

“HOW TO INTERVIEW FOR A FULL-TIME FACULTY POSITION”

A WORKSHOP HOSTED BY YOUR
SOCCCD FACULTY ASSOCIATION

**MODERATED BY KURT MEYER,
PROFESSOR OF ENGLISH**

WELCOME PANELISTS: SEARCH COMMITTEE EXPERTS

- Claire Cesareo, Professor of Anthropology & Faculty Association President (Saddleback College)
- Lewis Long, Professor of English & Faculty Association Chief Negotiator (Irvine Valley College)
- Lisa Alvarez, Professor of English (Irvine Valley College)

WELCOME PANELISTS: NEWLY HIRED FULL-TIME FACULTY & EXPERIENCED INTERVIEWEES

- Michelle Gustafson, Counselor (Saddleback College)
- Christina Ghanbarpour, PhD, Assistant Professor of History (Saddleback College)
- Amy McWhorter, Assistant Professor of Biology (Irvine Valley College)

“WHAT IS THE ONE THING YOU MOST
WANT OUT OF THIS WORKSHOP?”

OVERVIEW OF WORKSHOP AGENDA

- Overview of Interview Process
- Preparing in Advance and “Pre-Interview” Writing Assignment
- Predicting and Responding to Typical Interview Questions
- The Teaching Demo/Presentation

OVERVIEW OF WORKSHOP AGENDA (CONT.)

- Second-Level Interview with President
- Accepting the Job or Dealing with Rejection: Profiting from the Experience
- Q & A
- Workshop Evaluation and Thank Yous

OVERVIEW OF INTERVIEW PROCESS

- Receiving the Call;
Scheduling Your
Interview
- Is there a Favorable
Day and Time?



OVERVIEW OF INTERVIEW PROCESS (CONT.)

- The “Courtesy” Interview
 - Who’s Eligible [see Article XVI , Appendage A in Handout]
 - What it Means and Doesn’t Mean
 - Why You Should Always Accept Courtesy Interview

OVERVIEW OF INTERVIEW PROCESS (CONT.)

- “Pre-Interview” Task:
 - Writing Assignment
 - Evaluating Student Work
 - Problem-Solving



- The Interview:
 - Responding to Questions
 - The Teaching Demo/Presentation



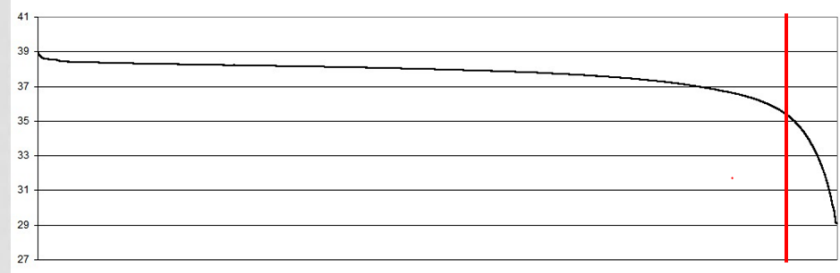
OVERVIEW OF INTERVIEW PROCESS (CONT.)

- After Interview(s) Committee Discusses/Deliberates without Referencing Numbers
- Search Committee Members Independently Score Interviewees
 - See “Confidential Interview Rating Sheet” [Appendage B in Handout]
- Interview Questions Typically Weighted 70% of Overall Score (Combined With Paper/Application Score, Typically 30%)

OVERVIEW OF INTERVIEW PROCESS (CONT.)

Committee

- “Draws the Line”
- Conducts Reference Checks
- Forwards Candidates (Usually 3 or More) for Second-Level Interview
 - [Search Committee Does Not Match Numeric Scores to Candidates or Specify Ranking Order]



OVERVIEW OF INTERVIEW PROCESS (CONT.)

- Second-Level Interview with College President and Typically One or Two other VP's
- President Formulates Own Opinion, then Typically Consults with Search Committee Chair
- The President Makes Final Hiring Decision



PREPARING FOR INTERVIEW: BEST PRACTICES

- Be Confident! They Chose You!
They're Interested in You!
- Know Your Profession/Discipline
(Professional Development Activities)
- Know Your
College/School/Department
- Know Your Audience: What They Are
Looking For
- Know Yourself



FILLING IN KNOWLEDGE GAPS

“Even without practical, hands-on experience you can demonstrate an interest in a certain career field, and an understanding of the skills and knowledge that are valued in it, by researching online and by developing networks of contacts who can help you fill in knowledge gaps.”

Barber, Joseph. “Sounding Smarter = Being Smarter.” Inside Higher Ed. Nov. 9, 2015

PREPARING REQUIRED MATERIALS

- Take Time and Care when Preparing Requested Materials
 - e.g. syllabi, assignments, teaching demo/presentation, etc.
- Additional Materials Not Requested by Committee May NOT Be Considered



PREPARING FOR THE “PRE-INTERVIEW” TASK

- Typically Occurs Immediately Prior to Interview and Lasts about 30 Minutes
- Often a Written Response to a Prompt Designed for You to Demonstrate Your Experience/Abilities
 - e.g. Teaching/Counseling Philosophy, Personal Qualities, How You Might Respond to Situation, Communication to Others
- Likely a Discipline-Specific Task
 - e.g. Writing Assignment, Evaluating Student Work, Problem-Solving, etc.
- Sometimes Weighted as Two Questions
 - e.g. scored for content and strength of writing/style
- Ways to Prepare

THE INTERVIEW QUESTIONS: GENERAL INFO

- Typically between 7-10 Questions (plus Pre-Interview Task and Teaching Demo)
- Often Placed on Table in Front of You, but Some Committees Allow Interviewee to See Questions 10-15 Minutes Before Interview
- Questions Designed Generally around “SENSITIVITY TO STUDENT/STAFF DIVERSITY” and a Minimum of Five of the Additional Eleven Categories List on the “Categories for Interview Questions” Sheet [See Appendage C in Handout]

THE INTERVIEW QUESTIONS: GENERAL INFO (CONT.)

- Unique Experience, Skills and Abilities, Talents
- Philosophy and Practices
- Attitude Towards Students and Ability to Work with others
- Potential to Contribute and Capacity to Grow
- The Kind of Teacher/Counselor/Librarian AND Colleague You Are... and Could Become



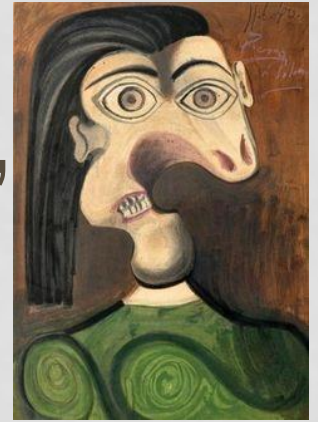
PREDICTING INTERVIEW QUESTIONS: SOME STRATEGIES

- Revisit Job Description, Especially “Desirable Qualifications”
- Research the College and Department
- Review Typical Interview Questions Online and Those You’ve Written Down from Prior Interviews
- Ask Colleagues (Not on Committee) for Tips

RESPONDING TO INTERVIEW QUESTIONS



“Interview Like
Rembrandt, Not Picasso”



“... communicate in a way that projects clear and detailed images rather than complex and distorted ones.”

Magaldi, Thomas. “Interview Like Rembrandt, Not Picasso. *Inside Higher Ed*. Oct.19, 2015

RESPONDING TO INTERVIEW QUESTIONS (CONT.)



“Like Rembrandt, Not Picasso” (Cont.): Adds Magaldi,”

“Your goal is to paint a clear picture in the minds of your interviewers, so they can envision you using [your] skill[s]. You want to make your experiences come alive so employers can . . . imagine you doing the job they want to fill.”

RESPONDING TO INTERVIEW QUESTIONS (CONT.)

“So How Do I Be Like Rembrandt?”

Paint a Picture with...

- Relevant and Memorable Stories
- Descriptive Words and Language
- Strongest Examples that Differentiate You from Your Peers (“Uncommon but Relevant Experience Remembered over Common Story”)

RESPONDING TO INTERVIEW QUESTIONS (CONT.)

One Strategy: Concisely answer Questions with Stories Using **STAR** Technique

- Highlight a **Situation** You were Placed in
- The **Task** You Were Responsible for in that Situation
- The **Action** you took
- The **Result** of Your Action

RESPONDING TO INTERVIEW QUESTIONS (CONT.)

A Similar Strategy: Like an Effective Paragraph,
Use **SEES/SEIS** Structure

- Begin with a Clear **Statement** of Your Main Point
- Prove an **Explanation/Elaboration** of Your Main Point
- Offer Specific Concrete **Examples/Illustrations** Supporting Main Point
- Conclude with a **Statement** that Reiterates and Reinforces Your Main Point

RESPONDING TO INTERVIEW QUESTIONS (CONT.)

Another Strategy: “Verbal Origami”

- “Emphasize specific skills over umbrella words (‘Taught,’ ‘Worked,’ ‘Participated,’ ‘Assisted’)”
- “The process of taking one of your skills-based experience[s]... from CV and verbally folding and refolding it so that it can emphasize different skills for the different positions you might be applying.”

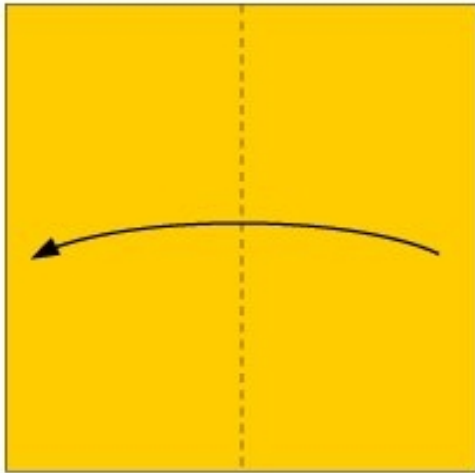
Barber, Joseph. “Easy fixes for your CV, resume, and interview answers.”
Inside Higher Ed. Nov. 23 2015

AN EXAMPLE OF VERBAL ORIGAMI

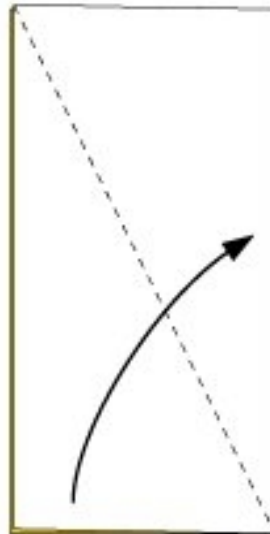
Created a new assessment tool as part of a team to determine success of a new training methodology.

Collaborated with a team of 2 MBA students and an engineer to develop an online assessment tool used to measure training outcomes.

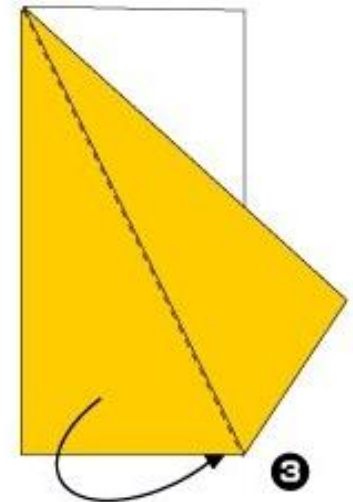
Successfully used Qualtrics and SPSS to develop and analyze a 30-minute online assessment for training outcomes that is now used as a standard protocol and tool for evaluation in an office of 15 researchers.



1



2



3

RESPONDING TO INTERVIEW QUESTIONS (CONT.)

Other Useful Strategies and Best Practices Responding to Questions

- Use Key Points from Cover Letter and CV as Foundations for Your Responses
- Practice Before You Preach
- Visualize Your Success:
 - Be Calm and Composed
 - Practice Deep Breathing
 - Pause for a Few Seconds to Think about How You Might Answer Questions



ADDITIONAL STRATEGIES TO ENSURE
THAT YOU EXPRESS YOUR SKILLS,
ABILITIES, AND EXPERIENCES CLEARLY,
CONCISELY, AND MEMORABLY?

MOCK INTERVIEW

Question #1

“Please identify three qualities that make you an effective teacher, and provide specific examples for each.”

MOCK INTERVIEW

Question #2

“Describe one of your favorite teaching practices, and explain how it reflects your teaching philosophy?”

MOCK INTERVIEW

Question #3

“Imagine that it’s week three and several of your students are being repeatedly disruptive: they constantly text on their phones, talk when you and other students are trying to speak, and refuse to participate in class activities. How would you respond?”

THINK-PAIR-SHARE ACTIVITY

Question #1

“What kinds of diversity do you anticipate encountering in the Saddleback/IVC classroom, and how would you make use of this diversity in your teaching/counseling practices?”

THINK-PAIR-SHARE ACTIVITY

Question #2

“What are your skill competencies that you need to work on if you were selected for this position?”

THINK-PAIR-SHARE ACTIVITY

Question #3

“How do you see yourself contributing to your college and campus community beyond the classroom?”

THINK-PAIR-SHARE ACTIVITY

Question #4

Closing Remark: “Is There Anything You’d Like to Ask or Tell Us?”

THE TEACHING DEMO/PRESENTATION

- Typically Weighted as Two Questions (Content and Style/Delivery/Interaction)
- Typically Occurs In Middle of Interview, but Could Come First or Last
- Confirm Technologies Provided, Practice, and Prepare for Glitches



THE TEACHING DEMO/PRESENTATION (CONT.)

- Student-Centered Activity/Demo
 - Demonstrations/Presentations Unique to Counselors and Librarians
- Choosing Wisely: Play to Your Strengths/Distinguish Self from Others
- Interviewers May or May Not Interact
- Preparation: Materials and Timed Rehearsal



THE SECOND-LEVEL INTERVIEW

- Know Your Audience (College President, VP's, Administrators), College, District, Profession
- Anticipate Possible Questions (Different from First Interview)
- How to Prepare
- References
 - Supervisors and Colleagues not on Search Committee
 - Confirm Current Contact Information



DECISION TIME

The Call

The Letter

Accepting
the Position

Dealing with
Rejection

Profiting
from the
Experience

Q & A

THANK YOU