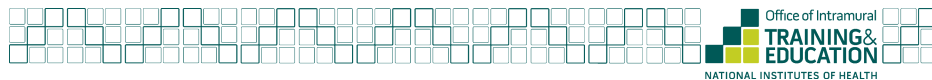
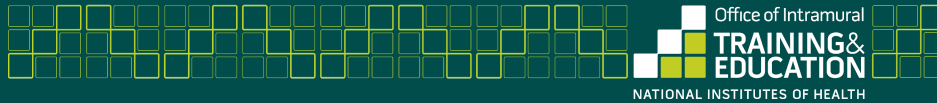


The Academic Job Search: Preparing Your Job Package

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The Standard Timeline

- Early fall:
 - Decide what you are looking for
 - Seek advice & support of mentors
 - Put together job packets
 - Request letters of recommendation
 - Search and apply
- Late fall - winter:
 - Continue applying
 - Prepare for interviews
 - Prepare for job talk
 - Ask mentors to make calls on your behalf
- Winter - spring:
 - Campus interviews
 - Negotiate offer(s)

Making the Process Easier

- Begin networking now - on campus and beyond
- Avoid “in preparation” by focusing on publications now
- Consider key reagents or results that “sell” your story and prioritize obtaining these
- Talk with your PI about projects and reagents for the long-term
- Address thin teaching and mentoring credentials
- Reconnect with prior mentors and confirm their support
- Address lack of letter from graduate or postdoc mentor

Finding Positions

- From your mentor and scientific network
- From relevant professional societies
- Posted in journals
- OITE and other NIH Job Boards (NIH Intramural Linked-In)
- On-line, including:
 - <http://sciencecareers.sciencemag.org/>
 - www.newscientistjobs.com
 - <http://www.academic360.com>
 - <http://www.aamc.org/jobboard/start.htm>
 - <http://www.nature.com/naturejobs/science/>
 - <http://careers.cell.com/>

To Apply or Not To Apply...

- Is it the right amount of research, clinic, and/or teaching?
- Is it the type of institution you want?
 - Level of competition and expectations you are looking for
 - Resources you need to do your work
- Location acceptable to you and your family
- Fits partner and family needs
- Meets any additional personal needs
- Factor in the timing of your search and your ability and willingness to search another round

What Search Committees Look For

- A track record of excellence -- in research, teaching, and/or patient care
- A strong skill set -- relevant to your goals
- A good “fit” with the needs of the department
- Excellent communication skills
- Evidence of strong teaching and mentoring skills
- Evidence of leadership
- Evidence that you will be a good colleague

Application Materials

- Almost always requested:
 - Cover letter
 - Curriculum Vitae
 - Research and/or teaching plan/statement
 - Letters of reference/list of referees

- Sometimes requested:
 - Representative reprints
 - Transcripts
 - Teaching evaluations, sample syllabi (teaching portfolio)
 - Diversity statement

- Follow instructions for electronic submission of application materials

The Average Search Committee:

- Tenured and tenure-track faculty - in and outside of the hiring department
- Varies in size and power
- Members are often over-committed and very busy
- Inherently skeptical and critical
- May only be peripherally interested in your work
- Trying to get a quick picture of you and your research
- Looking for YOU to make their job easier

The Cover Letter

- Goals:
 - introduce yourself
 - highlight your accomplishments
 - state your broad research goals
 - state why you are a good “fit”
 - provide easy to find contact information
- 1-1.5 pages in length; longer if it replaces the teaching or research statement
- Best if tailored to the position
- Well written - no bullets or other organizational formatting
- Not the time to bring up two-body or other personal issues

Your CV

- Contact Information (professional; centered at top of page)
- Education (can include postdoc here)
- Clinical certifications and licensures
- Professional Experience
 - Avoid NIH jargon
- Honors and Awards (pre- and postdoctoral)
- Grant funding
 - An IRTA is not a grant
- Leadership and Service
- Teaching and Mentoring
- Invited Presentations
- Publications
 - Avoid “in preparation” by getting any dangling papers submitted now

Letters of Recommendation

- 3 or 4; typically your PhD advisor, postdoc advisor & collaborator(s)
- Ask far in advance - be sure the letter will be VERY strong
- Provide your CV and other helpful information
- Provide information on the positions
- Follow-up after 1 month
- Consider providing letters even if not requested

Goals of a Research Plan

- Get readers excited about:
 - You
 - Your research
 - What you are going to do
- Highlight your successes and convince them there are many more to come
- Make the reader want to learn more about you

Research Plan - Format & Content

- Average length is 2 - 4 pages
- Narrative, written in active voice, first person
- Articulates what you will do and why
- Helps committee see how your plans fit grant applications
- Helpful to:
 - Start with a stand-alone overview
 - Use section headings focused on major research themes to guide the reader
 - Include one or two figures
 - Personalize to the position
- Make it easy to read - wide margins with 11/12pt font; bold key points
- Carefully edit & get significant input from others

Strategies For Writing Your Research Plan

- Consider major accomplishments that you want everyone to know about
- Think how you will develop your work over the next 3 - 5 years
- Then think bigger to help refine your long-term direction
- Look hard for flaws and technical challenges; consider alternatives
- Consider how your ideas “fit” grant applications; if you have funding point out what is in the grant
- Write an “executive summary” that pulls it all together

What You Are Trying To Convey in Your Research Plan

- Importance of your research
- Focus
- Independence
- Creativity
- Sophistication
- Realism
- Clarity
- Fundability

Common Criticisms of Research Plans

- Overly ambitious
- No clear direction
- Work not placed in a broader context
- Poorly written
- Doesn't address fit with the department
- Requires facilities/equipment not easily available

See: http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/1820/writing_a_research_plan/

Teaching Statements

- A narrative that includes:
 - your personal beliefs of teaching and learning
 - a description of how you teach
 - a justification for why you teach that way

- May be part of a larger teaching portfolio
 - Class syllabi
 - Student reviews
 - Details of mentorship and non-classroom teaching

Successful Teaching Statements:

- Show clear evidence that you “walk the walk”
- Are student-centered
- Are attuned to differences in learning styles and abilities
- Demonstrate your ability to reflect about your role as a teacher
- Convey your enthusiasm for teaching
- Are well-written, clear and jargon-free

Questions To Consider: Classroom Teaching

- How do I believe students learn best?
- What types of assignments and classroom activities do I use to help students learn?
- How do I evaluate if students are making progress?
- How do I accommodate different learning styles in my classroom?
- How do I help students understand the implications and significance of what they are learning?
- How do I insure that students feel welcome in my class?
- How do I address cultural, social, and/or gender issues in the classroom?
- What have I learned from prior teaching experiences?

Questions To Consider: Lab-based Teaching

- How do I believe students learn best?
- How do I organize interactions with my students?
- How do I select and shape student projects?
- How do I evaluate students progress?
- How do I address the range of learning styles among students in my research group?
- How do I help students understand the implications or significance of what they're learning?
- How do I address ethical issues and help students appreciate the role of research in society?
- How do I insure that all students feel welcome in my research group?
- What have I learned from prior experiences?

Some Details About Teaching Statements

- Generally 1 - 2 pages in length
- No standard formatting or required content
- Should reflect **your** teaching style and personality - write in the first-person, present tense
- Should show that you have considered the student body at the institution
- Important to give examples throughout

Common Criticisms of Teaching Statements

- Lacks experience to back-up ideas
- Assumes all students learn the same way
- Does not reflect the needs of the students/department
- Demonstrates rigid views of learning
- Does not show ability to self-reflect and learn
- Research goals are inconsistent with student needs
- Poorly written

NIH Resources

- Your mentors and others in your NIH network who have served on search committees
- Your Training Directors
- Other Academic CAT Track lectures
 - Chalk talks
 - Panel of former NIH fellows
 - Interviewing
 - Negotiating
 - Making the Move
- IC and OITE writing, grantsmanship, pedagogy, and leadership courses
- Videocasts of prior OITE workshops (training.nih.gov)

Contact Me

- For examples of successful job packets from NIH fellows:
 - Email milgrams@od.nih.gov
 - Subject = SEND EXAMPLES
- To make an appointment to discuss your job materials:
 - Email milgrams@od.nih.gov
 - attach your files as a SINGLE MS WORD document
 - Use your last name in the file name
 - Subject = MATERIAL REVIEW

NIH Earl Stadtman Tenure Track Investigator Search

2010-2011

What?

- The NIH is looking for creative and independent thinkers eager to take on high-risk, high-impact research
- There are multiple positions in a wide variety of research areas including, *but not limited to*: sensory biology and the neurosciences, symptoms research, systems biology, stem cells, infectious diseases, immunology, chromosome biology, chemical biology, health disparities, and bioinformatics

Qualifications/Eligibility

- Candidates must have
 - an M.D., Ph.D., D.D.S./D.M.D., D.V.M, D.O., R.N./Ph.D., or equivalent doctoral degree
 - an outstanding record of research accomplishments as evidenced by publications in major peer-reviewed journals
 - Preference will be given to applicants who are in the early stages of their research careers; only non-tenured applicants will be considered.
 - Candidates in any area of biomedical, translational and behavioral research are invited to apply
 - Appointees may be U.S. citizens, resident aliens or non-resident aliens with, or eligible to obtain, a valid employment-authorization visa.

How to Apply

- Complete applications must be received by October 1, 2010
- Interested applicants must submit a curriculum vitae, a three-page research plan, a one-page description of their vision for their future research and its potential impact, and contact information for three professional references on-line at: <http://tenuretrack.nih.gov/apply>
- Letters of recommendation will be requested automatically when you submit your application
- No paper applications will be accepted

What to Expect

- Search committees will review and evaluate applicants based on the following criteria:
 - publication record, potential scientific impact of current and proposed research, scientific vision, demonstrated independence, and awards
- The committees will identify the most highly qualified candidates to invite to the NIH for a lecture open to the NIH scientific staff in December 2010 and for interviews with the search committees
- Top candidates then will be nominated as finalists for Earl Stadtman tenure-track positions