WHEN I got my first teaching job in 1995, every position I applied for was advertised in a single place: the October edition of the Jobs Information List, published by the Modern Language Association. It was (and still is) the notorious "MLA Jobs List"—or simply, "the list."

The list was a magazine-sized pamphlet with a construction-paper cover. It looked not unlike a modest junior-high school yearbook. Contents were divided state by state, from Alabama to Wyoming, with Canadian and overseas institutions bringing up the end. The appearance of the jobs list every fall had a kind of ritualized gravity. What was the list like this year? More jobs than usual or fewer? Where? In what fields? The geographical and institutional spread of its in-sides formed the matrix of our ambition and our fear alike.

The list was mailed to my department around the second week of October and immediately appeared in Xeroxed stacks next to the mailboxes. Those of us on the market that year took one home to read from front to back, circling and annotating all the positions for which we were qualified, and a few for which we weren't.

The schedule we were on was finite and regular:

* The earliest deadlines were in the first week of November.

* Requests for additional material came in over the next month and invitations for interviews at the very end of term.

* Interviews were held at the MLA convention in some faraway city during the last few days of December, usually in hotel rooms.

* If all went well, campus visits followed in late January and February with job offers tendered and negotiated before March.

The process was analog, uniform, and backed up by relative affluence, even in the leanest of years.
The years that followed brought a dramatic fall off in tenure-track jobs, just as everything started to go digital.

Sometimes it is hard to know where the one trend stops and the other starts, but the transformation of the faculty job market in literature and languages has been as thorough as it has been drastic: Today, there are fewer tenure-track jobs available, they appear in a scattershot way over the course of the entire year, and they are advertised and filled in a manner that is poorly understood and has few agreed-upon norms.

In Part 1 of this series, I offered an overview of how the jobs crisis has transformed faculty hiring. Here in Part 2 I'll turn first to the sea change that has occurred in the logistics of how we hire assistant professors in my field.

To get a grip on where things now stand, start with the fact that the MLA jobs list has lost its monopoly. The low cost and simplicity of doing things online has meant that advertisements now appear on any number of platforms, including The Chronicle, Interfolio, Higher Education Recruitment Consortium (HERC), HigherEdJobs, and well beyond.

Liberated from the MLA bureaucracy, job ads show up soon after the start of the fiscal year in July. Compounding that development, the online version of the MLA jobs list now comes out in September--fully a month earlier than its print ancestor--and is updated every week of the semester. Application deadlines have crept earlier every year, even as new openings continue to trickle out well into the spring.

It would be good for everyone involved in this hiring process to have a sense of the timeline and its burdens.

Where once job candidates had the first part of the fall semester to prepare their CVs, cover letters, and other materials, they now must put everything together in close to final form over the summer. Under the analog system, moreover, a sense that printing and mailing paper took time and money
meant that search committees usually staggered their requests for materials. Ads often just asked for cover letters CVs, and letters of recommendation, leaving writing samples until after the first cull. With the full-scale turn to digital submission, almost everything now gets sent up front. So all of a candidate's materials have to be in passable form soon after Labor Day and multiply revised, polished, and ready go by the start of October.

The concatenating effects of technological progress and economic decline have meant, in other words, that the job market is experienced as a constant presence and pressure even as its actual contents have fallen off, a bitter irony.

Consider the answer to a question you may have thought to ask: How do departments and administrations know that their ads will be read in the absence of a single, all-encompassing list? They can of course rely on the hunger of candidates to find their ads no matter where they appear. However, they can also, wittingly or not, rely on that most pervasive and integral of digital phenomena, the academic jobs wiki. Like all sites of its kind, the academic jobs wiki is a crowd-sourced and constantly edited page that aggregates jobs as they appear, breaks them down by subfield, and provides appropriate links and information about materials and deadlines.

Each discipline has a wiki. In addition to aggregating all the job ads, the wiki also provides continuously updated rumors about the state of play of any given search, with users logging on to record any response they have received, to gripe, or to pass on what they may or may not know about what a search is "really" designed to produce, and so on.

In the event, almost as soon as a department has requested additional materials, scheduled an interview, set up a campus visit, or offered the job to someone, notice appears on the site. I advise every student to consult the wiki all the time. It is the best way to ensure that you don't miss any advertisement, from early July onward. But that means that students are in the echo chamber of their own dread for the duration.

Dread has, of course, always been a feature of the faculty hiring process. Accelerated technology and depleted resources have just created a special torque, one that is worth fixing so far as we can.

Nowhere is this more urgent than in the area of interviewing. Few of our rituals are more shrouded in mystique than the MLA interview--the unique longing and loathing that comes with sitting in a hotel suite with professors interviewing you for a job at their institution: handshakes, awkward silences, pitchers of water, the odd knock on the door. In recent years, however, the in-person convention setting has steadily competed with interviews done over Skype.

There are good reasons to prefer that we interview remotely, but some of the downstream effects on timing and on the norms of engaging candidacies have been regrettable. Prior to Skype, the MLA convention schedule held a pivot point on a broadly common timeline. Since almost all departments were on the same schedule, candidates tended to have enough time to weigh their options before accepting or rejecting an offer. In fact, the MLA has a rule stipulating that departments provide a minimum of two weeks for candidates to make up their mind. Skype interviewing has weakened that pivot point, and desperation on all sides has eroded the norm of giving candidates a respectable amount of time.

Some of the most egregious behavior that has followed really ought to stop. For example, the loss of a consensus timeline has made it possible for some hiring committees to take their pick early and bank on the candidates being so desperate to have a tenure-track job--any job--that they will accept the offer without knowing if they will have other options.

That is truly an abuse of the buyers' market. And I have seen it done by every kind of department--from those severely under funded and under pressure from their administrations to complete the hire
quickly to those sitting in comparative luxury at the most elite and wealthiest campuses in the country. The two-week window has gotten as short as three days. Candidates have had to withdraw from searches for jobs they clearly preferred to take offers they have in hand.

There's no reason why that has to be the case. Departments that are fortunate enough to: (a) have tenure-track positions to fill and (b) work with friendly administrations should adjust their hiring schedule to accommodate the candidates. Try to keep loosely to a timetable that turns at the intersession, if just as a way to ensure that they have all the choices available to them. The job market is bad enough. Why make it worse?

Despite the chaos that it sometimes causes, however, there are good reasons to use Skype. For one, traveling to the MLA and booking a room at a conference hotel are considerable expenses for graduate students and recent Ph.D.s, especially contingent faculty members. That expense was understandable when there were more jobs and when there was no alternative. Many now consider it unreasonable to ask people to spend $2,000 or more on a trip to the MLA meeting for one or two job interviews.

For another, some think that MLA interviews are more susceptible to implicit biases with respect to race and gender than those conducted over video. The science is still out on that question, but the informalities of greeting and small talk that play a significant role in face-to-face interviews might give an advantage to those with privilege.

For these reasons, Paula Krebs, executive director of the MLA, urged in April that we stop interviewing candidates at the convention and use Skype instead. Not all departments are going to do that, and many still argue for the importance, given the high stakes, of conversations not subject to the mediation of speakers, microphones, and fickle internet connections. But my hunch is that this intervention from on high will turn the tide even more in favor of remote interviewing. In any case, Skype is here to stay. We need to learn how to live with the technical and ethical problems it poses.

Colleagues should be mindful of these and other tensions unique to the current moment. Most of us are beneficiaries of generational luck. We owe it to those who are not to be kind, above all else, and to be aware of the pace and volatility of change in once-settled practices. Students and recent Ph.D.s facing a market that is at once ever present and diminished need to be always on the ready and have scant margin for error.

In the next column, I'll discuss how those tensions play out with respect to the subfields we are hiring in now.

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The Academic Job Search

There is no one right way to go about conducting an academic job search, but the following information represents best practices as summarized from several publications.

Beginning the Process
It is recommended that you begin your academic job search a year before you want the position. It’s important to keep in mind when universities post positions, conduct interviews, and make decisions. In many cases, universities begin their searches for new faculty a year before the position begins. However, each discipline has nuances to the hiring process. Your best bet is to be proactive and seek advice from your dissertation chair/committee.

Things to consider before you apply:
  • Institutional characteristic – are you interested in a private or public university, do you want to work at a large or small institution, are you looking for an emphasis on research or teaching or both?
  • Departmental characteristics – are you among many in your field of research or an in-house expert, does the department focus on graduate or undergraduate teaching, or are there opportunities/expectations that you socialize regularly with the people in the department?
  • Geography – do you want to be in a city or rural area, are you willing to relocate and where, will you consider working outside the US?
  • Competition – how competitive are you, are you willing and capable of writing grants or obtaining outside funding?

Necessary Materials
Although each academic discipline may request the submission of a variety of documents with your application, there are three documents that are requested across the board: a C.V., cover letter, and letters of recommendation. You should create your application materials early since many deadlines are in October/November.

The Curriculum Vitae
A curriculum vitae or C.V. is the academic version of a resume. It details your academic achievements and educational background. The length of your C.V. is determined by content. The average C.V. is more than two pages and as your career develops, could be in the twenty page range. A C.V. starts with contact information, however, the proceeding sections vary in title and order. The following is a list of the most commonly included sections in a C.V.

  • Education – begin with your highest degree earned or in progress
  • Dissertation – include anticipated completion date, title, and name of advisor
  • Teaching and research experience – include position title, name of the institutions, responsibilities, accomplishments, and dates for each position held. You may want to subdivide this section into teaching experience and research experience.
- Honors/Awards/Fellowships – include the date, title, and if possible, the degree of competitiveness.

- Publications – include academic and relevant non-academic publications. It is often suggested that you place your publications section on the first page of your C.V.

- Presentations – include the title of the paper and the name, location, and date of the conference/meeting where you presented your work.

- Grants received – list the funding agency and the project for which the grant applies. Dollar amounts for major grants may also be included.

- Skills/Certifications – this section is especially important for those fields, such as nursing and education, that have a certification process.

- Professional memberships/leadership – this section should list professional memberships and committee work. This is also the best place to put conference organization and/or moderation.

- Related/Non-traditional work experience – include this section if you are applying to a professional school and have experience working in that profession.

- References – list the names of the people who write letters of recommendation for you including their title, institution, telephone number, and email address.

For additional material, see Steve Joy's Academic CVs: 10 Irritating Mistakes found at http://www.theguardian.com/higher-education-network/blog/2013/nov/01/academic-cv-job-10-mistakes.

*The Cover Letter*

This is usually the first document read by search committees. It should be tailored to the position you are applying for and be no longer than one page. The following is a list of common elements included in a cover letter.

- Contact information

- A clear statement with the exact title of the position you for which you wish to be considered.

- Research interests

- Teaching areas

- Dissertation and methodology

- Grant/funding experience

- Highlights of critical, interesting, or groundbreaking findings
• Connection between dissertation and the current position

• Summary of publications, grants, teaching experience, and other important academic accomplishments

For more information on the general do’s and don’ts of writing a cover letter, visit USF’s Career Services at http://www.usf.edu/career-services/students/cover-letter-dos-and-donts.aspx.

Letters of Recommendation
Letters of recommendation are best when written by someone who knows you, your research, and your character. Letters from well-established or well-published scholars in your field are impressive and can help you make the short list. A favorable letter from your dissertation chair is expected and any application without it is considered suspect.

Additional Materials
In addition to a C.V., cover letter, and letters of recommendation, some institutions may require one or more of the following materials.

• Dissertation Abstract

• Dissertation Chapter or Other Writing Sample

• Research Statement – a statement that discusses your plans for future research and gives context to your research interests.

• Teaching Philosophy – this is a statement, no longer than a paragraph, that expresses your pedagogical approach. It is usually the first part of a teaching portfolio that others will read.

• Teaching Portfolio – a series of documents that recreate your teaching strengths, accomplishments, and goals. It is worthwhile to create a teaching portfolio while creating other application materials because it can be utilized to present you as a well-rounded candidate.

Interviews
The best way to prepare for a campus interview is to:

• Practice your job talk with an audience – if possible, schedule a practice job talk session with your department inviting both faculty and students. You will be able to practice your job talk and your ability to field questions as well as receive feedback on your presentation and responses.

• Practice interview questions – it is important to practice answering interview questions out loud. Practice with your dissertation chair, advisor, trusted colleague, or friend.

• Study your audience – find out as much information as possible on the institution and department. You want to know and understand the growth, challenges, reputation, culture, and focus of the institution and hiring department. Also, remember to keep the opinions of individuals in perspective.

Areas That Must Be Discussed
Regardless of the type of institution, in an interview you must be prepared to discuss your dissertation, future research interests, teaching, and your interest in the institution. Be prepared to field a variety of questions regarding your teaching and research agendas. Be able to place your dissertation and future research interests within the department, suggest courses you can develop and teach including reading materials with assignments, and situate your research and teaching philosophy in the overall institution’s mission and goals.

**Job Talks**
A job talk is an opportunity for you to showcase your research project, skills as a researcher and presenter, ability to answer impromptu questions, and your professionalism under pressure (Barnes, 2007). The following should be included in your job talk: an informative title, purpose of your research, theoretical framework, research question(s), data and methods, major findings, summary, links to broader issues, future research, and conclusion.

**Interview Questions**
In an interview, questions should run both ways. In other words, once you’ve answered all the search committee’s questions, you should be prepared to ask some of your own. Common topics are students, funding opportunities, expectations for faculty in regards to teaching load and advising, university and department committees, collaborations, and tenure expectations/requirements. The following lists of questions that might be asked during an interview were taken from Vick & Furlong (2008, 184-186).

Examples of questions that might be asked about your research:
- Why did you choose your research topic?
- Could you tell us about your current research?
- If you were to begin again are there any changes you would make to your dissertation?
- I see you have very few publications...
- What are your plans for applying for external funding over the next few years?
- How do you see your research fitting in with the department?

Examples of questions that might be asked about your teaching:
- What is good teaching? Are you a good teacher? Why?
- How do you motivate students?
- How do you feel about teaching required course?
- What is your approach to teaching introductory ___?
- What is your teaching philosophy?
- If you could teach any course you wanted, what would it be?

Examples of other types of questions that might be asked:
- Can you summarize the contribution you would make to our department?
- What do you think is the optimal balance between teaching and researching?
- Why should we hire you?
- Are you willing to become involved in committee work?
- What do you do in your spare time?
- How would moving to our university affect you and your family personally?

**Resources**


QUESTION: I'M preparing my job documents for the fall and looking for ways to economize. Can I just write a really short cover letter since all the information I would put in a letter is already on my CV? The cover letter feels redundant.

NO.

And the reason for that is--they are two different documents. They have different functions and are designed to help the search committee ascertain distinctly different things. Summer is a good time to go over the basics of both documents as candidates prepare for a new academic hiring season.

The CV. It's a chronology of your accomplishments. As a genre, it has its own conventions and styling, where form follows function. The CV is a comprehensive record of the following:

* The nature of your work. Do you have a diversity of outputs? Are you publishing in peer-reviewed journals and presenting at scholarly conferences and being invited to give talks? Are you only presenting on other people's panels, or do you also show intellectual vision and leadership by organizing panels in your field and subfield for your Big National Conference? Are you invited to be a discussant? That is: Have you reached the level in your career where you are trusted to be an intellectual commentator who integrates the purpose of a panel into a whole greater than the
sum of its parts, and has the perspective and disciplinary literacy necessary to put different strands of arguments, presented across a range of papers, into dialogue with one another?

* The pace of your work. Are you going to conferences every year or sitting out every other year? Are you going to too many conferences? Do you have a legible pipeline—meaning: Do you organize your publishing strategy to, ideally, always have something in press (or just out), something under review, and something in preparation? That helps a search committee understand whether your pacing will put you on track to earn tenure.

* The volume of your work. This is not just about how much scholarship you do; it also matters for teaching. Have you been a teaching assistant only once—for one section of one course? Or perhaps you have taught the bread-and-butter intro and methods courses in your discipline six or seven times. You can extract examples of effective pedagogy (which you will need to do in your cover letter) from a class you taught once, but whether or not you are a seasoned teacher in the sense of clocking sufficient experience is demonstrated by how many times you have taught XYZ 101.

* The people in your corner. The final page of your CV should list the names and contact information of your references. A quick scan, at a stage before the letters are requested, will reassure the search committee that the people who should be writing your letters—like the head of your dissertation committee or the chair of the department where you are a visiting assistant professor—are not mysteriously refusing to be your recommenders. Is one of your references a well-known scholar from another campus who is willing to vouch for your brilliance? That scores you points, but it is not something you can mention in your cover letter without sounding like you are name-dropping. On a CV, however, the appearance of the scholar’s name speaks for itself. Your candidacy gets a boost without losing any points for sounding self-aggrandizing.

The cover letter. The letter you include with each job packet has a mission distinct from the vitae. Whereas the CV is a document that informs, the cover letter is a document that elucidates and persuades. In the letter you have to be able to explain the following:

* The substance of your research. Sure, you can list the full title of your dissertation or book manuscript on your CV. And, especially in the humanities and social sciences, the long subtitle after the semicolon probably offers insight into your project. But that alone is not enough detail about your topic. The cover letter is where you have to explain your central argument or discovery (in a discipline-appropriate way, of course) and how you came to it—that is, your methods, research design, hypothesis, scope.

* The contribution of your research. Follow up the elucidation of your argument by making the case for how your research contributes to your field and subfield. This is where the persuasive part comes in. You have to zoom back, frame your project with a wider lens, and spell out what intervention your work is making. What is novel about it?

And why is it innovative rather than just new? What are you doing that is contributing to moving your field of study forward either epistemologically, hermeneutically, or methodologically?

* The view inside your classroom. The cover letter is where you show what kind of teacher you are. The CV is where you list how many courses you've taught and where you’ve taught them, but it's not the place where you explain your logic for structuring the syllabus in the way that you do. The letter, not the CV, is where you offer examples of how specific assignments—multimedia final projects, group debates, course papers arrived at through multiple revisions—lead to learning outcomes that students will take with them once they leave your course.

* How you "fit" the place. Presumably your CV hints implicitly at your fit for a particular job. But a CV can only imply, or at best attest to something. It cannot persuade. The coda of your cover letter is where you make the case for why you would be a good fit for a specific department or program.
Rather than leaving the search committee to read between the lines of your CV—trying to establish possible collaborations or ways in which you would augment their course offerings—you can make those connections for them in the letter, and frame your candidacy as an asset. A CV cannot show that you did homework on their department, but a cover letter can. A CV cannot say, "I can envision collaborating with X professors in your department on Y project, as their new research project intersects with something I have already been exploring in my last three articles." But your letter can—and should.

In other words, if you don't understand that a CV and a cover letter are not just redundant vehicles for the same information but are documents that exemplify fundamentally different genres, you are going to shortchange yourself and your application.

Karen Kelsky is founder and president of The Professor Is In, which offers advice and consulting services on the academic job search and on all aspects of the academic and postacademic career. She is a former tenured professor at two universities. Browse an archive of Kelsky's previous advice columns here.

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Dos and Don'ts for the Academic Job Search: Letters of Recommendation

Submitted by Julie Platt on September 20, 2012 - 9:31pm
Blog: GradHacker

It's the most arduous time of the year--academic job market season. If you're a grad student actively seeking academic employment now, you will need to secure those ever-important letters of recommendation in the next few weeks. For some folks, this is a terrifying prospect. It often feels like an imposition, a distraction or a drag on the time of a very busy, very important person. It's important to remember that while it is by no means easy, writing letters of recommendation is a routine task for professors and advisors, and most consider it part of their jobs. Here are some tips to make the process less scary and stressful.

THE DOs

DO ask ahead of time (way ahead of time). Letters of recommendation are difficult to write; they are a genre unto themselves and they require lots of effort and time. Giving your recommender plenty of notice will ensure that they can give your request his or her full attention, and will keep you on his or her good side.
DO offer the recommender a sense of why you're asking them, or what you'd like them to address in their letter. So, why do you want this recommender to write for you? If he or she is your dissertation chair or a member of your committee, you're most likely going to ask them to speak to your ability to do research, but don't assume that they'll know that. Same goes for someone who’s observed your teaching, or has supervised you in some other capacity. Politely state your reason for asking: "I wanted to ask if you would be willing to write a letter speaking directly to my abilities as researcher/teacher/graduate assistant. I believe that due to your past position as my research/teaching mentor you have a unique and valuable insight into how I research/teach."

DO supply supplemental materials with the request. No matter who you ask or how recently/closely you've worked with them, make sure your request comes with your CV at least, and perhaps a copy of your job letter. You might also ask your recommender if they'd like to see your dissertation abstract or a statement of research purpose, or even a copy of the job ad you're planning to respond to. All of this will help your recommender write a stronger, more detailed letter.

DO get an Interfolio account. Interfolio is a dossier service specifically tailored to the needs of academics, who often must apply for hundreds of jobs, each requiring confidential letters of recommendation. Your recommenders can electronically submit your letters to Interfolio, and when you apply for jobs, you can choose which letters go out to which institutions. This service isn't free, but it's quickly becoming the standard dossier service for academics.

DO keep a good record of who you've asked, and do follow up. It's not unheard of for your list of potential recommenders can get into the double-digits--I myself have asked for seven letters for this year's academic job search. Spare yourself the embarrassment of sending duplicate emails and keep a log of who you've asked and when, and schedule follow-ups on your calendar. When following up, politely ask your recommenders if they need any additional information.

DO express your gratitude in some way. It's not necessary to give gifts to your recommenders, but at least send each recommender a handwritten card
or note expressing your thanks for their time and consideration.

THE DON'Ts

DON'T ask hurriedly, or in passing. Don't IM the request, don't text it, don't tweet it, don't Facebook it. Always write a formal, polite email informing the potential recommender that you are about to go on the academic job market and that you value their opinion about your scholarship and teaching.

DON'T ask those who don't know you well enough. Professor Big Shot's name might look awesome in your dossier, but if you've never worked with, or even taken a class with, Professor Big Shot, you're not likely to get a decent letter of recommendation from him or her. Letters of recommendation generally come from those who know you very well--your dissertation committee, your teaching mentors, your supervisors in your graduate assistantships. These are the folks that will write you the most useful letters.

DON'T ask a person who'd be forced to write something less-than-flattering. Maybe you didn't do so well in a particular class, or goofed up a panel presentation you were on, or butted heads in an assistantship position. At any rate, your performance for a particular professor was just not up to par. It might not be a good idea to ask that professor to recommend you, no matter what their relationship to you as a scholar is.

DON'T demand, and don't push if the person balks at your request. If a recommender declines your request, he or she more than likely has a good reason for it. Just respond with a polite note saying that you understand and that you appreciate their consideration. That's all.

Remember that your recommenders were once grad students themselves and went through the same process you're going through. Don't be scared; let your recommenders do their jobs of praising your awesomeness.

Do you have any suggestions for those currently on the job market? Let us know in the comments below.
TOWSON UNIVERSITY

Towson University (www.towson.edu) was founded in 1866, is recognized by U.S. News & World Report as one of the top public universities in the Northeast and Mid-Atlantic regions, is Baltimore's largest university, and is the largest public, comprehensive institution in the University of Maryland System. TU enrolls almost 19,000 undergraduates and over 5,000 graduate students across six academic colleges (business, education, fine arts, health professions, liberal arts, science & mathematics), has almost 900 full-time faculty, and offers more than 65 Bachelor's, 45 Master's, and 5 Doctoral programs. Our centrally located campus sits on 330 rolling green acres and is 10 miles north of Baltimore, 45 miles north of Washington, D.C., and 95 miles south of Philadelphia.

COLLEGE OF EDUCATION
Department of Instructional Leadership and Professional Development
Assistant Professor or Associate Professor

Tenure-track Assistant Professor or Associate Professor position in the Department of Instructional Leadership and Professional Development beginning August 2019. Assistant or Associate Professor in Educational Leadership, with scholarly expertise and interest in school leadership for equity and social justice; this includes a deep understanding of leadership practices for social justice and a dedication to creating equitable, accessible, and inclusive school environments for marginalized students. Applicants should demonstrate a record of or potential for teaching, scholarship, and service in these areas. Doctorate in Educational Leadership, Educational Policy, Curriculum Theory & Development, Professional Development, or a related field; substantive, successful teaching experience in a PK-12 setting; leadership in public school settings; demonstrated commitment to equity and social justice issues; and evidence of or potential for a successful scholarly publication record. Teach graduate courses in educational leadership to practicing teachers and school personnel; may also teach undergraduate course in related areas of expertise; supervise leadership interns during field-based internships; collaborate with colleagues across the college and region; and be current in educational technology and digital teaching and learning. Carry out a research agenda in educational leadership for social justice. Serve on college and university committees. Review of applications begins in January 2019 and continues until the position is filled. COE-N-3229

COLLEGE OF FINE ARTS AND COMMUNICATION
Department of Mass Communication
Assistant Professor, Public Relations

Tenure-track, 10-month Assistant Professor position for Public Relations in the Department of Mass Communication beginning August 2019. Ph.D. in the field of public relations or mass communication. ABDD applicants considered, but appointment will be at the Instructor rank and all Doctorate degree requirements must be completed by February 1, 2020. Demonstrated success or potential as a classroom teacher and potential research productivity. Ideal candidates may have theoretical training and professional experience in corporate communication, and social media strategy and audience analytics. Faculty assigned an instructional workload of six (6) course units per academic year for the first year. Beginning the second year the workload reverts back to the standard instructional workload of seven to eight (7-8) course units per academic year. Teach two or more undergraduate courses among the following: Corporate Communication Management, Social Media and Strategic Communication, PR Campaigns, and Principles of PR in the order of priority. The ability to teach ethics in PR, digital productions techniques, and/or data analytics is highly desired. Graduate teaching responsibilities include one or more core courses including Communication Theory, Research Methods, Social Media and Content Strategy, and others in the candidate’s area of scholarship and expertise. Undergraduate advising is part of teaching responsibilities. Also, expected to supervise graduate student theses and/or research projects. Scholarly research productivity and service to the department, college, and university are expected. Summer teaching opportunities may be available. The successful candidate must have the ability to work with a diverse student population and be sensitive to the educational needs of these students. The review of applications begins January 15, 2019 and continues until the position is filled. COTAC-N-3230

For detailed information on these positions, please visit:
http://www.towson.edu/provost/prospective/oppositions.html

Towson University is an equal opportunity/affirmative action employer and has a strong commitment to diversity. Women, minorities, persons with disabilities, and veterans are encouraged to apply. These positions are contingent on availability of the funds at the time of hire.

A CLUSTER OF FIVE ENGINEERING AND SCIENCE FACULTY

To participate in an interdisciplinary community of engineers and scientists focused on energy generation, distribution and security

Idaho State University seeks to develop an interdisciplinary community of scholars who will build and sustain educational and research excellence in technology and its energy applications. This effort is central to a polytechnic initiative funded by the State of Idaho and Idaho State University (ISU) in partnership with the Idaho National Laboratory (INL) and other key industry and educational partners in Eastern Idaho. ISU plans to hire a cluster of five faculty members whose proven capabilities complement INL’s emphasis on the generation, distribution and security of electric power. These faculty will be key to creating a new, interdisciplinary polytechnic center of excellence in the Intermountain/Pacific Northwest as ISU builds capacity and opportunity in engineering and affiliated disciplines.

Applicants from the fields of electrical engineering, computer engineering, cybersecurity, computer science and data science are encouraged to apply. Subject matter expertise in energy-relevant areas of informatics, cybersecurity and smart-grid technology are of particular interest. Applications are for tenure track or tenured positions at the rank of assistant or associate professor in the College of Science and Engineering. The positions will be located at ISU’s campus in Idaho Falls which is adjacent to the Idaho National Laboratory.

Detailed information about the position and ISU’s profile can be found at http://apprkx.com/1325609.

PROCEDURE FOR NOMINATIONS AND APPLICATION

Inquiries, nominations, and applications are invited. The review of nominations and applications will begin immediately, and expressions of interest will be welcomed until an appointment is made. Applications received by January 15, 2019, will be given full consideration. Send a letter of application, curriculum vitae, and the names, addresses, telephone numbers and email addresses of five professional references. Calls to references will occur later in the search process and only with prior notification of candidates. All submissions will be treated in confidence and should be sent electronically (pdf or MS Word format preferred) to: ISUFacultyDOS@academic-search.com. The committee is assisted by Dr. Wanda Barrett Bigham, Senior Consultant, who can be reached at wb@academic-search.com.

The University does not discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin, gender, sexual orientation, age, gender identity, genetic information, disability, or protected veteran status, or any other status protected by state or local law, and provides equal employment opportunity and affirmative action for qualified individuals.

ACADEMIC SEARCH

JOB SEARCH TIPS

When you ask for a letter of recommendation, you need to supervise the professor writing it.

First, you must supply the professor with the materials necessary to write you a good letter — your cover letter, project statement, writing samples, and the like. Describe what you need from the letter. And be clear about deadlines, and give the professor enough time to meet them.

Get more career tips on ChronicleVitae.com

Leonard Cassuto, a professor of English at Fordham University, writes regularly for The Chronicle about graduate education and Ph.D. career issues.

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Karen Kelsky is a career consultant who runs the website The Professor Is In. She’s been a tenured professor at two public universities (Oregon and Illinois) and has advised many undergraduate and graduate students, as well as mentored junior faculty. She answers reader questions as a contributor to Vitae.

For more advice, order Dr. Karen’s new book, The Professor Is In: The Essential Guide to Turning Your Ph.D. Into a Job.

The Professor Is In: The Fine Art of Choosing a Writing Sample

December 2, 2013
How do I choose a writing sample for a job application?

There is a subtle calculus to the selection of a writing sample, one that has to weigh multiple variables: subject, authorship, status of venue, length, peer review, and suitability to the job. There is no single simple rule that will govern this decision. It is truly a thing that has to be decided, for most candidates, on a case by case basis.

But in general, there are a few principles that can help to govern your decision, and I present them here. [WARNING: These principles apply primarily to the humanities and humanistic social sciences, where co-authorship is not the norm.]

Sole-author above all. It is critical to submit something sole-authored rather than co-authored. For the purposes of job evaluation, the search committee must know who did the thinking and writing.

Published, if possible. It is good to submit something published (or in press or forthcoming) because … well, it’s just more impressive. You look more like a peer when you submit a published thing.
Higher status beats lower status. If you have several articles, the one in the most-respected journal is going to work hardest for you. Unless, of course, it is co-authored one, in which case you’ll most likely want to avoid it.

Journal article beats book chapter. This is not a terribly hard and fast rule in this particular context (unlike in a tenure case, when it matters intensely). A book chapter is a very legit writing sample for the purposes of the job search. However, if you have an article and a chapter on very similar topics, go with the journal article, as it has gone through rigorous peer review.

Subject must match job. If you have several options, choose the one that is suited to the job at hand, even if that means going downward slightly in status of venue. You need to prove your expertise in the field and area of the job to which you’re applying.

Length matters, but not that much. If the job specifies a “20-page writing sample,” don’t sweat it if yours is 25 or 30 pages. Search-committee members are welcome to stop reading at page 20. Don’t waste your precious time trimming a dissertation chapter or article to length. Above all, don’t rewrite a piece just to meet some arbitrary page length dictated by a job ad!

This goes without saying, but don’t submit a book review. Book reviews are not credible pieces of writing for any form of scholarly evaluation—job market, tenure, or otherwise.

It’s fine to submit a dissertation chapter. Young, junior applicants usually do. While a published article or chapter is great, the dissertation chapter remains the norm, and yours will get a serious reading.
THE PROFESSOR IS IN

An occasional series

The First-Round Interview Versus the Campus Visit

QUESTION: I am going on my first-ever campus interview soon, and I see that there is an "interview with the search committee" on the itinerary. But I already did an interview with all of the committee members over Skype. Will this next "interview with the search committee" be much different? Are they going to ask me the same questions? Will it be the same people?

That's a logical question for a first-time candidate, as that sequence of events must seem redundant. But it really isn't.

Everyone knows that a campus interview is a coup that propels you into the next level of the academic-hiring game. A campus visit will add many things that go well beyond the scope of those quickie, first-round interviews conducted long distance via technology or in person at a scholarly conference.

In a campus visit, you won't have to deal with the technical problems of a Skype interview or face a screen full of committee members who have positioned themselves like a cheerleading pyramid so they can all fit into the camera view. You also won't have the awkwardness of a conference interview where you are seated in a large expo hall separated from the other 50 hopefuls by a thin translucent blue curtain that is supposed to create an illusion of privacy — or worse, in a hotel room where seating is so limited that either you or a member of the search committee has to sit on the bed.

The campus interview is a whole different stage of the game, and yet there is that seemingly redundant "interview with the search committee" on the itinerary. That is extremely common during campus visits, if not universal. No, the committee members haven't forgotten that you already did this, and no, they won't necessarily ask you the same questions — because the functions of the Skype/conference interview and the campus visit are very different.

A first-round interview is best thought of as a screening tool. It's about ticking certain boxes. By this point, the search committee has already waded through hundreds of applications looking for candidates who meet certain things (those things will of course vary somewhat — depending on the type of institution and the needs of the department — but will generally comprise some of the following: well-written job documents, teaching experience in the requisite areas, research interests that fit departmental needs, and particular experience relevant to the job, like being able to run a lab.) The committee winnows down those many applicants to a "long shortlist" of 12 to 15 people for first-round interviews.

Those interviews are short (some may last as little as 15 minutes) and uniform (the questions tend to be extremely standardized and possibly approved by the institution's HR department). A Skype or conference interview doesn't really allow for in-depth substantive engagement between you and your potential colleagues. It exists to check another set of boxes:

- Can you speak engagingly, and coherently, about your research and plans for publication?
- Can you describe your teaching vision and a class you would like to teach without stumbling, meandering, or lapsing into grandiosity?
- Are you genuinely interested in the position — evidenced by things like your having done homework on the department and asked informed, strategic questions of the interviewers?

So even when the committee is done screening all of the applicants, it is still screening the smaller pool of candidates via the first-round interviews.

The campus visit is where the real interview happens. Your second "interview with the search committee" is the substantive one. It's not a screening tool. Instead of 15 minutes, this time you will speak with the full committee for an hour or 90 minutes, and that meeting will be just one piece of a long agenda. The search committee already

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CURRENT JOBS

From ChronicleVitae.com

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<tr>
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<td>2%</td>
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TOTAL POSITIONS ONLINE: 20,310
In your job talk you mentioned X as the next phase of your research. What resources would you need for that? Our campus is somewhat limited in X or Y. Could your research be scaled in a way that we could support at this campus, and will you be successful? (Translation: Is your tenure case going to fall apart because we don’t have the budget to buy the expensive equipment you need?)

Tell us about two courses you would develop for us. (Translation: Yes, we know we asked this identical question at the preliminary interview. You can use the same two courses, but this time, can you give us specifics, ideally with prepared syllabi or course handouts to hand out?)

In my book, my columns, and my blog posts, I stress the importance of the tailoring paragraph — the key paragraph of a cover letter where you explain why you are suited for a particular position. Think of the on-campus interview as the live-action version of the tailoringsparagraph. Meaning: In commenting on your vision for your scholarship and pedagogy, you are expected to calibrate and tailor your answer in real time to what you have seen up to that moment on the campus visit.

So go through the visit with that in mind, and look for ways to make connections. For example:

That new project a professor mentioned at lunch on telepathy in fiorland penguins? Maybe it dovetails with a research strand you have recently become interested in on collective unconscious in Tasmanian emus. This is a perfect moment to say that you were very excited to hear about this professor’s research, as you see possibilities for productive overlaps with your own work.

Those master’s students who took you on a campus tour and talked about how worried they were about finding jobs after they graduated? Maybe there was an internship program at your alma mater that you could envision replicating here.

This is also the moment (especially at public institutions that primarily serve the surrounding population) where you might be asked, flat-out, whether you would be able to develop research projects that are locally based — both to strengthen town-gown relations and to provide students with nearby research opportunities. The answer to that question is yes (if you want the job). Think about how you might be able to do such research in a way that would also be interesting and meaningful to you. It doesn’t have to be your only project, but you have to be able to say something cogent about it on the spot, if required.

In sum, your campus interview with the search committee will be different from the first go-round. Expect to be screened against general criteria at the preliminary interview, and quizzed far more substantively in the context of the ecology of the campus you are visiting. Keep your eyes open for ways to show that you won’t just be a successful academic — you will also be a successful colleague to this specific group of people.

Karen Kelsey is founder and president of The Professor Is In, which offers advice and consulting services to the academic job search and on all aspects of the academic and post-academic career. She is a former tenured professor at two universities. Browse an archive of Kelsey’s previous advice columns here.
Negotiation Strategies for the Emerging Scholar

By Glenna Brewster, MS, FNP-BC, and Shay Glasgow, BS

As emerging scholars venture into their chosen career paths, one important skill to develop is the ability to negotiate. This article will offer some suggestions on how to prepare for and progress through the negotiation process when a job offer has been made.

Negotiation involves communication between two parties so as to reach an agreement without causing future barriers to communication. While negotiation only occurs after the individual has received an offer for the position, it is vital that research is conducted beforehand to ascertain what is potentially negotiable. During this time, it is important to identify your priorities and deal breakers.

In addition, seek information from resources such as professional associations, mentors and advisors, personnel and publications at the institutions of interest, and published figures from sources like The Chronicle of Higher Education Almanac or The Collegiate Times. Some terms and conditions that are potentially negotiable include the start date, the duration and position of funding, salary, a benefits package (health, life, disability, retirement), moving expenses, vacation, office space, lab facilities, equipment, computer/software, research assistants, conference and travel funds, grant writing support, journal subscriptions, teaching load, student advising, patent rights, acknowledgements for projects and publications, work schedule, parking, housing, on-site childcare, and spouse/partner employment. Initially, post-doctoral scholars may have less negotiating power, but as they gain experience they will have more leverage when negotiating.

After receiving an offer from the potential employer, send correspondence expressing pleasure for receipt of the offer and enthusiasm about the position and the institution. Be sure to ask for a copy of the terms and conditions of the offer and find out when the individual making the offer would like a decision.

While reading the offer, consider it as a compensation package instead of only a salary figure. Seek to negotiate for mutual gain and find common interests in areas that may seem to have the most conflict. Negotiation occurs in stages and, as such, you can change your requests and/or priorities during the process. However, be aware that vacillating may undermine your credibility. During each contact throughout the negotiation process, ensure that you convey your enthusiasm for the position. At the completion of the negotiation process, express thanks for their willingness to respond to your concerns and restate the offer, then request it in writing so that both parties will have a record of common understanding of the conditions of the offer. Finally, inquire when you would receive the final decision on the offer.

When you have received the agreed upon offer, request some time to think about it before making a final decision (no more than two weeks). Know that you will be bound to the decision after you have made it so if you are waiting for offers from other employers, contact these institutions, explain your situation and ask whether they can provide you with a decision within your time-frame. After you accept an offer, notify the other institutions where you had applied about your decision. Also, communicate this to your advisors and others who may have helped in your search. If you do not accept an institution’s offer, explain honestly and constructively why you did not and write a follow-up letter articulating your regret that the position didn’t work out along with providing your positive impression of the process.

Learning how to negotiate is an important step to successfully getting what is most important to you as you progress from an emerging scholar to a respected leader in your chosen career.

There are several online resources that can also help you in your decision making:

- “What is Negotiation?”: www.skillsyouneed.com/ips/negotiation.html
- “Negotiating a Postdoc Position”: www.ibparticipation.org/pdf/Postdoc_Negotiating_a_Postdoc.pdf
- “Negotiating Style Self-Assessment”: womennegotiationinstitute.com/doc/WIN_Negotiation_Style_Assessment_0711.pdf