

The NICHD Connection

May 2014

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Academic Job Searching: Where to Begin?

By Yvette Pittman, PhD

The peak of the academic job market is a few months away and you may be asking yourself "What positions are available in academia this year?"

Before you make your first move toward job hunting, it may seem vague and an uphill battle. However, for a smoother process, I encourage you to self-assess with an open mind by asking what path fits you best both professionally and personally. For example, consider where you want to live and where your expertise, particularly your model system, fits best. Knowing what type of position you are interested in before beginning your job search is also important. It could be a teaching-focused or research-intensive university, or a community or liberal arts college. Ask yourself what type of students you want to work with on a daily basis. In other words, **you will be more productive where you feel most satisfied and comfortable.**

As you read countless job announcements, it is essential to remember that employers have spent many hours thinking about their critical need and what they want their new faculty member to look like. Therefore, **tailoring can make your application packages stronger**, increasing your chances of being invited for an interview. It is crucial to avoid job searches with the intention of applying everywhere, or sending the same application to many different institutions. For each posting, you should consider how competitive you are or if your credentials fit well with their need. Application packages usually consist of a CV, cover letter, and research and teaching statements. Before submitting them, it would be valuable to have a few professionals read your materials.

Searching a variety of online resources is a great strategy. You can narrow down your search by state, scientific discipline, and type of position. Below is a list of the popular sites. You can start with your professional societies. Most of them advertise faculty positions in their discipline. For example, the American Society for Biochemistry and Molecular Biology hosts a job board while Society for Neuroscience has a NeuroJobs Career Center which

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Letter from the Editor

Looking for a job? If you answered yes, this issue is for you. If you answered no, this issue is still for you because the job hunt begins the day you set foot into your lab. As they say, failing to plan is planning to fail.

If you're aiming for an academic career, check out [Dr. Yvette Pittman's article on the front page](#) to help kick-start your search. But, if you're not pursuing the tenure track, there are many valuable careers that will utilize your scientific background. Learn a little about the variety of options in our [annual retreat round table recap on page 4](#). Former fellows from diverse disciplines recount the three most common questions asked about their careers, with answers, of course.

For those who are still very early in

their training, Jeffery Head discusses the decision-making process behind getting a dual MD/PhD degree. Check out his ["A Day in the Life of an MD/PhD" recap on page 14](#). And then tweet about it! OK, you might giggle, but social media can be a powerful tool for those in science. [On page 15, Jeremy Swan recaps the "Social Media & Your Career" webinar](#) hosted by the NICHD Communications Office.

Your Editor in Chief,
Shana R. Spindler, PhD

Send your questions, comments, and ideas to Shana.Spindler@gmail.com.

Academic Job Searching: Where to Begin? (continued from page 1)

allows you to receive alerts for job postings. Others include:

- » [Chronicle of Higher Education](#)
- » [Nature Jobs](#)
- » [Indeed Jobs](#)
- » [Higher Education Jobs](#)
- » [Science Careers](#)
- » [New Scientist Jobs](#)
- » [HERC \(Higher Education Recruitment Consortium\)](#)

I encourage you to stay committed to finding positions that best fit your goals, interests, and values. And try to visit these sites regularly, always using the search criteria to your advantage.



So, What's It Like Being a...?

Former NICHD fellows joined current fellows at the Tenth Annual Meeting of Postdoctoral, Clinical, and Visiting Fellows and Graduate Students to host a series of lively round table career discussions. If you missed this year's retreat, or simply wanted to visit more tables, read below for the three most common questions and answers for each represented career. Check back next month for a full retreat recap!

Sean Barron, PhD

PATENT EXAMINER AT THE UNITED STATES PATENT AND TRADEMARK OFFICE (USPTO)

What does your work entail? What is a typical day like?

Patent examiners evaluate whether a patent application should be allowed as a patent or not. The bulk of the time is spent matching specific limitations in the claims to teachings in the prior art*, to determine if the claimed invention has been taught verbatim in the art or, if the claimed invention would have been obvious over a combination of multiple references and a reasoning/rationale articulated by the examiner. In addition to rejections made over the prior art, typically referred to as anticipation and obviousness, patent applications are evaluated for enablement (could it be done from the teachings of the application and what is known in the art?), written description, clarity of claim language, statutory class of invention, and judicial exceptions to patentable subject matter directed to laws or products of nature. We conduct interviews with the attorneys and occasionally the inventors to answer questions, or see if patentable subject matter can be identified from the application. When the patent attorney responds to our rejections, we reply to their arguments as to why they are not persuasive or error on our part. If no more rejections can be made, we allow the case. Sometimes we propose claim amendments to the attorney to bring the case to allowance.



There is no real "typical" day, as the job involves constant juggling of cases per pay period and per quarter, docket management (time to reply to Applicant depending on the stage of prosecution), interview requests, and so on. Time management and changing gears on the fly is critical. Every case presents different challenges.

What skills from your grad/postdoc training have come in handy in your professional life?

Keyword searching prior art databases, such as Pubmed or Google/Google Scholar. The USPTO has in-house databases for US patent and pre-patent publications, and other

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So, What's It Like Being a...? (continued from page 4)

databases to search chemical structures and the non-patent literature. Searching is a major component of the job, and keyword searches are a major part of searching as a biotech examiner. Knowing (or learning) relevant synonyms, combinations of keywords, searching broadly and narrowly, and identifying which databases are most relevant for particular subject matter are crucial to becoming efficient in this job. A major transferrable skill with the Ph.D. is the ability to learn new subject matter on the fly; biotech examiners are rarely hired for their specific grad/postdoc expertise.

Were any experiences you had at NICHD/NIH particularly helpful?

Consider taking courses offered through FAES and the Office of Technology Transfer in intellectual property. Consider a fellowship offered through OTT or working a detail over there. Get help from the career advisors in the Office of Intramural Training and Education to convert your research CV into a federal government resume. Get help from OITE and the NICHD Office of Education to prepare for any interview, and look up Situation Task Action Response (STAR) interview formats. Be prepared to address how you respond to constructive criticism of your work and time management in an interview (expect it to be asked). Consider working as a patent agent at a private law firm as an alternative, depending on your timeline.

While it was not asked, U.S. citizenship is a requirement for any patent examiner position at the USPTO. My email address is available for anyone who wants to follow up: sean.barron@uspto.gov.

FUN FACT: I played trumpet or euphonium/baritone continuously up since I was 11 through grad school and off and on since then.

***Editor's Note:** Prior art is publicly available information that precedes a specific date and affects the originality of a patent.

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So, What's It Like Being a...? (continued from page 5)

Megan Janssen-Schroeder, PhD

PHARMACOLOGIST AT FDA'S CENTER FOR TOBACCO PRODUCTS

Do you have independence at the FDA?

Yes! I even feel like I have more independence now than I did as a postdoc. I feel more like a collaborator than a trainee and I think people respect and trust you more and give you more independence because of it.

What skills should we highlight on a resume or in an interview?

For a non-lab job, focus less on your scientific expertise and more on what your experience has taught you. Have you managed/trained others? Have you managed several projects at once? How are your written/oral communication skills? Can you communicate effectively across disciplines? Have you reviewed papers? In the interview be prepared to come with examples of these skills.

What's a typical day like?

Each day is different, but I usually spend about half of my time in meetings on various topics and projects. The remainder of my time is spent preparing for meetings, completing assignments, doing literature reviews, etc. One day I might be meeting with industry to discuss a clinical protocol they are developing, and the next I may be meeting within the office about product reviews or talking to a contractor about the status of an ongoing clinical study.

FUN FACT: I am an avid paper-crafter.



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So, What's It Like Being a...?

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Sydella Blatch, PhD

ASSISTANT PROFESSOR OF BIOLOGY AT STEVENSON UNIVERSITY

How can one balance teaching a course while being a postdoc?

It is hard work to do both of these at the same time, and certainly it is not possible for everyone to do, due to other time considerations. However if someone is really interested in a teaching-based academic professorship, it is well worth the effort. Some jobs require teaching experience. In general, while teaching a course, you will not be able to get as much research done. Many research projects can be slowed down by the researcher (unlike teaching), so I advise slowing the pace of your research a bit while teaching. The temporary drop in research productivity is in exchange for a great boost in competitiveness for a teaching-based professorship.



How can one learn how to be a better teacher?

What resources are there to learn how to teach?

Like most professors (except those who teach education), we don't have formal training in teaching. But it can be very helpful to read resources, especially about techniques you can (or should) use in the college setting. I recommend searching "active learning" online. This means that you are not just lecturing—the students are involved and working with material during class. There are many ways to do this, for example, minute papers, case studies, flipped classrooms, and it is something that many to most teaching-based professorship search committees are looking for. You can also do primary literature searches because there are many peer-reviewed articles that are discipline- or topic-specific, and can provide actual "lessons" or activities you can use.

What should the research statement (for the job application) look like? Or what should be included in it?

This document for the teaching-based professorship should look very different than one for a research-based professorship. The main reason is that the way research is done and the reason it is done at primarily undergraduate colleges or universities is very different. The research statement should focus on describing what your research program will look like at their school. This means

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So, What's It Like Being a...? (continued from page 7)

outlining a research project or program that can be done with or by part-time, inexperienced, undergraduate researchers. Ideally, they can answer some research question in one semester's time (again, part-time). It would also be good to include information about how you will mentor the students, because that is another reason you will do this research, so the students get experience and mentorship. The equipment, funds, resources, and additional help you have to do the project are far less than these resources you had in your PhD and postdoc. So, in my opinion, the bulk of your research statement should not be about your past research accomplishments, because you probably cannot accomplish the same at this primarily undergrad school. They want to know what you will do at their school.

FUN FACT: I think stinkbugs are cute.



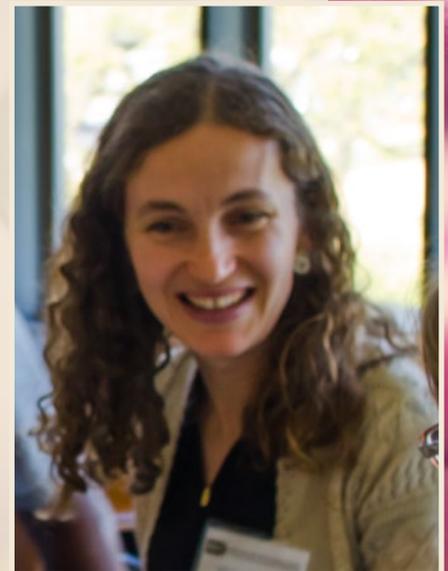
Silviya Zustiak, PhD

ASSISTANT PROFESSOR IN THE DEPARTMENT OF BIOMEDICAL ENGINEERING AT SAINT LOUIS UNIVERSITY

How do you prepare a good faculty application package? What are the criteria?

I would suggest spending enough time perfecting your CV as it will be the first point of reference for the search committee. Good organization and formatting are very helpful. Position your research-related and scholarly accomplishments first, followed by teaching and mentoring experience. Highlight your accomplishments. For example, if your paper was featured in some way, add the information in bold. If you have fewer papers but they have been published in high-impact journals and cited a lot, add impact factor and citation numbers next to each publication.

Also, be thoughtful about your cover letter. Use at least the first paragraph to highlight your potential contribution to the department you are applying to. Research the faculty profiles and suggest potential areas of collaboration. Be equally vigilant with the teaching statement. See what classes are offered by the department and mention which of those classes you can teach and what additional classes you may develop.



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So, What's It Like Being a...?

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Research statement: identify at least three potential projects and describe those. Use figures to support your narrative. How has your prior experience prepared you for your future success? What are your short-term and long-term research goals? Where would you apply for funding?

Overall, prepare each application as if it is the only one you are sending. Be sure to follow the application guidelines precisely. Contact the search committee chair if you need any clarification.

How do you transition from being a postdoc at NIH to being a faculty in a research institution?

The transition period might last about a semester, during which you shouldn't expect lab results, but rather should focus on setting a foundation for success.

First and foremost, find mentors at your new institution to help you navigate the new environment. Even if a formal mentor is assigned, try to connect with other faculty. Build your network, identify people that have similar or complementary research interests and try to meet with them as soon as you can. It takes time to build a good collaboration, so start early. Don't close your door all the time, but do close it if you need to work uninterrupted.

In building your lab: take your time to carefully consider equipment. What do you have to have, what can you share, is there better equipment available than what you have used in your training? Talk to vendors and take advantage of demos. Make a list of common consumables and check those regularly if they need replenishing. Write your lab manual, decide on a lab "motto" and lab rules, write your first lab protocols, and train your first students carefully. Overall, decide on what kind of a PI you want to be. If it will help you, read a book on managing a lab. I would highly recommend "*At the Helm: A Laboratory Navigator*" by Kathy Barker.

In general, assume that it will only get busier so you should do as much of the lab organization as possible in the first semester. Some other things you should try to do in the beginning—make your website if you plan to have one. In general I recommend it since it will increase your visibility, especially to prospective students and postdocs. Also, finish up papers from your postdoctoral appointment, write your first grants, and write a review paper on the topic that you plan to pursue.

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So, What's It Like Being a...? (continued from page 9)

How much do you work? Do you find time for other things besides work?

I typically work about 55 hours a week and sometimes more. I have ten-hour days in the office and more in the mornings, evenings, or weekends. During the day, I try to always stay on task and I have developed little tricks to save time. For example, I never open an email unless I plan to act on it, I eat lunch at my desk, I limit chatting in the corridor, and I always have a running list of trivial things that need attention, which I can tackle when I only have a few minutes at my disposal. I also always reserve one day a week only for my research. But overall, the work is very flexible. If I need to, I can go out in the middle of the day or I can come in late. I also try to go for a coffee or lunch with a collaborator, a mentor, or a faculty friend at least every one to two weeks. I also try to reserve the weekends for my family as much as possible. I would say that the work is so diverse and dynamic, that it doesn't feel like a burden, it is very exciting. And when I need to work on weekends, it is typically on something that requires writing so I can do this from anywhere, I don't need to be on campus. I would say that with some discipline and knowing when to say no, a balance between work and family life is not difficult.

FUN FACT: I love rock climbing and that is how I spent most of my weekends during graduate school. I met my husband in graduate school as well and the only reason we are together today is because we became each other's best climbing partners.

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So, What's It Like Being a...? (continued from page 10)

Dan Sackett, PhD

STAFF SCIENTIST IN THE PROGRAM IN PHYSICAL BIOLOGY AT NICHD

How do I apply for a government science position?

Government-based science positions that NIH postdocs could consider are not limited to NIH. Other national labs, such as FDA, NIST, Argonne, Agricultural Research Service, Lawrence Berkeley, Oak Ridge, all have research programs that require skills that are widespread at NIH. Other governmental research institutions to consider include military labs like Walter Reed National Military Medical Center, Naval Research Labs, Uniformed Services University of the Health Sciences, and nonmilitary facilities such as the FBI, the Smithsonian, and the CIA (really). The only thing likely to be common to all of these positions is that they are government positions and will require some similar Federal personnel forms to be filed. Beyond that, each one is likely to have rather different application procedures. My major point was that fellows should look beyond the fence around NIH for opportunities in biomedical research in the Federal sphere. States also have services that might be productive to look at, but I cannot comment on that.



What are the duties of these positions?

The duties of these positions will likely span a wide spectrum, from responsibilities for specialized assays or types of analysis, to running core facilities, to being an instrument scientist for large research installations with equipment that is widely shared but operated by the host laboratory, to directing a (or multiple) research program(s). I do not think that it is possible to say anything coherent that will be true of all of these positions.

What are the hours expected?

It is possible that the working hours expected in these positions may be more predictable than in an academic position, though often this will not be true. Nominally these positions have a defined expectation of hours per week (as do many/most industry positions), but this is often extended, as in many science positions.

FUN FACT: I am fascinated by extremophile biology.

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So, What's It Like Being a...? (continued from page 11)

Shana Spindler, PhD
FREELANCE SCIENCE WRITER

How did you get into science writing?

My favorite part of grad school was writing my dissertation—that should have been my first clue. Shortly into my postdoc, I realized that I liked reading and writing about science a lot more than the actual bench work. But other than scientific publications, I didn't have any writing experience. I approached Brenda Hanning in the NICHD Office of Education with my desire to write for the NICHD newsletter. Upon learning that the NICHD didn't have a newsletter for fellows, I and other members of the NICHD fellows committee organized and published the first issue of *The NICHD Connection* in June 2010. I was in love. As I worked on articles for each issue, I found myself wishing I could write and edit full-time. When I became pregnant in the middle of my first year of postdoc, I knew it was the right time for me to make the career transition, and the rest is history.



What's your typical day like?

I work part-time, so my son is home with me on Mondays and Fridays, and he goes to preschool Tuesday through Thursday. During my “work days,” I spend A LOT of time writing and replying to emails. In general, I wake up around seven in the morning, get my child off to school, send out emails, and then edit articles, write articles, or conduct phone interviews before lunch. After lunch, I reply to more emails and finish any editing or writing. I try to get a workout in sometime in the afternoon. On days my son is home, I usually complete a couple hours of emails or writing during his naptime. Being a freelance writer has allowed me to have a wonderful work-life balance!

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So, What's It Like Being a...? (continued from page 12)

How do you find writing work?

As a freelance science writer, there are many avenues you can take to find work. You can establish a stable contract with an organization that needs a regular writer (this is what I do with the NICHD). Some freelance science writers may also write for magazines (think *Smithsonian*, *Discover*, *Popular Science*, etc.) or online blogs run by major science organizations such as AAAS. Whatever way you want to approach writing, you will need clips—published writing examples that you can show as a representation of your work. A great way to get started is by making a blog about research in an area that interests you. You can also volunteer to write articles (like for *The NICHD Connection!*) to establish a set of clips. You should also consider joining professional writing societies and attending their annual meetings to meet other writers and editors. I highly recommend joining the DC Science Writers Association (DCSWA) and the National Association of Science Writers. DCSWA, in particular, has a jobs board with writing opportunities posted on a regular basis.

FUN FACT: I've lived in six states (Ohio, Missouri, Colorado, California, Virginia, and now Nevada!)



Smita B. Abraham, MD

MEDICAL OFFICER AT THE FOOD AND DRUG ADMINISTRATION
(FDA)

How did you apply and/or find a position at the FDA?

I e-mailed friends at the FDA who put me in touch with the Division Director of the endocrine division. Another source is looking at USAjobs.com.

Was the transition out of clinical work into a “desk” job difficult?

At times it is challenging; however, I find the work at FDA quite interesting and intellectually stimulating so the change of pace is manageable. Also, I am able to return to NIH for clinical work one half-day per week as part of the professional development option that is offered by FDA.



What is a typical day like?

I spend most of the day reviewing drug applications in their various stages.

FUN FACT: A fun fact about myself...hmmmm...I still love DisneyWorld!

Updated July 10, 2014. Image replaced.

Event Recap: A Day in the Life of an MD/PhD

By Jeffery Head

For many postbacs, choosing a career path is not a simple decision between research and medicine. Dual MD/PhD programs offer an attractive alternative for those students aspiring to treat patients while simultaneously studying the diseases they encounter. Medical Scientist Training Programs (MSTP) typically start with the first two years of the conventional MD curriculum followed by three (or more) years of graduate school training capped with a thesis defense, and the final two years of clinical MD training. This brings the average time commitment of an MSTP program to seven years, not including postdoctoral fellowship and residency.

As a result, the decision to apply can seem incredibly daunting, so to help guide postbacs considering an MSTP, I would like to share some of the insights that I gained from the panel discussion “A Day in the Life of an MD/PhD” that was held earlier this year with two physician-scientists from the NICHD, Dr. Jack Yanovski and Dr. Joan Marini, and a current MD/PhD student at Howard University, Dezmond Taylor-Douglas.

For both Dr. Yanovski and Dr. Marini, the primary goal from the outset had always been to pursue research. Although neither knew exactly what they wanted to study, they knew that the MD would help to focus their research and not to define them solely as practicing physicians. Mr. Taylor-Douglas had originally planned on only pursuing an MD, but started to consider a dual degree after learning the importance of asking why? while working closely with an MD/PhD as an undergraduate student.

Although the paths that led the three panelists to their dual degrees differed, they all agreed that in order to be successful you must have an inquisitive disposition and a passion for research. An MD/PhD can give you the unique opportunity to not have to choose between either research or medicine, but this difficult balance will be impossible to strike if you are not committed to research. The panelists also warned heavily against applying to an MSTP if you are just looking to get your MD training “for free.”

As for choosing which MSTP is right for you, the panelists emphasized evaluating the PhD portion of an institution’s training, as this is much more likely to vary between schools as opposed to the MD training. You should speak to current students to get an idea of their quality of life and consider factors like the average time to graduation. You may also want to find an institution whose interests align with your own, but considering that both Dr. Marini and Dr. Yanovski changed the focus of their research while in school (and even after) they did not stress this as the most important factor in determining where you should apply.

Although the challenge of obtaining a dual-degree can seem overwhelming, if you want to maintain your inquisitive mindset while still treating patients then an MSTP is hands-down the best option for you. Hearing the satisfaction with which each panelist reflected on his/her career and schooling made it abundantly clear that the freedom a dual-degree brings to NOT have to choose between medicine and research is well worth the effort.

Social Media & Your Career: Webinar Recap

By Jeremy Swan

Fellows often question the value of investing their professional time in building a social media identity. Your online presence can be used as a business card, to extend your network and facilitate later contacts, while sharing information about your research, such as articles you're reading or publish, links to stories you like or have contributed to online. You may also choose to share information about work-related conferences you're attending, links to useful websites, or to highlight individuals who you find interesting or want to give a "shout-out" to.

While the use of Twitter likely won't result in more citations¹, it may expand your network and create unusual opportunities. Twitter is often encouraged at conferences and meetings, as attendees "live-tweet" using conference-specific hashtags to summarize proceedings with links to the presenters' user-accounts and websites. This "free publicity" can be harnessed, especially if you have an account or something to link to.

Fellowships are intended both to train fellows and also to help graduate students and postdocs launch their careers. While you may not think of social media training as a part of this effort, it is, and an important one. Whether you personally use social media or not, it is one of the most effective communication channels in the world today, and it's important to at least have an understanding of how social media functions and how its use can benefit your career.

On February 25, the NICHD Communications Office hosted a webinar on the use of social media: to update staff, share important scientific advances and opportunities, and engage with the public. The webinar introduced the basics of social

LEARN MORE ABOUT SOCIAL MEDIA AT THE NICHD

- » https://insider.nichd.nih.gov/services/communications/social_new_media/Pages/FinalFAQs_Webinar.pdf
- » Link to NICHD's New Media Policy on the Insider: https://insider.nichd.nih.gov/services/communications/policies_procedures/

media, by using examples from NICHD's activity and highlighting ways in which staff can leverage the official NICHD Facebook and Twitter accounts with their personal accounts to enhance their research and careers.

Content suggestions to promote your work and get mentioned in tweets and on Facebook posts can be submitted to the Communication Office. The submission process is more informal for social media than traditional media, and can be made by directly emailing communications staff (NichdNewMedia@mail.nih.gov) or the Communications Director, Kerri Childress (Kerri.Childress@nih.gov).

The webinar also included information about creating a compelling tweet or Facebook post by customizing it for differing audiences, using hashtags, and including images when possible. Mentioning and following individuals and organizations help to build relationships, at the same time as aggregating scientific news, job leads, funding and training opportunities, and professional events.

REFERENCE:

1. <http://www.businessweek.com/articles/2013-12-17/for-scientists-more-tweets-dont-mean-better-citation-numbers>

May Announcements

DR. SHVETHA ZAREK RECEIVES PRESIDENT'S PRESENTER AWARD

Dr. Shvetha Zarek received a President's Presenter Award for her paper entitled, "Telomere Lengths Are Reduced in Women with Primary Ovarian Insufficiency Due to Fragile X Premutation Compared to Age Matched Controls." This paper was selected by the 2014 SGI Scientific Program Committee to receive one of 25 top awards at the SGI meeting from a field of >1000 abstracts.

DR. RYAN HEITMANN RECEIVES THE 2014 BAILEY K ASHFORD AWARD

Dr. Ryan Heitmann was recipient of the 2014 Bailey K Ashford Award for Walter Reed Hospital, receiving top honors in the laboratory category for his paper entitled, "Depletion of T regulatory cells leads to decreased litter sizes via a defect in implantation in a murine model." The Bailey K Ashford Award is competed by residents and fellows from all disciplines including internal medicine, pediatrics, surgery, and all subspecialties at Walter Reed Hospital. This is the second year in a row that NIH Reproductive Endocrine fellows have won top honors in the competition.

Watch for further clinical fellow kudos in our June issue!

BOOTS IS BACK!

Dr. Boots Quimby of the University of Maryland is coming back to NIH to give her "College Teaching for the 21st Century" workshop series. Last year's evaluations were sensational, and for those of you anticipating a career involving teaching, this is a great learning opportunity for you! From June 4 to July 10, the six-week series will take place on Wednesday evenings, from 5 to 7 pm, here on campus.

Participants will be introduced to concepts of college teaching and learning and how to write well-designed learning outcomes, develop effective assessment strategies, and design active learning activities for the classroom.

Since we only have space for 10 fellows, please contact Yvette Pittman (Yvette.Pittman@nih.gov) by Monday, May 12th, if you are interested. If necessary, we plan to have a lottery to decide on fellows' participation.

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May Announcements

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SCIENCE CAREERS APP

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Search thousands of jobs

- Updated 24/7
- Search on your own schedule
- Push notifications per your criteria

Download App

For your career in science, there's only one Science

May Events

TUESDAY, MAY 13, 12–1 PM

Brown bag lunch session: Faculty position interviews

Are you going on the job market for a faculty position soon and would like to know what the interview is really like and how to prepare for it? The Office of Education will offer a brown bag lunch session with two of our senior fellows who recently completed several interviews for faculty positions at both research-intensive and teaching colleges and universities.

This is a great opportunity, in a small-group, informal forum, for you to hear firsthand what to expect during the interview process. We want you to walk away from the discussion with a sense of what search committees are interested in, the type of questions that are asked, tips for both phone and in-person interviews, what skills are most needed to be successful, and what you can do throughout your NIH training to be more prepared.

Space is limited to 25 people. If you would like to attend, please contact Yvette Pittman at Yvette.Pittman@nih.gov.

WEDNESDAY, MAY 21, 2–3 PM

Choosing Your Medical Specialty

Building 31, Conference Room 2A48

“So, what kind of medicine do you want to do?” Whether you have been accepted in to medical school, are currently applying, or even just contemplating becoming a doctor, chances are that you have already heard this question countless times before. To help answer any questions you might have about how doctors decide on a specialty and what factors to consider in your own decision, we are hosting a panel session for you:

In this session, a panel of medical professionals from specialties including pediatrics, reproductive medicine, neurology, and emergency medicine will talk for 5-10 minutes about their careers and what factors influenced their final choice of specialty. A 20-minute Q&A session will follow where you will have the unique opportunity to have your most pressing questions answered by our diverse panel!

Space is limited to 25 fellows. If you would like to attend, please email Dr. Yvette Pittman at yvette.pittman@nih.gov. Also, if you would like our panelists to address specific questions/topics, please feel to include them in your RSVP and we will pass them on to the session's moderator.



Earth Day
*
*Take Your Child
to Work Day*
THURSDAY,
APRIL 24, 2014

