**Practicing Interviews**

Observe each interviewee as if you were part of the search committee. Below, please take notes about each section of the interview. What words, actions, delivery techniques, or cues about the interviewees’ general presence worked for each response? What suggestions would you make?

### Part #1: Introduction and Motivation for the Job

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<th>What Worked</th>
<th>Suggestions</th>
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### Part #2: Research Background

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### Part #3: Teaching Skills

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Resources on Answering and Asking Interview Questions


(2) Questions you might be asked:
http://comppile.tamucc.edu/wiki/AcademicJobInterview/HomePage (A very comprehensive list)

http://www.english.upenn.edu/~mgamer/interview.html (From the perspective of a humanities department at a top-tier research university)

http://otal.umd.edu/%7Esies/jobquess.html (From the perspective of American Studies, History, and Architectural History)

http://www.grad.illinois.edu/careerservices/samplequestions or http://www.grad.illinois.edu/careerservices/answeringquestions
(From the perspective of a research university)

http://serc.carleton.edu/NAGTWorkshops/careerprep/jobsearch/interviewquestions.html#asked

http://graduate.dartmouth.edu/careers/services/interview/acad.html#preparation

Questions you might ask:
http://gradschool.about.com/cs/academicsearch/a/facint.htm

http://serc.carleton.edu/NAGTWorkshops/careerprep/jobsearch/interviewquestions.html#ask

http://graduate.dartmouth.edu/careers/services/interview/acad.html

(3) Other types of interviews: Phone or Conference Settings


(4) For additional practice:
The Career Center offers videotaped mock interviews. Contact (734) 764-7460 for more information.
Six General Teaching-Related Questions
1. How do you motivate students?
2. How would you encourage students to major in our field?
3. In your first term, you would be responsible for our course on ___. How would you structure it?
4. How would you work with our students (compared to those at your current institution)?
5. If you could teach any course you wanted, what would it be?
6. What is the optimal balance between teaching and research?


Six Teaching-Related Questions for STEM or research-oriented positions
1. Given our curriculum needs within the X group, how will you contribute to the undergraduate and graduate curricula? In particular, what graduate course(s) what you like to teach, and what will be your basic teaching model (e.g. lecture, lecture + lab, discussion, etc)?
2. How will you engage graduate and undergraduate students in your research program? This is, what style of advising and mentoring will you use?
3. What do you envision as your ideal lab: # grads, undergrads, postdocs, techs, participation of grads who are not your own students?
4. What is your philosophy of graduate student training? How will you support students? What types of projects do you expect them to work on?
5. What types of mentoring have you experienced – and what would you do similarly or differently?
6. What critical resources do you need in order to establish a successful research program? What critical resources may already be here? What kind of help would you want from the X group, the Department, and the University for you to achieve your goals?

From http://graduate.dartmouth.edu/careers/services/interview/acad.html#preparation

Six Teaching-Related Questions for Humanities & Social Science positions
1. What critical approaches do you find most persuasive? How do they translate into your teaching?
2. For the survey course in our department, what general principles would you use to organize the course (e.g., chronological? theoretical?)
3. How do you use reading and writing in your classroom?
4. How would you organize a senior seminar in your field?
5. Take course X. As you would teach it, what three goals would the course achieve? When students had completed your course, what would they have learned that is of lasting value?
6. Tell us how your research has influenced your teaching. In what ways have you been able to bring the insights of your research to your courses at the undergraduate level?

From http://www.english.upenn.edu/~mgamer/interview.html and http://otal.umd.edu/%7Esies/jobquess.html
Potential Interview Questions
Each of the interviewers will ask 3 questions to 3 different graduate students: (1) rationale for wanting the position, (2) research agenda, and (3) teaching. Please follow up as needed for 3 minutes. (Sample questions are provided below). Prior to each interview, you will have 1-2 mins for the “candidate” to introduce him/herself to you so that you may be familiar with their background.

Afterward the interviews, we all will give constructive feedback to the 9 "interviewees."

- Motivation:
  a. What interests you in this position?
  b. Tell me about yourself.
  c. Why are you the best candidate for this position?
  d. How has your educational and work experiences prepared you for this position?

- Research:
  a. Tell me about your research.
  b. Describe your current research. Will you be continuing in this research track? What are your future research plans?
  c. What contribution does your dissertation make to the field?
  d. Where do your research strengths lie? (Quantitative/qualitative, etc.? Why? What are your research weaknesses? And how will you improve?
  e. What kind of [support/start-up/lab space/equipment] will you need for your research?
  f. How will you fund your research program?

- Teaching:
  a. What undergraduate/graduate courses would you like to teach, and what will be your basic teaching model (e.g., lecture, lecture+lab, discussion, etc.)?
  b. In your first term, you would be responsible for our course on ____. How would you structure it?
  c. For the survey course in our department, what general principles would you use to organize the course (e.g., chronological? theoretical?)