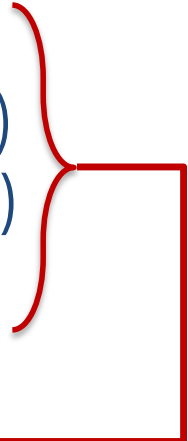


# Academic Application Package

1. Cover Letter + CV (due Sept. 17 for in-class peer review)
  2. Research Statement (due Sept. 23 for in-class peer review)
  3. Teaching Statement (due Sept. 30 for in-class peer review)
  4. Diversity Statement (due Oct 7 for in-class peer review)
  5. First 5-min of Job Talk (due Oct. 15)
  - 6. Entire package revised (due Nov. 12)**
  7. Webpage (due Dec. 3)
- 

# Interviews



# Interview Format

- committees may create a 'long-list' of ~10 folks for phone interviews (Fall)
- 'short-list' will have 3-5 people invited for a formal interview (early Spring)
- interviews consist of ~2 nights:
  - lots of meals with colleagues/students
  - 1.5-2 days of talking to people individually and in groups
  - 1-2 talks
- YOU ARE BEING INTERVIEWED THE ENTIRE TIME!
- if you are given an offer, you can request coming back for a 2<sup>nd</sup> visit (with partner etc.) so keep the personal stuff until that 2<sup>nd</sup> visit

# Interview Preparation

- develop a 5-year research plan
  - gives you a narrative linking your job talk to your prior/future work
  - ideally this is encapsulated in your research statement, but not everyone you meet will read that so distill this down to a shorter pitch that you can give over and over again
  - specify how this particular school fits into your 5 year plan

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  - ideally this is encapsulated in your research statement, but not everyone you meet will read that so distill this down to a shorter pitch that you can give over and over again
  - specify how this particular school fits into your 5 year plan
- think about your startup and salary needs
- research the crap out of the school
  - when you get the schedule find abstracts and/or recent papers for the people you're meeting; visit their lab webpages; think about specific things you might want to talk about with each person (create cheat sheets that you can keep with your laptop to check in the bathroom); come up with potential collaborations with each person you meet 1:1 (people like to hear how *your* research will enhance *theirs*)
  - look into research centers, labs, departments, collaborators within and outside the dept, etc. that you can use if you were to take a job there – bring up these in your questions to get clarity on what they can offer you
  - look at the school's mission and their student demographics
  - talk to people you know who are familiar with the institution



# Interview: Meeting the Boss (aka Dean/Chair)

- THIS IS NOT ABOUT NEGOTIATING!
- You should ask about:
  - policies for tenure, annual review, etc.
  - vision for the department/school
  - expectations for service, teaching, research output
- You may want to talk about how your work:
  - strategically strengthens ties between X and Y scholars
  - leverages resources already on campus in the form of blah blah blah.
  - fits well with existing infrastructure without the need for future hires and a lot of additional resources

# Interview: Meeting the Boss (aka Dean/Chair)

- THIS IS NOT ABOUT NEGOTIATING!
- They may ask you about your:
  - funding situation
  - ability to apply for grants
  - comfort teaching the required courses needed
  - possibly your comfort at being the sole representative of a field in the department or on campus
- They may grill you on your field and directions for future growth in order to:
  - evaluate your intelligence and creativity
  - get a candid perspective on emerging trends in your field
  - gain information on how to better evaluate current faculty members



# Interviews: 1-on-1 meetings

## **What to talk about in order of priority:**

1. ask about a bathroom/coffee break at the beginning
2. related/overlapping research interests
3. related/overlapping teaching interests
4. any other academic topic: how dept. works etc.
5. life in the town you are visiting
6. weather etc.

# Interviews: 1-on-1 meetings

## Strategies

- while your research and teaching skills are being assessed, they are also trying to figure out what kind of colleague you will be
- do not ask them what research they do – you should already know this and come prepared with more **specific questions**
- ask your most important questions to more than one person to see how the answer varies
- avoid putting people on the spot if they don't wish to discuss sensitive issues
- be ready to sell your candidacy to students (both undergrad and grad)
- be sensitive to cues that people are ready to move on to the next topic
- don't volunteer any negative information – even if you have plenty to give
- keep the humor appropriate
- don't drink too much at the dinners
- make eye contact
- smile and have confidence
- have a strong handshake and good posture
- send follow-up thank-you emails

# Interviews: 1-on-1 meetings

## What to bring:

- you're going to be exhausted and you will be talking ALL DAY
- things you'll be happy to have on hand (there won't be time to pop over to the store):



# Interviews: 1-on-1 meetings

## What to wear:

- dress comfortably - you may have to walk a lot to get from one place to another
- when in doubt, err on the side of dressing more formally
  - research shows that women (and probably minorities) trade off power when they dress down, so you need to dress more formally to get the same level of respect as a man
- don't wear anything distracting - you don't want people to think “nice outfit” but rather “I learned something”



# Typical Interview Questions

*“Why did you apply for THIS position or THIS school?”*

- **What they’re really asking:** How do you fit here and serve OUR agenda?
- **How to answer:** Address four areas: 1) the dept., 2) the faculty, 3) any special programs or initiatives on campus and 4) the classroom. Structure your answer as comparison between them and you: “You have a broad faculty and I have broad research interests” or “I look forward to being involved with the Climate Change Institute because my research fits nicely in that discipline and yet broadens the methodological approach”.
- Remember: the more the institution to which you are applying differs from your current PhD institution, the more you need to help them envision how you would be a productive member of their department.

# Typical Interview Questions

*“Tell me about yourself”*

- **What they’re really asking:** Perhaps just trying to get to know you as a person/colleague or perhaps digging for personal info. Are you confident? Are you fun? Are you someone who will be an ally? Perhaps they neglected to go to your talk or read your CV and want you to give them the short version.
- **How to answer:** Don’t talk about your personal life unless you participate in activities that are related to your profession in some way. Instead, provide a focused response that conveys your value to the dept. Think about your elevator pitch for your research – what is your research motivation and how do you aim to realize it?

# Typical Interview Questions

*“What are your future research plans?”*

- **What they’re really asking:** How forward thinking are you? What kind of resources do you need to succeed? How is your work relevant to mine? How much vision do you have to stay current?
- **How to answer:** Do some research. Ask your colleagues what the big challenges are (funding, data, etc.) facing your field. How will you contribute to overcoming some of these challenges. Remember that tailored research statement that got you here? Give the 1-year, 5-year and beyond research plan. Tell them how these projects will be funded and published. *Tell them how your work pertains to theirs and the broader picture.*



# Typical Interview Questions

*“What is your advising philosophy for undergraduate and graduate students?”*

- **What they’re really asking:** Are you going to be a good adviser?
- **How to answer:** Practice talking about your teaching statement and the exercises we did in class – what do you think makes a great adviser? Think about using known pedagogy and/or existing policies that might be on their webpages.

# Typical Interview Questions

*“What courses could you offer to teach?”*

- **What they’re really asking:** Are you interested in teaching to the mission of our school and flexible enough to fit into the existing teaching within the dept.?
- **How to answer:** Stick to the job-ad since it tells you what they are looking for. Have some ideas of something to teach that is new for the dept., but still complimentary to the existing strengths in the department. Also, think in terms of outcomes and learning objectives: What knowledge will the students get out of the course? What skills will they acquire? How will it complement the rest of their studies?

# Typical Interview Questions

*“Do you have questions for us?”*

- **What they’re really asking:** What does this candidate value? Have they thought deeply about our institution?
- **How to answer:** Tailor your answer to the institution. If you ask all of your questions about research and it’s a SLAC, some eyebrows may be raised. Never have no questions. Memorize or write down a long list of questions and repeat them to new people you meet.
- *“What are the opportunities for growth and development at University of Awesomeness?”*
- *“What are some of the big challenges you’ve had working in this school?”*
- *“Are people generally collaborative and supportive of one another?”*

# What to ask

## **BE SURE THAT NONE OF THIS INFO IS CLEARLY AVAILABLE ON THEIR WEBSITE!**

- *“I’d like to know more about sources of travel support on campus”*
- *“Why is the department hiring at this time? Is more expansion planned and if so, what areas are of interest to the faculty?”*
- *“How is faculty performance assessed?”*
- *“What separates a good faculty member from a great one at this institution?”*
- *“How is teaching evaluated?”*
- *“What kinds of attitudes or work habits make people successful here?”*
- *“How are new faculty oriented and mentored?”*
- *“Are there faculty development programs?”*
- *“What do your students tend to do after graduation?”*
- *“I noticed initiative XXX on the website. Can you tell me more about it?”*
- *“How would you describe the general culture of the department?”*
- *“What are some of the biggest challenges facing the department today?”*
- *“What is your timeframe for making decisions?”*

# What to ask an R1

- *“What is the breakdown of undergraduate and graduate teaching?”*
- *“Can you tell me more about how graduate students are supported?”*
- *“Can you tell me about teaching-release possibilities on campus?”*
- *“Are there any jointly appointed faculty members, cross-listed courses, or joint degree programs involving partnerships with other units?”*
- *“What is your ideal balance between teaching and research?”*

# What to ask a SLAC

- *“How many, and in what ways are students involved in faculty research?”*
- *“Are there opportunities to lead field school or study-abroad programs?”*
- *“Are there opportunities for collaborative and/or interdisciplinary teaching?”*
- *“How is teaching quality evaluated?”*
- *What opportunities are there for developing new teaching methods?*

# What to ask students

- *“What are the strengths of the program here? or Why did you choose this school?”*
- *“What do you wish for, that you don’t have, as a student in this department?”*
- *“What are your professional goals after graduation?”*
- *“How many of you are involved in research (undergrads) or publishing papers/presenting at conferences (grads)?”*
- *“How frequently do you interact with faculty (socially or professionally)?”*



# What they cannot ask

**It is illegal to base a hiring decision on the answers to questions about:**

- Race, ethnicity, or color
- Religion
- Gender or sex
- Country of national origin or birth-place
- Disability
- Age
- Marital or family status or pregnancy

**Possible awkward questions they can't/shouldn't ask you**

- *“Why did you take so long to finish?”*
- *“Why didn’t your PhD/postdoc yield more publications?”*
- *“Is your husband/wife willing to relocate if you are offered this position?”*
- *“Are you planning to have children?”*
- *“How old are you?”*
- *“Where else are you interviewing?”*

# What they cannot ask

## What to do:

- **Ask them why they want to know** – this enables you to understand their motivations more while also providing you some time to think of a response (this assumes good intentions)
  - careful of your tone of voice: low pitch and steep fall at the end can sound annoyed, while high pitch and rising at the end sounds more friendly (pretend you are genuinely curious)
  - *“I’m confused by your question can you tell me why you are asking?”*
  - after they have responded to your question you can say “Thanks for the clarification”

# What they cannot ask

## What to do:

- **You can use the following expressions –**
  - *“I’d rather not say”*
  - *“I’m sorry, that’s private”*
  - *“That topic is too complicated or difficult to discuss at this time”*
  - *“This isn’t a good time to talk about that”*
  - *“It’s a really long story, and this isn’t the right time to share it”*
  - *“I try not to talk about my personal life at work”*
  - *“This isn’t something I’m comfortable discussing”*
  - *“I usually don’t talk about this topic with people I don’t know well”*

# What they cannot ask

## What to do:

- **Change the subject –**
  - *“It sounds like family is important to you – tell me about yours”*
  - *“Oh, that’s not as interesting as X, why don’t you tell me what you’re working on?”*

# What they cannot ask

## What to do:

- **Think about the questioner's motivation** – is there a legitimate concern that may underlie the question? For example, a question about your parental status may be an attempt to determine your ability to travel etc.
  - *“There’s nothing that would interfere with my ability to work the hours needed to get the job done well”*
  - Often people ask these things because they are the things that they might also value, so you can turn it around to them
  - *“Oh, are you asking me about my family because you’ve figured out how to balance your career and your own family?”*

Date	Topic Covered in Class	Assignment Due	In-class Exercise(s)
<b>MODULE 1: Preparing to go on the job market</b>			
27-Aug	Why Academia? Networking, and Social Media		networking, pros/cons of academia
3-Sep	Where is your academic home? Job Ads	Watch Interviews/Find a job ad	personal assessment of needs
<b>MODULE 2: Creating your application package</b>			
10-Sep	CV Boot Camp: Cover letters and CVs		
17-Sep	CV Boot Camp: Research Statements	CV + Cover Letter	peer review of cover letter and CV
24-Sep	CV Boot Camp: Teaching Statements	Research Statement	peer review of research statements
1-Oct	CV Boot Camp: Diversity Statements	Teaching Statement	peer review of teaching statements
<b>MODULE 3: Getting the job</b>			
8-Oct	Job Talks – best practices	Diversity Statement	peer review of diversity statements
15-Oct		5-min job talks	
22-Oct		5-min job talks	
29-Oct	Interviewing Skillz		mock interview (optional, scheduled)
5-Nov	Negotiations and Startup	Startup wishlist with \$\$	prioritize the startup list
<b>MODULE 4: Thriving in life and work</b>			
12-Nov	Getting Tenure: Time Management	Entire Application Package	
19-Nov	Getting Tenure: Running a Research Program	Time tracking experiment	define yourself
26-Nov		Thanksgiving	
3-Dec	Getting Tenure: Support and Mentorship	Curate your online image (website)	mentoring chart

# For next week:

## Startup Wishlist Exercise

At the start of next week's class I want you to have created a list of startup items that you would like as part of the job you are applying for. Things to consider:

- space needs for your research
- special equipment needed for research or teaching (think about your 5 year plan)
- consumables needed for the first few years
- computing equipment needed for group
- student/postdoctoral/technician salary support
- travel support for first few years