

THANK YOU FOR JOINING

We will start shortly.

We are playing music;
please test your audio connection and dance.



Academic Interviews

Facilitators:

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Graduate Career Advisors, CCA



The Grad and Postdoc Advising Team



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We respectfully acknowledge that we live and work on the traditional territory of the Neutral, Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River.

- *Support O:se Kenhionhata:tie Landback camp: https://www.landbackcamp.com/get_involved*
- *Learn more about the land on which you live and work on: <https://native-land.ca/> or <https://www.whose.land/en/>*



THIS
workshop **IS A**
SAFE
SPACE

<http://swarthmorephoenix.com/2016/09/08/safe-spaces-unsafe-for-ideas/>

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CENTRE FOR CAREER ACTION

- 1) Choice
- 2) Respect
- 3) Care

HOW THIS WORKSHOP WILL WORK

- ✓ Use the chat at anytime to ask questions or make an observation. I am all for random interaction!
- ✓ Majority of activities rely on chat – we'll be working through 3 scenarios. But also have a pen and paper ready, not just to take notes but to engage in some reflection.
- ✓ We'll have a break roughly halfway to get up and stretch.
- ✓ Q&A is at the end but always feel free to ask questions.

**INTRODUCE YOURSELF AND WHAT YOU
HOPE TO LEARN IN TODAY'S SESSION**

MANAGING INTERVIEW ANXIETY

CENTRE FOR CAREER ACTION

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MANAGING ANXIETY



SELF-CARE



VISUALIZATION
AND IMAGERY



BREATHING



USING YOUR
SUPPORTS

DURING THE INTERVIEW

- It's ok to ask for a question to be repeated
- It's ok to stop and take a sip of water or deep breath to ground yourself
- Be kind to yourself if you stumbled on one question
- Get up and do something between the interviews/talks: snack, dance, step outside
- You can follow up with a thank you email and re-word something or mention something you didn't express the way you wanted

RESOURCES

- UW Counselling Services: 519-888-4567 x 32655
- KW Counselling Services: 519-884-0000
- 24/7 services:
 - Good to Talk 1-866-925-5454
 - Here 24/7 1-844-437-3247

FORMAT OF ACADEMIC INTERVIEWS

FIRST ROUND/SCREENING INTERVIEWS

| Conference Interviews | Video Interviews |
|--|---|
| Held at major annual conference/convention of discipline | Screening interview to determine who gets a campus interview |
| Interviewers = representatives of search committee | Interviewers = any combination of members of the search committee |
| Approximately 15-30 minutes in length | Generally 30-60 minutes |
| General questions about your research/teaching and service | General questions about your research/teaching and service |
| In person ** | Via webcam |

COMPONENTS OF THE CAMPUS INTERVIEW

- Breakfasts/lunches/dinner with faculty
- Lunch/coffee with (grad) students
- Campus tour
- Area/community tour
- Interview with Search Committee
- Interview with Dean or Chair
- Job talk (30-50 min followed by Q&A)
- Teaching demonstration (teach an actual class or teaching a topic to faculty pretending to be students)
- One-on-one meetings with any faculty who want to meet with you
- One-on-one meetings with faculty/staff you have requested to meet with

VIRTUAL 'CAMPUS' INTERVIEW

- Interview with Search Committee
- Interview with Dean & possibly other individuals at higher levels
- Job talk (30-50 min talk, followed by Q&A)
- Teaching demonstration (Teach an actual class or a topic to faculty pretending to be students)
- One-on-one meetings with any faculty who want to meet with you
- One-on-one meetings with faculty/staff you have requested to meet with
- Meeting with grad students (sometimes this doesn't happen in virtual interviews)

Virtual Interview Tips



- **Test your tech:** test run the software with a peer to ensure a smooth experience
- **Be early:** set-up computer, close extra tabs, turn off notifications and open the program
- **Start with a strong introduction:** say hello, smile and look directly into the camera
 - “Thank you for taking the time to speak with me today.” “I’ve been looking forward to our conversation.” “It’s nice to meet you!”
- **Be prepared for small talk:** Remain positive, find a common interest

Virtual Interview Tips

1. **Sound:** find a quiet space and a room with some sound insulation
2. **Background:** have a clean and simple background
3. **Camera Angle:** ensure your camera is at eye-level by stacking textbooks or a box under your laptop
4. **Lighting:** use natural light or a lamp. Ensure you are not backlit
5. **Dress:** dress appropriately for you and the role (from head to toe!)



ANY QUESTIONS ABOUT THE FORMAT?

Type in the chat (to Everyone or to me privately)

5 MINUTE BREAK!

CENTRE FOR CAREER ACTION

ACADEMIC INTERVIEW SCENARIOS

Responding to Interview Scenarios

Throughout this section, I will be sharing scenarios of academic interviews. With each scenario, I would like you to:

1. Identify a problem within the scenario (there might be more than one, but focus on one problem)
2. Provide how you might change the scenario so that the interview goes better
3. Share your response in the chat

Scenario 1: Preparation for an Interview

During a department meet and greet, Hae-mi (she/her) is approached by an individual who asks really engaged questions. The individual seems the most engaged of all the others, and overall the conversation is going really well.

To Hae-mi, the individual seems quite young, especially compared to how other faculty members are dressed/look, and assumes the individual is a grad student. Given her observation, Hae-mi asks “So, tell me about your research: What is your dissertation about?”

“Um, I’m an Assistant Professor,” the individual replies. Hae-mi apologizes, and the conversation ends awkwardly after the faculty member answers her question.

PREPARATION FOR THE “CAMPUS VISIT” INTERVIEW



BEFORE THE ACADEMIC INTERVIEW

- ✓ Review the job posting
- ✓ Review your application documents
- ✓ Research the department, the team, the strategic plan etc.
- ✓ Research the people you will meet
- ✓ Understand the needs of the department/faculty/university



Scenario 2: The Job Talk

When preparing for his talk, Morris (he/him) is finalizing his slides that feature citations from academic sources and from his qualitative survey results. When he did a mock interview, one of his colleagues pointed out that most of the included quotations from sources and survey responses identified as male. Morris acknowledged this, noting that they were the strongest of the quotations and would be able to address this in the job talk if it were to come up.

During the Q&A of the job talk, a faculty member brings up this exact point. Morris replies that there were other quotations but these best supported his argument. The questioner followed up with “But...what might the other sources, who do not identify as male, indicate? Do they disprove your argument?” Morris got defensive and replied: “Not really...they kinda say the same thing.” He, then, continued to defend his choice to include the quotations he did.

ANTICIPATE QUESTIONS

Research

Teaching

Collegiality

Reflect on how you fit and how you add to the department



Understand how your experiences connect with and add to the department



Identify your experiences that provide evidence



Make a list of questions you want to ask

Job Talk

- ✓ Focus on current and future research
- ✓ Dissertation/past research has a place in your talk but should serve as a launching point and not take up much space
- ✓ Make connections between you and the department/university/location
- ✓ Centralize your talk on what makes you unique, both in terms of how you might fit but also what you can contribute
- ✓ Strategize to anticipate questions

Scenario 3: The Teaching Demo

Avery (they/them) is required to do a teaching demo in addition to their job talk. The teaching demo requires Avery to teach a concept of their choice within their field to first year students. Knowing the topic very well, Avery decided that they better focus on the research talk and prepares a similar lesson they have taught at their current school.

After the teaching demo, a faculty member raises their hand and says, “I enjoyed the teaching demo, but I’m not sure how this would work with our students, especially first years. We find our students tend to be from a variety of disciplinary backgrounds in our first year classes.”

Avery didn’t realize until that moment that the concept they taught was a concept from a 3rd year course. They fumbled on how they might teach the concept in first year and wasn’t confident in how they might teach it to students outside of the discipline.

Teaching Demo

- ✓ Carefully read the teaching demo instructions and don't be afraid of asking for clarifications
- ✓ Less can be more; try not to overpack the lesson
- ✓ Ensure the content is appropriate for the audience, whether the audience is “real” or faculty pretending to be that audience
- ✓ Focus on highlighting your teaching strengths if given options
- ✓ Aim for interactive teaching demo; limit lecturing (which can be hard in a digital environment)

**ANY QUESTIONS ABOUT THE JOB TALK OR
TEACHING DEMO?**

CENTRE FOR CAREER ACTION

HOW DID WE DO?

We are always looking for ways to improve and your feedback is important. Complete the feedback survey delivered to your inbox at the end of this week.

Our mission is to educate and motivate all members of the University of Waterloo community to develop and take action to achieve current and future career goals.

THANK YOU!

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