

# Interviewing for Faculty Positions

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Interim Program Director,  
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Developed by Laurence Clement, PhD

# Planning Your Faculty Career

Faculty  
Career  
Series  
*VIRTUAL EDITION*

Prepare | Apply | Interview | Negotiate

July	Aug-Sept	Oct	Nov-Dec
Resources	Resources	Resources	Resources
Workshops	Workshops	Workshops	Workshops
Counseling	Counseling	Counseling	Counseling
Video series	Video series		

All of our  
faculty career  
resources:  
**[bit.ly/  
FacultyCareer](https://bit.ly/FacultyCareer)**

# 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

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



1:1  
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

# 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 [career.ucsf.edu/acra](https://career.ucsf.edu/acra)

# ACRA

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## Clarifying Training Expectations for Future Faculty In the Life Sciences

**“What are the significant contributors to hiring decisions?”**

**Research-focused (R)**

n=4 faculty

validated by 38 faculty

**Research and teaching (RT)**

n=9 faculty

validated by 22 faculty


**Teaching-focused (T)**

n=4 faculty

validated by 11 faculty



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

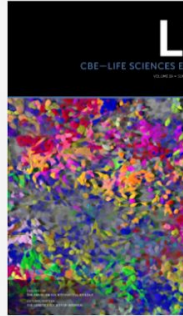
 Laurence Clement , Jennie B. Dorman, and Richard McGee

Adele Wolfson, Monitoring Editor

 Published Online: 26 May 2020 | <https://doi.org/10.1187/cbe.19-11-0235>
 [Sections](#)  [View PDF](#)
 [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)

# ACRA

Clarifying Training Expectations  
for Future Faculty  
In the Life Sciences

[career.ucsf.edu/  
ACRA](https://career.ucsf.edu/ACRA)

**“What are the significant contributors to hiring decisions?”**

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n=9 faculty


validated by 22 faculty

**Teaching-focused (T)**

n=4 faculty

validated by 11 faculty

# 4 important components of the faculty interview



1:1  
interviews  
with faculty

## Goal:

To confirm the search committee's assessment of your:

### R 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



1:1  
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



1:1  
interviews  
with faculty

## Resources:

- Your cover letter
  - Plan a 2-3 minute talk about your strengths and fit for the position
  - Illustrative cover letter samples:
    - [bit.ly/ACRACV2-R](https://bit.ly/ACRACV2-R)
    - [bit.ly/ACRACV2-RT](https://bit.ly/ACRACV2-RT)
- List of real/common interview questions:
  - [bit.ly/OCPDfacultyinterview](https://bit.ly/OCPDfacultyinterview)
  - Saez et al 2019, EJM

# Make some progress in 16 minutes

## Option 1: Prep your 2-3 minute talk

1. Open your cover letter
2. Highlight the things you want to mention
3. See examples if helpful
  - [bit.ly/ACRACV2-R](https://bit.ly/ACRACV2-R)
  - [bit.ly/ACRACV2-RT](https://bit.ly/ACRACV2-RT)

## Option 2: Prep an interview question

1. Open a list of interview questions:
  - [bit.ly/OCPDfacultyinterviewq](https://bit.ly/OCPDfacultyinterviewq)
2. Find an institution that matches one you have applied / will apply to
3. Consider your answer, or what you would need to think about

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**8 minutes**  
on your own

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**8 minutes**  
on your own

**8 minutes**  
in groups  
\*or continue  
on your own



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**8 minutes**  
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**Put an \* in front of your name if you don't want to be in a group**

**8 minutes**  
in groups  
\*or continue on your own

# 4 important components of the faculty interview



## Job Talk

### Overview:

- 45-60 minutes
- Similar to a scientific seminar
  - Cohesive story of work from graduate/postdoc
  - What of that will become your research program
- Audience of trainees, faculty, administrators, within subfield and outside subfield
- your overall vision for the future

# 4 important components of the faculty interview



## Job Talk

### **Goal:**

To assess:

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

# 4 important components of the faculty interview



Job Talk

## Resources:

- Your own experience - you've seen these!
- Feedback
  - From lab group + faculty
  - From an audience outside your subfield
- [bit.ly/OCPDfacultyinterview](https://bit.ly/OCPDfacultyinterview)

# 4 important components of the faculty interview



## Chalk Talk

### Overview:

- Usually on a whiteboard, no slides
- Audience is search committee, maybe other faculty, often no trainees
- Discussion format - faculty will ask questions throughout
- Focus is on your future plans
  - Short overview of job talk content
  - Both short-term and long-term plans
  - “Realistic and ambitious”

# 4 important components of the faculty interview



## Chalk Talk

### **Goal:**

To assess:

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

# 4 important components of the faculty interview



## Chalk Talk

### Resources:

- [bit.ly/OCPDfacultyinterview](https://bit.ly/OCPDfacultyinterview)
  - Recording of chalk talk demo
  - ASCB article lays out a format
- The chair of the search committee
  - Ask about format, timing, audience, expectations
- Practice!
  - Ideally with a mock faculty panel

# 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



# 4 important components of the faculty interview



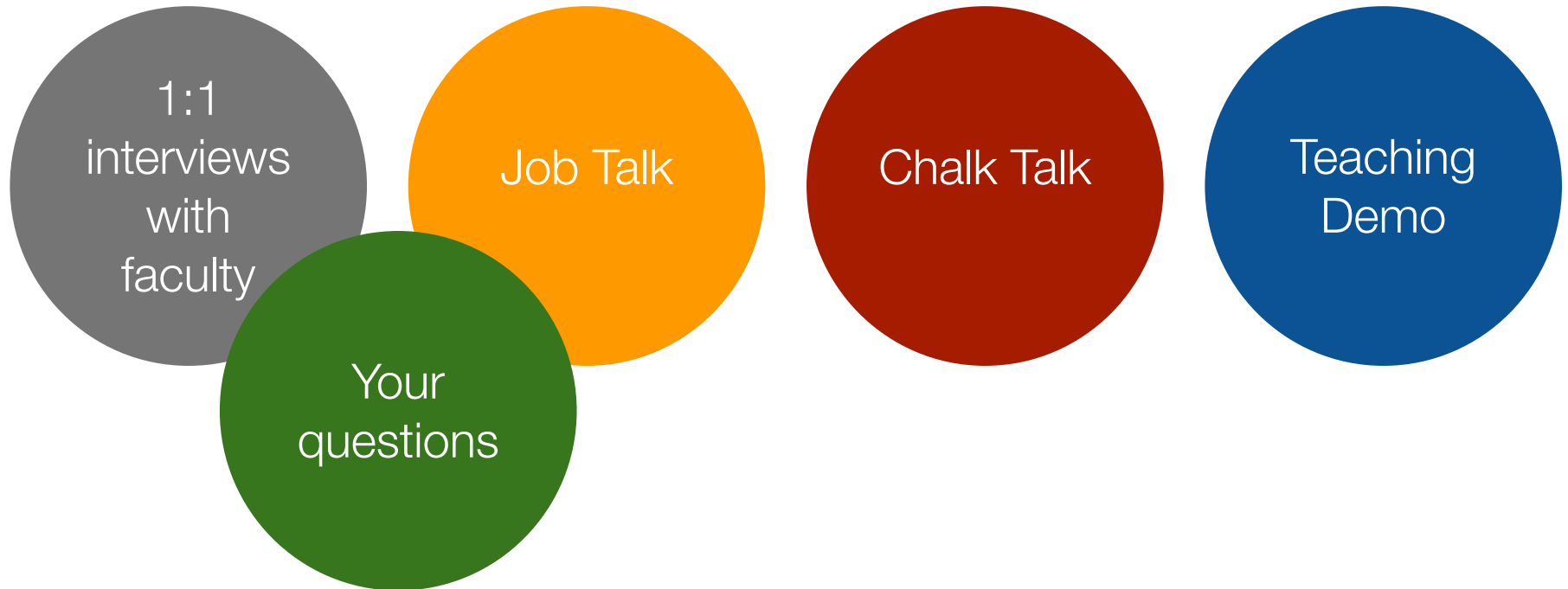
1:1  
interviews  
with  
faculty

Job Talk

Chalk Talk

Teaching  
Demo

# 5 important components of the faculty interview



# 5th important component!



Your  
Questions

## Goal:

To learn:

- whether the institution (and specifically the department) is a good environment **for you**
- what the expectations are for promotion/tenure

# 5th important component!



## Your Questions

### Resources:

- Self-reflection and conversations with others involved in the decision
- Using the Interview to Avoid a Bad Fit
  - [bit.ly/OCPDinterview](https://bit.ly/OCPDinterview)
- Negotiating for a Faculty Position
  - Slides
  - Workshop November 18
- Sample budgets
  - [bit.ly/OCPDfacultybudget](https://bit.ly/OCPDfacultybudget)

# 5th important component!



Your  
Questions

[bit.ly/OCPDinterview](https://bit.ly/OCPDinterview)

## Using the Interview to Avoid a Bad Fit crash course:

- Ask open-ended questions that allow people to explain what is true for them
  - Look for details and facts, not adjectives
- Ask the same question to different people
  - Chair, senior faculty, junior faculty, trainees
  - Look for consistency, not candor

# 5th important component!



Your  
Questions

[bit.ly/OCPDfacultyneg](https://bit.ly/OCPDfacultyneg)  
[bit.ly/clementnov17a](https://bit.ly/clementnov17a)

## Negotiating for a Faculty Position crash course:

- Frame your needs in service of productivity necessary to achieve tenure requirements
- Learn about the experience of new faculty
  - Cost of living
  - Renovation timelines
  - Teaching requirements
  - Timeline of hiring process
  - Any advice

# Make some progress in 16 minutes

## Option 1: What's a good fit for you?

1. Reflect on environments in which you've experienced belonging, engagement, and achieved your goals
  - [bit.ly/OCPDinterview](https://bit.ly/OCPDinterview)
2. What people, programs, support, systems, values, community, etc were present in those environments?
3. How will you ask faculty about those things?

## Option 2: What info do you want to gather?

1. Open negotiation checklist:
  - [bit.ly/clementnov17a](https://bit.ly/clementnov17a)
2. Choose topics that are important to you

**8 minutes**  
on your own

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in groups  
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Put an \* in front of your name if you don't want to be in a group

# Additional resources

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**Plus these slides soon!**



# Additional resources

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# Our panel



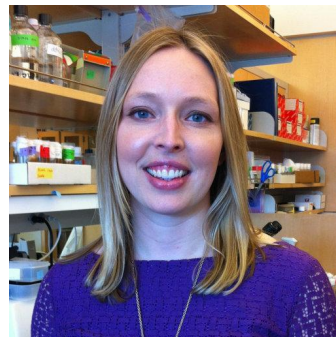
**Aparna Bhaduri,  
PhD**

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 panelists answer

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?

# Additional resources

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Interviewing for  
Faculty Positions  
Online

Prepare | Apply | Interview | Negotiate

**Faculty Candidate  
Department of Pharmacology**

***Jane Andrews, Ph.D.***  
Postdoctoral Fellow  
Department of Medicine  
University of California San Francisco

***Monday, February 13 (cont'd)***

- 3:30-4:15PM**    **Matthew Broderick, PhD**, Associate Professor of Chemistry  
522 Amber Hall
- 4:15-5:00PM**    **Arlen Spector, PhD**, Assistant Professor of Pharmacology  
8401 Science Building
- 5:00PM**            The Search Committee will escort Dr. Andrews to the University Inn
- 6:15PM**            The Search Committee will pick Dr. Andrews up for dinner
- 6:30PM**            ***Dinner***  
Italiana (967-5008)  
**John Johnson, PhD**, Associate Professor of Pharmacology;  
Member of Search Committee  
**Bill Javens, PhD**, Associate Professor of Pharmacology;  
Member of Search Committee  
**Fred Adams, PhD**, Assistant Professor of Biology

# Additional resources

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Interviewing for  
Faculty Positions  
Online

Prepare | Apply | Interview | Negotiate

[career.ucsf.edu/appointments](https://career.ucsf.edu/appointments)

<b>Faculty Candidate</b> <b>Department of Pharmacology</b>	
<b>Jane Andrews, Ph.D.</b> <b>Postdoctoral Fellow</b> <b>Department of Medicine</b> <b>University of California San Francisco</b>	
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# Questions