Preparing for Campus Visits & Teaching Demos

Michael O’Toole, GRADTalk
mfo@uchicago.edu

Julie Hanlon, CCT
jhanlon@uchicago.edu

grad.uchicago.edu
Campus Visits: What to Expect

Campus visits are typically 1-2 full days of a wide range of interviews, meetings, and events:

**Interviews & Meetings**
- with the search committee
- with a dean or other senior administrator
- with other faculty members within and outside the dept.
- with a group of students

**Demonstrations of your research and teaching**
- Job talk
- Chalk talk (STEM)
- Teaching demonstration

**Social activities**
- Dinner with members of the search committee
Before the visit

• Setting a date & making travel arrangements
  • Be courteous, flexible, and patient

• Learning about your schedule
  • Ask questions; communicate any needs

• If you have the option, carefully consider whom you’d like to meet outside of the search committee and department
Before the visit

• Familiarize yourself with the research of both the search committee and other faculty in the department
• Prepare some talking points for informal chats you might have with any of the faculty members—for example, “When I meet Professor X, I’ll mention something about the article she just published.”
• Schedule practice sessions for your job talk and interviews in your department and with GRADTalk
Campus Visits: What to Expect

Overview: Interviews

- Search committee
- Dean or senior administrator
- Department faculty not on the search committee
- Faculty in other departments
Campus Visits: What to Expect

Overview:
- Interviews
- Job talk

- A formal presentation of your research followed by a Q&A session
- **Know** the audience, timing, and goals
- **Respect** the audience, timing, and goals
- **Practice** with an audience (including faculty)
- **The Big Picture:** impact, collegiality, communication
A presentation of your future research plans; more conversational than a job talk
- Typically done without PowerPoint
- Try asking for a few minutes of time beforehand to write on board
- Build in a brief introduction and review component summarizing major findings of your diss/postdoc
- Discuss possible funding sources

Overview:
Interviews
Job talk
Chalk talk (STEM)
Campus Visits: What to Expect

Overview:
- Interviews
- Job talk
- Chalk talk (STEM)
- Teaching demonstration

- Teaching context varies: real class, mock class with faculty?
- Determine your audience
- Build on your teaching strengths
- Focus on interaction and communication rather than lecture
Campus Visits: What to Expect

Overview:
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Meeting with Students

- Show enthusiasm and demonstrate you will be a supportive ally as a faculty member
- Be positive: What do you like best about the program?
- It’s not just about your research, but how your research will support graduate students: new courses, research collaborations
Still interviewing!
Follow their lead
Be an active presence at the table: have some questions prepared about non-academic aspects of your future life in that campus and city
Build positively on your previous conversations with students and other faculty

Overview:
Interviews
Job talk
Chalk talk (STEM)
Teaching demonstration
Meeting with Students
Dinner
Preparing an Effective Job Talk
A job talk is not just about your research but also about how you communicate your work to the audience.

Step 1: Know your audience
- Search committee
- Faculty in and outside the department
- Undergraduate or graduate students
A job talk is not just about your research but also about how you communicate your work to the audience.

Step 2: Know the institution:
• How does your job talk not only show your best research but also how you are a good fit with the institution?
A job talk is not just about your research but also about how you communicate your work to the audience.

Step 3: Know the job description
• How does your job talk highlight the aspects of your research that speak to the position announcement?
Preparing Your Job Talk

• Choosing a topic
  • Seek advice from your advisors to make sure that your topic works with the search committee requirements, the overall job description, and your comfort level
  • Keep the audience in mind: How will your topic and your approach to it engage a wide range of audience members?
  • Choose a topic that allows you to demonstrate your impact on a pressing issue, question, or debate in your field
Preparing Your Job Talk

• Keep in mind:
  • What are the three or four main points that you want your audience to remember? Highlight and reinforce these key points in your introduction and conclusion.
  • Your audience has not been immersed in your work the way that you have. Provide enough context so your audience understands the big-picture framework of your research.
Follow-Up
Follow up

• You should send individual thank-you emails within 24 hours of the end of your visit.
• To the extent possible, you should email each person you had a meeting with during your visit.
• You should try to make each email specific by incorporating details from the meeting you had with that individual.
Questions?

For appointments
gradgargoyles.uchicago.edu
Advising Appointments>Type>GRADTalk

Michael O’Toole
Assistant Director, GRADTalk
mfo@uchicago.edu
Teaching Demonstrations

Academic Job Market Summer Camp
Thursday July 18, 2019

Julie A. Hanlon, PhD
jhanlon@uchicago.edu
Assistant Director, Graduate Student and Postdoctoral Programs
Plan for this session

• What is a teaching demo?
• Things to know beforehand
• Characteristics of a good teaching demonstration
• Basic structure
What is a Teaching Demo?
Why?

• The hiring committee wants to see that you can actively engage their students.
  • It is a visual demonstration of claims made in your teaching statement and portfolio.
• They want to know that you are able to explain the complexities of your research and area of study to a novice audience.
• They want to get a feel for what it would be like to be a student in your classroom.
A Teaching Demo May Have...

**Audience of:**
- Real class of actual students
- Select audience hiring committee and select individuals

**Length of:**
- Short: 20-30 minutes
- Full Class: 45-90 minutes

**Topic like:**
- Guest Lecture with pre-set topic
- Topic of your choice
Things to Know Beforehand

- Type/Format
- Length
- Topic
- Audience
- Classroom landscape

If teaching in a ‘real’ class:
  - Contact info for the instructor
  - Syllabus of course
  - Any assigned reading for that day
Characteristics of a Good Teaching Demonstration?
Signs of a Good Teaching Demo

- It is appropriate for the context
- You engage in a variety of student-centered teaching methods and activities; active learning
- You *interact* with the students
- You exude confidence and enthusiasm
- Your focus is on the students, not on yourself
- It’s memorable! (in a good way)
Basic Structure

Intro:
• Engaging opener; connections to previous material and/or context
• Learning objectives and roadmap: "What do I want the students to know or be able to do by the end of this session?" (SWBAT) “How will I get them there?”

Body:
• 2-3 different teaching strategies / instructional activities

Conclusion:
• What we learned
• Minute paper or other informal assessment
Things to Remember

- This is something you need to **plan** and **practice**!
- **Less** is more: it’s about quality, not coverage
- You’re giving a **demonstration** NOT a presentation
  - PowerPoint is fine, but should be a **visual aid**
- Play to your strengths
Next Steps:

• Begin reviewing teaching materials
• Use this year’s teaching assignments as opportunities to test out new teaching methods and in-class activities
• Continue to learn about and improve your teaching through CCT programs, consultation services, courses, and teaching certificate program: https://teaching.uchicago.edu/
Questions?

Chicago Center for Teaching

The University of Chicago

http://teaching.uchicago.edu

Julie A. Hanlon
jhanlon@uchicago.edu
References

• DeSantis & Hesson (March 2018) “Teach Like You Mean It” Inside Higher Ed


• Dugan (Feb 2017) “Five Tips for a Successful Teaching Demonstration (Learned from Failure)” The Professor is In


• Al-Malood (Mar 2015) “How to Prepare for a Teaching Demonstration at a Job Interview” Faculty Workshop
Imagine that you are asked to give a teaching demonstration as a guest lecturer in a mid-level undergraduate course on a common topic within your discipline.

- How will you assess the student’s prior knowledge?
- How will you get students excited, interested, and motivated?
- How will you establish an inclusive classroom climate?
- What is one strategy for active student engagement that you might employ?