ADVICE FOR THE PHILOSOPHY JOB MARKET

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This document contains advice about various aspects of the job market. Gratitude to Michael Augustin, Pat Beach, John Bengson, Dave Chalmers, Justin Clark, Sherri Lynn Conklin, Becko Copenhaver, Alex Grzankowski, Bill Hartmann, Ian Hegger, Andrew Higgins, Mary Krizan, İrem Kurtsal, James Lee, Jonathan Livengood, Ellie Mason, Flavio Medina-Martin, Michaela McSweeney, Robby Nadler, Zach Rentz, David Sanson, Kristin Seemuth Whaley, Andrew Spear, Joshua Spencer, Ariela Tubert, Jason Wykoff, the Facebook Hivemind, and panelists at an APA session and at a UCSB Graduate Student Resource Center event on getting jobs at community colleges for many of the tips I pass along here.

I periodically revise and expand this document, so please do send any suggestions you have for improvement: dkorman@ucsb.edu

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1. Job Market Basics

When to Enter the Market

You should go on the job market if and only if your advisor can confidently affirm that your dissertation will be completed and successfully defended by the end of the academic year. It's true that there are drawbacks of going out too early. For instance, applying to jobs is time-consuming, and that's time that could be spent polishing your writing sample, working on your dissertation, and preparing papers for submission to journals, to make you a stronger candidate the following year. Additionally, you may find yourself in bad spot if you *do* get a job but are still scrambling to finish your dissertation after starting the job.

Nevertheless, these costs have to be weighed against the simple fact that you'd be passing up dozens of chances at employment by postponing going on the job market.

Getting Started

There are a number of documents you'll need to prepare, and you'll ideally want to get lots of feedback on these, and put them through many rounds of editing and polishing, before sending off your applications. So you should get started early. Try to have a first draft of all your materials by early June, so you can work on editing them over the summer, and have them ready for submission by September. Here's what you'll need (and the sections below where I discuss them):

- Cover letter template (§3)
- Curriculum vitae (§4)
- Teaching statement (§5)
- Teaching dossier (§6)
- Research statement (§7)
- Diversity statement (§7)
- Writing sample (§8)

You'll also need at least three letters of recommendation (§9), and will need to give your letter writers advance notice, ideally letting them know in June, so they have all summer to write the letter. Finally, you should assemble a support system: a group of advisors and friends who will give you feedback on your materials, set up mock interviews or job talks or teaching demos, and answer random questions that come up along the way.

The Time Line

Job ads mainly start appearing around mid-October, with application deadlines around the end of November. That said, not all schools abide by this timeline, so you should aim to have your materials ready as early as possible, in case of early ads and early deadlines. In the middle of December, schools will typically contact around twelve people for first-round Zoom or phone interviews. Around mid-January, schools will typically contact three or four applicants for a second-round interview, which involves a campus visit in which you meet the faculty and give a job talk or teaching demonstration (or both). There is then a "second round" of the job market, mainly consisting of non-tenure-track jobs, which are posted from January through May.

Self-Care and Perspective

The job market can be emotionally exhausting and even demoralizing. Make time for hobbies, hanging out with friends, petting dogs, binging Netflix, etc. Don't be too hard on yourself if dissertation writing slows down. Try to avoid "the wiki". (If you don't know what that is, good. Don't find out.) And, as responses from schools start rolling in, bear in mind that there are lots of factors that go into hiring decisions, many of which have very little to do with the candidate's personal or philosophical strengths and weaknesses. Lots of excellent philosophers have very little luck on the job market. If it should happen that

you are one of the unlucky ones, don't take that as a critique of your character, your worth, or your philosophical abilities.[1]

Teaching Schools

Some schools—chief among them, community colleges—self-identify as "teaching schools", and place little or no importance on research. For these schools, you should prepare a special CV and cover letter, which forefront your teaching experience. Start with which courses you've taught, then which classroom technologies you have experience with, then where you've taught, then service and leadership experience, any teacher training sessions you've attended, and *then* just the basic highlights of research accomplishments (e.g., not listing every conference). More here on how to prepare an application that will be attractive to small liberal arts colleges ("SLACs") and teaching schools:

> http://leiterreports.typepad.com/blog/2011/10/departmental-placement-officer-seeks-advice.html (guess who?)
> http://dailynous.com/2014/10/20/philosophy-jobs-at-community-colleges/
> https://www.insidehighered.com/advice/2015/10/23/advice-getting-job-selective-liberal-arts-college-essay

Bear in mind that just because a school places heavy emphasis on teaching doesn't mean that its faculty don't have active research programs or that research won't play a significant role in hiring and tenure decisions, and (for this reason) 'teaching school' is sometimes heard as a pejorative. Community colleges self-identify as teaching schools, but not all SLACs do. I don't know any general rule for determining whether a school self-identifies as a teaching school in the relevant sense, but you can check whether the faculty are actively publishing and/or track down the school's tenure requirements (perhaps in an online faculty handbook) and see what they say about the relative weights of teaching and research in tenure decisions.[2]

Web Presence

Have an online presence. Put up a website with a high-quality photo, an autobiographical blurb, a CV, job market materials, sample syllabi, and perhaps some (highly polished) works in progress. If someone takes an interest in you, they might try to track down your website, and this can help put a human face on your file and make you more memorable. Make it as easy as possible for them to find your website: include a link to it on your CV and maybe even in your email signature. Also, if you already have a web presence, make sure everything is tidy and up to date, not only your personal website, but also any other pages you may have: Academia.edu, LinkedIn, PhilPapers, department website, etc. You might also check RateMyProfessors.com; if there are especially nasty or unfair comments, I believe there's a mechanism for requesting that they be removed. Finally, considered deleting photos and posts from your social media accounts that employers may find unprofessional.

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[1] Thanks to Joshua Spencer for passing on this advice.
[2] Thanks for Ariela Tubert, Bill Hartmann, and Kristin Seemuth Whaley for help here.

Further discussion of web presence here:
http://leiterreports.typepad.com/blog/2012/05/maintaining-a-personal-web-page-while-on-the-job-market.html
http://philosopherscocoon.typepad.com/blog/2015/05/job-market-boot-camp-part-11-how-to-cultivate-a-professional-online-presence.html

See here for some mentoring programs:
https://sites.google.com/site/cocoonmentoringproject/
https://jobmentoringforwomen.wordpress.com
See here for discussion of the European job market:
http://philosopherscocoon.typepad.com/blog/2015/04/understanding-the-european-job-market-for-philosophers.html
See here for a paper on disability and the academic job market:
http://dsq-sds.org/article/view/111/111
See here for "What You Wish Someone Had Told You About the Academic Job Market"
http://dailynous.com/2019/02/27/wish-someone-told-academic-philosophy-job-market/
See here for advice about the nonacademic job market
https://www.imaginephd.com/
https://beyondprof.com/
https://philosopherscocoon.typepad.com/blog/2020/04/what-i-learned-from-leaving-academic-philosophy-guest-post-by-samuel-kampa.html
http://www.newappsblog.com/2014/06/philosophers-who-work-outside-of-academia-part-1-how-and-why-do-they-end-up-there.html
http://philosopherscocoon.typepad.com/blog/2015/09/job-market-boot-camp-part-21-opting-for-a-non-academic-career-when-what-and-how-.html#more
http://www.philskills.com/
http://dailynous.com/2017/01/23/profiles-non-academics-philosophy-degrees/

2. Applying for Jobs

Job Postings

Most jobs are posted on **philjobs.org**, but here are some other places to look:[3]

- https://www.higheredjobs.com/
- https://www.jobs.ac.uk/
- https://www.liverpool.ac.uk/philosophy/philos-l
- https://jobs.chronicle.com/
- https://academicjobsonline.org/ajo
- https://www.timeshighereducation.com/.../listings/australia/
- https://www.acpcpa.ca/cpages/home-page
- http://www.jobsinphilosophy.org/
- https://www.cccregistry.org/jobs/index.aspx

[3] Thanks to Michaela McSweeney for this list.

Note that job ads sometimes disappear after the deadline, so make sure to save or print the ad; you'll want to be able to review it if you get an interview.

Community College Ads

Many community colleges advertise only on their own websites, and only keep the ads up for a couple weeks. So make a list of desirable community colleges and check their sites regularly. You might even contact the department chairs at appealing community colleges to see whether they're planning to hire. Community colleges often require that you have at least an MA, and your application may not even make it past HR and into the hands of the search committee if you're ABD and fail to clearly indicate that you have an MA. Some California community colleges post job ads here:

https://www.cccregistry.org/jobs/index.aspx

Where to Apply

Better: where *not* to apply? Don't apply to a school if (i) you have none of the AOSs that they are looking for, (ii) they ask for a statement of faith that you're not prepared to provide, or (iii) you are absolutely sure that you would not take the job if offered. Otherwise: apply. You may come to have very different feelings about the University of Neverheardofem if they're the only school that offers you an interview. What if you have the right AOS but don't have the right AOCs?[4] It doesn't matter; apply anyway. For some schools, the AOC is an absolute requirement, but for others it's just a desideratum, and it is not always possible to tell which it is just from reading the ad. More here on where and when to apply:

http://philosopherscocoon.typepad.com/blog/2015/06/job-market-boot-camp-part-12-when-and-where-to-apply-for-tenure-track-jobs.html
http://philosopherscocoon.typepad.com/blog/2015/06/job-market-boot-camp-part-15-where-and-when-to-apply.html

Build Your Own Postdoc

There are international organizations through which you can evidently create your own postdoc or research fellowship. I don't know much about this, but my understanding is that you find a university who's willing to host you, you apply to these organizations for the postdoc/fellowship, and if all goes well they pay your salary for one or more years while you work at the host university. Here are some organizations to look at:

- Humboldt Research Fellowships for Postdoctoral Researchers: https://www.humboldt-foundation.de/web/humboldt-fellowship-postdoc.html
- Deutscher Akademischer Austauschdienst (DAAD): https://www.daad.org/en/
- Deustsche Forschungsgemeinschaft (DFG): http://www.dfg.de/en/research_funding/programmes/individual/research_fellowships/
- Marie Skłodowska-Curie Individual Fellowships: https://ec.europa.eu/research/mariecurieactions/actions/individual-fellowships_en
- SSHRC Research Fellowships (Canada)
- Banting Fellowships

[4] More on AOSs and AOCs in §4.

Get Organized
Have some sort of system for keeping track of deadlines and jobs you've applied for. Perhaps a spreadsheet with a row for each school, and columns for deadlines, AOS/AOC, which materials they want, and your progress on the application (not yet submitted / already submitted / their verdict). You might also consider setting up reminders on your phone or calendar for upcoming deadlines, printing out a weekly to-do list, and/or setting aside one day a week as a job market application day.

Four General Tips
Tip #1: With all the documents you're producing, remember that there's a real live human on the other end whom you're trying to impress. These aren't just "hoops" you're jumping through, so that someone in HR can tick a box indicating that your application is complete. Each document is an opportunity to stand out from the pack and earn a spot on someone's short list.

Tip #2: Remember also that there's a real live human on the other end whom you are trying not to *irritate*. Real people are irritated (or otherwise negatively affected) by tiny fonts and cluttered-looking documents. In particular, resist the urge to get your documents down to some recommended length—for instance, the two-page teaching statement—by shrinking the fonts and/or expanding the margins. Better to let the document spill onto a third page than to risk giving your reader a headache with a wall of tiny text.

Tip #3: Submit all your documents as pdfs. The formatting of a Word file sometimes changes in unpredictable and unwanted ways when opened on different computers, for instance changing where the page breaks occur.

Tip #4: Titles of your files are often visible after you've uploaded them, so give them sensible and helpful titles (e.g. KormanCV.pdf) and avoid weird or revealing titles (e.g. CVforbackupschools.pdf).

3. Cover Letters

The Point of Cover Letters
Your main aim in the cover letter is to get readers excited about your application. Paint a picture of yourself as a researcher and a teacher that will stick in your reader's mind and set you apart from the rest of the pack. A cover letter simply reproducing your short dissertation abstract (from your CV) and offering some platitudes about teaching philosophy probably won't hurt you, but it also won't do anything at all to help you. Imagine that there's someone on the search committee who wants to advocate for you. Your cover letter should help them help you, for instance by indicating ways in which you are an exciting, multi-dimensional researcher, an experienced and thoughtful teacher, and an active part of department or university life. Additionally, schools with heavy teaching loads or in locations that aren't obviously desirable will want to be persuaded that you actually have some interest in coming to their school. They don't want to risk narrowing it down to four finalists none of whom have any intention of actually coming, or of hiring

someone who'll be trying to move from the moment they arrive. Your cover letter is your opportunity to show that you have a genuine, specific interest in their school.

Cover Letter Template

The core of most of your cover letters will be a blurb about your teaching and a blurb about your research, and you can prepare these blurbs before the job ads start appearing. Highlight the diverse range of courses you've taught and any diversity in the backgrounds of students you've taught (e.g. that you've taught outside PhD-granting institutions). Express enthusiasm about developing new courses, and give examples. Touch on central themes from your teaching statement (see §5). When you describe your research, don't just repeat your dissertation abstract. Instead, your objective should be to paint a picture of yourself as a multi-dimensional philosopher. Have a few sentences stating your main research project, but then maybe mention something outside your primary area that you'll likely pursue in the future. This is an opportunity to reach out to search committee members outside your area and show them that you two may have some common interests.

Tone

Have an authentic voice in cover letter; it's okay for the cover letter to have a somewhat friendlier and more informal tone than other elements of the application. You can be humorous and share something unique about yourself. If you know how to ride a motorcycle across a tightrope, this is the place to mention that.[5]

Tailoring Cover Letters

At top research schools, search committees likely won't even read the cover letter, and those who do are probably either (i) just looking for a quick reminder of your research project or (ii) looking for an explanation of something surprising about your application (e.g., if you don't seem to have the advertised AOS). For these, it's fine to keep the letter to about one page. For the rest, shoot for about 1.5 to 2 pages, and tailor it to the school you're applying to. You tailor it by addressing things specifically mentioned in the job ad (e.g., AOCs or teaching needs), expressing interest in or connection to the geographic region or type of school, showing evidence that you've looked at their website, and/or saying how your teaching or research fits with the department or school's mission statement. It's good to use language drawn from the job ad, and to do so right in the first paragraph as part of establishing your fit for the position, as well as demonstrating that you closely read the ad. For many jobs in the UK or Australasia, it's important to indicate explicitly that you meet the various employment criteria (to ensure that your application makes it past HR). Finally, double check that your cover letter is addressed to the right school. Getting the name of the school wrong is a huge pet peeve for search committees.

Tailoring for Teaching Schools

For teaching schools, your cover letter is probably the single most important part of your application (at least for making the initial cut). You'll want to lead with a discussion of your teaching experience, highlighting any teaching you've done in areas mentioned in the job ad, and highlighting teaching you've done at community colleges or other non-R1 institutions. Since research isn't going to be your primary responsibility at a teaching

[5] Thanks to İrem Kurtsal and Flavio Medina-Martin for helpful discussion here.

school (esp. at community colleges), discussion of your research should be a small part of the letter, if not altogether absent. Service is a large part of the job at community colleges, so you should talk about any service you've done in your own department, leadership positions you've had, and life experiences that demonstrate that you're a team player and/or a leader. You can also speak to how your approach to teaching fits with the mission of the college (which you can find on their website), and your experience with diverse student bodies—that includes racial and ethnic diversity, but also diversity in ability, preparedness, learning styles, and life situations (e.g., students coming back to school after 20 years in the work force). Finally, make it clear that you possess the relevant credentials (e.g., you have an MA), and emphasize (clearly and prominently) any experience you have using instructional technology and/or teaching at community colleges. Community colleges often won't ask for a teaching dossier—just a CV, transcripts, and cover letter—so you may want to have a more substantial cover letter for these, incorporating more than usual from your teaching statement.

For further discussion of cover letters, see these:

http://philosopherscocoon.typepad.com/blog/2015/05/job-market-boot-camp-part-8-the-cover-letter.html
http://leiterreports.typepad.com/blog/2011/10/how-to-write-a-cover-letter-for-the-us-job-market.html
https://www.facebook.com/dan.korman.5/posts/10154131960296634

4. Curriculum Vitae

Format

Your curriculum vitae (or CV) is your academic resume. Make sure your CV is easy on the eyes, specifically the tired eyes of search committee members working through a (digital) stack of hundreds of applications. It should look uncluttered, with normal margins, fonts, and font sizes. Also, if your CV doesn't look like everyone else's—for instance, if it's in a strange font, or includes a list of your hobbies and non-academic summer jobs—it will make you look out of touch with the profession. Go to the PhilJobs appointment page,

http://philjobs.org/appointments

download the CVs of some successful job-seekers, choose one that you find aesthetically pleasing, and use it as the model for your CV. See here for an annotated sample CV I've put together: https://www.dropbox.com/s/lq4e6atfjlnesqs/PretendCV.doc

Length

There's nothing wrong with a short, crisp CV. Resist the urge to "pad" the document by listing every little detail about the conferences you attended—the exact date of the talk, the city, your commentator and chair, your abstract, etc.—or detailed information about your responsibilities on various grad student committees. This will only make it more difficult for search committee members to quickly scan your CV for specific information they may be looking for (esp. whether you have experience teaching some specific course).

AOS

Your AOSs are your areas of specialization. These are areas in which you are actively researching and expect to be able to publish. It's common to list two, but it's not necessarily a bad thing to list only one. Don't list more than two: you don't want to come across as a jack of all trades. And make sure the labels you use for your AOSs match the labels departments advertise for. For example, departments advertise for positions in ethics, not Kantian ethics; metaphysics, not modality; and 19th and 20th century continental, not Sartre.

AOC

Your AOCs are your "areas of competence", and no one really knows exactly what that means. As a rule of thumb, listing something as an AOC means that you're able to teach an advanced undergrad course on the topic with a moderate amount of preparation. If you've TAd for early modern once or twice and/or taken a couple courses in it, that's plausibly enough for an AOC. So understood, there are probably lots of different areas you could list, though I'd recommend listing at most four or five (again, so as not to appear as a jack of all trades). In deciding what to include on the list, bear in mind that departments are often looking for AOCs connected to courses that they have to offer frequently: ancient, early modern, ethics, and logic. And certain AOCs that are less commonly advertised—non-western philosophy, feminist philosophy, environmental ethics, business ethics, philosophy of race—might open doors for you since fewer candidates will be a good fit for those jobs. More here on how to think about AOCs:

http://leiterreports.typepad.com/blog/2007/05/what_are_the_cr.html

Dissertation

Include some information about your dissertation: give the title, list your chair and committee members, and include a short one-paragraph (about 4-5 sentences) abstract of the dissertation. What search committee members want from the short abstract is an easy-to-digest paragraph that they can quickly scan to get a rough sense of what your project is. Here's one model for structuring the short abstract. Sentence 1: Identify the general topic of the dissertation. Sentence 2: Generate interest by identifying the philosophically interesting puzzle or question about the topic that you're trying to answer. Sentence 3 (and maybe 4): Gesture toward some typical or obvious response, and allude to its shortcomings. Sentence 4 (and maybe 5): Gesture toward the basic form of your own response, and how it improves on the literature, perhaps by just asserting (without elaborating) that it doesn't have the aforementioned shortcomings.

Presentations

Keep the information about conference presentations to a minimum: the paper title, year, and venue. If it's a recurring conference, there's no need to list the city or hosting university or that it's the 27th annual meeting of that conference. That's just clutter. If you've given a large number of presentations (e.g. 10+), you might consider creating sub-categories: invited conference presentations, refereed conference presentations, departmental colloquia or brownbags, and comments. You might also consider having a special subsection for in-house presentations at your home department. Some suggest that it's best to leave these off your CV completely—the idea presumably being that they don't "count"

for anything—but I think it's best to include them, since it shows that you're active in your department.

Works in Progress

Have a "works in progress" section on your CV where you list the titles of papers you're working on. If one of them is under review at a journal, write "(under review)" after the title, but don't list *where* a paper is under review, except perhaps if it's been given a revise-and-resubmit. Bear in mind that schools that are considering hiring you will sometimes ask to look at some of these papers, so list something as a work in progress only if you have (or are very close to having) a draft that you could circulate. Finally, don't list works in progress and papers currently under review under Publications. That's like listing jobs you've applied for under Employment.

Teaching Experience

The CV should include a list of courses you've taught or TAd. This part of the CV often gets very cluttered, since there's potentially so much information to include about each course. And that clutter could end up hurting you if, e.g., a search committee member is quickly skimming to see if you've taught ethics, and you have, but they don't see it amidst all the clutter. I recommend something like this:

As Sole Instructor

Introduction to Philosophy: University of Texas, Spring 2009 (150 students)
Introduction to Philosophy: Austin Community College, Fall 2008 (40 students),
Symbolic Logic: University of Texas, Spring 2008 (30 students)

As Teaching Assistant

Human Nature: University of Texas, Spring 2007, Fall 2007
Introduction to Logic: University of Texas, Fall 2006

As Grader

Ancient Philosophy, University of Texas, Fall 2006

Things to notice: (1) If you're wondering whether I've taught X, notice how easy it is to skim down the left margin to see if that's a course I've taught. (2) If you're wondering whether I've ever been the sole instructor for a class, or whether I've ever taught a large lecture, you can't miss that either. (3) No one will care who the instructor was in the classes you TAd for, or what the course number was (PHIL 122), so I omit those to avoid clutter.

Graduate Coursework

Some people include a list of their graduate coursework, which I think is a good idea, mainly because having taken some courses in X can serve as additional evidence that you'd be able to teach X. Just make sure it doesn't appear as a long sprawling list, cluttering up the CV. Here's how I'd recommend organizing it:

Courses Taken and Audited
(* indicates audited course)

Metaphysics, Mind, and Epistemology: Modal Epistemology (Bealer), Philosophy of Mind (Bealer), Realism and Truth (Eklund), Modal Metaphysics (Koons)

Language and Logic: Predication (Asher)*, Philosophy of Language (Bealer), Symbolic Logic (Belcher), Mathematical Logic (Dever)*

Ethics: Ethical Theory (Boonin), Philosophy of Law (Boonin)*, Twentieth Century Ethics (Dancy), Contemporary Political Philosophy (Mills)

History: Descartes (Pasnau), Locke (Pasnau), Aristotle (Shields)

Miscellaneous: History of Science (Brindell)*, Existentialism (Morriston)*, God, Freedom, and Evil (Morriston),

Of course, you can divide up the categories in whichever way make most sense for you. If you've done mostly ethics courses, you may want to have a single heading covering all of M&E, and then break up ethics into multiple headings (e.g., ethical theory, social and political). No need for extraneous information, like the course number, which year you took it, or which university you took it at.

Long Dissertation Abstract
People sometimes include a one-page, single-spaced, long dissertation abstract as the final page of their CV (not to be confused with the five-sentence short abstract described above). I've become convinced that it's not a good use of your time producing one of these. Better just to incorporate a short discussion of your dissertation into your research statement (see §7), where you explain how the dissertation fits into a broader research program, and mention any stand-alone articles that have or will come out of the dissertation. When I floated the idea of omitting long dissertation abstracts on Facebook, there was near (but not total) consensus that people only read the research statement, and would not even notice if the long dissertation abstract were missing.

If you decide to write one anyway… The idea is to state the general topic and significance of your dissertation and then summarize each of the chapters. Write it for a broad philosophical audience, bearing in mind that only a small fraction of search committee members will have any real familiarity with your topic. Make every effort to make it clear and accessible. Focus less on explaining how you argue for your conclusions, or on how you respond to various objections, and more on simply stating the ultimate conclusion of each chapter, conveying why it matters if you're right, convincing them that your work is sufficiently connected to existing discussions in the literature that you'll be able to publish some of the chapters, and *most importantly* showing them that even if they don't work in your field they may still benefit from having you around as a colleague because you're able to explain things so clearly. Finally, do what you can to connect your topic to "big

questions" that will likely be more familiar to search committees than your narrow dissertation topic.

See here for further discussion of CVs:
http://philosopherscocoon.typepad.com/blog/2015/04/job-market-boot-camp-part-3-the-cv-itself.html

5. Teaching Statement

Teaching Statement Basics

Your teaching statement will be part of your teaching dossier (more on that below). It should be a two-page document, 12pt font, single-spaced with line breaks between paragraphs, and normal margins. Don't shrink the font or the margins to fit everything in; just edit it down if it's too long. (The same goes for other materials, like research statements and diversity statements.) Some advice about teaching statements here:

http://philosopherscocoon.typepad.com/blog/2015/05/job-market-boot-camp-part-9-the-teaching-statement.html
http://chronicle.com/article/How-to-Write-a-Statement-of/45133/
http://theprofessorisin.com/2016/09/12/thedreadedteachingstatement/
https://philosopherscocoon.typepad.com/blog/2019/07/how-search-committees-read-teaching-statements.html

Goal #1: Inspire Confidence

Have two overarching goals in mind when writing this document. The first is to inspire confidence that you are a solid, experienced teacher who can be entrusted with courses and won't need a lot of hand-holding when you arrive. You do this by highlighting your teaching experience. If you've taught a wide range of different topics, taught at a diverse range of institutions (e.g., community colleges or even grade school), been a sole instructor for some courses, designed your own syllabi, taught upper-level courses, and/or already taught classes that are mentioned in the job ad, call attention to that. If you have stellar course evaluation scores, or regularly get positive student feedback on certain aspects of your teaching, mention that. If you've earned teaching certificates, attended or led pedagogy workshops, or given conference presentations on pedagogy, mention that.

Goal #2: Stand Out

The second goal is to stand out. You do this by giving concrete and memorable anecdotes and examples, and avoiding generic descriptions that would be equally true in the mouth of any other philosophy instructor. Try to include the sorts of ideas for assignments or activities that it would make sense to post in the Facebook Teaching Philosophy group, things that would actually be of interest to other professional philosophy instructors:

https://www.facebook.com/groups/290224531608120

If you can give search committees something that makes them say "ooh, I'll have to try *that* in my classes!", that's a home run.

Getting Started

These things can be really hard to write. My advice is to start by thinking about, and even writing out answers to, common interview questions about teaching, with the aim of (i) identifying some interesting anecdotes and examples that can then be incorporated into the teaching statement and (ii) identifying recurring goals or values or ideas that you might structure the statement around (e.g. distinctive personal values that guide different aspects of your teaching, or skills and abilities that you think it's especially valuable to pass on to students). Here are some sample questions to get you started:

- How do you convince students that studying philosophy is valuable?
- How do you get (and keep) students engaged in the sort of material you'll be teaching?
- How do you go about assessing whether they're learning and whether your teaching style is effective?
- What mistakes have you made and how have you updated your courses, assignments, or teaching style in light of them?
- What experience do you have teaching diverse groups of students?
- What technology do you use in your courses, and why?

Have a look at Appendix I below ("Actual Interview Questions"), for many more questions to get your gears turning.

Teaching Statement Don'ts

Here are some things to avoid in the teaching statement:

- Do your best to avoid abstract, generic descriptions of your teaching that would be equally true in the mouth of all other philosophy instructors.
- Avoid writing it in a way that sounds like you're lecturing the reader, e.g. by holding forth about the importance of critical thinking.
- Avoid giving the impression that you have an antagonistic approach to teaching, for instance complaining that students have to be forced to do the readings, or that they're always trying to get away with things.
- Don't say it, *show* it! Instead of saying that you care about your students, love teaching, and so on, demonstrate it by giving examples where your commitment or passion is on display.
- Avoid emphasizing ways in which you go above and beyond as a teacher (e.g. having one-on-one meetings with every student, answering emails late at night). This may communicate poor time management skills, inviting worries about whether you'll find time for research and/or how you'll adapt to a larger teaching load.
- Steer clear of these teaching statement clichés: describing your style in the classroom as "serious but laid-back"; emphasizing (without interesting concrete examples to back it up) that students should be taught how to *do* philosophy as opposed to merely being taught a bunch of information; or mentioning (without concrete examples) that you try to make the material relevant to students' lives.
- Unless you have some super-interesting, unique "philosophy of teaching", don't try to articulate your "philosophy of teaching". And don't be misled by the fact that

these documents are sometimes called "statements of teaching philosophy". No one cares about your philosophy of teaching, I promise.[6]

6. Teaching Dossier

Dossier Basics

Your teaching dossier will include your teaching statement, information about your teaching evaluations, and some sample syllabi. It should begin with a table of contents, ideally with hyperlinks within the document, making it as easy as possible for search committees to find their way to whatever information they're looking for. See here for discussion of various aspects of the teaching dossier:

http://philosophysmoker.blogspot.com/2011/11/evidence-of-excellence-in-teaching.html

http://philosopherscocoon.typepad.com/blog/2015/06/job-market-boot-camp-part-13-the-teaching-portfolio.html

See here for some sample dossiers:

https://ctl.uga.edu/grad-student/resources-and-ta-handbook/teaching-portfolios/

Evaluations

Rather than including the hard-to-read official university print-outs of your evaluation scores, better to make your own easy-to-read tables, clearly displaying your scores on the two core questions: Quality of Instructor and Quality of Course. Make it clear whether it was a TA section or your own class, the year that you taught the class, and what the top score on the scale is (especially if the top score is *one*, since this is usually the low score). If you've taught large lecture classes, make sure that's clear as well. Above all, make it easy to read, easy to navigate, and avoid extraneous information (e.g. your scores on "How well prepared was the instructor?")

Student Comments and "Cherry Picking"

Go through the student comments in your course evaluations, find 10-20 comments enthusiastically praising your teaching, and compile them in an easy-to-read list which you type up yourself. (If you can't find at least ten really positive comments, don't bother including this.) The flurry of praise from students helps paint a picture of you as an excellent teacher and gives search committees some context for why your course evaluation scores are so high.

What I've just said is surprisingly controversial. Some people will tell you that if you include *any* student comments from a given course, you must include *all* student comments from that course, including the negative and lukewarm ones. This is very bad advice. True, it's possible that someone will suspect that you've (gasp!) cherry-picked the best ones. But better that they be irked by that than that they see a bunch of student comments about your unfair grading or your hard-to-follow lectures, not to mention racist or sexist comments you've received. And even those who object to cherry-picked comments are aware that (i) it's standard practice, and (ii) job candidates are often *advised* to do it.

[6] Thanks to Robby Nadler for many of the tips in this section.

Sample Syllabi
You'll include some sample syllabi for courses you've taught or could teach. I've heard conflicting things about how many sample syllabi to include. Some say no more than two; some say four or five. The main thing is to make sure that the dossier doesn't become a sprawling, hard-to-navigate mess. You can always include some extras on your website, with a link within the dossier to those extras.

Aim to include syllabi for courses mentioned in the ad and/or connected to the AOSs and AOCs mentioned in the ad and/or an outside-the-box syllabus that might catch someone's eye and that's likely to attract nonmajors, e.g., race and gender, philosophy through science fiction, environmental ethics. Show some creativity in the course readings; don't just work through some one anthology or the obvious readings, and (for pete's sake) don't have a reading list consisting exclusively of white men. It's fine to modify the syllabi for classes you've taught before, and (if you're on the quarter system) expand the syllabus to fit a 15 week semester. I wouldn't advise including a syllabus for any grad-level courses, and certainly don't include one if the school doesn't has a graduate program.

If your syllabi are all 4+ pages, that'll make the dossier hard to navigate and unnecessarily long. My advice is to lead with one complete syllabus—where you give all your boilerplate info about late paper policy, attendance policy, accommodations for disabilities, etc. And then have abridged versions of the other syllabi, limiting each to about two pages: just have the required texts, the schedule of readings, the course description, the bare-bones information about assignments, and other course-specific info. But do make it clear on the sample syllabus *that* it is abridged.

Letters of Support
It's okay to include items in the dossier beyond those just mentioned. For instance, some people include samples of graded assignments, lesson plans, a "teaching CV", grading rubrics, even embedded videos of themselves teaching. You should in particular consider including one or more letters of support. These are nonconfidential letters that students or faculty have shared with you (not to be confused with the confidential letters of recommendation discussed in §9). If you have some especially bright and enthusiastic students in your class who seem to like you, you should ask them to write a letter of recommendation for you and send it to you. These letters can make a real difference; it says something that a student is willing to take the time to advocate for you. Or if a faculty member who isn't already writing a confidential letter of recommendation for you has visited one of your lectures, and liked what they saw, you might ask for a letter of support from them to include in the dossier.

7. Research Statement and Diversity Statement

Research Statement
You should prepare a two-page single-spaced research statement, with an eye to accomplishing two things. The first is to assure departments that you'll hit the ground running with research and publishing. Lead with a paragraph explaining what unifies all or

most of your research. Then describe five or six papers or papers-in-progress (essentially giving an abstract for each): one or two that are completely finished and either published or under review, one or two that are consuming your attention at the moment, and one or two that are on the back burner but that are at least somewhat developed. These can include dissertation chapters, but reconceived as stand-alone papers that could be submitted for publication. Then indicate what your general plan is once you finish all those, in a way that shows that you have a cohesive project, with lots of potential for generating new papers.

The second objective is to convince the committee that they can talk to you about philosophy and that you can explain your research to undergrads and non-specialists. So keep it simple and, ideally, track down a non-specialist to read over the statement and flag things they weren't able to understand. Additionally, do what you can to connect your topic to "big questions" that will likely be more familiar to search committees than your narrow dissertation topic.

Some further discussion here:

> http://philosopherscocoon.typepad.com/blog/2015/05/job-market-boot-camp-part-10-the-research-statement.html

Diversity Statement

This should be about a page or a page and a half. You should discuss efforts you have made—inside or outside the classroom—to promote diversity and inclusion, experiences you have had teaching diverse groups, your understanding of the value of diversity and inclusion, and what you have learned about yourself in thinking about these things. Show that you are knowledgeable about protected classes (e.g. sexual orientation, mental wellness, age, undocumented status). See Appendix II for the most detailed instructions I've seen for a diversity statement (from a 2017 job at University of Michigan). More here:

> https://schwitzsplinters.blogspot.com/2018/11/possible-backfire-effects-of-excellent.html

8. Writing Sample

Preparing a Writing Sample

Your writing sample should be about 5000-8000 words: long enough to be substantial, but short enough that it won't annoy search committee members (esp. at later stages in the process, where committees are carefully reading entire writing samples). If your best paper is over 8000 words, consider producing a shortened version specifically for the writing sample. If you want to use a dissertation chapter, prepare it as a stand-alone paper, as if you were going to submit it to a journal, removing references to other chapters and inserting any arguments or definitions of jargon that were given in earlier chapters. Many search committee members won't make it past the first couple pages (at least not in the initial rounds of the search), so you should polish the hell out of those opening pages, and make sure you've stated your central thesis by the end of page two. Finally, it's good to have a 100-150 word abstract at the top of your writing sample.

Choosing a Writing Sample

Here are some rules of thumb for choosing a writing sample, though a good writing sample needn't meet *all* of these conditions:

1) Use your most polished piece of writing.
2) Use something squarely in your main area. If your dissertation is in ancient philosophy, search committees will typically be primarily interested in the quality of your work in ancient philosophy, and may be frustrated or puzzled if you send them a paper on ethical theory.
3) Use something that fits the advertised AOSs. This may conflict with #2: if you're applying for an ethics job, it may be wise to send an ethics paper, even if your primary AOS is ancient.
4) Use a paper that's of broad interest. The more people can connect with the topic and care about it, the better.
5) Use a paper that's accessible. Better not to have anything too dense, technical, or otherwise daunting.
6) Use a single-authored paper. With co-authored papers, search committee members may be left wondering which (if any) of the impressive parts of the writing sample were your contribution. (The profession is still in the process of learning that this is not the right way to think about co-authored papers.)
7) Using a published paper is fine, especially if it's in a good journal. It may be read more charitably if it's got the profession's "stamp of approval" on it. If it's in a not-so-good journal, that may be reason not to use it, since that may look like a stamp of disapproval (it's not good enough to get into a good journal). It's also probably best not to use something that was published more than a couple years ago; search committees may take that as an indication that you haven't done anything worth sharing in the meantime.
8) Use something that you don't already plan to use for your job talk. (More in §10 about choosing a job talk about how bad it is/isn't to use your writing sample as a job talk.)

If it's still not clear which paper to use as your writing sample, talk to your dissertation advisor or placement advisor.

More here on writing samples:

http://philosopherscocoon.typepad.com/blog/2015/06/job-market-boot-camp-part-14-writing-samples.html

9. Letters of Recommendation

The Basics

You'll need to get some letters of recommendation from your professors. If at all possible, it's a good idea to also have a letter (or two or three) from someone at another university as well. It's impressive that someone who isn't under any departmental obligation to write you a letter, let alone say nice things about you, took the time to write you one anyway. If you've got a job and are going back on the market, try to get a letter from someone at your current institution who has observed you teach. See here for some discussion of whom to ask for letters:

http://philosopherscocoon.typepad.com/blog/2015/04/job-market-boot-camp-part-4-letters-of-recommendation.html

Interfolio

Most everyone uses Interfolio to collect and send out their confidential letters of recommendation. Here's how it works (or, at least, how it worked as of 2019). You'll join Interfolio (https://www.interfolio.com/) and fill in your letter-writers' email addresses. It will then send them an email inviting them to upload their letter. When they upload the letter, the letter is assigned a unique document email address. To find the email address, examine the letter's "details" in Interfolio. The email address is located toward the bottom of the letter's details and is not visible without scrolling. You can use that email address in the job application portals (when it asks for the letter writer's email address) and Interfolio will submit the letter on your behalf. Some evil schools require faculty to directly submit their letters, and will not accept letters from Interfolio. Your professors know this, and know you have no control over this; so don't worry that you're bugging us when you have to ask us to send one of these emails.

How Many Letters?

Most schools ask for three letters but many applicants submit five or six or even more. Some schools will limit it to three. If it's unclear from the ad whether the school allows no more than three, or merely wants at least three, you can email the search chair for clarification. See here for a thread on how many letters of recommendation applicants should have:

http://leiterreports.typepad.com/blog/2013/12/how-many-letters-of-recommendation-should-a-job-seeker-have.html#comments

Talk to Us

Talk to your letter writers about your dissertation frequently, especially in the year leading up to the job market. This will make it more likely that we'll have concrete, informative things to say about your dissertation in our letters, like "s/he changed my mind about X" or "this one point in particular was especially clever." After asking for a letter, it's a good idea to request an appointment with each letter writer, to jog our memory of things we might write about: achievements that you'd love for us to talk about in our letters, reminders of which classes you've taken with us and what your term papers were about, what you do in your dissertation, and maybe other specific interactions we've had—for instance, maybe we had a great discussion of X over beers several years ago, and I got all excited and encouraged you to write a paper on it. We'll be grateful if you can help us come up with talking points for the letter.

Teaching Observations

Be proactive about getting your letter writers to come observe you teach. Your file will stand out from the pack if one or more of your "research letters" can also say something directly about your teaching skills. Indeed, some schools explicitly require that at least one letter speak to your teaching abilities. Try to have a classroom visit at least once a quarter/semester, and try to do something extra-special during those visits—like an interesting active learning activity—which gives us something concrete to talk about in our

reports. In addition to having committee members visit your classes, you should also try to find someone who's not on your committee to observe you teach two or three times before you go on the market, so that they can write a dedicated teaching letter for you. This one could be included as one of your confidential letters of recommendation, or alternatively—if your letter writer is willing to share it with you—included as part of your teaching dossier.

10. First Round Interviews

Interview Basics

The first-round interviews will likely be held via Zoom. There will be questions about research and/or questions about teaching, and the amount of time devoted to these will vary. More research-oriented institutions will typically spend most if not all of the interview grilling you about your writing sample, and more teaching-oriented schools will typically spend most if not all of the interview on teaching. How you feel the interview went will almost certainly have no correlation with how well you in fact did. If they were smiling the whole time, they probably smile at all the candidates; if one of them outsmarted you, she probably outsmarted all the candidates.

Scheduling Interviews

If they give you a choice of timeslots, early morning and early afternoon are good. Try to avoid the first of the day (unfocused interviewers), right before lunch (low glucose levels), and late in the day (decision fatigue).[7] In case of time zone differences, make sure to clarify whether they're expecting you at 1pm your time or their time.

Preparing for Interviews

In preparation for the interview, review the job ad, and be prepared to discuss anything mentioned in the ad (e.g., courses they want you to teach, commitment to diversity). If they tell you who is on the interview team, get a sense (from the department website) of how far they are from your area of expertise, so you can pitch things at the right level. It's not that uncommon for there to be one or more non-philosophers on the interview team. If they don't automatically tell you who's on the interview team, it's okay to ask.

If it's a Zoom interview, make sure to test out the technology with the same computer, location, and internet connection you're planning to use. While you're at it, find a trusted friend or advisor to do a Zoom dress rehearsal with you, and comment on what you've got in the background (any embarrassing books on the bookshelf?), your position (too close or too far from the computer? unflattering angle?), and even your interview outfit (noticeably wrinkled? do you look smarter when you wear your glasses?). Have a back-up plan in case technology fails, for instance have a phone nearby (and have the phone number of an interviewer and make sure they have your phone number) in case you need to switch to a phone interview.

[7] See http://www.businessinsider.com/perfect-time-to-schedule-job-interview-2014-12. Thanks to Andrew Higgins for setting me straight on this.

After the interview (or even during), jot down notes about questions and issues that came up in the interview, so that you can think further about them should you get a second round interview. If you're a UCSB student, I'd be grateful if you send me the list of questions, so I can add them to the Appendix I below.

Here are some further tips for online interviews (about Skype, but still relevant!):

http://chronicle.com/blogs/onhiring/mastering-skype/37817
http://chronicle.com/article/How-Skype-Is-Changing-the/126529/
http://philosopherscocoon.typepad.com/blog/2015/08/job-market-boot-camp-part-19-skype-telephone-interviews.html

Dissertation Spiel

Research-focused interviews often begin with "Tell us about your dissertation," and so you will want to prepare and rehearse a roughly five-minute "dissertation spiel". They may wait patiently and let you get through the whole thing, or they may interrupt after two minutes. Resist the urge to just give a chapter-by-chapter summary, and definitely don't just memorize and recite your dissertation abstract (since they may have skimmed it right before the interview).

The goal is to try to start a conversation. Start with a two-minute blurb in which you say something interesting: perhaps spelling out some provocative view that you defend or attack in the dissertation, or presenting an interesting thought experiment that plays a central role in the dissertation. In case they don't jump in at that point, have a second two-minute continuation planned with a natural stopping point, again designed to bait them into entering the conversation. And have a couple more such continuations prepared. Since the goal is to start a conversation, resist the urge to bring up objections and then explain how you respond to them. Let *them* bring up the objections! Indeed, try to bait them into asking the very questions that you have well-thought-out answers to. Relatedly, if there's something in your dissertation that you *don't* want them to ask you about, don't mention it in the spiel.[8]

Teaching Questions

In preparation for teaching questions, it's good to put together a (mental or written-out) list of all-purpose anecdotes or interesting details about your teaching that might be worked into your answers to questions.[9] When they ask you about which classes you can teach, be enthusiastic and confident. If they ask you whether you can teach a class on X, where X is outside your main area, you can say "It's a bit outside of my comfort zone, but I can certainly teach it, especially if I had the summer to prepare." If they ask which courses you'd *like* to teach, make sure not to come across as unidimensional: if you've just spent 20 minutes talking about your research on animal consciousness, try to avoid spending the whole teaching portion of the interview talking about a class on animal consciousness. See Appendix I below, as well as this link, for questions you might get about teaching:

philosophyjobmarket.blogspot.com/2007/12/baby-tonight-ive-got-question-for-you.html

[8] Thanks to Jonathan Livengood for some of these tips.
[9] Thanks here to Kristin Seemuth Whaley.

Questions for Us

At the end of the interview, they will probably ask whether you have any questions for them. Here's what *not* to ask:

- Avoid questions that might have a negative answer: do the faculty get along, do you interact with other departments, is there funding for workshops, etc.
- Avoid questions that may have a one word answer, leading to a choppy, awkward ending to the interview, e.g., how many majors do you have?
- Don't ask questions that suggest you're going to make the faculty *do* things, e.g., is there a faculty reading group? Or: oh, you don't have a philosophy club? would there be interest in starting one and having weekly talks by different faculty members?

So what *do* you ask them? Here are a few possibilities.

- Ask which courses they'd want you to teach in a typical year. This could serve as an extra opportunity to express enthusiasm about teaching and remind them of your teaching experience.
- Ask what they're looking for in a new colleague. This could provide further opportunities to emphasize ways in which you're a good fit for the job, and clues about how to prepare for a second round interview.
- Look at the school's course offerings, and ask about specific courses you might be interested in teaching, especially if you can tell from the website that they haven't been taught for a while.
- Deflect the question by telling them that their website answered a lot of your questions, and then mentioning one or more things that you learned from the website that you found especially intriguing. That's a direct way of showing them that you have genuine interest in the school, which (I think) is what they're really after with this question anyway.

Further discussion here:

http://philosophysmoker.blogspot.com/2009/12/what-do-you-ask-your-interviewers.html

11. The Campus Visit

Campus Visit Basics

Schools will typically fly three or four finalists out for a campus visit. Some schools will have you give a job talk, some will have you give a teaching demonstration, and some will do both. Schools will often tell you in advance what the format will be for these, but don't hesitate to ask for clarification if it's unclear how long the presentations are meant to be, who will be in the audience for them (students? faculty? non-philosophers?), or if it's otherwise unclear what is expected of you.

Meeting the Dean

Campus visits often include a meeting with the dean. In some cases, this will consist in the dean trying to sell you on the school, and some casual chit-chat; though it may turn out to

be more like an interview, with hard-hitting questions about your teaching and your fit with the school. Making a good impression on the dean can be especially important at schools with smaller faculties, where the dean is likely to play a more active role in recruitment and hiring decisions. And it can be important even at schools where the dean generally plays a less active role. Should the department's top three candidates turn them down, and you are their fourth-ranked candidate, a positive meeting with the dean could make the difference to whether they permit the department make you an offer (as opposed to ending the search). So, come prepared with a list of questions for the dean that demonstrate an informed interest in the school. You might even look up the dean's academic interests, and try to connect with them in some way.

Miscellaneous Tips[10]

(1) Bring physical copies of your materials—CV, sample syllabi, teaching statement—so you can immediately put them into the hands of anyone who asks about them.
(2) Be prepared to discuss relevant things that came up in the interview. For instance, if they told you in the interview that they're hoping to develop a course on X, be ready to discuss how you'd teach a course on X.
(3) Be *super energetic* during all public speaking events.
(4) Don't be negative or cranky.
(5) Have back-up plans in case of lost items or technology failure.
(6) Be professional at all times: even if they say you're not being interviewed, you are still being interviewed.
(7) Treat the administrative staff with respect. If word gets out that you were rude to the staff (and it will), people will think you're an asshole (and they'll be right).
(8) If you have dietary restrictions, let them know before the campus visit.

See the threads here for further discussion of various aspects of campus visits:
http://philosophysmoker.blogspot.com/2012/01/flap-your-wings.html
http://philosophysmoker.blogspot.com/2014/01/survivor-campus-visit.html
http://philosopherscocoon.typepad.com/blog/2015/08/job-market-boot-camp-part-18-the-campus-visit.html

See here for information about interviews in the UK:
http://philosopherscocoon.typepad.com/blog/2015/08/job-market-boot-camp-part-20-the-british-interview.html

12. Job Talk

Job Talk Basics

Your job talk is a normal colloquium presentation: typically a 45-50 minute talk, followed by a 45-50 minute question period. Make sure to be animated and enthusiastic. If the stuff you work on isn't readily accessible to non-experts (which will often be the entire audience), you might linger on the introductory parts, going relatively slowly through the background of the debate you're entering into and the very basics of your view, before getting immersed in the details. You may also consider beginning your job talk with a five minute introduction explaining how your topic might matter to someone who doesn't work

[10] Thanks to Mary Krizan and Kristin Seemuth Whaley for helpful discussion here.

in your specific area. This can help you connect with members of the audience who may not have an antecedent interest in the topic of your talk, and help zoom out from nitty-gritty details that can seem boring to someone who works in a different area.[11] See section 5 of my other advice document for general advice about delivering talks:

http://korman.faculty.philosophy.ucsb.edu/gradschool.pdf

Choosing a Job Talk

The rules of thumb for choosing a job talk are much the same as those for choosing a writing sample (§8). Choose a solid, polished, well thought-out paper. Choose something that fits with the advertised AOS: so if you're a metaphysician with a secondary AOS in phil language, and you're up for a phil language job, it's best to give a phil language paper. Choose something that's of relatively broad interest and accessible. Choose something single-authored. Probably your best papers each meet some but not others of these conditions, so talk to your dissertation advisor or placement advisor to help decide which to use.

Using a Writing Sample or Publication as a Job Talk

One hears mixed things about whether it's a bad idea to use your writing sample as your job talk. Using the writing sample as a job talk may make you look like a one-trick pony, and may give rise to doubts about whether you will have an active research program. But better that they be worried that you're a one-trick pony than that they be underwhelmed by a half-baked job talk. So I say: if you have two really strong papers, use one for your writing sample and the other for the job talk. If you only have one strong paper, use it for both, and then make a special effort in your other materials (e.g., research statement) to show that you have an active research program.

The same goes for already-published papers. True, it's kind of weird to present a published paper in a colloquium setting, since it can't be revised in light of audience feedback. But better that people be irked by the weirdness of presenting a published paper, than that they be underwhelmed by a half-baked job talk.

13. Teaching Demonstration

What to Know

Some schools will ask you to do a teaching demonstration, perhaps as a guest lecturer in a regular class, or perhaps as a stand-alone event. Here are some things to make sure you know in advance (and ask if necessary).

- *Who will be there?* Sometimes only the hiring committee will be in attendance, and you're meant to pretend that they are students. If there are students, how many?
- *What level?* Is this an upper-division class full of majors, or a lower-division class full of nonmajors? If it will just be faculty in attendance, ask whether you should be pretending they're intro students or advanced students.

[11] Thanks to Justin Clark for this tip.

- *What is the topic?* Sometimes they will assign you a topic. If it's a guest lecture in a real class, you should ask for a syllabus, to get a sense of what the students already know. If you get to choose the topic, choose something simple and accessible, and which fits with teaching needs mentioned in the job ad.
- *What technology?* Find out whether the room will have A/V equipment (for PowerPoint slides), whether there's already a computer in there, and if there are chalkboards, white boards, or smart boards. If you're doing the demo remotely (e.g. because of COVID), find out what the platform is. If it isn't Zoom, make sure to familiarize yourself with the platform.
- *How long?* Find out how long the demo should be. It will likely be the length of an ordinary class period (50 or 75 minutes), but don't assume.

Rehearsing

Make sure to rehearse your teaching demo before the real thing. Rehearse all the lecture portions of the presentation privately, just like you would for a job talk. Then have a mock teaching demo with an audience. Ideally, the audience will be a mix of professors, philosophy students, and even non-philosophers (if it's via Zoom, you might ask family members to join in). You can ask your placement advisor for help setting it up. Get feedback from everyone on what went well, which if any points were unclear, and what they thought of the active learning activities.

Structuring the Demo

Start by thanking everyone and introducing yourself. If it's a small classroom (like under 10 people), you might have them introduce themselves as well. Then give a quick preview of what you're going to teach them and why it's important. You definitely don't want to lecture for 50 minutes straight. Use active learning. Pepper the students with questions. Use think-pair-share exercises in which they spend a minute or two writing down an answer to some question, then a minute discussing with their neighbor, then some time sharing their responses with the class. Break the students into groups. If it's just the hiring committee in the room for the teaching demo, pretend they're students, present things at a basic level, and you can even call on them to answer questions. Try to find a way, towards the end of the demo, for the students to demonstrate that they've learned what you've been teaching them (but also be prepared for them to make mistakes). At the end, you should share your email address with the students and invite them to send you any follow-up questions or thoughts about the material.

Miscellaneous

- This is not about how smart you are. Keep things accessible, and don't feel like you need to get into nuances that only the professors will care about and understand.
- Have back-ups for all your technology. Your laptop might choose just this moment to do a thirty minute restart and update. So have your PowerPoint slides on a thumb drive and/or in Google Drive and/or in your email, and have hard copies that you can distribute as a handout in case of total technology failure.
- Don't cram too much onto PowerPoint slides. Keep the font size large, and not too many bullet points per slide (keep it under 6).
- Never, under any conditions, keep students late. They will never forgive you.

- If it's a small class, consider distributing name tags, so you can call on people by name (and build rapport). You can also ask them to include preferred pronouns on the name tag.
- If they offer you a microphone, use it. There may be students with hearing impairments who can't hear without a mic, and you shouldn't overestimate your ability to be heard without a mic in a large room.
- Be prepared for an unresponsive class. You may have to cold-call on people. You have to make sure to get students involved—and it shouldn't just be a conversation between you and one bold student who keeps raising their hand.
- Be animated and enthusiastic, and show the committee how much you enjoy teaching.[12]

[12] Thanks to Robby Nadler for many of the tips in this section.

Appendix I: Actual Interview Questions

These are questions that my students reported having been asked in interviews.

CC = Community college
SLAC = Small liberal arts college
STEM = Small STEM-focused college
LSU = Large state university
TT = Tenure-track

Assignments

- How do you assess students? How do you assess your own methods of assessment? (CC)
- Explain your expectation for student learning outcomes. (CC)
- In our required course for majors, 40% of the grade is from participation. How do you inspire and assess discussion in your classes? (SLAC-TT)
- What is a typical first assignment that you give in the semester? (SLAC-TT)

Courses

- What is your approach to teaching introductory-level courses?
- We teach an introductory course called 'Search for Meaning' that is co-taught by a theologian and a philosopher. What kind of philosophical issues and resources would you discuss in this course? (SLAC-TT)
- What would be your ideal course to teach? (SLAC-TT)
- We're working on developing our gen ed program around five different themes or tracks – sustainability, world citizenship, equality, peace, and innovation. What kinds of courses would you develop to fit those themes? (SLAC-TT)
- What kind of topics course would you teach? (SLAC-TT)
- We offer a 4-week course in the winter term, and faculty teach courses outside their areas. What kind of course would you teach that isn't related to Philosophy? (SLAC-nonTT)
- Our current offerings are fairly traditional, and we're interested in pursuing curricular review to improve our offerings. What kinds of courses would just suggest developing that would update our current offerings? (SLAC-nonTT)
- We offer a freshman seminar on Critical Thinking. How would you feel about teaching a class like this, and what would you cover in such a class? (SLAC-TT)
- If there were no restrictions and you could do anything you wanted, how would you design a class for freshman? (SLAC-TT)
- What is your experience teaching 100% Distance Learning classes? (CC)
- What ethical theory do you subscribe to and how will you use ethical theory in the context of our Ethics of Science and Technology course? (LSU-TT)
- What are some classes you haven't taught but can see yourself branching out into? (LSU)

Diversity

- Identify the most significant non-Western influence on you. (CC)
- Explain how your previous teaching experience has prepared you for instructing a diverse population of students. (CC)
- How would you diversify the image of Philosophy, and how would you reflect this in the courses you teach? (SLAC-TT)
- Our students have diverse levels of preparedness for college. Do you have experience with this kind of student population, and how do you address it? Or if you don't have experience with this, how would you address it? (SLAC-TT)
- Diversity is very important to us. How would you foster and model inclusiveness in your classes? (SLAC-nonTT)
- Have you had any experience with high school students taking college classes? If not, how do you feel about this? (CC)
- Tell us about your history with respect to issues of diversity and your commitment thereto (LSU-TT)

Interdisciplinary Activity

- We have very small departments and work closely with people from other backgrounds. What kind of experience do you have with interdisciplinary work? (SLAC-TT)
- We offer a course that incorporates interdisciplinary material called *exploring the human condition*. How would you teach such a course? (STEM)
- We offer a 4-week course in the winter term, and faculty teach courses outside their areas. What kind of course would you teach that isn't related to Philosophy? (SLAC-nonTT)
- Previously we had a Philosophy and Religion major, what kind of experience do you have interfacing with theology and religion? (SLAC-TT)

Motivating Philosophy

- What strategies have you used in making the concepts and theories come alive for students who may not have the interest level in the subject? (CC)
- What are some ways you would encourage students to really get engaged with the material? (LSU)
- We have very few Philosophy majors and minors. How would you make your courses appealing to students who don't study Philosophy? (SLAC-TT, STEM)
- Suppose I'm a concerned mother of a student who is considering majoring in the Humanities. What would you say to be to convince me that studying the liberal arts is a good choice, considering future career prospects? (SLAC-TT)
- Suppose someone questions why philosophy is even relevant today. What would you tell them? (SLAC-TT)
- We have a Philosophy and Religion major, but most students don't come to college knowing they want to major in these fields. How do you respond to those who think Philosophy is not a useful degree, and how do you show them the value of studying it? (SLAC-nonTT)
- Liberal arts funding is often cut and faculty are reduced. What would you do to attract majors and high enrollments in your classes? (SLAC-TT)

- How would you help is grow the number of majors in our department? (LSU-TT)

Religion
- In your cover letter you said you have a "deep personal investment in the connections between faith and reason." Could you elaborate on what you meant by that, especially in the context of the Catholic Intellectual Tradition? (SLAC-TT)
- Our identity is also very important. How would you contribute to our identity as a Catholic University in your teaching? (SLAC-TT)
- What would you do if there was a Fundamentalist Catholic student in your course who is very resistant to Pope Francis? How would you react to having such a student in your class? (SLAC-TT)
- What would you do if a student wanted to drop your class because it conflicts with their religious beliefs? (CC)

Research
- How do you distinguish your work as a scholar from your teaching and your service, and how do these roles relate to one another? (SLAC-TT)
- Pretend you're talking to undergrads, and discuss your past and present research and why it is important and relevant today (LSU-TT)
- How do you see the relation between teaching and research? (CC)
- How will you manage to maintain active research while teaching
- Could you tell us something about your research and where you want to take it in the future? (STEM)

Service
- What community activities are you involved in outside the college? (CC)
- Have you ever participated in sponsoring student organizations? If not, would you be willing to? (CC)
- What are some ways you can see yourself contributing to service and the community as a whole? (LSU)
- What are some programs you can imagine yourself developing for our student body that might get them more involved? (LSU)
- In what ways will you contribute to departmental service?

Teaching Style
- Do you agree or disagree with the statement "A good instructor should be an entertainer"? (CC)
- How do you understand the relationship between a student and an instructor? (CC)
- What was you greatest teaching moment? (CC)
- How do you encourage an engaging and exciting educational experience, either in the classroom or through experiential learning? (SLAC-nonTT)
- How have you increased your teaching capacity and how do you continue to develop as an instructor? (SLAC-TT)
- What kind of innovative experiences have you incorporated into your classroom to enhance student learning? (SLAC-TT)

- How do you manage to keep topics in metaphysics and epistemology rigorous but yet make them understandable to the students? (CC)
- In our required course for majors, 40% of the grade is from participation. How do you inspire and assess discussion in your classes? (SLAC-TT)
- What are your strengths as an instructor? (LSU-TT)
- What are your goals in teaching an intro. philosophy course, or a course in your specialty? What should the students take away from it? (LSU-TT)
- Do you have any experience teaching students to engage in multi-modal communication? Do you have any ideas about how to incorporate this into teaching? (STEM)

Troubleshooting

- What would you do if, after an exam, half or more than half of the students failed the assignment? (CC)
- What would you do if a student wanted to drop your class because it conflicts with their religious beliefs? (CC)
- What was your worst teaching moment? How did you handle this? (CC)
- Suppose you have a student in your class who is very engaged and contributes a lot to discussions, but she turns in papers that aren't very good, and they don't reflect her knowledge and engagement with the material. What would you do in that situation? (SLAC-TT)
- What challenges have you faced as an instructor, and how have you (or are you working to) overcome them? (LSU-TT)
- Describe a conflict you had with a student and how you resolved it

Why Us?

- Why do you want to work at a community college? In what ways do you think teaching at a community college will differ from teaching at a university? (CC)
- What do you see the benefits of a small liberal arts institution are, as opposed to a large research university? (SLAC-TT)
- This is a very small town. We don't even have any stoplights. How would you adjust to living somewhere like this? (SLAC-TT)
- Can you tell us why you're interested in this position? (SLAC-nonTT)
- Now that you've visited our small town, what intrigues you about living here, and what worries do you have about living here? (SLAC-TT)
- What is your academic background and your teaching experience? How does this prepare you for teaching in a community college setting? (CC)

Miscellaneous

- How do you use technology in the classroom? (CC)
- Is there anything you'd like us to know about you that isn't in the materials you sent us? (SLAC-TT)

- Suppose I give you $500 million and you can build a university from scratch any way you want. It doesn't have to look anything like current universities. How would you design your university? (SLAC-TT)
- What is your favorite novel, poem, album, or film? (SLAC-TT)
- Which book are you currently reading? (CC)
- Tell us a little bit about yourself. (CC)
- How do you feel about coming from an R1 with grad students to our undergrad-only institution? (LSU)
- How do you go about teaching students to engage in academic writing? (STEM)
- Do you have experience teaching students to write for the public? (STEM)

Appendix II: Diversity Statement

What follows are the instructions for the Personal Statement and Diversity Commitment document for the University of Michigan LSA Collegiate Postdoctoral Fellowship (2017)

This statement should document your commitment to, and personal achievements in, advancing diversity, equity, and inclusion goals within academia and beyond. This can include sustained engagement, service, or leadership to increase access, retention, and success of underrepresented populations in higher education.

Some areas of interest to the program are:

- The potential to contribute to higher education through the scholarly understanding of barriers facing women, domestic minorities, students with disabilities, and other members of groups underrepresented in higher education careers, as may be evidenced by life experiences and educational background. Examples include but are not limited to:
    - ability to articulate the barriers facing women, racial minorities, and other groups in fields where they are underrepresented;
    - attendance at a minority serving institution;
    - participation in higher education pipeline programs such as Summer Research Opportunity Programs or McNair Scholars;
    - significant academic achievement in the face of barriers such as economic, social, or educational disadvantage.

- A record of sustained academic service or personal engagement to advance equitable access to higher education for women, racial minorities, and other groups in fields where they are underrepresented.

- Demonstrated engagement with historically underserved populations, and bringing this experience to the scholarship, teaching, and learning mission of the university. This commitment may reflected by leadership or active participation in:
    - departmental or institutional committees, task force groups, or other workgroups;
    - local or national service related to diversity, equity, inclusion, and access, such as through professional societies and organizations;
    - scholarship, practice, or policy efforts to advance diversity, equity, inclusion or social justice for historically underrepresented or marginalized groups (at campus, local community, state, or national levels);
    - other community engagement or outreach activities relevant to advancing diversity, equity, inclusion and access, such as volunteer activities, consulting, or advising.

- A record of leadership or significant experience performing public service addressing the needs of our increasingly diverse society.