Job Hunting: What Search Committees Want You to Know

Candice Benjes-Small, Eric Ackermann, and Gene Hyde

Abstract
Although the library literature has numerous articles that provide best practices for applicants, they have concentrated on the writing of the cover letter and resume and/or have been of an anecdotal nature. The advice seems to be drawn from the personal experiences of the authors, which may reflect individual preferences, characteristics unique to a particular position or applicant pool, or idiosyncrasies of the institution. Instead this study attempts to gather and share the experiences that search committee members wish they could speak of publicly but cannot. By gathering data nationally and not collecting demographic details which could identify the respondents, those surveyed could provide specific instances of applicants-gone-wrong without fear of breaking confidentiality.

Introduction
Despite the long-heralded "librarian shortage"[1], competition for librarian positions is more fierce than ever. A 2010 study by Christopher Stewart revealed that a significant number of academic research libraries have a decreasing number of professional librarians.[2] As Cannady and Newton stated in their April 2010 *C&RL News* article, "[T]oday we are faced with one of the toughest economic climates since the Great Depression: layoffs are taking place, budgets are being cut, and some positions are no longer being filled."[3]

Whether one is a new graduate or exploring new opportunities, the market is a rough place to be these days. It is imperative that job hunters create the most favorable impression possible on library search committees. Recruiting librarians is a long, expensive, and time-consuming process; search committees want job hunters to succeed. They want to be impressed.

This paper grew out of frustrations expressed by search committees at numerous libraries. Search committee members were dismayed at some of their applicants' behaviors and mistakes, and wondered if these missteps were unusual and unique to their searches or were they more systematic. Looking to get a sense of the bigger picture, the authors designed a data-driven national study of former search committee members' experiences, with emphasis on advice for potential job seekers. The survey is unique in its gathering of qualitative data which was then coded to identify common themes.

Literature Review
The recent library literature has many articles and books[4] that provide best practices for applicants wanting to work in academic libraries. Some concentrate on explaining the process of an academic library interview (especially important for new graduates)[5–7] while others focus on preparing for moving up the ladder.[8] Others are directed at specific types of librarianship

Candice Benjes-Small is Coordinator, Information Literacy and Outreach at McConnell Library, Radford University, e-mail: cbsmall@radford.edu; Eric Ackermann is Reference/Instruction & Assessment Librarian at McConnell Library, Radford University, e-mail: egackerma@radford.edu; Gene Hyde is Archivist/Special Collections Librarian at Radford University, e-mail: wehyde@radford.edu)

within academia, such as serials librarian,[9] or at distinct parts of the interview process, such as resume[10,11] or telephone interviews.[12] In almost all cases, however, the authors draw from their personal experiences as search committee members. For example, Wolf's article "Simple Guidelines for Job Seekers" begins with this paragraph:

> Over the past few years, I have had the opportunity to serve on a number of search committees for open positions at my library. It's always interesting to see the extreme variation in the quality of applications. In many instances seemingly qualified individuals have made some simple mistakes which had negatively affected their application, so I've decided to provide some simple guidelines to help those who are currently looking for a new job or their first library job.[13]

Similarly, Alexander, Dowdy, and Parente's 2009 article states their intent is to provide "an amalgam of advice from three academic librarians, with participation in more than thirty search committees between them, who seek to give pragmatic advice to help you land that academic library position."[14]

Reading through these articles, one sees the same advice again and again: Write to the job ad. Make sure your cover letter and resume are free of errors. Be patient while waiting to hear from the search committee. Do your research on the libraries. Speak clearly during telephone interviews. Be professional but friendly during on-campus interviews. And if you don't get the job, don't take it personally.

All of this advice resonated with the search committee experiences of the authors of this paper. But the adage "the plural of anecdote is not data" prompted the authors to find articles on job hunting that were more research oriented. The search led to Wang and Guarria's 2010 article, "Unlocking the Mystery: What Academic Library Search Committees Look for in Filling Faculty Positions."[15] Wang and Guarria surveyed academic librarians about their experiences and feedback concerning the recruitment process. The results provide a good overview of current hiring practices in academic libraries. The article concentrates on the quantitative, noting percentages of respondents who mentioned specific applicant problems or challenges.

The Radford University authors of this paper saw an opportunity to build on Wang and Guarria's work by designing a survey which would solicit qualitative feedback about library search committee members' experiences. By gathering data nationally and not collecting demographic details which could identify the respondents, those surveyed could provide specific instances of applicants-gone-wrong without fear of breaking confidentiality. By coding these comments to reveal themes, the study would move the resulting advice from "anecdotal" to "study-supported."

Methodology

This is an exploratory study based on patterns noticed by the library's search committees over the last five years. The researchers wanted to know if these patterns were the results of local idiosyncratic circumstances and antidotal evidence, or bespoke of a larger pattern of candidate behavior.

Survey Instrument

To this end an online survey format was selected and the instrument constructed and managed using the Qualtrics software for which the university has a site license (http://www.qualtrics.com/). Eleven survey questions were developed and ordered to reflect the sequence of events that occur in a library search here at McConnell Library. Within this framework the possible permutations of local practice outside of McConnell Library was thought to be too great to capture using only Likert or other predetermined response questions. Therefore the instrument was design to elicit relatively open text responses. Questions two through nine each represent a discrete event in the search process. Question formats varied somewhat from quantitative (questions one, two and eleven) to open ended text (questions three and ten) to a mix of both (questions four through nine). The later format used two parts. The first is a binary response scale (Yes/No) designed to allow respondents to opt out of the question if it does not apply to their practices. The second part is the text response where the respondent replies to the question in as much detail as desired.

Questions one and eleven are designed to provide a context for the responses collected. Question one provides a sense of how frequently searches are conducted. This will provide some insight into how representative of the average search the results will be. Question eleven provides a geographical context,

to see how geographically representative the respondents are, and whether or not the phenomena described is geographically (regionally) bound.

Data Collection

The target population for the survey is academic librarians. To get the maximum possible pool of respondents from all aspects of academic librarianship, an email invitation containing the survey link was sent to a wide range of email listservs by librarians in McConnell Library that subscribed to or monitored those listservs relevant to their job duties/positions. These include ACAT, AUTOCAT, DIG-REF, ERIL-L, ILI-L, IUG, LIBREF-L, MLA-L, SERIALST, and VLA_CRL . Two follow-up email reminders were sent at regular intervals as well.

The timeframe selected was July with the idea that more librarians would have time to respond then than during the busier fall and spring semesters. There was some risk that the response rate may suffer if too many librarians were on vacation. The researchers decide that the advantages of the former outweighed the possibility of the later. The survey ran for three weeks, from July 5th to July 23rd, 2010.

Data Analysis

The data was transferred to an Excel spreadsheet for analysis. For the quantitative questions one, two, and eleven and the quantitative parts of questions four through eleven, frequency counts and percentages were calculated. For the balance of the questions and the text response parts of questions four through nine, the qualitative content analysis was done using Habich's method[16] with a few minor local modifications. A sample of valid text responses was selected, using the first thirty for questions three through ten. It was assumed that the order in which the responses were received was sufficiently random for an exploratory study. Each topic in each sample text response was identified, highlighted, assigned a code or tag, then copied to its own spreadsheet row to facilitate sorting and grouping. This means that a given text response can have more than one topic, and therefore appear on more than one line of the Excel file.

Findings

After data cleanup removed the preview and a few non-serious "prank" responses, the average number of valid responses (N) was 466. The vast majority of the respon-
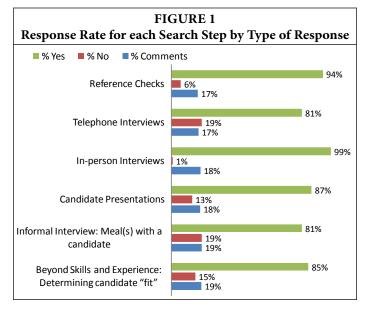
TABLE 1 Location of respondent's college or university.		
Responses in rank order.	Freq (*n*)	Freq (%)
In the United States.*	504	91.6%
Prefer not to answer.	27	4.9%
In Canada.	15	2.7%
Other (Please specify.)	4	0.7%
Total (N)	550	100%

*If selected, the respondent then was asked to select the appropriate region:

Responses in rank order.	Freq (*n*)	Freq (%)
Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin).	128	26%
Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia).	119	24%
Mid-Atlantic (Delaware, Maryland, New York, New Jersey, Pennsylvania, and Washington DC).	95	19%
West (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming).	77	15%
Southwest (Arizona, New Mexico, Oklahoma, and Texas).	41	8%
New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont).	29	6%
Prefer not to answer.	10	2%
Total (N)	499	100%

dents were from the United States (91.6%), with 50.0% from either the Midwest or Southeast (see table 1).

The response rate is a bit misleading as it does not reflect how the majority of respondents actually used the survey. About 80% of the respondents answered the binary response scale part of questions four through nine but only about 17%–19% provided any text response (see figure 1).

FIGURE 1
Response Rate for each Search Step by Type of Response

The results were the same for question ten, the open comment item, which received ninety-eight text responses or the equivalent of about an 18% quantitative response rate. While the text response numbers are high enough to provide statistically defensible results ($M = 100$, Range = 98 to 101), it is a cautionary tale of intent that did not quite translate completely into practice.

Ninety-seven respondents' reported serving on total of 563 searches, for an average of 5.8 per respondent ($SD= 4.5$). However the range of reported searches varied widely from one to twenty, and with a relatively high standard deviation, the average is a rough approximation at best.

Search Process Findings

Based on the binary scale responses, over eighty percent of the respondents reported using all the search steps given in the survey. In-person interviews and reference checks were the most commonly used steps (99% and 94% respectively), while only 81% of the respondents had informal meals with candidates or telephone interviews (see table 2).

The respondents' text responses provided more detailed insight into each of the search steps. In general, most of the text responses provided negative examples of what candidates did wrong that undermined their prospected. A few respondents offered more positive suggestions and recommendations of what prospective candidates should do. The results of the qualitative analysis of the text response will be presented below, organized by the appropriate search step.

Application Materials (cover letter and resume)
The cover letter and resume is the first, and often only, opportunity that a candidate has to impress a search committee, and flaws or errors at this stage of the process can be fatal for a candidate's chances. "The cover letter is the single most important item we use to select

TABLE 2
Search Process Steps used (or not) by Respondent Search Committees

Search process steps. (Responses in rank order.)	Our library does this step		Not applicable. Our library does not do this step.		Total (N)
	Freq (%)	Freq (n)	Freq (%)	Freq (n)	
In-person interviews.	99%	550	1%	6	556
Reference checks.	94%	554	6%	38	592
Candidate presentations.	87%	488	13%	74	562
Beyond skills and experience: Determining the "fit"…	85%	457	15%	80	537
Telephone interviews.	81%	483	19%	114	597
Informal Interview: Meal(s) with a candidate.	81%	436	19%	105	541
Total (N) for all steps.	—	2,968	—	417	3385
Average for all steps.	88%	494.7	12%	69.5	564.2

candidates," one respondent noted. Despite this, many job candidates failed to take the most basic writing precautions, such as proofreading the documents or tailoring the documents to the position (see table 3.)

TABLE 3 Mistakes in Application Materials (Cover Letter and Resume)	
Response options* (results in rank order.)	Frequency Selected (*n*)
Failure to proofread the documents submitted.	598
Failure to tailor the documents to the position.	585
Failure to meet the requirements of the position.	560
Failure to account for any gaps in employment history.	369
Failure to provide requested or required information.	362
Not applicable. Our library does not do this step.	11
Total (N) for all selected.	2485
Average for all selected.	414.2
*Each respondent could select more than one option.	

In the text responses, respondents commented that the cover letter should be well written, free of grammatical or spelling errors, professional in tone, and no longer than two pages. As one respondent said: "When a job announcement includes 'excellent communication skills,' the cover letter should be well-written… a well-written letter stands out (sadly—because so many are not)."

Search committees expect a cover letter to address the specified job requirements, to expressly state why a candidate is interested in this specific job, to explain gaps in employment history, and to indicate a basic understanding of the position and the institution. But don't be "boring," one respondent stated, asking candidates to explain what would "set them apart."

Survey respondents reported that many cover letter mistakes reflected carelessness or a lack of proofreading or editing, including such errors as addressing the letter to another institution, failing to include a cover letter at all, providing irrelevant information, and substituting "flowery language" for substance. This "lack of substance" was a common theme.

Reference Checks

Supplying references is a common requirement of most job applications. One respondent stressed the importance of references: "Often, we'll vet a candidate based on the quality of his/her references." Some respondents noted that references were often favorable, and they hadn't experienced problems.

However, a larger number of respondents reported problems with references. These included adding the line "references on request" when specific references and contact information were requested, providing incorrect or outdated contact information for the references ("We had tremendous trouble finding ONE reference…. That's a warning sign") or providing references that had no clear professional relationship to the candidate. Some respondents would like to have a reference's relationship to the candidate described.

The most frequent negative comments from respondents concerned candidates who don't list references for their current place of work—particularly their current supervisor—or for any place they have worked in the last 5–8 years. Other common problems were the failure of candidates to check with references prior to listing them on a job application or providing references that could not or would not discuss a candidate's job performance.

Telephone Interviews

Respondents' answers fell into several broad categories: content, style, and technical issues. In terms of content, the most common negative responses described candidates' failure to answers questions directly, or in some instances, to evade questions. Respondents also responded negatively to candidates providing irrelevant answers, talking too long, or answering with such short answers that it was difficult to ask follow-up questions. When asked a question, "applicants should take the time to weigh the answer," one respondent said, adding, "and use appropriate grammar when they answer."

Candidates were also expected to ask some questions about the position, and when asked, to be able to explain why they were interested in the position. "By the phone interview stage," one respondent wrote, "we expect candidates to have a good answer about why they want our position and (why) they are interested in working at our institution; often, candidates don't have a good answer." Respondents gave negative marks to candidates who had not researched the posi-

tion or library, or who were simply not prepared for the interview.

A candidate's telephone presentation and style carried a lot of weight with search committees. Respondents gave negative marks to candidates who spoke in a monotone, who sounded apathetic, who left awkward pauses in the conversation, who spoke too quietly, who seemed distracted by children, pets, or other noises, or who used a lot "of 'ums' and 'ahs.'" "Candidates should be relaxed and thorough at the same time," one respondent said." The best telephone interviews were from candidates who were expressive and enthusiastic."

Respondents also commented about some basic technical issues, beginning with simply being on time for the phone interview. Poor reception on cell phones and ambient noise that made the conversation difficult to hear was also reported as problems.

In-person Interviews

When it comes to a assessing a candidate's behavior during an in-person interview, a number of respondents reported the same negative traits. One of the most common was an ignorance of the library and the institution. Discussing candidates who had not done "adequate homework research on our institution," one respondent said that they "don't expect thoroughness, but gross ignorance suggests they might not be thorough in their work."

On a positive note, engagement and curiosity about a position and university were seen in a favorable light. "Having lots of questions about the institution (not just the library, but the college or university) demonstrates curiosity and is flattering, besides."

While few respondents specifically defined what constitutes "appropriate dress" for an interview, a number of respondents nonetheless cited "inappropriate" or "improper" dress as a negative factor when assessing a candidate. Several respondents suggested that candidates should dress "professionally," and some noted that candidates should wear a suit or, at least, "business casual" for an interview.

Several conversational topics and behaviors were often mentioned as negative factors. Criticizing a current or previous job or supervisor, being argumentative, acting rudely, being dismissive of certain aspects of the job description, or displaying a "know it all attitude" were all reported as negative traits.

Respondents responded negatively to candidates who failed to answer interview questions adequately, who talked too much or talked repetitively when answering questions, who didn't prepare for a required presentation, and who spoke in theoretical generalities when asked to give a specific example ("Tell us about a time when…."). Several respondents commented about candidates who ignored members of the committee and the library faculty. "This was particularly bad," one respondent noted," when one candidate replied to the only committee member [of the same gender.], even when another member posed the question."

Some respondents noted how certain aspects of the interview process were revelatory about a candidate on several levels. For instance, how well a candidate dealt with a long interview day revealed how they might deal with the stresses and hectic pace of the job, while how well a candidate handled answering a complex, multi-part question could reveal how well they could balance multiple tasks and responsibilities.

Candidate Presentations

Responses about candidate presentations fell into two broad categories: execution and content. In terms of execution, one of the most common negative comments concerned poor preparation. Problems included stumbling through a presentation, presenting PowerPoint slides with misspellings and formatting errors, reading from notes rather than presenting, or wandering off topic and seeming unfocused—a bevy of errors that prompted this succinct response from one respondent: "practice! practice! practice!"

Along with poor preparation, not adhering to allotted time limits ranked as the most problematic presentation error reported in this survey. "Ten minutes for a presentation means ten minutes—not 30 minutes," one respondent said. Other behaviors can also leave a negative impression on a search committee.

An overall concern was whether a candidate would be able to relate to and engage with an undergraduate audience, particularly for positions that involved instruction. Candidates who were too nervous, who failed to engage their audience, or who spoke too softly were reported as problems.

Technology problems also caused concern for search committees. Some were the result of poor planning, such as not verifying available technology or online resources before a presentation. A number of respondents stressed the importance of having a "backup plan if the technology is not working."

Another respondent provided good presentation advice for candidates: "Candidates need to be well-prepared, articulate, stay on topic, engage with the audience, not go on too long or too short, and show that they have thought about the topic and done some research to make a good impression on the search committee."

While execution is important, a candidate's ability to convey content is crucial. Respondents identified several problems with content, including the failure to present on the specific topic requested by the search committee, the inability to answer basic questions about their presentation's content, and the failure to target presentations to the identified audience (e.g., first year students). Overall, several added, a presentation should "demonstrate a grasp of principles."

Informal Interview: Meal(s) with a Candidate

Meals are a time for informal discussions between the candidate and members of the search committee, where a committee can "get to know the candidate on a more interpersonal level." The candidate should remember, as another respondent stated, that "you are ALWAYS on. We may be informal, but you are still being evaluated (perhaps subjectively.)" Meals, then, are part of the interview that strike a delicate balance between professionalism and "letting your guard down," and most of the negative behaviors reported came from somehow crossing this invisible and frequently subjective line.

Poor manners (in an Emily Post sense) frequently presented problems for search committees. Respondents reacted negatively to behaviors as chewing food with an open mouth, failing to say thank-you, dressing inappropriately, treating wait staff rudely, making sexist, racist, or homophobic comments, and drinking to excess. "I've seen a few candidates have one too many glasses of wine!" one respondent said, adding "do not drink more than one glass of wine, if any, and even then, only if your hosts do so first!"

One respondent summed up a number of responses when they said that meals are "about fit… the conversation is the most important part. Are they interested in working with us?" "It's hard for candidates," another said, "but they need to relax and tell us a little about themselves. Not personal stuff, necessarily, as we never ask that (of course), but sometimes it helps to present a more rounded view of themselves (maybe they like hiking or singing or something)."

Given that informal conversation is expected during meals, respondents consistently expected candidates to ask questions. "We really want to hear questions from a candidate about the community at this point, something that shows that they are looking for their place here, how to pursue their interests, how to make their new life here," said one respondent.

Part of determining the "fit" of a candidate involves personality. Respondents' answers indicate that there's a tightrope for candidates here—reveal who you are, but don't disclose too much personal information. Make sure you listen, and don't dominate the conversation. Avoid topics such as religion and politics, and don't be critical of the community, the library, the restaurant, or the food.

Despite the negative behaviors reported, candidates can take heart that a great many respondents said that meals were often pleasant and relaxed events. One respondent summed it up this way: "(Meals with candidates) are very important in an academic library. You have to be collegial and fit in with your colleagues. Do some research, ask questions about the library and the librarians and the staff. This is the time to be informal and jokey, not during your presentation.."

Determining a Candidate's "Fit"

While determining the "fit" of a candidate can be based on tangible factors, respondents overwhelmingly reported that this is one of the most subjective elements in the candidate evaluation process. The overwhelming qualification for "fit," however, was whether a search committee felt like they "could live with this person" they hired.

In addition to the tangible negative factors mentioned above, several respondents considered a candidate's potential for meeting tenure as part of "fit" – "We're always looking for someone who is going to be able to do the research." "We are not a research one school, so in comparison our resources can seem limited," one respondent wrote. "Sometimes a candidate will express a sense of superiority."

Overall, "fit" is frequently reported as "an ethereal quality—it cannot be quantified. A given candidate is either a good fit or not, and it's very hard to say why. In my opinion, this part of the hiring process is not something candidates can work on or change. It has to do with the most fundamental parts of their personality, and no one should change their personality for a job." Another said "This is one of the most impor-

tant elements. If they don't know something, they can learn. If they don't fit, we're in trouble."

Institutional culture also plays a part—how will a candidate assimilate within and contribute to a workplace? One answer stated: "we are a small academic library in a small city and we do look for someone who will be happy in both settings. If a person seemed too "cosmopolitan" we would not consider them." Traits that were frequently cited as signs of a good 'fit' were having a sense of humor, being collegial, treating people with respect, being engaging and energetic, and understanding the mission and goals of the university.

Discussion and Conclusions

As can be seen by the survey results, search committees are still receiving poorly constructed resumes and cover letters, and interviewing poorly prepared, poorly dressed, and badly behaving job candidates. With all the published literature available that explains how one prepares resumes and cover letters, and presents oneself during a job interview, why do so many candidates still commit these common errors? Future research might look to the industrial/organizational psychology literature for clues.

Our survey results confirm the advice given by most of the articles, books, and Websites on job hunting. One respondent summarized it nicely:: "[A] pplicants/candidates would do well to simply think through everything in advance, have multiple people proof-read anything submitted, act professionally yet still letting their personalities shine through, dress professionally, practice presentations in advance and make sure topic/length are appropriate, and be prepared with intelligent and appropriate questions."

Several respondents reminded candidates that the interview process is a two-way street: "Relax and engage your interviewers in conversation and dialogue, though which it can be determined by BOTH parties if the fit is good."

Ultimately, candidates are best served to recognize that only so much is within their power. Applicants should concentrate on making the best impression they can, from the crafting of the initial cover letter to the thank-you notes sent after an in-person interview. When competition is fierce, a single misstep can eliminate someone from consideration.

Notes

1. According to the Occupational Outlook Handbook, 2010–11 Edition, job growth in librarianship is favorable because librarians tend to be older than average workers and may retire soon (http://www.bls.gov/oco/ocos068.htm#outlook, accessed December 20, 2010.) One could write another whole paper about the accuracy of this prediction; for a summary of the arguments, see Stanley Wilder's 2009 blog posting on ACRLog, "Still Waiting For Those Old Librarians To Retire" and the readers' comments (http://acrlog.org/2009/01/05/still-waiting-for-those-old-librarians-to-retire/, accessed December 21, 2010).

2. Stewart, Christoper. "Half Empty or Half Full? Staffing Trends in Academic Libraries at U.S. Research Universities, 2000–2008." *The Journal of Academic Librarianship* 36, no. 5 (2010): 394–400.

3. Cannady, Rachel and David Newton. "Making the Best of the Worst of Times: Global Turmoil and Landing Your First Library Job." *C&RL News* 71, no. 4 (2010): 205, http://crln.acrl.org/content/71/4/205.full.pdf+html?sid=0be4dc50-17af-440c-a294-ef50ec1fa04d. (accessed December 21, 2010).

4. Newlen, Robert R. *Resume Writing and Interviewing Techniques That Work*. New York, NY: Neal-Schuman Publishers, 2006.

5. Duran, Karin, Eric P. Garcia, and Mara L. Houdyshell. "From the Inside Out and the Outside In: The Academic Library Interview Process in a Tight Economy." *College & Research Libraries* 70, no. 4, 216–219.

6. Alexander, Suann, Jackie Dowdy, and Sharon Parente. "Demystifying the Academic Search Process, or Getting That Academic Librarian Position." *Tennessee Libraries*, 59, no. 2 (2009), http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=299 (accessed December 22, 2010).;

7. Kodaira, Nanako. "The Academic Interview Process." New Members Round Table Resume Review Service Website. http://www.ala.org/ala/mgrps/rts/nmrt/oversightgroups/comm/resreview/process.cfm (accessed December 22, 2010).

8. Abram, Stephen. "Start Now: Prepare For Your Next Position." *Information Outlook* 13, no. 2 (2009): 32–33.

9. Johnson, Kay G., Gayle Baker, and Jessica Ireland. "A Needle in the Haystack—Finding That First Academic Serials Job and Advancing To The Next Level." *The Serials Librarian* 54, no. 3–4 (2008): 273–280.

10. Whisler, Laurel A. "Resumes, Curricula Vitae, and Cover Letters for Music Librarians." *Music Reference Services Quarterly* 8, no. 4 (2004): 1–48.

11. Franklin, Nicola. "Stand Out From The Crowd." *Information World Review* 174 (2001): 54.

12.   Engel, Debra and Sarah Robbins. "Telephone Interviewing Practices within Academic Libraries." *The Journal of Academic Librarianship* 35, no. 2 (2009): 143–151.

13.   Wolf, Robert. "Simple Guidelines for Job Seekers." *North Carolina Libraries* 68 (2010): 31.

14.   Alexander, "Demystifying."

15.   Wang, Zhonghong and Charles Gaurria. "Unlocking the Mystery: What Academic Library Search Committees Look for in Filling Faculty Positions." *Technical Services Quarterly* 27, no. 1 (2010): 66–86.

16.   Habich, E.C., "Analyzing LibQUAL+® Comments using Excel: An Accessible Tool for Engaging Discussion and Action," in *Proceedings of the 2008 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment*, eds. Steve Hiller, Kristina Justh, Martha Kyrillidou, & Jim Self (Washington, DC: Association of Research Libraries, 2009), 417–423, http://libraryassessment.org/bm~doc/proceedings-lac-2008.pdf (accessed December 28, 2010).