# Job Talk Rubric

**Significance**
- Amount of information: All information required for understanding of the research
- Main research question: Clearly explained
- Motivation for research and its significance clearly explained

**Tailored for students**
- Students with appropriate background knowledge can follow the introduction/significance

**Communicate to diverse audience**
- Excites audience about research question(s)

## Data

**Logical flow**
- Logically follows the data and each interpretation is clearly justified

**Methods**
- Clearly explains methods and their significance to the current work

**Results**
- Presents only necessary data

**Clarity**
- Clearly explains all results figures

**Evidence of collaboration**
- Clearly describes what candidate did versus collaborators/mentees

**Inferences**
- Explains what the work infers or means, competing explanations addressed

## Conclusions and future

**Broad Impact of the work**
- Clearly explained

**Future research**
- Outlines plan for next 2-3 years

**Students in research**
- Explicitly outlines projects suitable for that institution’s students

**Institutional resources**
- Explicitly states research plan feasible with institution’s resources

## Overall

**Big picture**
- Clearly articulates broader context of work and a unifying theme

**Evidence of teaching potential**
- Communicates information at a level understandable to students

**Repetition**
- Main ideas redefined throughout

**Student interest**
- Research is exciting for students

**Examples**
- Use of analogies/anecdotes to known subjects

**Brand**
- Unique perspective on the field

**Career narrative**
- How you ended up where you are + what’s next for you
### Q&A

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

### Interaction with audience

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

### Organization

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know/Can’t assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can articulate the 1 sentence take home message from this presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is your 1 sentence take home message? ______________________________________________

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know/Can’t assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am convinced that the work is exciting for a broad audience.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am convinced that the work is feasible at an institution with limited resources (money, students, time).</td>
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<tr>
<td>The topic and its significance was communicated in language appropriate to students.</td>
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<tr>
<td>I believe students will find this work interesting/exciting too.</td>
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<tr>
<td>I have a clear sense of who this person would be as a colleague.</td>
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</tr>
<tr>
<td>I could easily tell which parts of the project were driven by the presenter and which were collaborations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## References:

**How to Give an Effective Job talk.**
Sharon Milgram seminar at the NIH, June 2008

**How to give a job talk and why it’s not the same as a research talk.**
Bill Schrader seminar at Duke, December 2013

**How To Give a Good Talk.**

**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](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
Job Talk Rubric

Use this space below to provide additional comments or suggestions.

Introduction

Data

Conclusions/Future

Overall

Q&A

Interaction with audience

Organization