area code):</li> <li>• Fax number(s):</li> <li>• Email address(es):</li> </ul>		
<p><b>EDUCATION</b></p> <ul style="list-style-type: none"> <li>• <u>Each</u> institution listed includes:               <ul style="list-style-type: none"> <li>- Name of each university, college, institution attended:</li> <li>- Location (city, state):</li> <li>- Type of degree:</li> <li>- Major and minor (grade point average can be included):</li> <li>- Title of dissertation/thesis, and name of advisor:</li> </ul> </li> <li>• Anticipated date of completion:</li> </ul>		
<p><b>TEACHING EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• <u>Each</u> teaching position listed includes:               <ul style="list-style-type: none"> <li>- Title (teaching assistant, visiting lecturer, guest professor, etc.):</li> <li>- Name of institution, department:</li> <li>- Location (city, and state):</li> <li>- Class title and/or brief description of course:</li> <li>- Beginning and ending date:</li> </ul> </li> </ul>		
<p><b>TEACHING INTERESTS</b></p> <ul style="list-style-type: none"> <li>• Information relates to your professional objective and the specific position to which you are applying:</li> <li>• Academic/educational interests:</li> <li>• Professional interests:</li> </ul>		
<p><b>RESEARCH EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• <u>Each</u> research position listed includes:               <ul style="list-style-type: none"> <li>- Title (research assistant, project director, research analyst, postdoctoral fellow, Principal, etc.):</li> <li>- Name of institution, department, city and state:</li> <li>- Title of project (consider brief description):</li> <li>- Name/title of professor(s), who supervised project:</li> <li>- Beginning and ending dates:</li> </ul> </li> </ul>		



<p><b>RESEARCH INTERESTS</b></p> <ul style="list-style-type: none"> <li>• Information tailored to your professional objective and the specific position to which you are applying):</li> <li>• Research interests listed:</li> </ul>		
<p><b>PUBLICATIONS</b></p> <ul style="list-style-type: none"> <li>• Includes scholarly publications/work, professional papers, articles/monographs, reviews, exhibits/exhibitions/recitals artists and musicians--complete description of work-in-progress), books, research reports, pertinent work in press:</li> <li>• Bibliographic information is listed in the format <u>consistent with your discipline</u>:</li> <li>• Placed last in CV if several entries (more than one page) are listed:</li> <li>• <u>Each</u> publication listed includes: <ul style="list-style-type: none"> <li>- Author(s)</li> <li>- Date of Publication</li> <li>- Title</li> <li>- Journal</li> </ul> </li> </ul>		
<p><b>PRESENTATIONS</b></p> <ul style="list-style-type: none"> <li>• Includes scholarly presentations, conference/workshop presentations, conference/workshop leadership:</li> <li>• Placed last in CV if several entries are listed:</li> <li>• <u>Each</u> presentation listed (from most recent to least) includes: <ul style="list-style-type: none"> <li>- Presenter(s)</li> <li>- Title of presentation</li> <li>- Name of conference/organization</li> <li>- Meeting location and date</li> </ul> </li> </ul>		
<p><b>HONORS</b></p> <ul style="list-style-type: none"> <li>• Includes achievements, awards, special recognition, scholarships, fellowships professional awards/honors, dean's awards, departmental awards, distinctions nomination(s) for significant awards, special honors, any fellowship or dissertation support, community awards:</li> <li>• Placed awards in EDUCATION section if you listed few (1-2) unimpressive awards:</li> <li>• <u>Each</u> award listed includes: <ul style="list-style-type: none"> <li>- Title of award</li> <li>- Institution, and location (city and state)</li> <li>- Date received</li> </ul> </li> <li>• Briefly explains unfamiliar awards:</li> </ul>		
<p><b>PROFESSIONAL EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Includes administrative experience (director, coordinator, etc.) consulting experience, continuing education experience, internships, campus work, any other professional work)</li> <li>• <u>Each</u> position listed includes: <ul style="list-style-type: none"> <li>- Title of position</li> <li>- Name and location of organization</li> <li>- Beginning and ending dates of employment</li> <li>- Brief description of duties</li> </ul> </li> </ul>		

<p><b>GRANTS</b></p> <ul style="list-style-type: none"> <li>• Includes any dissertation/fellowship support (also listed in HONORS section):</li> <li>• Each grant/funding award listed includes: <ul style="list-style-type: none"> <li>- Title of project funded (includes amount awarded if substantial)</li> <li>- Funding agency</li> <li>- Date duration</li> </ul> </li> </ul>		
<p><b>PROFESSIONAL MEMBERSHIPS</b></p> <ul style="list-style-type: none"> <li>• Includes professional/scholarly organizations/societies, affiliations, any significant leadership roles/committee work in these organizations:</li> <li>• Each affiliation listed includes: <ul style="list-style-type: none"> <li>- Name of organization</li> <li>- Date(s) of membership</li> <li>- Position held, if any</li> </ul> </li> </ul>		
<p><b>PROFESSIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Includes activities such as: panelist, grant reader, consultant, keynote speaker, director:</li> <li>• <u>Each</u> activity listed includes: <ul style="list-style-type: none"> <li>- Title of position</li> <li>- Name of organization</li> <li>- Location (city and state)</li> <li>- Date(s)</li> </ul> </li> </ul>		
<p><b>COMMITTEE WORK-INSTITUTIONAL SERVICE</b></p> <ul style="list-style-type: none"> <li>• Includes committee leadership/membership, any offices held, advisory board membership, council leadership/membership:</li> <li>• Name of the committee:</li> </ul>		
<p><b>COMMUNITY WORK/PUBLIC SERVICE</b></p> <ul style="list-style-type: none"> <li>• Includes community outreach work, volunteer work, community service, organizations, church work, etc.</li> <li>• Each service listed includes: <ul style="list-style-type: none"> <li>- <u>Brief</u> description of position, organization, and responsibilities</li> </ul> </li> </ul>		
<p><b>ADDITIONAL INFORMATION</b> (optional...lists significant items only)</p> <ul style="list-style-type: none"> <li>• Citizenship:</li> <li>• Languages (fluency):</li> <li>• Interests:</li> <li>• Travel (only if relevant to the applied position...includes countries, dates and purpose):</li> </ul>		
<p><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• Optional (can be noted, "Available upon Request") <ul style="list-style-type: none"> <li>- Can also be available on a separate addendum (sheet)</li> </ul> </li> <li>• Each reference listed includes: <ul style="list-style-type: none"> <li>- Name</li> <li>- Institution</li> <li>- Telephone number</li> <li>- Email address</li> <li>- Mailing address (<u>if</u> written recommendation is required)</li> </ul> </li> </ul>		

<b>CV CONSTRUCTION CRITERIA</b>	<b>Yes</b>	<b>No</b>
<b>CV is arranged and completed in the following categories in the order of importance to you (this may alter according to individual position announcements)</b>		
• <b>First page highlights your strengths</b>		
• <b>Information placed at the top of the page stands out more than information placed in the middle or bottom of the page.</b>		
• <b>Pertinent information is placed on the left and dates on the right.</b>		
• <b>Professional looking font (i.e., Times) and readable size (i.e., size 12...no smaller than size 10).</b>		
• <b>No grammatical or spellings errors (<u>any</u> errors can cause your CV to be discarded).</b>		
• <b>CV is printed on white or ivory/cream paper; and printed only on one side!</b>		
• <b>Your name and page number is printed on each page.</b>		
• <b>CV is consistent...same format is used throughout.</b>		
• <b>Peer/colleague has critiqued your CV.</b>		

## COVER LETTER RUBRIC/CHECKLIST

<b>COVER LETTER</b>	<b>Yes</b>	<b>No</b>
<b>Cover letter is one page long (2 page maximum)</b>		
<b>Heading:</b> <ul style="list-style-type: none"> <li>• <b>Your address, city, and state on top, left-hand side of page</b></li> <li>• <b>Current date on left-hand side (under address)</b></li> <li>• <b>Name, title, and address (city and state included) of hiring person on left-hand side</b></li> </ul>		
<b>Paragraph One:</b> <ul style="list-style-type: none"> <li>• <b>States your interest in the position</b></li> <li>• <b>Mentions your interest in the institution's goals</b></li> <li>• <b>States your significant competencies that pertain to goals of the institution</b></li> </ul>		
<b>Paragraph Two (and paragraph three, if necessary):</b> <ul style="list-style-type: none"> <li>• <b>States significant competencies (qualities, activities, events) that highlights your ability to fulfill the job position</b></li> <li>• <b>Provides more detail of these competencies than is found on the CV</b></li> </ul>		
<b>Paragraph Three:</b> <ul style="list-style-type: none"> <li>• <b>States teaching/personal philosophy</b></li> <li>• <b>Mentions research and/or teaching interests</b></li> <li>• <b>Shares any other relevant information regarding your strengths pertinent to the position</b></li> </ul>		
<b>Final Paragraph:</b> <ul style="list-style-type: none"> <li>• <b>Shares your interest in the position</b></li> <li>• <b>Provides your telephone numbers (with area codes)</b></li> </ul>		

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• <b>Mentions days/times when you can be reached</b></li><li>• <b>States that additional information can be provided upon request</b></li></ul> |  |  |
|---|--|--|

Wingert, 2006

## Teaching Philosophy Template

<p><b>Areas to address in your Teaching Philosophy:</b></p>	
<p><b>My aspirations/goals/objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>as a teacher:</b> (i.e., encourage mastery, competency, transformational learning, life-long learning, general skill transference of skills, meaningful learning, critical thinking, etc.)</li> <li>• <b>for your students:</b> (See examples above)</li> </ul> <p><i>*Describe and give example(s)</i></p>	
<p><b>What methods will I consider to reach these goals/objectives?</b> (i.e., your beliefs regarding learning theory and specific strategies you would use...such as case studies, group work, simulations, interactive lectures, learning/reading circles, etc. You might also include any new ideas/strategies you have used or want to try. <i>Describe and give example(s) of strategies/practices that you prefer</i>).</p>	
<p><b>How will I assess student understanding?</b> (What are your beliefs about grading...norm-referenced or criterion-referenced? What different types of assessment will you use...traditional tests? Alternative assessments such as projects, papers, panels, presentation, etc.?)</p> <p><i>*Describe and give example(s)</i></p>	
<p><b>How will I improve my teaching?</b> (i.e., How will you use your student evaluations to improve your teaching? How might you learn new skills? How do you know when you have taught effectively?) Any examples you can share?</p>	
<p><b>Additional Considerations:</b></p> <ul style="list-style-type: none"> <li>• Why is teaching important to me?</li> <li>• How do I collaborate with others?</li> <li>• What beliefs, theories, and/or methods mark my successful teaching?</li> <li>• How do I maintain positive relationships with your students? With colleagues?</li> </ul>	





**UNIVERSITY OF MINNESOTA**

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Teaching and Learning > Self-Paced Tutorials > The Academic Job Search > Common Interview Questions

## Common Interview Questions

### General

- What about our position is particularly attractive to you?
- What could you contribute to our program?
- What is your impression of our institutional mission and goal (value) statement? How are these statements related to your goals?
- If you were a member of this search committee, what is one question you would share with potential candidates?
- How would you advise a student if s/he were questioning whether or not to major in your discipline?
- With whom might you be interested in collaborating?
- What resources would you need to begin?
- What is the most useful criticism you have received?
- What professional development activities would you be interested in participating?
- How would you deal with diversity in race or ethnicity, etc?
- How do you plan to stay current in your field?
- Where do you see yourself professionally in about 5 years?
- What kind of a problem-solver are you (a brainstormer, an idea person, or a detail person)?
- What are the greatest strengths you think you bring to this job?
- Tell us about a project in which you've been involved that was successful and one that was not. Why do you think these were the outcomes?
- There is a strong move to infuse interdisciplinary work into the curriculum. With what other disciplines could you work (teach/conduct research)? Have you done such work in the past?
- We have instituted a community service requirement for all undergraduates – how would you see yourself interface with such a program.
- Our institution is dedicated to providing a liberal arts, spiritually-based, holistic education. How would you describe your place in that vision?
- What questions do you have for us?

### Teaching-Related

- Talk to us about your philosophy of teaching.
- We have a large teaching load here – 12 hours per term; how do you manage this and still publish and conduct your research?
- What are your teaching strengths?
- Which courses would you prefer to teach? Which would you prefer not to teach?
- Are there other courses that you think we should add as either electives or required courses?



Please describe.

- Share an example of how you could encourage a student to work harder in your class?
- What courses could you teach in our program?
- How would you plan a course in? What texts would you use? What topics would you cover? How would you evaluate student learning in the course?
- Describe your familiarity and experience with different teaching methods such as collaborative learning, learning styles adaptation, and classroom assessment.
- Describe your strengths as a teacher. How would you improve your teaching ability?
- If you have a student who is doing poorly in your class, but has not missed classes and appears to be a good student, what would you do?
- How do you bring diversity into your course planning? Into your day-to-day teaching?

## Research-Related

- Describe your current research. Will you be continuing in this research track? What are your future research plans?
- How would you involve graduate or undergraduate students in your research?
- How can you involve graduates of undergraduates in your research?
- How does your research relate to your teaching?
- What are your research strengths? (e.g. quantitative, qualitative?) Why?
- Your current research requires more technological support than this institution is able to provide. How would you deal with this?
- We see that you have given a lot of conference papers and presentations; we have limited professional development funds. How do you feel about that as a limiting factor? (Will you continue to go and pay your own way or stop doing research? Resent the limitations?)
- What does your dissertation contribute to the field?
- How do your community service and research intersect?
- Where do you plan to be in your teaching and research in five years?

## Additional Interview Questions for a Community College Position

- What experience have you had teaching at the community college level? How, if at all, do you think teaching at a community college differs from teaching at a four-year college or university?
- What is your perception of the responsibilities of a full-time faculty member in a community college? ...to the department? ...to the division? ... to the college as a whole?
- What experience have you had teaching diverse students? (well-prepared, under-prepared, full-time, part-time, students with full-time jobs and/or family care responsibilities, students representing different ethnic groups and races, religions, ages, and genders?) What teaching methods have proved effective with such students?
- How well-prepared are you to teach the following five basic level courses: (insert appropriate course titles from your field)?
- Describe your goals and plans for professional development as a community college instructor.

## Questions a Candidate Might Ask

- What are the students at this institution like? Can you tell me about the various student populations on your campus?

- Do opportunities for conducting research with students exist?
- What are the promotion and tenure requirements?
- What do you hope the person who is hired will do?
- What is the role of the university and your department in the community?
- What are the current teaching needs in the department?
- What is the service component of the position like?
- Is there a sense of community within the department?
- How many adjuncts/graduate students are in the program?
- Where are most of the students from?
- Are there any research groups among the faculty? Do these groups include graduate students?
- What is the relation of the university/college to other schools in the region?
- What role does the department play in other university programs?

### Potential Questions to the Chair:

- How do you define "scholarly activity?"
- Who in the department has received funding? From which agency?

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#### Stay Connected with CTL



#### Center for Teaching and Learning

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Last modified on March 17, 2009





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Teaching and Learning > Self-Paced Tutorials > The Academic Job Search > The Academic Interview

## The Academic Interview

Candidates for academic positions go through at least two rounds of interviews before being offered a position: an initial round, typically lasting an hour or so, and a final round which typically lasts for one to three days. The first round of interviews are commonly held at a central location such as the site of a professional convention. Most often they take place face to face with a committee of interviewers, but sometimes they are held by phone. All finalists for academic positions are asked to visit the hiring campus and participate in on site interviews—an event known as "the campus visit."

This section of the tutorial provides advice on interviewing as well as things to consider if you're asked to participate in phone and/or on campus interviews. Accessing the video scenes on the left will provide an opportunity to watch excerpts from interviews and hear feedback on them from job search consultants.

### Interview Advice

The hardest work of the interview takes place long before the actual date itself. Preparation is paramount.

Early in the process, begin to think seriously about your work, your teaching, and your academic persona. How do you want to present yourself? Take a moment to imagine yourself on the interviewing committee. Think about what you would want to see in an ideal candidate. It's probably someone who is smart but not arrogant, someone who values both teaching and research and who can easily talk about either in some detail and with some excitement. And it's probably someone with whom you'd want to work, who is pleasant and collegial.

Most candidates find speaking about their research not to be a major challenge. They have been steeped in it for several years after all. Be sure, though, to think about how your work is related to your teaching and the department's larger goals. If you have a vision for research beyond your dissertation, be sure to mention this even if you haven't gone particularly far down those new paths.

Depending upon the type of school to which you are applying, your main responsibility is likely to be teaching. It's important that you can converse at length about your teaching history, philosophy, and technique. You'll likely be asked about how you might teach particular courses in your field, and it'll be important to respond in depth and breadth. Think about the broad strokes of the course: what themes, what skills, what concepts are essential. What do you want your students to leave the class knowing?

Think about your teaching technique:

- How would your methods change in a large lecture course versus a seminar?

- What have you done to combat student passivity?
- Have you used a course management system such as Moodle or Blackboard? What elements did you find useful and why?
- What classroom assessment techniques have you used to get a sense of your students' progress?
- Have you had to work with sensitive topics such as gender, race, or religion; and if so, how did you handle it? How might you handle it in the future?

You can prepare answers to many of these questions with short narratives of your experiences. Think about specific instances in your teaching history that could illustrate your point. If you're having trouble, get together with your friends and other instructors in the field and talk through your stories. Everyone has a war story or two and a new approach.

Once you've spent some time reflecting on your own academic experience, you'll want to research the specific schools to which you are applying. Peruse the school catalog and promotional materials to see how the college is selling itself. What kind of students are they attracting? Review the department's web site. Ask yourself what courses you might be prepared to teach. What new courses could you add to the curriculum?

Take note of the questions you want to ask your interviewer. Schools expect that you are interested in them for a reason, so you need to be prepared with specific and informed questions about their institution.

### **Phone Interview Guidelines**

With increasing frequency, many departments are conducting phone interviews before compiling their "short list" of candidates they will invite for an on-campus interview. These phone interviews may be impromptu or scheduled, but the following guidelines should help you in either case.

- Introduce yourself and ask interviewers to introduce themselves and to identify themselves when they ask a question.
- Write down names and jot down notes.

Keep your job search information for each application in file folders by the phone; include the following materials:

- Job description and your notes about institutional fit
- Copy of cover letter
- Faculty & specialty areas in the department
- Courses offered by the department
- Mission statement of university and department, if available
- Student population (size & demographics)
- Departments (other disciplines present for the interview; interdisciplinary interface)

### **Common On-Campus Job Interview Experiences**

Typically, an on-site academic job interview takes approximately two days. Surviving it and performing well requires stamina, pacing, and good preparation. You need to know all that you can about the institution, department, faculty, and students. During the time you are on campus, you will likely be

asked to do most of the following:

- Meet with undergraduate and graduate student groups—any departments take their students' input very seriously
- Teach a class in your specialty area—faculty observers and students will likely provide feedback to the committee
- Give a research presentation to the department (12-25 people asking difficult questions)
- Participate in an interview with the job search committee (4-6 people asking questions specific to the position and the institution)
- Have lunch, dinner, and conversation with faculty from the department
- Have one-on-one meetings with the department chair, dean, provost, and or president.

For further information on academic interviews, such as the kinds of questions you are likely to be asked and negotiating tips should you be offered the position, see our online resources.

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#### Stay Connected with CTL



#### Center for Teaching and Learning

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Last modified on April 1, 2011

# GUIDE to CREATING EFFECTIVE LECTURES/PRESENTATIONS

<b>BEGINNING THE PRESENTATION:</b>	
<p>What would you like the students to be able to do/know by the <u>end</u> of your presentation? Tell them....”<i>By the end of this presentation, you will be able to.....</i>”</p>	
<p>Anticipatory set/A Good Beginning (<i>Overview, anecdote, question, pose problem/case study, demonstration, quotation, relevant fact/statistic, story, cartoon, etc.</i>):</p>	
<b>DELIVERING THE PRESENTATION:</b>	
<p><b>First chunk</b> of information (10-15 minutes)--- Main points covered:</p>	
<p>Engage the audience (Clicker or Google question on PPT, <i>Think-Pair-Share, Write-Pair-Share, multiple choice test item, case study or application problem, One Minute Write, students create example, Muddiest Point</i>):</p>	
<p><b>Second chunk</b> of information (10-15 minutes)--- Main points covered:</p>	
<p>Engage the audience (Clicker or Google question on PPT, <i>Think-Pair-Share, Write-Pair-Share, multiple choice test item, case study or application problem, One Minute Write, students create example, Muddiest Point</i>):</p>	
<p><b>Third chunk</b> of information (10-15 minutes)--- Main points covered:</p>	
<p>Engage the audience (Clicker or Google question on PPT, <i>Think-Pair-Share, Write-Pair-Share, multiple choice test item, case study or application problem, One Minute Write, students create example, Muddiest Point</i>):</p>	
<b>ENDING YOUR PRESENTATION</b>	
<p><b>Wrap-Up:</b> How will you know students have accomplished/mastered what you intended? Invite participants to share key points gained (write them on a PPT slide....a great way to share your summary!</p>	

## **Resources to check for teaching positions in higher education:**

<https://education.cu-portland.edu/blog/teaching-careers/jobs-in-higher-education/>

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

<https://www.higheredjobs.com/faculty/search.cfm?JobCat=68>

[https://chroniclevitae.com/jobs/position\\_types/1](https://chroniclevitae.com/jobs/position_types/1)

<https://careers.insidehighered.com/jobs/teacher-education/>

<https://www.hercjobs.org>

<https://www.academickeys.com/>

## **A few resources regarding Diversity Statements:**

<https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay>

<http://tacdiversitystatement.wikispaces.com/>

<https://www.brown.edu/about/administration/sheridan-center/consultations/academic-job-market-resources/diversity-statements>

[https://grad.uchicago.edu/sites/default/files/career-resources/DiversityStatement\\_Presentation.pdf](https://grad.uchicago.edu/sites/default/files/career-resources/DiversityStatement_Presentation.pdf)

[http://facultydiversity.ucsd.edu/\\_files/Ex-1to3-C2D-Statements.pdf](http://facultydiversity.ucsd.edu/_files/Ex-1to3-C2D-Statements.pdf)

<http://tacdiversitystatement.wikispaces.com/file/view/StatementofDiversityExamples.docx/379474810/StatementofDiversityExamples.docx>



## Research Statement Criteria

(For future faculty, who are interested primarily in academic careers at research institutions or comprehensive universities, a research statement is an essential component of one's job search portfolio. A research statement consists of a 1-2 page description summarizing one's research interests and experience, including current and future research goals.)

<b>Research Statement contains:</b>	<b>Yes</b>	<b>Not Found</b>
• essential elements of your research philosophy:		
• essential elements of your research methodology:		
• essential elements of your research topic areas:		
• a description of the role the students would play in the research:		
• statements tailored to the kind of institution to which you are applying (financial, institutional, regional, resources, mission, etc.):		
• acknowledgement of the facilities available locally and regionally.		
• a description of potential collaboration with colleagues at the institution or possibly with another institution (i.e., collaborating with a Research I institution when applicant will be teaching at Comprehensive university):		
• a statement indicating: <ul style="list-style-type: none"> <li>•• your skills to do individual research;</li> <li>•• a niche <u>not</u> already covered by others;</li> <li>•• a niche that is <u>not</u> a clone of your Ph.D. or post-doctoral mentor's work:</li> </ul>		
• a description of: <ul style="list-style-type: none"> <li>•• budget and external sources for support;</li> <li>•• a realistic understanding of the time; graduates/undergraduates could spend on a project leading to meaningful and publishable results:</li> </ul>		