

THE ACADEMIC JOB SEARCH

- Sample Headings For Your Curriculum Vita (C.V.)
- Sample C.V.s (Humanities/Social Science, Science) - *Keep Text To 1 Side Of A Page*
- Sample Cover Letters (Humanities/Social Science, Science) - *Keep Text To 1 Side Of A Page*
- Selected Bibliography (Humanities/Social Science, Science)
- General Job-Hunting Tips
- Interviewing Skills

SECTION HEADINGS FOR YOUR CURRICULUM VITA

The following list of section headings is designed to make you more aware of the different kinds of information which can be included in your c.v. Keep in mind that this list contains *possible* section headings; the information that you include, and the way you choose to organize it, will depend on your own experience, skills, and professional goals.

PERSONAL INFORMATION

Name

Address (local and permanent/home and office)

Phone Numbers (day and evening)

E-mail Address

OBJECTIVE (optional)

Professional, Research, and/or Teaching Objective (e.g., if you are looking for a position doing research, you might start with RESEARCH OBJECTIVE).

EDUCATION

Degrees (Ph.D., M.S./M.A., B.S./B.A.)

Major or Concentration

College/University (city/state)

Dates of Conferral

Coursework

DISSERTATION (can be a subsection under **EDUCATION**)

Title

Advisor

Description of Dissertation

Skills and Methodology (if applicable)

EXPERIENCE

Teaching

Research (can include "Skills and Methodology")

Administrative

TEACHING/RESEARCH INTERESTS (can include "Research in Progress")

PUBLICATIONS (can include "Pending Publications," "Publications in Print," etc.)

CONFERENCE PRESENTATIONS

GRANTS/HONORS/AWARDS

PROFESSIONAL AFFILIATIONS

REFERENCES

List the name, organization/affiliation, and phone number (only with permission) of each individual who has written a recommendation letter on your behalf; and/or you may indicate that "Credential File Will Be Forwarded Upon Request."

On the reverse side of this sheet, there is a supplementary list of additional categories that might be appropriate for your curriculum vita.

ADDITIONAL CATEGORIES FOR THE VITA

Academic Preparation
Academic Training
Academic Background
Education
Educational Background
Educational Overview
Professional Studies
Degrees
Principal Teacher
Thesis
Master's Project
Comprehensive Areas
Dissertation
Dissertation Title
Professional Competencies
Educational Highlights
Areas of Knowledge
Areas of Expertise
Areas of Experience
Areas of Concentration in Graduate Study
Professional Experience
Professional Overview
Professional Background
Teaching Experience
Teaching Overview
Experience Summary
Experience Highlights
Research Experience
Research Overview
Administrative Experience
Consulting Experience
Continuing Education Experience
Related Experience
Internships
Teaching/Research Assistantships
Graduate Fieldwork
Academic Accomplishments
Professional Achievements
Career Achievements
Career Highlights
Background
Publications
Scholarly Publications
Scholarly Works
Books
Professional Papers
Articles/Monographs
Reviews
Exhibits/Exhibitions
Arrangements/Scores

Academic Service
Professional Service
University Involvement
Service
Faculty Leadership
Committee Leadership
Departmental Leadership
Professional Association Activities
Scholarly Presentations
Conference Presentations
Convention Addresses
Workshop Presentations
Workshops and Conventions
Programs and Workshops
Conferences Attended
Conference Participation
Memberships
Affiliations
Professional Memberships
Memberships in Scholarly Societies
Professional Organizations
Professional Certification
Certificates
Licensure
Special Training
Endorsements
Teaching Interests
Academic Interests
Research Interests
Educational Interests
Professional Interests
Scholarships
Fellowships
Academic Awards
Special Honors
Distinctions
Honors and Distinctions
Honors and Awards
Prizes
College Activities
Foreign Study
Study Abroad
Travel Abroad
Languages
Language Competencies
Dossier
Credentials
Placement File
References
Recommendations

SAMPLE CURRICULUM VITA FOR A HUMANITIES/SOCIAL SCIENCE PH.D. - FOR ACADEMIC POSITIONS

Rebecca Sharp
rs@nyu.edu

Department of English
New York University
19 University Place
New York, NY 10003
(212) xxx-xxxx

18 Thackeray Avenue
Apartment #4
Brooklyn, NY 10023
(718) xxx-xxxx

Education

Ph.D. Department of English, New York University, May 1999.

M.A. Department of English, Georgetown University, June 1994.

B.A. *Magna Cum Laude* in English and American Literature, Williams College, May 1992.

Dissertation

Lust and Bodily Enchantment: Images of Female Monstrosity in Sidney and Spenser.

Dissertation Advisors: George Osborne, Amelia Sedley.

This dissertation considers representations of "monstrous" female figures in the works of Edmund Spenser and Philip Sidney. For both Sidney and Spenser, the representation of women frequently involves an implication in versions of excess: women are imagined as sexually voracious, socially uncontainable, and even physically violent toward men. At the same time, these narratives of excess produce not only anxiety but desire, drawing both male figures within the texts and the authors themselves into negotiations of the relationship between the erotic and the monstrous. I argue that such negotiations inevitably return to the question of women's power; through the figure of female monstrosity, both Sidney's and Spenser's text are centrally concerned with interrogations of agency, gender, and desire.

Fellowships, Honors, and Awards

Dean's Dissertation Fellowship, New York University, 1998-99.

Teaching Assistantship, New York University, Spring 1998, Fall 1998.

Woodrow Wilson Fellowship for Graduate Work in Women's Studies, 1997-98.

Folger Fellowship for Graduate Research, Folger Shakespeare Library, Washington DC, Fall 1997.

Proctorship, Expository Writing Program, New York University, 1995-97.

Fosdick Grant for Summer Study in England, 1997.

Tuition Fellowship, New York University, 1994-95.

Phi Beta Kappa, 1992.

David W. Stern Prize for an Essay on English Literature, Williams College, Fall 1991.

Publications

"Dangerous Blazons: Constructing Women's Violence in *Astrophil and Stella*." Submitted to *English Literary Renaissance*, Spring 1999.

"What Does a Woman Want? Sybil Vane and Wilde's Use of Shakespeare." *Reading Wilde, Querying Spaces* (Exhibition Catalogue, Fales Collection), New York University, April 1999.

Lectures and Conference Papers

- "Wooing With the Sword: Role-Playing and the Violence of Courtship in *A Midsummer Night's Dream* and *The Faerie Queene*." Shakespeare Association of America, Spring 1999.
- Invited Lecture, "The Violence of the Blazon in Renaissance Love Poetry." *Representations of Women*, Department of English, New York University, Fall 1998.
- "Medusa's Head: Visions of Female Monstrosity in Spenser's *Faerie Queene*." Renaissance Society of America, Spring 1998.
- "The Woman on the Pedestal: Sex and Violence in the Poems of Petrarch and the Films of Brian De Palma." Graduate Feminist Forum Conference, New York University, Spring 1998.
- "Stealing the Breech: Fantasies of Causality in Shakespeare's Chronicle Plays." *Disordering the Disciplines*, SUNY Stonybrook, October 1997.
- "Monstrous Women in the Works of William Faulkner and Tennessee Williams." *Subversive Discourses in American Literature*, University of Rhode Island, April 1996.

Teaching Experience

- Department of English, New York University
Teaching Assistant, *Representations of Women*. Professor Rhoda Schwartz, Fall 1998.
Teaching Assistant, *British Literature from Chaucer to Dryden*. Professor William Dobbin, Spring 1998.
- Expository Writing Program, New York University
Instructor, *Writing Workshop I*. Fall 1995, Fall 1996.
Instructor, *Writing Workshop II*. Spring 1996, Spring 1997.

Related Professional Activities

- Student Representative, Graduate English Organization, 1997-98.
Vice President, Graduate Feminist Forum, NYU English Department, 1996-98.
Member, Folger Shakespeare Library Seminar: "Gender and the Elizabethan Stage," Professor Juliet Capulet-Montague, Fall 1997.
Conference Organizer, Graduate Feminist Forum Annual Conference, New York University, 1996-97.
Tutor, New York University Writing Center, 1995-97.

Languages

French, Italian, reading knowledge of Latin.

References

Professor George Osborne; Professor Amelia Sedley; Professor Rhoda Schwartz; Professor Juliet Capulet-Montague; Professor William Dobbin.

SAMPLE CURRICULUM VITA FOR A SCIENCE PH.D. FOR ACADEMIC POSITIONS

JANE A. DOE

Home: 11 Bleecker Street, Apt. 6H New York, NY 10003 (212) xxx-xxxx

Office: New York University Medical Center, Department of Anatomy

155 First Avenue, 10th Floor New York, NY 10003

Phone: (212) xxx-xxxx Fax: (212) xxx-xxxx

E-mail: jad@nyu.edu

EDUCATION

New York University

Graduate School of Arts & Science, Department of Biology

Ph.D., Cell and Developmental Biology, May 1999

- Dissertation description below

Columbia University

• Six-week seminar on applications of experimental neurobiology, Summer 1993

University of California at Los Angeles

Institute for Biological Sciences, Department of Zoology

M.S., Biomedical Engineering, December 1992

Russell Sage College

B.S., Biology, May 1990

• Graduated magna cum laude

Doctoral Dissertation

Title: "*Research on the regulatory role of extracellular matrix molecules in directional migration of precerebral cells during early brain organogenesis.*"

September 1995 - May 1999

Advisor: John Q. Smith, Ph.D., Professor of Biology, New York University

Skills and Methodology: Direct immunofluorescence of Schwann cells from rat sciatic nerve; preparation of mixed cultures of oligodendrocytes and astrocytes from neonatal rat brain; lesion verification using Johnson 240 projector and radiomicroscope; tissue sectioning using freezing microtome and Cryostat; stereotaxic cannulae and electrode implantation.

EXPERIENCE

Teaching Experience

September 1995 - May 1997

Lecturer, **New York University, College of Arts & Science**, Department of Biology

Courses taught: • *Cell and Molecular Biology* (two sections). Supervised and coordinated two graduate teaching assistants' activities in laboratory.

• *Advanced Developmental Biology* (one section).

January 1994 - May 1994

Instructor, **Kingsborough Community College**, General Studies Program

Courses taught: • *General Biology*. Taught at several levels: for majors, for nursing and medical technology majors, and for elementary education majors.

- *Introduction to Biochemistry* (one section).

Research Experience

September 1999 - May 2000

Postdoctoral Fellow, **New York University Medical Center**, Department of Anatomy

Biomedical studies on hormonally induced cAMP mediated intracellular transduction mechanisms involved in murine palate development; kinetic analysis of ligand-receptor binding of cAMP-dependent protein kinase.

Skills and Methodology: Radiogland-receptor binding studies; subcellular fractionation; DEAE-column chromatography; fluometric analysis.

September 1995 - May 1999

Doctoral Dissertation, **New York University, Graduate School of Arts & Science**

- See description in EDUCATION section above.

January 1994 - May 1996

Research Assistant to Professor Mark V. Jones, Ph.D., **New York University, College of Arts & Science**, Department of Biology

Conducted research on the pharmacological effects of potassium on the brain functioning of adult rats.

Coordinated the work of three laboratory assistants.

Skills and Methodology: Chromatographic and spectrophotometric techniques; cell fractionation methods.

September 1990 - August 1991

Master's Research Project, **UCLA, Institute for Biological Sciences**

Topic: Immunologic mechanisms in oncology, including induction and transfer of immunological factors between sensitive and insensitive murine strains.

Skills and Methodology: DNA purification; tissue culture techniques, including Rose Chambers Leighton tubes.

Administrative Experience

January 1994 - May 1994

Evaluation Committee Member, **Kingsborough Community College**

Aided in the evaluation of Biology Department's curriculum and projections of future needs for Middle Atlantic States accreditation. Committee's projections led to development of successful Nursing Department at the College.

PUBLICATIONS

J. Doe, A. J. Levy, & S. Smith (1997). "A simulated organogenesis of sensitivity-measured precerebral cells in rats," *American Biologist*, 201, 1411-1420 (1997).

J. Doe, & S. Smith (1996). "The effect of peripheral resistance on the Korotkoff Sound: Experiments." Proceedings of the 21st Annual Meeting, Association for Advancement of Medical Instrumentation, Washington, DC.

CONFERENCE PRESENTATIONS

- Association for Advancement of Medical Instrumentation, Washington, DC (1997)
- CSDS Vith International Conference, Philadelphia, PA (1997)
- Northeast Bioengineering 13th Annual Conference, New Haven, CT (1996)

ACADEMIC/PROFESSIONAL HONORS

- National Institute of Health Post-Doctoral Fellowship (1999-2000)
- UCLA University Founder Scholarship for Outstanding Achievement in Biomedical Engineering Studies (1991)

PROFESSIONAL AFFILIATIONS

American Biological Society (ABS)
International Association of Cellular Biology (IACB)
Biomedical Engineering Society (BMES)

LANGUAGES

Fluent in Mandarin and Cantonese. Working knowledge of French.

REFERENCES

Credential file forwarded upon request.

ACADEMIC COVER LETTER FOR A HUMANITIES/SOCIAL SCIENCE PH.D.

206 Broadway, Apt. 3F
New York, NY 10023
(212) xxx-xxxx
[today's date]

Dr. Cathy Flynn, Chair
Search Committee
Department of Romance Languages
College of Saint Benedict
37 South College Avenue
St. Joseph, MN 56374

Dear Dr. Flynn:

This is in response to the position of Assistant Professor in Spanish Language and Literature as advertised in the October MLA Job Information List. I have had at least four years of experience teaching a broad range of Spanish and Latin American language as well as literature courses.

My interests in Spanish Peninsular literature range from the Medieval and Golden Age period to contemporary poetry. In my dissertation, "La Cuestión del Género en Grisel y Mirabella, de Juan de Flores," I analyze Flores' work as part of the European tradition of debates in favor of and against women. In doing so, I reconcile two critical approaches that I consider complementary and equally relevant: textual analysis and reconstruction of the ideological context. The dissertation was awarded honors by NYU and Honorable Mention in the competition for the Huntington Award of the American Association of Teachers of Spanish and Portuguese.

At my present position at Vassar College, I teach all levels of Spanish language, a writing workshop, a survey on Medieval and Renaissance literature, and two senior seminars--one on contemporary Spanish and Latin American poetry (Huidobro, Borges, Alberti, Alonso, Fuertes, Pizarnik) and the other on Spanish and Latin American Women Writers (Santa Teresa, Sor Juana, Mistral, Di Giorgio, Orozco).

In the area of contemporary poetry, I have published articles and reviews on poets such as Diego Jesús Jiménez, Andrés Mirón, and Luis Antonio de Villena, and taught courses in which I included twentieth-century Spanish authors, from García Lorca to Ana María Moix. I believe that I am well qualified for the opening in your department. I have thorough training, solid experience, and a deep dedication to teaching Spanish language and literature. I enjoy being part of a college community where I can use my skills and knowledge, and continue to grow in my field.

I would appreciate the opportunity to meet with you and further discuss my qualifications. Thank you for your time and consideration.

Sincerely,

[signature]

Marianna Balthazar

ACADEMIC COVER LETTER FOR A SCIENCE PH.D.

11 Bleecker Street, Apt. 6H
New York, NY 10003
(212) xxx-xxxx
[today's date]

Professor Albert Einstein, Chair
Harvard University
College of Arts & Science
54 Dunster Street
Cambridge, MA 02138

Dear Professor Einstein:

I am applying for the position of Assistant Professor in Biology beginning Fall 2000. Currently, I have a postdoctoral fellowship with New York University Medical Center, Department of Anatomy, which began Fall 1999 and ends May 2000. I received my doctorate in Cell and Developmental Biology from New York University's Graduate School of Arts and Science, in May 1999.

I am very excited about my latest research project. It examines the regulatory role of extracellular matrix molecules in directional migration of precerebral cells during early brain organogenesis. My dissertation had explored this topic and was published by the Federation of American Societies for Experimental Biology Journal. In addition to this work, I studied, in depth, the pharmacological effects of potassium on the brain functioning of adult rats; and, as part of my Master's research project, examined the immunologic mechanisms in oncology, including induction and transfer of immunological factors between sensitive and insensitive murine strains.

This extensive research training is further complemented by my teaching experience in a several areas of biology, for various levels of students, from freshmen to seniors. For example, I taught *Cell and Molecular Biology* to undergraduates at NYU and *General Biology* and *Introduction to Biochemistry* to undergraduates at Kingsborough Community College. Teaching has given me the opportunity to communicate my enthusiasm for biology, as well as provide a forum for intellectual stimulation and discussion.

An assistant professor position at Harvard University, with its high caliber of students, would allow me to engage in satisfying intellectual pursuits and continue working on quality research projects. The opportunity to work collaboratively with distinguished faculty such as Professor Anthony Brown is extremely appealing.

Please refer to the enclosed curriculum vita for more information regarding my published works and other qualifying experience. My letters of recommendation are being forwarded, under separate cover, by the placement office of my school.

If additional information is requested, please do not hesitate to contact me. Thank you for your time and consideration.

Sincerely,

[signature]

Jane A. Doe, Ph.D.

Enclosure: Curriculum Vita

SELECTED BIBLIOGRAPHY FOR A PHD IN HUMANITIES & SOCIAL SCIENCE FOR THE ACADEMIC JOB HUNT

RESOURCES APPROPRIATE FOR BOTH ACADEMIC AND SOME NON-ACADEMIC PURSUITS:

- The Woodrow Wilson Foundation: initiatives to help humanities PhDs find a broader market for their skills. (www.woodrow.org/phd/)

- The Chronicle of Higher Education. Job listings in higher education. (<http://chronical.com>)

"The Week in Review" section in the Sunday New York Times. (www.nytimes.com)

The Academic Position Network (www.apnjobs.com). AcademicCareers.com (www.academiccareers.com)
Academic360.com (www.academic360.com). Higher Ed Jobs (www.higheredjobs.com). Campus Review (www.camrev.com.au).

- Modern Language Association of America. Job listings. (212) 475-9500. (www.mla.org)

- Job Search in Academe: Strategic Rhetoric for faculty Job Candidates, Dawn M. Formo & Cheryl Reed, Stylus Publishing, LLC, 1998.

- **The Academic Job Search Handbook, Mary Morris Heiberger & Julia Vick, U. of Pennsylvania Press, 2001.**

- Getting an Academic Job, Jennie Jacobs Kronenfeld & Marcia Lynn Whicker, Sage Publications, Inc., 1997.

- A Career Guide for PhD's and PhD Candidates in English and Foreign Languages, English Showalter, Modern Language Association, 1994.

Research Centers Directory, (2 vols.). Lists research institutes, labs and centers, in government, education, profit and non-profit sectors. There is also an international version. (Bobst Library)

Resources for information on and jobs in the not-for-profit sector: Idealist (www.idealists.org). NonProfit Career Network (www.nonprofitcareer.com). The Foundation Center at 79 Fifth Avenue, 8th Floor, for additional research and resources (www.foundationcenter.org).

- The Chronicle of Philanthropy. Lists jobs in universities and other non-profit institutions. (www.philanthropy.com)

- National Trade & Professional Associations Directory. Use associations for networking, job leads, and career information.

- Curriculum Vitae Handbook, Rebecca Anthony & Gerald Roe, Rudi Publishing, 1994.

- How to Prepare Your Curriculum Vitae, Acyl Jackson, VGM Career Horizons, 1994.

- On the Market: Surviving the Academic Job Search, Louis Menand and Michael Berube, Riberhead Books, 1997.

SELECTED BIBLIOGRAPHY FOR A PHD IN THE SCIENCES FOR THE ACADEMIC JOB HUNT

RESOURCES APPROPRIATE FOR BOTH ACADEMIC AND SOME NON-ACADEMIC PURSUITS:

- The Chronicle of Higher Education. Job listings in higher education. (<http://chronicle.com>).

"The Week in Review" section in the Sunday New York Times. (www.nytimes.com).

PhDs.org. Science, math, and engineering career resources (www.phd.org).

The Academic Position Network (www.apnjobs.com). Academic360.com (www.academic360.com). Higher Ed Jobs (www.higheredjobs.com). Campus Review (www.camrev.com.au).

National Science Foundation. (www.nsf.gov)

Eclectic listing of jobs and resources for science, space, and energy professions:
(www.quintcareers.com/sciencejobs.html). (www.sciencejobs.com/splash.action).

- **The Academic Job Search Handbook, Mary Morris Heiberger & Julia Vick, U. of Pennsylvania Press, 2001.**

- Getting an Academic Job, Jennie Jacobs Kronenfeld & Marcia Lynn Whicker, Sage Publications, Inc., 1997.

Mathematics: American Mathematical Society (www.ams.org). Mathematical Association of America (www.maa.org).

Research Centers Directory, (2 vols.). Lists research institutes, labs and centers, in government, education, profit and non-profit sectors. There is also an international version. (Bobst Library)

The American Association for the Advancement of Science (www.nextwave.sciencemag.org) - individual or institutional subscription required.

- Neuroscience Training Programs in North America. Registry of formal, degree-granting programs.

• Hospital Blue Book. National listing of hospitals, healthcare systems, and medical schools.
Directories in Print. Lists more directories than you'll ever want to see. (6th Fl. Bobst)

- Job Hunters Sourcebook. Lists employment research materials and resources for numerous fields.

• National Trade & Professional Associations Directory. Use associations for networking, job leads, and career information.

The New York Biotechnology Association. (www.nyba.org).

ACADEMIC JOB-HUNTING TIPS FOR A PH.D.

Considering a career in academia? If so, then you should become aware of resources and strategies for your specialized job hunt that can improve your chances of landing an academic position.

- **Organize...** your job search. You should have an updated curriculum vita (c.v.) and confidential letters of recommendation from your dissertation advisor and/or other members of the faculty. Letters may also be requested from others who have supervised you closely, such as a chairperson or employment supervisor. You may be asked for a copy of a writing sample or a copy of your research abstract. Transcripts may be requested by some search committees.
- **Note...** that the heaviest time for job listings tends to be late fall or early winter for faculty positions available during the next academic year. Therefore, plan to start your job search at least one year in advance.
- **Continue...** to develop research projects and submit scholarly works – books, articles, or papers – for publication.
- **Contact...** the professional association for your academic discipline (for example, the American Historical Association, the Modern Language Association, or the Federation of American Societies for Experimental Biology). Some professional organizations publish job listings in their journal on a national or regional basis. In addition, the organizations usually hold yearly conferences where there is an opportunity to network and interview for positions.
- **Consider...** teaching at community colleges and institutions offering certificate and diploma programs, in addition to four-year universities and colleges.
- **Seek...** adjunct positions or part-time teaching positions (possibly with adult education programs) or temporary research appointments in the interim.
- **Network...** continuously with faculty on campus, particularly your advisor, and students and colleagues from other schools.
- **Check...** the Chronicle of Higher Education and the New York Times Sunday section (“The Week in Review”) for ads for academic positions. Also, look into job placement or job listing services (for example, the NYU Office of Career Services on-line database of jobs, *CareerNet*) and other publications – see Bibliography sections.
- **Realize...** that relocation is a strong possibility for many candidates pursuing academic positions. Plan for travel expenses for interviews and moving expenses.
- **Read...** job-hunting manuals for the academic job search for more detailed information.

INTERVIEWING SKILLS FOR A PH.D. ACADEMIC POSITIONS

Although the interview process is an anxiety-provoking experience for many people, it is actually nothing more than a mutual exchange of information. Viewing the interview as a conversation, rather than as an interrogation, may certainly help to put you at ease.

Your role during the interview is to promote yourself and learn about the institution and the position, while the interviewer's job is to learn more about you. It helps to remember that the interviewer was once in your shoes and therefore can empathize with how you may be feeling. Preparing carefully for the interview will generally increase your confidence level and, as a result, make it easier for you to relax.

PURPOSES OF INTERVIEWING

It's important to keep in mind that the purposes of interviewing are to:

1. Discover information
2. Provide information
3. Ask and answer questions to become more informed
4. Learn more about the job, position, institution
5. Discover the needs of the interviewer, institution, department
6. Make the interviewer feel comfortable with her/his decision
7. If applicable, get another interview

PREPARING FOR THE INTERVIEW

Conduct research to find out about the institution. Have the school mail you catalogs and the admissions packet provided to prospective students for facts about the student population and curriculum. Informal guides written for high school seniors are a great way to find out about the atmosphere of the college. You should also know about the research interests of faculty in the department, which you can obtain through database and manual searches, and by looking in the college catalog under the specific department. You want to impress them by being able to talk knowledgeably about the faculty's research.

Be prepared for the probability that you will be required to teach a class or give a lecture as part of the interviewing process. Your presentation should be about 45 minutes (unless specified otherwise). Remember to leave some time for questions. Your lecture should be cutting-edge, interesting, and motivating.

Knowing about the institution is not enough; you must also thoroughly understand your own skills, strengths, and weaknesses to be able to demonstrate why you are most qualified for the position. Practicing your answers to hypothetical questions will help you organize your thoughts and focus on what is most important for the interviewer to know about your background. You don't want to sound rehearsed or mechanical but practice will make you more confident and less nervous.

Get the details straight before the interview, including the exact location, the time, and the name of the person you are meeting. If traveling, ask for any materials to be mailed to you early to ensure their arrival, and be sure to have clear directions to the interview site. Arrive at least 15 minutes early (**never be late**) and get all relevant phone numbers. Bring a briefcase or portfolio and extra copies of your CV, dissertation, abstract, statements of research plans and copies of a course syllabus.

DRESSING FOR THE INTERVIEW

Depending on the institution you are interviewing with, you should be prepared to wear professional business clothes or business casual attire. Unless you are informed to interview in business casual, stay on the conservative side and wear business attire.

PROFESSIONAL BUSINESS ATTIRE

Both men and women should wear a suit. A conservative color, such as navy blue or charcoal gray, is usually recommended for the greatest flexibility. Men should wear a tie and pressed shirt. Women should wear a matching jacket and skirt (hemline slightly above the knee) or a pantsuit. Women's stockings should be a neutral color. Low-cut or revealing clothing is unacceptable. Be neat and coordinated in appearance.

Be conservative with makeup and jewelry. Men should take out their earring(s) if they wear one. Avoid perfume or cologne as the interviewer may be allergic.

Bring a briefcase, portfolio, or some type of presentable folder, not a backpack or bulky bag.

BUSINESS CASUAL

Think of your business casual clothes as a relaxed version of your business attire. For men, casual business wear means casual pants (khakis with a woven shirt and tie, sweaters and no sport coat required). For women, it means slacks (khakis), mixed separates, sweaters, and tights or socks. No jacket is required, but a casual blazer is acceptable to wear.

Among the banned items in business casual wear are: shorts, blue jeans, t-shirts, flannel shirts, mini-skirts, spandex, team logo shirts, halter tops, tank tops, leggings, sweat suits, hats, athletic shoes, sandals, outdoor boots and provocative or revealing clothing of any kind.

FIRST IMPRESSIONS

When the interviewer calls your name, stand up, establish eye contact, smile and shake his/her hand firmly (but don't break it). The handshake is the same for men and women. Remember to smile, be enthusiastic and show your self-confidence. You want to leave the interviewer with a positive impression. Most importantly, be yourself! Let your own personality shine through.

THE INTERVIEW

Areas You Will Probably Need to Discuss

- 1. Your dissertation.** Be prepared to discuss your work with a brief summary and a more detailed description. Capture the interest of your listener by including the most interesting and original aspects early on. Use appropriate language to give both experts in your field, and those who may not be familiar with the subject, a good sense of what you did and how it relates to other work in the field.
- 2. Your future research interests, publications and other work in your field.** Be enthusiastic and have some ideas of what your future research would include. Be able to discuss the latest work in your field.

3. Your pedagogy, courses you would like to teach, textbooks you would like to use. Be prepared to defend your teaching methods, discuss successful experiences you've had, and what new courses you would suggest for their department.
4. Your knowledge of and interest in the institution and student population; your willingness to participate in the college community. Always show your enthusiasm for the job and the department by doing your research before the interview and asking questions in the interview.
5. Your short- and long-term career goals. This should include how you will grow professionally in the position and the field.

POSSIBLE INTERVIEW QUESTIONS

1. Why did you choose your dissertation topic?
2. Can you tell us briefly what theoretical framework you used in developing your research?
3. In doing your research, why didn't you _____? Why did you take so long to finish your dissertation? I see you have very few publications. (These questions can be asked in many forms. You are being asked to respond appropriately to an intellectual challenge to your work.)
4. How does your research fit in with our department? What contribution does it make to the field?
5. What are your future research plans?
6. What is your teaching philosophy? How do you rate yourself as a teacher?
7. If you could teach any course you wanted to, what would it be? Which books would you use?
8. How would you feel about teaching Introductory _____? How would you structure it?
9. How do you motivate students?
10. Describe the contributions that you would make to our department.
11. How would you feel about working at a small college like us located in a remote area? Why would you choose us over a large university?
12. Who else is interviewing you?
13. Do you have any questions for us?

QUESTIONS YOU MAY ASK

An interview should be an exchange of information. You should have questions formulated to ask an interviewer in order to demonstrate that you have taken an active role in approaching your interview. If you do not get a chance to ask questions during the main portion of the interview, you will likely have a chance at the end of your discussion. The specific questions you should ask will vary from one institution to another, but be sure to ask questions that focus on the job, its responsibilities and opportunities. Questions about salary, fringe benefits, vacation days, and health insurance should **not** be asked until you receive the job offer.

POSSIBLE QUESTIONS FOR THE INTERVIEWER

1. What is the average course load and class size?
2. How much flexibility will I have in the organization of my courses? Is there an opportunity to develop advanced courses in my specialty area?
3. How do the courses I teach fit into the overall curriculum? Are they required courses or prerequisites?
4. What is the student/faculty ratio in the institution and specifically within the department?
5. What is the availability of teaching assistants/undergraduate assistants for grading and laboratories?

6. Does the library have an adequate supply of books in my field? Will they order a book or journal if they don't have it?
7. Are there written requirements for tenure and promotions? What is the basis for tenure? What proportion of new faculty receive tenure?
8. Are there mandatory office hours?
9. Is there required committee work? How often are departmental meetings held?
10. How is the institution organized and what role, if any, does the faculty play in day-to-day operations?
11. Where did faculty receive their doctoral/postdoctoral training?
12. What research is currently being conducted?
13. What is the relationship between the school and the community? Is community service a major role of the institution?
14. What changes would you like to see for this department within the next five years?

CLOSING THE INTERVIEW

Find out where the institution is in the process of making a hiring decision before you leave the interview. Afterwards, write tailored thank you letters to all who interviewed you. This is your opportunity to tell them, again, of your interest in the position, to thank them for their time, and to reiterate a strength or specific skill that is particularly relevant to the position.

Remember, the interview process is a two-way street. While they are evaluating your qualifications, you are assessing whether this is the right fit for you. Practicing your answers to interview questions and doing research on the institution will go a long way in helping to increase your confidence and make the process more enjoyable.

RECAP: SUGGESTIONS FOR EFFECTIVE INTERVIEWING

1. Prepare your responses: work experience, strengths, and examples of accomplishments.
2. Learn all you can about the institution, department, position and person who will be interviewing you.
3. Bring your own set of questions for the interview.
4. Do not try to "control" the interview. Have a conversation.
5. Let your "value" show and shine and sparkle.
6. Listen, listen, listen.
7. Relax and take your time...breathe!

Rehearse with a friend, tape record and/or do a mock interview.