Best Practices for Finding a Full-Time Faculty Position
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Disclaimer: Be aware that different institutions have different policies. Read each announcement carefully, and call HR departments directly if you have any questions.

**Hiring committees are only allowed to consider information provided in the application materials and/or stated during the interview. Assume that the hiring committee knows nothing about you, even if you’re a long-time adjunct in that department. Tell them everything about your knowledge, skills, abilities, experience, accomplishments, and philosophy. Demonstrate your recency in the discipline (content and teaching).**

The Application Process
1. Locate FT Job Openings
   - ccregistry.org in California for Community Colleges
   - Local district or college websites, Chronicle of Higher Education, trade journals

2. Check Deadlines
   - Note date and time for all materials.
   - Ensure correct format—online and/or hard-copies.
   - If letters needed, give references earlier deadline.

3. Study Announcement Carefully
   - Explicitly align your qualifications and experience with both minimum and desired qualifications.
   - Study the college’s website, even if you already teach there.
   - Study the department’s course offerings, even if you already teach there.
   - Check out the websites for relevant State organizations (e.g., State Chancellor’s office, statewide academic senate, statewide union; these will indicate current issues/trends for colleges in your area.

4. Complete Application Materials
   **Carefully proofread all written materials to ensure that there are no spelling errors, grammar mistakes, formatting inconsistencies, typos, etc. Formatting should be easy to read and not distracting. If possible, ask someone else to proofread as well.**
   - Online registration with HR(?)
   - Transcripts
   - Equivalency paperwork (maybe); submit certification/documentation early, if needed.
   - Application form
     o Complete it…completely. Even though it seems redundant.
     o Do not state “see resume,” could be deemed incomplete and rejected.
     o Include an end-date for employment; it is best not to leave this blank and can be a technical glitch to reject an application. Ask HR specifically what value should be entered if you are still employed at a given institution.
• CV/Resume
  o Put education and teaching experience first; these are generally most important.
  o Separate teaching-based publications/presentations and other teaching accomplishments or
discipline-specific experience, and put these next.
  o Include any research-based publications/presentations, but at the end of your CV.

• Cover letter
  o Make it easy to read--clear, grammatically correct, no typos, non-distracting formatting. Assume
that the reader is reading 30 – 100 other applications…at midnight…with a headache. 😊
  o Customize your cover letter for that College. It takes more time, but will show that you have the
ability to be a good fit for that environment.
  o State your cumulative years of college teaching experience and estimate a FT equivalent.
  Community colleges often look for minimum CC teaching experience, such as 1 or 2 years.
  o Align your experience to both minimum and desired qualifications and state this explicitly (“I
meet or exceed the minimum qualifications and all/most of the desired ones for this position.”)
  o State how many of the department’s specific courses you have taught or are qualified to teach.
  o Let your knowledge of and enthusiasm for that College show through (study the website).
  o If you have already taught for that College, say so; be sure to emphasize your connection with
that College and community, and highlight your accomplishments there.
  o Mention commitment to and experience with serving diverse populations.

• Diversity statement
  o Expect a question on application; leaving it blank is a near guarantee to no interview.
  o Include something in the cover letter, especially if there is not a specific question to answer.
  o Know that this part is difficult for most applicants, and often heavily considered by committees.
  o State teaching experience at minority institutions, but this is not enough!!
  o Recognize diverse array of diversity, including gender/gender identity, ethnicity, student type
(e.g., returning, first-generation, Dreamers), disabilities (e.g., learning, physical), or economic
demographics.
  o Understand the demographics of the community surrounding the College.
  o Plan to write a thoughtful and concrete statement—at least a solid paragraph—for those areas of
diversity that apply to your experience, and provide specific examples as much as possible.
  o Include something in the cover letter, especially if no separate question.

• Teaching philosophy
  o Do not make it purely philosophical.
  o Mention emerging trends in teaching (in general or in your discipline), but be careful about just
throwing around catch-phrases.
  o Provide concrete examples of how you have demonstrated your philosophy of teaching in the
classroom.
  o Point out specific things that you would like to do in the teaching environment, and how these
link to your philosophy of teaching and learning.

5. Follow up with a Phone Call to HR!
The Interview – Typical Components

1. Purpose
   - For the committee to learn about your knowledge, skills, and abilities as related to the job.
   - For the committee to determine if your knowledge, skills, and abilities are the best package for the job.

2. Written Exercise (sometimes)
   - Proposal or justification for funding (supplies, equipment, etc.)
   - Justification for new curriculum.
   - Assignment for a course.
   - Syllabus (prepared in advance).

3. Teaching Demonstration
   - 10 – 30 min, typically.
   - Ask what media options are available; don’t assume!
   - Usually a few choices for content provided in advance – select the topic you know the best!
   - The teaching demo is not the place to try something completely new! Use familiar techniques in which you excel.
   - It’s OK to use the white-board.
   - If you don’t teach with PowerPoint…don’t use PowerPoint!
   - If you do teach with PowerPoint, make your presentation interactive.
   - Include demos, worksheets, hands-on activities, cell-phone apps, cell-phone “clickers”, web-based interaction, etc. The hiring committee is tired…make them un-tired.
   - Practice, practice, and practice again. Ask colleagues to listen to your teaching demo and provide real critique for improvement.
   - Interact with the committee as your “students” if possible. Committee members are excited to learn new things about content and teaching from your demo.
   - Be aware that some colleges/departments might expect your teaching demo to be a pure lecture; be sure to clarify in advance if you are permitted to interact with your committee.

4. Interview Questions
   - Some Districts will permit review of the questions briefly before the interview.
   - Expect different formats: direct, open-ended, and hypothetical.
   - Practice answering different types of questions out loud. Answers usually seem much more coherent in our heads than they are when we say them out loud.
   - Try not to ramble in an open-ended question. State your point first, then give an example or some details.
   - Always have concrete examples ready (either what you have done or what you would do).
   - Be honest, don’t BS the committee.
   - Show the committee that you are innovative in both teaching style and general classroom management.
   - Assume that the committee remembers nothing about your application details – tell them again.
   - Usually a strict time limit for the whole interview.
   - If you remember something later that you forgot to add to an earlier question, find a way to mention it.
General topics to expect for questions

- Committee or campus involvement (the main reason why you must study the website)
- Student behavior
- Discipline content
- Teaching style/student engagement
- Technology (PowerPoint & Blackboard are not enough)
- Discipline content (varies in extent)
- Diversity (often general and open-ended, but also expect specific hypotheticals).
- Do you have any questions or anything to add? Always have something ready. Look something up on the website and have it ready as a question. Also prepare a short concluding statement that concisely frames your knowledge, skills, and abilities for that job in the context of that department and that college. Be enthusiastic, sincere, and to the point. Remind them why they want you and not the other candidates.

EXAMPLE OF A WORKSHOP FORMAT WITH PT-FACULTY.

Part I.
Best thing about teaching last semester?

Worst thing about teaching last semester?

Part II.
Begin to draft a diversity statement. Discuss with your neighbor these guiding ideas and questions.

1. What are the demographics of this college and the surrounding community? Think in terms of ethnicity/race, but also gender/gender-identity, sexual orientation, first-generation college, academic preparation, economic condition, etc.

2. What is your experience with student and/or faculty organizations that are geared toward specific populations (e.g., Women in Science, Puente, etc.)? If none yet, are you interested in or could you help another colleague in this area?

3. Have you seen colleagues promote the education and success of diverse populations? If so, describe. Could you participate in, replicate, or modify these types of efforts or activities?

4. What concrete examples have you used in your classes (e.g., readings, videos, assignments, field trips, etc.) to bring an awareness of diversity to your students and yourself? If none, brainstorm some ideas that you might put to use this semester.