**Title: Interview Strategies for Academic Jobs  
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**APA Interviewer:** Welcome to today's *How Did You Get That Job* workshop. These workshops are geared toward providing you with the knowledge and skills needed to find secure and keep a job. Today's workshop will last 60 minutes and include a presentation on *Interview Strategies for Academic Jobs*. After the presentation, we'll spend the remaining time answering some of your questions. You can submit a question by using the questions box located in the webinar control panel and you can submit it at any time.

Our presenter today is Dr. Guy A. Boysen. Boysen is a professor of Psychology at McKendree University. He received his Bachelor's degree from St. John's University and his PhD from Iowa State University. His scholarship emphasizes the professional development of psychology faculty, the teaching of psychology, and stigma toward mental illness. He is the author of *Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job*, and co-author of *An Evidence-based Guide to College and University Teaching: Developing the Model Teacher*. Welcome, Dr. Boysen.

**Dr. Guy A. Boysen:** Thank you so much. It's great to be here on a Friday afternoon with you all and I'm very happy to talk about this subject. It's something that I think is really important because I'm passionate about being a psychology professor. I think it's the greatest job in the world and I want everyone who wants that job to have a chance to do it themselves.

Where I want to start is with just a little anecdote to illustrate one of the events that got me involved in this research area of scholarship. I teach at a small private liberal arts college and I've been on many search committees over the years. I remember one search committee where we had a candidate who was amazing on paper, absolutely great candidate. In the phone interviews in the first round, this person blew our minds away, they were amazing. Then we got on campus, and they were doing fantastic, until they did their teaching presentation.

Their teaching presentation consisted of 50 minutes of lecture with no student interaction whatsoever. For us at a small private liberal arts college, that really was a deal-breaker. We thought, "We can't hire this person, if this is how they teach." Before we gave up on this person, we asked the person, "Is that how you normally teach a class? You just lecture for 50 minutes and don't have any interaction?"

The person said, "Oh, no, I would never teach a class like that." We said, "Well, why did you do your teaching demonstration that way?" The person replied, "It's because I talked to my major professor, and we were talking about how it's a teaching demonstration, and I'm the teacher so it would be inappropriate to have other people talking. I'm the one that's being evaluated."

We couldn't help but shake our heads with how misinformed that was and how bad of advice that was for the type of college this person was interviewing at. This is one of the clear illustrations that you need to think about being a psychology professor when you're interviewing as something that is not one position, it's many positions. There's lots of different types of psychology faculty members, and my previous talk on applying to different colleges is available on the APA website so you can go back and see how you get your materials together to get an interview.

What I want to focus on today is once you have those interviews, how do you prepare for them, especially the job talk, and then some other stuff that's a little bit maybe more fun like, how do you escape social traps and some kisses of death you want to avoid. Where I need to start is a little bit about different types of institutions. If you love music like I do, then you'd love this tool right here. This is your equalizer that allows you to crank up whatever part of the sound of the music that you love, it could be the bass, the treble, the mid-level, and make it be perfect for your ears. In academia, we have the same thing but what you're adjusting is your level of teaching focus, research focus, and also service.

People know that teaching and research is service typically replies to the other stuff that you volunteer to do like committees and reviewing, that extra doesn't fall into teaching and research. You can adjust this so that it perfectly matches your skills and your interests but the trick is you have to be able to make an institution see you as a good fit for what they want in terms of a teacher and a researcher.

What I want to do is just give you a half a minute before we get into the different types of institutions to figure out what your ideal would be. If you were going to distribute teaching, research, and service in terms of 100% of your work, how would you distribute that? Just think about what you would there.

**[pause 00:05:13]**

**Dr. Boysen:** Okay. Hopefully, you got some percentages in mind and think about those when we're talking about the different types of higher-ed institutions. I'm going to argue that there are four main types of higher education institutions. You got community colleges and then baccalaureate colleges, and then masters universities and doctoral universities. Faculty work at community colleges, if you look at the percentage breakdown, it's really highly devoted to teaching.

You'll notice that scholarship doesn't even show up there and that's because community college teachers are not really contractually obligated to do research. Many of them do scholarship, but it's not part of what they're required to do. They're extremely teaching focused and they're focused at teaching at the undergraduate level, because there are no graduate programs and mostly not even any four-year degree programs at associate level.

Then the other thing its not only undergraduates, it's undergraduates from a huge diverse background, because it's open enrolment, meaning anyone can take any community college course that they want. At baccalaureate, we're now talking about a four-year institution where there's going to be some expectations for scholarship, but teaching is still going to be number one. It's going to be the thing that gets you hired, tenured, promoted.

The undergraduate research is still primary, there may be a few graduate programs in there but it's not going to be the focus, and the research is going to be wildly different depending on what type of institution you're at. At the most elite baccalaureate colleges, you might have research expectations that are the same as at a doctoral University. At smaller ones that are maybe less elite, it may be you just have to be kind of active and you don't even really have to publish anything but you still expect some scholarship.

In terms of faculty work at masters universities, with master's universities I often think about these as like the big state colleges, and that's a generalization but that's pretty typical for a masters university. Teaching is still going to be the primary thing that faculty can focus on and then in terms of research, it's not going to be as intense as a doctoral university but there might be some more specific expectations at a baccalaureate institution. You might have to have a certain number of publications in order to be successful there. Then it's a master's university so typically there's going to be some graduate programs that people will be contributing to unlike a baccalaureate.

Then finally, the doctoral universities are the things that people are really emphasizing mostly when they're talking with their advisors. Many advisors, this is the only thing that they can think of in terms of where people should go but it's just the one place where research is the main thing. It is the thing that gets you hired, it's the thing that gets you tenured, it's the thing that makes you famous at these types of institutions. You still have to teach but as has been famously said before, being an okay teacher at a doctoral institution is okay, it's not the thing that's going to make or break your career.

If you are applying for a full-time position at any one of these types of universities, your argument for being a good fit at that institution is going to be that you emphasize research and teaching and service to a similar degree. My previous presentation on applications talked about how to get the interviews but now my focus for the rest of the talk is going to be about when you're in the interview process how do you emphasize that you're a good fit in terms of these breakdowns of what they're looking for in each of these types of institutions?

Tenure track, continuing contract positions, they're going to match the institution. If its emphasis is on teaching, if its emphasis is on research, it's going to be exactly the same for whether you're on the tenure track or whether you're on a continuing contract, meaning that you're hired for a five-year period or something like that. Let's transition. You've gone through the application process and now you're in the interview process. The interview process for four-year institutions tends to follow a two-part process.

For full-time faculty, interviews you're going to have a first-round and a second-round. In the first round what we're talking about is just, no matter how many people applied, it could be hundreds of people for one position, they're going to get maybe 10 or 20 of the best candidates and they're going to have a phone or a video interview.

My guess is that phone interviews are going to go away and disappear very quickly, if they haven't already and that video interviews are now going to dominate. The trick here is video interviews are almost like an in-person interview that you have to do in your living room or in your office or whatever. You really have to treat it almost identically to an in-person interview in terms of how you present yourself. It's a little bit trickier than a phone interview where you could be doing it in your pajamas with notes all over the place. Not going to be super long because they're doing this with a lot of people, 15 to 30 minutes would be typical. The whole purpose of the first round is to get to the second round.

The second-round interview is just going to be two or three of the very best candidates. I can't stress this enough, the first round of interviews, all those 10 to 20 people, they're all qualified for the position. They're getting interviewed because they could do the job. The second round of the interview is just the most qualified of the already qualified people. These are people that just are absolutely perfect fits. Any one of these two to three people are qualified for the position.

Typically they bring them in for a full day on campus, that can sometimes extend into more than one day, like an evening and an afternoon, multiple days does happen in some places. It's going to be a chock-full of meetings and interviews. Meetings with the search committee, the chair of the department, perhaps a provost, or a dean. When I was on the job market I met with presidents of universities, and that obviously was at a smaller place. The key to the thing that you have to do, we'll talk about this quite a bit later, is you're going to have a talk that you give. That's going to be the most important thing that you do all day long.

Then of course, they're going to sprinkle some social things on you, like meals. It could go from anywhere from a bagel at the cafeteria, to dinner at the fanciest meal at the fanciest restaurant in town. You have to be, I'll talk a little bit about social traps and how to prepare for those types of social situations. First-round, second-round. I'm going to spend most of my time talking about the first round of interviews.

How do you express fit in that first round of interviews that are on a phone call or a video call? The thing to keep in mind is that they're probably going to be asking the same questions. The wording might be a little bit different, the focus might be a little bit different, but you can plan for the types of questions they're going to ask. There are different answers that will fit different types of institutions better or worse.

You just know you're going to get some sort of variation no matter where you are with this question, why you interested in this position. The correct answer to that position, you know this if you watched my talk about applications, is because you fit all of the qualifications listed in the advertisement. I'm joking a little bit here, but this is not far off. What you need to do is look at the job that you advertised and have a set in your mind, top three, four things that you say, I want this job because I fit it perfectly. Because you're looking for this, I do this. You're looking for this, I do this. You're looking for this, I do this.

Telling and expressing that it's a fit. You have to be able to match what they're looking for. Another one that you're bound to have is something along the lines of what are you going to teach? Again, it goes back to what they're asking for? "Why, every course in the advertisement, of course." You don't necessarily have to be able to teach every single course, but you want to be close to it because that list of courses in the advertisement is not random.

They have needs that they need you to fit. You need to have thought about those courses and which ones, and ideally the more that you can teach, and be honest, because you don't want to be teaching courses you can't teach or don't want to teach, the more that you can teach the better off you are. How do you teach? This one's a little bit trickier. Not so much of a there's a right answer written out for you, but I'm going to argue, my scholarship has also really gone into effective teaching and I'm going to argue that you should be able to show the following things in your answer.

You want to emphasize somehow that you are student-centered. No one wants to hire a teacher that's teacher-centered. [chuckles] It's not about you, it's about what the students are learning. Make sure you're focusing on the students, not on you as the teacher. I use active learning, I gave that example of someone whose whole talk was passive. They just lecture the whole time. Active learning is effective, it's more effective than passive. You want to talk about how you're getting students to engage in the learning process, not just be passive.

At the same time, you want to emphasize ways that you're engaging students. You want to be able to convey a message of how to get students excited for the topic and how you leave your class really happy and really engaged with the topic and excited to come back to the next one. Finally, you don't want to come off sounding like you think you are the perfect teacher, even though you're saying these things.

You want to emphasize that you also gather feedback for improvement in some way. What are you working on as a teacher and how are you working on it? You might talk about having peers come and observe, asking students to fill out student evaluation surveys, doing polls in class, doing minute papers. All of these things are ways that you can improve your teaching based on student feedback.

If you are applying specifically at baccalaureate or a community college, you do all of that and then you have to express that you can teach students like theirs. At a community college, that's open and enrollment. You have to make the argument that you can teach basically, anyone who might be interested in your courses. That's from high school students to retirees, people who are going on and going to transfer to a four-year institution, people who are just taking one class and they're never going to be seen again.

At baccalaureate institutions they often have missions specific thing that you need to be aware of. There could be a religious mission, they could be serving a certain group, like a historically black college or a women's college. You need to know that you can teach students like theirs and that you're aware that there are perhaps specialized needs that go along with the mission of the institution.

Research, most institutions are going to ask you about your scholarship. You, of course, whatever specialty was mentioned in the advertisement. This is just like teaching and the thing about it that's maybe a little bit different is that with courses, it's like, "Oh, they want a developmental psychology person who can teach developmental psychology so I'm going to tell them I can teach developmental psychology."

It's not always so specific with research. There might be, "We're hiring someone in diversity science." That's not one specific area, that's tons of areas. You have to think about your argument about how your scholarship fits the broad research area that they're looking for. Don't assume that they're going to be able to make the connection between your specific publications and the area of research that they're looking for.

At a doctoral institution you need to match their specialty, but they're going to be looking for some very specific things in your answers. Some variation, "I'm going to continue my independent research." They're not looking for someone who is not able to do research on their own, they're looking for someone who is already established as someone who contributes independently to whatever field it is. They don't want you to be someone who needs to be in a postdoc to be productive, they don't want to hire someone who's sort of a minion of their advisor.

They want you to go out on your own and be able to do that stuff independently and they want you to be able to establish a productive program of research. Program is the key word here. When you are telling them about your research, all of your research needs to fit together into a program that's answering some bigger research questions. You don't want just disjointed publications, and it sounds like your research is just flailing about out, tie them together.

Many doctoral institutions really require people to fund their own research through grants. You want to express that you can secure funding and somehow, however that might be. Then the last piece here, of course, it's going to yield publications, but not just publications, publications in top **[unintelligible 00:19:36]**. Doctoral institutions will often have lists of what journals they count and don't count in terms of your progress towards tenure. Which ones count, and how much. Reputation as a world-class researcher in your field is something that they're looking for. They want to know that there will be that type of output.

Now at baccalaureate and masters, research is not as intensely evaluated. It's a little bit different. There still want someone who maybe can have a productive program of research, but it's not going to be so much about getting grants or about publishing in the tippy top journals in the field. You should have some publications but those maybe are not going to be as evaluated as highly, and it won't be necessarily quite as productive as at a doctoral institution because your teaching resources or teaching responsibilities are so high.

The thing that's a little bit different though is that they're probably going to want to know specifically about how your research might provide opportunities for students. They are seeing research in a different way than doctoral institutions because doctoral institutions, it's about contributing to the science, the science, the science. Whereas at baccalaureate and master's institutions they might see research as an opportunity to further undergraduates' education and some at master's. It might be master's students as well. It fits with the educational mission more so than just having doctoral students at a doctoral.

This is a common one that people will often fear. Do you have any questions for us? I often liken interviewing to going on a date. If you were on a date with somebody and you were sitting across the table from them at dinner, and you've been talking for a while and like, 'Do you have any questions for me? Is there anything you want to know about me?" They looked up from their soup and just made eye contact and said, "No, I don't have any questions for you."

How would that make you feel? Probably not very good. It would make me feel pretty bad. The answer is always, "Yes, I have questions." Even if you don't have questions, ask questions because you're sending a very disinterested bad message if you say I don't have any questions. What is the right question to ask? I'm going to argue that question should do a few things.

It sounds counterintuitive perhaps but you don't ask questions that you actually want the answers to. That sounds stupid, but they're not asking questions to actually answer your questions. They're asking if you have questions to see what you ask, and you have to think about it that way. What message are you sending by the questions you're asking? You shouldn't sound like you have not done your research with this question.

Show that you know stuff about the program. Don't ask things that are easily solved by a Google search. Show your priorities, match what they emphasize with what you emphasize.

If you're asking about laboratory space and grant funding at a community college, they're going to know you're a bad fit. Then finally trying to ask questions that are going to elicit positive answers.

You may have done some research and figured out that the college maybe lost its accreditation or no one publishes anything or students are running away from this place. While you probably don't want to work there, first of all, but second of all, you don't want to force them to have to admit to things they don't like. What you want is to get them talking about things that they're proud of at their institution, that they're excited about, that they want you to know about.

Just to give one example, "I see that you have lots of students that present at conferences. I would be interested in mentoring those students. Can you tell me the process about how you're able to be so successful at getting students into those opportunities?" You're showing that you know something, you're showing that mentorship is important, and they're going to be proud to talk about their great students going into conferences.

I'm going to spend a little bit less time, quite a bit less time talking about fit in second-round interviews because it's more of the same. The difference is the questions are going to be more specific and they're going to require more investigation and more planning. Obviously, if they're bringing you on campus, they're investing a lot in you, and it's beholden on you to invest in them by doing some really deep planning and deep investigation.

Teaching questions, it's not going to be, "Hey, tell us about your teaching." It's going to be more like,"We need to teach this specific course, what's your approach?" If they're going to be asking you how you teach developmental psychology, you probably need to have at least an outline for a syllabus in your mind. "How would you teach students like ours?" I talked about that question a little bit earlier. What types of students are there and does that influence how you would approach education? Then you might be asked specifically, "What new courses could you offer for us?" This requires you to know what courses they offer and what they might be interested in having you offer.

Research questions, same type of thing, a little bit more detailed. Your research, not what do you research but how will you conduct your research given our resources? You have to look at what they have to offer, lab space, internal grants, graduate students, and figure out how you're going to do your research. "How you fund your research?" At a doctoral institution you probably want to know what grants might be able to be funded if your research went there. "What collaborations do you envision?" People might want to do work with you and being able to make connections with how your research fits into other people's research is a good strategy.

You've successfully made it through the first round and the second round, you're now on campus, you've been answering these questions during interviews. At some point during the day it's going to be time for your job talk. You really need to do a lot of thinking about whether your job talk looks like this or your job talk looks like this. Because one of this fits one type of institution and another one of this fits another type of institution. Much like there's not one type of psychology professor and one type of higher education institution, there's not just one type of job talk.

The job talk, if you have to nail one thing during your interview, it is the job talk. It's the most important thing. It can end your candidacy or it can make you really stand out from your other two or three people on campus. I'm going to talk just briefly about some research that I did on Keys to Successful Job Talk. This is based on surveys of psychology faculty, where I asked them about what a job talk looks like at their institution. There's two broad types of job talks. The one that I think people are most familiar with would be a research talk.

A research talk, if you look at where those occur at different types of institutions, as you might expect they're going to be least common at a baccalaureate institution, little bit more at master's, and then really universal at doctoral institutions. What we mean by a research talk is a setting where it's mostly going to be an open meeting. Anyone who wants to come and can come, and often that means that all the faculty in the department, the graduate students any undergraduates. It's really more like a colloquium or a open seminar setting. It's going to be something where you're talking about research, mostly to people who know about research.

A teaching demonstration is a completely different type of job talk, and as you might expect, they're most common in baccalaureates and then less common in master's and then not very common at all at the doctoral institution. A teaching demonstration because it's about teaching, not about research, it's mostly going to happen during class periods. You are essentially instead of giving a colloquium, you're giving a guest lecture. The people in the audience because it is a class period, is mostly going to be students and they will ask the students probably to fill out a survey and give feedback about how things go. Your audience really truly is the students but then there's also going to be faculty there.

The faculty might be people on search committee, maybe a dean or a chair or whoever else is interested in seeing, but it's mostly going to be students. If you think about this, you've got two job talks broad types, research talk about research only, teaching talk about whatever topic they ask you to teach about. It could be they say, "Give us your best lecture," or it could be that they say, "Hey, this is the day I'm covering classical conditioning so give us your lecture on classical conditioning."

The last little bit about just the format here, if you're at a place that requires teaching and research and emphasizes them both, you might be giving both a research talk and a teaching talk. That's probably is most-- It is most common at baccalaureate institutions. That's a busy day, believe me. How do you express fit during these job talks? This is going to sound familiar because it's very similar to what I said about the job questions that you have answers to.

At a doctoral institution, you're basically giving a research talk for researchers. What this looks like if you fit is you have to show that you have a productive independent program of research. I already talked about productivity, independence, and then productivity, what I mean by that in the interview part. The other thing, they want to see at least moderate teaching potential. Remember that it's okay to be okay at teaching at a doctoral institution. They want to see that you can handle yourself in front of an audience, and obviously, better public speakers are better at this. They will be in the back of their head thinking about this in terms of your teaching potential.

It's a different story for research talks for more of a mixed audience. This would be the type of mixed audience you might have a baccalaureate or a master's institution. The signs of fit change here a little bit. Because what we're talking about is that you want to have some research potential, definitely, or talking about your own research, but then also high teaching potential. This is a really challenging thing to do to talk about your own research but do it in a way where undergraduate students who know nothing about your research and maybe very little about research in general will still be excited about the topic and still be getting something out of it.

That is a super-challenging mix of goals for a talk. You really have to think carefully about it. It's not the same talk you would give at a professional conference by any stretch of the imagination. The other thing that's a little bit different about these types of institutions is they're also maybe evaluating whether there's opportunities for students. How could you incorporate some undergraduate research assistance? How could you make this so that it's about education and not just about your own publications?

Let's transition into teaching demonstrations. Teaching demonstrations are primarily going to happen at a baccalaureate college. Signs of fit here, you need to have excellent basic teaching skills. Your ability to use the technology, to use the time wisely, to speak clearly, these are all things that you absolutely have to nail. You may be doing interviews theoretically over Zoom. I attended quite a few Zoom teaching demonstrations last year because of the pandemic, and the same thing is true there.

If you're doing a video teaching demonstration, you need to master the technology, you need to be able to engage even though you're not there with the audience. That's the next thing here, they're looking for engagement. You have to think about, "How will I get people in the room to be excited about this topic," and if that includes active learning and discussion and demonstrations and things like that, you absolutely should do that. I would argue that it would be hard for a baccalaureate institution to hire someone who shows no interest in student engagement. No matter how eloquent their lecture is, it has to show some engagement.

Finally, there has to be good pedagogy. The best teaching talks are teaching talks where people are leaving and they're still talking about what they learned. I can think about teaching talks that I went to over the years where I still think about them because I've learned things in them. That is the absolute best possible way to do it. Design, not just as a way to demonstrate your skills, but intentionally design a teaching demonstration so that people will learn from it and take something away from it. It can't just be all flash and entertainment, it has to have some substance to it.

I've been ignoring community colleges a little bit so let me talk about community colleges. At community colleges, everything I've been saying just gets condensed a little bit. The job interview process, the whole thing might happen in terms of interviewing in an afternoon, in a few hours rather than spread out over days. You're much more likely to just come to campus and have some interviews and do something like a micro-teaching demonstration. This is pretty community college-specific.

A micro-teaching demonstration is typically you talking to the search committee and you are giving a mini-lesson. It might be 15, 20 minutes, a half-hour, and they say, "Give us your lesson that you would do and we'll say Intro to Psych about Classical Conditioning." You act out that demonstration. They don't devote a full class to you, you're not going to give a talk on research, it's just sort of a snippet of how you would do a lesson rather than a whole class.

The signs of fit are exactly the same as what I just said about a baccalaureate institution, excellent teaching skills, student engagement, and good pedagogy. Do keep in mind that interviewing at a community college is definitely different than at a four-year institution. A little break here. I'm assuming a lot of you [chuckles] have seen *The Office*. A question just popped up, "Do they generally tell you what the topic before you give a teaching demo?" I don't know if that's community college-specific or it's more generalized. It really depends on the institution.

At a community college my understanding is that they're likely to give you a topic related to the courses you're going to be teaching. It's like, "Give us your lesson literally on classical conditioning." Again, there's going to be some variation there. At baccalaureate institutions you're much more likely to be giving a talk in your specialty area and not just filling in, "Here, you're teaching this class. You have to teach my lesson for that day." They typically give a little bit of flexibility there. At master's institutions they do have teaching demonstrations but you're more likely to be giving one of those research talks that's also a teaching demonstration.

It's been very weird having Pam give me this look as I've been talking about this. *The Office,* the most famous episode of *The Office* is the dinner party episode. This episode is where Jim and Pam, this couple, their boss tricks them into coming to a dinner party that they've been avoiding for an extremely long period of time. Then his boss, Michael, and his partner, Jan, end up fighting and causing scenes and making everyone completely uncomfortable the whole time they are there. He says, "Michael and Jan seem to be playing their own game, it's called, Let's See How Uncomfortable We Can Make Our Guests, and they're both winning."

An interesting thing is that sometimes at job interviews you'll have a Michael and a Jan who are making you uncomfortable intentionally or unintentionally. I've had some wonderful experiences of going out to dinner with a search committee, but it wasn't the search committee, it was just me and one other person. So going out on a date during a job interview essentially.

I've had interviews where the people interviewing me were up on these very high chairs and I was on this very low chair to establish their dominance. What do you do in these social trap situations? I'm going to give you some examples of some things that might be social traps and then ways that you can escape them. These are pretty universal, these aren't necessarily institution-specific.

The first trap, if you're an introvert like me, this one is absolutely terrifying, "What the heck do I talk about?" The escape for that, you're doing all this research on the institution so prepare topics of conversation. Just like again if you were going out on a date, you might research the person and figure out what to talk about. Read the local newspaper, read the student newspaper, look at the website and see what's been going on on campus. Think about things that you can talk about. Do some research on the people you'll be with in terms of interviews, know where they're from, know what their research is, know what they teach and think about things that you might talk about.

Then the other suggestion is prepare a few questions that you can ask anybody and no matter who they are they will have an answer and it will be something that's useful to you. For example, "What brought you to this institution?" Or, "What do you like best about being here?" Or, "What should someone know about being hired at a place like this?" Having their answers and being able to compare them will actually be very useful, it's not just filling time.

Then get people talking about their favorite subject in the world, themselves. If you want people to really have a good time with you and feel really warm and fuzzy towards you, one of the best ways to do that is just be interested in them and get them talking about things that they're excited about. If you can get out of the interview and everybody really likes you because they've been talking about themselves the whole time, that's the ideal situation.

"Should I have a drink?" All right, what's the escape? If you don't drink, don't drink, it is as simple as that. If you do drink and you're in a social situation where it's appropriate, you are okay to follow your hosts' lead. If they are having a drink, you can have a drink. If they are having champagne, you can have champagne. If they're having a glass of wine with dinner or a beer, you can have a glass of wine or dinner. What you probably don't want to do is if they're having a glass of wine, you probably don't want to order a shot of Jägermeister or something like that. Just go with the flow, and that goes in general with all food-related things. Follow your hosts' lead on what's appropriate to order and how to eat and what the social rules are and no way do you even get buzzed. For most of us, that means probably just one drink that goes with food.

Now there was a question that popped up, how common are intentional traps? This could be an intentional trap but you might have the social trap of, can they ask me that question? No, they cannot ask you if you're married, if you have kids, what your religion is, or what your citizenship is. They can't ask that but here's the thing, these are things that people talk about in everyday conversation and so it's hard sometimes to avoid these very common subjects. The other thing is you will interact with people who don't know any better, so you will probably get asked questions that are quite literally illegal and it may not be an intentional trap whatsoever. These are tricky and there is some advice I'm getting out of them, though.

One way to escape things is to basically deflect any illegal questions by just saying something positive about yourself. Okay, so you get the illegal question, do you have any kids? Your response might be, "I find that my family is something that when I go home, it's really energizing to me, and it makes me excited to come back to work the next day refreshed because they're people that I love." You didn't say anything about whether you have kids or not but you said I can do my job really well.

Another way to do this is to answer without elaboration. If you're not afraid of them having the information but want to send the message that you're not going to talk about it, you can just answer. Do you have kids? Yes, I have kids. That long pause, hopefully, will send the message that's the end of the conversation. Then the most risky thing would be, not to answer the question and ask if it's important to the position requirements. This sends the message to the person that really they shouldn't be asking that question and you'd rather not answer it and hopefully, they pick up on that. "Do you have kids?" "Is that important to what are we doing here in terms of teaching and research?" That might make people feel uncomfortable so it is a risky answer.

Last trap, no bathroom breaks. On an on-campus interview, you're going to be passed from person to person and they're going to be worried about your time and getting you to the next interview, and they've only got 20 minutes with you and they may forget that you're a human being with actual needs. The escape is to just be polite and say, "Please, excuse me, can I have a break? Can you point me to a restroom?" Most people are good human beings and they're going to recognize and be apologetic, "Oh, I'm sorry, has no one giving you a bathroom break?" They'll be just fine doing that. Really, the only time you can't use this escape is if you're in the middle of your teaching talk. All right, so not during your job talk but just about any other time you can have an escape to be off.

Okay, so a question just popped up regarding the illegal questions. Is it a bad idea to answer honestly, or allow conversation about these topics? That 100% is up to you as the candidate. If you are okay talking about any of those questions, on your background, on your personal life, and the things that are considered illegal, feel free to talk about it. I'll use the example of we've had people on search committees who come and interview or very clearly far along in their pregnancies, and they're like, "As you can see, I'm pregnant and so I'm going to have a kid." They had no problem talking about it, and no one cared about it in terms of whether they were going to be hired or not, because that's just life. If you have something where you think it might bias people against you, is entirely your right to not answer that question.

Okay, so kisses of death. This is the last major topic. What are the things to not do during an interview? These are things that are going to end your candidacy as a candidate because people view them, even if you're qualified as things that are a sign that you should not be hired. What are the kisses of death in the interview process? This is coming from some research that I did on what are the qualifications of psychology professors and then also some surveys that I did where I literally asked people at different types of institutions, what are the things that end someone's candidacy. I asked them what the kisses of death were.

Interview-based kisses of death, there's some big ones, probably the most important one is evidence of being difficult. People want to hire someone they can imagine in the next office. If it seems like you're a jerk, they don't want to imagine you in the next office because you could be there for the next couple of decades and make their life a nightmare. You really have to be polite, and easy to get along with, be flexible when you're setting up the interview, be quick about responding and be mindful of people's time. You really just want to seem like someone who's very easy to deal with and not someone with some personality problems that are going to make you a hard colleague.

The same thing but students specific, do not direct any negativity towards students. Don't complain about students, don't talk negatively about students. If you have the honor of meeting with students during your visit, make sure that you pay attention to them and are nice to them and don't dismiss them and are not highfalutin with them, really engage those students. The job talk is a kiss of death. If you give a poor job talk or research talk, that is going to be something where you probably will be eliminated from candidacy. At the same time, if you're talking about something, you also need to be able to answer questions about it. Just having a job talk and nailing it and then blowing the Q&A is almost as bad as if your job talk was a bad quality job talk.

Then let's go back to the dating situation. You want, if you're on a date, the person you're with to seem really excited to be around you and so they want to seem enthusiastic. If someone just seems like I'm too good for this position, or man, I'm not really excited, you really want people to believe that this is the only position you're applying for and interviewing for and that you really want it to happen.

Okay, interview is over, you're heading back to the airport. Now it's time to let it all hang out. You can be as weird and as dumb as you want because you're on your way to the airport. Nope, that is not true whatsoever. My final advice to you is this, everything is part of the interview. Setting up the interview is part of the interview, being driven to and from the airport is part of the interview, interacting with people after the interview is part of the interview, you don't have the job until you have the job. That can be intimidating but remember, you're interviewing them too so they have to behave in a way where you want the job and that's part of your decision process.

There's some questions I know that people have about when do you negotiate? You negotiate when you have a job offer. One of the things that can be really off-putting is talking about money and salary and are you going to pay for my moving here when you don't even have a job interview. Get the offer and then it's time to negotiate the nitty-gritty details about things. The other thing is who you negotiate with might have nothing to do with your search committee. There's no point asking them these questions because they don't have anything to do with it.

Be collegial, after the interview, send thank you emails. If you really connected with someone and feel positive towards them, reach out to them and tell them it was great to meet them. Do keep that collegiality going even after the hiring decision, whether you got the job or you didn't get the job. If you got the job, you're interacting with your future colleagues and you want to make a good impression on them. They're going to be deciding whether you have tenure, whether you keep the job. If you didn't get the job, it's your reputation. They could know people at other places you're interviewing and you never know, that first offer might fall through and it might be you that gets the offer.

Then the last message here is, everybody's qualified, it's just about fit. Everyone who makes it into the interview, shortlist long list, you could probably do the job and be very successful about it. It's just about small degrees of fit and so keep in mind that it's not that you're unqualified but you're not a bad candidate, it's just really about these small degrees of who is going to be the best match for the exact needs of that institution. Okay, so I'm going to end there so we have a few minutes for Q&A. If you like what I'm saying here I've got a book on this topic, and then some supplemental materials in terms of preparing for interviews can be found on the book website. With that, I'll open things up.

**Interviewer:** That was a great presentation, Dr. Boysen. Thank you so much and I even chuckled a few times along the way.

**Dr. Boysen: [unintelligible 00:50:35]**.

**Interviewer:** Very relatable for sure. We've gotten a lot of great questions. Some of them have been restated to obviously during the pandemic so much has gone virtual. There were a question about any tips for interviewing virtually. Like on a Zoom platform or any kind of video conferencing platform?

**Dr. Boysen:** I gave just a little bit of hint to this but some tips I would have is-- Basically if it's like the first round of interviews you have to basically-- It's like they're in a room with you. You have to think about the setting and making sure anything that they see is perfectly set up. A very basic thing is to make sure that you're talking to the camera so that it looks like you're looking at them. Get as much practice with the tech as you possibly can. Make sure that you have a solid landline or a really good Wi-Fi.

Make sure that there's not going to be any **[unintelligible 00:51:38]** with that stuff, but it's a good time to have a backup plan and to show that hey I'm thinking about some backup just in case something happens. Ultimately you really need to be flexible. If things don’t quite work with technology, don't freak out. It shows that you're resilient and that you're flexible if you are able to roll with those punches.

In terms of a research talk, that's pretty straightforward because they're not typically super interactive. It's kind of the same thing I just did, talking. A teaching demonstration over Zoom, again, you have to think about how you're going to do this unless you're teaching over Zoom which is unlikely unless you're in a hybrid place. You say, I need to do something that's going to achieve everything I would achieve in the regular classroom. Think about ways that you can engage students through the technology, through breakout rooms or polls, or sending them off to a Google document that they edit together. It should be a mimic the type of things that would do in a regular classroom. Really practicing with tech and mastering with tech is super important because you want all your basic skills to really be nailed.

**Interviewer:** Okay. Here's a good question. Got any tips or advice for answering the what are your strengths and weaknesses question that typically comes up in interviews?

**Dr. Boysen:** Strengths, I think they're looking for someone who fits the position. I would argue that's just an opportunity for you to not talk about gender strengths. I'm conscientious, I'm whatever, but to talk about the strengths you have as a person who fits. I think the answer to that is probably very similar to the question of what are your strengths as a candidate for this position.

In terms of weaknesses, it's okay you don't want to give things that are going to make you look bad but I would say what are the things that you're working on. Don't give them actual weaknesses. Talk about the things that you're trying to improve. What is something that you're working on in your teaching? What is a skill that you don't have in terms of statistical analyses that you're trying to develop as a teacher? I wouldn't give weaknesses. I would just give things that you're working on.

**Interviewer:** Okay. What advice do you have for surviving the campus visit, the back-to-back interviews? I would imagine it's a very long day and it's hard to keep your energy levels up for such a sustained amount of time?

**Dr. Boysen:** It is and when I was on the job market the first time I remember an interview where the people who were supposed to pick me up at-- I think it was seven o'clock showed up at around 6:30. They were lucky I was even awake. Then we went all day long and I didn't get back into my room until it was about 9:30. I was on the interview and never alone except when I was in the bathroom from 6:30 until 9:30 straight through. I don't know how to survive that other than just be tough but I do have some general suggestion.

One of the possible social traps is what to wear. I would say part of the answer to that question is make sure that you are wearing professional but comfortable clothes that you don't mind spending all day in. Shoes might be more important during the interview than any other time because you're going to be walking around campus, all over the place. It might be some weather that you have to deal with and you can't be spending any time complaining about your shoes during that.

Some people suggest bringing emergency gear. Like your own bottle of water and maybe a small snack that you can sneak away. Probably don’t want to eat it during your job talk or something like that but if they give you some time alone. Bring some drugs along. Probably not the illegal kind but the kind for headache and heartburn and things like to keep yourself healthy. Take advantage of any breaks that you get. If they say, "Okay, we're going to give you a 15 minutes to sit and prepare for your talk," make sure that you're doing whatever you need to de-stress and re-energize.

It's kind of the same as anything you would say to someone who's traveling. Traveling is stressful and so you might want as much as possible keep your routines, so your sleep routine, you’re eating routines, and try and make it so that it's just your normal process as much as possible**.** It's not really possible but try as best you can.

**Interviewer:** I'm sure this has happened to far too many of us just in any kind of presentation, sort of a blackout. You blank for-- You get halfway through and you blank on where you're going to go next in your talk. Do you have any suggestions for how to recover and get back on track if that happens?

**Dr. Boysen:** The biggest thing and it's the biggest thing is to over-prepare. If the things that you are talking about or presenting or doing are automatic, then there's nothing to blank out about. They're just going to come out automatically. I'm not going to give my tricks away and tell you how many hours I spent preparing and getting ready to give this presentation but it was a heck of a lot. There's no possible way anything would have blanked out because I knew every slide and I knew every aspect of it because I had overlearned it so well.

Let's say it does happen, it does happen. It is appropriate if you don't do it on every question, but to say, "Give me one second. I think I want to give you a good answer and I don't want to just rush into it but can I just think about that for a second?" Taking a quick pause to actually reflect in a second is not a terrible thing. People know everyone's human and so you can buy some time that way to get yourself back on track.

Then you can also-- Another way to get back on track if you're doing this during answering questions is just check in with your audience and say, "I feel like I'm not really answering your question," or you could also say, "Maybe I'm not sure on what your question is, could you rephrase it?" That's a way to buy some time and they-- Again if it's a decent person, they'll help you out a little bit and let you know what direction you should go in?

I did see one question. If you're not offered the position **[unintelligible 00:58:36]** ever appropriate to ask post-interview feedback. I've had some few people do that with me. It's a little bit awkward and you just want to do it in a very collegial way and phrase it as I'm really interested in positions like yours and I want to improve and be the best I can for future interviews, do you have any feedback for me of anything that made you not be interested in me or what my weaknesses were?

That can be okay. It's a little bit awkward because people don't like rejecting people so the chair of the committee is probably not going to be super excited to talk to you about it. That is a better approach than just saying, what the heck is wrong with you? What don't you like about me? If you phrase it as for your own benefit and professional development and growth, I think that can be an okay approach.

**Interviewer:** Right. I think that was a very good question. I think a great question to unfortunately have to end on because we are unfortunately out of time. Thank you so much for your presentation and all your great advice and tips Dr. Boysen.

**Dr. Boysen:** Thank you for inviting me.

**Interviewer:** Thank you to all of our listeners for your participation and all of your great questions. Really sorry we couldn't get to them all. We're going to wrap up. Today's workshop is a complimentary offering to our long-running *How Did You Get That Job* webinar series, where we interview individuals with psychology degrees and learn what skills they use on a daily basis in their job and how they got to their current position? On your screen, you'll see our next, *How Did You Get That Job?* talk. We'll feature YouTube's Chief Mental Health Advisor, Jessica DiVento. Doctor DiVento, partners directly with YouTube's executives and cross-functional stakeholders to improve employee well-being. Be sure to join us, November 16th at 1:00 PM for this exciting new talk. I'm going to paste the registration link into the chat.

Be sure not to miss our next APA psycCareers virtual job fair. It's on November 2nd. All registrants participate in one-on-one career coaching, view timely career management sessions and engage in chats with employers looking to hire psychologists today. Just go to www.psyccareers.com to register for this exciting upcoming event. A recording of this presentation will be emailed to everyone watching today within a few hours. As soon as the workshop has ended, a short survey will appear on your screen. We hope you'll take just a few minutes to take the survey and give us feedback on how we did and how we can improve. Thank you very much for attending our workshop today and have a great day.

**[01:01:34] [END OF AUDIO]**