Preparing for the Academic Job Market IV:

Interviewing, the Job Talk, and the Teaching Pitch

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Graduate School Professional Development Activities Checklist

	Department and Discipline	Research	Teaching	Career	Ethics
All Stages	☐ Read the key literature in your field ☐ Meet departmental milestones	☐ Apply for grants and fellowships ☐ Participate in academic writing workshops	☐ Attend Kaneb Center workshops ☐ Visit Kaneb Center web site for updates and announcements	☐ Identify transferable skills ☐ Attend job talks, lectures and seminars in your department ☐ Build your CV or Resumé	☐ Reflect on the ethical dimensions related to your research ☐ Attend ethics and compliance lectures ☐ Attend Ethics Cafés
Early Stage (coursework; pre-doctoral)	☐ Learn about programs and resources ☐ Synch to the professional development calendar ☐ Develop a strategic plan with your academic adviser ☐ Meet with your subject librarian ☐ Develop a network of faculty and advanced graduate students within your department	☐ Explore resources for internal and external grants and fellowships ☐ Sign up for PIVOT and register professional profile ☐ Create a research action plan to maximize opportunities ☐ Build international and interdisciplinary network ☐ Learn about engaged research and ways to apply to your scholarship	☐ Explore Kaneb Center programs and resources ☐ Attend TA Orientation ☐ Begin working toward teaching certificates ☐ Start building portfolio ☐ Consider teaching a Social Concerns seminar ☐ Consider attending the Community Engagement Teaching Institute at the Center for Social Concerns	☐ Explore Career Center programs and resources ☐ Acquire a professional outfit ☐ Complete a self-assessment ☐ Build your campus and professional network	☐ Explore Office of Research, Reilly Center, and Center for Ethics and Culture ☐ Complete Responsible Conduct of Research (RCR) training ☐ Complete the required ethics workshop ☐ Attend workshops on work/life balance, time management, and goal-setting
Mid Stage (master's research; candidacy exams)	☐ Assess your strategic plan ☐ Pursue leadership and service options (e.g., GSU) ☐ Join professional organizations and build your external network	☐ Attend and present at conferences ☐ Volunteer as a journal reviewer ☐ Present to public audiences and/or K-12 students	☐ Complete a mentored teaching experience ☐ Take a summer teaching course and join a summer reading group ☐ Arrange for teaching observation/consultation ☐ Draft a teaching philosophy statement	☐ Explore career opportunities for your field ☐ Draft application materials ☐ Determine use of Resumé or CV ☐ Seek internship opportunities	☐ Mentor junior students ☐ Explore resources of the Center for Social Concerns ☐ Complete a course or graduate student fellowship through the Center for Social Concerns
Late Stage (dissertation; job search)	☐ Request references and identify job opportunities ☐ Write and practice your job talk ☐ Attend a dissertation defense ☐ Report placement to Graduate School	☐ Form a dissertation reading/writing group ☐ Publish your research ☐ Devise a 5-year research plan ☐ Apply for dissertation fellowships ☐ Identify funding sources for continued research	☐ Apply for an advanced teaching certificate ☐ Pursue "Instructor of Record" opportunities ☐ Finalize portfolio ☐ Develop teaching demonstration for academic interview	☐ Finalize job application materials ☐ Tap into your professional network for job opportunities ☐ Network with Notre Dame alumni ☐ Participate in a mock interview ☐ Prepare to negotiate	☐ Participate in an ethics class ☐ Reflect on the ethical implications of your dissertation topic ☐ Acquaint yourself with the integrity and ethics statements of each of the professional societies you are a member of

Commonly Asked Questions During Academic Job Interviews

- Describe your research. What are you currently working on? What is your five year plan?
- What are your plans for publishing?
- How do you plan to support your research?
- How will you seek funding to support your research?
- In what journals do you plan to submit your research?
- What is your teaching philosophy?
- Describe how you'd teach an introductory survey course in your discipline (or an advanced seminar)?
- What courses would you like to teach?
- What course, not currently in our catalogue, would you like to develop?
- How does your research inform your teaching?
- What are your plans for integrating students into your research?
- Why do you want to work here?
- What textbook would you use in a particular course?
- What classes have you taught?
- How do you structure your courses?

Questions you should ask

- How is the university organized? What are the major units and administrators of the school and what are their responsibilities? What does the organizational flow chart look like? (Note that you should do your homework beforehand and be somewhat familiar with the university; ask additional questions to clarify your understanding.)

- How are departmental decisions made?

- How often are departmental meetings held? Are decisions made in departmental meetings? Who is eligible to vote on departmental decisions (e.g., all faculty or only tenured faculty)?

- May I have a copy of the departmental annual report?

- What's the relative importance of teaching, research and service for promotion and tenure?

- What is the average time that faculty spend in each academic rank? How long is it before assistant professors are reviewed for promotion and tenure?

- What is the nature of the tenure review process?

- About what percent of faculty receive tenure?

- Can grants be used to supplement salary?

- What type of retirement program is there? What percentage of the salary goes to retirement? What does the school contribute?

- What type of health program exists? What are the costs and benefits?

- How many undergraduate and graduate students are presently in the department? How are their numbers changing?

- Tell me about your student population.
- Where do the undergraduate students go after graduation?
- What kinds of technology are available in the classroom?
- How well does the library meet departmental needs? Are the reserves adequate?
- What courses are you looking to fill?
- How does the department and university support the improvement of teaching?
- What are the department's research strengths and weaknesses?
- What are the department's plans for growth and hiring?
- What resources for research are available within the department (e.g., computer facilities, equiptment)
- Is there a research office on campus to help faculty write grants?
- How important is research in determining tenure and promotion?
- Is outside grant support essential for promotion and tenure?
- How are graduate students supported?
- How do graduate students select research advisors?
- What kinds of financial support are available for research and supplies?
- Is this a new position? If not, why did the faculty member leave?