



Interviewing for Faculty Positions During Covid-19

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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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Research Statement, Teaching Statement, Diversity Statement

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2nd round of selection from 50 to 5-10 top candidates.

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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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Meet faculty 1:1, students in groups,
social time with faculty,
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

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- July-December**
- September-February**
- October-March**
- February-May**
- January-June**
- 

The COVID timeline?

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



4 important components of the faculty interview



One on
one
interviews
with
faculty

Job Talk

Chalk Talk

Teaching
Demo

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>

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

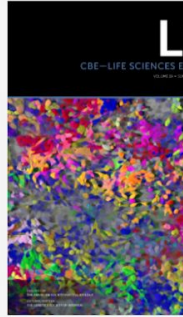
Published Online: 26 May 2020 | <https://doi.org/10.1187/cbe.19-11-0235>

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 [Tools](#)  [Share](#)

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



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[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%

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



One on one
interviews
with faculty

Goal:

To confirm the search committee's assessment of your:

accomplishments

RT institutions (like SFSU)

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

UCSF Use a header so readers can quickly locate you. It is common for trainees to use the institution's header for faculty applications. **Laurence Clement, PhD** Department of Physiology and Cell Biology Center for Cell Signaling University of California, San Francisco San Francisco, CA 94143 Phone: (415) 502-3097 Laurence.clement@ucsf.edu Make sure your contact info is listed on the first page

Department of Biology University of California, Los Angeles Biological Sciences Building 1200 Main Way, Los Angeles, CA 90095 One of the ways to show fit for a position is to address the requirements of the job description at the beginning of the Cover Letter, and to use similar key words. This CL would be a nice fit for a position that requires the use of **innovative methodologies** to address current research questions in **cancer biology**. It would also address the need for a strong research vision, since the vision is listed first, and for a **collaborative** approach.

Dear Professor Rabu, August 19, 2015 Indicate which position you are applying for

I am writing to apply for the Assistant Professor position (Job ID#13456) in the Department of Biology at University of California, Los Angeles. I am currently a postdoctoral scholar working with Dr. Ju Cheng in the Department of Physiology and Cell Biology in the Center of Cell Signaling at the University of California San Francisco. My research focuses on the role of protein XYZ in the development of pancreatic cancer, and involves the use of a novel biological assay, which I developed at UCSF. I am enthusiastic about contributing to your growing and innovative department.

Reputation: Advisor & institution
Fit

Pancreatic adenocarcinoma accounts for about 85% of pancreatic cancer cases and, while survival rates have been improving in the last few decades, the prognosis for patients is still pessimistic. My research goals are to continue to elucidate the role of protein XYZ in diseases like pancreatic cancer and to further develop *in vivo* assays that could be used in clinical settings to help with early detection of such diseases. Particularly, I will continue my collaboration with Dr. Brown and Dr. Johnson at Harvard Medical School to explore the application of a novel detection method in certain forms of cancer, including pancreatic cancer.

Reputation: Collaborators
Productivity: findings, publications, patents
Fundability: Past funding

I developed this novel approach to measuring phosphorylation levels of protein XYZ *in vivo* during my postdoctoral training in Dr. Cheng's lab. My work resulted in a manuscript, which is currently under revision, and a patent, which is pending. For this work, I received a Travel Award from the American Biological Society and co-authored a grant with Dr. Cheng and Dr. Brown funded by the Next Science Fund.

Format: with hundreds of applications to read, faculty will need answers to their questions in the first paragraphs of the Cover Letter

Fundability: Clear Vision

My research goal is also to identify the downstream signaling cascade of protein XYZ, which will allow us to further elucidate the mechanisms involved in the PQR process. Because XYZ is involved in many diseases, and is a marker for some types of cancers, this result could have broad biomedical impacts. To achieve this goal, I plan to use a combination of molecular, cellular and physiological methods in the VETA organism model.

Productivity: findings, publications
Fundability: Past funding
Fit


As a postdoctoral scholar, I used similar approaches to demonstrate that the PQR mechanism depended on the phosphorylation of protein XYZ (Clement et al., Nature, 2015). This work was funded by a Myriam Lee Postdoctoral Fellow award and resulted in a manuscript, which is in its last stage of review in JBC. I believe that this project would benefit from being further developed in your department, and can foresee potential collaborations with colleagues working on the VETA model, or on the HIJ signaling pathway.

Pages get lost: indicate total number of pages

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UCSF Office of Career and Professional Development: career.ucsf.edu/faculty-materials

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.

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4 important components of the faculty interview



Teaching Demo

Teaching a lecture
in front of faculty
and, often,
students.

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



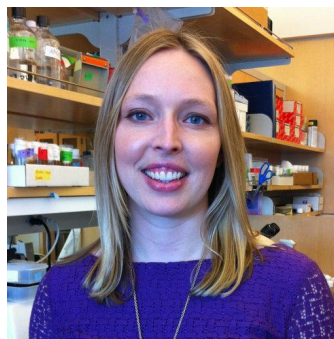
**Aparna Bhaduri,
PhD**

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?