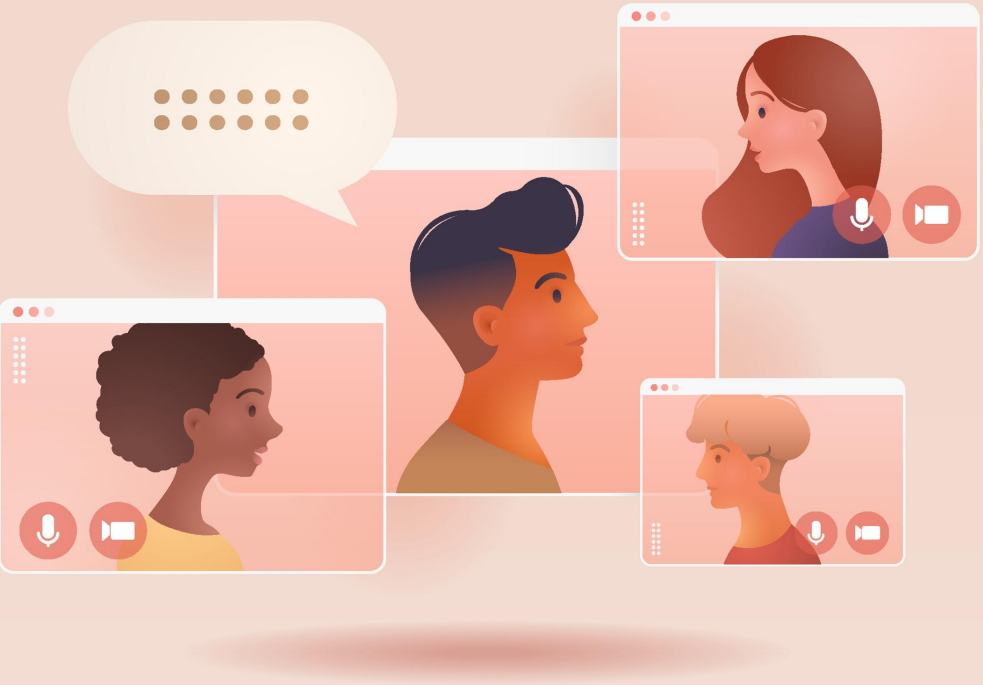

Interviewing for Faculty Positions During Covid-19

Laurence Clement, PhD
Program Director,
Academic Career Development
Office of Career and Professional Development

@UCSFOCPD
Laurence.Clement@UCSF.edu, @LaurenceEdu

Welcome! While you wait:

1. Sign-in: **send your UCSF (or institutional) email address to Rachel Care** in a private chat (our future funding depends on it!)
2. **This program will be recorded. Audience name and video may be visible.**

The job application process in academia

1. Job search
2. Application
3. First interview via Phone/Online (20-45 minutes)
4. First visit (1-3 days)
5. Second visit (1-3 days)
6. Job Offer & Negotiation (1 week - 2 months)

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You submit: CV, Cover Letter, Letters of Recommendations
Research Statement, Teaching Statement, Diversity Statement

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1st round of selection from 100-600 applicants to 50

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To confirm meeting of selection criteria and compare candidates.
3rd round of selection
to 3-4 final candidates.

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Job Talk, Chalk Talk, Teaching Demo
4th round of selection

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Offer made to top candidate. Visit to view lab space, visit homes, interview spouse

Today, we will focus on these 3 steps, during COVID

1. Job search

2. Application

3. First interview via Phone/Online (20-45 min)

4. First visit (1-3 days)

5. **Second visit (1-3 days) - sometimes**

6. Job Offer & Negotiation (1 week - 2 months)

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The job application process in academia

1. Job search	**July-December**
2. Application	
3. First interview via Phone/Online (20-45 minutes)	**September-February**
4. First visit (1-3 days)	**October-March**
5. Second visit (1-3 days) - sometimes	**February-May**
6. Job Offer & Negotiation (1 week - 2 months)	**January-June**

Interviewing for Faculty Positions During Covid-19. October 29, 2020. UCSF OCPD. Copyright 2020. Laurence Clement. Laurence.Clement@UCSF.edu.

The COVID timeline?

1. Job search
2. Application
3. First interview via Phone/Online (20-45 minutes)
4. First visit (1-3 days)
5. Second visit (1-3 days) - sometimes
6. Job Offer & Negotiation (1 week - 2 months)

July-June

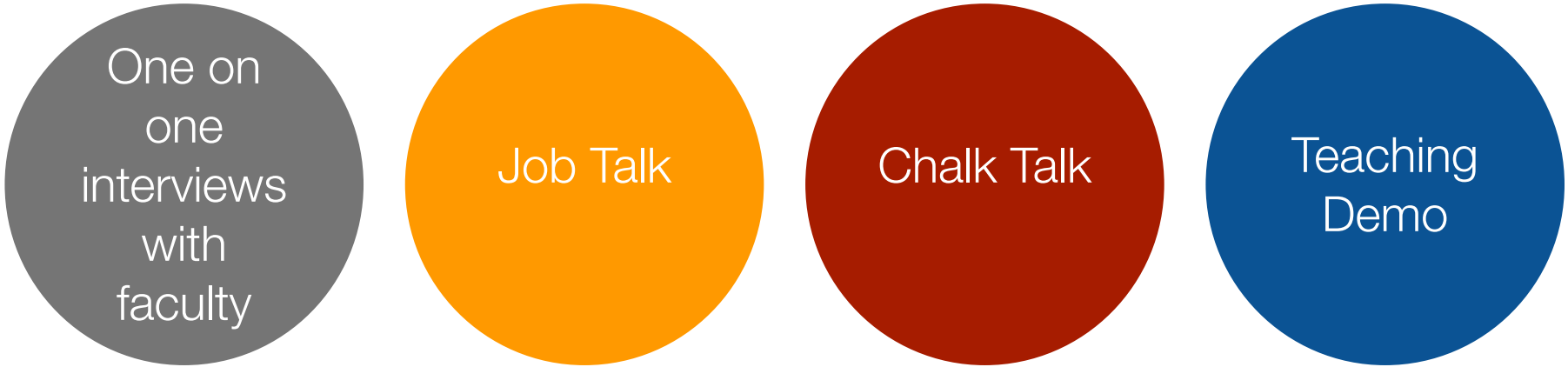
July-June

July-June

July-June

July-June

4 important components of the faculty interview



4 important components of the faculty interview

One on one interviews with faculty

Goal:
To confirm the search committee's assessment of your:

accomplishments

potential

fit for the position

Specifically what the faculty will be looking for varies depending on the type of faculty position.

See https://career.ucsf.edu/acra

Research-Intensive Institutions (R)	Research & Teaching Focused (RT)	Teaching-Only Institutions (T)

How to get **hired** at these institutions

The Academic Career Readiness Assessment (ACRA)

"What are the significant contributors to hiring decisions?"

https://career.ucsf.edu/ACRA

CBE—Life Sciences Education, Vol. 19, No. 2 | Article

Free Access

Figures References

The Academic Career Readiness Assessment: Clarifying Hiring and Training Expectations for Future Biomedical Life Sciences Faculty

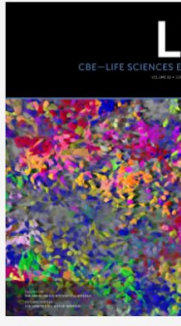
Laurence Clement, Jennie B. Dorman, and Richard McGee

Adele Wolfson, Monitoring Editor

Published Online: 26 May 2020 | https://doi.org/10.1187/cbe.19-11-0235

Abstract

We describe here the development and validation of the Academic Career Readiness Assessment (ACRA) rubric, an instrument that was designed to provide more equity in mentoring, transparency in hiring, and accountability in training of aspiring faculty in the biomedical life sciences. We report here the results of interviews with faculty at 20 U.S. institutions that resulted in the identification of 14 qualifications and levels of achievement required for obtaining a faculty position at three groups of institutions: research intensive (R), teaching only (T), and research and teaching



Vol. 19, No.

June 01, 202

Supplemental Materials

Metrics

Twitter (19)

The Academic Career Readiness Assessment (ACRA)

https://career.ucsf.edu/ACRA

			Level 1	Level 2	Level 3	Level 4
Teaching Practices			Candidate shows awareness of their limited teaching abilities and is interested in developing teaching skills.	Level 1 & Candidate is familiar with the evidence supporting the use of active learning strategies in the classroom.	Level 2 & Candidate demonstrates that they can use active learning strategies effectively in the classroom.	Level 3 & Candidate reflects on own teaching effectiveness and uses iterative process to teaching to improve curriculum. (1)
	T	**Required**		33%	33%	
	RT	**Required**	8%	25%	33%	
Teaching Experience			Candidate has had significant responsibilities (2) as a teaching assistant.	Candidate has been fully responsible for organizing (3) and teaching a course.	Candidate has been fully responsible for organizing (3) and teaching a course with a comparable student population (4).	Candidate has been fully responsible for organizing (3) and teaching a variety of courses (5) with a comparable student population (4).
	T	**Required**			66%	
	RT	**Required**	8%	42%	8%	17%

4 important components of the faculty interview

One on one interviews with faculty

Goal:
To confirm the search committee's assessment of your:

R1 institutions (like UCSF)

accomplishments	What was your contribution to this impactful paper you published?
potential	What is your vision for your future research lab and how fundable is the work?
fit for the position	How will your research bring value to the department, and to your colleagues?

4 important components of the faculty interview

Goal:
To confirm the search committee's assessment of your:

RT institutions (like SFSU)

accomplishments — What is your teaching experience like? Have you mentored undergraduates in research?

potential — How will you include undergraduates into your research plan? Do you know about evidence-based teaching practices?

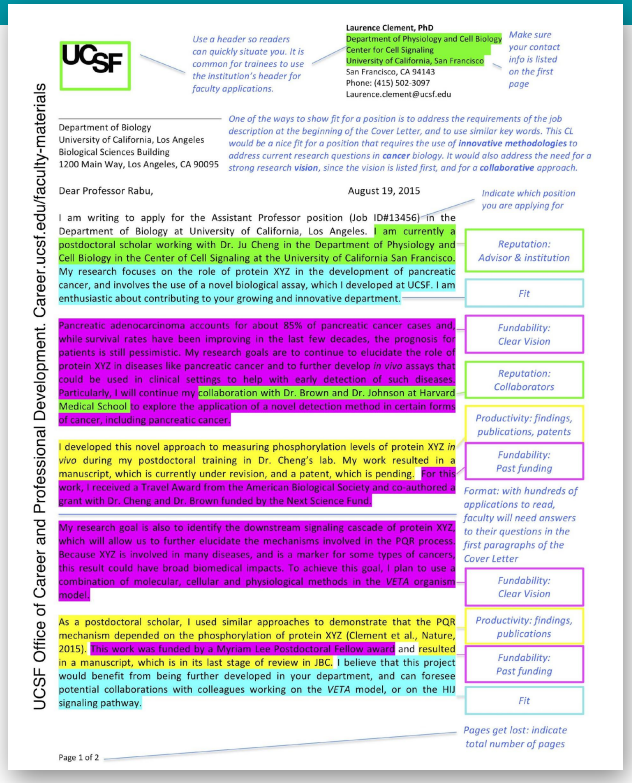
fit for the position — Can your research be done with limited resources? How collegial are you? Do you *really* want to be working primarily with undergraduates?

4 important components of the faculty interview

One on one interviews with faculty

Use our cover letter sample to plan a 2-minute presentation of your strengths.

bit.ly/ACRACV2-R
bit.ly/ACRACV2-RT



4 important components of the faculty interview

Job Talk

Presentation resembles a scientific seminar, with a short section for future research and Q&A.Open to trainees.

Goal:
To assess:

- the quality of your research,
- your ability to communicate it effectively to your audience,
- your contribution to your projects,
- your scientific knowledge and technical mastery,
- your overall vision for the future.

4 important components of the faculty interview

Chalk Talk

Presentation traditionally done on a white board, without slides, in a discussion format with faculty.

Goal:

To assess:

- your ability to design long-and short-term projects,
- the quality and fundability of said projects,
- the level of risk you may be willing to take,
- your ability to communicate said vision,
- your ability to communicate effectively with departmental faculty,
- your ability to withstand criticism or challenge,
- your potential for scientific leadership.

4 important components of the faculty interview

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Presentation traditionally done on a white board, without slides, in a discussion format with faculty.

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4 important components of the faculty interview

Goal:

To assess:

- your ability to design a 1-hour lesson plan
- your ability to present content in an engaging manner
- your classroom management strategies
- your use of inclusive practices
- your ability to meet the students where they are

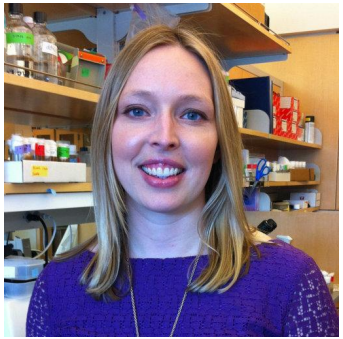
Additional resources not covered today

https://career.ucsf.edu/phds/academic-careers/interviewing-faculty-position#

Our panel

Aparna Bhaduri, PhD
Assistant Professor,
UCLA
(Previously:
Kriegstein Lab, UCSF)

Melissa Dvorsky, PhD
Assistant Professor,
George Washington University
(Previously: Clifford Attkisson Clinical Services Research Training Program, UCSF)



Beverly Piggott, PhD
Assistant Professor,
University of Montana
(Previously: Jan Lab, UCSF)

Serena Sanulli, PhD
Assistant Professor,
Stanford University
(Previously:
John Gross Lab, UCSF)

Questions

1. Which component of your interviews were online, and for how many institutions?
   How did you do it and how was it different from the in-person interviews (if you did it)?

2. What was the biggest challenge about interviewing online? What was surprising? How would you recommend people prepare for the interview?