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# APPENDIX 1

## FINDING NEWS ABOUT THE ACADEMY AND THE ACADEMIC JOB MARKET AND LOCATING JOBS ACROSS THE DISCIPLINES

To acquaint yourself with the academic job market, you may appreciate these online links—links that provide useful information to academics across the disciplines.

<table>
<thead>
<tr>
<th>Website Name</th>
<th>Website Address</th>
<th>Helpful Notes</th>
</tr>
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<tbody>
<tr>
<td>Academic Careers Online</td>
<td><a href="http://www.academiccareers.com/">http://www.academiccareers.com/</a></td>
<td>This site includes faculty, research, post doc, lecturer, administrative, and senior management positions at community colleges, universities, and research institutes around the world.</td>
</tr>
<tr>
<td>The Chronicle of Higher Education</td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
<td>The <em>Chronicle</em> website is a superb resource. Job announcements are available free via the web one week after they’re made available to paying <em>Chronicle</em> subscribers. While default links organize information by discipline or by type of job, the <em>Chronicle</em> job link is also searchable by keyword and by geographical.</td>
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<tr>
<th>Website Name</th>
<th>Website Address</th>
<th>Helpful Notes</th>
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<tbody>
<tr>
<td>H-Net: Humanities and Social Sciences Online</td>
<td><a href="http://www.h-net.org/">http://www.h-net.org/</a></td>
<td>This site offers you the opportunity to join a range of humanities and social science online communities. In addition, it posts reviews, announcements, and a job guide. You may sign up to receive announcements about recent academic openings.</td>
</tr>
<tr>
<td>InsideHigher Ed.com</td>
<td><a href="http://www.insidehighered.com/">http://www.insidehighered.com/</a></td>
<td>This site provides current news about the academy. The job link allows you to search and browse. You may also consider using the site’s portfolio tools to make available a digital portfolio for your job applications.</td>
</tr>
<tr>
<td>Preparing Future Faculty</td>
<td><a href="http://www.preparing-faculty.org/">http://www.preparing-faculty.org/</a></td>
<td>This site provides help for graduate students pursuing academic careers by preparing them for the teaching, research, and service expectations in their chosen fields.</td>
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</table>
The best way to locate academic and nonacademic job searches is to consult as many sources as possible: websites, mentors, employed friends, colleagues, scholarly journals and job lists, and the material a hiring institution puts out, itself. Here are some sources to get you started.

<table>
<thead>
<tr>
<th>Field/Degree</th>
<th>Job List Source</th>
</tr>
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<tbody>
<tr>
<td>Anthropology</td>
<td>1) “American Anthropological Association” newsletter is best place to access academic positions for anthropologists.</td>
</tr>
<tr>
<td>Degree M.A. or Ph.D.</td>
<td>2) Online source:</td>
</tr>
<tr>
<td></td>
<td>American Anthropological Association:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.aaanet.org/">http://www.aaanet.org/</a></td>
</tr>
<tr>
<td>Art</td>
<td>1) Publications of the College Art Association, New York</td>
</tr>
<tr>
<td>Degree M.A., M.F.A., or Ph.D.</td>
<td>2) Online Source:</td>
</tr>
<tr>
<td></td>
<td>College Art Association: <a href="http://www.collegeart.org/">http://www.collegeart.org/</a></td>
</tr>
<tr>
<td>Biologic Sciences</td>
<td>1) <em>Science and Nature</em></td>
</tr>
<tr>
<td>Degree M.A. or Ph.D.</td>
<td>2) Online Source:</td>
</tr>
<tr>
<td></td>
<td>American Institute of Biological Sciences:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.aibs.org/careers/">http://www.aibs.org/careers/</a></td>
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### Job Search in Academe

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<tr>
<td><strong>Business (Management)</strong></td>
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</tr>
<tr>
<td><em>Degree</em></td>
<td><em>Job List Source</em></td>
</tr>
<tr>
<td></td>
<td>2) Management Positions: “Placement Roster” published twice a year by the Academy of Management, which lists available positions as well as candidates who are on the market.</td>
</tr>
<tr>
<td></td>
<td>3) Management Positions Online Sources:</td>
</tr>
<tr>
<td></td>
<td>a) Academy of Management Homepage: <a href="http://www.aomonline.org">http://www.aomonline.org</a></td>
</tr>
<tr>
<td></td>
<td>b) Yahoo! Hot Jobs: <a href="http://hotjobs.yahoo.com">http://hotjobs.yahoo.com</a></td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
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<tr>
<td><em>Degree</em></td>
<td><em>Job List Source</em></td>
</tr>
<tr>
<td>M.A. or Ph.D.</td>
<td>1) “Chemical &amp; Engineering News”</td>
</tr>
<tr>
<td></td>
<td>2) <em>Chronicle of Higher Education</em></td>
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<td>3) Online Sources:</td>
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<tr>
<td><strong>Communication Studies</strong></td>
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<tr>
<td><em>Degree</em></td>
<td><em>Job List Source</em></td>
</tr>
<tr>
<td>M.A. or Ph.D.</td>
<td>1) <em>Spectra</em> from the National Communication Association, 5105 Backlick Road, Bldg. E, Annandale, VA 22003.</td>
</tr>
<tr>
<td></td>
<td>2) Online Sources:</td>
</tr>
<tr>
<td></td>
<td>a) Send an e-mail message “Show Hotlines” to <a href="mailto:Comserve@ios.llc.rpi.edu">Comserve@ios.llc.rpi.edu</a></td>
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<tr>
<td>Field/Degree</td>
<td>Job List Source</td>
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<td>Composition and</td>
<td>1) <em>Chronicle of Higher Education</em></td>
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<tr>
<td>Rhetoric Degree</td>
<td>2) Online Sources:</td>
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<tr>
<td></td>
<td>a) Chronicle of Higher Education:</td>
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<tr>
<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
</tr>
<tr>
<td></td>
<td>b) Council of Writing Program Administrators:</td>
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<td></td>
<td><a href="http://www.wpacouncil.org/">http://www.wpacouncil.org/</a></td>
</tr>
<tr>
<td></td>
<td>c) Modern Language Association:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.mla.org/">http://www.mla.org/</a></td>
</tr>
<tr>
<td>Dance Degree</td>
<td>1) Publications of the College Art Association, New York</td>
</tr>
<tr>
<td></td>
<td>2) Online Source:</td>
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<tr>
<td></td>
<td>College Art Association: <a href="http://www.collegeart.org/">http://www.collegeart.org/</a></td>
</tr>
<tr>
<td>Economics Degree</td>
<td>1) <em>Job Openings for Economists</em> (JOE) available by writing or calling</td>
</tr>
<tr>
<td></td>
<td>The phone number is 615-322-2595 and the fax number is 615-343-7590.</td>
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<tr>
<td></td>
<td>2) <em>Chronicle of Higher Education</em></td>
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<td>3) Online Sources:</td>
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<td></td>
<td><em>Academic Economists</em></td>
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<tr>
<td></td>
<td>Chronicle of Higher Education: <a href="http://chronicle.com">http://chronicle.com</a></td>
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<tr>
<td></td>
<td><em>Government Economists</em></td>
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<tr>
<td></td>
<td>a) USA Jobs: <a href="http://www.usajobs.opm.gov/">http://www.usajobs.opm.gov/</a></td>
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<tr>
<td></td>
<td>b) Society of Government Economists:</td>
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<tr>
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<td><a href="http://www.sge-econ.org/">http://www.sge-econ.org/</a></td>
</tr>
<tr>
<td>Education Degree</td>
<td>1) <em>American Association for Education</em> (AERA)</td>
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<tr>
<td></td>
<td>2) <em>Association for Educational Communications and Technology</em> (AECT); both</td>
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<tr>
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<td>journals publish job openings, send job announcements to colleges to post for</td>
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<td>their graduates, and provide job interviews at their annual conferences</td>
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*Job Search in Academe*

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<td>Gender Studies</td>
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<td>Degree</td>
<td>2) Online Source: Association of American Geographers:</td>
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<td><a href="http://www.aag.org">http://www.aag.org</a></td>
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<tr>
<td>History</td>
<td>1) <em>Chronicle of Higher Education</em></td>
</tr>
<tr>
<td>Degree</td>
<td>2) <em>Perspectives on History</em> (a publication of the American Historical Association)</td>
</tr>
<tr>
<td></td>
<td>3) Online Sources:</td>
</tr>
<tr>
<td></td>
<td>a) “H-Net’s Job Guide for the Humanities and Social Sciences”:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.matrix.msu.edu/jobs/">http://www.matrix.msu.edu/jobs/</a></td>
</tr>
<tr>
<td></td>
<td>b) American Historical Association:</td>
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<td></td>
<td><a href="http://www.historians.org/pubs/Free/careers/Index.htm">http://www.historians.org/pubs/Free/careers/Index.htm</a></td>
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<tr>
<td>Humanities</td>
<td>1) <em>Chronicle of Higher Education</em></td>
</tr>
<tr>
<td>Degree</td>
<td>2) Online Source: <em>Chronicle of Higher Education</em>: <a href="http://chronicle.com">http://chronicle.com</a></td>
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<tr>
<td>Latin American Studies</td>
<td>1) Online Source:</td>
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<tr>
<td>Degree</td>
<td>The Latin American Studies Association's (LASA) Electronic:</td>
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<tr>
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<td><a href="http://lasa.international.pitt.edu/">http://lasa.international.pitt.edu/</a></td>
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<tr>
<td>Literature</td>
<td>1) <em>Chronicle of Higher Education</em></td>
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<tr>
<td>Degree</td>
<td>2) Online Sources:</td>
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<tr>
<td></td>
<td>a) Chronicle of Higher Education:</td>
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<tr>
<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
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<td></td>
<td>b) Association of Departments of English:</td>
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<td></td>
<td><a href="http://www.ade.org/jil/index.htm">http://www.ade.org/jil/index.htm</a></td>
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<td></td>
<td>c) Modern Language Association:</td>
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<tr>
<td></td>
<td><a href="http://www.mla.org/">http://www.mla.org/</a></td>
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<tr>
<td>Field/Degree</td>
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<tr>
<td><strong>Linguistics</strong></td>
<td>1) <em>American Psychological Association (APA)</em> Monitor</td>
</tr>
<tr>
<td>Degree</td>
<td>2) <em>American Psychological Society (APS)</em> Observer</td>
</tr>
<tr>
<td>M.A. or Ph.D.</td>
<td>3) <em>Chronicle of Higher Education</em></td>
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<td>4) Online Sources:</td>
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<tr>
<td></td>
<td>a) Chronicle of Higher Education:</td>
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<tr>
<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
</tr>
<tr>
<td></td>
<td>b) Linguistic Society of America:</td>
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<td><a href="http://www.lsadc.org/">http://www.lsadc.org/</a></td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>1) <em>MAA FOCUS</em>, The newsletter of the Mathematical Association of America.</td>
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<tr>
<td>Degree</td>
<td>2) <em>Notices of the American Mathematical Society</em></td>
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<td>M.A. or Ph.D.</td>
<td>3) <em>Chronicle of Higher Education</em></td>
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<td>a) Chronicle of Higher Education:</td>
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<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
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<td></td>
<td>b) American Mathematical Association:</td>
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<td><a href="http://www.ams.org/">http://www.ams.org/</a></td>
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<td></td>
<td>c) Association for Women in Mathematics:</td>
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<td><a href="http://www.awm-math.org/career.html">http://www.awm-math.org/career.html</a></td>
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<td><strong>Music</strong></td>
<td>1) Publications of the College Music Society, Montana</td>
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<td>2) Online Source:</td>
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<tr>
<td>M.A. or Ph.D.</td>
<td>College Music Society: <a href="http://www.music.org/">http://www.music.org/</a></td>
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<tr>
<td><strong>Philosophy</strong></td>
<td>1) “Jobs for Philosophers Quarterly,” published by the American Philosophical Association</td>
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<td>2) <em>Chronicle of Higher Education</em></td>
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<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
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<td></td>
<td>b) The American Philosophical Association:</td>
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<td><a href="http://www.apaonline.org/">http://www.apaonline.org/</a></td>
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<th>Job List Source</th>
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<tbody>
<tr>
<td><strong>Physics</strong></td>
<td>1) <em>Physics Today</em>: <a href="http://www.physicstoday.org/">http://www.physicstoday.org/</a></td>
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<td>2) <em>Chronicle of Higher Education</em></td>
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<td>a) Chronicle of Higher Education:</td>
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<td><a href="http://chronicle.com">http://chronicle.com</a></td>
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<tr>
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<td>b) American Physical Society:</td>
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<tr>
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<td><a href="http://www.aps.org/programs/">http://www.aps.org/programs/</a></td>
</tr>
<tr>
<td></td>
<td>c) Women and Minorities in Physics:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.aps.org/programs/women/index.cfm">http://www.aps.org/programs/women/index.cfm</a></td>
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<td><strong>Political Science</strong></td>
<td>1) American Political Science Association’s</td>
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<tr>
<td><strong>Degree</strong></td>
<td>“Personnel Service Newsletter.”</td>
</tr>
<tr>
<td>M.A. or Ph.D.</td>
<td>2) <em>Chronicle of Higher Education</em></td>
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<tr>
<td></td>
<td>Academic Political Scientists</td>
</tr>
<tr>
<td></td>
<td>a) Chronicle of Higher Education:</td>
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<tr>
<td></td>
<td><a href="http://chronicle.com">http://chronicle.com</a></td>
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<tr>
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<td>b) American Political Science Association:</td>
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<td></td>
<td><a href="http://www.apsanet.org/">http://www.apsanet.org/</a></td>
</tr>
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<td>Government Political Scientists</td>
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<td>a) Partnership for Public Service:</td>
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<td><a href="http://www.callt%D0%BE%D1%81%D0%BEr%D1%81%D0%B5.%D0%BErg">www.calltосоrсе.оrg</a></td>
</tr>
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<td>b) USA Jobs: <a href="http://www.usajobs.opm.gov/">www.usajobs.opm.gov/</a></td>
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<td>Non-Academic Positions</td>
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<tr>
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<td>a) Association of Professional Schools of</td>
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<td></td>
<td>International Relations:</td>
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<td></td>
<td><a href="http://www.apsia.org/apsia/index.php">http://www.apsia.org/apsia/index.php</a></td>
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<td>b) National Association of Schools of Public</td>
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<td>Affairs and Administration:</td>
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<td><a href="http://www.naspaa.org/">http://www.naspaa.org/</a></td>
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<td>Field/Degree</td>
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<td><strong>Psychology</strong></td>
<td>1) <em>Chronicle of Higher Education</em></td>
</tr>
<tr>
<td><strong>Degree</strong></td>
<td>2) <em>Monitor on Psychology</em>, a publication of the American Psychological Association (APA). This is a useful resource for locating clinical positions, post-docs, and internships.</td>
</tr>
<tr>
<td>M.A. or Ph.D.</td>
<td>3) <em>Observer</em>, a publication of the American Psychological Society (APS).</td>
</tr>
<tr>
<td></td>
<td>4) For community college positions, contact the individual campuses.</td>
</tr>
<tr>
<td></td>
<td>5) Online Source: American Psychological Association: <a href="http://www.APA.org">http://www.APA.org</a></td>
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</tbody>
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**Sociology**

<table>
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<tr>
<th><strong>Degree</strong></th>
<th><strong>Academic Positions</strong></th>
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<tbody>
<tr>
<td>M.A. or Ph.D.</td>
<td>1) <em>Chronicle of Higher Education</em></td>
</tr>
<tr>
<td></td>
<td>2) The Federal and State Government hire a large number of sociologists annually. The place to look on the Federal level is the job listings for each agency, for example, NIH (National Institute of Health), NIDA (National Institute on Drug Abuse) NICHD (National Institute of Child Health and Human Development), NIA (National Institute on Aging), and NIJ (National Institute of Justice). Also, look at places like the Commerce and Transportation, the Center for Disease Control, etc.</td>
</tr>
<tr>
<td></td>
<td>3) On the state level, people should look at state agencies such as Social Services, Commerce, Health, Transportation, and Justice.</td>
</tr>
<tr>
<td></td>
<td>b) American Sociological Association: <a href="http://www.asanet.org">http://www.asanet.org</a></td>
</tr>
</tbody>
</table>
Field/Degree | Job List Source
---|---
**Theater**
Degree
M.A., M.F.A, or Ph.D. | 1) Publications of the Theater Communications Group, New York

**Women and Gender Studies**
Degree
M.A. or Ph.D. | 1) [National Women's Studies Association](http://www.nwsa.org) (NWSA) journal
2) [Chronicle of Higher Education](http://chronicle.com)
3) Online Sources:
   a) [http://chronicle.com](http://chronicle.com)
   b) [http://www.mla.org/](http://www.mla.org/)
   c) [http://www.NWSA.org/](http://www.NWSA.org/)

**World Languages**
Degree
M.A. or Ph.D. | 1) MLA Job List, Foreign Language Edition
2) [Chronicle of Higher Education for Foreign Language Graduates](http://chronicle.com)
3) Almost every language has its own national organization that publishes a journal such as the American Association of Teachers of Spanish and Portuguese, which publishes *Hispania*
4) Online sources:

(Continue)
In this appendix, we have included seven application packets from across the disciplines. You’ll find application packets from candidates who were successful in the humanities, social sciences, and sciences. Our goal with this appendix is simple: to provide you with real samples that you can consider as you prepare your own application packets. As we mention in chapter 1, as you prepare to create your own application packets, (re)read the job advertisement (ad) carefully. What is the search committee requesting? A typical application includes a cover letter and vita. Some ads may also request teaching portfolios and/or writing samples. Is the search committee requesting that you provide all of your materials electronically? As we suggested in the book, don’t submit more than is requested. We know that sounds simple enough, but when it comes to your own application, following that advice is not always easy. Our hope is that the samples that follow assist you as you make decisions about what exactly to include and how best to present the information.

With each sample we offer brief comments to help you note specific features that may guide you with your own applications. Our comments highlight both tone and content issues. Before you launch into writing your own application packets, we strongly encourage you to read chapter 1, too. This appendix complements chapter 1 and is filled with insights from academics from across the country, insights that we think you’ll find helpful!

Helpful Note: keep digital copies of your application packets. Once you have your faculty position, you will begin the annual process of
assembling your professional file. Your faculty tenure-track file will likely include, at a minimum, your vita; teaching, research, and service narratives; and representative materials for each narrative. In other words, significant portions of your application packets become the frame for your pretenure faculty file.
Dear Dr. [NAME]:

I am writing to communicate my enthusiastic interest in the position of Assistant Professor of English posted in the MLA Job Information List. Enclosed is my curriculum vitae for your consideration. I have requested that my credential file be forwarded to you in support of my application for the position.

My educational background, my related experience, and my dedication to teaching and research evidence my ability to make a positive contribution to the university and its Department of Modern Languages. As conveyed by the enclosed curriculum vitae, my studies and research are integrative, combining a focus on the Harlem Renaissance with an extensive knowledge of various American literary periods and a historical, social, and cultural understanding of those periods. Meanwhile, I have published fiction, poetry, and scholarly works in addition to engaging in employment related to my studies. The result is an in-depth and well-rounded knowledge of the literary world. My editing and writing experiences have afforded me a unique and inclusive view of the literary and publishing industries, creating a synergy of creative and technical skills. Teaching stimulated this synergy. As a professor, I have learned a great deal about pedagogy and about developing syllabi targeting a wide variety of undergraduate students. In addition, I have often taught both large and small classes as well as intensive courses in creative writing and
English composition. Because of the integrative nature of my educational and professional experiences, I am both qualified and flexible enough to excel in any classroom.

My teaching pedagogy focuses on unity within diversity. In order to recognize diversity as complementary and instructive in the classroom, I first introduce singularities to my students. They develop creative and critical thinking, creative and critical writing, and critical reading skills. They learn about issues in areas such as creative writing and publishing, gender and race, age and religion, and class and nationality. To facilitate their understanding of these issues, the students complete independent activities to develop specific skills and group activities emphasizing collective learning. By engaging in these activities, the students become aware of a structure of relatedness. They see how singularities and their multiple layers are all either connected or complementary. Their array of interpretations of life and of texts along with creative composition and scholarly writing techniques begin to fall under correlated thematic umbrellas.

This teaching style complements the connected content of the class. I employ many singular approaches—including teacher-centered and learner-centered—to reach students with different learning styles. I draw upon technology as well as upon contemporary and personal experiences to interest the students and make the course content more accessible. I further my own knowledge through education and research, and I consistently develop my teaching skills. In the end, the diversity of singularities aid in creating an instructive, inspiring, and welcoming community within the classroom.
Ultimately, this flexible teaching pedagogy allows for intellectual creativity; personal, social, and intellectual growth; and the perseverance of personal integrity even while emphasizing the community.

In addition to teaching, I am editing and proofreading my dissertation. I expect to complete my doctoral oral examinations in February 2003 and be awarded the Ph.D. in May 2003. My first thesis is a work of fiction exploring the psyche of individuals involved in a relationship of conflict. My second thesis is a scholarly work on the production of identity. My dissertation studies the intersections between gender, race, class, and Christianity. The purpose of these readings is to show how some narratives containing mulattoes produce new subjectivities reiterating or revising the hierarchical structures of gender, race, class, and an applied Christianity. Through this exploration, the war between the homogenous Self and the different Other plays out. The success lies not in the final outcome but in recognizing the subversive acts of the Other and the irrational tactics of the Self as continuously revealing the subjects as always already married. Still, this work realizes that essentialism has a place in the heterogeneous and multitudinous One, even if essentialism is a logical error. The key is not to eradicate, in an essentialist manner, one and not the other, but to accept duality and live in a state of awareness with those who knowingly choose to construct identities within or without the color line. My dissertation work translates into the classroom by providing theoretical models and literary analysis upon which class themes are based and by moving from scholarship to activism as students test and critique the operation of theory in their real lives.

Which discussion should come first—teaching or research? It depends! What kind of position are you applying for? What do you know about the institution? Most positions are not at Research 1 institutions, but rather at regional state institutions where there is an expectation that colleagues balance teaching and research. If you start your letter by focusing almost entirely on research with merely a nod to teaching, you may suggest that you value research more than teaching.

By all means, make it clear that you value and seek institutions that match your values.

Note that in this sample, Tamara gives us a sense of her research agenda. Search committees appreciate colleagues with research trajectories.
Currently, I am writing articles based upon my dissertation for possible publication. In the immediate future, I will further refine my dissertation for potential publication as a book. Long-term research goals reflect my interest in a broad range of American literature and creative writing topics, including the production of identity and the human psyche in American fiction. My intent in completing these research projects is to discover a pattern in the construction, production, and reproduction of identity, note the birth and development of that pattern in American literature, analyze the implications of that pattern, and evaluate its significance in America and individual and group relations—past, present, and future.

My research and experience, skills and interests, dedication and hard work ethic all make me the best candidate for this position. I truly believe in the vision of the university. Moreover, I am flexible and knowledgeable enough to realize this vision on an individual and on a collaborative basis.

I am very excited about the possibility of becoming more extensively involved with such a progressive educational institution. I view the position as an excellent opportunity to learn and produce, and I would welcome the chance to contribute further to the growth of the university. I plan to attend the MLA Job Conference in New York from 27 through 30 December. I would appreciate the opportunity to present further details concerning my qualifications and to explore ways that I can be of value to University of La Verne at that time. I also am available for telephone or on-campus interviews.

Thank you for your consideration. If you require additional information, please contact me at [phone or e-mail].

I look forward to hearing from you.

Truly,
Tamara Z. Hollins

Statement of Professional Goals

Tamara Hollins

My main professional goal is to attain a tenure-track position in an English Department within an undergraduate university that has a diverse population and that is both teaching- and student-centered. Another aim is continuously to fulfill and develop my teaching pedagogy to benefit the students I teach.
Since my effectiveness in the classroom is partially based upon my own education, a third goal involves research and publication. My dissertation, titled “Turning Dreams to Chaos: Multiplicity and the Construction of Identity,” supplements the existing body of literary criticism by reflecting on the mutability of meaning in the female mulatto body and on the mutability of perception by acknowledging the erroneous nature of race and its concrete results, by examining the valorization and undermining of racial essentialism and heterogeneity, and by revealing passing as bound by the social and legal restraints related to the physical body even as it interrogates race, class, and gender. Specifically, this work engages in dual readings that explore how some narratives containing mulattos and passing personas produce both new subjectivities and a resolution reiterating the structure of race. Through this exploration, the war between the homogenous Self and the different Other plays out. The Other counters attempts by the Self to maintain essentialism. The success lies not in the final outcome but in recognizing the subversive acts of the Other and the irrational tactics of the Self as continuously revealing the subjects as always already married. Still, this work realizes that essentialism has a place in the heterogeneous and multitudinous One, even if essentialism is a logical error. The key is not to eradicate, in an essentialist manner, one and not the other, but to accept duality and live in a state of awareness with those who knowingly choose to construct identities within or without the color line.

Currently, I am writing articles based upon my dissertation for possible publication. In the immediate future, I will further refine my dissertation for possible publication as a book.
Long-term research goals reflect my interest in a broad range of American literature and creative writing topics, including the production of identity, the human psyche, and the marginal persona in American fiction. First, I plan to further explore Puritan America through its literature. I will define the American identity constructed and produced during that time, show how intersections of class, race, gender, and religion contribute to that identity, and reveal the dichotomy and contradiction inherent in the American persona.

**Statement of Research Interests**

**Tamara Hollins**

Discovering America

My dissertation, titled “Turning Dreams to Chaos: Multiplicity and the Construction of Identity,” supplements the existing body of literary criticism by reflecting on the mutability of meaning in the female mulatto body and on the mutability of perception by acknowledging the erroneous nature of race and its concrete results, by examining the valorization and undermining of racial essentialism and heterogeneity, and by revealing passing as bound by the social and legal restraints related to the physical body even as it interrogates race, class, and gender. Specifically, this work engages in dual readings that explore how some narratives containing mulattoes and passing personas produce both new subjectivities and a resolution reiterating the structure of race. Through this exploration, the war between the homogenous Self and the different Other plays out. The Other counters attempts by the Self to maintain essentialism. The success lies not in the final outcome but in recognizing the subversive acts of the Other and the irrational tactics of the Self as continuously revealing the subjects as always already married. Still, this work realizes that essentialism has a place in the heterogeneous and multitudinous One, even if essentialism is a logical error. The key is not to eradicate, in an essentialist manner, one and not the other, but to accept duality and live in a state of awareness with those who knowingly choose to construct identities within or without the color line.

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Second, I am determined to examine the construction, production, and reproduction of identity in nineteenth-century literature that question reality. I will define reality and fantasy, discover how they operate in specific contexts, and demonstrate how they are informed by ways of seeing and ways of thinking.

Furthermore, I intend to study the production and/or construction of identity in postmodern passing, biracial, and multiracial novels to show how and why the tragic mulatto archetype has persevered, changed, or ceased to exist. As with the other research projects, this study will focus on race, gender, class, and religion in addition to stereotypes, racial signs, ways of seeing, reality, and fantasy to reveal the American identity as simultaneously concrete and ambiguous.

My intent in completing these research projects is to discover a pattern in the construction, production, and reproduction of identity, note the birth and development of that pattern in American literature and in fiction, analyze the implications of that pattern, and evaluate its significance in America and in individual and group relations—past, present, and future.
My teaching pedagogy focuses on unity within diversity. In order to recognize diversity as complementary and instructive in the classroom, I first introduce singularities to my students. Step by step, they learn about and develop basic writing, creative and critical thinking, creative and critical writing, and critical reading skills. Step by step, they learn about issues in areas such as creative writing and publishing, gender and race, age and religion, and class and nationality. To facilitate their understanding of these issues, they complete independent activities to develop specific skills as well as group activities emphasizing collective learning.

As we engage in discussions and analyze and critique various texts, I help my students recognize that singularities have deeper layers. They perform close readings to expose these layers, furthering their comprehension of texts and the reading and writing processes. In individual and group presentations emphasizing verbal and graphic skills, the students continue to bring to the forum unique, multiethnic experiences and interpretations that help illustrate topics and techniques covered in the course. They instruct each other, bringing to the table various aspects that might seem hard to understand at first but are integral parts of the human experience. In written work, the students practice their skills, apply their knowledge, and integrate diverse aspects to create a unified whole that is always in constant revision. By engaging in these activities, the students become aware of a structure of relatedness. They see how singularities and their multiple layers are all either connected or complementary. Their array of interpretations of life and of texts along with creative composition and scholarly writing techniques begin to fall under correlated thematic umbrellas.

My teaching style complements the connected content of the class. I employ many singular approaches—including teacher-centered and learner-centered—to reach students with different learning styles. I draw upon contemporary and personal experiences to interest the students and make the course content more accessible. I further my own knowledge through education and research, and I consistently develop my teaching skills. In the end, the diversity of singularities aid in creating an instructive, inspiring, and welcoming community within the classroom. This microcommunity reflects the different peoples and ideas and ways of operating in the wider community;
however, whereas general society might favor silence from those on the margins, students are sure to have a voice in the microcommunity within our classroom.

My course curbs the potential chaos of community with a firm structure and a personal command of respect. Moreover, my course is challenging. I require my students to work hard because practice leads to improvement. That way, the person who earns a “C” in the course can say the same as the person who earns an “A”—I tried my best. The result of this classroom ideology is well-rounded and knowledgeable students who can initiate their own instruction and who can apply the strategies they have learned in class to any academic and nonacademic material, further substantiating the complementary nature of diversity.
Sample Humanities Packet for a Lateral Move Tenure-Track Position at a Research/Teaching University

October 5, 2003

Chair
Department of English
[NAME] University

Dear Professor [NAME],

I am writing to apply for the assistant professorship in postcolonial literature and theory. I completed my Ph.D. in English with a minor in African Studies from Indiana University in June of 2001. I am now an Assistant Professor of English at Sam Houston State University, where I have taught graduate and undergraduate classes on postcolonial literature and theory, as well as a wide variety of British and American literature and freshman writing.

My dissertation was titled “Trauma, Representation, and Public Memory in South Africa: Apartheid Prison Narratives and the Truth Commission.” With the assistance of the highly competitive Dissertation-Year Fellowship from the Indiana University Graduate School, which awarded only three such grants university-wide that year, I spent six months in South Africa conducting research into apartheid-era prison writing—focusing especially on unpublished letters and memoirs about which nothing has yet been published—and attending Truth Commission amnesty hearings. To undertake this sort of research, it was important for me to be familiar with the cultural context within which this literature was written. I consequently focused my graduate training strongly on South African literature, history, and culture (completing over three years of Zulu language coursework, e.g., for which I received two federally funded grants).

Note that Shane organizes his letter much the way Tamara does.

With this letter, he is applying for another assistant professor position. Notice that he indicates in his first paragraph that he is currently an assistant professor—a wise move! By indicating his current position, his letter signals that Shane is seeking a lateral move.

Notice that in Shane’s discussion of his dissertation, he points to grant funding he has received. This reference suggests the currency of his research and points to his success in securing outside support—an indicator of support to come.
My thinking on my dissertation topic began during my first year in graduate school, when I became increasingly preoccupied with the notion that the postmodern condition is one of loss and rupture, and that the history of the twentieth century is one of collective trauma. At the same time, in my courses on African literature and postcolonial theory, I began to see that if the Holocaust provides one paradigm of a collective historical trauma, then colonialism and apartheid provide other central narratives of loss and displacement. These narratives require us to rethink theories of trauma and testimony, as well as theories of globalization, conceived within a Western context.

Few texts illustrate the trauma of colonialism and apartheid more vividly than the writings of South African political prisoners. The state inflicted trauma on its opponents in order to silence them and erase their subjectivity. Prison writing became a battleground over control of the representation of apartheid: the state forced detainees to give their “coerced consent” to its rule through written statements, while the prisoners attempted to weave narratives out of the fragments of traumatic memory to discredit the state’s claims to legitimacy. The Truth and Reconciliation Commission (TRC) similarly attempts to create a collective, national memory out of the splinters and silences of the past. Survivors can enter their stories into the official record, but their testimonies are thrown into crisis through confrontation with the testimony of the perpetrators themselves. The TRC thus raises profound and troubling questions about the ability of memory to bear witness to the truth.

This material is considered anew in my book manuscript-in-progress, tentatively titled *South African Literature After the Truth Commission*. Here my analysis focuses not only on the TRC’s transformation of how South Africans tell stories about the past but also on how the TRC process makes possible new modes of representing a rapidly changing social landscape in the present. I will travel to South Africa in the summer of 2004 to study the South African Broadcasting Company’s television coverage of the TRC and to conduct archival and critical research on several important works of postapartheid literature. Among these are two new plays I saw performed in South Africa in 2002—*The Bells of Amersfoort* by Zakes Mda and *Nothing But the Truth* by John Kani. Another chapter will focus on Zoë Wicomb’s novel *David’s Story*, and another on Achmat Dangor’s *Bitter Note how Shane moves from a discussion of research in this paragraph to that of teaching in the next. The way he connects his research and teaching here suggests that one informs the other.
Fruit. All these texts reveal the profound influence of the TRC on subsequent narrative constructions, in terms of both content and form. And all reveal a society reeling and disoriented from rapid social transformation and a sudden plunge into the dizzying waters of globalization. I plan to finish the manuscript and submit it to academic publishers by the end of summer 2005.

The questions which guide my research—questions of truth and representation, globalization and postcoloniality—significantly inform my teaching as well. One of my goals in literature classes at all levels is to help students understand that literature is not mere diversion or aesthetic self-indulgence but can in fact be a means of engaging with political and social problems in the “real world.” This premise was certainly operative in the senior seminar I taught last year, called “Truths in Fiction (Literature and History).” We read various contemporary texts on such topics as the Vietnam War, the Holocaust, the partitioning of India and Pakistan, and apartheid South Africa. Through critical readings and in-class exercises, I engaged students with questions about how literature that lurks in the gray areas between fiction and history helps individuals and societies to reconstitute themselves after a man-made catastrophe.

Especially in teaching literature from other cultures that are alien to most American students, I work hard to put the works in their historical and cultural contexts. One way to do this is to expose my students to film, music, food, and art from the countries whose literature we are studying. In all of my teaching, from freshman composition to graduate classes, I emphasize to students the importance of closely engaging complex ideas and of using textual evidence to support their arguments even as they acknowledge and accommodate ambiguity. My classroom is highly active and interactive, as I work to engage every student in a critical conversation over the texts. I haven’t shied away from assigning difficult critical works by writers such as Frantz Fanon and Edward Said, even in introductory courses, because I want students to see that intellectual discourse takes the form of a dialogue, not of a one-sided transfer of definitive knowledge.

I have enclosed a copy of my curriculum vitae. A dossier, writing sample, and teaching portfolio are available on request. I will be attending the MLA convention in San Diego, and would welcome the opportunity to meet with you there. Thank you.

Sincerely,
Shane Graham
Curriculum Vitae

DR. SHANE D. GRAHAM

E-mail address
Web address

Department of English
University Address
City, State, Zip
Phone Number
Home Address
City, State, Zip
Phone Number

EDUCATION

ACADEMIC APPOINTMENTS
Assistant Professor of English, Sam Houston State University, 2001—present.

TEACHING AND RESEARCH INTERESTS
Postcolonial literature and theory. Multicultural/multiethnic literature.
Postmodernism and globalization. Joyce, Beckett.

DISSERTATION
Title: Trauma, Representation, and Public Memory in South Africa: Apartheid Prison Narratives and the Truth Commission.
Committee: Albert Wertheim (chair); Patrick Brantlinger; Eileen Julien; Wendy Hesford.

Note the range of headings and the order of the headings. Compare these headings and their order to those in the Sample Humanities Packet for a Tenure-Track Position at a Community College.
I explore autobiographical representations of political imprisonment from apartheid South Africa. Security police routinely employed physical and psychological torture against the government’s perceived opponents, inflicting trauma systematically in order to rob dissidents of language and the ability to narrate their stories. Prison writing in this context becomes a form of political and historical testimony; it attempts to construct coherent narratives out of the shards and silences of traumatic memory, in order to document the extreme abuses of an inherently unjust system. I trace the battle over language and representation between torturer and dissident, first through materials actually written inside the prison cell, then through several memoirs written after the fact. I then turn in the final chapters to the TRC. In the TRC hearings, and in the literature emerging from this process, the stakes have shifted. The compulsion to testify is no longer born of the need to dismantle apartheid, but of the need to seek justice and begin the writing of a new national history, with all the paradoxes and controversies that such an undertaking inevitably entails.

HONORS AND AWARDS
Dissertation Year Fellowship, Indiana University Graduate School, 2000.
Teaching Excellence Recognition Award, IU English Department, 2000.
Pre-Dissertation Travel Grant, IU Graduate School, 1999.
Research Grant, IU Graduate Student Organization, 1999.
Travel Award, Indiana University College of Arts and Sciences, 2001, 1997.
Departmental Honors, Northwestern University, 1994.

PUBLICATIONS
“The Truth Commission and Post-Apartheid Literature in South Africa.”

**PUBLICATIONS—FORTHCOMING, IN SUBMISSION, OR IN PREPARATION**


“‘Something go off pop in yuh head’: Coming of Age in George Lamming’s In the Castle of My Skin” (journal article, in preparation).

**REVIEWS**


Yvonne Vera’s Without a Name and Under the Tongue. In Africa Today 49.2 (Summer 2002): 166–168.


**PRESENTATIONS**


**TEACHING EXPERIENCE**

**Studies in Modern World Literature:** Fall 2002, Sam Houston State University.

A graduate survey of literature from Africa, the Middle East, India, and the Caribbean, and of postcolonial theory.

**Multiculturalism and American Literature:** Spring 2003, Sam Houston State University.

A graduate survey of African-American, Latino, Native American, and Asian-American literature.

**Studies in World Fiction:** Spring 2002, Sam Houston State University.

“Truths in Fiction (Literature and History).” A senior-level seminar on twentieth- and twenty-first century autobiography and historical fiction.

**Studies in Multicultural Literature:** Fall 2001, Sam Houston State University.

A junior-level survey of African and Caribbean literature in English.

**African-American Literature:** Fall 2003, Sam Houston State University.

A junior-level survey of African-American literature from the eighteenth- to the twenty-first century.

**Literature and Ideas:** Fall 2002, Spring and Fall 2003, Sam Houston State University.

“Cannibals, Savages, and Headhunters: Race, Empire and Literature.” An introductory survey of literary representations of the racial “Other,” from Columbus to Shakespeare’s *The Tempest* and Conrad’s *Heart of Darkness.*
**Introduction to the Novel**: Summer 2002 and Summer 2003, SHSU.
An introductory survey of nineteenth- and twentieth-century novels.

**Readings in Literature of the Western World**: Fall 2001 and Spring 2002, SHSU.
An introductory survey of Western literature from Homer to the twentieth century.

**Introduction to Writing and the Study of Literature**: Spring 2001, Indiana University.
Discussion leader for introductory survey of literature about “island colonialisms.”

**Introduction to Writing and the Study of Literature**: Fall 1999, Indiana University.
Discussion leader for introductory survey of literature about trauma and violence.

**Composition I**: Fall 2003, Sam Houston State University.

**Elementary Composition, Basic Skills**: Spring 1999, Indiana University.


**Projects in Reading and Writing**: Fall 1997, Fall 1998, Indiana University.

**UNIVERSITY AND COMMUNITY SERVICE**
Member, SHSU Graduate Studies Committee, 2002–present.
Faculty Cosponsor, Sigma Tau Delta (English Honors Society), 2002–present.
Web Master, Sam Houston State University Department of English, 2002–present.

**LANGUAGES**
Zulu: Over three years of study at IU and UCLA. Proficient reading and speaking skills.
French: Reading proficiency, adequate speaking skills.
PROFESSIONAL AFFILIATIONS
Modern Language Association.
African Literature Association.
United States Association of Commonwealth Literature and Language Studies.
Sample Humanities Packet for a Tenure-Track Position at a Community College

Mailing Address
E-mail Address

February 25, 2001

To Whom It May Concern:

I am pleased to apply for the position of full-time English faculty at Mt. San Jacinto College. I am currently an Associate Faculty member on the Menifee Valley Campus and an Adjunct Professor at California State University, San Marcos (CSUSM), where I also taught as a Graduate Assistant for two semesters. I earned my Bachelor of Arts degree from CSUSM in 1998, majoring in Literature and Writing Studies with a minor in the Social Sciences. As an undergraduate, I consistently maintained grades that placed me on the Dean’s Honor List. In addition to my B.A., I received my Master of Arts degree from CSUSM in 2000. My master’s thesis, “Seminal Moments in the Development of the Artist: The Influence of Joseph Campbell on John Steinbeck,” was accepted for the library of the National Steinbeck Center in Salinas, California.

Some people know from childhood that they are meant to be teachers. That was not the case for me. I reentered college to follow my heart—to study writing and literature. I fancy myself as a writer, and I have always been an avid reader. Even so, I had no clearly defined plan of how an education in Literature and Writing Studies might be applied to my future career. I understood that teaching positions were scarce, but when I committed myself to majoring in Literature and Writing, it was with a sense that career possibilities would reveal themselves to me.

Looking back, I recall situations that, had I recognized them, suggested teaching might be “natural” for me. In two of my previous professions, nursing and book selling, employers singled me out to train new employees. I’ve

As you read Rickianne’s cover letter, notice the significant role teaching plays. With her discussion of teaching in mind, review both Tamara’s and Shane’s cover letters. Her emphasis is well-placed!

For a focused discussion of the community college job search, we encourage you to read chapter 6 of Job Search in Academe.
been told that I have a calming and encouraging influence on others, and that I am a natural-born teacher, which can be explained in part by my own need to cut through complicated verbiage in an effort to clarify, in the simplest terms, the core of what must be learned. Accessibility is the key. I strive to minimize performance anxiety and create a nonthreatening environment in which individuals might maximize their learning. Only when students view challenging tasks as something accessible, something that will enhance, not threaten, their ability to succeed in their jobs or academic careers, will they find the process of their own learning enjoyable as well as rewarding.

Not long after entering the graduate program at CSUSM, opportunities to teach presented themselves to me. First, I worked as a tutor in the campus Writing Center. Then the General Education Writing program (GEW) provided me an opportunity to “taste” teaching as a graduate student—if I could pass a writing theory and practice exam. I decided to give teaching a try. I successfully completed the exam, passing with the highest marks in my test group.

The following semester, I began teaching GEW 101, a rigorous composition course, which utilizes literary analysis as the basis for teaching composition. It is a class required of all students entering the university. Predictably, performance anxiety gnawed at me. The weight of responsibility I felt for my students was nearly overwhelming. I felt incompetent and inept, poorly prepared to teach anyone anything. But equally predictable was my response to performance anxiety. I immediately set about organizing ways in which to impart information to my students—information they would need to successfully complete the writing program. I began by asking myself what my students should know and be able to do at the end of the class, and then moved on to designing the actual class content for the entire semester. I exhausted every preparation strategy I could think of: reading new texts, rereading old ones, researching my subject and teaching strategies. My need to be thoroughly organized in this new endeavor demanded that I construct the foundation of a comprehensive book of lessons and activities prior to the first day of class, while at the same time retaining the flexibility to evolve throughout the semester to meet the unique needs of my students. Many of the lessons and activities I developed that first semester were submitted as assignments in the teaching and writing theory class, which I was required to take as a Graduate Assistant. Dr. Dawn Formo, director of the GEW Program, included many of my lesson plans and activities as models in the subsequent GEW
training handbook. She also incorporated them into the training handbook of another writing program she directs, Collaborative Academic Preparation Initiative (CAPI), in which graduate assistants work as writing tutors with high school students via e-mail. By the end of my first semester of teaching I knew that I had found what I was meant to do.

As a Graduate Assistant at CSUSM, I taught two semesters (three sections) of GEW 101. In my final semester as a graduate student, Dr. Y. Yuan, chair of the Literature and Writing Studies program at CSUSM, recommended me for an internship at MSJC. This afforded me a very special opportunity to expand my teaching experience. As a result, I was fortunate enough to meet Dr. Bea Ganim. Together, we worked with students participating in the second semester of the Puente Program. Once I completed my master’s degree, I applied for and was granted a position as Associate Faculty member at MSJC Menifee Valley Campus. My teaching experiences expanded further, encompassing English 098 and English 101 in the newly instituted Destino Program—a two-semester composition course offered to underrepresented students, taught from a multicultural perspective, emphasizing the Latino experience—and English 103. I am currently preparing an English 106 class, which I am scheduled to teach at MSJC in the summer. In addition, I am a member of the Destino Team, working together with Lefty Gonzalez, Dana Reese Baylard, and Elizabeth Garcia to build the newly established Destino into a thriving program for the MSJC College District. I am also participating in the establishment of the Menifee Valley Campus Writing Center by serving as full-time staff, working daily in one-on-one conferences with students to inspire them to critically think through and problem-solve writing challenges.

As a teacher, I seek to enable students to gain critical reading and writing skills through an interdisciplinary study of crucial issues in literature as well as social and cultural thought and history. The aim of my classes is not only to study rhetorical strategies of articulating various perspectives and experiences but also to explore the role of reading and writing as a catalyst for individual growth. Hence, my most recent writing classes have focused on examining social issues and conflicts from a multicultural perspective, emphasizing the triumph of the human spirit and a universal connection to the human experience.

When I began building lesson books, I incorporated an eclectic mix of pedagogies—such as those of Peter Elbow, Janet Emig, Nancy Sommers, Cheryl Connors, and Andrea Lunsford—pedagogies I continue to rely on
today. I teach writing as a recursive process, addressing and readdressing three distinct phases—prewriting, writing, and revision. I offer instruction in a rhetorical setting, which encourages discourse and critical thinking, relying on collaborative learning supported with lecture. Often I include small working groups because they provide a less intimidating environment for most students to engage each other in debate about and refinement of their ideas. I find small groups are particularly effective in meeting the needs of shy students or ESL students, who are likely to participate more actively in small groups than they might in a full-class discussion.

I utilize various teaching mediums in the classroom, including video movies, such as Gary Ross’s *Pleasantville*. Videos offer a wealth of material for discussion and introduce into the curriculum the idea of “reading” film as literature. Many of today’s better films can be used as avenues to literary analysis. I provide a study guide to assist in analysis of the film and then use the analysis as an opportunity to practice writing in-class essays, a testing skill students must master in order to succeed throughout their college career. I incorporate technology into the curriculum by requiring students to complete a Library Scavenger Hunt, which introduces them to the resources available in the library, specifically databases, such as EBSCOHOST. In a related activity, I require students to engage in a “web search,” which requires them to evaluate selected Internet sites for acceptability as sources for academic research. Each of these activities offers students an opportunity to practice skills that will enhance their performance in my classroom as well as benefit them across disciplines throughout their academic career. In addition, I am committed to incorporating more computer and emergent technologies as pedagogical tools to extend and enhance the classroom and provide a different forum for discussion and learning.

I frequently ask students to turn in drafts of their papers, which not only affords me the opportunity to intervene in their writing but also prompts them to see critical thinking and writing as a process of engagement and reengagement with a text, idea, or problem. On student essays, I am careful to structure comments and questions to encourage reevaluation and rethinking of the text rather than imply a “right” or “correct” direction in which to write, often resulting in appropriation of students’ words. I feel strongly that students must retain ownership of their ideas and words. I have no desire to appropriate their text by imposing my interpretation or perception of their intended meanings on revisions. My role is to assist students in
communicating their own thoughts more effectively in writing. I also have my students critique each other's papers not only to make them better self-evaluators of their writing, but also to remind them that they, as well as I, can recognize and produce good writing and argumentation. I do everything I can to create for my students a learning environment in which they can take risks that are necessary for their intellectual development and independence.

For the last two years, I have worked diligently to develop my teaching strategies within the community college and university communities. My desire to remain current in the discipline of English and to refine my instruction techniques leads me to work with students in as many different contexts and situations as possible. I take advantage of every opportunity. In addition, I have begun to attend professional conferences, such as the Modern Language Association's Annual Convention. It is my primary goal to assist students in maximizing their academic potential in order to transfer to four-year colleges and universities. Overwhelmingly favorable teaching evaluations lead me to believe that I am making a positive difference in the lives of my students. The experiences of the last two years have reaffirmed my initial impression that teaching is consistent with my talents and offers me the opportunity to create for myself a fulfilling and rewarding life as a partner with my students in learning.

I have enclosed copies of my curriculum vitae, recent student and peer evaluations, letters of reference, unofficial transcripts, and sample lesson plans and activities. Should you need additional materials, please don't hesitate to contact me at my home address or telephone, or via e-mail.

I look forward to hearing from you.

Sincerely,
Rickianne R. Muller
**Curriculum Vitae**

**RICKIANNE R. MULLER**

Mt. San Jacinto College, Menifee Home Address  
Campus Address City, State, Zip  
City, State, Zip  
Phone Number Phone Number  
E-mail Address

**EDUCATION**

M.A. Literature and Writing  
California State University, San Marcos  
2000  
Thesis—“Seminal Moments in the Development of the Artist: The Influence of Joseph Campbell on John Steinbeck”

B.A. Literature and Writing  
California State University, San Marcos  
1998  
Major: Literature and Writing  
Minor: Social Science

**ACADEMIC EXPERIENCE**

Assistant Professor  
English—Tenure Track  
Mt. San Jacinto College, Menifee, California  
Fall 2001–Present  
ENG 062, 098, 101, 103, 106,  
Developing lesson book for ENG 230 (English Lit to 1775) to be taught in Fall 2004  
Developed two curricula—Writing Center Tutor Training  
ENG 190, 191

Director, Writing Center  
Mt. San Jacinto College, Menifee, California  
Fall 2002–Present

Adjunct Faculty  
General Education Writing Program  
California State University, San Marcos  
Spring 2001–Present  
GEW 101
Associate Faculty  
English, Destino Program Instructor  
Writing Center Staff—Full-time  
Mt. San Jacinto College, Menifee, California  
Fall 2000–Present  
ENG 098, 101, 103, 106

Intern  
English, Puente Program  
Mt. San Jacinto College, Menifee, California  
Spring 2000  
ENG 101

Graduate Assistant  
General Education Writing Program  
California State University, San Marcos  
Spring 1999–Winter 1999  
GEW 101

Tutor  
Writing Center  
California State University, San Marcos  
Fall 1998

TEACHING INTERESTS

Literature  
Contemporary American, Multicultural, Renaissance (British and American),  
Romantics, Shakespeare, Victorian

English Composition

Notice the focus on teaching evident throughout this CV. If you are  
published and/or have presented at professional conferences, we  
suggest that you not showcase that information on the first page of your  
CV. You can certainly include the information. Be mindful, however,  
of where you place that information in relation to the details of your  
teaching experience. Your CV for a community college position should  
highlight your teaching. After all, your primary role will be that of  
teacher.

AWARDS

Associate Faculty of the Year 2001, Mt. San Jacinto College, California
COMMITTEES
Textbook Committee, 2002–present
Ranking Committee, 2003–present, chair Spring 2004

CONFERENCES
Modern Language Association Annual Convention, Washington, D.C.,
December 2000.

REFERENCES
Yuan Yuan, Ph.D.  Department Chair, Literature and Writing Program
California State University, San Marcos
Street Address
City, State, Zip
Phone Number
E-mail Address
Dawn Formo, Ph.D.  Literature and Writing Program
California State University, San Marcos
Street Address
City, State, Zip
Phone Number
E-mail Address
Bea Ganim, Ph.D.  Department Chair, English Department
Mt. San Jacinto Community College
Street Address
City, State, Zip
Phone Number
E-mail Address

Rickianne R. Muller

Personal Qualifications Statement: Supplemental Sheets
1. I am a strong candidate because:
   A. Education—California State University, San Marcos
      1. Master of Arts—2000
Literature and Writing
GPA: 3.89
2. Bachelor of Arts—1998
   Major: Literature and Writing
   Minor: Social Sciences
   GPA: 3.73 (Institution)
B. Teaching Experience
1. Writing Center Tutor—CSUSM
   a. One-on-one consulting directed at inspiring students to critically think through and problem solve writing challenges
   b. Focus on the writing process—prewriting, writing, and revision—rather than editing changes and corrections
   c. Address grammar and punctuation issues by
      1. identifying error patterns in one or two paragraphs
      2. explaining and modeling corrections
      3. providing specific reference sources—that is, writing handbook, handouts, exercises—to assist student in resolving such issues
2. Graduate Assistant—CSUSM (2 semesters, 3 sections)
   a. GEW 101—a rigorous composition course that utilizes literary analysis as the basis for teaching composition
      1. requires students to write six ancillary essays, each requiring one revision
      2. requires students to write three major essays, each requiring at least one substantial revision
      3. requires students to prepare a portfolio that includes all essays and revisions, to be graded in a holistic setting
   b. Developed a comprehensive book of lessons and activities that retained flexibility to evolve throughout the semester to meet the unique needs of my students
      1. used as models in subsequent GEW Handbooks
      2. used as models in other writing program handbooks (CAPI) at CSUSM
c. Offered instruction in rhetorical setting, which encouraged discourse and critical thinking and relied on collaborative learning supported with lecture
   1. frequent full-class discussions
   2. frequent small group activities
d. Offered substantial comments on essays
   1. including questions to elicit rethinking of text
   2. including terminal comments that offer encouragement and two revision suggestions
   3. including the identification of a pattern in grammar or punctuation errors, limited to one–two paragraphs
      • corrections modeled
      • referred to writing handbook
e. Offered three one-on-one conferences to
   1. inspire students in critically thinking through and problem solving writing challenges
   2. assist students with concerns regarding preparation of their portfolios

3. Intern—MSJC
   a. Supported instruction given by Dr. Bea Ganim, specifically in regard to grammar and punctuation issues
   b. Provided instruction on critical reading, thesis development, and essay structure
   c. Graded and commented on student essays
   d. Provided one-on-one consultation concerning essay development and revision

4. Associate Faculty member—MSJC
   a. English 098 and 101—Destino Program—a two-semester composition course offered to underrepresented students, taught from a multicultural perspective, emphasizing the Latino experience—and English 103
   b. In addition to the class structure described in B.2
      1. English 098 texts were chosen to teach paragraph development in conjunction with critical reading and thinking
         • Breaking Boundaries by Carol Comfort, targeting and challenging developmental writers, emphasizes writing in response to reading
• *The Writer’s Options* by Max Morenberg and Jeff Sommers, which addresses grammar and punctuation in association with varying sentence structures

• *The House on Mango Street*, by Sandra Cisneros, provided students an opportunity to practice critically reading literature and apply writing skills practiced throughout the semester in a final personal narrative essay that analyzed the character Esperanza’s definition of home and asked students to compare it with their own

• *Videos*—*Pleasantville, Smoke Signals*, and *My Family*—which introduce the idea of “reading” film, offering a wealth of material for class discussion and used to practice the skill of writing in-class essays as part of midterm and final examinations

2. English 101 texts were chosen to teach freshman composition in conjunction with critical reading and thinking across academic disciplines

• *The St. Martin’s Guide to Writing*

• *The Writer’s Options*—used as needed to address grammar, punctuation, and sentence structure concerns

• *Rereading America*, excerpted unit on “The Cultural Myth of Individual Opportunity” provides the semester’s theme for discussion and research papers, and offers challenging reading that reaches across disciplines

• *A Different Mirror: A History of Multi-cultural America* by Ronald Takaki, excerpted chapters on the history of Mexican immigration to the United States offers practice in reading academic texts other than literature and provides research material for essay

• *Shadowed Lives: Undocumented Immigrants in American Society* by Leo Chavez, an anthropological case study that offers practice in reading academic texts other than literature and provides research material for the research essay

• *Videos*

  1. Documentaries on Mexican immigration, which offer research material for essay
2. Docu-dramas—*Thousand Pieces of Gold, Matewan,* and *Stand and Deliver*—which offer a wealth of material for class discussion and are used to practice the skill of writing in-class essays as part of midterm and final examinations.

c. English 103—continued curriculum instituted by Dr. Michelle Stewart in classes taken over midsemester

1. Modified class schedule and instruction to accommodate differences in teaching styles and to minimize student upset during the transition from one instructor to another midsemester.
2. Focused on critically thinking through literary texts from a variety of perspectives—including cultural and historical context.
3. Provided composition workshops, including thesis development and essay structure—that is, cueing devices and topic sentences.

5. Adjunct Professor—CSUSM

a. In addition to the class structure described in B.2

1. Incorporated activities discovered and created for classes at MSJC
   - Library Scavenger Hunt, MLA Exercise
   - Writing activities and strategies found in *St. Martin’s Guide to Writing*

C. Teaching Strategies

1. Pedagogies

   a. Peter Elbow—collaborative learning, small group work, and workshops

   b. Janet Emig—writing as a unique mode of learning, stimulating both hemispheres of the brain at one time

   c. Nancy Sommers—responding to student writing with questions directed at encouraging a student to rethink the text rather than make corrections based on instructor appropriation of the text

   d. Cheryl Connors and Andrea Lunsford—collaborative learning, including one-on-one conferencing, and addressing grammar and punctuation as part of the writing process

2. Accessibility

   a. Clarify, in the simplest of terms, the core of what must be learned
b. Minimize performance anxiety and create a nonthreatening environment in which individuals maximize learning

c. Only when students view challenging tasks as something accessible, something that will enhance, not threaten, their ability to succeed in their jobs or academic careers, will they find the process of their own learning enjoyable as well as rewarding.

3. Revisions

a. Frequently ask students to turn in drafts of papers, which affords me the opportunity to intervene in their writing and prompts them to see critical thinking and writing as a process of engagement and reengagement with a text, idea, or problem

b. Careful to structure comments and questions to encourage reevaluation and rethinking of the text rather than a “right” or “correct” direction in which to write

c. Feel strongly—students own their ideas and words

d. My role is to assist students in communicating their own thoughts more effectively in writing.

4. Technology

a. Activities targeting familiarity with databases and the Internet, such as the Library Scavenger Hunt and Engaging the Internet

b. Class website—Ricki’s GEW 101 Home page, which contains all handouts and class activities, allowing students limitless access to materials and minimizing the necessity of making copies of activities for distribution in class.

c. Commited to incorporating more computer and emergent technologies as pedagogical tools to extend and enhance the classroom and provide a different forum for discussion and learning

5. Partnership

a. Committed to remaining current in the discipline of English and refining instruction techniques

1. work with students in as many different contexts and situations as possible

2. attend professional conferences, such as MLA

b. Committed to assisting students in maximizing their academic potential in order to transfer to four-year colleges and universities

c. View myself as a partner with my students in learning
Note how the supplemental materials create an opportunity for Rickianne to make clear the range of texts she uses in her teaching. Without being asked for a syllabus, she’s provided one.

If you are not explicitly asked to provide this level of detail about your teaching either in your initial application or in your interview, you may consider creating a packet of sample syllabi. At the end of your interview, you may choose to leave a small packet of syllabi with the search committee.
Sample Science Packet for an Assistant Professor Tenure-Track Position at a Research/Teaching University

[University Name]
[Mailing Address]

January 8, 2009
[Department Name]
[University Name]

Dear Committee Member:

I am applying for the position of assistant professor of physics at Gettysburg College. My goal is to serve in a quality liberal arts environment with a small student to teacher ratio that allows for a high degree of personal mentoring. Your institution’s 11:1 student–faculty ratio and commitment to undergraduate research fits this ideal. I believe that I can make a significant contribution to your students’ academic careers both in the classroom and in the laboratory.

I presently serve as a visiting professor at California State University San Marcos. I have had the good fortune to teach introductory physics courses modeled after a UC Davis interactive learning approach. I am also assisting in the development of the first advanced laboratory course to be taught at CSUSM. Next semester, I will be the instructor for that course and for modern physics, which will be presented in an innovative format. My previous teaching experience includes introductory laboratory courses at the University of Houston and introductory physics lecture for engineers at Houston Community College Central Campus.

In addition to curriculum development for the applied physics major program at CSUSM, I am involved in the community development of our department. I serve as the founding advisor for our chapter of the Society
of Physics Students, which has already begun to design a physics tutoring program and an upcoming rocket car racing event. I also mentor two physics students who are participating in a teaching assistant program designed to groom future high school and junior college teachers. Lastly, I have had the pleasure of participating in interdisciplinary programs and discussions across several departments, including the business school and our Office for Biomedical Research and Training.

My research background includes studies performed at the Texas Center for Superconductivity, a multidisciplinary international research center. My primary research investigates resistive switching at the interface between a metal electrode and oxide thin film, a phenomenon that has garnered great interest as a potential route to next-generation nonvolatile memory nanodevices. My projects rely primarily on “tabletop” transport measurements, the nature of which is very accessible to undergraduate research assistants. Presently, I take great pride in mentoring two research students at CSUSM, whose projects are transport investigations of magneto-/electrorheological fluids and the magnetohydrodynamic current of model rockets.

In closing, I believe that I have much to offer both as an educator and as an undergraduate research mentor. Gettysburg College fits my ideal environment, as it is a liberal arts institution that focuses on undergraduate research, teaching, and community outreach. Thank you for your time and consideration. I very much look forward to hearing from you.

Best regards,
Stephen Tsui
Curriculum Vitae
Stephen Alan Tsui, Ph.D.

California State University San Marcos
Campus Address
City, State, Zip
Office Phone Number
Cell Phone Number
E-mail Address

EDUCATION
Ph.D. in Physics
University of Houston 2008
Advisor, Professor Paul C.W. Chu
Dissertation: “A carrier hopping mechanism for bipolar field induced resistive
switching in metal-Pr_{0.7}Ca_{0.3}MnO_3 interfaces”

Master of Science in Physics
University of Houston 2004
Bachelor of Science in Physics
University of Houston 2002
Graduated with University Honors and Honors in Major
Thesis Advisor, Professor Ed V. Hungerford
Senior Thesis: “Development of a straw tracking detector for a new muon to
electron conversion experiment”

PROFESSIONAL EXPERIENCE
Department of Physics, California State University San Marcos
Instructor of record:
Interactive learning physics for biology majors (PHYS 206), 2008
Senior research project (PHYS 499), 2008
Modern physics lecture and laboratory (PHYS 203), 2009
Undergraduate advanced laboratory (PHYS 380), 2009

Faculty mentor:
Supervision of two senior physics majors
Interactions in mixed magneto- and electrorheological fluids
Development of materials characterization setup
Research Initiative for Scientific Enhancement (RISE) Program

Recall Stephen’s mention of mentoring in his cover letter.
Note the prominence of mentoring in his Professional Experience. He is sending a clear message that he values teaching.
Supervision of undergraduate research scholar from underrepresented ethnicity in math and science
Magnetohydrodynamic generator using hobby rocket engines
Learning Assistant Program
Program provides mentoring for students who may pursue a teaching career in science at either the high school or collegiate level
Supervision and guidance of two teaching assistants
Program Development:
Curriculum development for inaugural advanced laboratory course
Founding advisor, Society of Physics Students Chapter

Texas Center for Superconductivity at the University of Houston
Professor Paul C.W. Chu, Principal Investigator
Research Assistant 2002–2008
Transport study of interfacial resistive switching in metal-oxide systems
Transport study of negative capacitance in nanocolloidal electrorheological suspensions
High current characterization of YBCO tapes
Undergraduate Research Assistant 1999–2000
Low temperature transport characterization of materials

Department of Physical Sciences, Houston Community College
Adjunct Instructor 2007
Introductory physics for engineers

Department of Physics, University of Houston
Teaching Assistant 2002–2003
Introductory laboratory for nonphysics majors
Selected to instruct pilot program recitation section

Medium Energy Physics Group, University of Houston
Professor Ed V. Hungerford, Principal Investigator
Undergraduate Research Assistant 2000–2002
Straw tracker development for MECO
Multiwire detector chamber maintenance for BNL-E931
PROFESSIONAL MEMBERSHIPS
California State University, San Marcos Chamber
  Champions 2008–2009
American Physical Society 2001–present
Sigma Pi Sigma Physics Honor Society 2002–present
Phi Kappa Phi Honor Society 2002–present
Houston Alumni Organization 2002–present
Golden Key National Honor Society 2001–present
University of Houston Chapter of the Society of
  Physics Students 2001–2008
  Chapter President, 2001–2002
  Chapter Secretary, 2003–2004
Houston Livestock Show and Rodeo Alumni
  Scholarship Association 2006–present
Alpha Lambda Delta-Phi Eta Sigma Freshman
  Honor Society 1999

AWARDS
California State University, San Marcos 2008
  Minigrant, Social Justice and Equity Project
  “Educational scientific outreach to underrepresented groups”
Texas Center for Superconductivity at the University of Houston 2006
  First Place, Student Symposium
  “Scalability of metal-Pr0.7Ca0.3MnO3 interfacial resistive switching”
Texas Center for Superconductivity and Advanced Materials 2003
  Third Place, Student Symposium
  “Pulse-driven resistive switching phenomenon at the metal-oxide interface”
University of Houston College of Natural Sciences and Mathematics 2003
  Fourth Place, Graduate Division Student Challenge
  “Pulse-driven resistive switching phenomenon at the metal-oxide interface”
University of Houston 2002
  Outstanding Senior Honors Thesis Award
“Development of a straw tracking detector for a new muon to electron conversion experiment”
University of Houston College of Natural Sciences and Mathematics
Second Place, Undergraduate Division Student Challenge
“Performance of a straw tracking detector for a new muon to electron conversion experiment”
APS-DNP Conference Experience for Undergraduates
Travel Grant
“Performance of a straw tracking detector for a new muon to electron conversion experiment”
MRS Undergraduate Materials Research Initiative
Honorable Mention
“The chemistry and physics of ruthenate cuprates”

PUBLICATIONS
“Mechanism and scalability in resistive switching of metal-Pr$_{0.7}$Ca$_{0.3}$MnO$_3$ interface,” S. Tsui, Y.Q. Wang, Y.Y. Xue, and C.W. Chu, Applied Physics Letters 89, 123502 (2006).
“Field-driven hysteretic and reversible resistive switch at the Ag-Pr$_{0.7}$Ca$_{0.3}$MnO$_3$ interface,” A. Baikalov, Y.Q. Wang, B. Shen, B. Lorenz, S. Tsui, Y.Y. Sun, Y.Y. Xue, and C.W. Chu, Applied Physics Letters 83, 957 (2003).


**INVITED PRESENTATIONS**


**CONTRIBUTED PRESENTATIONS**


“Bipolar resistive switching: a defect driven nonvolatile memory,” Texas Section of the American Physical Society Meeting, Houston, TX, 2005.


“Field-induced resistive switching in metal-oxide interfaces,” APS March Meeting, Montreal, Quebec, 2004.

“The metal-oxide interface and the field-induced resistance switch,” APS March Meeting, Austin, TX, 2003.
CONTRIBUTED POSTERS
“Controllable nanolayer switch as a nonvolatile memory,” SPRING III Conference, Houston, TX 2005.

SELECTED SERVICE ACTIVITIES AND OUTREACH PRESENTATIONS
MiraCosta College Club Biomed 2008
Invited seminar, “Superconductivity in the hospital: 20th-century physics meets 21st-century medicine”
California State University San Marcos Office for Biomedical Research and Training 2008
Faculty mentor, Research Initiative for Scientific Enhancement (RISE) Program
California State University San Marcos Chapter of the Society of Physics Students 2008
Founding advisor
Texas Center for Superconductivity Public Affairs Office 1999–2008
Outreach lecturer
University of Houston Department of Physics 2004–2008
Outreach and recruitment lecturer
International Sustainable World (Energy, Engineering, and Environment) Project Olympiad Judge 2008
University of Houston Charter School Science Fair Judge 2007
Science and Engineering Fair of Houston 2007
Judge

Houston Museum of Natural Science 2007
Learning for Life Program guest lecture, “Superconductivity”

University of Houston Chapter of the Society of Physics Students 2006
Invited seminar, “Research methods for investigating interfacial resistive switching”

Superconductivity demonstrations

Applied Superconductivity Conference 2006
Organizing staff

Girl Scouts of San Jacinto Day Camp 2006
Guest lecture with demonstrations

Meeting of the Texas Section of the American Physical Society 2005
Organizing committee
Poster session chair

Houston Mars Rover Model Competition 2005, 2008
Outreach volunteer

Chinese Community Center 2004
Summer Camp guest lecture with demonstration for grades K-12

University of Houston College of Natural Sciences and Mathematics 2002
Academic Honesty Committee member

Applied Superconductivity Conference 2002
Staff volunteer

M2S-HTSC-VI 6th International Conference on Materials and Mechanisms of Superconductivity and High Temperature 2000
Superconductors
Staff volunteer

University of Houston Staff Council Cougar First Impressions 1999–2007
Campus information volunteer
Statement of Teaching Philosophy

I currently serve as a visiting professor at California State University San Marcos and have previously served as an adjunct instructor for Houston Community College and as a teaching assistant at the University of Houston. My teaching experiences include traditional lecture sections, laboratory classes, innovatively formatted courses, research mentoring, and educator mentoring. My former students include both physics majors and nonmajors from a great diversity of cultural, educational, and professional backgrounds.

When I first taught traditional introductory physics for engineers at introductory physics laboratories in Houston, I quickly developed a simple guideline to my classes: physics should be presented as a relevant and personal everyday fact of life. In order to motivate students and promote retention, I attempted to implement engaging discussions, everyday illustrations of concepts, and classroom demonstrations. My activities included group discussions about the physics shown in television commercials, performing back-of-the-envelope calculations such as determining whether a speeding ticket was erroneous, and introducing current areas of research that the students may wish to pursue. These ideas were reinforced by my concurrent role as an educational outreach lecturer to middle schools and high schools, where a popular culture approach and high impact demonstrations were most effective. Unlike many traditional courses, I stressed exercises in communication with concept essays as part of exams and small research papers as part of the curriculum. This illustrated to the students the importance of effectively explaining physical concepts, and it also helped identify misconceptions that would not necessarily have been picked up in more mathematical problems that many students sometimes solve by pure equation hunting.

However, presenting well-organized lectures and making lessons that connect to the students on a personal level does not necessarily guarantee successful learning. My experiences at California State University San Marcos have also taught me the value of personal student exploration and engagement. I have taught two sections of introductory physics for biology majors modeled after an interactive learning pedagogy developed by Professor Wendell Potter at UC

Notice how Stephen uses his teaching statement as an opportunity to discuss both his classroom teaching practices and teaching/presentation approaches in his role as an outreach lecturer to middle and high school students.
Davis. The curriculum follows a nontraditional sequence of topics with model-based learning and energy concepts in the forefront. The classes are three-hour blocks that combine lecture, in-class demonstrations, laboratory activities, group problem solving, class-wide discussion, and group presentation. Traditional lecture is used either to introduce very new concepts or, preferably, as a wrap-up portion reserved after activities to solidify the concepts that the students have been asked to explore on their own. I have observed that students are continually challenged by this approach and are actively engaged in scientific discourse. Furthermore, by intertwining the laboratory and discussion components, we can powerfully connect their experimental results to fundamental concept. When problem solving, students are more often referring back to their own experiences and observations rather than hunting for equations.

In the Spring 2009 semester, I will teach modern physics using Thomas Moore’s *Six Ideas That Shaped Physics*, which presents the material in an innovative format. While conducting more advanced courses for physics majors, I again fall back on my philosophy of personal engagement. The lessons should be presented in a manner that is relevant to their daily lives and to their future careers. Although we must stress the mathematical component, I still very much believe in concept problems for homework and exams. With the complexity of the mathematics often involved, it is important that the students do not lose sight of the physical situation. Furthermore, room should be made for class-wide discussion and portions of time where the students should participate in group work intertwined with the lecture, be it while going over an interesting problem or working out derivations.

Finally, I would like to add that I believe one of the most powerful teaching tools available to us is experiment. The study of physics encompasses not only physical concepts but also the functionality to apply those concepts to problems. There is no substitute for experience, and very few activities are as engaging as an advanced laboratory course or participation in research. It has been said that we learn the most from our mistakes. The philosophy that has been passed on to me is that every mistake in the laboratory should be permitted, but only once. I also believe that such laboratory experience should also include presentation, discourse, and academic writing.

Teaching is a responsibility that I accept with great enthusiasm. I believe that I have a duty to assist my students both in and out of the classroom. My goal is to do what I can to see my students succeed, whether it involves course materials, career counseling, or extracurricular scholarly activities. I see myself
as a facilitator of learning who may also become a potential lifelong mentor. Whether I am interacting with a physics nonmajor or an undergraduate research assistant, I will do what I can to help my students walk away with the ability to approach real-world problems effectively.

**Statement of Research Interests**

My background in condensed matter physics is greatly influenced by my training under distinguished scientists such as Professor Paul C.W. Chu and the opportunity to perform research in the multidisciplinary environment of the Texas Center for Superconductivity at the University of Houston. My work primarily relies upon using very general electrical transport techniques in order to deduce meaningful data from interesting materials and nanoparticle systems. One could describe these types of experiments as “tabletop physics,” which I believe constitutes part of the charm of condensed matter physics.

My current research centers around the observation of resistive switching in metal electrodes deposited upon Pr$_{0.7}$Ca$_{0.3}$MnO$_3$ (PCMO) thin films. Upon the application of voltage pulses with amplitudes as low as 5 V and widths as short as 100 ns, an alteration in the resistance occurs depending upon the polarity of the applied voltage. It has been reported that this resistance change can span three orders of magnitude and is retained with a lifetime exceeding $10^8$ s. Through some simple but unorthodox techniques, my colleagues and I have identified the switching to occur in the interfacial region between the electrode and thin film. Furthermore, we have determined the effect to be quite common among oxides with any deposited metal electrode. Electrical transport measurements and impedance spectroscopy indicate that the rather high local electric field may cause a reversible rearrangement of nanostructures at the interface. Naturally, the reproduction and subsequent control of these structures may be an avenue for next-generation nonvolatile memory devices capable of beating Flash in both performance and areal density. At present, such research is greatly valued by major electronics companies including IBM, Intel, Sharp, and Micron Technologies.

There still remains a great deal of debate over the underlying physical mechanism, especially the reversibility and retention. Many such resistive switches with varying properties continue to be studied by academia and industry from both an engineering and nanoscience standpoint. I would like to continue investigating this phenomenon by examining the transport behavior
of deposited nanosized electrodes and ultimately by identifying the involved nanostructures with microscopy, which has not been widely performed on PCMO-based switches. In addition to requiring high voltage function generators and digital multimeters, this work could entail lithography or scanning probe microscopy. Future experiments would include investigating how small of an area can an electric field be applied that will induce a switch, either by a nanocontact or possibly by a scanning probe tip. A more academic problem would be identifying the active nanostructures, which may be approached by a determination of the associated trap potentials through transport study and observing the retention characteristics, the optimization of which is an important device fabrication issue.

Another one of my interests is electrorheological (ER) and magnetorheological (MR) fluids, which are colloids containing either dielectric or magnetic particles that cause dramatic viscosity changes due to alignment with applied external electric or magnetic fields, respectively. Although both types of fluids are well-studied, studies on the rheological behavior of a mixed ER and MR fluid are not widely published. These colloids are fairly inexpensive and of use in industry, especially automotive, for valves, actuators, and dampeners. Electrical transport studies of these colloids correlated to actual force studies of the rheological properties would be of great interest, especially in identifying the interactions (both synergistic and competitive) between the particles. A particularly interesting experiment would be to microscopically identify the structural arrangement of these fluids by suspending the particles in an epoxy matrix. At present, I am serving as a faculty mentor for an undergraduate student who is tailoring his senior research along these lines. The transport measurement equipment is being programmed, and funding for a low-cost rheometry system is being sought.

I am also interested in systems with unusual dielectric properties. Impedance spectroscopy has become a rather favored tool of mine in recent years. By scanning the impedance of a system with respect to frequency, structures can sometimes be identified by their different RC contributions in a Nyquist plot. This tool can be applied to solid state materials, fluids, nanocomposites, and even biological systems, especially as a means to examine phase separation and impedance contributions of domain interfaces. In addition, low
frequency dispersion in the capacitance behavior is often attributed to disorder and percolative conduction, as per universal dielectric response theory. All of this illustrates that simple transport techniques are very applicable to a wide range of systems of considerable interest across many scientific disciplines.

As a final note, I also attempt to cater to the interests of my research students. Undergraduates who wish to pursue their own problems and design their own experiments will find themselves well-equipped for their future careers. I was recently approached by a mathematics student who expressed an interest in model rocketry. She has since begun developing a setup that allows a rocket engine to act as a magnetohydrodynamic generator. One of the experimental goals is to model the electrical transport along different regions of the exhaust. Not only is this interesting as an undergraduate project, but it could also be valuable to her as these techniques may later be applicable to industry.

In summary, my research experiences fall under small scale device physics with familiarity in materials characterization. I would like to continue investigating nanostructures and their associated electrical transport. I also look forward to opportunities to collaborate with others who possess similar interests or curiosity in other exciting research avenues. I also enjoy the challenge of developing projects that cater specifically to my students’ interests. Much of my work is accessible to undergraduate students, whose participation is a vital component of their professional development and to the productivity of an academic laboratory.

References
Dr. Charles De Leone, Associate Professor
and Physics Department Chair
University
Department
University Address
E-mail Address

Dr. Paul C.W. Chu, Professor
University
Department
University Address
E-mail Address
Dr. Lowell T. Wood, Professor
University
Department
University Address
E-mail Address
Sample Science Packet for an Associate Professor Tenure-Track Position at a Research/Teaching University

December 1, 2004

Chair, Physical Education and Kinesiology Search
c/o Linda Collins
University Address
City, State, Zip

Dear Drs. Nichols, Astorino, and Read:
I am writing to apply for the Program Director position in Kinesiology, in the College of Health and Human Services. It was a pleasure speaking with Dr. Nichols and Dr. Astorino about the position and their vision for program. As a product of the Cal State system (CSUF, M.S., 1993) the opportunity to return to a system of education that I wholly believe in and to design a program from the ground up is truly exciting. I welcome the challenge to not only tailor a curriculum to the needs of CSUSM and its mission but also recruit top caliber faculty and together position the program to make significant contributions to the field in the future.

I am currently a tenured Associate Professor of Health, Physical Education, and Exercise Science at Norfolk State University (NSU), located in Norfolk, Virginia. My responsibilities at NSU are broad and varied. In the classroom I am a generalist, having taught courses in Exercise Physiology, Exercise and Aging, Nutrition, Biomechanics, Measurement and Evaluation, Principles of Physical Education, Introduction to Exercise Science, and Fitness/Wellness. I carry a 12-credit hour teaching load each semester, and am also responsible for academic advisement, pursuing a research agenda, and engaging in integration and service. Being in the School of Education, the expectation for high-quality classroom instruction is the cornerstone of my annual faculty assessment. For my excellence in teaching, I have been nominated by NSU for two consecutive years for the prestigious State Council of Higher Education of Virginia, Outstanding Faculty Award (2005 results pending).

I take the classroom very seriously, and strive daily to maintain an environment optimally conducive to learning. I utilize traditional and alternative assessment techniques such as critical thinking exercises, small group work, and reflection to assess progress toward course objectives, reteaching
In this example, Dr. Kara Witzke shares the cover letter, “vision for the program” statement, and curriculum vitae that were requested by the search committee. In Kara’s experience, her decision to contact the search chair for an informal conversation before being contacted for an interview was invaluable. She explains,

It was especially in this “vision” statement that I was able to address some of the specifics that I discussed with the committee. In the paragraph that begins “Dr. Morris’s vision . . .” I was also able to make very specific statements about where I thought the program should go, based on these conversations, which made this type of definitive statement a little less risky than making them without prior knowledge! Let’s face it, saying that I think the program should go East, when everyone else wants it to go West, would be the kiss of death for my application. The other, obvious advantage that I think my application had over others was the ability of the committee members to put a name with a conversation. I can’t tell you how important this has been for me now, in the position of hiring part-time faculty, when I can put a CV with a face or a phone conversation. It personalizes the individual and gives me something unique to tie them to when I see their CV . . . “Oh yes, this was the woman who said she just returned from a trip to the East Coast where she was helping Special Olympians.”

when necessary. Creation of a diverse skill set, technological competency, and Service-Learning experiences are key components of each of my classes, as I believe that students must practice the tools necessary to function successfully in our ever-changing global society.

Managers are people who do things right, while leaders are people who do the right thing.

—Warren Bennis, Ph.D. “On Becoming a Leader”

My predominant leadership style is democratic. I appreciate input from colleagues who know their job, and enjoy finding ways to integrate ideas into a timely, workable solution. I believe that this approach allows every member of the team a sense of ownership in the process and in the final outcome. I am decisive, objective, and fair. I am confident in my ability to lead others to a common goal and will work diligently to maintain positive professional relationships with faculty and administration.

While at NSU, I have taken leadership roles in our department as the wellness coordinator, have actively participated in the School of Education's
recent NCATE reaccreditation process, and now serve as a departmental liaison for the university's SACS review. I serve on the department’s curriculum committee, where we have recently retooled our current “Kinesiotherapy” program into an “Applied Exercise Science” program, which integrates public health, wellness, exercise physiology, and therapeutic rehabilitation. I firmly believe that most undergraduate students lack relevant practical experiences when they receive their degrees. The new curriculum provides students with a broader skill set and more meaningful internship and Service-Learning opportunities, which ultimately produces students who are more competitive in the job market, have a big picture vision of the role of exercise science in promoting wellness, and bring relevant experiences to their first job.

I have also fostered relationships between NSU’s School of Education and other schools on campus through committee service, as well as with other community partners. In the Hampton Roads area, resources are not distributed equally. The health disparities that result are a prime target for research as we strive to fulfill the goals of Healthy People 2010. The partnership that I have facilitated to examine bone quality in diabetic patients involves the Eastern Virginia Medical School, NSU’s Community Outreach Program, LifeNet Incorporated (a tissue donation organization), and the Tidewater Foot and Ankle Clinic. I anticipate being able to establish partnerships between CSUSM and the San Diego community in much the same way.

I believe that research, for its own sake, has little meaning unless it is closely tied to a human problem. My research into serious chronic diseases such as osteoporosis, diabetes, and cancer has been especially rewarding in this regard, because the drive toward improving quality of life and health outcomes helps not only the individual but also the health of our nation and the effectiveness of the health care system as a whole. My recent research focus has been on investigating the relationship between peripheral neuropathy and osteopenia in diabetic patients. This novel research area is exciting and applicable not only to diabetic individuals but to older adults in general, as we strive to understand the integration of the skeletal and nervous systems to reduce the incidence of falls and fractures that so clearly degrade quality and years of life in those affected.

I have diligently pursued grant awards since joining NSU and have managed to submit two–three applications per year. I have been successful in obtaining intramural NSU funding, and extramural funding from the NIH National Center for Minority Health and Health Disparities, the Eastern
Virginia Medical School Department of Internal Medicine, and the Norfolk Foundation. An application to investigate bone quality in diabetes is in review with the Commonwealth Health Research Board, and another is being prepared for submission to the American Diabetes Association in January 2005. I have been named a Health Disparities Scholar for three consecutive years and have applied for a fourth year of funding and recognition via this NIH mechanism.

I appreciate that the new Department of Kinesiology at CSUSM will be housed in the Division of Health and Human Services. I believe that a marriage between Kinesiology and Health and Human Services provides the ideal combination of science and application, to help close the gap between research and practice. CSUSM has an exciting opportunity to develop another strong academic program, and to provide a stunning combination of education, research, and service opportunities for students and faculty. I believe that my established record of excellent classroom leadership, research expertise in chronic disease and health disparities, clear perspective on the future of the field of exercise science, incredibly strong interpersonal skills, and potential to apply these strengths as a program director will be an asset to your program. I desire a stable position in which I can use my talents and grow my career for many years to come. I very much look forward to speaking with you further about this position.

Sincerely,
Kara A. Witzke, Ph.D.

A Vision for the Kinesiology Program at CSUSM

Kara A. Witzke, Ph.D.

CSU San Marcos has an amazing opportunity to build a high-quality program from the ground up, unencumbered by traditional and often outdated views of what a program in this field should look like. I say this, because as is the case in so many universities, Physical Education and Exercise Science departments have been forced to move from school to school or college to college as universities reorganize, and are often left as an outlier in a college that neither understands what they are all about nor desires to support them adequately. Truly CSUSM and the College of Health and Human Services
realize the role that Physical Education and Kinesiology play in our ever-changing, always-aging society, and have poised themselves to make significant contributions to the community and to the field of Kinesiology in general.

With the reinvigoration of clinical research on the agendas of major funding agencies, exercise scientists can take a leadership role in expanding clinically relevant research that investigates the role of exercise in the etiology and treatment of heart disease and metabolic and musculoskeletal disorders. As exercise scientists, we are positioned to lead the way in learning more about the interaction of physical activity and chronic disease at the fundamental, cultural, and behavioral levels. The effects of exercise and inactivity on the process of aging is also an important topic, as is the role of physical activity in protecting and promoting musculoskeletal health. There is also more research needed to understand the mechanisms that govern the role of exercise in improving insulin sensitivity, in an effort to reduce the incidence of type 2 diabetes. Clinical research endeavors should also focus on the underlying causes of obesity, and the interactive role of physical activity, genetics, and other lifestyle factors that promote or suppress its expression.

Under the umbrella of clinical research, exercise scientists are also uniquely situated to have an impact on the elimination of health disparities. As one of the two major goals of Healthy People 2010, the elimination of health disparities will require a multidisciplinary approach that should be led by exercise scientists and supported by biologists, public health and policy experts, psychologists, and sociologists. Exercise can have a remarkable impact on the reduction of chronic disease, but it is effective only if it reaches those who need it most. We have traditionally not been very good at bridging the gap between exercise science and the public (especially minorities), and this is an area that requires focused effort if this important Healthy People 2010 goal is to be realized.

I believe that Dr. Morris’s vision for a Center for Healthy Living is right on point. With the graying of America there is an ever-increasing need for
educated professionals to improve quality and years of healthy life for these important members of our society. A center such as this that serves the university, the students, and the community at large is the best proactive example of how we as scientists bridge the gap between research and practice. It will provide Service-Learning and training opportunities to prepare exercise scientists, gerontologists, health care practitioners, rehabilitative specialists, social workers, and fitness leaders to work with older adults. It will provide collaborative opportunities between fields within the sciences and the College of Health and Human Services, and will provide outstanding opportunities for CSUSM to serve the community through testing and evaluation, physical activity training, health promotion, and education. It will also serve as an advocate for affecting public policy related to healthy aging. The vision for this center is timely and will make a name for the College of Health and Human Services.

As for the Kinesiology program at CSUSM, I believe that a cross-disciplinary focus within the curriculum will foster the development of diverse values and skills important in our changing global society: critical thinking, leadership, verbal and written communication, technological competency, and performance and wellness assessment. The first goal must be to develop a curriculum that adequately prepares undergraduate students for a graduate experience, whether it be in physical therapy, exercise physiology, or a more clinically oriented area such as occupational therapy or gerokinesiology. This cornerstone curriculum should include coursework in the major areas of exercise science (exercise physiology, biomechanics, sports medicine, measurement and evaluation, motor learning, etc.) and also clinical exercise physiology, exercise and aging, health promotion (including motivational and adherence techniques), psychology across the lifespan, and graded exercise testing and prescription for both apparently healthy and clinical cases. Students who graduate with a degree in kinesiology from CSUSM will be poised to make a difference in the greater San Diego community or wherever they find themselves.

The College of Health and Human Service’s plan to develop a master’s in physical therapy for rollout in the fall of 2008 is outstanding. This will allow a seamless transition from undergraduate to graduate studies for current CSUSM kinesiology students, and will draw students from all over the country to continue their education at CSUSM. Graduates in the field of physical therapy are in high demand (and will continue to be) and the limited number of programs currently available make entrance highly competitive. This PT
program will serve the area well, as the first of its kind in the greater San Diego area, and will provide yet another avenue for research, service learning, and internship opportunities for undergraduates. The possibility for collaboration between faculty in kinesiology and physical therapy, along with the Center for Healthy Living will be outstanding, and truly unique! The forward-thinking vision of those in the college is already evident, and I would love nothing more than to be part of the team that makes this vision tangible.
Curriculum Vitae
KARA A. WITZKE

University Name
University Address
City, State, Zip

Home Address
City, State, Zip
Phone Number
E-mail Address

EDUCATION

Postdoctoral Fellow Eastern Virginia Medical School, VA, 2002.
Research: Bone health in type 2 diabetic patients.
Mentor: [Name] M.D., Ph.D.

Ph.D.  Oregon State University, Corvallis, OR, 1997.
Major: Exercise Physiology  Minor: Nutrition/Biochemistry
Dissertation title: Effects of high-impact exercise on bone mass in adolescent girls
Advisor: Christine M. Snow, Ph.D., FACSM

M.S.  California State University, Fullerton, CA, 1993.
Major: Physical Education
Advisor: Gene Adams, Ph.D., FACSM

B.S.  Biola University, LaMirada, CA, 1990.
Major: Physical Education

TEACHING EXPERIENCE

8/00–12/05  Associate Professor, Dept. of Health, Physical Education and Exercise Science, Norfolk State University, tenured
1/00–5/00  Adjunct Instructor, College of William and Mary
1/00–5/00  Assistant Professor, Adjunct, Old Dominion University
8/98–5/99  Instructor, University of Maryland University Campus, Asian Division
1/98–5/99 **Assistant Professor**, Part-time, University of Guam
9/93–4/97 **Instructor/Graduate Teaching Assistant**, Oregon State University
9/90–6/93 **Instructor/Graduate Teaching Assistant**, California State University, Fullerton

**RESEARCH EXPERIENCE**
10/02–present **Research Fellow, Strelitz Diabetes Institutes**
Eastern Virginia Medical School, Norfolk, VA. A collaborative researcher under the supervision of Aaron I. Vinik, MD, Ph.D., Director, investigating factors that contribute to fractures among type 2 diabetics, especially in minorities.

12/05–present **Adjunct Research Professor**
Norfolk State University, Norfolk, VA. Ongoing research project on the etiology of Charcot foot in type 2 diabetic patients

9/93–4/97 **Research Assistant, Bone Research Laboratory**
Oregon State University, Corvallis, OR. Supported by the AARP, investigated the effects of lower body resistance training on bone density, balance, muscle strength, and power in postmenopausal and retirement home dwelling women. Also investigated irregular menstrual patterns in amenorrheic young women.

6/95–6/97 **Doctoral Research**
Oregon State University, Corvallis, OR. Research supported by the John C. Erkkila Endowment investigating the effects of high-impact plyometric exercise on the bone mass of adolescent girls. Worked with the school district and two local high schools to implement exercise classes into current curriculum.

6/95–5/96 **Research Assistant, Department of Exercise and Sport Science**
Oregon State University, Corvallis, OR. Planned and developed World Wide Web pages for the undergraduate course, Lifetime Fitness for Health, supported by an OSU Technology grant.

**LEADERSHIP/MANAGEMENT EXPERIENCE**
2/00–8/00 **Wellness Coordinator**
United States Navy, Addictions Rehabilitation Department, Norfolk Naval Base, Norfolk, VA.
7/00–8/00  **Fitness Presenter**  
Fitness Resources, Boulder, CO.

4/97–10/97  **Professional Development Coordinator**  
American Council on Exercise (ACE), San Diego, CA.

9/96–4/97  **Assistant Director, Bone Research Laboratory**  
Oregon State University, Corvallis, OR.

9/96–4/97  **Course Coordinator, Interim**  
Oregon State University, Corvallis, OR.

3/94–9/94  **Assistant Recreation Director**  
Summer Youth Tennis Camp and Summer Youth Sports Program, OSU

7/91–9/93  **Supervising Exercise Physiologist**  
FitWorks, Pacific Bell Telephone, Riverside, CA.

9/90–6/93  **Assistant Director, Physical Performance Program**  
California State University, Fullerton.

**GRANTS**

**Current**

**COMMONWEALTH HEALTH RESEARCH BOARD**  Witzke (PI)  
7/05–11/07  
Improving Treatment of Charcot Foot in the Diabetic Patient: Understanding the Etiology of the Disease and its Associated Fractures  
• Coinvestigator: Aaron I Vinik, M.D., Ph.D., Director, Strelitz Diabetes Institutes, EVMS  
• Funded, $266,000

**Previous**

**NATIONAL INSTITUTES OF HEALTH**  Witzke (PI)  
9/04–12/05  
**NATIONAL CENTER ON MINORITY HEALTH AND HEALTH DISPARITIES**  
NOT-OD-02-051  
Bone Quality in the Diabetic Foot: Understanding the Etiology of Fractures and Fracture Outcomes in Minority Patients  
• Funded, $8,800

**Kara used these materials to apply for a chair position. Consider the positive leadership message she sends by highlighting her leadership positions and her success securing grants.**
EASTERN VIRGINIA MEDICAL SCHOOL  Witzke (PI)  8/04–7/05
DEPT. OF INTERNAL MEDICINE
Diabetic Peripheral Neuropathy, Race, and Bone Mass: Is Nerve Dysfunction Associated with Osteopenia in the Feet?
• Funded, $7,000

NATIONAL INSTITUTES OF HEALTH  Witzke (PI)  9/02–8/04
NATIONAL CENTER ON MINORITY HEALTH AND HEALTH DISPARITIES
NOT-OD-01-051
The Relationship between Ethnicity and Peripheral Neuropathy on Lower Extremity Bone Mass in Type 2 Diabetic Patients.
• Funded, $17,400

NATIONAL INSTITUTES OF HEALTH  Witzke (PI)  7/04–6/07
NATIONAL INSTITUTE OF ARTHRITIS AND MUSCULOSKELETAL AND SKIN DISEASES
PAR-02-030 (R03)
Influence of Diabetic Neuropathy and Race on Bone Mass
• NOT FUNDED, $185,367

NSU RESEARCH INITIATION AWARD  Witzke (PI)  1/04–7/04
Health Disparities in Hampton Roads: A Collaborative Project Between EVMS and Norfolk State University Examining Falls and Fractures in African American and White Diabetes Patients
• Funded, $5,800

NORFOLK FOUNDATION  McElhaney (PI)  3/02–3/04
Disparities in Determinates of Prostate Cancer Outcomes.
• Role: Coinvestigator
• Funded, $50,000

NORFOLK STATE UNIVERSITY  Witzke (PI)  11/01–12/02
CENTER FOR EXCELLENCE IN UNIVERSITY TEACHING
Diversity Education for Fitness Professionals: A Multicultural Exchange and Videoconference Project between Norfolk State University and the University of Utah.
• Funded, $2,800
JOHN C. ERKILLA ENDOWMENT  Snow (PI)  5/95–5/97
Effects of High-Impact Plyometric and Weighted Vest Exercise on Bone Mass in Adolescent Girls.
• Role: Coinvestigator
• Funded, $19,000

AMERICAN ASSOCIATION FOR RETIRED PERSONS  Snow (PI)  9/93–5/97
• Role: Research assistant
• Funded, $250,000

OSU CENTER FOR TECHNOLOGY  Wilcox (PI)  9/95–9/96
Enhancing Classroom Learning through the World Wide Web
• Role: Coinvestigator
• Funded, $2,000

AWARDS
• Six University Faculty Development Awards, NSU, 2000–2005.
• Outstanding presentation in Health and Human Performance award.
  Graduate Student Research Conference, Oregon State University, 1996.

PEER-REVIEWED PUBLICATIONS

Note that Kara has numbered each publication and presentation. Doing so makes it quite easy for reviewers to quantify her work. Ask yourself, what have you learned from your mentors about the value your field places on the quantity of publications and presentations? Quantifying your work in this simple way makes for an orderly CV.


**PEER-REVIEWED ABSTRACTS**


**OTHER PUBLICATIONS**

1. Witzke, K. What is the role of historically black colleges and universities in reducing health disparities in America? *Norfolk State University, School of Education newsletter*, Norfolk State University, Fall 2003.

2. Witzke, K. Are we training students to be good citizens? *Norfolk State University, School of Education newsletter*, Norfolk State University, Fall 2002.


**RESEARCH PRESENTATIONS**

1. “Does bone exhibit a dose-response to jumps of increasing height and repetitions?” A poster presented at the 2006 annual meeting of the American College of Sports Medicine, Denver, CO.

2. “Loss of Aδ nerve fibers may be detrimental to bone mineral density in type 2 diabetic patients.” A poster presented at the 2005 annual meeting of the American Diabetes Association, San Diego, CA.

3. “High skin blood flow of the feet in patients with severe peripheral neuropathy is associated with elevated foot BMD.” A poster presented at the 2004 annual meeting of the American Society for Bone and Mineral
Research, Seattle, WA.
4. “Estrogen replacement therapy determines changes in bone mineral density independent of changes in muscle strength.” A talk presented at the 2002 Annual meeting of the American College of Sports Medicine, St. Louis, IN.
6. “Five years of weighted vest and jumping exercise increases hip bone mass in postmenopausal women.” A talk presented at the 2000 Annual meeting of the American College of Sports Medicine, Indianapolis, IN.
7. “Collegiate wrestlers display high bone mass at the hip compared with age-matched normals.” A poster presented at the 1999 Annual meeting of the American College of Sports Medicine, Seattle, WA.
9. “Maximum leg power best predicts femoral neck and lumbar spine BMD in 14-year old girls.” Presented at the 1996 Annual meeting of the American College of Sports Medicine, Minneapolis, MN.
10. “Regional muscle strength increases in premenopausal women despite no change in regional muscle mass.” Presented at the 1995 Annual meeting of the American College of Sports Medicine, Indianapolis, IN.
11. “Eating disorders and menstrual dysfunction in elite female rock climbers.” Presented at the 1993 Annual meeting of the American College of Sports Medicine, Seattle, WA.

INVITED PRESENTATIONS
4. “Metabolic and nutritional aspects of exercise and training.” A talk


PROFESSIONAL/COMMUNITY SERVICE

• Grant review board, National Institutes of Health, National Center on Minority Health and Health Disparities, 2004–present

• National Institutes of Health, National Center on Minority Health and Health Disparities Special Emphasis Panel, 2003

• Faculty Board of Advisors, American Council on Exercise, 2000–2002

• Content and Material Reviewer, American Council on Exercise, 1999–present

• Media Spokesperson and Book Reviewer, American Council on Exercise, 2001–present

• Member of the Governor’s Council on Physical Fitness, Guam. 1998–99
• Exam writer and content reviewer, American Council on Exercise, 1997–98
• Contributor/interviewee for various health and fitness topics for magazines such as Parenting, Golf, Women's Fitness, and Prevention Magazine, 1999–present
• Ombudsman, SEAL Team Two, Task Unit Charlie, 2000–present

JOURNAL REVIEW BOARDS
• Board of Reviewers, Medicine and Science in Sports and Exercise
• Board of Reviewers, Canadian Journal of Applied Physiology
• Board of Reviewers, National Women's Health Resource Center
• Board of Reviewers, The Journal of Pediatrics
• Board of Reviewers, Pediatrics

COMMITTEE MEMBERSHIP
• University Research Committee, Norfolk State University
• Scholarship Committee, Norfolk State University
• PRAXIS Taskforce Member, Norfolk State University
• Diversity and Multicultural Committee, Norfolk State University
• Curriculum Committee, Norfolk State University
• Judging Committee, IHRSA Personal Trainer of the Year Award, 2000–2002

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS
• Member, American Society for Bone and Mineral Research
• Member, American Diabetes Association
• Member, American College of Sports Medicine
• Certified Personal Trainer, American Council on Exercise
• Certified Exercise Test Technologist, American College of Sports Medicine
• X-Ray Operator, Limited Permit in Bone Densitometry, State of California Radiologic Health Branch
• Limited Permit in Bone Densitometry, State of Oregon Board of Radiology
• Limited Permit in Bone Densitometry, State of Virginia Board of Medicine
• Certified Open Water SCUBA diver, PADI
Sample Social Science Packet for an Assistant Professor Tenure-Track Position at a Research/Teaching University

November 28, 2003

Chair, Environmental Studies Search
Environmental Studies Department
[NAME] University

Dear Environmental Studies Search Chair:

With great interest I am applying for the assistant professor position in Environmental Policy. I believe the fusion of my academic studies, professional experience, and personal interests distinctively equips and qualifies me for the position. As you can see from my dossier the focus of my education and work experience has been in the area international environmental policy with particular focus on the United Nations and the science-policy process. Enclosed you will find my CV, transcripts, and a short description of research interests and two potential upper division courses. Please take a moment to consider my qualifications.

My intellectual development is exemplified by the combined influence of multiple disciplines as I work to bridge the social and physical sciences in the policy process.

Throughout my academic studies I increasingly refined and deepened my focus on the international environmental science-policy process:

- An undergraduate degree in International Relations gave me the base training to understand international institutions and agreements that address global problems;
- An M.A. in Economics specializing in Ecological Economics with my thesis on Agenda 21, the United Nations’ blueprint for sustainable development, gave me the technical and critical thinking skills necessary to carry out work in these areas;
- An M.A. in Public Affairs specializing in international environmental policy, particularly climate change policy and science, made me appreciate the social and ecological complexity of these issues.

Notice how Jon emphasizes the interdisciplinary nature of his work in his cover letter. This focus frames his letter.
I started my Ph.D. studies at the University of Delaware in the Technology, Environment, and Society program within the School of Urban Affairs and Public Policy where I was also a research associate at the Center for Energy and Environmental Policy. The coursework there took me into the areas of political economy and the philosophy of science and technology that now serve as the theoretical background of my dissertation. To extend this level of inquiry into the biological and physical sciences, I transferred into the Conservation Biology Ph.D. program at the University of Minnesota (proposed defense November 2003).

My dissertation reflects the interdisciplinary nature of my academic career where I endeavored to search across disciplines, making the cognitive leaps when appropriate, to further understand international policy developed and implemented within the United Nations Framework Convention on Climate Change (UNFCCC). I focus on values and basic assumptions embedded in emissions trading as a dominant form of environmental management and as a construction of science. I maintain that just as it is important to understand the physics of air masses moving through space, it is equally important to understand the incentives of social systems affecting those same air masses. This work has taken me from the traditional economic and climatological studies of climate change to science studies and political ecology as I have worked to understand the ways of knowing that inform emissions trading. Such a web, or interdisciplinary approach, is necessary to help understand why, for example, least-cost policy options are being favored over social justice or equity frameworks of climate change policy.

A fortuitous outcome of my dissertation work has been making contacts with researchers worldwide who are working on climate change. My fieldwork involved traveling to the last three Conference of Parties to the UNFCCC meetings to conduct interviews with key actors involved with emissions trading. These experiences enabled me to work with the United Nations Conference on Trade and Development (UNCTAD) on climate change policy implementation. I coauthored a guide to the clean development mechanism (CDM), and I developed and teach an Internet training course on the CDM for UNCTAD and the Earth Council. I look to foster more such collaborations with researchers working on climate change science, impacts, and policy.

Other teaching experience includes the following:

- Teaching courses in diversity, democracy, and global issues at the College of St. Catherine in St. Paul, MN;
Coteaching a course in *environmental policy* for the College of Natural Resources at the University of Minnesota;

Writing curricula and teaching *Economics* and *Business Math* for three years at Brown Institute in Minneapolis.

These teaching opportunities offered me a way to engage students in broader social and ecological problems. The orientation of my teaching is formed by an outreach philosophy that includes citizens in the mass consumption of scientific inquiry, policy development, and implementation. I intend to apply these ideas through collaborative partnerships that connect local and regional communities with scientists and policymakers. These efforts are intended to develop students for public leadership and to strengthen civic engagement by partnering citizens with their local environment and government.

With my academic training, experience, and interest in serving as an interdisciplinary bridge builder between the natural and social sciences in the policy process, I can be an asset to St. Lawrence’s commitment to liberal arts education and intercultural study. Again, with great interest, I look forward to hearing from you. I can be reached at [phone number], or by e-mail at [e-mail address].

Sincerely,
Jon Rosales
**Curriculum Vitae**  
**JON ROSALES**

<table>
<thead>
<tr>
<th>Ph.D. candidate, Conservation Biology</th>
<th>Instructor</th>
</tr>
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<tbody>
<tr>
<td>University of Minnesota</td>
<td>LearnSD</td>
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<tr>
<td>Home Address</td>
<td>Earth Council-Geneva</td>
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<td>UNCTAD</td>
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<tr>
<td>E-mail Address</td>
<td>Geneva, Switzerland</td>
</tr>
</tbody>
</table>

**EDUCATION**

- **Conservation Biology**  
  Ph.D., Fall 2003 (proposed)  
  University of Minnesota, St. Paul, MN  
  GPA: 3.9  
  Dissertation topic: Political economy of United Nations climate change policy

- **Public Affairs**  
  Ph.D. program, 1998–2000 (transferred to the University of Minnesota)  
  School of Urban and Public Affairs  
  University of Delaware, Newark, DE  
  GPA: 3.9  
  Specialization: Technology, Environment, and Society

- **Public Affairs**  
  Master of Arts, June 1998  
  Hubert H. Humphrey Institute of Public Affairs  
  University of Minnesota, Minneapolis, MN  
  GPA: 3.9  
  Concentration: Technology, Energy, and the Environment  
  Secondary concentration: Foreign Policy

- **Economics**  
  Master of Arts, March 1993  
  Mankato State University, Mankato, MN  
  GPA: 3.9  
  Specialization: Ecological and International Economics
• **International Relations**  
  **Bachelor of Arts**, June 1987  
  **University of Minnesota, Minneapolis, MN**  
  Specialization: Diplomacy with emphasis on the Americas  
  Minor: Spanish

**TEACHING**

**Adjunct Associate Professor** (Winter 1995–present): College of St. Catherine, Minneapolis, MN. Teach in the liberal arts program within the Department of Nursing.  
Courses: Diversity in the United States; Global Issues; Diversity, Democracy and Social Participation

**Instructor** (Fall 2002–present): United Nations Conference on Trade and Development (UNCTAD) and the Earth Council-Geneva. Developed and taught multiple online courses on the Clean Development Mechanism (see [http://www.learnsd.org](http://www.learnsd.org)).

**Coinstructor** (Spring 2002): University of Minnesota, St. Paul, MN. Co-taught a course in the College of Natural Resources.  
Course: Sustainability Science Seminar: Focus on the Rio+10 Earth Summit

**Economics Instructor** (Fall 1993–Fall 1996): Brown Institute, Minneapolis, MN. Wrote curriculum and taught courses adapted to the goals of various programs.  
Courses: Principles of Economics, Business Math, Typing

**Economics Instructor** (Fall 1994): Anoka-Ramsey Community College, Coon Rapids, MN. Taught continuing education and Saturday special students.  
Course: Consumer Economics

**RESEARCH**

• **United Nations Conference on Trade and Development (UNCTAD)/Earth Council**
  **Position: Project Coordinator** (Spring 2002–present). Published Clean Development Mechanism (CDM) policy and project implementation guides, worked on e-learning project development for LearnSD.

• **Minnesota Department of Natural Resources, Science-Policy Unit**
Position: Research Specialist (Fall 2002–Summer 2003). Conducted field evaluations, research, and designation coordination for old-growth forests program, and engaged in science-policy research and formulation.

• Center for Urban and Regional Affairs, University of Minnesota
  Position: Research Assistant (Fall 2002–Summer 2003). Wrote and developed a marsh management plan for a regional lake.

• Water Resource Center, University of Minnesota
  Position: Research Assistant (Fall 2001–Summer 2002). Research on the cultural, economic, and health effects of eating traditional foods on the Fond du Lac Reservation in northern Minnesota.

• Minnesota Department of Natural Resources
  Position: Forester (Summer 2001). Conducted field evaluations for the DNR’s old-growth forests program.

• Minnesota Cooperative Fish and Wildlife Research Unit, University of Minnesota
  Position: Research Associate (Fall 2000–Spring 2001). Research on trout angler benefits including on-site interviews of fishers in southeastern Minnesota.

• Institute for Social, Economic and Ecological Sustainability, University of Minnesota
  Position: Research Fellow (Summer and Fall 2000). Research on regional economic indicators, regional effects of globalization, and local food production in southeastern Minnesota.

• Center for Energy and Environmental Policy, University of Delaware
  Position: Research Associate (Fall 1998–Spring 2000). Research on international and state energy planning; electricity restructuring; global climate change policy; urban environmental and ecological justice issues; as well as being a computer network manager.

• Humphrey Institute of Public Affairs, University of Minnesota
  Position: Research Fellow (Summer 1998). Gathered county data for land use report in Lake County, MN. Conducted citizen workshops on sustainable land use in Cook County, MN.

• Great Lakes Interdisciplinary Water Research and Policy Program, Humphrey Institute, University of Minnesota
  Position: Research Assistant (Fall 1997–Spring 1998). Gathered and assembled data for water pricing models and engaged in outreach to communities around the Great Lakes.
• American Indian Research and Policy Institute, St. Paul, MN
  Position: Research Assistant (Fall 1996–Spring 1997). Researched and met with tribal leaders from Minnesota; North and South Dakota; and Montana to catalog the threats to tribal sovereignty from the Congress, the courts, and states.

• Bureau of Business and Economic Research, Minnesota State–Mankato
  Position: Research Assistant (1990–92). Wrote and assembled monthly economic newsletter; reviewed documents for publication in quarterly journal; researched data for economic studies; served as a reference and administrator of an economic library.

PUBLICATIONS

REPORTS
“Finding Food in Farm Country,” with Ken Meter, for the Community Design Center and Institute for Social, Economic and Ecological Sustainability, March 2001.

Note the headings Jon uses to organize his CV. Compare these headings to those in the other CVs. Which categories do you find across the CVs? What new categories do you need to showcase your work best?

PAPERS
Plan B: “Expanding the Theoretical Parameters of Agenda-21 with Bioeconomics,” in fulfillment of the Master of Public Affairs Degree, Mankato State University, 1992.

PRESENTATIONS
• Society for Conservation Biology, 17th Annual Meeting, June 28–July 2, 2003, Duluth, Minnesota
Title: Creative Commodification: An Emerging Model of Environmental Management

- **Minnesota Department of Natural Resources**, Planner’s Forum, June 18, 2003
  Title: Climate Change Policy Convergence: United Nations and Minnesota Responses

- **Inaugural Conference of the U.S. Chapter of Ecological Economics**, June 11 and 12, 2001, Duluth, Minnesota
  Title: The Social Costs of Technological Efficiency

- **National Association of Science, Technology and Society** 15th Annual Conference, March 2–4, 2000, Baltimore, Maryland.
  Title: Beyond Techno-Fix: Renewable Energy as a Social Project

- **National Association of Science, Technology and Society** 14th Annual Conference, March 4–6, 1999, Baltimore, Maryland.
  Title: An Institutional Approach to Electricity Sector Restructuring: the Case for Consumer Aggregation.


**AWARDS**
- Doctoral Dissertation Research Grant, University of Minnesota (2002)
- Mark Haskell Award for outstanding Ph.D. student in political economy (2000), University of Delaware
- Alumni Student Scholarship (1997), University of Minnesota
- Meriam Scholarship (1982), University of Minnesota–Duluth

**PROFESSIONAL DEVELOPMENT**
Preparation Future Faculty workshops on job search and pedagogy

**PROFESSIONAL MEMBERSHIP**
International Society for Ecological Economics
Omicron Delta Epsilon Honor Society
Honor Society of Phi Kappa Phi
Harvard’s Forum on Science and Technology for Sustainability
Greenhouse Network
LANGUAGES
English: fluent
Spanish: competent

VOLUNTEERISM
– Board of Directors Vice President, Amigos de Corcovado, a Costa Rican conservation NGO
– YMCA, Minneapolis
– Urban Environmental Center, Wilmington, DE
– Christmas in April, Wilmington, DE
– Food drives, Park Methodist Church, Minneapolis, MN
– Wetland clean-up, St. Paul, MN
– Conference planning, Agenda 21: Sustaining the Earth Summit Conference

OTHER WORK EXPERIENCE
Ski Instructor, Fitness Instructor, Front Desk Clerk, Greenskeeper, Records Management, Tour Greeter, Courier, Chauffeur

ACTIVITIES
Ph.D. dissertation group coordinator; Energy and Environmental Policy Student Association President; Urban Affairs Student Association Ph.D. Representative; Economics Club President; Downhill Ski Club President and founder; marathon finisher

BIOGRAPHICAL
Place of Birth: Quito, Ecuador
Citizenship: U.S.A.

RELEVANT GRADUATE COURSEWORK
Environment
Population Policy
Energy Policy
International Organizations and the Environment
Pollution Prevention
Environmental Sociology
Politics of Environmental Protection
American Indian Perspective on the Environment
Ecological Anthropology
Ecology of Biosphere/Lithosphere Interaction
Resource and Environmental Economics
Readings: Human/Ecology Interaction
Climate Change Science Seminar
Conservation Biology
Social and Economic Aspects of Conservation Biology
Conservation Biology Seminar(s)
Readings in Ecology
Spirituality and Nature Seminar

Development
International Economics
Comparative Economic Systems
World Politics
Economic Development
International Political Economy

Science Studies
Technology and Society
Science and State
Technology and Development
Readings: Philosophy of the Enlightenment
Social Inquiry

Professional References
Dr. George Spangler
Professor
Department of Fisheries and Wildlife
University [NAME]
University Address
Phone Number
E-mail Address
Relationship: advisor and dissertation committee chair
Dr. David Bengston
Assistant Professor
North Central Forest Experiment Station
U.S. Forest Service
Address
E-mail Address
Relationship: dissertation committee chair

Dr. Mary Sue Simmons
Program Director
Program for Individualized Learning
College of Continuing Education
University [NAME]
University Address
Phone Number
E-mail Address
Relationship: research assistantship supervisor
25 November 2003
Comments to e-mail address

Statement on Research

My overall research goal is to serve as a connection between the natural and social sciences that inform environmental policy. Policy is informed by an array of social sources—science, culture, the economy, values, power, to name a few. I approach policy as a web of causality by focusing on a topic and moving outward into associated fields. This research approach necessarily requires collaboration and cooperation; one cannot become an expert in all associated fields, nor should one try. But one should be knowledgeable enough to know who to ask and where to find out information in the multiple disciplines.

I hope to continue research through such a web of interdisciplinary research, to build teams of students, academics, and professional in government or NGOs in addressing environmental problems. Of particular interest of mine is to continue research on climate change through collaborative partnerships with people involved with the United Nations Conference on Climate Change. An area of special interest to me and related to my research on climate change is research on the important connections between the UNFCCC and the Biodiversity Convention, both agreed upon at the Earth Summit in 1992. I hope to develop a research agenda that infuses biodiversity criteria with the climate change policy mechanisms.
I also anticipate working to construct local- and state-level environmental policies and initiatives that run parallel to global environmental policy frameworks. Such work has already been pursued in Minnesota where I am working with Department of Natural Resource managers who are interested in developing climate change policy that parallels and prepares the state for a national climate change policy framework that can be aligned with the Kyoto Protocol.
Sample Packet With Electronic Vitae for a Tenure-Track Position at a Research/Teaching University

We encourage you to imagine, if you haven’t already, how a digital CV or teaching portfolio may complement (or not) your application letter. Will your work be better showcased or more accurately presented in a digital environment? If so, pursue it!

An electronic vita should be full of color-coded hot links to articles, journals, organizations, and other supporting documents, as well as internal links that help the reviewer navigate within the vita itself. Reviewers should be able to click on the names of references and enable e-mail forms so they can contact them while they’re thinking about it.

An electronic vita can help highlight your more impressive work or special achievements while keeping the overall publications list organized and comprehensive. Consider dividing the extended publishing list into types of publications (books, articles, and so forth), while maintaining a chronological format in each grouping.

Alain-Philippe Durand
Assistant Professor of French, Film Studies, and Comparative Literature
Director, URI in Marseille
Web Address
Dept. of Modern and Classical Languages and Literatures
Phone Number

Home Address
City, State, Zip
Phone Number
E-mail Address
Date

Professor [NAME]
Search Committee Chair
[NAME] University
University Address

Dear Professor [NAME]:
I am writing in response to your description in the October MLA Job Information List for a position as Assistant Professor of French. The University of
Rhode Island’s dedication to undergraduate teaching and cultural studies offers the kind of working environment that I seek. I am currently completing my dissertation at the University of North Carolina at Chapel Hill under the direction of Professor Yves de la Quérière. Supported by a one-year position as Visiting Instructor of Romance Languages at North Carolina Central University, I will receive my Ph.D. in the summer 1999.

My dissertation, *Nouveaux espaces technologiques dans le roman français des années 1980 et 1990*, shows how a significant number of contemporary French novels are linked through their reflection of a society invaded and taken over by modern technological devices. The dissertation argues that the accumulation of technology in these works results in the apparition of new spaces that French anthropologist Marc Augé calls *nonplaces*. These are places involving circulation, entertainment, and transportation of people such as bus stations, super highways, airports, stadiums, shopping centers, or discotheques. The main objective of the dissertation is to define the functioning of these nonplaces as they appear in the selected contemporary novels.

In addition to my research, I am deeply committed to teaching at the undergraduate level. My experience and interdisciplinary background have prepared me to undertake the teaching duties described in your job announcement. I have six years of experience in teaching all levels of French language, literature, film, and culture. Although my dissertation focuses on the French prose of the 1980s and 1990s, my interest in interdisciplinary studies extends to sixteenth- and nineteenth-century French literature, and to film, francophone, cultural, and Latin American studies. In the spring of 1999 I will teach the senior seminar required of all French and Spanish majors at North Carolina Central University. The theme of this course taught in English will be the parallelisms of the search for identity encountered in contemporary Latin American and francophone literatures and films. In the future, I

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**Notice how Alain-Philippe contextualizes his dissertation in the second and third paragraphs and how he makes clear his commitment to and experience with interdisciplinary curricula.**

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*What role does technology play in your teaching and/or research? If it is central to your work, how have you made that clear in your cover letter? If you have experience teaching in environments rich with technology or in those where it is sparse, do you have a preference? What do you know about the technological tools available at the various campuses you are considering?*
wish to develop more interdisciplinary courses dealing with contemporary French, francophone, and Latin American culture, and film studies.

Furthermore, the mastery and inclusion of multimedia technology in foreign language teaching are primordial. In all my courses, I use various technological resources, including but not limited to audio, video, and computer tools. For instance, I designed a web page that is used as the base for all the courses. Finally, advanced students are encouraged to actively participate in the target language on e-mail listservs created for their class. This training in technology, as well as my background in Business Administration and interdisciplinary studies, increases my interest in teaching various courses, such as French for technology or business, and developing a strong program in French studies. One of the duties I enjoy the most, and am very successful at, is the recruiting of foreign language majors and minors. In addition, while at UNC-CH and NCCU, I developed several programs in cooperation with the Cultural Services of the French Consulate in Atlanta and of the French Embassy in New York. I organized the visits of French scholars and writers in North Carolina and I established an exchange program between my students at NCCU and college students in the Marseilles region in France.

I believe that my interdisciplinary background would make me an asset to your department and university. I would be glad to meet with you for an interview at the December MLA Convention or elsewhere at your convenience. Please find enclosed a copy of my CV and teaching portfolio. The UNC Career Services Office will send you the dossier containing the letters of recommendation. In the meantime, I can be reached at the above address and phone number. Thank you for your consideration. I look forward to hearing from you.

Sincerely yours,
Alain-Philippe Durand

Teaching Statement

When I was in my first year of graduate school, one of my professors who was being asked by a classmate if he had always wanted to become a professor of literature responded “But what else would I do?” Although I may never equal this professor’s impressive achievements, I share his feeling for teaching as an unremitting commitment, a vocation that imposes itself once and for all. As
Why did you choose to become a professor? As Alain-Philippe shares in his teaching statement, students may ask you this very question. We can assure you that by taking the time to craft a teaching statement, you are preparing yourself to answer that question—whether asked by students, faculty, or a dean.

There are several principles, concepts, and rules that I apply in my teaching philosophy and techniques. First, I never forget where I come from and what I liked and did not like about courses when I was a student. This allows me to think about strategies that will help the students. For example, whenever I prepare for a new course, I always ask myself: “what is something that I could do in the course that would seem extremely useful to the students and would push them to learn and be more motivated?”

Second, my experience as a student taught me that the more demanding and respectful I am of the students, the more they respect me and the more they learn. In other words, if I were to lower my standards, I would be labeled by the students as “easy,” and they would have no respect for me or for themselves. On the contrary, since I challenge the students by setting my standards as high as possible, not only are they grateful but they realize they can do a lot more than they initially thought. Nevertheless, in order for me to ask my students to work harder than they ever did, I apply the same rule to myself through solid preparation. I maintain a website with complete and detailed syllabi, I research and write all my lectures before coming to class and even rehearse them sometimes for advanced courses, I constantly push the students in the classroom, and I read their papers thoroughly and return feedback and corrections in a timely fashion (no matter how many students are in the class). In addition, I am available to my students around the clock by e-mail, and I try to answer any student’s e-mail within the hour or at least within the same day, including on weekends.

My teaching and my research are closely linked because they feed each other. The same way research for my books has resulted in the creation of a student who never wanted to leave campus life because of its great atmosphere, I feel privileged to make a living doing what I like most: reading, writing, watching films, and transmitting that knowledge to university students. My attitude toward teaching is the same that Marseille’s soccer fans have toward their team: “To commit oneself to teaching is to commit oneself, period.” I am indeed a true fan of my students. Consequently, regardless of the course (I have taught all levels at URI), I give my all, without reservation.
four new courses, including three senior seminars. Discussions and exchanges with students in these courses and others have inspired my writing. In addition, I believe in presenting the students with a practical aspect of everything they learn. It is especially important in literature because it shows the students how useful reading, writing, analytical skills, and the manipulation of fiction and reality are in any job. Consequently, I had the students of my FRN 412 senior seminar (Identities and Destinies in the twentieth-Century French Novel) design the official website of French novelist Marie Darrieussecq in collaboration with Darrieussecq, her publisher, and URI colleagues and students in Italian and Spanish for the translations of foreign versions. I continue to maintain and to update the site with students from other courses, such as FRN 310 in the spring 2003. The website was reviewed in several famous French publications such as Lire, making the students very proud of their accomplishments.

In the spring of 2001, I had the students of my French 412F senior seminar (Nonplaces in the Contemporary French Novel) participate in French in a public electronic forum on the web throughout the semester (http://www.network54.com/Hide/Forum/98816). Several of the novelists we read in class (Frédéric Beigbeder, François Bon, Annie Ernaux, Anne Garréta, François Maspero, and Jean-Philippe Toussaint) as well as literary critics and web masters from France participated and corresponded with the students on the forum. The prestigious French national newspaper *Libération* found out about our forum and published an article about it, quoting our students and URI, on May 7, 2001. The students presented the results of their research during a colloquium open to the public on May 4, 2001. Following the publication of the article in Libération, I received several messages from scholars and writers in France and in the United States, and URI President Robert Carothers mentioned my students’ work in his 10-Year Report. In the same vein, students from other courses organized Ciné Club sessions and a discussion on cultural diversity during Cultural Diversity Week on campus, and the paper Ms. Tina Sharp wrote on French novelist Michel Houellebecq in my CLS450S/HPR412P, “Comparison of Positivism and its Influence From Past to Modern Literature,” was published on the website of the association *Les Amis de Michel Houellebecq* (http://www.houellebecq.info/revues.php3).

*Notice how Alain-Philippe points to his commitment to inter-disciplinary studies by discussing his experience with requests to serve on dissertation committees.*
Finally, I take mentoring duties very seriously. I spend much time every semester motivating students psychologically and showing them that they can do anything if they apply themselves. Indeed, I am often astonished by the number of university students who look down on themselves. For example, some will say in class things like “I can’t do it,” “it is too much work,” or they will come without an assignment because the library was closed and they could not obtain a copy of the text on reserve, others will come to class without a book or even a piece of paper and sit by themselves until I notice it . . . My constant objective is to teach them to keep their heads up and to never give up. If the library is closed, I encourage them, contact everyone in the class until you find someone who can give you a copy, walk up to their room if you have to, leave messages for the professor, do every single thing you can think of, and tell yourself that no matter what you will have the work done. Instead of saying (and thinking) “I can’t do it,” say on the contrary “all right, this one is going to be a tough one, it is a challenge but I do not care how many hours it takes me, I am going to do this because I know I can.”

Another mentoring function that is one of the favorite aspects of my job is to serve as advisor or committee member for theses and dissertations. I am currently directing Ms. Cristina Ross’ M.A. thesis on Carlos Fuentes’ The Crystal Frontier and I have served and continue to serve on several committees for other M.A. candidates in Hispanic Studies and for Ph.D. candidates in English and Marketing. I am also directing several undergraduate Honors theses. In his latest plan, President Carothers states that URI is going to emphasize interdisciplinary cooperation on campus in the future. One of my objectives in the years to come is to teach advanced (possibly graduate) courses in the Honors, Comparative Literature, and Spanish/Latin American programs. For the moment, I have had to turn down graduate students from Communications Studies and English who have approached me to direct an M.A. thesis on hip-hop or a Ph.D. dissertation, since I was informed that the graduate school’s current academic guidelines prevent faculty members from directing theses or dissertations outside their own departments. It is my hope that the university’s future orientations and regulations will make such endeavors possible.
Teaching Portfolio

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1.3 Civilización y Cultura de Latinoamérica
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2.1 Univisión Questionnaire
2.2 French Literature Netseminar
2.3 Ciné Club
2.4 French Literature Questionnaire
2.5 Latin American Cultural Studies Colloquium
Appendix 3: Exams
3.1 Highlights of French Literature and Cinema (Final Exam)
3.2 Elementary Spanish 1 (Exam 1: chapters 1 and 2)
3.3 Elementary French 1 (Exam 2: chapters 3 and 4)
Appendix 4: Evaluations
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Philosophy of Language Teaching

My approach to teaching follows a “sender–receiver” model which is adapted in function to the level and subject matter of the courses I teach. This communicative model is central to the study and understanding of a foreign language, literature, or culture. The sender is the one who communicates knowledge and experience while the receiver assimilates these notions. Although the teacher is in charge of initiating this model by playing the role of the sender while the student is at first the receiver, the goal of effective teaching is to move rapidly into a situation where both teacher and student alternate in their roles, in three directions: teacher–student; student–teacher;
student–student. The key to the success of this teaching technique is to maintain an atmosphere in which teacher and students are all “listeners” in addition to being “senders” and “receivers.”

In the study of foreign languages, this model of teaching must be adapted depending on whether one teaches an elementary language course or a more advanced literature or culture class. Following, I illustrate my teaching approach by describing a typical day in elementary Spanish 1, and Highlights of French Literature and Cinema.

**Sample Language Teaching Content: Elementary Spanish 1**

All students at North Carolina Central University must complete at least two semesters of a foreign language as part of their general education requirements. These courses meet three times a week for 50 minutes. “Elementary Spanish 1” is the first of a two-semester, proficiency-based sequence to develop the four communication skills (listening comprehension, speaking, reading, and writing) and to explore culturally determined attitudes and behaviors. Beginning the first day of class, students cannot use any English and I speak Spanish 90% of the time, limiting my use of English to a few sensitive grammatical explanations. Moreover, I always encourage the students to raise their hands to participate (vs. waiting for me to call on them) and I reward them accordingly. I encourage the students to be enthusiastic and to actively participate. I tell students that they will undoubtedly make mistakes and get some answers wrong, but by consistently volunteering, they will eventually improve.

On a typical day, I start the course with a 10-minute “warm-up” to review in context the materials covered in the previous session. I use oral follow-up questions, a dictation, or other brief activities such as pointing at various things in the classroom or showing pictures to review a specific vocabulary theme. What is most important with the warm-up is to keep the activities brief and moving, trying to have as many students as possible say something.

The next 15–20 minutes are usually devoted to introducing the new material in the pages assigned for that day. Instead of just reading from the grammar explanations in the textbook, I prefer to use an approach requiring the collaboration and involvement of the students. To be successful, it is imperative that the students review and prepare in advance their previous day’s assignment. For instance, on the day we cover the difference between *ser* and *estar*, I ask the
students to not only read the explanations but also do in writing the various exercises on that topic in the assigned pages of their textbook at home before coming to class. This allows me to introduce the new grammatical concept mostly in Spanish. Consequently, I can start right away with oral questions (already familiar to the students) that will make clear the differences between the two forms of this verb in Spanish. I ask questions like “¿Cómo estás?” followed by “¿Cómo eres?” and so on. We conclude the introduction to the concept by doing together some of the exercises that were assigned in the book.

The last 20 minutes of the course are a good time for a specific group activity. In first semester, Spanish audio-visual and technological tools work well and are also a great means of introducing the students more extensively to the Hispanic cultures. For example, a popular activity in my class is to show commercials from the Hispanic television network Univisión. During this type of activity, the students are able to practice all four components of language learning. I split the students into groups of two, and I distribute a questionnaire based on the commercials they are about to see (see appendix 2.1). Then, I play the video tape several times asking them to answer the questions in Spanish. After the video, I circulate among the groups to listen, provide guidance, and remind them to speak only in Spanish. The same activity can be done with the textbook video, excerpts of films, or the Hispanic links on the course web page that I designed. The last part of this activity, which coincides with the last 10 minutes of the course, is a follow-up allowing us to answer the questions together. By the conclusion of the class, students have "received" all the new material I have "sent" them while practicing, recycling, exchanging with their classmates, and applying their growing knowledge of Spanish in context.

**Sample Literature and Film Teaching Content: Highlights of French Literature and Cinema**

“Highlights of French Literature and Cinema” is a survey course required of all French majors and minors at the University of North Carolina at Chapel Hill (see appendix 1.1). This course, entirely taught in French, serves as a broad introduction to the four genres: poetry, theater, prose, and cinema. The main objective of the course is to familiarize the students with literary and film analysis as well as provide them with a general presentation of the main French literary movements from the Renaissance to the twentieth century. As part of my course requirements, the students
must have an e-mail address to participate on the “Netseminar,” an ongoing, online forum discussing the texts and films analyzed in class (see appendix 2.2). In addition, students are organized into three groups of six and are in charge of organizing, on their own, a public evening session of the Ciné Club in cooperation with the Center for European Studies (see appendix 2.3).

The course itself meets three times a week for 50 minutes. For illustrative purposes, I will focus on the last of six sessions devoted to Calixthe Beyala’s novel Le Petit Prince de Belleville (1992). To prepare students for the class, I ask them to complete at home a questionnaire that we will use for every piece analyzed in class (see appendix 2.4). A couple days prior, I also assign one question that will start a “warm-up” debate on the e-mail listserv. For instance, I ask the students to discuss whether they think that Le Petit Prince de Belleville is a roman de femme(s) [a woman’s novel]?

Thus, by the time the students arrive in class, they have already started to think about and discuss the work and are ready for more comments and questions.

At the beginning of the session, I divide the students into small groups and I assign each group three questions from the questionnaire asking them to compare and discuss their findings. While the groups are working together, I circulate among them, listening to their input and commenting or reorienting the discussion when necessary. After 10 minutes or so, I open the discussion of the complete questionnaire to the whole class. My role during the discussion is to make sure that the students stay “on target” and that all of them participate in the discussion. I also follow up on the comments just enough to allow the students to reach their own conclusions. The last 10 minutes of the session are dedicated to a synthesis of the novel. At the end of this class, the students have reached a solid understanding of Beyala’s work and the communicative “sender–receiver” teaching approach has been respected in the three directions: students learned from the instructor; but most of all, they taught each other, and I learned from them.
Research Statement

Although I received my training and specialize in contemporary French literature, my research has always been guided by an interdisciplinary method. In addition to literary and cultural theories, anthropologic, sociological, and philosophical approaches feed my own analysis of literature and culture. The core that influences all my scholarly projects consists of a fascination for spaces and places; intertextuality; semiotics; modern technological devices and electronics; and the kind of popular culture that characterizes the extreme contemporary.

My main area of interest concerns the novel. While I published articles on Honoré de Balzac and Machado de Assis, I have focused more recently on contemporary novelists. My book, *Un Monde Techno. Nouveaux espaces électroniques dans le roman des années 1980 et 1990* [A Techno World. New Electronic Spaces in the Novel of the 1980s and 1990s], examines the invasion of contemporary society by technology, the mass media, and popular culture. In France, this phenomenon is reflected in the novels of a new generation of writers published in the last 20 years. I am concentrating in particular on the nature of these new spaces as it is clear that the invasion of technology in the contemporary society has created a new environment that French anthropologist Marc Augé calls “nonplaces” in his book *NonPlaces. Introduction to an Anthropology of Supermodernity* (Verso, 1995): “installations used for the accelerated circulation of people and goods (urban expressways, interchanges, airports) as well as the means of transporting themselves or the big malls and commercial centers, or even the transitory camps where are parked the refugees around the world” (48). Prefaced by Augé himself, *Un Monde Techno* defines the nonplaces as they appear in French contemporary prose. My analysis shows that nonplaces share three characteristics. First, they are always the center of extreme, overamplified, deafening noises. Secondly, in the nonplaces, the traditional means of expressions have disappeared and have been replaced by commercial slogans and billboards, sound jingles, and other electronic devices. Finally, nonplaces are characterized by the reduction of space. A great number of contemporary French novels take place in a global village, an environment where big megalopolis such as Paris, London, and New York all look alike.

My research for *Un Monde Techno* coupled with my work at Duke with Fredric Jameson, and the reading of more postmodern theorists such as Jean
Baudrillard, Pascal Bruckner, Umberto Eco, Alain Finkielkraut, Donna Haraway, Jean-François Lyotard, and Paul Virilio, resulted in several other publications and projects. For instance, I applied the nonplace theory to the ambivalent space of immigration in an article dealing with Cameroonian author Calixthe Beyala’s novel *Le Petit Prince de Belleville* [The Little Prince of Belleville]. Furthermore, in response to the URI Multicultural Center’s invitation to give a presentation on rap music in France, I was intrigued by how the appropriation of both spaces and modern technologies is central to the entire hip-hop culture. After realizing that France is the second largest market for rap music in the world (behind the United States) and that no book entirely devoted to francophone hip-hop culture existed, I decided to edit a volume on the topic. I was honored and pleased to obtain interdisciplinary chapters (and a foreword) by the leading scholars in the field from both sides of the Atlantic. The book has been a resounding success, the result of which is that I have received much interest from several publishers and invitations to make formal presentations at university campuses and at conventions (Denver, Euromed Marseille, CCRI, U of Wisconsin Madison, Villanova . . .).

Postmodern theorists have also had an impact on my interest in French cinema. Many of the themes that interest me in the French novel of the last 20 years are found in contemporary French cinema, particularly in the *Cinéma du look* period of the 1980s. This is why I pay close attention to films by directors such as Luc Besson and Jean-Jacques Beineix, and why my long-term projects include writing an article on Besson’s *Subway* and comparing Jean Renoir’s French Cancan (1955) with Baz Luhrmann’s *Moulin Rouge* (2001).

My first years at URI have only increased my inclination toward comparative literature. I published an article showing the influence of Frenchman Bernardin de Saint-Pierre’s *Paul et Virginie* on Brazilian Machado de Assis’ *Helena*. But it is my encounters and collaboration (in designing Honors comparative literature courses or directing/participating on thesis/dissertation committees) with the following colleagues that are shaping my future scholarly projects: Robert Manteiga and Clement White in my department; Galen Johnson at the Honors Program; and Naomi Mandel, Jean Walton, Stephen Barber, John Leo, and Valerie Karno in the English department.

Since my arrival at URI, I have become ever more interested in a group of novelists who are attracting much attention, success, and often controversy,
all around the world. They include: Frédéric Beigbeder, Marie Darrieussecq, Virginie Despentes, Michel Houellebecq, and Catherine Millet in France; Don DeLillo, Bret Easton Ellis, and Chuck Palahniuk in the United States; Douglas Coupland in Canada; Mian Mian and Weihui in China; Eimi Yamada in Japan; Lucía Etxebarria in Spain; Viktor Pelevine in Russia; or Jacinto Lucas Pires in Portugal. Consequently, I am currently thinking, in collaboration with Naomi Mandel, about a book project dealing with contemporary novels that have been the center of public scandal upon their publication and have become international best sellers. The objective is to decipher the universality of these novels’ style and themes, the reasons behind their success, and the fierce debates they provoked. One of the reasons for the international recognition of these works is the fact that all their authors are often classified as writers of “hip literature,” that is, a literature connected to the contemporary extreme. These novelists depict a hyper real, often apocalyptic, world progressively invaded by popular culture and dominated by electronic devices. The novels’ main characters are irremediably attracted to an increasingly impersonal environment. These characters become cyborgs, creatures in-between (hyper) reality and fiction, and asexual bodies that depend on machines, drugs, and pills for their survival, when they do survive. Because these novelists do not avoid any taboo, their literature redefines the concept of ethics, in particular, in its relation to violence.

I will participate, in the spring of 2004, in a panel organized by Naomi Mandel on “Violence and Ethics” at the annual meeting of the American Comparative Literature Association (ACLA) at the University of Michigan. I will present a paper on an article in progress dedicated to a comparison of Beigbeder’s latest novel, Windows on the World, in which he imagines what happened in the restaurant located on the one hundred and seventh floor of the World Trade Center on September 11, 2001, and Who Killed Daniel Pearl?—French philosopher Bernard-Henri Lévy’s detailed account of American journalist Daniel Pearl’s kidnapping and execution in Pakistan in January 2002.
Sample Resume for a Non-Faculty Academic Position

Melanie Seymour
Address City, State, Zip
Phone Number
E-mail Address

Objective
My objective is to find a challenging academic library position that also encourages publication and research.

Competencies and Skills
• Strong research and analytical skills are demonstrated by the annual appraisal of approximately 5,000 diverse parcels in the City of Suffolk and through graduate work.
• Ability to handle difficult situations with tact and diplomacy is demonstrated by the nature of taxation-based employment.
• Fluent in Microsoft Excel, Microsoft Word, Microsoft Outlook, and A Plus, familiarity with basic web page development, Microsoft Access, Microsoft PowerPoint, and SPSS.

Stating your professional objectives is a key feature of a resume and is not typically found on academic CVs.

Education
• Currently enrolled in North Carolina State University’s Ph.D. program in public administration (expected graduation, May 2006)
• Currently enrolled in the Master of Library and Information Science program at the University of North Carolina-Greensboro (expected graduation, December 2004)
• MPA, Old Dominion University (2001)
• BA, Economics with a minor in Real Estate Finance, Cum Laude, Old Dominion University (1990)
PUBLICATIONS

PAPERS PRESENTED

CONFERENCE PARTICIPATION

LECTURES
“Gender and Athletics.” North Carolina State University, Political Science 418, 10-16-2003.

Depending upon the university/college position to which you are applying, you may choose to list your publications, presentations, and lectures. If you choose not to list them but want to acknowledge them, you may create a section on your resume entitled Publication, Presentations, and Lectures. Under the heading you may write, “Full list available upon request.” Doing so saves spaces on your resume while making clear that you have accomplishments in these areas.
CURRENT RESEARCH

• I am currently researching public opinion on gender and how it influences the development of public policy. This research is being done in conjunction with my dissertation.
• I am also performing research on the development of athletic competition policies.

ACADEMIC HONORS

• Beta Gamma Sigma
• Pi Alpha Alpha
• Phi Kappa Phi
• 2001–2002 Graduate Fellowship, North Carolina State University, College of Humanities and Social Sciences
• 2003–2004 Diversity Grant, North Carolina State University, Graduate School

PROFESSIONAL MEMBERSHIPS

• American Library Association
• American Political Science Association
• American Society for Public Administration
• International Association of Assessing Officers

EMPLOYMENT HISTORY

2003–2004: Graduate Assistant, University of North Carolina at Greensboro (part-time). Job Duties: Assist in the development of a grant proposal concerning librarian recruitment. Primary help consisted of data collection, literature review, and budgetary assistance.

2003: Tutor, North Carolina State University Athletics Department (part-time).
Job Duties: tutor student athletes in political science, history, research methods, and economics. Monitor academic progress of athletes.

Job Duties: basic student instruction, grade assignments, assist in course development.

Courses assisted:
Political Science 101, Internet Research
Political Science 102, Data Analysis
Political Science 103, Web Page Design

Briefly describing job duties or accomplishments is a typical feature in resumes.
Public Administration 515: Research Methods for Public Administrators (taught SPSS lab)


ACADEMIC INTERESTS
- Library Science
- Public Opinion
- Political Science
- Economic Development
- Real Estate Development
- Gender Studies

GRADUATE AND UNDERGRADUATE COURSE HIGHLIGHTS
Accounting (six hours)
Anatomy of the City
Economic development (12 hours)
Finance
Gender and public policy
Investment analysis
Legal information sources
Library and information science
Library management
Macroeconomics (nine hours)
Management (six hours)
Microeconomics (six hours)
Negotiation and dispute resolution
Nonprofit management
Organizational theory (six hours)
Personnel
Policy analysis (six hours)
Political science (six hours)
Program evaluation
Public administration and law
Quantitative methods
Real estate
Real estate appraisal
Research methods (six hours)
Statistics (eight hours)
Urban economics

References available upon request.
Given this book’s focus on the academic job search, a corporate resume may be unexpected. If you decide that a nonacademic job search is an appropriate next step, you’ll need to rethink the presentation of your credentials for corporate eyes. Below is an example of a corporate resume. See chapter 5 for another sample corporate resume along with a discussion of its features.

Curriculum Vitae

CHERYL REED

[Street Address]
[City, State Zip Code]

drcreed@cox.net
Phone Number(h)

EDUCATION AND CREDENTIALS

Ph.D. in Literature, 1996 – University of California, San Diego (UCSD), La Jolla, California
Dissertation Topic: “Spirited Discourses”

Master of Arts in Literature, 1994 – University of California, San Diego (UCSD), La Jolla, California
Thesis Topic: “Reading First-Person Accounts of Child Abuse”

Bachelor of Arts in Writing Theory and Pedagogy, 1991 – University of California, San Diego (UCSD), La Jolla, California
Awarded Honors with Highest Distinction

KEYWORDS: Curriculum development specialist, curricula, college writing professor, college writing, training programs, instructional manuals, academia, non-profit organizations, NPOs, research, research institutions, research organizations, subject matter experts, SMEs, programs, educational, educational initiatives, grantsmanship, grant writing, grant proposals, communications, adult learning, adult learners, community college, university, writing theory, pedagogy, learning communities, health research, nursing, research analyst, grant responses, specifications, research findings, regulatory compliance, staff development, assessment tools, instructional design, teaching methodologies, teaching tools.
PROFESSIONAL EXPERIENCE

SAN DIEGO COMMUNITY COLLEGE DISTRICT, San Diego, California

Assistant Professor of English, January 2007 to Present
Deliver developmental and college-level writing instruction for adult learners from culturally diverse backgrounds and of varying skill levels. Actively involved in departmental and campus instructional initiatives, including the Basic Skills Initiative, Learning Communities, instructional support services, writing portfolio assessment, campus publications. Serve as one of the department’s faculty liaisons for writing tutors.

• Appointed to the Academic Affairs Advisory Work Group, Personal Learning Assistance Center
• Active member of Curriculum Committee and Technical Review Committee, which ensure program compliance with state requirements and with current and pending transfer agreements with 4-year colleges (invited to serve as Chair)
• Designed and implemented pilot intervention program for students failing gateway course and ineligible for transfer-level classes.
• Created and launched Learning Community pairing teachers and students across disciplines to promote strong learning outcomes
• Faculty Advisor to the Personal Learning Assistance Center (Fall 2008-Spring 2009)
• Basic Skills Developmental Writing Coordinator (Spring 2007)
• SDICCCA Intern Mentor (Fall 2007 – Spring 2008)

MTS / NAVAL HEALTH RESEARCH CENTER, San Diego, California
Curriculum Specialist / Research Analyst, May 2001 to October 2006
Partnered with nurse researchers to evaluate, design, and implement educational and program interventions to improve patient care. Liaised with team of Subject Matter Experts (SMEs) in fields including nursing, psychology, statistics, and military hierarchy to evaluate existing programs and technologies, develop new projects, and publish research findings and training materials. Team-authored and administered medical surveys, ensuring compliance with Human Subject regulations. Collaborated with medical equipment vendors to describe specifications and capabilities of equipment redesigned for use in crisis situations.

• Organized material for 100-page grant responses submitted by teams of 5 or more researchers.
• Designed comprehensive training curricula for military medical workers and Navy enlisted personnel.
• Administered and documented performance of state-of-the-art, web-based assessment tool developed to assess mental capabilities before and after possible brain injury.
• Teamed with SMEs to evaluate ships’ medical facilities and the efficacy of telemedicine interventions.
• Granted “Secret” level federal security clearance.

PENN STATE UNIVERSITY, Hazleton, Pennsylvania

Assistant Professor of English / Faculty Development Coordinator, June 1997 to June 1999

Actively involved in departmental and campus instructional initiatives, including curriculum development, campus planning, and program design. Taught 100 students each semester, assisted in student orientations, and assessed / recorded grades. As Faculty Development Coordinator, compiled and disseminated web links to upcoming conferences, calls for papers, publishing opportunities, awards, grant opportunities, teaching workshops, and campus resources. Authored winning grant proposals; reported progress upon grant-based projects.

• As member of Instruction and Advising Committee, developed faculty peer review system for evaluation of instruction, a three-tiered system including peer training / assessment, faculty mentoring, and portfolio building later adopted as a model by several two-year campuses.
• Instrumental in developing 5-year plan for campus development as member of Executive Board of the Academic Senate and invited member of Academic Task Force.
• Proposed, implemented, and filled department’s first Faculty Development Coordinator position, an initiative subsequently adopted by other state satellite campuses.
• Served as consultant regarding writing components and hiring decisions for new business degree.
• Contributed to several departmental and university committees including hiring committees and Faculty Senate’s Executive Committee.
• Designed, procured grant monies for, and implemented pilot classes incorporating computers in classes for “at risk” students.
RESEARCH AND EDITORIAL ACCOMPLISHMENTS
Senior Research Fellow / Curriculum Development Specialist, TEACHERS WITHOUT BORDERS, (2001 to Present)
In volunteer position, coordinate, revise, and edit materials from international contributors for non-profit organization providing professional development support to a global community of teacher leaders.
- Synthesized material from multiple international contributors for a web-based foundational course in teaching methodology, the “Certificate of Teaching Mastery”
- Requested to serve as Editorial Board Chair of organization’s proposed peer-reviewed journal.

Review submissions and provide revision suggestions to authors / teachers. Design calls for papers; evaluate submissions for content and relevance. Create “special issues” highlighting current topics in field.

Proposals & Publications Coordinator / Project Consultant, EDVISION CORPORATION (2000 to 2001)
Consulted on product content and grant proposals for a small company that designed curriculum development and assessment software. Described products, training, services, and technical specifications; projected budgets for local or district adoption of products.
- Coordinated team responses to state and regional grant opportunities (RFPs)
- Devised 3–5 year plans for installation, training, and implementation of district-wide curriculum reform.
- Served as content reviewer and quality control for web-based reading proficiency assessment tool.

Bibliographer, CONFERENCE ON COLLEGE COMPOSITION & COMMUNICATION (1996 / 1997)
Summarized articles published in target journal over the period of a year for inclusion in an annual bibliography.

ADDITIONAL TEACHING EXPERIENCE
Armstrong Atlantic State University / Savannah Technical Institute / Ogeechee Technical Institute, Writing & Reading Instructor (1999 to 2000)
UCSD Writing Programs, Teaching Assistant (1991 to 1994)

SELECTED PUBLICATIONS (COMPREHENSIVE LIST AVAILABLE UPON REQUEST)

Corporate Assignments:
(with Ted Melcer, Britt Bohannan, Ralph Burr, Tom Leap, and Bob Jeschonek). Test and Evaluation of Medical Data Surveillance System at Navy and Marine Corps MTFs, Naval Health Research Center (NHRC) TR 03-14, June, 2003. Print.
(with Ted Melcer and Britt Bohannan). Test and Evaluation Plan for the Medical Data Surveillance System (MDSS), Naval Health Research Center (NHRC), August 2002. Print.
(with Ted Melcer, Britt Bohannan, and Chris Strychacz). Training evaluation materials for the Medical Data Surveillance System (MDSS) user training, Naval Health Research Center (NHRC), August 2002. Print.
Books:

Electronic:

Selected Articles:


“Bibliographic annotation of *Journalism and Mass Communication Quarterly*, 73.1, 73.2, 73.3, 73.4,” CCCC Bibliography of Composition and Rhetoric, 1997. Print.


**Textbook Reviews:**


Review of proposed textbook for Basic Writing students, *Untitled*, Bedford St. Martin’s, Summer 2008.


**SELECTED PRESENTATIONS (COMPREHENSIVE LIST AVAILABLE UPON REQUEST)**

“Class is like... Analogies and Creators,” On Course National Conference on Innovative Learner-Centered Strategies for Promoting Student Success and Retention Across the Curriculum, Los Angeles, CA, Spring 2008.

(with Dawn Formo). “Workshop on the Faculty c.v.,” Job Search Seminar, California State University (San Marcos), February 2004.


(with Dawn Formo). “Strategic Rhetoric for Faculty Job Candidates,” Job Search Workshop, California State University (San Marcos), February 24, 2001.

“Opportunities for Writers in Corporate America,” Career Options Workshop, California State University (San Marcos), December 7, 2000.

“A Writer Looks at Grammar,” Guest lecture for Professor Tom Lavazzi, Savannah State University, July 21, 1999.


Chair, “Dis/ability and the Basic Writing Classroom,” Central New York Conference on Language and Literature, Cortland College of the State University of New York, October 18–20, 1998.


Research in Composition,” Penn State English Conference, State Col-
“Just Listening: Neuropsychobiology and Autobiography.” Re-covering the
Past. 9th Annual Conference, Department of Romance Languages and
Literatures, Binghamton University, April 17–18, 1998.
“Technology's Dark Side.” Teaching in the Community College Online
Conference, April 7–9, 1998.
“Reading the Labels: Ways to Explore the Keirsey Website.” Conference on
College Composition and Communication (CCCC), Computer Con-
“Dis/Connections: www.BasicWriters.help!” Conference on College Compo-
sition and Communication (CCCC), Computer Connection, Chi-
“Autobiography and Neuropsychobiology.” Conference on College Compo-
sition and Communication (CCCC), Research Network Forum, Chi-
“Probing Technology's Dark Side.” Mid-Atlantic Alliance for Computers
“Workshop on Interviewing for Faculty Positions.” Feminism and the Acad-
emy: Building Bridges to the World Outside, Columbia University, Oc-
(with Claudine Keenan). “Options for Teaching with Technology,” Fall Con-
ference, Penn State University, September 18-19, 1997.
“The Silicon Ceiling: Technology, Literacy, and the Community College
Student.” Conference on College Composition and Communication
(CCCC), March 27–30, 1996.
“Making the Graduate Experience Legible on the Academic Job Market.”
Conference on College Composition and Communication (CCCC),
“Re-imag(in)ing The Writing Instructor (a.k.a. Tutor).” National Writing
Centers Association Conference (NWCA), April, 1994.
“Projecting Real World Audiences.” University of California Council of Writ-
ing Programs, November, 1993.

RECENT PROFESSIONAL TRAINING
San Diego Miramar College Teaching Institute (12 seminars, 2008 to 2009)
Interactive Learning (2009)
Teaching & Learning Strategies for Millennial Students (2008)
Articulation & Course Approval (2008, 2009)
Basic Skills Forum (2008, 2009)
Enhancing Student Success (2 sessions, 2007)

PROFESSIONAL ASSOCIATIONS
On Course (Community for Innovative Teaching & Student Retention)
Teachers Without Borders (TWB)
American Federation of Teachers (AFT)
UCSD Alumni Association
Foundation for Women (FFW)
With this appendix, we have included an extensive list of books and resources to assist you in your job search. In many cases, we have provided descriptions of the book’s or material’s focus. We are hopeful that our descriptions will help you find just what you need as you prepare for your job search. Happy reading!

**Academic Careers**

If you’ve gotten this far in *Job Search*, you are likely applying for positions in a particular field. You may find this list of resources helpful as you think about the range of colleagues you may be joining at your new institution. You may also want to take a look at what these resources have to say about preparing for academic work in your particular field. Or... if you are considering a shift from a faculty to administrative position, there are resources for you to consider here, too.


**Academic Mysteries**

Not surprising, it wasn't difficult to update our academic mystery list for our second edition. Our profession seems to generate quite a bit of angst. Enjoy,
escape, then use these to imagine search committee members as complex human beings whom you’re meeting in the midst of their own dramas. Descriptions are taken from book flap descriptions and promotional materials.


Freshly minted Ph.D. Sarah Deane is hired to teach English at Miss Merritt’s, only to land in the epicenter of legendary French professor Grace (“Mme Guiltotine”) Carpentier’s reign of terror. Mme’s peckish passion for excellence has inspired universal fear and loathing.

A student discovers Mme’s hanging effigy. Then Sarah finds a bludgeoned body wearing Mme’s trademark cape. But the victim is not Mme. Is it a case of mistaken identity? It’s up to Sarah, raided by her husband Alex, to find the killer before he strikes again—while the prime suspects, three fractious students, and three furtive professors, follow her every move.


Murder and scandal rock a prestigious university in Brookline, Massachusetts. Dr. Katherine Adams, chairperson of the Molecular Biology Department, finds herself a target for murder. Homicide detective Sean Reilly wades through unfamiliar academic territory to unravel an elaborate espionage scheme gone awry. His personal interest in Katherine Adams challenges his disdain for university people and forces him to join forces with the FBI to catch the killer before he strikes again.


The life of scholarly contemplation enjoyed by the Fellows of Sheepshanks College, Cambridge, is shattered when the Pryevian Librarian collapses and dies at High Table owing to a slug of arsenic in his port, and the recently discovered holograph copy of Shakespeare’s earliest poem, “Cupid and Psyche,” is found to be missing from the college library. John Saltmarsh, a Sheepshank’s Fellow and closet writer of detective novels, sets out to solve these conundrums. The waters are further muddied by a rapist who stalks the streets of Cambridge in an academic gown.


Every era must have its object of satire, and at the end of the 20th century, New Age philosophy and practice is it. In D. J. H. Jones’s *Murder in
the New Age, protagonist Nancy Cook, a Chaucerian scholar, wields her sharp analytical brain like a scalpel as she dissects the most cherished beliefs of the New Agers with whom she shares the rent while on sabbatical in Santa Fe. However, when affirmations turn to murder, the good professor finds herself putting her scholarly methods to an entirely different use. If one occasionally wonders why Cook stays—or why the New Agers would have her—that quibble is soon forgotten in the flurry of satirical bon mots and sly assaults on fuzzy, feel-good thinking that accompany Nancy Cook’s amateur sleuthing.


All is not well at Cambridge University’s St. Ethelreda’s College. The head of the English Department is dead, and Professor Cassandra James is appointed the task of running the department. Faced with the choice of whipping her underperforming colleagues into shape or losing the much-needed funding for the program, Cassandra resigns herself to the challenge. However, when she stumbles upon the former head’s private papers and realizes that the death was no accident, Cassandra is forced to use her academic expertise of solving obscure literary puzzles for a very different purpose: tracking down a killer.


In Raphael’s disappointing fourth book featuring untenured professor and amateur detective Nick Hoffman, Juno Dromgoole, an English professor at the State University of Michigan, wants to find out who’s been harassing her with anonymous phone calls urging her to “Get out!” and to become chair (the “alpha bitch”) of her department. So she turns to her colleague Nick for help. The Glock-owning Juno hardly seems to need Nick or anyone else; she’s got more balls than 99% of her colleagues, whom she dismisses as “a bunch of whiners and weasels.” This dysfunctional tribe of academics represents the possible suspects, and while several are clearly capable of a threatening phone call, none seems to have the guts or the motive for the (mildly) escalating violence. Raphael pads the story with other conflicts:

1. Will Nick get tenure?
2. Should he buy a gun of his own?
3. Is he attracted to the Amazonian Juno?
(Not a trivial question for a gay man in a committed relationship.) It would take a more resourceful, less ambivalent hero to rescue Juno or this thinly plotted novel. Nick is almost as annoying as his petty, inarticulate colleagues. Their heated debates are more reminiscent of playground squabbles than intellectual disputes. Satirizing the academic world is one of the author’s big themes, but it’s a tired premise in this inexplicably titled book. Raphael doesn’t generate enough narrative momentum or suspense to hold the reader’s interest as the novel grinds to its abrupt, unsatisfying ending.


Studying at the (fictional) State University of Michigan can be murder—at least in Lev Raphael’s brittle, bright, and brash books about Nick Hoffman. Hoffman teaches in the university’s EAR (English, American Studies, Rhetoric) department and is very popular with his students. However, he has just turned 40 and is seriously worried about getting tenure. Also, his supervisors tend to view him as an under-published scholar, and, with some justification, a walking crime zone. The truth is that Nick attracts murder like a magnet. This time out, a student named Jesse Benevento—son of a history professor—is stabbed to death before Nick’s very eyes during a campus riot. Nick and his novelist lover, Stefan Borowski, are sucked into a case that turns even uglier when a second murder occurs. As Nick struggles to solve the murders, his colleagues whine and bicker, a graduate student stalks him, and more violence erupts on campus.


Nick Hoffman, the crime-solving Edith Wharton scholar who’s starred in three previous mysteries by Lev Raphael, still doesn’t have tenure. His boyfriend Stefan’s position in the English department at the State University of Michigan is a little more secure, but Stefan’s career as a novelist is stalled in traffic, and the appointment of the gratuitously nasty Pulitzer Prize-winning writer Camille Cypriani—“a cross between Anita Brookner and Judith Krantz”—to a newly endowed chair in the department isn’t doing much for their relationship. But that may also have something to do with the strange attraction that Nick, who’s never been sexually interested in women, suddenly feels for Juno Dromgoole, the outsized and outrageous professor who’s counting on his support in her quest for chairmanship of the department. The English and Rhetoric faculty are already in an uproar over downgrades
in status and pay, and on the heels of Camille’s controversial appointment, a rumor that a new department of “White Studies” is in the offing sweeps the campus, further highlighting the intense rivalries and petty politics of the university. Then Camille is strangled with a leopard-print scarf that looks suspiciously like Juno’s, and Nick’s own life is threatened. It falls to Nick’s cousin Sharon, a plucky woman whose problems are a lot graver than academic infighting, to point him in the right direction and wrap up the somewhat muddled plot. Raphael is fast with the wisecracks and heavy with the references to pop culture. He’s clearly spent a lot of time watching slasher movies and reading suspense thrillers, which fits neatly with the oversubscribed class Nick teaches on the mystery novel but detracts from the narrative’s pacing. It may be time for Raphael to take Nick out of the ivied halls and put his smarts to work in another setting. But if murder in the groves of academe is your thing, consider Little Miss Evil as an extra credit assignment.

—Jane Adams


It’s winter, but academic madness is in full bloom at the State University of Michigan. Untenured English professor Nick Hoffman is trying to keep out of the line of fire as three senior professors battle to be department chair—all of whom hate each other and demand Nick’s support. The situation implodes when an emergency meeting turns the department, and normal academic procedure, upside down. In an intense atmosphere of mounting crisis, Nick and his colleagues lose rights and autonomy, and he is desperate for a quick getaway. Nick’s partner, Stefan, suggests an idyllic week at a Caribbean Club Med. The island of Serenity, however, proves to be anything but serene. Once again, Edith Wharton scholar Nick Hoffman, who grew up in New York City without even being mugged, finds himself face-to-face with murder. His winter vacation in paradise becomes a nightmare as he learns the truth of the warning that You can run, but you can’t hide. And on a tiny island, there’s nowhere even to run.


After surviving the Communist takeover of his native Hungary and emigrating to the United States Gabor Szikszay-Farkas knew the kind of life he wanted for himself. A talented engineer and surveyor, with ample experience, he was determined to follow in the family tradition and teach at the
University level, which would also allow him the time and flexibility to build and maintain an independent professional consulting business on the side. His first attempts of attaining his goals were thwarted, but when he was, unexpectedly, offered an assistant professorship in the Civil Engineering Department at a Technological Institute in the East, the opportunity to set down roots and realize his dreams presented itself. Moving from Ohio in a small caravan comprised of two cars, with his family Gabor arrived in the northern Massachusetts city of a Technological Institute just in time to begin the academic year. In his Diaries, the Maverick Professor recounts how, despite departmental infighting and an array of personal challenges, (including a large dose of discrimination) the author (and narrator) managed to secure a tenured position on the faculty, build a lucrative land surveying business in tandem with developers, raise a family and enjoy a few discrete dalliances with lady friends – all the while fighting to keep his eyesight threatened by disease. The Diaries of a Maverick Professor is a vigorous and candid memoir of a unique man with the verve and intelligence to live life on his own terms, written in a spontaneously energetic voice that is constantly engaging.

**Business Interviewing Guides**

Since the majority of these business self-help titles are available in university and public libraries, you can consult them without investing large amounts of money. Your real task here is to wrest them out of the hands of the undergraduates during key clinches in the job search cycle.


SUGGESTED READING AND RESOURCE LIST


**Community College Tenure-Track Searches**


This source is a basic statistical account of faculty positions in higher education. It reports that only 54 percent of faculty hired between 2001 and 2003 were hired for full-time positions, and 35 percent of full-time college teachers were not tenure-track faculty.


This article focuses on the gap in the community colleges’ upper-level positions (namely presidents and provosts) that will be left by retiring baby boomers. The author points to the difficulty community colleges are experiencing recruiting qualified people away from the private sector where, Farmer says, the pay is significantly higher.


This article is basically a story of an economics professor’s job search. While this source is certainly not like the others, it does have some discussion of the competition within the field and the unreliable hope of securing a faculty position.


This article presents a study conducted in the state of Washington among its community college faculty. The study concluded that most faculty members preferred full-time positions, but eventually become discouraged in this pursuit. This source may not warrant a bibliographic entry, as it only examines one state’s community college system. It does, however, hold
some value in its discussion of the ways in which part-time faculty work within a system that denies them full-time appointments.


This article discusses the possibility of creating a two-tiered system in the college and university systems. The authors propose adapting faculty positions that are full-time appointments with benefits but would not be tenure-track positions. I include this article in this list for its brief but critical assessment of the state of non-tenure-track faculty in English and Writing departments in universities and community colleges. The authors point out the degree to which non-tenure-track faculty members are alienated from committees and other forms of community service. These faculty members do not represent the institution and so must be evaluated by tenure-track faculty. The authors propose that introducing a two-tiered system would better incorporate non-tenure-track faculty into the institution and provide benefits and awards similar to their tenure-track counterparts.


This source discusses the job search in the field of education and the shortage of qualified teachers with terminal degrees.


This article discusses the hiring trends for tenure-track faculty positions in the sciences and humanities from post WWII to the present. Youn points to the recent trend of hiring part-time, non-tenure-track faculty to fill many of the teaching positions as creating an imbalance in higher education. In higher education, divergent career lines are becoming sharper and even more separate, which leads to an even greater inequality within institutions for faculty rewards and benefits.

**Faculty of Color**


This source is an interview with the vice provost of Penn State. It contains some insight into the administration's perspective on faculty of color successfully securing tenure.

This collection of essays details the issues that women who cross borders must confront in their academic lives. The book explores the academic lives of transnational African women academics, Asian women scholars in the United States, and immigrant scholars entering the American academy.


Using critical race feminism, the authors examine the experiences of women of color in the academy as they confront the dominant culture of their institutions. As this book traces the journey from obtaining the degree to scholarly work, it interrogates the many dimensions of racism and oppression that exist within the academy for students, teachers, and scholars.


The primary aim of this book is to discuss the future of higher education as it encounters current globalization trends and modern multiculturalism. Focusing on the administration and faculty, the author calls for a change in curriculum and policy initiatives that he shows will enable the academy to adequately represent and uphold a diverse student body.


This article summarizes a survey tracing job satisfaction. Although the title of the article seems to address only junior faculty, it actually discusses the rate of satisfaction for faculty members of color versus white faculty members, and female faculty versus male faculty overall job satisfaction.


This collection examines the disproportionate number of Latinas/os in faculty position and graduate studies. By tracing the educational steps from grade school to university, this collection focuses on the issues and personal experiences Latina/o students face as they navigate academia.

This collection discusses the issues of discrimination and overall representation of Latina/o students and faculty in higher education as the nation's
Latino population increases but these increasing numbers are not reflected in academia. This book argues that opening academic avenues to Latina/o populations will ensure their presence and participation and economic advancement in American society.


This book highlights the issues of affirmative action in higher education as they enable underrepresented students to successfully navigate academia. Building on empirical research, this book argues that the attacks on affirmative action are unwarranted and these policies do work to promote and maintain diversity in higher education.


This book examines the diversity of the student body in higher education and focuses on the lack of such diversity in the faculty who teach these students. The authors highlight the issues surrounding the lack of minority graduate students entering the field of academia and propose solutions to securing more diversity in higher education.


This source is valuable for its examination of the isolation, mentoring, and networking of African American women in higher education through personal narratives and stories and statistics of new trends. Along with basic statistics on African American women in the academy, Cooper also discusses the current trends of tenure requirements, the tenure process, and the balancing of many roles that is necessary in higher education. Cooper also explores the reality of sexism and racism on campus and in the overall institution and provides a section in her work to mentor new African American women faculty starting the road to tenure.


In this book, Garner uses the case studies of three African American women in university administrative roles to examine the role of spirituality in these women’s leadership ability. Garner interrogates the role of spirituality as it
allows these women to confront a male-dominated institution and successfully lead in administrative roles.


This source discusses in several essays the ways in which Asian women faculty and scholars are the subjects of racism and discrimination. The work also touches on the general disrespect given to the actual scholarship done by Asian women scholars.


This book considers the changing demographic in American higher education and argues that institutions must be active in their recruitment and retention of faculty of color. This book discusses the strategies universities need to preserve an environment that is welcoming to diversity.


This article contends with the postmodern theory of racism and oppression whereas African American women “serve” white women their “black experience” to analyze. The author focuses on the white woman as the primary conveyor of this insidious oppression, which is lending itself to a covert method of African American oppression. Hall cites the evolution of women’s rights as relying on African American women’s suppression. Hall warns universities to address this issue for the sake of their own prestige and accountability.


This study covers the question of job satisfaction for faculty members of color with regards to benefits, overall job satisfaction, and workload. The article is also of use in that it makes note of the fact that this area of study has not been sufficiently explored.


Using the accounts of African American men in academia, this book shows that higher education is not as open to diversity in thought or teaching

This collection documents the research done by the American Educational Research Association’s Commission on Research in Black Education. The research done by CORIBE investigates the social, political, and economic issues hindering Black education in the United States.


This book explores the social and academic problems that impact African American women in academia and contribute to racial discrimination. By using the first-hand accounts of African American women scholars as they navigate higher education, this book reveals the issues surrounding diversity in academia.


By examining three different universities, the authors trace the changes that have occurred recently in diversity and privilege in the academy. This book explores the nature of privilege and investigates the ways in which it is resisted and transformed by faculty of color.


This article discusses the ways in which Black Studies grew into the academy, and takes a compelling look at the heteronormativity that is still too present in this discipline. McBride predicts that Black Queer Studies will become its own discipline.


In this book, the author focuses on the issues that hinder faculty diversity in higher education. Considering the practices of “majority campuses,” the author provides practical solutions to remedy the gap in faculty diversity such as mentoring, recruitment policies, retention practices, and wider education on diversity and fairness from grade school to university.

This book explores the history of racism and sexism women of color experienced in academia while also interrogating the issues of the present that function to maintain that racism and sexism in white-dominated institutions. Using interviews with other faculty, Myers focuses on expanding the voices of underrepresented faculty within academia.


This article comes out of his recent work *Academic Capitalism and the New Economy* published in 2004. I’ve included it here because of its review of how and why the academy has changed both economically and culturally over the past few decades.


While this article summarizes research on the recruitment and hiring of faculty members of color for only Californian colleges and universities, the findings of hiring trends are applicable on a national level. The authors discuss the reasons for the slow but steadily increasing progress at which colleges and universities hire faculty of color. The research shows that while the number of positions filled by faculty of color is increasing, the positions being filled by white faculty continue to also increase. Also shown in this research is the trend of universities and colleges to hire faculty members of color to replace exiting or retiring faculty members of color. The authors propose that this cycle could end if institutions assessed their hiring practices overall instead of merely focusing on one “good year.”


This book considers the changing demographic of classrooms in American institutions to show that higher education must continue to diversify in order to teach this changing study body. The authors argue that with a backlash against diversity initiatives, American institutions must increase a favorable response to diversity and multiculturalism.

This collection examines the ways in which higher education has ignored and redirected the need for diversity in the student body and faculty. Considering political, social, and economic factors of underrepresented groups in higher education, this book argues that the current policies for diversity do not adequately move academia forward, but maintain a quiet disregard of racial issues.


This book uses first-hand accounts of faculty of color teaching in primarily white institutions to show the issues impacting diversity in academia. In promoting change within higher education, this book examines the ways in which institutions can better incorporate the concepts of affirmative action and ensure that they continue to progress to meet the needs of a diverse student body.


This source is important for discussing the huge distortion between perceived racism and inequality among African American faculty and the understanding of that racism by their non African American counterparts. The authors discuss this gap in perception and outline ways in which this can be remedied with dialogue.


The essays in this book highlight issues of diversity in the classroom and the need to address diversity in all fields of study. While this collection focuses on one university (Colorado State University at Fort Collins), this book examines the implications of diversity for all of higher education.


In this collection of essays, the authors trace the social construction of race in the classroom and among the faculty of higher education. While
exploring issues of affirmative action, racial tension, and faculty-student relationships, the essays examine the social and political ramifications and benefits of “teaching” race in multicultural and predominantly white classrooms.


The personal narratives in this article focus on the discrimination, racism, and alienation experienced by graduate students and faculty of color in the discipline of psychology. While these narratives are gathered from psychology students and professors, their implications reach beyond just one discipline. The contributors discuss their actual barriers and strategies for navigating academia in the graduate student and faculty arenas.

**Leonard Bernstein Videos**

Bernstein models the passionate teacher/performer in these videos from the “Young People’s Concerts” series. There are up to three episodes on each videocassette.


**Psychology and the Reality of the Job (Search)**

Your mouth isn’t the only part of you sending a message during your job search! Here is some interesting research on how your whole body sends and receives information during communication acts. We use these books to help us demystify those gut-level responses to what isn’t explicit.


**Women and the Academy**


Aguirre uses empirical research to analyze the challenges and discrimination facing women and minority faculty members, while investigating socialization in academia.


Bassett has collected twenty-four essays that document the personal struggles of parents in academia. The book delves into the challenges and rewards of balancing parenting with the expectations of an academic career.


As the title suggests, this book investigates the ways in which women know and learn, and the ways they interact with others while finding their own voices. The stories in this book show the disconnect these women feel about their formal education and their personal learning experiences.


Cameron discusses the process by which talk becomes communication and the regulations it undergoes because of this transformation.

In this book, Cameron analyzes discourse in both theoretical frames as well as practical applications. Considering spoken discourse, as well as technical versions of spoken discourse (chat rooms), Cameron shows how to use this data in a systematic and constructive way.


Using multiple theoretical lens, the authors showcase stories of women in academia to show the diverse ways in which women come into their concept of knowledge within academia.


Considering the changing nature of the academy and the demand for more teaching, research and academic services placed on scholars, the authors examine the concept of “family-friendly” policies in the workplace. Compiling the stories of men and women in the position of caring for others (children, aging parents, partners), this book shows the challenges of serving the academy and serving others.


The essays in this book show the subtleties of sexism women endure while attempting to gain rank and prestige in the academy. Each essay analyzes a different factor of the overall system that maintains this inequality in pay scale, scholarship, and academic leadership.


Collins shows that empowerment cannot take form within a context of oppression and social injustice. By examining Black feminist thought, Collins shows that this system of thought simultaneously works for African-American women’s empowerment while fostering social justice. In this second edition, Collins examines the social construction of Black feminist thought, its core themes, and shows how this system of thought reaches toward empowerment.

In this book, the authors examine why women academics are still disadvantaged and their male colleagues continue to maintain control of universities and the academy. Compiling the stories of women in the UK, the USA, and other European countries, the authors provide a look into the struggles and victories of women participating in a “man-centered” institution.


Using a critical feminist lens, Glazer-Raymo investigates the internal structures that keep women in academia from fully becoming equal partners with their male colleagues. By analyzing job satisfaction, rank, working conditions, and other factors, Glazer-Raymo shows which policies have improved women’s standing in academia and which have hindered their progress.


Focusing on the academic and personal lives of women academics in Canada, this collection of stories covers the social and political terrain women must traverse in higher education. These stories highlight the tension and trauma women experience while negotiating their political and social values with their institutions’ policies, while entwining academic life with family life.


In her essay on women’s role and their treatment in the academy, Kerber argues for a change in the definition of a professional career. Now that women have won their places in the institution, Kerber speculates on the ways in which these women professors, deans, provosts, and chairs will reinvent the academy.


In examining the financial crisis facing the academy and the cuts to tenure, Kolodny shows that universities and colleges require greater, not less,
personal and financial investment if they are to continue to serve American society.


In this second edition of their investigational look at the presence and use of metaphors in everyday language, the authors add an afterword that shows the relationship between cognitive science and their language theories.


In this look at the “globalization of higher education,” Luke shows the ways in women in the far eastern Asian countries are treated in academia. Using case studies, Luke examines women’s educational and employment opportunities, and gender hierarchies.


Using the research into programs designed to aid in the struggle between family and professional responsibilities of workers, the authors argue for an integration of personal/family life with a professional life, rather than merely seeking to balance them both.


This book explores the issues of corporatization in higher education and the effects these policies have on women’s academic lives. The essays in this book explore the gender relations and intellectual property issues women academics must face, as their institutions become more and more corporate.


In her book, Roland Martin examines the disappearing presence and diminishing role of feminism and feminist scholarship in the academy. Arguing for reform in the academy, Roland Martin shows that feminist scholarship is in trouble of losing its ground and overall place in the academy.

In this study of 324 college students from a private Northeastern college, the authors investigate the likelihood that students who were brought up by mothers working outside the home would feel less conflicted by the concept of balancing marriages and careers. The authors also speculate about the possibility that those students who planned to delay childbearing and marriage would have fewer concerns over balancing career and marriage.


This book is the product of a four-year study into the lives of middle-class families in which both parents financially and emotionally provide for their families. The results of the study show that these two-income families benefit from their collaborative roles.


Considering the intersection of race, gender, sexuality, and power, the authors reveal the challenges and discrimination African-American, Chicana/o, Native American, Asian-American, gay and lesbian, and white women academics face as they attempt to carve a space for themselves within the institution.


In her book, Toth compiles her advice on entering a career in academia and staying on the tenure-track. With her question and answer style, Toth explains the process of creating and maintaining a place in academia from the end of graduate school to beyond tenure.


In this article, the authors argue for more “family-friendly” options for scholars on the tenure clock. The article reviews such current policies and indentifies the ways in which these policies would help balance work and family obligations.

This book is a compilation of the articles showcasing women’s achievements in higher education from the newsletter, *Women in Higher Education*. The featured articles reveal the struggles for gender equality and provide insight into the ways in which women have implemented change in the academy.

**Academic Women in the Humanities**


This collection of essays from women in academia explores the social, economic, and political obstacles women and men with children must face as they work through graduate school and establish an academic career.


The essays in this book explore the conflicting philosophies of the church-based university and the areas of study of its scholars and students. Focusing on the relationship between theology, science, and the humanities in the Christian university, these essays examine the effects of a religious-based education on students, faculty, and higher education.


This collection provides a guide for achieving tenure for women faculty and faculty of color. The essays address the various stages of the tenure process, as well as issues of academic freedom, racism, and ageism as they contribute to the potential for securing tenure.


The essays in this collection take a cultural studies approach to understanding the benefits of community-based learning as it engenders the humanities to a wider population. The case studies and first-hand accounts attest to the successes and difficulties involved with incorporating the humanities into a community-based learning curriculum.

This collection confronts the intersection of race, class, and gender for faculty of color working with resistant students and students of color. The essays show the political and social effects of race, gender, and culture (both in speech and dress) of faculty in the classroom and the institution.


This collection of essays traces the development of the humanities as women and minority scholars and students have taken their places in higher education. The essays also explore the issues surrounding post World War II institutional politics and scholarly freedom.


This book explores the changes in the university and its faculty in the sciences, humanities, and social sciences in a new multicultural and cyber environment. The authors focus on the environmental and cultural changes happening in the university such as cyber politics, the green university, bilingual education, and the role of women in the technologies.

*Academic Women in the Sciences*


This book includes 88 profiles of successful women in the sciences. As you might imagine, deciding how to define success represented a genuine challenge for the editors. Rather than using a pre-established definition, they turned to the women themselves to define success.


This book considers the reasons why women and minorities make up so little of the numbers in the fields of science, technology, engineering, and mathematics. By examining the discriminations faced by these groups and the discouragement they encounter from institutions, the authors provide practical solutions and strategies for integrating more women and minorities into these fields.

This book examines the ways in which women and minorities are barred from entering into scientific fields. In addition to recommending solutions to increase the representation of underrepresented groups in the sciences, the editors also document the positive changes that have occurred at universities that have included more women and minorities in their science departments.


This book is an archival resource that provides biographical information on women Economists.


This book details the conference held by the National Research Council to discuss that while the number of women entering the field of science is increasing, the number of faculty positions held by women in the sciences has stayed the same both at the junior and senior levels. The conference panels discuss the strategies for remedying the lack of women faculty members by focusing on the role of the institutions in both their policies for hiring and the research needs of future faculty.


This book examines the academic and social issues and factors that contribute to a lack of women in the sciences. Discussing the practical solutions many institutions have already executed, this book shows that an improvement in the tenure practices for women faculty and the incentives for keeping women faculty in the sciences will be in the best interests of American institutions.

This collection chronicles the difficulties and challenges women have faced in the field of mathematics. While focusing on the many layers of discrimination women must face in mathematics, the essays provide practical insight into the history of women in this field, the academic and nonacademic avenues for mathematicians, and the future of women in mathematics.


This book aims to answer this question: Why are there so few women scientists? Even more, it offers suggestions for change.


This book argues that in order to maintain a competitive place in the world market, American institutions need to recruit and keep more women and underrepresented minority groups in faculty positions. The author describes two solutions for balancing the sciences focusing on the publications and research participation.


This book examines the participation of women in the sciences and technological fields of research and development of informational technologies as well as household technologies. Using feminist theories, the editors examine the degree to which women are present in the research and development of technologies and the degree to which they use and incorporate technology into their lives.


This book documents the second conference of women in physics. The conference panel discussions focused on the recruitment, retention, and the promotion of women’s work in this field.

This book chronicles the proceedings of the first international conference on women in the field of physics. The main concept explored at this conference was the severe under-representation of women in the field of physics.


This book explores the accomplishments of women engineers and the advancements they have made for the field of engineering. Seeking to balance the representation of women in engineering, the author presents stories from women who have successfully entered and gained recognition in this field.


This book documents the history of African American and Latino American women in the field of mathematics. These stories show the discrimination these women have faced while pursuing a career in mathematics as well as working towards equality within the field.


Describing the barriers women have had to break through as they work in the sciences, this book highlights the multiple layers of discrimination and bias that women face once they attempt to move up in scientific fields. This book argues that policies for safeguarding the participation of women in the sciences will not only enrich these fields, but will allow American institutions to maintain a competitive edge within a world market.


This book examines the history of women in economics between 1950 and 1975. Drawing on the experiences of women in this field as they encounter
barriers and challenges, the author focuses on women’s place in economics and the means for women to stay in the field.


This book documents the struggles and barriers to higher education in physics that women have had to break through in order to assert themselves in this field. The editors examine the women in this field who have made important discoveries in physics and deserve proper acclaim for their work.


Collecting a substantial number of stories from women in the sciences and technological fields, Rosser shows the discrepancies between the treatment of women and the treatment of men in research universities. These stories not only reveal the double standards facing women in the sciences, but also the unsettling backlash they face on a daily basis.


This book focuses on women entering the sciences and the issues they must confront as they establish their careers. Written by women scientists, these essays map out insights to success in the sciences by advising new women scientists on mentoring and networking, as well as balancing academic and nonacademic life.


This book examines the challenges women have faced in the sciences from Marie Curie’s time to modern scientific research and trials. Documenting the struggles for women to attain recognition, the author shows the means by which women have been barred from participating in scientific discoveries and receiving awards and notoriety for their share in the achievements of modern science.


This collection depicts stories from women faculty in science and engineering as they negotiate the “chilly” work environment of their institu-
tions. While showing the social and political predicaments in which women faculty must repeatedly resolve, these stories also offer institutions ways to make the work environment more welcoming to women faculty.


This book traces the career and scholarly development of ten women scientists who have contributed to the betterment of their fields. In addition to celebrating the successes of these women scientists and examining the struggles and discrimination these women endured the author also takes a critical lens to the current institutional practices with regard to women scientists.


In this book, the author brings together interviews with the women who are members of The National Academy of Sciences. Each story in this book provides a different look into the sciences from the perspective of its women members including the need for encouraging and compassionate mentoring, social support, and institutional support.


While considering the past research and current trends, this collection of essays explores the reasons why there are so few women in science and mathematics. Focusing on the gender differences in academia, these essays examine the issues surrounding gender equality and the competitiveness of American institutions in the world market.


Blending research in the humanities and social sciences to address women's issues and representation in the sciences and technology fields, Wyer gives an overview of feminist science studies. These essays investigate the cultural, political, and social factors that contribute to women's places in the sciences.


This book, written by two sociologists, investigates the reasons why so few women major in the sciences in school and so few enter the field upon
graduation. By tracing the route from grade school to doctoral research of women and men in the sciences, this book seeks to determine the gender differences that lead to the fields of science and engineering being dominated by men.

**Academic Women in the Social Sciences**


This collection explores the political, social, and multicultural issues associated with globalization and the contemporary university. These essays comment on the dangers of globalization but also on the positive effects it has on developing nations.