

What seekers are looking for:

- CS-pui.github.io is where students look
- Computing research association jobs
- People don't tend to ask for undergrad transcripts anymore. Maybe ask for it once they pass the first cut.
- Zoom interview is a good place to get "what the job is like" questions answered, but maybe do more in the ad? Or send out a fact sheet around zoom interview time?

What is the hiring season?

- R1's start in the spring, SLACs start in the fall

Things schools look for:

- Do they really want a SLAC job? (Do they know it's teaching first)
- Do they know about the school? (Especially if they did some real digging)
- Can they/do they want to create their own courses?
- Can they think and work with people in other disciplines?

Parts of an application:

- Cover letter ("please pay attention to me")
- Teaching statement ("here's what I have done and why I'd be awesome in the classroom"). It's more philosophical.
- Research statement. Focus on what you can do here.

In the ad:

- Mention flexibility, ability to teach lots of things, develop curriculum, you have control over things..
- Say we're willing to invest/work with you to start you up..
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In the zoom interview:

- Make sure they know the job
- For an applicant, you can have favorite courses, you can have 1-2 niche courses you aren't comfortable with teaching, but say you're willing to teach (almost) anything- especially the core courses.
- Are you a cool person? (That can get along with the rest of the department)
- The school should talk about departmental cohesion/atmosphere/working as a team.

In the real interview:

- Talking with students is part of the interview- be personable, get a feel for how the department is
- Showing interest in things like what it's like to live in the town shows you're serious- but it's not a question the search committee is allowed to ask.

- Talk about contract terms, amount of faculty governance, how the tenure process (if it exists) looks like both on paper and in practice.
- Try to suss out the financial/(dys)functional situation of the school. How easy is it to talk to the administration? How easy is it to talk and get along with other faculty in the department? How much say does each faculty member have in what courses they teach?
- What's the research expectation?
- Faculty development support? Summer research support? How do overloads work?
- Course sizes (and how real are they)? Independent study compensation/expectations?