**NTERVIEW QUESTIONS**

1.  Will I be asked about specific classes I would like to teach?

A.  Yes.

B.  Yes.

C.  Yes

D.  Yup

2.  If yes, how much detail should I give?

A.  As much as you credibly can.  Do NOT bullshit.  Several people at

One school, which later gave me an offer, said that they like my answer

to how

I would teach xx (a field I had no experience in) because it was well

thought out and realistic (namely, I did not bullshit).

B.  I agree completely, it is not a good idea to bullshit.  But, this does

not mean that you should stare blankly at the interviewers when

they ask this question. You should think about what types of

courses you could teach and perhaps get some ideas of how you

might teach these courses.  Ask around about good books and

materials and perhaps also collect syllabi of people teaching these

courses (many people post them on their web sites so you can

easily download it).

C.  There are two questions that your interviewers may be asking here.  The

first is to find out how you would teach courses that they currently have

you in mind for.  But interviewers may also ask "What new courses could this

person develop?" For both, I agree that you should not BS.  But I think the

amount of detail depends. For courses that are already a part of their

planned curriculum, the underlying question is "How good a teacher is this

person"---and you should give your interviewers enough information to make a

strong case for yourself in regard to that underlying question.  For

potential new courses you would like to teach I think that much less detail

would be expected.  It is useful to get on the webpages of the departments

that are interviewing you, and find out who is teaching what and what some

of the potential holes are.

D.  You should prepare something here (i.e. a series of sources that you

think might fit nicely into the current offerings).

E.  I think you want to formost convey enthusiasm, and also any particular qualifications you have to teach the class.  Think of one sentence, like, "I would really love to teach a course in environmental economics because....".

3.  Will they ask me for teaching evaluations if I didn't send any in?

A.  Possibly, no one asked for mine. Perhaps this is because I had

never taught my own course.

B.  I sent mine to every school but my impression is that they are not

the most important thing but can definately help you.  If you have

taught any courses, most schools will ask for them so if your evals

are not good, start finding ways to make them good or come up with

a good excuse as to why they are not great.

C.  Quite possibly!  I sent my teaching evaluations out late.  One school

called me to tell me that they were not in the packet they received from me,

and asked me to send them before my initial interview if they existed.  I

think that the weight given to the evaluations depends upon how strongly the

school emphasizes teaching.  Also, they may assume that if you taught and

didn't send in any evaluations that your evaluations were not good---or at

least that there is a risk involved in your candidacy.  I agree that the

evaluations can definitely help you---Remember ultimately they are going to

make an initial job offer to only one individual per job, so anything that

indicates why you would be a greater asset than other candidates ceteris

paribus is important.

D.  Not sending them in is a bad signal at a liberal arts school (which BTW

is our main audience) and might assure that you don't get an interview.

E.  Mine were average and I was nervous about this as I didn’t send them out with my package.  I few asked for them, but mainly they did not.  I think people understand it might take a few years to hit your stride teaching.  More important is their judgment as to whether you will BE a good teacher.

4.  How much time should I expect to spend talking about future research?

A.  It is good to have a clear research agenda and communicate it

clearly.  In

general, try to think about what ties your past, current, and future

research together, and present a picture of what big questions you

are

pursuing and will continue to pursue.  Explain why the questions

are

important.

B.  Every school asked me this either in the first interview, and

definately at the campus visit.  You should have at least a couple

of ideas for research and be able to talk about how it fits in with

your current research, into some bigger agenda.  Many schools

also asked about whether I will continute to do work with my

advisor after I complete my dissertation and I think that they ask

this because many new PhD's that loose contact with their adviors

often have difficulty with publishing when they move to a new

job/location.  My impression is that they hope you will remain in

touch with your advisor and possibly  work with her/him on some

projects and that you also have some independent ideas/directions

for research.

C.  This is an important question, and some enthusiasm is appropriate when

you are responding.  Ultimately, I think that one of the questions that they

are asking is "Does this person seem like someone whose material will be

published, and therefore someone who will pass the tenure process?"

D.  Ditto to everything above.

E.  Several places didn’t ask me about my dissertation.  If they didn’t, they rather focused on future research.  With the exception of research institutions, it seems like a rather perfunctory question.  Say something brief and interesting, and let them pick up on it if they want.

5.  How closely should I try to cater to what they seem to want?

Eg,

course offerings, etc?  What if they are looking for someone to

teach a

course I have no background in?  Should I oversell my

qualifications?

Say I could with sufficient preparation time?

A.  My strategy was to communicate as honestly and efficiently as

possible

my interests, experience, and abilities.  Sell the human capital you

actually have as hard as you can, enthusiastically express your

willingness to develop new courses if this is true to your interests,

but do NOT oversell your qualifications.  Knowing enough about

economics

to know what you can and cannot do takes a certain amount of

experience,

and demonsrates your intellectual maturity.  Recognizing your

limitations is a function of having high standards for what you do

undertake.  I frequently said things like, "I would love to develop

that

course, but there would be other people who would be more

qualified than

I am to teach it.  Furthermore, the passion that comes with having

an

expertise in something would be there when I teach, for example,

xxx,

while other people in your department are likely to have it when

teaching xxx."  At the same time, I was bold enough to embarrass

myself

when I was describing my strengths.  I do not necessarily

recommend this

style, but it did not seem to hurt me. In short, the strategy I took

was

to be completely clear about myself so that I would not lose a good

match

for lack of communication.  The risk of losing those places that

might not

be good matches was in my mind worth the chance to grab a good

match.

B.  This is a difficult question because I sent my packet to some

schools that were a stretch (not being an exact match to the fields

they advertise)  However, if you get an interview and are not an

exact match then it is likely that they are flexible or willing to

accomodate your interests.  I agree with the comments above, you

don't want to sell youself as something that you are not because it

may come around a bite you later.  I tried to solve this by being

really enthusiastic abou teaching the courses I felt

qualified/interested in, and by being honest about other courses -

meaning that you are willing to teach whatever courses they might

need.

C.  I basically agree.  The only thing that I would add is that sometimes

departments may be interested in you for one area of strength, but also need

to fill a teaching hole in the curriculum so that they can offer a course

that is necessary to be offered.  At several of the places where I

interviewed, the departments had plans to further expand their faculty, but

in the short term needed to think about what they could offer immediately in

the coming year.  I think then, that you could say that although it's not

one of your principal fields, you feel confident that you could teach

it---If this is true, of course.  Versatility can be a plus, but it has to

be based on honesty.

D.  The answer here is obvious.  Do not misrepresent yourself in any way

because it is likely to come back and bite you in the ass (e.g. the dept.

may actually ask you to teach a course you have no expertise in;  The course

will be a lot of work and might flop; etc)

E.  I agree with above, though disagree with D.  They may need someone to fill in for, say history of thought, or (in my case) corporate finance.  At this stage, a willingness to teach it could get your foot in the door.  I later found out that the corporate finance might be just short term.  After a couple of years they were planning on a new business hire, and that person would teach it.  I found a couple of sentences to say about corporate finance and how I would approach it, and showed eagerness.  It paid off in my case (although ultimately I didn’t get the job!  but I did get a campus interview and the chance to find out more what they were looking for).  Face it, you might not get the ideal job.  In almost any job you will face some tradeoff; one might be the less-than-ideal teaching load.  Rather, in thinking about any specific job, ask yourself whether you would be willing to teach "x" or "y" etc, spend some time thinking about it, then put your best step forward.

6.  What if you feel you are not coming across well for various

reasons?

What might be some strategies to get across your strong points?

A. First, don't give up.  You cannot tell how well an interview is  going

(unless it ends early).  Pause, think.  You might say, "Actually, let

me

back up for a second.  What I meant to say was..." and then

proceed with

short, careful sentences. The absolute best thing I did in my

interviews

was to return their questions with questions of my own until I was

sure

I understood what they were asking, and sometimes even where

they were

coming from (why they were asking the question, what answer

they were

after, etc).

B.  If the interview is a real flop (they are yawning, talking on their cell

phone - yes, I have seen this) then you could try to move

conversation to something that you really feel is your strongest

assets (publications, teaching,...). If it is a case of bumbling your

words or feeling like you were misunderstood take a deep breath,

pause and recollect yourself and explain, "What I meant to say..."

I agree with above, just try to relax and think clearly and simply

about what you are trying to say.

C.  I agree with the above.

D.   Ditto.

E. Its a short amount of time you have to make a good impression.  I think you could use humor here.  "You know, I think I was a bit on auto-pilot on the last answer...."  Interviewers seem sympathetic with what everyone goes through in these interviews.   

7.  How do you get yourself enthusiastic about a place that you

are not

enthusiastic about?

A.  For me, it was enough to realize that if I get an offer from xx, it

could

be the only offer I get. Modesty is essential. Continue to express

what

you do like about the place, and how lucky you would be to do

there.  Of

course, if you simply would not accept a job there, then do not

accept the

interview.

B.  I think it is realistic to know that no matter what you would not

accept a job at school X. However, you should always accept an

interview/campus visit because you can use it as experience.

Shedule the less desirable ones early so you get an idea of what

types of questions schools are going to ask. Get excited that this

interview may help you land the job you want.

C.  I agree with almost all of the above.  Find SOMETHING about the place

that is good.  There must be something!  If I knew that I would not accept a

job under any circumstances I might go to one or two such interviews.  But I

would not waste too much time interviewing at multiple places at which I

knew I did not want to accept a job. You can always get experience by doing

mock interviews.  On the other hand, if there is still the smallest question

in your mind about whether you would accept a job there, you might be

surprised at how much you learn about a place, and how that can change your

perception!   After all, while they are interviewing you, you should have

the perspective that you are interviewing them.  Oh, and be modest in your

expectations.  We can't all get jobs in THE perfect place, and many people

receive no offers.

D.  You might think about these as practice interviews from which you might

learn something.  This means try to schedule them early and take them

seriously.

E.  It’s only 30 minutes!  Do your best.  Try out some provocative questions.  Be bold.  You just never know.  There may be some great colleagues, in or out of the dept.  Etc.  Don’t worry about what MAY happen, just try to make something happen.

Should you discuss teaching load during the interview?

A.  That depends.  Don't bring up teaching at research oriented places

unless

they do.

B.  I would not ask about teaching load even if you are talking about

teaching in the interview.  You can always check out web sites of

faculty to see how many courses they teach.  If they offer the

information, take note of it because teaching load varies

considerably - I got a campus visit where the load was 9 courses

each year!

C.  I would not ask about teaching load in the initial interview, but I

definitely would at a second interview.  At that point, you want to find out

as much as you can about the place.  Web sites may not offer enough

information, because at some institutions, faculty have an option to buy out

a course to do research, to take on administrative duties, etc.

D. I disagree. You need to remember that you are interviewing the school as

much as it is interviewing you.  This means that you don't want to come

accross as a scared bunny looking to please the hungry dogs.  If this is

unclear and important to you, ask.

9.  Should you ask how much research other people in the dept

do?

A.  No.

B.  I agree, nope.  Makes you look too nervous about research/tenure

way too early in the process.

C.  I agree for the following reason:  1) The amount of research people do

can be hard to quantify.  2) It makes you look like you're looking for a

minimum, rather than being self-motivated. 3) At some places, the answer may

embarass them.  You can generally look on web pages, to get some idea of

people's current interests and article productivity.

D.  It depends on how you phrase it - If you are asking how much do I have

to publish to just slide by, no.  I f you are asking, I plan on doing

research and it is importnat that I have collegues who support this and are

also active, then yes,

E.  One place asked me how much research I hoped to do.  It would be appropriate to answer it then turn the question around and ask them.  I think it would be appropriate to ask what proportion of time on average is spent on teaching versus research, but it is best to let them know why you are asking, as D suggests above.

10.  What if the interview is very vanilla-white friendly, but not  much

is being communicated?

A.  I always thought that this kind of interview was a failure.  However,

one interview like this did end up in a campus visit (but not an  offer).

B.  I had some like this that ended up as offers.  Some schools can

get a good idea of your research potential from your CV and papers

so they want to see what type of person you are in the interview.

But, this is not true for every school so you should make an effort

to work in research even in the most vanilla-white interviews.

C.  Still make the strongest case you can for yourself.  Maybe they've

already made up their minds; maybe they're not interested in your candidacy

as much as they were originally, but also---Let's face it, some people are

just not good interviewers!

D.  Who knows.  It appears that who gets a job is largely an accident in

amny situations which means that there are a lot of people who look back at

their first interview and think it did not go well, BUT you don't know how

well it went for anyone else!

E.  This happened several times to me and I wasn’t able to think what to do.  Try to turn the tables.  Be prepared with several provocative questions.  "Can I change the subject?  I understand you have a new president and I was wondering what direction or affect he has had on campus?"  Make sure you can carry your end of the conversation by having things you want to leave knowing about the place.  Congeniality is probably very important, but you also want them to remember you when you leave.

11.   What sorts of questions should I be ready to answer?

  a.  A brief discussion of your thesis.

Yes, and this should be no more than a couple of minutes.  You can

hit the high points and then let them ask questions.  If you drone

on for 7 or 8 minutes they will be asleep.

Be BRIEF if they ask.  And many wont.

  b.  When your thesis will be finished.

Absolutely - and be realistic.

  c.  Future research projects.

  d.  Courses you'd like to teach.

  e.  Why do you want to teach at our institution?

  f.  What do students say about you as a teacher?

  g.  What do you want your students to learn in a class on X?

  h.  What are the policy implications of your research?

  i:   Which journals do you expect to publish your work in?

Yes, every school asked this - have a good idea of what journal and

why.

No one asked me.

J:  Why did you study economics, or equivalently, what drives you?

K: What would you do differently if you could repeat your

dissertation?

L: Big picture questions related to your area.  Eg, questions like,

"What do you think causes inequality? Be prepared for questions

that are important

but that you have not been thinking about lately because your

dissertation is too narrow.  Take the time to think about what your

work equips you to

say about big real world questions.

I had very few questions like this.  Challenging questions tended to be more about teaching than my disseration.

M:  Why is your work important?  What surprising findings might

you get from your future research?

N: What is Economics?

O:  Whether you would really move to that town/city/state if they

offered you a job.  I would advise knowing something about the

area that the school is in so that you look interested in it

geographically.

12.  What are some examples of questions that could catch me

off guard?

a.  Define economics.

b.  Why did you study xx in high school or college?

c.  Why did you go to UMass?

d.  What makes you such a good teacher (researcher, scholar,...)?

e.  Do you think that you can publish your research in economics

journals?

f.  Give examples of things you do in the classroom that make you

such a success.

g.  Why did you choose book X to teach that class?

h.  In your ideal job, what proportion teaching/research would you do? 

13.  What if they ask me a question I can't answer, like "how

would you

teach so-and-so course", or "what would you do different in this

course"?

A.  Pause, think.  Find an enthusiatic, but honest answer. Use this as

a chance to demonstrate that you will be an upbeat, energetic, but

wise colleague when asked to do things that you are not

accustomed to doing.  Ask questions that show that you have

bothered to research their

department, "Well, actually, you wrote textbook xx and have been

teaching it for 20 years, I was hoping to ask you the same

question.  I'll give you my initial thoughts based on very little or no

experience on this issue, but I would love to hear your opinion

about this when we have more time."

B.  I agree completely.  I was honest if I had absolutely no idea, but I

did use it as a chance to be enthusiastic about the challenge.

C.  I agree.

D.  Ditto.

E.  Laugh.  Then say something like "let me tell you how I taught X", say a few words.  You might then say something about how you approach teaching.  But don’t wander off too long.

14.  Should you write follow-up letters after your interview?

A.  Not after the ASSA meetings, but do so after the campus visits.

B.  I agree.

C.  I agree.

D.  Ditto.

15.  What sort of questions might arise about me coming from

Umass?  What

strengths are attractive to a teaching institution?  What might

people be

concerned about, how might these be addressed?

A.  People will ask why you went to UMASS.  I was told by people at

two institutions that later gave me offers that they like people from

UMASS because they can talk about policy, while most people

from the top departments are so narrow and technical that people

outside their fields cannot understand them.

B.  That is the exact question I got - Why did you choose UMass.  My

answer was similar - that I got a mainstream undergraduate training

and was interested in policy and how alternative paradigms dealt

with issues I was interested in (for me it was discrimination,

inequality, and education)

C.  One of the first things that I said was that UMass was very strong in

my fields of interest.  In addition, I think I may have mentioned the

importance to me of policy relevance, the ability to read material from

different paradigms, and to work on major research teams with individuals

approaching economics from different directions.

D.  If you are being interviewed, it is largely going to be a positive that

you are from UMass.  Whatever you say don't come off as carrying a cross.

E.  Where I interviewed, Umass was an attraction, or at least not a distraction.

16.  What sorts of questions should I ask them?  

A.  Basically ask them anything that will help you understand what

their

department is like, so long as the tone is friendly and confident.

Examples:

What are the strengths and weaknesses of your department?

How would you characterize the culture (or intellectual character) of

your

department?

Why are you hiring (they will usually say why upfront).

In the best of all worlds, what contributions would you like the new

hire

to make to your department?

B.  In general, having a LOT of good questions is VERY important.

You really

do not want to be stuck with only a few boring questions at the

end.  If

this happens, it may not count against you, but it certainly won't

help

them remember you.

C.  I agree, have some great questions for each school.  I did not ask

about the culture of the department at the first interview but did at

the campus visit.  Other questions may be about interdisciplinary

research, the local area and flavor, I asked about new hires at the

university and about the age distribution of faculty because I did not

want to be the only faculty under 50 in the department/college.

D.  One question that I was glad that I asked was "Where is this department

headed?"  This elicited a lot of information about research priorities,

future hires, relationships with other departments, changes in course loads,

etc.  In general, questions are important---As I stated earlier, remember

that you are interviewing them, also.

17.  What type of information do I need to get re: hotel, names of

interviewers, room #

A.  Get the scoop on course load, number of majors, programs offered,

needs of

the department, its preferred fields, etc, WHENEVER possible.

Secretaries

and search chairs are often happy to share all of this with you.

B.  The secretaries/administrative assistants are your best friends.  I

was told by a few that I was their first candidate being scheduled

which is good information to know.  They can also tell you about

the courses/fields that they are looking for and whether there is any

flexibility.  You should get a contact name and hotel name (they

will not have hotel room number until the day of the conference) so

you can call the hotel the evening before to find out room numbers.

C.  It's good to know something (even if it's not much) about the

interviewers.  Use their department's web pages to take a quick look at the

interviewer's interests and the courses they teach.

18.  Is there a strategy for scheduling interviews (best first, best

time

  of day,...)

A.  I thought there would be, and pursued one, but in the end, it made

no

difference at all.  The only thing that is really important is to try  to

schedule plenty of time between your interviews.  You need time to

recover

from failures, read your notes about the next school, and get into

your

groove again.

B.  I also tried a strategy of scheduling the best in the middle (not last

because they are tired from days of interviewing and bored of

hearing the same responses all day long).  However, often schools

will call with only two or three choices so my strategy did not hold

up very well.  I made my interviews too close in time because my

schedule was so full and it was very difficult to be excited by the

end of the day.  I dealt with some of the lack of time by bringing a

notepad with me (in a nice leather folder) and took some notes

during the iterview.  I asked at each one if they would mind and

every school seemed happy that I was taking notes.

C.  Be aware of your rhythms and if you have the option, schedule

accordingly.  Some people are sharpest in the morning.  Some have a

mid-afternoon ebb in energy.  Do schedule time in between.

19.   Are they going to be quizzing me on economics?

A.  Possibly. Maybe  not intentionally, but in every answer you give

there are

ample chances to demonstrate your ignorance.  My defense

against

embarrassing myself and my mentors was to be honest on my cv

and

application packet about my fields, so that I could with perfect

dignity

explain that something was outside of my area of expertise.

B.  I don't think there is any direct quizzing.  I was never asked a

technical question (outside of my research) except once and the

question was, "What is economics".  I think that if you are honest

on your CV and the school insists on quizzing you on information

outside of your area you should be honest and think about whether

this is a school you would want to be at.

C. No direct quizzing.  But I agree with A above.  Every answer is an

opportunity to show your competence, or to make a statement that they might

interpret as a lack of knowledge.  So you want to be confident and clear.

But in many cases, the people interviewing you are not experts in the fields

that they are looking for someone to fill.  So it's not necessary to show

off your knowledge of abstruse details.  Again, this is one reason why it

can be important to know the areas of expertise of your interviewers.

20.  Do you have any miscellaneous advice to give?

A.  I think it is really important to have a reached a stage where you

feel like an equal with faculty members, including your interviewers,

before you go on the market.

B.  I agree but it is definately not the case for me.  I was very careful to

call the people interviewing me "Professor X" and never at any point

except after I got an offer did I address a faculty by their first name

except if they directed me to.  I don't know if this hurt me.

C. Do a mock interview ahead of time.  You'd be surprised at some of the

things that you might say under stress.

D.  You only have 30 minutes.  Be sharp.  Recall at all times you are a teacher.  Your answers should reflect good teaching skills.  Be direct.  Don’t wander.  If you can’t answer a question, admit it.  Don’t be afraid to engage them.  Show humor.  In retrospect, I see how in a couple of interviews I gave much too long winded answers, several of which were skirting the question being asked.  Not a good technique as a teacher, and not likely to impress them.

<bold>

2) Campus visits</bold>

1.  If you have reservations about the place, should you try to

address

them while on campus?  Eg, not sure if you'll have any time for

research,

think it is isolated, etc.

A.  NO.

B.  No way - save it for after you get an offer.  If they think that there

is

any doubt that you will not accept their offer they will not give you

one.

C.  I agree and disagree---in a way.  If you have reservations you should

address them in the sense of trying to gain PERSPECTIVE on them.  This does

not mean, however, that you should express your concerns to your

interviewers as reservations---you shouldn't.  Find a way to ask neutral

questions that give you the information you need.  Instead of saying "I'm

worried that I may not have enough time for research", ask "What is the

usual mix of time that faculty members here spend on teaching vs. research?"

If you're worried about a school being isolated, find some leading question

to ask about that----"I noticed that Des Moines is about 100 miles away.  Do

you have much interaction with the faculty there?"  Remember that once you

receive an offer you may need all of the perspectives that you gain to

determine what to negotiate around, and whether to take the final offer.

D.  I agree with C.  Regardless of reservations, show enthusiasm.  You can address reservations later.  Remember it might be your only offer, so try to make at least that happen.

2.   What if you are meeting with a faculty member and all they are

talking about is their recent vacation.  Should you just let them set

the pace and show interest in their personal life, or should you

steer it back to things you are interested in?

A.  Steer it back to things that help either side make a decision.

Whether you talk about your research or teaching or theirs, it is an

improvement over talking about real estate, vacations, local area

attractions, etc.  You do not have a lot of time, use every minute to

sell yourself and to learn substantive things about them.

B.  I think that discussions about vacations should be avoided unledd

they visited a place that is relevant to your research.  However,

some faculty spoke with me abou the local area (schools, things to

do, cultural life, political climate,...) and that was very helpful in

making my decision.  I did not want to end up in a location that

would not allow for the type of life that I wanted.  I would not allow

too much time spent talking about these things but don't rush away

from them when all they may want to know is if you are enjoyable

to talk to over lunch.

C.  I agree with B.

D.  This happened to me.  I learned all about his personal life.  One thing you could do, which worked for me very well in another situation, is say "listen, I’m very interested in this position, and it seems like a really good fit for me (in fact it was).  What can I tell you about myself?".  Then he asked me directly every thing he wanted to know!

3.  Should you make sure you talk with everyone about their

research?

A. What if it appears they have done none?   If it's not a research

place,

should you be careful not to play up your research interests?

B.  I think that every school cares about research and faculty will be

interested in talking about yours.  You should be careful to include

them in some way and not just blab on for a half an hour about

what you are doing.  If the faculty does not seem to have any

research ask about the other ways they are involved in the capus

(maybe they are running the honors program, designing the new

computer center,...).

C.  In general, be interested in the person.  With some people this will

mean their research, other people are more interested in teaching.  Knowing

something about the individuals ahead of time can be a big plus.  "I saw

that you are doing research on xxx".  They want to feel that you will be a

good colleague to have, and being interested in them is one way to indicate

that you may be a good colleague.  As Sam Bowles told me ahead of time

"Imagine that you are going on a long bus ride, and that they are trying to

decide who to sit next to for the long trip."

D.  Yes, doing research ahead of time is a big help. Otherwise, say something more general like "tell me what your professional interests are", or something more in this lines.  Even if they aren’t publishing, they’ll have interests in economics (or whatever their field is).

4.  What balance should you give to selling yourself versus being

interested your interviewer does, asking about the institution and

department?

A.  I was advised to talk about myself about 2/3rds of the time and

about them

1/3 of the time.  This seems to have worked very well, although I

often

ran out of time to talk about them (this is not bad...make sure you

do not

run out of time to talk about yourself for at least half of the

interview).

B.  I tried to talk about myself for half of the time.  I think that faculty

that have spent their lives at a school like the chance to talk about

their experiences in the department.  They want to sell you on it.

Definately dont talk about yourself for the whole time but don't leave

more than half the time for them.

C. I don't have a specific proportion to recommend.  I think it may differ

with the individual.  But I think it is important not to be long-winded, to

give them an opportunity to sell their school, to show interest in the

individual and the role of the individual within the department, and to

demonstrate that you know something about the school.

D.  I think you want to achieve an OVERALL balance.  You might have a long conversation with one person about research, and then another conversation with someone else about current events, etc.  People are individuals, have different interests, and different interests in you.  Don’t go in with a formula.

5.  What should you talk about with deans and provosts?  What

do they

want to know about you?

A.  I asked tough questions, and heard from the department chairs that

the

Deans were impressed by this.

B.  The deans or presidents want to know that you are committed to

students and teaching perhaps more than the other faculty and

also in many cases that you are interested in interdisciplinary

teaching/research (at least at liberal arts schools this is totally in

and they don't usually expect it from economists).  However, they

are also concerned with reputation of the school which means

publications.  I also asked some questions about their perspective

of the department/faculty.

C.  I asked questions about where they saw the school developing, and how

the Economics department fit into this.  Although it may not seem a key

issue, it can be important for the future to know that the president plans

to retire, or that the fundraising campaign fell short, or that they plan to

create a new program that may be relevant to your work, or that they plan to

raise faculty salaries soon.

D.  Ask university-wide questions.  You might ask what the university does to foster a college- university-wide identity versus department identity.  Show you’re a good teacher, good colleague if you can.

6.  What should you say if they tell you the salary and it is low?

Or the teaching load high?  How should you respond?

A.  If you don't have other offers yet, then just deflect the issue and

move on.  Find something positive about the place that is really

important to you and talk about how important that thing is that

they can provide.

B.  I totally agree.  Don't let them think that you would not be happy

with that salary or teaching load because it will mean that you get

no offer.

C.  I agree.

D.  If they know it is low, you could say something like "salary is not my main concern", which is probably honest.  Later with job in hand you can see how flexible it is.

7.  What if they want you to teach classes you are not interested

in teaching?

A.  This depends on your other opportunities, and you won't know what

they are until the season is over.  Think about what you would be

willing to teach if this place turns out to be your only offer.

B.  Too bad.  Don't let them think that you would be unwilling to teach

those courses.  the courses you teach will be negotiable when an

offer is on the table and you should wait until then.

C.  I agree.

D.  I agree.  Plus, it may be you only have to teach it for a couple of years.

8.  What if you have a poor teaching performance?  Should you

discuss it later with faculty members if appropriate?  If so, how?

A.  No.  Phrase it positively in some way.  Perhaps you have learned

valuable lessons from your teaching experiences.  If you talk about

them, you could turn this part of yourself into a selling point - you

are someone with experience and your teaching is going to improve

as a result.

B.  I think that as long as you are enthusiastic about teaching you can

overcome bad evals.  I would think about how you are going to field

questions about this and perhaps talk it over with your advisor

before interviews.

C.  Don't discuss it later.  I agree.  Talk with your advisor about how to

phrase your experience positively.

D.  I read the question as a poor teaching performance at the school!  This is a tough one.  I had a couple that didn’t go over as well as I had hoped.  I think it’s not bad to be reflective about the class and maybe say what you would do differently next time, or what you learned.  In one class I did an experiment that for a couple of reasons didn’t go well.  Later the faculty member told me that they don’t evaluate the specific class, but rather your approach to teaching, and innovation counts high.

9.  Should you stick with the known in a teaching demonstration,

even if it is rather routine?  Or is it better to try something a bit

different, even if risky?

A.  Don't know - the ultimate goal is to get the students to applaud your

lecture enthusiastically.

B.  Really tough question.  Often you will be given a topic and the

boring is often really tough (students are bored, etc...).  There are

few times that you will have flexibility but in those cases I chose to

lecture in part on my research and in part on related

labor/education issues.  I did not do anything exciting and woudl

advise against it because it is incredibly difficult to get the type of

dynamic for activities to go well the first time you meet a class of

students.

C.  I think that you want to show that you can be clear and that you can

connect with students on routine matters, but also that you have a spark of

creativity.  I would not go too far out on a limb, however, because you

never know how the class is going to respond.

D.  As mentioned above, I might have gone out on a limb for a couple, and they didn’t go over very well.  On the other hand, third time a charm!  It worked great my third time (it better!) and I got the job!  I think in large part because I did go out on a limb and it worked.  Still, even the most boring class can be made interesting.  Use it to talk about the real world.

10.  Should you ask how many people they are interviewing for the

position?  And timing?

A.  Don' ask about the competition.  You should be confident enough

not to care.  Timing is a legitimate question.

B.  You should get information about timing before you leave the

campus visit but definately DO NOTsk about other candidates.

Only once was I even told that there was another candidate and

that was because he was arriving in town the morning that I was

leaving and there was a slight chance that we would corss paths

(and I thought this was pretty poor judgement by the school to

schedule it like this).

C.  I agree.

11.  Should you tell them you are really interested in the job, even

if you know you probably wouldn't take it?

A.  No.  However, if you KNOW you would take it if it were your only

offer, then be as enthusiastic as you can honestly be.

B.  I think that you should be enthusiatic.  Don't fall off your seat at

dinner but seem interested in the school/job/department. There

were many schools that I visited that I thought I would love and I did

not after the campus visit - the school I eventually accepted an offer

from was one of the ones I was least excited about until the

campus visit was over.

C.  I agree.

D.  Yes, save judgment until after you LEAVE the campus.  You will be surprised.  Meeting a few people you really like (or don’t) can really make the difference in your attitudes.  Plus, you’ll gain a sense of where the institution is going -- it might have a huge new endowment, etc, with lots of big plans that aren’t yet evident to the eye (or webpage).

12.  If you KNOW you wouldn't take a job (say you have another

offer) should you go anyway, for practice and maybe for a counter

offer?

A.  No.

B.  I went to campus visits with offers on the table but only to schools

that I thought I would like.  I would not cancel any visits until you

get an offer in writing (or at least email) because you never know!

C.  I think that a situation where you strongly believe you wouldn't take a

job, is different from one where you already plan to take an offer on the

table.  I think that it can help to continue visiting as B. suggests.  You

never know.  Some place that you thought you would not like quite as much

may blow you away when you actually get there.

D.  No.  But a piece of advice.  I bought a ticket to visit a campus and they were to reimburse me.  After I received an offer, I cancelled my trip because I knew I wanted the job I was offered.  Come to find out, the first campus wouldn’t reimburse me under these conditions!  Just something to think about.  If you know this is a possibility, then make sure any ticket you buy is refundable!  Or else make sure they do the buying

13.  Can you find out who votes for the hire?  What is typical?

A.  You should not ask about this. (And,

would you really want to know?)

B.  You definately would not want to know and should not ask - it

makes you seem petty!

C.  I agree.

D.  It’s hard to know.  If it’s a small department, probably the whole department votes.  Assume anyone you meet can influence the decision.

14.  Should I tell people, if they ask, where I am interviewing?  Will

they ask?  Should I list all the places, or be more vague?  If they

don't

ask, should I try to let them know I am interviewing elsewhere?

A.  I've heard different responses.  I would say think in advance what

level

of detail will promote you best. Appearing in demand often helps,

but some

schools could get scared off by it.

B.  About half or a third of schools asked me other places that I was

visiting.  I chose to mention that I had a lot of intereviews and gave

a list of about three other schools (often a strategic list of the best

places).

C.  I agree.  If this is your only interview scheduled so far, find

something appropriate to say.  If you are interviewing elsewhere, give just

a few names, don't list all the places.  You want to indicate that other

schools also like what you have to offer---it reaffirms the impression that

they have about your desirability---but you don't want to leave them with

the feeling "We're never going to get this person, so let's move on to our

second choice.".  Remember that they don't want to waste time waiting for a

response from someone who has a low probability of accepting.

15.  What if they ask questions about my research that really have

nothing to do with it?

A.  Answer all questions as directly as possible.  Then say, "but

actually,the key point is that ...."

B. Perfect answer.

C.  I agree.

D.  Engage them in the question, if you have an opinion, or acknowledge it is important.  Then let them know that your diss doesn’t address that question.

16.  Should you write a follow-up letter after the campus visit?

A.  Yes

B.  Absolutely.  And if there were faculty members that were

expecially helpful you could send them a thank you as well.

C.  Yes.  Short.

17.  What is appropriate to wear (other than your suit) if you are

going to be there more than one day?

A.  Bring a professional outfit (eg, wool slacks and a jacket) for dinners

to which you may not want to wear your suit.

B.  You could also have a pair of nice pants and a nice shirt or sweater

instead of a jacket.  If they are taking you to a sporting event or the

like, you could be a little more casual.

C.  I agree.  Think about how you would dress if you already had the job,

and choose clothes from the upper end of that range.

D.  Look nice, but I doubt you’ll get the job, or fail to get it because of your clothes.

18.   What types of things should I expect to be doing while on the

visit - outside of the day of interviews.

A.  Some places flew me right in and right back out.  One place took

me skiing. Many places will drive you around town.

B.  I went to a basketball game on campus, they will take you to

dinner (various other meals if you are around for a couple of days),

drive you around town, you may talk to a real estate agent in town,

I went out ihe evening with some young faculty from other

departments, dinner at a faculty's house.

C.  They may ask you in advance if there are particular types of things that

you would like to do.

D.  Eat.  I had dinner one place at a faculty’s house.  Otherwise, nothing outside of campus and meals. 

19.   What does the day usually look like?  Who am I meeting

while on campus?  How should I prepare for meeting

administrators?

A.  A series of one-on-one interviews.  A 1 to 1.5 hour job talk, and

often an additional 30 minute classroom presentation.

B.  Yes, each interview will be between 0.5 and 1 hour and  you will

meet faculty, administrators, maybe have lunch with students ( I

requested this at some schools and they were very excited that I

wanted to do this), a 1 or 1.5 hour job talk and a 1 hour

presentation/teaching for students.

C. Sounds right to me.  On-on-one, or in larger departments small group (two

or three) meetings with faculty, Dean, Provost.  I also asked to meet with

some students which was very informative for my final choice.  Be prepared

for a long day which can run from breakfast through a late dinner.

D.  Long long days.  Lots of one-on-one.  I had some "group" encounters, plus meetings with students.  For most I had both professional presentation and teaching presentation, sometimes on the same day!

20.   How do I let them know that I have specific dietary concerns if

they take me to dinner?

A.  Tell the person who invited you for the visit.  Sometimes they will

ask you.

B.  Very few schools asked me and were embarrassed to learn over

dinner that I did not eat meat.  Knowing now how it went, I would

have let the person organizing the interviews know ahead of time

but also plan to be flexible.  I started bringing snacks with me to

interviews because I was too nervous to eat enough or because the

menu did not give me very many good options.

C.  Tell the person who invited you in advance.

D.  Yes, tell them in advance.  No big deal.

21.  Will I have any free time? How can I get some?  Should I ask

for more if they haven't scheduled any?

A.  They usually will give you very little free time - most visits are only

one evening so you are really crammed to just meet the faculty.

you could ask to be back at the hotel early however, you don't want

them to think that you are not interested in getting to know them.

B.  I agree.  You can ask for some time by saying "I'll need a few minutes

to gather my thoughts before xxx.  Can we schedule a short break?"

C.  Yes, but tell them ahead of time, not when you get there (if possible).  If there is too much free time in your schedule, you might suggest you meet with students, or arrange a tour of campus by a student, etc.  It shows interest in using your time to find out as much as possible.

22.  Will I have my itinerary before my visit?

A.  Yes, and if not, ask for it.  You need to read up on the people who

will be interviewing you.

B.  I agree - they should have it ready at least a day before.  It will help

with learning names of faculty etc.

C.  I agree.

D.  They try to.  I always did, including names of who I’d be meeting with.  A big help.

23.  If they have me scheduled to meet with students, what role do

they play?  Is there any thing I should be sure to get across with

the students?

A.  They could well have a vote.

B.  I asked to meet with students over lunch and that was great.  The

students will want to hear about your research and teaching.  You

should also give them a chance to talk about themselves, some

may be doing theses, or research with faculty and that is good

information to know (what faculty work with students, are doing

research,...).

C.  The students wanted to know if I was interested in them, whether I

tended to teach solely to the top students in the class, and to know that I

was approachable and would give them time, and to get some idea of what I

thought of them.

D.  They could have a vote, or at least could pass on opinions to professors.

24.  Miscellaneous advice:

A.  They want to see confidence, energy, enthusiasm, collegiality, and

great promise for contributing to whatever it is that the department

values.

B.  They also want someone that will be interesting to talk with and will

be doing interesting research.

C.  I agree.

D.  Show enthusiasm for the institution.  Many people have been there for a long time, and are very committed to the place.

<bold>3)  Offers.

</bold>1.  If I have more than 1 offer, should I tell them each what

the other offer is?  How much detail should I give?

A.  Yes, broadcast your offers shamelessly.

B.  I would let them know as it gives them information about time lines

for you.  Don't sound too excited (it may prevent them from giving

you an offer) but let them know what the details are.

C.  Let them know, but keep in mind what your goal is.  Definitely let them

know information about time lines.  Use each offer to leverage more from

each place, if possible.

D.  Deal honestly and upfront.  Don’t get involved in too complex a strategy, should you be fortunate enough to be in this position!

2.  How much flexibility do they have with offers?

A.  Sometimes they don't have any flexibility at all. It depends if the

chair has already bargained as hard as s/he could with the Dean to

get you a good offer right up front.

B.  It depends - some schools are not flexible on pay but you can

bargain for things like course load, computer, TA's, ... other things

that will make your life better.

C.  Some places are pretty fixed with regard to salary, others aren't.  But

definitely look at other issues---paying for conferences, moving expenses,

other off-salary line items.

D.  I was offered a job with a lowish salary and a high teaching load.  I tried to negotiate on both fronts.  The teaching load was inflexible, but they increased my salary significantly!  It’s hard to know.

3.  What can you use for bargaining power?  What if you have no

counter offers?

A.  Nothing if you do not have other offers.  If the school really seems

to want you and they are offering horrible pay you could mention

that other graduate students from your deparmtne are getting

salaries closer to $X.

B.  I did just what A said.  I had no other offer, and I really wanted the job (and they knew it).  I told them what other people were making in my department, and did a little research to support a higher salary.  Basically, it seems they needed to have an argument to get the higher-ups to OK it.  They used my arguments, and were able to get what I asked for.  I seem to recall someone from our department did this strategy last year, successfully, too.

4.  How much time should you ask for before responding to an

offer?  What do they typically give you?

A. 10 days is typical.  I was unable to get more that two weeks to

decide from anyone.

B.  one week is normal but if the school really wants you they may

extend it to 2 weeks.

C.  The expectation that I encountered was 2 weeks (10 business days).

However, this is for your final answer, and you should be negotiating with

them during this time frame.  They want to hear from you soon, so that if

you turn it down, they can offer the postion to another attractive candidate

while s/he is still available.

5.  Is it necessary to get the offer in writing?

A.  This is difficult - departments often simply will not do it.

B.  Rarely they will do this because the offer comes from the deans

office (or something like that) and the dean does not want to write

up one offer just so that you negotate for something different and

they have top re-draft the offer.  I asked the chair to email the offer

details to me to make sure that I wrote down all the details corectly

and he did this.  It was convenient and did not make them seem

like I was doubting them.

C.  I like B's answer.

D.  It’s probably hard to get offers in writing.  I would feel a bit awkward asking for it, too.

6.  What are some things you can bargain for?

A.  You can often get a course off in your first year. Salaries can be

increased, if the department hasn't already maxed out.  Mortgage

subsidies. Support for your spouse in exceptional cases.

B.  I negotated for all of the following (because the salary was already

good and other items were more important - like partner

assistance):

- computer

- research or teaching assistance

- teaching load or specific courses

- moving expenses

- research money

- help with locating housing

- help placing a partner

C.  In addition to the above, conference expenses, software, course

buy-outs.

6.  What are things you should ask about in a package (eg,

retirement, etc)?

A.  Parental leave, %of your salary contributed by the unversity to

retirement (it varies a lot!), whatever is important to you.

B.  health care costs (these are amazingly valuable and vary in price

greatly), retirement options, tuition reductions for family/children.

C.  Dental insurance, Life insurance.

7.  Should you ask about tenure requirements, percent that get it,

etc?

A.  After the offer is SOLIDLY in hand, you can ask about this

carefully.  Don't ask it in a way that might miscommunicate that

you have doubts about your ability.  Ask in a way that

communicates subtly that you

are wise to the fact that tenure is sometimes uncorrelated with

performance, and since you have multiple offers, this is one

importantpart of your decision.

B.  I agree.

C. I agree.

8.  If you have more than one offer, and don't know which to take,

what are some things that could help you decide?

A.  Tenure rates.  Housing costs.  Collegiality in the department.  How

productive will they be there.  How resource constrained is the

school. How easy is it to get leaves either with or with out pay.

What is the course buy-out policy.

B.  Also, how marketable you are if you need/want to leave, local

schools, political climate (which was very important in my final

decision), type of student body.

C.  Stability of the overall University.  One crazy provost or president can

create a nightmare.

9.  Misc advice?