

HOW TO GET AN ACADEMIC JOB

OUTLINE

PREPARATION BEGINS FIRST SEMESTER IN GRADUATE SCHOOL

OUR EXPECTATIONS OF GRADUATE STUDENTS GOING ONTO JOB MARKET

HIRING DEPARTMENTS' EXPECTATIONS OF JOB CANDIDATES

STEPS OF THE PROCESS

QUESTIONS TO ASK DURING INTERVIEW

CHOOSING WHERE TO APPLY

CONSULT WITH ADVISOR, COMMITTEE MEMBERS,
GRADUATE DIRECTOR, AND OTHER FACULTY

E-JOBS; APSA; LISTSERVES

KEEPING TRACK OF WHERE YOU HAVE APPLIED

CREATE SPREADSHEET

KEEP CHECKLIST FOR EACH APPLICATION

THE APPLICATION*

COVER LETTER

YOUR CURRICULUM VITA (CV)

TEACHING PORTFOLIO

LETTERS OF RECOMMENDATION

WRITING SAMPLE

TRANSCRIPTS

***Be sure to submit “Application form for Graduate Students on the Job Market” to the Graduate Coordinator**

THE INTERVIEW PROCESS

FORMAL RESEARCH PRESENTATION

ONE ON ONE INTERVIEWS

FORMAL TEACHING PRESENTATION OR DISCUSSION

APPROPRIATE ATTIRE AND BEHAVIOR

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

PRESENT YOUR MOST POLISHED EMPIRICAL CHAPTER

STATE YOUR RESEARCH QUESTION AND GENERAL EXPECTATION

**BRIEFLY DESCRIBE YOUR THEORETICAL FOUNDATION FOR THE
QUESTION**

**DEMONSTRATE CLEAR LINK BETWEEN THEORY AND YOUR
QUESTION**

**TELL A STORY THAT CONVEYS THEORY, QUESTION,
EXPECTATION**

**STATE YOUR FUNDAMENTAL HYPOTHESES — DO NOT PRESENT
CONTROL VARIABLES AS HYPOTHESES**

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

USE POWER POINT OR TRANSPARCIES

**MAKE SURE FONT SIZE IS LARGE ENOUGH TO SEE FROM BACK OF
ROOM**

**USE AN ECONOMY OF WORDS/NUMBERS ON EACH SLIDE: AVOID
THE TEMPTATION TO PUT TOO MUCH INFORMATION ON EACH
SLIDE**

**MEMORIZE YOUR JOB TALK: DON'T READ FROM SLIDES OR
NOTES — YOUR PRESENTATION SHOULD BE MORE OF A
CONVERSATION NOT A FORMAL READING**

HAVE HANDOUTS OF SLIDES ONLY IN CASE PROJECTOR BREAKS

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

SUMMARIZE YOUR DATA AND RESEARCH DESIGN

DISCUSS ONLY CRITICAL DETAILS OF DATA

NOTE: HAPPY TO ANSWER QUESTIONS ABOUT DATA IN Q&A
PART OF TALK.

HAVE PREPARED EXAMPLES ON SLIDE(S) IF
DATA/MEASUREMENTS ARE COMPLICATED OR NEW

HAVE SLIDE OF DESCRIPTIVE STATISTICS

BRIEFLY EXPLAIN METHODOLOGY

PRESENT RESULTS — COEFFICIENTS AND SUBSTANTIVE
INTERPRETATION: DON'T RELY ON NUMBERS TO TELL YOUR
STORY

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

**DEMONSTRATE IMPORTANCE OF FINDINGS TO YOUR QUESTION
AND OVERARCHING THEORY**

**CONCLUDE YOUR TALK BY ANSWERING THE “SO WHAT
QUESTION”**

**HOW DOES YOUR WORK MAKE THEORETICAL AND
EMPIRICAL CONTRIBUTIONS TO THE FIELD? WHY DO THESE
CONTRIBUTIONS MATTER?**

**ALSO CONCLUDE WITH A FEW STATEMENTS ABOUT YOUR
BROADER RESEARCH AGENDA AS WELL AS HOW THE CHAPTER
YOU PRESENTED FITS INTO YOUR ENTIRE DISSERTATION**

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

KNOW YOUR AUDIENCE

**BEFORE YOU STEP OFF THE PLANE, YOU SHOULD KNOW
ALL FACULTY IN THE DEPARTMENT WHERE YOU ARE
INTERVIEWING**

STUDY ALL FACULTY BIOS/CVS

STUDY BIO FOR DEANS

REVIEW GRADUATE STUDENT BIOS/CVS

PREPARATION FOR FORMAL RESEARCH PRESENTATION: YOUR JOB TALK

ANTICIPATE QUESTIONS

BASED ON FACULTY INTERESTS AND PUBLICATIONS YOU CAN
IDENTIFY LIKELY QUESTIONS

PRACTICE RESPONSES TO ANTICIPATED QUESTIONS

TAKE A MOMENT BEFORE ANSWERING A QUESTION

ASK TO HAVE QUESTION REPEATED

REPEAT THE QUESTION BACK TO THEM—”AS I UNDERSTAND
YOUR QUESTION....”

YOUR ANSWER SHOULD ALWAYS BE RESPECTFUL AND
SOMEWHAT DEFERENTIAL

PREPARATION FOR ONE-ON-ONE INTERVIEWS

AGAIN KNOW YOUR AUDIENCE

**IDENTIFY SOME QUESTIONS TO ASK OF EACH FACULTY
MEMBER BASED ON INFORMATION YOU MEMORIZED FROM
HIS/HER CV**

REVIEW QUESTIONS TO ASK ON FOLLOWING PAGES

ONE ON ONE INTERVIEWS: QUESTIONS YOU SHOULD ASK

Research Support

What departmental or institutional resources are available to support:

access to research materials and equipment,
the employment of research assistants,
research expenses on and off campus, and
travel expenses for professional meetings?

What departmental or institutional resources are available to seek external funding
and to administer external funding awards?

SOURCE: APSA E-Jobs (based on survey responses from Department Heads/Chairs

ONE ON ONE INTERVIEWS: QUESTIONS YOU SHOULD ASK

Teaching Support

What departmental or institutional resources are available to support :

the development of teaching expertise,
innovations in teaching, and
the introduction of new courses and new technologies?

What are departmental expectations regarding:

the average course load,
the number of different courses taught by faculty, and
advising of graduate and undergraduate students?

SOURCE: APSA E-Jobs (based on survey responses from Department Heads/Chairs

ONE ON ONE INTERVIEWS: QUESTIONS YOU SHOULD ASK

Service Activities

What are the expectations of pre-tenure and tenured faculty regarding:

departmental and institutional committee work,
professional or disciplinary activities, and
outreach activities to communities external to institution?

SOURCE: APSA E-Jobs (based on survey responses from Department Heads/Chairs

ONE ON ONE INTERVIEWS: QUESTIONS YOU SHOULD ASK

Tenure, Renewal, and Annual Review

What policies and procedures govern the granting of tenure, renewal of contracts for pre-tenure faculty, and annual reviews of faculty performance?

What are the department's expectations for successful performance leading to the granting of tenure or renewal of contracts for pre-tenure faculty?

What are the department's expectations for a positive annual review?

SOURCE: APSA E-Jobs (based on survey responses from Department Heads/Chairs)

ONE ON ONE INTERVIEWS: QUESTIONS YOU SHOULD ASK

Mentoring and Other Faculty Support Initiatives

What attention does the department give to integrating new faculty into the department and the institution?

Does the department or institution have programs that address:
the employment of dual career professional couples,
family needs of faculty and staff, and
issues associated with minority faculty and staff?

SOURCE: APSA E-Jobs (based on survey responses from Department Heads/Chairs

ONE ON ONE INTERVIEWS: QUESTIONS YOU MIGHT GET ASKED

On Teaching:

What courses are you prepared to teach immediately at the undergraduate level?

At the graduate level? What courses do you hope to develop in the future?

How would you teach specific courses? What readings would you assign? How would the course be organized?

How much would your courses emphasize theory vs. specific facts?

Describe to me your teaching experience. How have students related to you?

What kind of teacher training have you had?

What would you include in the core graduate seminar in your field?

How well do you handle big lecture classes?

SOURCE: IR SCHOLARS (LEEDS, MITCHELL....

On Your Research:

How much of your dissertation is done and when will you finish? Describe your schedule for completing on time.

How did you end up writing this dissertation? Why are you interested in this question?

What attracted you to this methodology?

Why should political scientists study [your dissertation topic]?

What is your future research agenda? Where do you see your career in five years? In ten years? What will you have produced? What do you intend to work on generally and what is a specific project that you would like to work on soon?

In the process of doing your dissertation research, have you come across any new questions or puzzles that you would like to pursue in the future?

What will your record look like when you go up for tenure? Who do you think would be good tenure letter writers for you?

What are your publication intentions? What journals do you think are likely to publish your work? What press will you submit your dissertation to? Why do you think that is the most appropriate choice?

What are your intentions for future development of your methodological skills? What skills would you like to develop and how will you go about doing that?

What was your role in co-authored work?

Note: you will get a lot of questions about your dissertation (theoretical, empirical, methodological, etc.) and will be asked how your work relates to other scholars' research on similar topics