iJOBS Workshop Series:
Applying to Biomedical Faculty Jobs

Primarily Undergraduate Institutions

Panel 2

July 19, 2022

Topics to be covered today:

How to select a postdoc that will eventually help you land an academic career
Discussing with your postdoc PI the project that you will take with you and getting them to help you advance your career
What other things you should be doing during your postdoc to be ready to apply for faculty jobs
Deciding R1 vs PUI
Finding academic jobs to apply to
Networking
Preparing the research statement
Preparing the teaching and diversity statements
Preparing the job talk
Preparing the chalk talk
Preparing for the interview itself and tips
Negotiating offers
Setting up the lab
Filling your lab with students, postdocs and techs
Teaching for the first time and preparing classes
Service to the school
Preparing for tenure and expectations

Panelists

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How to select a postdoc that will eventually help you land an academic career?

- **Where are you starting from?**
    - **What do you love vs hate?**
    - **What skills are strong vs weak?**
    - **What do you want to do that you aren't doing?**

- **Generally –**
    - **New skills or field**
    - **Publishing**
    - **Funding**
    - **Mentoring**
    - **Teaching**

- **Find a good mentor first!**
    - **Talk to former trainees**
    - **Look at where their trainees are now**

- **Teaching fellowships**
    - **IRACDA**

How do you develop your own research program during your post doc?

- Develop an individualized development plan – include timeline for research program
  - Meetings with advisor
  - Professional development
    - Grant writing
    - Negotiations
    - Start up package
- Consider how technical experience contributes to the PI's research program
- What would your first R01 look like and what are you trying to accomplish?

What other things you should be doing during your postdoc to be ready to apply for faculty jobs?

3 faculty components: Research / Teaching / Community

- **Find mentor(s) in your dream job**
- **WRITE A LOT**
  - Manuscripts
  - Reviews
  - Proposals
  - Job Packet Materials
- **Mentor**
  - Grad students
  - Undergraduates
  - Outreach
  - Peers (NRMN)

- **Teach**
  - Guest lecture
  - Run a seminar or workshop
  - Instructor on Record
- **Network**
  - Conferences
  - Academic Twitter
  - Offer to do a seminar or guest lecture at PUI's
  - Peer group (share tips and tricks)

Deciding R1 or PUI

- What are your interests?
- How do you want to spend your day?
- What is important to you?
- Other things to consider:
  - Field of Study/ Model System
  - Tenure Requirements
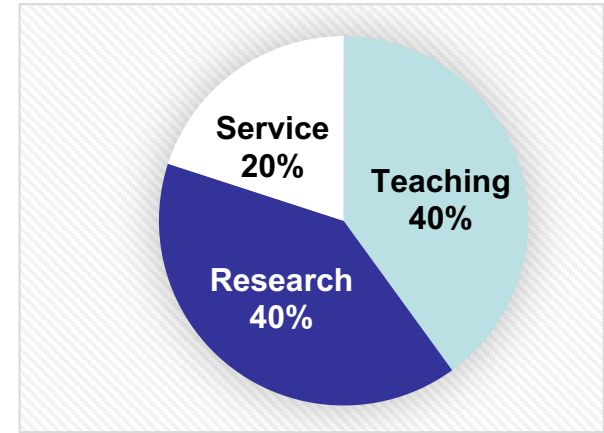
	Teaching	Research	Service
PUI	3-3 or 4-4 load	1-5 publications Apply for grants	Activity at department, college, and university level
R1	2-1, 2-2, or 1-1 load	Quantity and quality of publications Obtain grants	# PhD students mentored

Finding academic jobs to apply for

- Internet
  - Chronicles of Higher Ed
  - Higher Ed Jobs
- Society Job Boards
- Academic Twitter
- PUI Slack
- School Websites
- Conferences
- Word of Mouth

Networking

- Pre-employment vs. Post-employment
- First vs. Second Impressions
- Take Initiative
- Conferences & Seminars

Preparing The Teaching And Diversity Statements

- Introduce Experiences / Elaborate In Body / Wrap Up With Relevant Points / One Page Limit

  – Teaching:

  - Describe Your Pedagogy & Experience (TAP)

  - Technology

  - Key Topics: Introvert vs. Extrovert / Learning Environment / Job Application Terms

  – Diversity:

  - Accessible / Relatable

  - Show Clear Understanding Of Social Norms

Preparing the job talk

- Who is the audience?
  - Faculty, undergraduates, MS students
  - Most common mistake is overshoot or undershoot
- What is the expectation for the presentation?
  - Research, teaching, hybrid
  - Is there a separate teaching demonstration?
- What is your story and how does it continue?
  - What have you done already?
  - What are you planning to do here?
    - How are you going to it with the resources available?

Preparing the chalk talk

- High-level thinking that addresses a knowledge gap
- Conceptualize your RO1 and be ready to make images
- Hypothesis-driven aims
  - Be able to write out clearly
  - Clear approach/details
- Discovery driven goals
- PRACTICE

Preparing the Teaching Demo

- Usually 20 minutes
- Sometimes a specific topic, sometimes your choice
- Incorporate active learning, assessment, and assignments
- Be animated but be yourself
- It's less about testing your knowledge and more about showcasing your style

Preparing for the interview itself and tips

- School Website
  - Mission
  - Structure
    - Large programs
    - Grad students?
    - Commuter school?
    - College town?
- Department Website
  - Mission?
  - Program structure
    - Different majors?
    - What is needed to graduate?
    - Research required for graduation?
    - What are the current faculty teaching?
    - What are the current faculty researching? Where do you fit in?
    - What equipment/resources do they have on campus?
    - Do they publish?
    - What courses can you teach that they already offer?
    - What courses could you teach that are not offered?

- What are your strengths and give an example
- What are your weaknesses and how are you addressing them
- How would you deal with students who are not engaged
- How would you approach a course (specifically one from the job ad)
- What upper level courses can you teach?
- What upper level electives could you offer?
- What non-majors course would you teach?
- What do you need (research-wise) to be successful?

Negotiating offers

- Quality of life
  - Cost of living

- Start up offer
  - With grant vs without grant
    - How long can you hold the start up for
  - What sorts of things do you need to thrive – instruments
  - Policy on supporting graduate students
  - Compare with other colleagues inside and outside of the institution

- Always ask for more than what you need

Setting up the lab

- Do you have a list?
  - List everything you use over a few months and get prices
    - Equipment, reagents, consumables, core facility, etc.
  - What are the immediate, intermediate, and long-term needs?

- What does your space look like?
  - Get a schematic of your lab if possible

- How are you getting startup funds?
  - Fund distribution (Fall/Spring/Year)

- When can you spend the money?
  - Do you need quotes, bids, etc?

Filling your labs with students

1. Advertise in your classes and tell other faculty members
2. Screen for fit:
   – Require application/ interview process (calculations or primary literature)
   – Set clear expectations – hours/week, reports/presentations (especially if for credit)
   – Probationary Period
3. Hold regular lab meetings/lab chats to monitor progress

- Hiring postdocs & techs??

Teaching for the first time and preparing classes

- Is it good enough?
  - Managing your expectations –vs- department expectations
  - Time investment –vs- return
- What resources and templates exist?
  - Approved syllabus and course footprint
  - Senior faculty – observe a class if possible
    - Seek out modules, syllabus, text, assessments, etc.
  - Start planning as early as possible
- Are you planning a course overall?
 - Don't do it your first year

Service to the school

- Departmental
  - Advising (could be in exchange for teaching release)
  - Committee work: hiring, thesis,
  - Hosting seminars & open houses
  - Student engagement events

- College
  - Committees: Curriculum, Bylaws, Honor, Rank and Tenure, Strategic Planning
    - Time commitment varies by committee
    - Membership to committee is by election

- University
  - Faculty senate
  - Sponsor student clubs

        ** Don't sign up for committee work in your first year**

Preparing For Tenure And Expectations

- **3rd and 5th Year Reviews of Tenure Track Faculty**
    - September 15: Faculty member submits the 3rd & 5th Year Review package, which includes a CV, recent observations from the Chair and Dean, a brief portfolio of scholarship, and the Annual Resume Review from the previous year.
    - First Monday after Thanksgiving: The Department Chair, the Dean, and P&A representatives complete the 3rd & 5th Year Review. This includes them meeting with the faculty member.

THE EVOLUTION OF INTELLECTUAL FREEDOM
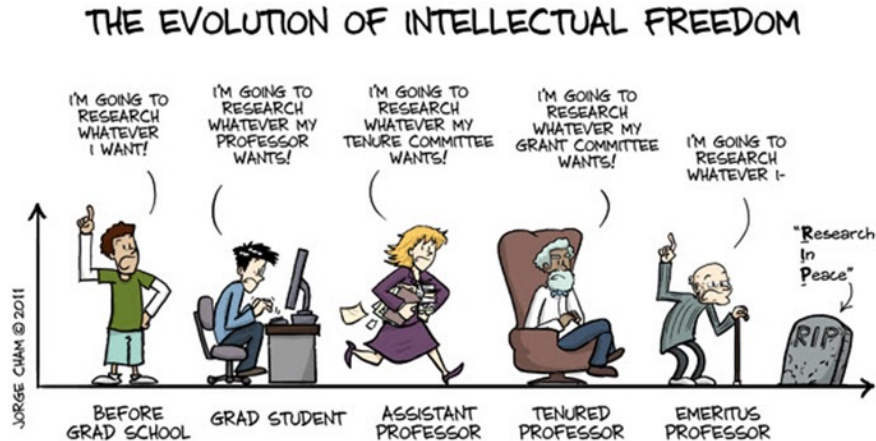
Preparing For Tenure And Expectations

Success Tips:
- Early Progress
- Student Participation (Advertise Yourself)
- Community Engagement (Internships)
- Committee Participation

APPLICATION FOR TENURE

NAME   DEPARTMENT

Date of initial appointment to the full time faculty_____

Date of appointment to rank of Associate Professor _____

Having served for at least seven years as a full-time faculty member, I am applying for tenure. I believe that during this time I have demonstrated

        --excellence in teaching

        --scholarship/research

        --service to the college

        --spirit of cooperation with the department, the
            faculty, and the College community, and support for
            the College's mission, goals, and philosophy.

                         _____
                                Signature

ATTACH statements and/or supporting data on each of these categories.

ATTACH a current resume.

N.B. Your application should consist of **this page,** no more than **eight pages** of supporting written material, and your **resume. Complete applications must be uploaded to the P&A portal site by the due date**

Deadline: **The first Monday after Thanksgiving**