



UNIVERSITY OF CENTRAL FLORIDA
**TEXTS and
TECHNOLOGY Ph.D.**
COLLEGE OF ARTS & HUMANITIES

Fall 2016 Workshop Series
Job Search
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What types of jobs are there?

- **Assistant Professor:** Entry-level tenure-track position
 - Types of Institution:
 - **Research-intensive university:** More weight is given to your research (but teaching is still important)
 - **Teaching-focused college or university:** More weight is given to your teaching (but research is still important)
 - **Community College:** Teaching only (research is like sprinkles on top and you need to come across as a teacher first and foremost)
 - Specific CC tips: <http://www.grad.illinois.edu/careers/com-college>
 - PRO TIP: Can't tell what kind of institution it is? Use the Carnegie Classifications: <http://carnegieclassifications.iu.edu/lookup/lookup.php>
 - When you have searched for an institution, you can scroll down and ask it to "Find Similar" institutions, which can help you compare it to institutions you already know.
 - You can also apply to "Open Rank" ads, but "Associate Professor" or "Professor" are not for fresh PhDs and will probably not work out for you.
- **Postdoc** (Postdoctoral Fellow, Postdoctoral Associate, etc.)
 - **Fellowship type:** You work on your own project; tends to be prestigious and highly competitive: Harvard Society of Fellows, Michigan Society of Fellows, Princeton Society of Fellows, etc.
 - **Teaching type:** Carries a regular teaching load for the institution or even slightly higher. Not substantially different than the "Visiting Assistant Professor" title (see below).
 - **Research type:** Working on a specific project for your mentor. Common in the sciences, but increasingly used in the humanities as well.
 - Some mix and match characteristics, with a light teaching load and research time.
 - Postdoc tips: <http://www.grad.illinois.edu/careers/postdocs>
- Alternative Academic (Alt-Ac)
 - Digital research centers, teaching centers, writing centers, academic publishing

- Other types
 - “Visiting” position: Fixed duration. Carries a regular teaching load for the institution or even slightly higher.
 - Lecturer/Instructor: Carries a regular teaching load for the institution or even higher than for tenure-track. Single or multi-year, full-time contracts.
 - Adjunct: Hired by the class, semester to semester. Rarely full time.

Where can I find job ads?

MLA Job List: <https://www.mla.org/Resources/Career/Job-Information-List>

This job list is published every year in September via the online database, as well as, in pdf format. The English edition organizes a comprehensive list of full time faculty positions arranged by state. Job listings are primarily in the more traditional fields of English, such as, Rhetoric and Composition, Literature, and Writing. However, the previous year’s list did feature several job listings, which included Digital Media, Digital Humanities, and New Media. The pdf file also lists “Convention Meetings of Interest to Job Candidates” that are intended to aid candidates with networking and preparing for the academic job search. In addition, there is an online resource page (<https://www.mla.org/Resources/Career/Job-Information-List/Job-Sites-for-Positions-in-Business-Government-and-Not-for-Profit-Organizations>) of links to assist with non-profit, government, or other non-academic job searches. There is also an extensive list of Career Resources (<https://www.mla.org/Resources/Career/Career-Resources>) including advice for new graduates, job search articles, and career progression guidance.

Digital Humanities Now: digitalhumanitiesnow.org/category/news/job/

This list is a mixture of academic and non-academic jobs, with the latter comprising most of the job listings. The jobs here are more digital-based, and cover a variety of fields, such as, digital scholarship, librarianship, archival studies, and other digital services. Unfortunately, because there isn’t a search capability, this is a site that would need to be checked as announcements are posted. The home page also features sections for CFPs and Conferences (<http://digitalhumanitiesnow.org/category/news/cfp/>), as well as, Funding Opportunities (<http://digitalhumanitiesnow.org/category/news/funding/>) for the Digital Humanities fields.

Chronicle Vitae: https://chroniclevitae.com/job_search

Although this site primarily contains academic jobs, there is also a large selection of non-academic jobs. The search engine allows you to search or browse through faculty categories by subject. Particularly useful categories for Texts and Technology graduates include Humanities (English and Literature and Other Humanities, which includes Interdisciplinary and some Digital posts) and Communications (Media Studies, Digital Media, and Other Communications). In addition, the section for Administrative and Jobs Outside Academe for Non-Faculty Positions includes museums, libraries, and various other cultural or historical organizations. There is also a section of this website devoted to “News and Advice” (<https://chroniclevitae.com/news>) for job seekers, which contains many useful articles about the job search process and career advice.

Higher Ed Jobs: <https://higheredjobs.com/search/>

The job search engine primarily deals with faculty and administrative positions. Useful search attributes include searching by region, including online/remote, as well as, browsing by categories. Positions of interest to Texts and Technology graduate include Communications (Media and Communication Studies, Other Communications) and Liberal Arts (English and Literature, Humanities). The website also features a “News and Resources” (<https://www.higheredjobs.com/career/>) section, which includes a section on job search advice with articles about cover letter, CV, and interviewing strategies.

Higher Education Recruitment Consortium: www.hercjobs.org

Consisting of a typical search engine for faculty and non-faculty jobs, this site does also offer an additional feature of searching for dual-career couples. The Career Center (http://www.hercjobs.org/jobseeker_tools/) section of this site includes webinars for job search advice, relocation resources, and a job seeker blog with various articles about the job search process.

jobs.ac.uk

This is the leading search engine for UK and European academic jobs. The site also contains a “careers advice” (<http://www.jobs.ac.uk/careers-advice/>) section including free ebooks and video seminars.

What does the process go?

- Find job ads
- Apply
- Phone, Skype, or Conference Interview
 - <http://theprofessorisin.com/category/how-to-interview/>
 - <http://theprofessorisin.com/category/what-not-to-wear/>
- On-Campus Interview
 - <http://theprofessorisin.com/category/the-campus-visit/>
 - <http://theprofessorisin.com/category/what-not-to-wear/>
- General Tips
 - <http://theprofessorisin.com/category/the-academic-job-market/>
 - <http://theprofessorisin.com/category/major-job-market-mistakes/>
 - <http://theprofessorisin.com/category/stop-acting-like-a-grad-student/>
- A timeline: <http://sterneworks.org/jobtime.pdf>

What are the materials I need?

- **Cover Letter**
 - How To Write Academic Job Cover Letters: <http://theprofessorisin.com/category/how-to-write-academic-job-cover-letters/>
 - <http://www.grad.illinois.edu/careers/ac-letters>
 - Sample: <http://www.grad.illinois.edu/sites/default/files/pdfs/academiccoverletters.pdf>

- **Curriculum Vitae:**
 - How To Write CVs: <http://theprofessorisin.com/category/how-to-write-cvs/>
 - <http://www.grad.illinois.edu/careers/cv>
 - Samples: <http://www.grad.illinois.edu/sites/default/files/PDFs/CVsamples.pdf>
- **Teaching Statement and Portfolio**
 - <http://www.grad.illinois.edu/careers/other-materials#Teaching>
 - <http://theprofessorisin.com/category/how-to-write-teaching-and-research-statements/>
 - <http://theprofessorisin.com/category/teaching-portfolios/>
- **Research Statement**
 - <http://www.grad.illinois.edu/careers/other-materials#Research>
 - <http://theprofessorisin.com/category/how-to-write-teaching-and-research-statements/>
- **Letters of Recommendation**
 - Get these lined up early. Recommenders need time to write.
 - How to choose and manage recommenders: <http://theprofessorisin.com/category/how-to-choose-recommenders/>
 - <http://www.grad.illinois.edu/careers/other-materials#References>
 - You can have recommenders write individual letters for each posting, or ask them to write a general letter and keep it on file with a dossier service such as Interfolio: <http://www.interfolio.com/services/dossier/>
- **Other materials**
 - Transcripts
 - Diversity statement

Where can I learn more about this process?

The Professor is In: www.theprofessorisin.com

Written by a former tenured professor, the blog (<http://theprofessorisin.com/pearlsofwisdom/>) and news (<http://theprofessorisin.com/in-the-news/>) sections of this site contain articles about the current state of the academic job market and how to gain employment after the PhD. The list of categories includes articles about CVs, cover letters, interviews, graduate concerns, and many other areas of the academic job market. She also has a book that you can purchase and runs a consulting business that you can hire to help you.

Academic Jobs Wiki: http://academicjobs.wikia.com/wiki/Academic_Jobs_Wiki

The main page of the wiki includes a thorough list of websites for both academic and non-academic job resources. There are also threads relating to personal experiences of the job search process, specifically with interviews. Additionally, there is a thread for every job search year which includes faculty positions and (on the more active wiki pages) updates about interview offers, rejections, and when the position is accepted. There is also some salary information on accepted positions. You can subscribe to the RSS feed for updates to the wiki feed of your interest.

Referenced in Job Search T&T Workshop on 9/6/2016

<http://theprofessorisin.com/2011/12/29/how-to-describe-a-course-in-an-interview/>

How To Describe a Course (In an Interview)

Posted on [December 29, 2011](#) by [Karen](#)

Today I am going to devote the post to a brief but vital explanation of how to describe, in an interview, a course you propose to teach. I am doing this as a result of Interview Bootcamps lately, in which one candidate after another falls down while attempting to describe the courses they hope to teach.

It doesn't matter the course—the Intro course, the graduate methods seminar, or one of the candidate's own proposed specialty courses—In every case, people just say the wrong thing. Sometimes it's too much information, sometimes it's too little. It's almost always incomplete.

So, here, Dear Readers, is the basic rule of describing a course:

1. title and main takeaway point
2. textbook/s (if low undergrad) or readings (if high undergrad/grad) with brief explanation/justification
3. Broad organization of the course, with about 3 “landmarks”
4. examples of innovative assignments
5. Conclusion

Let me describe each point in more detail.

Title: The title should be engaging, and have appeal to students. The course should be carefully calculated to appeal to the department and the job. Just today I was speaking with a Renaissance specialist applying to a Renaissance job, whose first proposed course,, a fascinating course indeed, included readings by Don DeLillo. Now, she may well, after being hired, get to teach such a course. But at the interview stage? No. The course she proposes, in the brief 20 minutes that she has in the conference interview, must relate directly to the Renaissance.

After the title, one to two sentences will describe the topic of the course in the context of the discipline, IF it is a new course, and not one already on the books. If the course is one on the books, then no explanation of it is necessary.

Example: I would like to teach a course called “Japan Imagined.” It will explore representations of Japan in Western accounts from the 17th century to the present, focusing on shifts that accompany Japan’s changing political and economic status vis-a-vis the West.

Takeaway Point: One sentence will describe the point that you want students to take away from the course.

Example: The point I want students to take away is that “Japan,” and by extension any country, is not a fixed and unchanging entity, but rather a set of representations that are constantly shifting and adapting to reflect economic and political conditions and anxieties.

Textbook/Readings: This is the part that almost everyone forgets. Why, I don’t know. Isn’t it obvious that you need to include the readings as a major element of a course? Anyway, briefly sketch the major readings in one to two sentences.

Example: We’ll read John Dower’s *War Without Mercy*, and Anne Allison’s *Millennial Monsters*, to get a sense of the scholarship on the politics of representation in a context in which Japan actively produces its own global self-representations,

and I'll have students read primary documents such as Portuguese explorer accounts, Commodore Perry's journal, and WWII propaganda.

Broad Organization of the Course with "Landmarks": You will quickly, in one-two sentences, sketch the organization of the course, beginning->middle->end. This is NOT an exhaustive week by week, topic by topic description of the entire course, which will bore your listeners to tears.

Example: We will start with Portuguese explorers and move through Commodore Perry and the American "opening" of Japan, WWII and the Occupation, and Japan's rise in the 1980s, ending with the current global dominance of Japanese anime, manga, and video gaming systems.

Assignment: One sentence on a memorable assignment—NOT small groups, or research papers, or class discussion, but something really MEMORABLE.

Example: I have the students play video games such as Tekken or Pokemon and do an in-class demonstration of the Japanese cultural and linguistic elements in each game, and report on the ways that these elements are discussed in the internet discussion boards devoted to the games.

Conclusion: One sentence that links the course to the wider course catalog, curriculum, or departmental agenda. This proves that you think like a colleague who understands that anything you teach must work within a larger curricular logic.

Example: In this way students gain a foundation in contemporary Japanese history and Japan's image vis-a-vis the West that they can carry forward with them into subsequent courses in the major.

In sum, in seven brief sentences you will summarize the course in a dynamic, memorable way, anticipating major questions and leaving no gaps:

"I would like to teach a course called "Japan Imagined." It will explore representations of Japan in Western accounts from the 17th century to the present,

focusing on the shifts that accompany Japan's changing political and economic status vis-a-vis the West. The point I want students to take away is that "Japan," and by extension any country, is not a fixed and unchanging entity, but rather a set of representations that are constantly shifting and adapting to reflect economic and political conditions and anxieties. We'll read John Dower's *War Without Mercy*, and Anne Allison's *Millennial Monsters*, to get a sense of the scholarship on the politics of representation in a context in which Japan actively produces its own global self-representations, and I'll have students read primary documents such as Portuguese explorer accounts, Commodore Perry's journal, and WWII propaganda. The course will start with Portuguese explorers and move through Commodore Perry and the American "opening" of Japan, WWII and the Occupation, and Japan's rise in the 1980s, and end with the current global dominance of Japanese anime, manga, and video gaming systems. In the class, I have the students play video games such as Tekken or Pokemon, do an in-class demonstration of the Japanese cultural and linguistic elements in each game, and report on the ways that these elements are discussed in the internet discussion boards devoted to the games. In this way students gain a foundation in contemporary Japanese history and Japan's image vis-a-vis the West that they can carry forward with them into subsequent courses in the major."