

The job talk for a faculty position at a PUI

October 4, 2018

Learning outcomes

By the end of the program, participants will be able to:

- Discuss the structure and purpose of a faculty job talk at a PUI
- Describe the differences between a PUI job talk and an R1 job talk, conference presentation, or department seminar
- Describe the different elements of a successful faculty job talk at PUIs, based on the ACRA framework qualifications

Want to practice your talk for an upcoming interview?

- Schedule an appointment at career.ucsf.edu/appointments

Congrats, you just got invited to the finalist interview!

And they asked you to present on your research...

What type of presentation is this?

Teaching demo: Teach a portion of a class (i.e. DNA replication or Maternal health care)

Research talk: Primarily your past research and overview of your future research program

Chalk talk: Future research (i.e. your first R01 grant)
*primarily at R1 institutions

Mixed: Any combination of teaching, research, and/or chalk talk presentation

What I'm not going to spend much time covering

- In depth general information about slide and presentation formatting:
 - Watch Susan McConnell's "Designing effective scientific presentations" video (42 min)
 - bit.ly/iBiology-presentations
- Teaching demo
- Chalk talk
 - For more information: career.ucsf.edu/seminar-chalk-talk
- Application material preparation
 - For more information: bit.ly/eventspacup

Research-Intensive Institutions (R)



Research & Teaching Focused (RT)



Primarily Undergraduate Institution (PUI)

Liberal Arts College

Master's Granting Institution

Teaching-Only Institutions (T)



Building the PUI job talk

How you're being
evaluated by the
audience

Backward designing
the presentation

Future research plans

What does it take to get hired at RT institutions?

R
RT
T

Academic Career Readiness Assessment



Office of Career &
Professional Development
Student Academic Affairs

Hiring Requirements for RT institutions

Resources and students

Qualification	Focus
Fit	Research: No overlap with other faculty Teaching: can teach most classes needed You have sought teaching and mentoring experiences <u>You seem to really want to work there</u>
Research program	Feasibility with limited resources Feasibility with undergraduates (and Masters) Exciting to students
Comm of Research	Spikes interest of non-expert faculty and undergraduates
Teaching	Teaching Experience: often required, amount of <u>involvement</u> matters Teaching <u>Potential</u> matters: be informed about research in education, and ready to be mentored
Collegiality	Are you a good colleague? Are you respectful toward st? Can you share materials, space, ideas, resources?
Publications	Variable - at the minimum, demonstrates you can write

Demonstrating RT hiring requirements

Qualification	Focus
Fit	You will likely be the only person at that institution doing your type of research. Consider if your interests & expertise overlap with a current faculty member or if they're complementary. Did you follow the instructions for preparing the talk?
Research program	Is your plan tailored to the institution's students and resources? Do you know what an undergraduate can and can't do? <ul style="list-style-type: none">- Plan is tailored to different levels of undergraduates (2nd year vs master's student)- If you have a mentee with accomplishments, highlight them & the results of their work. How does your current work influence your plan? Does your research plan appeal to undergraduates? Will they want to work with you?
Comm of Research	Spikes interest of non-expert faculty and undergraduates - Did you clearly explain key points?
Teaching	This is a chance to show your ability to teach. It might be your only opportunity. Will students want to enroll in your class?
Collegiality	Are you a good colleague? Are you respectful toward students? How have you worked with others in the past? Talk about what <i>your</i> contributions to the work and the contributions of others. <ul style="list-style-type: none">- Get rid of universal "we," but remember "I" did not do science in a vacuum.

Who in the audience should you tailor your talk for?

Go to: socrative.com and choose “student login.” Then enter room: OCPD1

A. Members of the search committee

Example search committee: 2 people (your department) + 1 person (different department)

~~B. Experts in your field~~

C. Members of the department

D. Trainees (undergraduates, master’s students, etc.)

E. Everyone in your audience

Example (Biology): Ecology, Evolutionary biology, Genetics, Cell biology, Microbiology, Immunology, Physiology, Developmental biology

Do you think undergrads will be able to understand the talk you give at a conference? Lab meeting? Seminar?

Who in the audience should you be talking to?

Everyone in the room	Not just the search committee, who will likely not be experts in your field
Presenting to non-experts is different that presenting at a conference	The committee may tell you the level they'd like you to present

Recommendation:

Start your presentation from scratch and think about the big ideas:

Create excitement about your work

Practicing your job talk

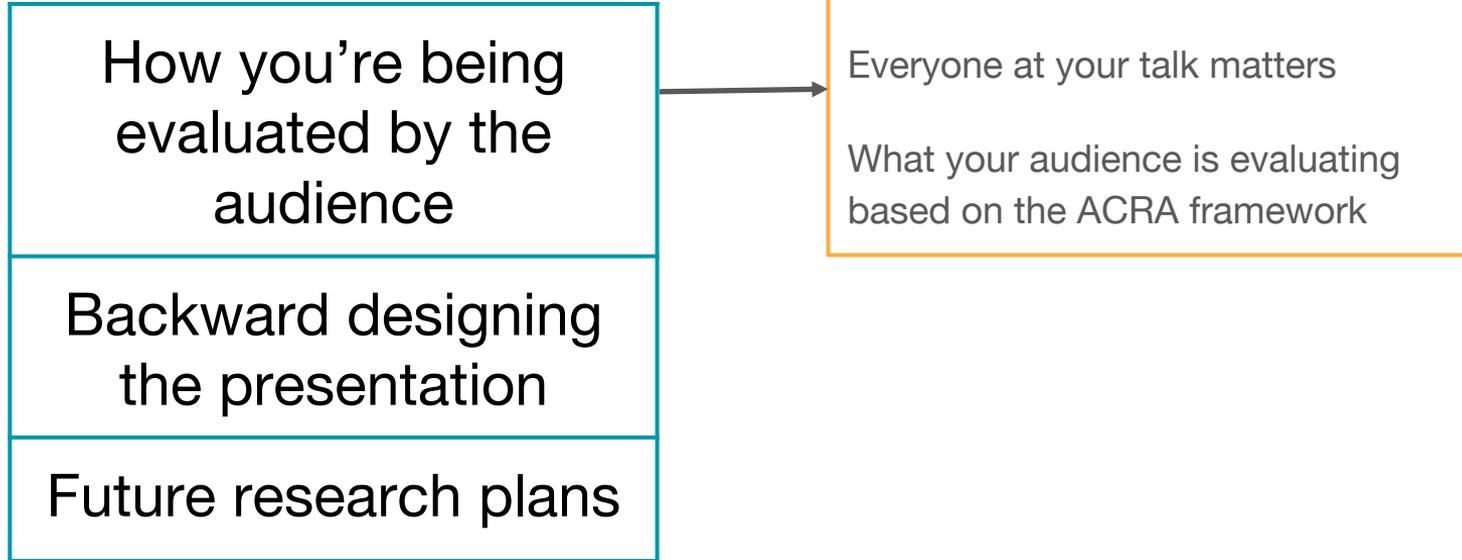
Can non-experts follow your research? Will they be able to understand?

Creating your audience at UCSF- be purposeful about who you invite to your talk

- Undergraduate and/or master's students
- Faculty at this type of institution
- People who used to work in this type of institution
- Lab (i.e. technicians)
- People who want this type of position
- OCPD

*Pitfall: Going over time

Building the PUI job talk



Building the PUI job talk

How you're being
evaluated by the
audience

**Backward designing
the presentation**

Future research plans

Backward designing your presentation

Step 1	Start with 1 sentence take-home message



What is the **one sentence** you want the audience to say as a summary of your talk?

- That was boring
- That person is really smart
- That research is so cool!
- I learned about how important XYZ is in process ABC and that ABC is super important for MNO!

Your turn - Step 1

Step 1	Start with 1 sentence take-home message



Step 1	

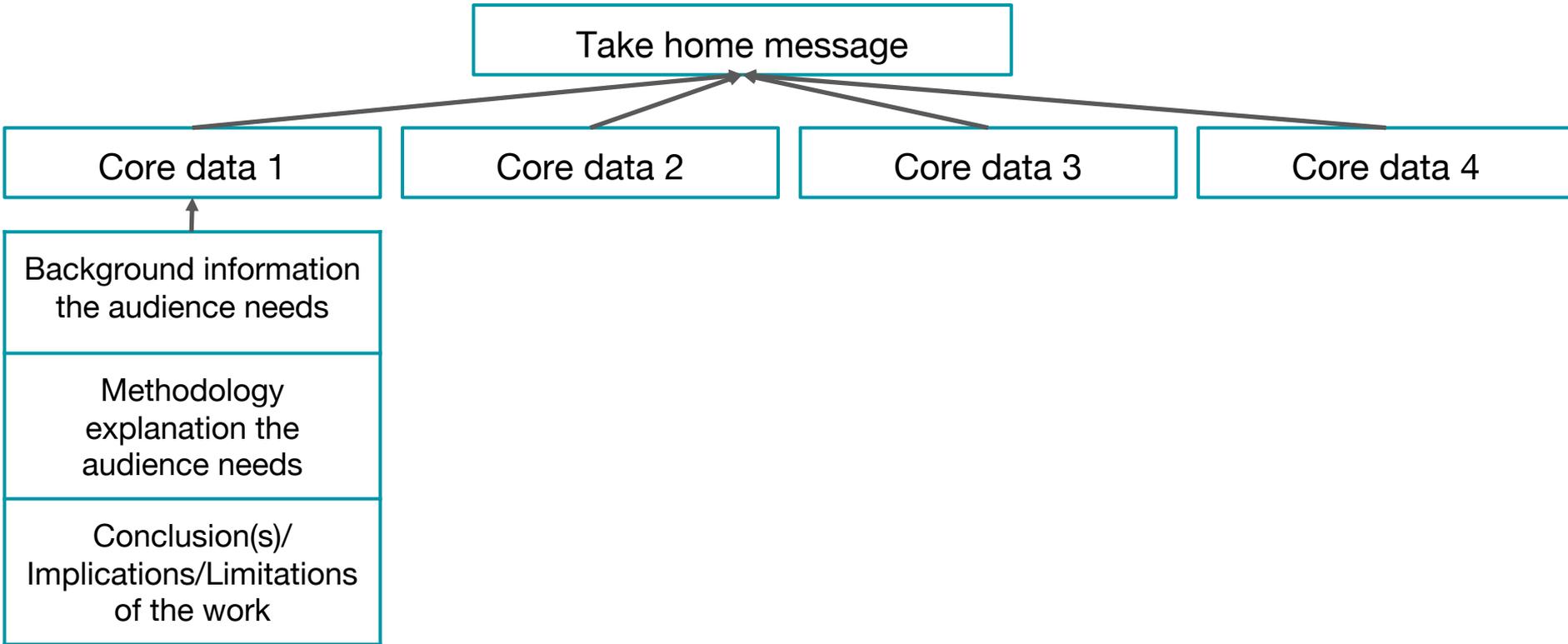
Backward designing your presentation

Step 1	Start with 1 sentence take-home message
Step 2	Decide what core pieces of data are crucial to your message



Only show enough data to get to your take home message and *no more*

Backward design - selection process



Backward designing your presentation

Step 1	Start with 1 sentence take-home message
Step 2	Decide what core pieces of data are crucial to your message
Step 3	Structure your talk to get to goals in steps 1 and 2

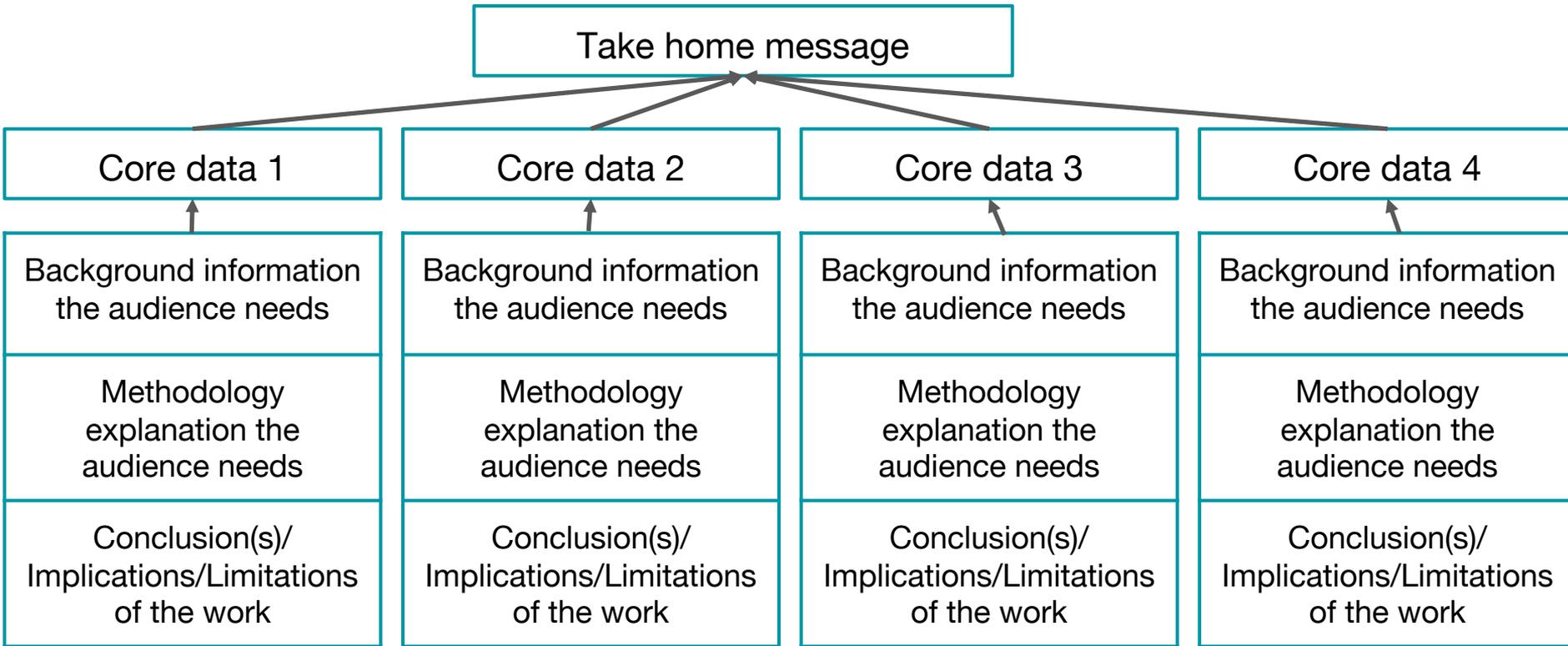


Build your story with a logical flow

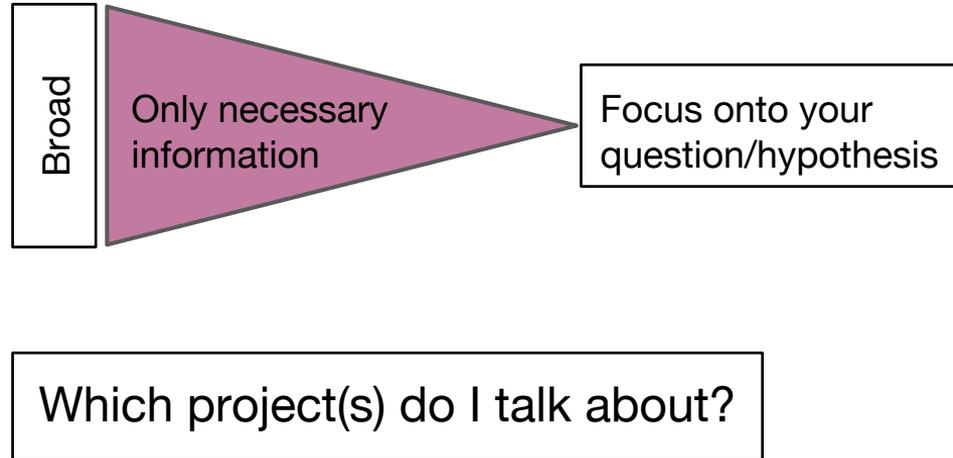
Chance to show your ability to teach to non-experts

Ask yourself: Will the audience understand why this is important & interesting work?
Will they understand the methods?

Backward design - selection process



Use your selection process to build a compelling story



Adapted from “The Craft of Scientific Presentations” by Michael Alley
& “Designing Effective Scientific Presentations” by Susan McConnell

Conclusion slide

Another chance to define the 1 sentence
takeaway message

Demonstrating who you are as a scientist & colleague

Visuals are more powerful than words

Do you have a cohesive framework or message that
could summarize your talk?

Potential to use the model throughout as a roadmap

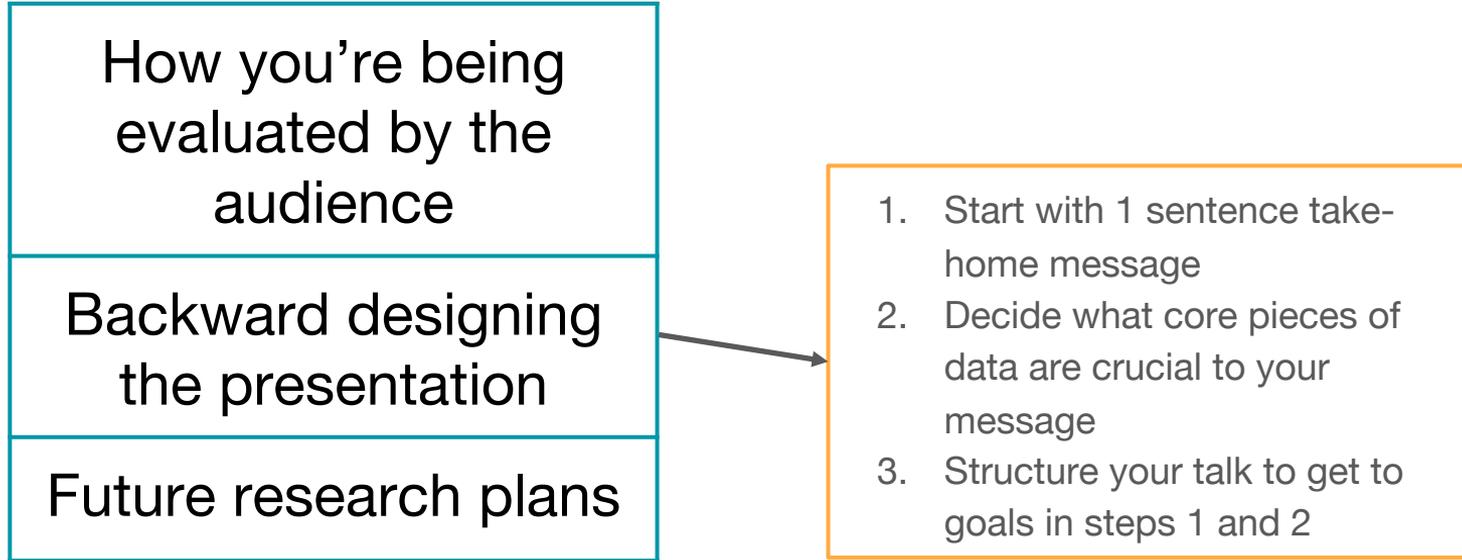
Backward designing your presentation - Your turn

Step 1	Start with 1 sentence take-home message
Step 2	Decide what core pieces of data are crucial to your message
Step 3	Structure your talk to get to goals in steps 1 and 2



Step 1	
Step 2	
Step 3	

Building the PUI job talk



Building the PUI job talk

How you're being
evaluated by the
audience

Backward designing
the presentation

Future research plans

Future Research Plan

Part of your take home message

~2-3 years

- What will students get to do?
- What projects will be exciting for them?
- Tailored for the institutional resources
- *Be Explicit*
 - “Here is an example of project XYZ that a student could do, and I think it will be terrific for a student because ABC”

Your turn - What is your vision for your future research?

Briefly sketch out your plan and how students will be involved

Share with a partner & get feedback - do you have the points below?

**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

What next?

Come practice your talk and get feedback: career.ucsf.edu/appointments

Upcoming programming:

- Job talk - Oct 11
- Using the interview to tell if a workplace is a bad fit or toxic - Oct 17
- Negotiation series
 - Part I
 - Part II

Final Eval

Help us improve the workshop! Take the short evaluation: **bit.ly/job-talk-pui-eval**

References

ACRA: www.career.ucsf.edu/ACRA

Sharon Milgram (NIH) “How to Give an Effective Job Talk” <http://bit.ly/sharonmilgram>
(click for “video podcast”)

Bill Schrader “How to give a job talk and why it’s not the same as a research talk”
<http://bit.ly/billschrader>

Susan McConnell “Designing Effective Scientific Presentations”
<http://bit.ly/iBiology-presentations>

Book: Michael Alley “The Craft of Scientific Presentations”

See handout