

Introduction

Excellent $\longleftrightarrow$ Poor/Absent
4 - 3 - 2 - 1

Amount of information

All information required for understanding of the research

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Main research question

Clearly explained

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Significance

Motivation for research and its significance clearly explained

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Tailored for students

Students with appropriate background knowledge can follow the introduction/significance

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Communicate to diverse audience

Excites audience about research question(s)

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Data

Logical flow

Logically follows the data and each interpretation is clearly justified

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Methods

Clearly explains methods and their significance to the current work

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Results

Presents only necessary data

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Clarity

Clearly explains all results figures

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Evidence of collaboration

Clearly describes what candidate did versus collaborators/mentees

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Inferences

Explains what the work infers or means, competing explanations addressed

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Conclusions and future

Broad Impact of the work

Clearly explained

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Future research

Outlines plan for next 2-3 years

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Students in research

Explicitly outlines projects suitable for that institution's students

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Institutional resources

Explicitly states research plan feasible with institution's resources

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Overall

Big picture

Clearly articulates broader context of work and a unifying theme

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Evidence of teaching potential

Communicates information at a level understandable to students

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Repetition

Main ideas redefined throughout

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Student interest

Research is exciting for students

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Examples

Use of analogies/anecdotes to known subjects

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Brand

Unique perspective on the field

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Career narrative

How you ended up where you are + what's next for you

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Q&A

Excellent $\longleftrightarrow$ Poor/Absent
4 - 3 - 2 - 1

Active listening	Pays attention to and lets questioners finish their questions	☐ ☐ ☐ ☐ ☐	
Repeating and Clarifying	Repeats the question or rephrases and clarifies it as necessary before answering	☐ ☐ ☐ ☐ ☐	
Flaws	Gracefully acknowledges flaws or defects pointed out by questioner	☐ ☐ ☐ ☐ ☐	
Brevity	Answers are short but clear and complete	☐ ☐ ☐ ☐ ☐	
Discussion	Capable of discussing questions in a thoughtful way	☐ ☐ ☐ ☐ ☐	

Interaction with audience

Eye contact	Faces audience nearly all of the time, frequent eye contact	☐ ☐ ☐ ☐ ☐	
Body language	Open body language, appropriately animated (i.e. gestures)	☐ ☐ ☐ ☐ ☐	
Clarity of delivery	Speaks clearly and loudly enough, does not read from slides/notes, no noticeable disfluencies (ahm/uhm)	☐ ☐ ☐ ☐ ☐	
Pace	Pace is easy to understand (not too fast)	☐ ☐ ☐ ☐ ☐	
Jargon	All unfamiliar terms are defined and re-defined throughout presentation	☐ ☐ ☐ ☐ ☐	

Organization

Slide purpose	Purpose of each slide is clear to the listener (Important: Title of slide contains premise)	☐ ☐ ☐ ☐ ☐	
Continuity	Effective transitions between slides create a continuous sequence of connected ideas	☐ ☐ ☐ ☐ ☐	
Figures	Every figure and image is clearly labeled and all figures are fully explained by the presenter	☐ ☐ ☐ ☐ ☐	
Visuals	Majority of presentation is figures/visual aids	☐ ☐ ☐ ☐ ☐	

Summary Evaluation

Strongly
Agree

Agree

Disagree

Strongly
DisagreeDon't know/Can't
assess

I can articulate the 1 sentence take home message from this presentation.

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What is your 1 sentence take home message? _____

I am convinced that the work is exciting for a broad audience.

I am convinced that the work is feasible at an institution with limited resources (money, students, time).

The topic and its significance was communicated in language appropriate to students.

I believe students will find this work interesting/exciting too.

I have a clear sense of who this person would be as a colleague.

I could easily tell which parts of the project were driven by the presenter and which were collaborations.

References:

How to Give an Effective Job talk.

Sharon Milgram seminar at the NIH, June 2008

<http://bit.ly/sharonmilgram>

How to give a job talk and why it's not the same as a research talk.

Bill Schrader seminar at Duke, December 2013

<http://bit.ly/billschrader>

How To Give a Good Talk.

Uri Alon, *Molecular Cell*, Volume 36 , Issue 2 , 165 – 167

Guest post: How to give a science talk

Blog post reproducing Andrew Murray's article, August 19, 2011

It Takes 30: A blog from the Department of Systems Biology @ Harvard Medical School

<https://ittakes30.wordpress.com>

Recommended Outline:

For a 45 minute presentation, recommended outline:

- 15-25 min introduction tailored to your audience
 - Example: Undergraduates with 1 year of introductory coursework in your discipline
- 15-20 min summary of your methodology and results
 - Tailored to your audience
- 5-10 min potential impacts, future directions, thank you

Use this space below to provide additional comments or suggestions.

Introduction

Data

Conclusions/Future

Overall

Q&A

Interaction with audience

Organization