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JOB SEEKING IN AN ACADEMIC ENVIRONMENT: A DUAL PERSPECTIVE

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Introduction

Libraries, unfortunately, are not immune to the current economic climate, which translates not only into budget cuts, but also into fewer vacant positions being posted and filled. Library school graduates entering the profession not only are forced to compete for fewer jobs, but face stiff competition from other applicants with previous professional experience. In the current economy, many applicants in various stages of their careers are competing for the few entry-level positions available. Furthermore, applicants seeking tenure-track positions in college and university libraries often confront challenges that are unique to the academic environment.

In this essay, the Chair of the Search Committee for a recent entry-level, tenure-track reference librarian position at the University of Louisville and the successful candidate for this position share their perspectives on the search process. The Chair provides insights into applicant selection and hiring procedures in academic libraries, while the candidate reflects on the experience of preparing for and negotiating the particular demands of an interview in this setting.

The Search Committee Chair's Perspective

Having recently served as Chair of a Search Committee, I witnessed the academic search from a completely new perspective that I lacked as a job seeker. Before, I had little understanding of how academic searches were conducted or what was expected of successful candidates. Now that I have gained this insight, I hope my observations will help new library school graduates secure their first professional academic job.

In August 2008, I was named Chair of a Search

Committee for a Teaching & Reference Librarian in the Humanities, an entry-level, tenure track position. Although I had served on Search Committees for both professional and paraprofessional positions, this was my first time serving as Chair. The position was a popular one, receiving approximately 100 applicants at all levels of experience. The sad reality for the applicants is that 80% met the minimum qualifications and were capable of doing the job. I was surprised by the number of applicants, but I was also surprised by the amount of work required of the Chair. The task of finding the one applicant that would be the best fit for our department, the library, and the University was a daunting task, and, as the Chair, I had a huge responsibility to insure we selected the best person.

At the University of Louisville, the Dean of Libraries forms a Search Committee once a professional position is approved to be filled. Based on recommendations from the Personnel Committee, the Dean names a Chair and five other members of the Committee. Often, but not always, the Chair is the supervisor of the vacant position. The Committee strives to be a representative mix of library employees, including a paraprofessional and a member of an under-represented minority.

Once formed, the Search Committee develops a timetable and plan for filling the position. Agreements are reached concerning the duties of the position, salary, and proposed start date. The Committee then writes a job announcement that describes the work environment, outlines the job duties, lists required and preferred qualifications, and states salary and benefit information. The Dean must approve the final advertisement before the position can be officially posted.

When approved, the Search Committee recommends venues to post the advertisement. Depending on the nature of the job, ads are posted in a variety of places, such as the library's website, professional listservs, library job sites, and print publications. Since our position was an entry-level job, we posted it on state and national library job sites and library school listservs.

The Chair of the Search Committee has several duties to keep the search moving forward. The Chair keeps track of all applicants during the process, thus insuring they complete all steps of the application process. They notify the candidates of the status of their application/search. The Chair also distributes files and applications to the rest of Search Committee, creates evaluation sheets to rate candidates, and develops list of questions to ask references and candidates. Once applicants are selected for interviews, the Chair creates the interview schedules for each candidate. Confidentiality is very important, and committee members should be careful not to disclose any personal information about any of the candidates.

After the application deadline, the Chair develops a rating system to rate the applicants' qualifications vis-à-vis the requirements listed in the job ad. After a period of review, the Committee meets to rate all the applicants as either not qualified, qualified, or highly qualified. The Chair then contacts the applicants deemed "not qualified" and informs them they are no longer under consideration for the position. From the "highly qualified" group, the Search Committee selects a small group of applicants, usually six, to contact the references.

For academic job searches, references are normally handled in one of two ways. Either the Search Committee contacts the references after the interview for final verification, or, as in the case of the University of Louisville, the Committee contacts the references before the interview to narrow the field. The University of Louisville places extreme importance on references. Reference checks are conducted through a 15-30 minute phone call in which the references are quizzed about the candidates'

qualifications for the job, experience, and performance in a work environment. The references are also asked if they would hire the candidate themselves.

The Search Committee reads all the reports from the references and selects three or four candidates to bring in for formal interviews. Once a date for an interview is chosen, the Chair creates an interview schedule and distributes information about the candidate to all involved parties in the library. The actual interview is quite rigorous and begins the night before the interview. The candidate is treated to dinner at a local restaurant with three library employees selected by the Chair.

The day of the interview requires meetings with many different people in the library. One can expect to have a meeting with a personnel officer concerning benefits, tours of the library, a personal meeting with the supervisor or anyone else who will work closely with the new employee, a meeting with the Dean, lunch with three more library employees, a meeting with the department (where the candidate will most likely be asked interview questions), a presentation on a pre-selected topic, and an actual interview with the Search Committee.

After the interview, the Chair asks everyone who met with the candidate for an evaluation, even dining partners. The Search Committee then reviews all the evaluations and notes and selects a candidate for the position. Once a decision is made, the Search Committee forwards their selection to the Dean for approval. If acceptable, the Dean will contact the candidate with an offer of employment. If the candidate accepts the offer, the Dean will make a written offer of employment and determine a start date. The candidate must supply official transcripts and sign authorization forms. The selection is then forwarded to the University for formal approval. After the paperwork is complete, the Dean's Office will officially announce the hire to the library.

After we filled the position for the Teaching & Reference Librarian, I quizzed members of the Search Committee and other people who had

been recently involved in interviews to ascertain the most common mistakes they noticed on resumes:

- *Not submitting the entire application*

Follow the application instructions carefully. Applicants for our search were not considered if they did not submit all the required pieces of the application.

- *Submitting an obviously form cover letter*

The best candidates tailor the cover letter to the position. The cover letter is an opportunity to demonstrate how you meet the specific job qualifications. One of the dangers of submitting a generic cover letter is failure to remove the information from the last application. The Search Committee won't enjoy reading how much you would love working for another library.

- *Glaring or numerous typos*

When I polled the librarians at UofL, this bothered the catalogers much more than the reference librarians. A typo won't discount an application, but numerous ones imply that you are not taking the application process seriously. Also, if one of your strengths in your resume is "attention to detail," typos will not further your cause.

- *Casual or arrogant tone of the cover letter*

Some members of the Search Committee will have to work directly with you. If you come across as difficult, condescending, or flip they will hesitate to seriously consider your application.

- *Not addressing the job responsibilities in your application*

The Search Committee looks at each application for proof you meet the qualifications. If you don't address the stated job responsibilities specifically in your application, the Search Committee may assume you don't qualify and disregard your application.

- *Putting non-library related activities on your resume*

Listing non-library related activities is always a danger, particularly when you cannot relate the activity to the job description. It implies that your passion is not librarianship, but some other cause. Your fervent cause could also offend a member of the Search Committee.

- *Poor choice of references*

Always ask the person before you list her or him as a reference. It sounds really bad when a reference tells a Search Committee, "I don't feel comfortable giving the applicant a reference." Also, select references that can address your ability to perform the job. References are not useful to the Search Committee when they cannot speak to any part of the applicant's qualifications for the job.

At the interview phase, these were the most common mistakes noted by my informal panel:

- *Not clearly answering the question asked; rambling*

In an interview, candidates get unexpected questions, but the majority of the questions asked come directly from the job ad. Anticipate common questions Search Committees ask and practice your answers. Rambling tells the Committee you are unprepared and that you put no thought into the question or the job.

- *Not doing your homework about the library/university*

The Search Committee expects you to know something about the university and the library. Look at the website, read the strategic planning documents, look at initiatives of the university. The best candidates are able to talk intelligently about the goals of the library/university and discuss how they can contribute to this mission.

- *Not having defined research interests*

As a tenure-track librarian, you are expected to contribute to the profession. Be prepared to discuss your plans, ideas, and involvement to this point.

- *Wanting the job for personal reasons*

If you want the job because you can't move or you need the tuition remission or whatever, keep it to yourself. When you tell the Search Committee you want the job for a non-career-related reason, they will assume that you will only stay around until the job you really want appears.

- *Being too open/chummy about yourself*

At this point, the members of the Search Committee are not your friends. Avoid casual attitudes and revealing lots of information about your personal life. It will make some people feel uncomfortable and will give the impression you are not a professional.

- *Not showing interest in the library/job*

I cannot stress enough the importance of giving the impression you want the job. Show interest when we talk about the library. Talk about how the job fits you perfectly. Most importantly, ask lots of questions. Asking questions tells us that you are really interested and want to know more. When you have no questions for us, we will assume you really don't care about the job.

I hope this essay can give entry-level applicants some insight into the academic hiring process. When you are applying for a job or get an interview in an academic environment, be prepared. Your application should address all the areas of the job and clearly explain how you qualify. Once you get an interview, do your homework. Be prepared to be asked lots of questions, both formally and informally, and be able to intelligently discuss the position and the library/university. And good luck!

The Candidate's Perspective

The phone call that delivers news of a job

interview for a tenure-track position in an academic library can conjure up somewhat contradictory emotions in the candidate. When I learned that I was going to be interviewed for such a position in the Reference Department of the University of Louisville's Ekstrom Library, I was beyond excited to have a real job prospect and ready to jump in and wow my potential employers. At the same time, with an interview schedule that included meetings and meals with numerous important people over the course of an entire day and a requirement that I make a formal presentation to many of these complete strangers, I was a bit terrified. Happy to have the interview, yes, but scared to go through with it. I imagined myself standing helplessly before a wall of discerning librarian eyes, eyes that shelf-read at superhuman speeds and scan MARC records in record time, eyes awaiting a nervous twitch or frustrated fidget, any sign of weakness. Or perhaps I would be subdued by the information literacy inquisition, a panel of pedagogues determined to figure out whether I know my competency standards by heart or I'm simply incompetent. Maybe I would order the wrong salad dressing at dinner and hear the dreaded condemnation, "Everyone knows that *real* academic librarians prefer the red wine vinaigrette. Why are we interviewing *you*?"

Fortunately, these exaggerated images from the interview of my nightmares never became reality, but I think they convey the feelings of anxiety and paranoia that many of us, myself clearly included, associate with tenure-track academic library interviews. Hours of interrogation and small talk. The fear of failure or faux pas. Indeed, I felt a tremendous amount of anxiety when I found out about my interview for the entry-level position of Teaching and Reference Librarian in the Humanities at Ekstrom Library. Although I was eventually offered this position (which I accepted), I certainly don't know a job seeking or interviewing strategy that will guard against failure completely or guarantee success absolutely—the cliché that says you have to be the right person at the right time in the right place is probably accurate in most instances. That said, by reflecting on my individual interview experience, particularly in regard to managing

my anxiety and channeling it into a confident performance, I hope to offer some insight into the uniquely frightening but potentially rewarding academic interview process.

For me, the most useful strategy in the job search, prior to even getting an interview, was to ask for advice from my mentors in academic librarianship. How do I write a cover letter? What questions can I expect during an interview? Why do they want candidates to give presentations? Having previously been a graduate assistant in an academic library, I knew people who had already had success on the job market and who had significant knowledge of what academic libraries are looking for from new hires. I stayed in contact with some of these individuals after I completed my assistantship, and they became an invaluable resource when I entered the job market myself. The conversations I had with mentors not only helped me prepare for the practical aspects of academic job seeking (cover letters, CVs, presentations, etc.) but also minimized my anxiety, both before and after I found out I had an actual interview. I felt like I had a window into the mysterious tenure-track world of reappointment and promotion, sit-downs with deans and provosts, late nights spent writing articles and planning conferences. All this advice gave me at least some measure of self-confidence regarding what I knew would be a challenging and time-consuming job search.

During this early period in my search, I was beginning to apply for various positions, so I was composing a lot of cover letters and compiling a carefully organized and edited CV. For each position, I created a unique cover letter that addressed the specific responsibilities and qualifications outlined on the job posting. For example, the University of Louisville's Teaching and Reference Librarian ad indicated that the position involved the provision of information literacy instruction and reference service (no surprise there), as well as collection development duties and work with emerging technologies. In addition, qualified candidates were required to have, among other things, a masters degree from an ALA-accredited program (again, no surprise) and teaching experience. So, when I sat down to

draft the cover letter, I kept the job ad in front of me the entire time, using it as a guide for connecting my experience and training to the library's stated requirements for the position.

While writing, revising, and revising some more, I also researched the library itself, pouring over the website to learn as much as I could about programs and ongoing initiatives. Given the nature of the position for which I was applying, I focused extra attention on the Information Literacy Program. I read all about the program's philosophy, goals, and services, and I incorporated some of this information into my letter to demonstrate how my approach to instruction would be a good fit for the library. Consider the following excerpt from my letter, where I quote the website directly:

These [teaching] experiences have given me the skills to adapt to a diverse range of instructional contexts; such adaptability is necessary in an instruction program that rightly emphasizes, as UofL's does, the "disciplinary context" of information literacy.

As this example shows, I put a great deal of effort into establishing that connection between me and the library, to make it clear that I understood and agreed with the program's philosophy and that I had the appropriate experience to help put this philosophy into practice. In putting together my CV, I took a similar approach, emphasizing my experience as a college composition and literature instructor along with my library experience, since the job required teaching. I also listed publications, presentations, and relevant service activities because the library expected "demonstrated potential to meet University promotion and tenure requirements." This is another instance where mentors helped me understand the academic system and therefore know what information to include.

Obviously, when I heard I had an interview, I celebrated with an awkward happy dance: they must have liked something about my application—maybe I've got a shot! It wasn't long, however, before the dance turned to nervous pacing and the panic set in. They want me to interview with the Search Committee and

the Reference Department? They want a fifty-minute presentation? They want to pick my brain in ten separate meetings? I knew the interview process in theory, but the prospect of actually going through with it was another matter. I felt like the last book being squeezed and shoved onto an overcrowded shelf. There was some pressure involved, to say the least. Eventually, though, I regrouped and figured out that the best thing to do would be to channel my fears into extensive preparation and practice, ignore my doubts and move forward. Where to begin?

Ultimately, I dedicated most of my time to the presentation because, in my mind, it was my chance to demonstrate my abilities as an information literacy instructor. I couldn't control what the observers would think of my style or pedagogical approach, but it was still the best opportunity I had to show what I could offer, so I wanted to make the most of it. The presentation topic centered on Web 2.0 technologies, and I had the option to either discuss a specific program or explain how to integrate one or more programs into an instruction session. Without hesitation, I chose the latter option—it was all about teaching, and teaching was a big part of the job. After some brainstorming, I decided that I was going to present on incorporating wikis into library instruction. In my view, wikis weren't necessarily the hippest or most innovative technology, but I was familiar with them from classes I had taught in the past, I understood how to work them, and I knew how to use them to teach critical thinking about the research process, an important aspect of my philosophy of information literacy. In other words, I focused on what I knew and what I could learn more about in a reasonable amount of time. I didn't want to look like a novice in what, for all I knew, was a roomful of experts.

Once I had a topic, I read everything I could find in the library literature on wikis and instruction, including peer-reviewed articles, book chapters, short columns, anything at all. Since I was interviewing for an academic position with faculty status, I thought it was important to incorporate the literature into my presentation as a way of showing that I could not only do scholarly research but also integrate that research

into my practice as a librarian. As part of my presentation, then, I discussed current trends with wikis and instruction, and I went on to demonstrate assignments that I created on an actual wiki that were influenced in part by my research. In the days leading up to the interview, I spent many hours fine-tuning this presentation and practicing it to get the timing exactly right. Talking to the blank television screen in your living room is a bit different from presenting to real librarians with real expectations (and sometimes blank expressions), but, in the end, I think the practice paid off. In spite of my nervousness, everything seemed to fall into place on the day of the interview because I had put so much effort into preparing and planning all the details of the presentation.

I also put effort into preparing for the actual interview portions of the interview, those formal question-and-answer sessions where I imagined I would be grilled without mercy. *Sir, please define 'information literacy' in two sentences or less, then provide a detailed overview of the major historical trends in library instruction, citing relevant theorists to support your claims and describing at least six implications for classroom practice in today's complex academic environment. . . . We're waiting, sir.* Okay, so I knew I couldn't be ready for something on that level, but I did want to be prepared for what I assumed would be specific questions about my qualifications for the job. Thus, just as I did when writing my cover letter, I used the posted position description as a resource, this time for potential interview questions. They want somebody who can teach, so they'll ask about my teaching philosophy and experience. They want somebody who can provide reference service, so they'll ask about my past work in reference. And so on. I practiced discussing my qualifications in regard to the position's primary responsibilities, hoping to have examples in my mind for easy recall during the tense moments of the interview, when nerves might become a problem. I focused on this particular information literacy session and how I planned for it, and that particular reference question and how I responded to it. I even thought about library school classes I had taken and what I learned from them, especially my

collection development class, since that was an area I only had limited work experience in when I applied. I also continued researching the library, trying to learn as much as I could about the place I wanted to work, trying to familiarize myself with topics that might come up in interview questions or conversations. Although the questioning turned out to be much friendlier than I had feared, more good cop than bad cop, I was still glad I had taken the time to practice because nearly every subject I concentrated on in practice arose during the interview.

On the advice of a mentor, one additional step in my interview preparation was to compile a portfolio consisting of concrete documentation of my library and teaching experience. As with everything else, I tailored the portfolio to the position, including library-related materials such as instruction outlines and research consultation notes, as well as teaching materials such as syllabi and assignments. My mentor indicated that the portfolio would help with any anxiety, giving me something to fall back on if I lost my place or started to trip over my words. In addition, from my perspective, because documentation is crucial to the promotion and tenure process in a faculty position, another bonus of the portfolio is that it shows that you're already comfortable with that sort of thing. When I interviewed, the Search Committee didn't have time to look over my portfolio in depth, nor did I expect that they would. But they did pass it around the room, and the overall effect of the portfolio, more important than any single item in it, seemed to be positive. There was some nodding and smiling anyway, which was good enough for me. It didn't really matter that no one examined my consultation notes for a meeting with a music appreciation student in detail. Just the simple act of bringing the portfolio added to my self-confidence and demonstrated a sense of professionalism.

Eventually, the day I was simultaneously looking forward to and dreading arrived, and my strategies for preparation were put to the test. Though I was still a bit edgy (all those meetings with all those people!), I resisted the urge to sneak away into the stacks during my tour of the

library, never to return. Primarily thanks to those helpful mentors who had given me expert advice, I wasn't overly surprised by anything that happened during the interview. I had to discuss my philosophy of information literacy and talk about collection development. I had to teach wiki-based pedagogy before discerning librarian eyes. I had to decide on an appropriate salad dressing while chatting about my research interests over dinner. Fortunately, despite the pressure of such weighty matters, my anxiety subsided, and my planning kicked in. When I first started teaching, several years before I went to library school, a composition professor approaching retirement told me that if you aren't at least a little nervous in the classroom, then you might not belong there. I wouldn't say that this sentiment can be universally applied, but, in my case, it's certainly true. I felt like my nerves gave me the energy to perform well and reinforced the fact that I needed to take the interview process very seriously.

Nevertheless, there were some challenges, as there always are with interviews. For example, a member of the Search Committee asked what I expected from a supervisor, a question that, for whatever reason, I had never been asked during an interview. The question threw me off track for a few seconds because I hadn't thought much about what I expected them to do if I got the job. *If you just hire me, please, you can make all my decisions for me. I have no expectations. Please, supervise as you will. Did I mention please?* On the other hand, I thought then and still think now that supervisors should mentor new employees to a certain extent but also challenge them to take initiative and progress as independent individuals. So, that's what I said, only much less articulately, I'm sure. I had no way of knowing if that was the right answer or best answer, but I was happy not to be groveling or babbling incoherently.

It was also challenging to be asked, as I was in three separate meetings, why I wanted this particular position at UofL, why I wanted to work there. While I had anticipated this question, its obvious weight made it stressful to answer. Say the wrong thing, say goodbye. In responding, I

wanted to express my genuine passion for information literacy and reference work in the humanities, but I didn't want to sound like an unprofessional weirdo or cheesy motivational speaker. Similarly, I wanted to say why the library appealed to me as someone interested in critical thinking, social engagement, and scholarly activity, but I didn't want to seem like a desperate suck up or a shallow, shameless dropper of buzz words from the library's website. As with the question about my expectations for a supervisor, the solution here was simply to say what I was thinking, to just be myself. The exact wording of my answer varied from meeting to meeting, but, in every instance where I was asked why I wanted to be a Teaching and Reference Librarian at UofL, I made sure to indicate that this kind of position was what motivated me to go to library school in the first place. In other words, this position included all the elements that made me want to be a librarian: the dream job. Now, I was lucky to be in an interview situation where I could say this and mean it; I wouldn't recommend, for example, declaring your enthusiasm for cataloging maps if you would rather be teaching people to find maps in the catalog or walking dogs or whatever—the Search Committee will probably see right through your insincerity. But if your passion is authentic, then I can say from experience that you should express it without reservation. Well, puppet shows of reference interviews or performance art of any kind might be going too far.

Perhaps unsurprisingly, the most challenging aspect of the interview was simply its duration.

There's no getting around the fact that the lengthy, whirlwind process of questions and answers, constant greetings and goodbyes and more greetings, is a demanding one. However, though I was exhausted by the end, I realized that this long day of angst and excitement was just as beneficial to me as it was to the library trying to get to know me. As a job candidate, I had many opportunities to demonstrate my skills and personality, and I felt like the library truly cared about my ideas and previous experience. Why else would they take me to lunch and dinner? Or ask me to give a presentation? The length of the interview also meant that I had time to get to know the library, to get at least some sense of what it would be like to work there. I've been on much shorter interviews for non-tenurable librarian positions, and I often felt like I didn't have time to show who I was or learn who they were. In these interviews, it's hard enough to impress your potential employers, let alone determine if you actually want the job or if you will be a good fit for the organization. Thus, I prefer the long interview format, even though it takes more time to prepare and may create obsessive worry that somewhere along that long road you'll blunder your way out of a job. That kind of worry will never go away, but it can push you to work hard on your interview performance and focus on success in your chosen career. With any luck, you'll impress your colleagues-to-be so much that they won't even be thinking about the red wine vinaigrette.

Further Reading

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Appendix I: Search Committee's Job Ad

The University of Louisville (UofL) Libraries invites applications from creative and energetic entry-level candidates for the position of Teaching & Reference Librarian in the Humanities. The position reports to the head of the Reference Department and would be a part of a collegial, service-oriented, and progressive department of 8 librarians, 3 professional staff, and 8 student assistants.

The University of Louisville (<http://louisville.edu>) is a Carnegie I research university with a national reputation for its high-quality undergraduate program and over twenty nationally recognized research, graduate, and professional programs, as well as a strong commitment to the community in which it resides. Recently, the University began a ten-year improvement process called Ideas to Action (I2A) that is designed to highlight critical thinking in the undergraduate curriculum and to connect students' learning as much as possible to real-world experience and engagement in their community.

The University Libraries, as part of our strong commitment to student development, completed an addition in the last two years with three flexible instructional labs and an automated storage area, in addition to a Learning Commons, which opened in 2007. These innovative facilities complement and reinforce the University's concepts in teaching and learning.

The city of Louisville (<http://www.loukymetro.org/>) offers hospitality, warmth and smaller city advantages like shorter commutes and lower cost of living alongside major city amenities like world-class performing arts, great sports, incredible dining and a nationally-acclaimed parks system.

Responsibilities

- Provide reference support to library patrons through desk service, special training sessions, phone, e-mail, or other means
- Collection development responsibilities in several humanities subject areas
- Perform information literacy instruction in assigned disciplines as well as lower-division level courses
- Develop and promote information literacy materials and instruction
- Explore library applications for emerging technologies (such as Web 2.0 tools) and advocate adoption of these where applicable

Required Qualifications

- Masters degree from an ALA-accredited program
- Demonstrated excellence in written and oral communication
- Demonstrated ability to work in a collaborative environment
- Teaching experience
- Demonstrated ability to work with and think creatively about emerging technologies as well as established technologies

- Education or experience in a humanities-related field
- Demonstrated potential to meet University promotion and tenure requirements

Desirable Qualifications

- Experience at a public services library desk
- Graduate degree in a humanities-related discipline
- Ability to read/write/speak a second language
- Academic library experience

The appointment rank and salary will be commensurate with qualifications. The annual salary is a minimum of \$37,000 with a comprehensive benefits package and annual vacation of 22 working days. Library faculty appointments are twelve-month, tenure-track positions. Promotion and tenure require demonstration of scholarship and other criteria. With leadership from the Dean of University Libraries, the Libraries recently became a member of the Association of Research Libraries. The University Libraries values its collaborative efforts both within the university and with other organizations. UofL is Kentucky's metropolitan university serving 21,000 students in the state's largest urban area.

Applications received by November 28 will be given full consideration in the initial screening. Applications are accepted until the position is filled. Submit an online application via UofL's Human Resources office <http://louisville.edu/hr/employment/applicants>. In addition, applicants are required to submit a letter of application, resume, unofficial graduate transcripts, and name, address, phone number and e-mail addresses of three references to:

XXXXX
 Reference Department
 Ekstrom Library
 University of Louisville
 Louisville, KY 40292

The University of Louisville is an Equal Opportunity/Affirmative Action Employer committed to cultural diversity. Women and minorities are encouraged to apply.

Appendix II: Candidate's Interview Schedule

Wednesday

6:00 – Dinner with XXXXX, XXXXX, and XXXXX.

Thursday

8:45-9:00	Meeting with Search Committee Chair
9:00-9:30	Meeting with Associate Dean concerning benefits
9:30-10:00	Tour of Ekstrom Library with Director of Ekstrom Library
10:00-11:00	Candidate's Presentation
11:00-11:15	Break
11:15-12:00	Meeting with Reference Department
12:00-1:30	Lunch at the University Club with XXXXX, XXXXX, and XXXXX
1:30-2:00	Meeting with Acting Head of Reference and Coordinator of Information Literacy
2:00-3:00	Interview with Search Committee in Room W210
3:00-3:15	Break
3:15-3:45	Meeting with Dean of Libraries
3:45-4:00	Wrap-Up with Search Committee Chair