Developing Strategies for Publishing and Interviewing along the Way to the Job Market

18 March 2021
AAAL GSC
5:00 - 7:00 PM EST
Organizers

Yuchan (Blanche) Gao
Arizona State University
PhD Student
Learning, Literacies & Technologies

Maria Kostromitina
Northern Arizona University
PhD Student
Applied Linguistics

Fatemeh Bordbarjavidi
Iowa State University
PhD Student
Applied Linguistics & Technology

Lupe Rincon Mendoza
Penn State University
PhD Candidate
Applied Linguistics

Rong Ren
Arizona State University
PhD Student
Applied Linguistics
Agenda

1. Zoom Etiquette
2. Introductions
3. Panelists’ Presentations
4. Q & A
The zoom webinar interface

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The chat function

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Q&A

• Your question will be seen by all attendees and the panelists.
• You can see everyone’s questions and the panelists’ answers.
Raise your hand

• If you would like to be unmuted during the Q&A session

• The host will be notified and activate your camera and microphone
• Your raising hand can be canceled by clicking it again to lower hand.
Panelists

Dr. Cynthia Berger
Senior Learning Scientist
Duolingo

Dr. Laurene Glimois
Professor
Auburn University

Dr. Behzad Mansouri
Postdoctoral Fellow
The University of Alabama

Dr. Sabrina Sembiante
Associate Professor
Florida Atlantic University

Dr. Christine Tardy
Professor
University of Arizona

Dr. Kevin Wong
Assistant Professor
Pepperdine University
Feedback Survey

Recordings will be available on our Youtube Channel. We will announce the updates on our Social Media. Please check our website for all links to all of our social media platforms:

www.aaal-gsc.org
DEVELOPING STRATEGIES FOR PUBLISHING AND INTERVIEWING

Laurene Glimois, Ph.D.
Auburn University
CONTENT

1. Application Materials and Job Ad: A Few Notes
2. The Interview
3. Publishing
APPLICATION MATERIALS

THE PROFESSOR IS IN

THE ESSENTIAL GUIDE TO TURNING YOUR PH.D INTO A JOB

KAREN KELSKY, PH.D.

The Quick and Relatively Painless Guide to Your Academic Job Search

by Dr. Karen Kelsky
JOB AD

- Read it, many times
- Research the institution, college, department, people
- Decide how wide / narrow you want your job search to be
INTERVIEW

• You have an interview! Congratulations!!!

• Prepare yourself to act as the “live” version of the ideal colleague presented in your materials

  • Review your materials
  • Do some extra research
  • Prepare for as many questions as possible, rehearse, and practice
Dissertation/Research
• Please describe your research/dissertation, its contribution to the field, and the publications associated with the work.
• What are your publication plans for the next five years?

Research
• Describe your research. What direction do you plan to take with your research?
• What is your research agenda?
• At what point in the dissertation process are you? Do you have a defense date?
• What is the most significant piece of research that you have read in the last year?
• How do you see your work fitting into the work we do here at the department?
• Your current research requires more technological support than this institution is able to provide. How will you deal with this?
• What do you envision for creating a research program here?
• Do you plan to apply for research funding?
• What is the funding record of your field?
• We see that you have done a lot of conference papers and presentations; we have limited research funding here to support that kind of travel. How will you adapt to that?
**Teaching**

- What is your philosophy of foreign language teaching
- What courses would you like to teach (tailor to institution)
- Describe two courses you would develop
- Tell us how you would teach [Intro Course X]
- Tell us how you would teach [Course X in your field] (courses they already have, at the intro and advanced level)
- How would you mentor (graduate) students?
- Which textbooks do you use now? Do you like it?
- Which textbook would you suggest for...? Why?
- Which approaches do you use in elementary language teaching/other subject
- What factors influence the approach you choose?
- What is your experience with computer assisted instruction in the language classroom? Technology in the classroom?
- How would you design an undergraduate course in your specialty? Which texts would you include?
- How would you design a graduate course in your specialty? Which texts would you include?
- How does your research influence your teaching?
- How would you mentor (graduate) students?
Extra-academic activities
• What non-or extra-academic activities would you be interested in sponsoring or participating in?
• Experience in outreach?
• Ideas for student recruitment?

Random
• How and what can you contribute to our faculty? Our school? How do you fit with the faculty in our department?
• What attracted you to this job?
• We notice you were trained at a large public institution. How do you feel you’ll fit in at a small liberal arts institution like ours?
• We have a large teaching load here—four classes a term. How would you manage this and still stay productive in research and writing?
PUBLISHING

- Rejection is part of the game
LAST TIPS

• Set a deadline
• Take care of yourself
LAST TIPS

• SET A DEADLINE
• TAKE CARE OF YOURSELF
THANK YOU!

GOOD LUCK TO YOU!
Developing Strategies for Publishing and Interviewing

BEHZAD MANSOURI

The University of Alabama, Tuscaloosa
My topic of interest has already been extensively studied

I want to focus on teaching rather than research

Few people will notice my work

I am not a renowned individual in my field and my paper will get rejected

I should develop advanced mastery in conducting research then think of publishing

My manuscript is worthless because it got rejected by a journal

I have to pay article processing fee to be able to publish
PUBLISHING
WHAT TO PUBLISH

newsletter articles
book reviews
brief reports
commentary
encyclopedic entry
full-length articles
book chapters
Developing interdisciplinary research agenda

PUBLISHING
HOW TO PUBLISH

Peer-reviewed vs. Non-peer-reviewed

Journal selection

Solo-author vs. Multiple-authors

Research collaboration

Developing reading and writing habit
Practitioner journals/ Working papers:
- Having graduate students on editorial boards
- Graduate student friendly
- Higher acceptance rate
- Focus on mentoring

Avoid predatory journals
- Publishing fee
- Short review process
- Low quality
- Unknown publisher
  - [https://predatoryjournals.com/journals/](https://predatoryjournals.com/journals/)
  - [https://beallslist.net/](https://beallslist.net/)

Review for journals
- Ask advisor/ faculty to recommend you
- Follow the calls for reviewers
- Not all papers are great at the time of submission
PUBLISHING WHO TO PUBLISH WITH

- A faculty member in your Dept
- Other graduate students
- Individuals from other schools
Envision the new position
Frame yourself as a potential colleague
Practice before the interview
Evaluating answers
Know when and how to end your answers
Be self-confident and don’t be self-depreciate

Have a clear picture of the target workplace/ dept

Have questions for the hiring committee

Know when and how to end your answers

Attend as many job talks as you can
bmansouri@ua.edu

THANK YOU
Mastering the Job Interview: Common Questions & Smart Strategies

Christine Tardy
University of Arizona
ctardy@arizona.edu

Happy to answer questions about publishing too!

Asking a committee member whether he is ready for the job market, the grad student suffocates in the hesitant silence.
Some FAQs about Job Interviews

1. What makes a “good interview”?  
2. How should I prepare for an interview?  
3. How much detail should I give in my answers? When should I stop talking?  
4. What kinds of questions should I ask them?  
5. What kinds of questions should be avoided in the U.S.?  
6. Should I follow up after the interview? With whom?
Big Caveat:
Get multiple opinions!

Attempting to write the first draft of his cover letter, the grad student is paralyzed.
1. What makes a “good interview”? 

Jot down in the chat something that you think makes a “good interview”
1. What makes a “good interview”?

In a good interview, the interviewee is...

• prepared
• knowledgeable of the program
• ready to show how their background/experience/strengths fit with the position
• confident
2. How should I prepare for an interview?

• Review the job ad
• Review the employer’s website, including information about the specific program/unit – know their mission, strengths, etc.
• Know who will interview you
• Practice! (Do a mock interview if at all possible)
• Have notes on hand
• Have questions ready (more on this later)
3. How much detail should I give in my answers? When should I stop talking?

• Always be sure you answer the questions, at least in broad strokes, first

• Give an example, if relevant

• Be ready to go into more depth
  • “I can share another example if we have time” or “Can I share more details?” or “I’m not sure if there is time to say more about that, but I’m happy to.”
4. What kinds of questions should I ask them?

General (first-round interviews):

• Can you tell me more about _____? (the students, the kinds of projects people are working on, the campus/workplace, the kinds of courses I would be teaching)

• I’ve read/heard about your _____ and would love to know more about it. (new initiative, new lab, Center for …, Certificate in …)

• What are the courses you would imagine this person teaching in the first few years?

• Are there opportunities to _____? (develop new courses, contribute to X, engage in community outreach, …)

• Can you tell me about your timeline? (last question)
4. What kinds of questions should I ask them?

Second-round/finalist Interviews:

• What kind of support is available for ____? (conferences, research, professional development, developing new courses, community outreach, …)

• What are some opportunities for cross-unit collaboration?

• How has the program/organization/unit been affected by the pandemic?

• What kinds of changes do you imagine the program/organization going through in the next 5-10 years?

• What are the processes for promotion? (ask multiple people!)

• What are the best parts of working here?
5. What kinds of questions should be avoided in the U.S.?

What if an employer asks …

- if you have children?
- what country you are from?
- when you will finish (or defend) your dissertation/thesis?
5. What kinds of questions should be avoided in the U.S.?

Should you ask…

• what the salary is (in the first round)?
• if you need to have the PhD (or MA) in hand by the start date?
• if there are opportunities to contribute to a particular program or initiative at the institution?
6. Should I follow up after the interview? With whom?

Hoping to get a phone call for a job interview, the grad student sinks deeper and deeper into despondency with every passing hour.
Remember:
(a) they are already interested in you, and
(b) everyone wants the interview to go well.

You got this!
Strategies for Interviewing in Ed Tech

Dr. Cynthia Berger
Senior Learning Scientist
Duolingo

https://docs.google.com/presentation/d/1iP5Ql2xKGX16srMnbleL-9GGkSMwnaAfR_Rp25iKbVA/edit#slide=id.g33c68aa90d_0_58
Navigating the Academic Job Market

Dr. Kevin Wong
Assistant Professor
Pepperdine University

https://docs.google.com/presentation/d/1BCMTCg5tJoRCE7JfSkq06RZr0huaUSBGaRcetfRURTk/edit#slide=id.g35f391192_00