IOWA STATE UNIVERSITY

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The College of Veterinary Medicine at Iowa State University invites applications for an Assistant, Associate, or Full Professor in Anatomy in the Department of Biomedical Sciences. This is a tenure-track, full-time, 12-month position with rank and salary commensurate with qualifications. The successful candidate will teach the gross anatomy of domestic animals and microscopic anatomy courses to veterinary students, mentor graduate students, and maintain a dynamic extramurally funded research program in an area of the candidate’s expertise. The faculty member will join a department where there are well-funded research programs in the areas of cellular/molecular biology, infectious diseases, neuroscience, neurotoxicology, nutrition, parasitology, and pharmacology. Required Education and Experience: Ph.D. relevant research experience in anatomy, physiology, cellular/molecular biology, infectious diseases, neuroscience, neurotoxicology, nutrition, parasitology, pharmacology, or relevant biomedical sciences, teaching experience in either gross or microscopic anatomy at the undergraduate level, a record of extramural funding, and peer-reviewed publications. For more information about the Department of Biomedical Sciences, please visit www.vetmed.iastate.edu/bms/.

To apply for this job go to: http://www.iastatejobs.com/80/postings/20228. Questions Concerning this position should be directed to Dr. Thimmesatappaa Thispenswamy, Search Committee Chair, 515-294-2571, tswamy@iastate.edu.

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Faculty: Making Your Research Count

Managing an academic research group means keeping an eye on the big picture—long-term goals, funding agency priorities, and a publication plan. Faculty members are also charged with training students and postdoctoral fellows. To meet these dual demands, principal investigators must match people to projects in a way that gets the group to its goals while encouraging its members to mature as scientists. Faculty members don’t usually get formal training in research program management, but that might be changing.

By Chris Tachibana

When Robin Wright was a new professor, her approach to setting up her research group was “kind of organic.” She considered how many postdocs, students, and technicians she needed when writing a grant, but once funded, she says, “I just got the best people I could and assumed we were all equals and everyone, including me, would do everything, including the dishes.” The strategy worked. Wright is now University of Minnesota associate dean of biological science administration and is starting CourseSource, an online science education journal. But if she launched a new research program again, she says, “I’d be more intentional in thinking about how people would fit into the group, what they’d bring personality-wise and skill-wise. I’d be more proactive about recruiting promising students from my classes.”

Traditional research training doesn’t cover developing an intentional management strategy. Although we have some excellent science career guides, we don’t have extensive formal literature on research planning, says Wright, but we could learn from management studies. “When I was starting as a professor, I never thought of reading the literature on teamwork,” she says, “but there’s science behind team building that could make people in your lab happier and more productive.”

Producing mature scientists—and publications

Biology professor Malcolm Campbell has given a lot of thought to strategic research planning. He powers his genomic and synthetic biology projects solely with undergraduates at Davidson College in North Carolina, which has about 2,000 students. Ideally, says Campbell, students work as full-time summer researchers after their first year, after going through an application process that includes recommendations and interviews. Undergraduate researchers are much more productive in the summer than during the school year, when they have to plan experiments around classes and academic breaks, says Campbell. After training in his group, he encourages students to get experience working in large research institutions in subsequent summers.

Campbell uses an American football analogy to describe his approach to project planning. “If you imagine a full project as 100 yards, I might give students 10-yard subprojects that are designed so that even if they only get a few yards, they don’t have to punt, they’ve still accomplished something that could be a poster or presentation.” For overall program planning, Campbell, who has bioinformatics collaborations with Davidson Mathematics Professor Laurie Heyer, uses a computing analogy: parallel processing. “We never have students competing,” he says, “but sometimes they work on something, like cloning a gene, using different methods. Whoever gets it first, we all celebrate together and move on.” At the same time, Campbell lets students design, order reagents for, and troubleshoot their own projects, to give them independence. “Sometimes you nurture and sometimes you let them flounder on their own,” he says, “for a rich learning experience.”

Campbell says filling the lab with students with diverse backgrounds and experiences creates synergy. The bioinformatics projects spur math students to take biology and biology students to take computer science. Paradoxically, having more students in the lab is easier than having a few. “Having eight students is less work than having three,” he says, “because the students start relying on and training each other.” Having an office within earshot of the lab helps, says Campbell, because he hears students debating questions. As long as they are on the right track, he lets them work out problems on their own.

Of course, funding is the cornerstone of a successful research program that also trains early career scientists. Campbell’s strategy of guiding students from laboratory novice to potential graduate student begins with paying students as summer researchers. He suggests that faculty apply to government agencies such as the National Science Foundation Research in Undergraduate Institutions, and private sources such as the Beckman Foundation, the Waksman Foundation for Microbiology, and Sigma Xi.

Funding also affects program planning with Ph.D. students. In many U.S. graduate programs, continued
FOCUS ON CAREERS

FACULTY

students rotate through several groups before choosing their thesis advisor. For graduate students in other systems, for example at European universities, funding is for a limited time for a specific project, and deadlines are strict.

Professor Laura Machesky, Beatson Institute for Cancer Research in Glasgow, says her students have only a few years of support. Fortunately, they often arrive with undergraduate research experience or possibly a Master’s degree. Her clinical fellows, who come in with an M.D., have three years to earn a Ph.D. “I tell them at two years and six months, you have to start writing your thesis now,” she says. The funding scheme leaves no time for failure, so Machesky often starts Ph.D. students on several experiments, saying, “Some are safe, so that even if the results are negative, we can probably publish them.” An example is changing a gene’s expression and asking if a phenotype changes. For a challenge, says Machesky, “I also give them something more open-ended.” To develop independence, Machesky likes people in her lab to follow the occasional hunch. “Do an experiment I don’t know about,” she says. “You can tell me later if it works out.”

In distributing projects, Machesky considers the amount of supervision a person will need. Undergraduates or Master’s students might be initially paired with a senior scientist. Postdoctoral and especially clinical fellows are treated as colleagues. “I give them credit for their training and let them guide their projects. It’s a partnership in which the clinicians see how basic research is done and how it applies to their work, and our senior scientists explain to physicians why their research is relevant.” For these more experienced scientists, says Machesky, “the project has to let them be creative: to think about where it’s going and how to get there, to take ownership.”

Ownership of projects is what Campbell develops in undergraduates and Machesky promotes in graduate students and senior scientists. It is what Martin Chalfie, professor of biological sciences at Columbia University, looks for in his lab personnel. “Especially postdocs,” he says, “should come in as a colleague. They should write their own proposal about what the next experiments should be or what new skill they’ll bring to the field. People are more excited about and committed to projects they thought of on their own.” Even with graduate students, says Chalfie, “I don’t assign projects. I ask people what they are interested in.” If he wanted a specific experiment done, he says, he’d probably ask a technician to do it rather than assign it to a student or postdoc.

Chalfie says his strategy for populating the lab, generating projects, and accomplishing research goals is “flexible.” People in his lab work to solve major challenges in the field of nerve cell development rather than ticking off projects listed in a grant proposal. Like Machesky, Chalfie encourages his team to be open to discovery. This is how he came to develop green fluorescent protein as a reporter for gene expression, for which he was coawarded a 2008 Chemistry Nobel Prize. “I never wrote a proposal to do that,” he says. “I just got excited about it, and it was in keeping with work we were doing, so I did it. You can’t be slavishly tied to a particular plan of work.”

Building a strong team

At the University of Minnesota, Robin Wright’s colleague Nathan Springer has adopted a more structured method for group management—the Strengthsfinder system. Strengthsfinder identifies personal traits such as adaptability, discipline, and responsibility, and is offered to incoming University of Minnesota students. “If people are willing to share their results,” says Springer, a biology professor and director of the Microbial and Plant Genomics Institute, “I use the findings to see which parts of a project they might find easy or difficult. For example, some people are strategists and like to plan. Others are more adaptable and might need help planning their project.” Springer doesn’t use Strengthsfinder results to assign projects or tasks—everyone should be exposed to all aspects of research, he says. But the information might help his group be more efficient. “Sometimes students get stuck on something,” he says, “and this just helps me think about what might help them.”

Springer also draws on psychosocial studies that have found that “success begets success.” He initially puts new students on a fairly mature project before starting their own independent work. “It lets them see what finishing a project and writing a paper looks like,” says Springer. “I think learning the habits of success is better than struggling at something for a long time.” And since the projects that get new students are led by senior students or postdocs, says Springer, “the other side is that the senior people get experience leading a team.”

Although Springer is not convinced he has the optimal program management strategy, it aligns with current trends. Recently, four leading biomedical scientists called for more thoughtful training in their field, including giving students a broader range of skills to prepare for diverse careers, for example in industry, communications, continued>
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FSC Nettlecombe Court Field Centre
www.field-studies-council.org/
centres/nettlecombecourt.aspx

“Having eight students is less work than having three because the students start relying on and training each other.”
— Malcolm Campbell

characteristic required for field research, says Nicholas Lapthorn, head of center at Field Studies Council (FSC) Nettlecombe Court. The FSC is a nonprofit organization in the United Kingdom that works with secondary schools and universities to promote environmental understanding through fieldwork. The demands of outdoor data collection, says Lapthorn, include “being able to work in rain and the cold, when it’s starting to get dark, and when you’re tired of walking and carrying equipment. You have to be able to solve problems onsite in a complex environment and communicate and cooperate with others.” In this way, a field research team is an intense version of any research group and Lapthorn’s recommendations about building an effective team and assigning tasks are universal. Research teams need diversity in skills, says Lapthorn: “Not everyone can be a leader. Dividing up roles is critical to success in teams.”

Like Chalfie and Machesky, Lapthorn stresses the importance of project ownership, saying that people are most effective when they are personally invested in their project. “When students have a say over what they are investigating,” he says, “they are motivated to collect data and that makes it easier for them to do the analysis later.” To cultivate the qualities of resilience and personal investment in a project, Lapthorn says students should be exposed early, before college if possible, to risky, less directed science. This shows them what research is really like—that data will not always confirm expectations and might lead in unexpected directions.

Paradoxically, the best way to cultivate team flexibility, resilience, and adaptability might be careful, advanced planning by the principal investigator. Thinking ahead about how to deal with potential personnel issues, funding ups and downs, and unexpected events such as departmental changes could help a research group hold its course toward long-term goals. A well-managed research team maintains the capacity to recognize and exploit novel results.

Most science faculty members learn by doing when building and managing a research group. However, tools and resources from the management world such as Strengthsfinder and similar programs are finding their way into academic science. Some professional organizations like the American Society for Cell Biology hold workshops on project planning, grant budgeting, and human resource management. The Burroughs Wellcome Fund and Howard Hughes Medical Institute have free online scientific management training manuals (scim.ag/1ZvVQ7t).

Fricker says she would appreciate training in research program management such as workshops on budgeting with multiple grants. “They would especially benefit new faculty members,” she says. “Some people have a natural gift for this, but not me. It would be nice to have training in easy, essential skills for managing grants and projects.”

Chris Tachibana is a science writer based in Seattle, USA and Copenhagen, Denmark.

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The Department of Plant Sciences, University of California, Davis, seeks to fill an 11-month, career-track position at the Assistant Specialist in Cooperative Extension rank.

**RESPONSIBILITIES:** This academic position has 100% Cooperative Extension (CE) responsibilities and will be located in the Department of Plant Sciences in the College of Agricultural and Environmental Sciences (CA&ES) at UC Davis. The candidate will conduct applied research that is closely linked to an extension and outreach program designed to address and solve critical issues and problems associated with rangelands, particularly to optimize management strategies for the dual uses of ranch enterprise economic viability and enhancement of ecosystem services. The successful candidate will exhibit statewide visibility and leadership in research and extension, and interact collaboratively with others within the department and college, as well as those outside the department with expertise in rangeland ecology, water resources, invasive weeds, economics, soils, animal management, animal health, and climate change. Given the importance of the California livestock industry, the diversity of subject matter, and the impacts of rangeland management on millions of acres of land and millions of acre-feet of water, the person in this position needs to be highly interdisciplinary and collaborative. This position fits within the academic plan of the Department of Plant Sciences, CA&ES and UC Division of Agriculture and Natural Resources (ANR), which aims to improve sustainable plant- and animal-based agro-ecosystems for the future.

This position will support relevant UC Agriculture and Natural Resource strategic initiatives and program teams (http://ucanr.edu/About_ANR/). Research and extension activities will be conducted in the laboratories and fields at UC Davis, on diverse stakeholder lands (e.g., commercial ranches, local, state and federal grazing lands), and at UC Research and Extension Centers (RECs) located throughout California.

This CE Specialist is expected to develop a nationally-recognized research program that is directly linked to a statewide extension and outreach program, secure extramural funding, and publish research results in appropriate peer-reviewed journals and extension publications. The Rangeland Management Specialist will be expected to develop an independent but collaborative, mission-oriented integrated research and extension program in rangeland Management. The candidate’s interwoven research and extension efforts will focus on developing management strategies to sustain the production of agricultural goods and ecological services on rangelands in the face of challenges such as drought, weed invasion, and the pressing need to increase agricultural productivity. This CE Specialist will bring leadership, visibility, and cohesion to the research and extension efforts of an interdisciplinary team of CE academics and Agricultural Experiment Station (AES) faculty as well as private and public stakeholders around the state and region. The appointee will also organize, coordinate or participate in meetings/workshops with CE academics and other stakeholders in multiple venues. Meeting these expectations will require extensive in-state travel. The appointee will have the opportunity to support graduate teaching missions of the department and to be a member of graduate programs. In support of affirmative action, CE programs are expected to include outreach to ethnic minorities, women, and other underrepresented clientele.

**QUALIFICATIONS:** Ph.D. in rangeland management, ecology, or science, applied plant or soil sciences or ecology, weed science, or a closely related field with a demonstrated emphasis on rangeland management. Ability to conduct independent research and outreach in rangeland management must be demonstrated. Of particular interest is a candidate with demonstrated capacity and interest in interdisciplinary rangeland research spanning plant, animal, soil, economic, and environmental sciences. The candidate must be able to meet the experience and academic requirements to become a Certified Range Manager (CA State Board of Forestry) within the first 4 to 6 years following appointment. Applicants must have demonstrated leadership ability and communication skills.

**SALARY:** Commensurate with qualifications and experience.

**TO APPLY:** Candidates should begin the application process by registering online at [http://apptrkr.com/564635](http://apptrkr.com/564635)

Please include statements of research and extension interests, curriculum vitae, publication list, copies of 3 of your most important research publications, copies of undergraduate and graduate transcripts (if within 5 years of either degree), and the names, e-mail addresses, and telephone numbers of at least five professional references. For administrative questions regarding the application process, please email Ms. Baljit Nijjar (bknijjar@ucdavis.edu). Review of the applications for this position will begin March 6, 2015. The position will remain open until filled.

Dan Putnam, Chair, Search Committee
Department of Plant Sciences
Mail Stop 1, One Shields Ave.
University of California, Davis
Davis, CA 95616
Telephone (530) 752-8982 E-mail: dhputnam@ucdavis.edu

UC Davis is an affirmative action/equal employment opportunity employer and is dedicated to recruiting a diverse faculty community. We welcome all qualified applicants to apply, including women, minorities, veterans, and individuals with disabilities.
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The Center for Global Infectious Disease Research at the Seattle Children’s Research Institute invites applications for a full-time faculty position as a Professor, Associate Professor, or Assistant Professor, without tenure, in the Department of Pediatrics, Division of Infectious Diseases, University of Washington.

Applicants should have a grant-supported research program that complements those of current faculty, whose research spans infection-associated cancers, mechanisms of pathogen persistence and virulence, novel cure strategies, immunopathogenesis, antibiotic resistance and pathogen diagnostics. Responsibilities of the position include maintaining an independent, extramurally-funded research program and teaching and mentoring graduate students, postdoctoral fellows, and junior faculty investigators. The successful candidate must have a PhD, MD, or MD/PhD (or foreign equivalent).

Please direct a letter of interest and curriculum vitae to: Dr. Timothy Rose and Dr. Lisa Frenkel at: CGIDRadmin@seattlechildrens.org, Seattle Children’s Research Institute, 1900 Ninth Avenue, Seattle, WA 98101.

University of Washington faculty engage in teaching, research and service. In order to be eligible for University sponsorship for an H-1B visa, graduates of foreign (non-U.S.) medical schools must show successful completion of all three steps of the U.S. Medical Licensing Exam (USMLE), or equivalent as determined by the Secretary of Health and Human Services. The University of Washington is an Affirmative Action and Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to, among other things, race, religion, color, national origin, sex, age, status as protected veterans, or status as qualified individuals with disabilities.

University of Maryland School of Medicine Neurobiology Faculty Position

The Department of Anatomy and Neurobiology (http://neurobiology.umd.edu) is recruiting for tenure/tenure-track faculty positions in Neuroscience. We are interested in candidates whose research complements existing strengths in the Department. Although we will consider all relevant research areas, we are particularly interested in research focusing on pain, neural circuits of motivated behaviors & addiction, or sensory perception. Candidates should have a strong record of scholarly activity and an independent, R01-type funded research program with the potential to catalyze multi-PI initiatives within the department and across the institution. We will not consider unfunded applicants.

We offer an outstanding intellectual and collaborative environment with highly competitive salary and recruitment packages. All department faculty are members of the Graduate Program in Life Sciences (http://bit.ly/PVsKZL) and the interdisciplinary Program in Neuroscience (http://bit.ly/1su2aGq).

Candidates should submit the following as a single PDF to facsearch@umd.edu: curriculum vitae, brief statement of research interests and vision, and contact information for three references. Candidates should submit their application to the attention of: Dr. Asaf Keller, Chair of Faculty Search Committee.

University of Maryland is an Equal Opportunity, Affirmative Action employer. Minorities, women, veterans, and individuals with disabilities are encouraged to apply.

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FACULTY POSITIONS

DEAN OF MATHEMATICS & NATURAL SCIENCES

Queens College of the City University of New York invites applications for the position of Dean of the Division of Mathematics & Natural Sciences. The Division includes the departments of Biology, Chemistry & Biochemistry, Computer Science, Earth & Environmental Sciences, Family, Nutrition & Exercise Sciences, Mathematics, Physics, and Psychology, as well as research centers. The college hosts over 15,000 undergraduates and 3,500 graduate students. PhD candidates perform laboratory research on campus in a consortial arrangement with the Graduate Center of CUNY and the senior CUNY colleges, and many doctoral level courses are taught on campus. The Dean works closely with the department chairs and reports to the college Provost. Requirements include an earned doctoral degree and academic credentials appropriate for appointment as tenured full professor in one of the divisional departments; significant administrative experience at the level of department chair, dean, or a similar position, preferably in a PhD-granting institution; and significant achievements in research.

For additional details and application procedures, please go to www.cuny.edu and click on “Employment” and then “Search job listings.” Next click on “More options to search for CUNY jobs” and search by Job Opening ID #12163. Then click on the “Apply Now” button and follow the instructions. Review of applications will begin on February 14, 2015 and continue until the position is filled. Anticipated start date is August 26, 2015. AA/EEO/IRCA/ADA
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ASSISTANT/ASSOCIATE/FULL PROFESSOR

The Department of Neural and Behavioral Sciences, Pennsylvania State University College of Medicine invites applications from outstanding candidates for multiple tenure-eligible faculty positions at the Assistant or Associate Professor level. Successful candidates will be expected to have, or to establish, an active research program in neuroscience. Exceptional senior candidates with well-established research programs may also be considered.

The Department of Neural and Behavioral Sciences has developed excellence in a number of areas including central control of visceral organs, vision science, and the neurobiology of addiction. We will consider candidates whose expertise complements that of our existing programs, however, candidates using innovative approaches to study any aspect of neuroscience will be considered. Details of the departmental research interests can be found at our website: http://www2.med.psu.edu/nbs/.

The Department of Neural and Behavioral Sciences provides a competitive startup package, remodeled laboratory space, excellent core facilities, and extensive opportunities for collaborative research and participation in graduate training programs.

Candidates should hold a Ph.D., M.D., or equivalent degree, and are asked to submit current curriculum vitae, statement of research interests and goals, and the names of at least three references.


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Tenure-Track Faculty Positions in Genomic Medicine

The Jackson Laboratory for Genomic Medicine (JAX-GM) and the University of Connecticut Schools of Medicine and Dental Medicine (UCONN HEALTH) are inviting applications for multiple tenure-track faculty positions at the Assistant, Associate, and Full Professor levels. Successful applicants will have the opportunity to participate in the highly interactive and cooperative culture established by the partnership between JAX-GM and UCONN HEALTH. Faculty appointed to these unique positions will hold a joint faculty appointment at JAX-GM and tenure track/tenured appointment in the appropriate academic Department at UCONN HEALTH, and will work in the new, state-of-the-art JAX-GM facility in Farmington, CT. S/he will also be cross-appointed with the UCONN Institute for Systems Genomics. Successful candidates would be consummate team players in a highly interdisciplinary environment that brings together clinicians, biologists, molecular geneticists, computer scientists, and quantitative scientists. These collaborative research positions are intended to use genetic and genomic strategies to advance precision medicine, understand human biology, identify the complex functional networks underlying health and disease, and develop novel diagnostics and therapeutics. Areas of particular interest include, but are not limited to:

- Translational and Clinical Genomics
- Computational Biology and Bioinformatics
- Functional Genomics and Genomic Technologies
- Genome Editing and Engineering
- Genomics/Genetics of Metabolic and Cardiovascular Diseases
- Genetics of Longevity and Aging
- Microbial Genomics, Microbiome, and Infectious Diseases
- Statistical and Systems Genomics
- Cancer Genomics

Minimum qualifications include a PhD or a terminal degree in the health professions (e.g., MD, DMD, DPharm) with significant research training in an appropriate field, postdoctoral experience, and an outstanding record of research accomplishments. A demonstrated ability to secure external research funding and publication in top peer-reviewed journals is expected.

Applicants should apply at https://jobs.uchc.edu, search (2014-1059) with a CV, cover letter and concise statements of research and teaching interests. In addition, applicants should arrange to have at least three letters of reference sent to Dr. Charles Lee or Dr. Marc Lalande at genomics@uchc.edu as a PDF document on letterhead with signature. Applications will be continuously reviewed until the positions are filled.

[For more information, visit UConn Health and The Jackson Laboratory online @sciencecareers.org]
Applications are invited for a tenure-stream Assistant Professor-level faculty position at the University of Pittsburgh Cancer Institute (UPCI), specifically for a PhD scientist working in the area of breast cancer biology, prevention and/or treatment. The incumbent will have primary appointment in the Department of Pharmacology and Chemical Biology, University of Pittsburgh.

The University of Pittsburgh, School of Medicine ranks among the top 10 NIH-funded academic medical centers, and the department is consistently one of the top 10 NIH-funded Departments of Pharmacology. At UPCI, faculty and lab personnel have access to state-of-the-art shared facilities with animal care, microscopy, mass spectrometry, high throughput drug discovery, translational research and clinical pharmacology analytical capabilities. The UPCI laboratories and shared resources are located in the Hillman Cancer Center and Magee-Womens Research Institute.

Successful candidates should have a track record of extramurally-supported research grant funding, a strong publication record and excellent communications skills. Salary and benefits will be commensurate with experience.

Applicants should provide a one-page statement of research objectives, curriculum vitae, and contact information for three professional references to:

Dr. Maryann Donovan, PhD, MPH
Associate Director for Research Administration, UPCI
C/O Lola Thompson
5150 Centre Avenue, Suite 532
Pittsburgh, PA 15232
Email: thompsonla3@upmc.edu

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SAN DIEGO STATE UNIVERSITY

TENURE-TRACK POSITION IN ECOSYSTEM AND LAND SURFACE MODELING DEPARTMENT OF BIOLOGY

The Department of Biology at San Diego State University invites applications for a tenure track Assistant or Associate Professor in Ecosystem and Land Surface Modeling, beginning in Fall 2015.

Candidates must have a Ph.D. in Biology, Ecology, Geography, Atmospheric Sciences, or a related field, and demonstrated strength in modeling ecosystem and/or biosphere-atmosphere interactions. Demonstrated research potential through a record of publications and funded grants is expected. Demonstrated experience in running dynamic vegetation models (DVM) and land surface models (such as NCAR CLM) to quantity biospheric feedbacks to the climate system is considered strongly beneficial. The successful candidate should be able to teach, or contribute to, undergraduate and graduate courses in ecology, such as: ecology, ecosystems, climate change, sustainability, biosphere-atmosphere interaction and/or numeric modeling. The successful candidate will join and contribute to the recently established interdisciplinary Area of Excellence: The SDSU Center for Climate and Sustainability Studies (C2S2, http://c2s2.sdsu.edu), interact with new hires in regional climate modeling, climate statistics, and climate and human civilizations and will participate in the SDSU joint PhD and masters programs in ecology.

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**Cellular, Developmental, or Regulatory Biology Faculty Position**

The California Institute of Technology is seeking outstanding candidates for a tenure-track professorial position in the Division of Biology and Biological Engineering. Applicants should have a highly successful record of using molecular, cellular, and/or systems approaches in any area of biology.

The successful applicant is expected to develop an innovative research program and to be committed to high quality teaching. Preference will be given to candidates at the Assistant Professor level; however, well-qualified applicants at the associate or full professor level may also be considered. The term of an initial untenured appointment is for four years and is contingent upon completion of the Ph.D. degree.

Please submit on-line application at [http://bib.csltech.edu/Positions](http://bib.csltech.edu/Positions) and include a brief cover letter, curriculum vitae, relevant publications, and a description of proposed research. Instructions will be given for submission of letters of reference when you apply on-line.

Position will remain open until filled; however, applicants for the assistant professor level should plan on completing an application by March 2, 2015, in order to attend a [recruiting symposium at Caltech](http://bib.csltech.edu/Positions) on March 19-20, 2015, where they will present their research and future directions.

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**Bioinformatics Faculty Positions**

The California Institute of Technology is seeking outstanding candidates for tenure-track or tenured professorial faculty positions in the Division of Biology and Biological Engineering. Applications are invited in any area of bioinformatics research, broadly defined. We are interested in candidates who develop and employ informatics and computational approaches to understand complex biological systems, ranging widely from microbial systems to humans and from molecular level systems to whole organism physiology. Applicants at all professorial levels are encouraged to apply. For untenured positions, initial appointments are for four years, and are contingent upon completion of the Ph.D. degree. For tenured Professor positions, we seek candidates who have developed cutting edge research programs that are having exceptional impact. Candidates with strong commitments to research and teaching excellence are encouraged to apply.

Please submit online application at [http://bib.csltech.edu/Positions](http://bib.csltech.edu/Positions) and include a brief cover letter; curriculum vitae; relevant publications, a description of proposed research; and a statement of teaching interests. Instructions will be given for submission of letters of reference when you apply on-line.

Positions will remain open until filled, however applications completed by March 2, 2015 will be assured of receiving full consideration.

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**UNIVERSITY of WASHINGTON**

The University of Washington Department of Medicine is recruiting for one (1) full-time faculty position at the Associate Professor, or Professor level in the Division of Medical Genetics, Department of Medicine. This position is offered with state tenure funding.

Successful candidates for this position will have an M.D./Ph.D. or M.D. degree (or foreign equivalent), clinical expertise in genetics, and will be expected to carry out a successful research program. Highly translational Ph.D. (or foreign equivalent) scientists may be considered. Although candidates with productive research programs in translational genetics/genomics and/or precision medicine will be prioritized, investigators engaged in gene therapy research may also be considered.

The University of Washington, including Medical Genetics and Genome Sciences, is at the forefront of modern genomics technology and its applications to human disease. Candidates will have opportunities to collaborate with other internationally recognized members of the faculty who are developing and using cutting-edge technologies and access state-of-the-art research facilities and clinical research programs. Candidates with a strong research background involving the identification and/or characterization of disease genes, or the application of genetic/genomic information toward the diagnosis and/or treatment of human disease, are especially encouraged to apply.

The position will remain open until filled. Send CV and 1-2 page letter of interest to: [Medical Genetics Faculty Search, c/o Sara Carlson, Division of Medical Genetics, Box 357720, University of Washington, Seattle, WA 98195-7430; seisner@uwashington.edu](mailto:seisner@uwashington.edu).

University of Washington faculty engage in teaching, research and service. The University of Washington is an Affirmative Action, Equal Opportunity Employer. The University is building a culturally diverse faculty and staff and strongly encourages applications from women, minorities, individuals with disabilities and protected veterans. In order to be eligible for University sponsorship for an H-1B visa, graduates of foreign (non-U.S.) medical schools must show successful completion of all three steps of the U.S. Medical Licensing Exam (USMLE), or equivalent as determined by the Secretary of Health and Human Services.

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**MONTANA STATE UNIVERSITY**

**Biomedical Faculty**

**Assistant, Associate, or Full Professor**

**Position in Microbiology & Immunology**

The Department of Microbiology & Immunology at Montana State University Bozeman invites candidates with a PhD in a biomolecular discipline to apply for a full-time, nine-month, tenure track position beginning August 2015. The successful candidate will have experience using interdisciplinary approaches, including biochemical, cellular, immunological, bioengineering, and/or molecular biology approaches, to investigate human and animal infectious diseases, microbial pathogenesis, and/or host responses to infectious agents. The faculty member will participate in teaching departmental undergraduate and graduate courses in their area of specialization, and will be responsible for providing service to the university and scientific community via integration of research, teaching, and service. Opportunities to participate in the cooperative human medical education program with the University of Washington (WWAMI program) or the Regional Program in Veterinary Medicine (WIMU program) may also be possible. A competitive institutional salary, a generous start-up package, and a renovated state-of-the-art research facility support this position. Full details about the position and application procedure are available at [https://jobs.montana.edu/postings/1196](https://jobs.montana.edu/postings/1196).

Potential candidates are encouraged to contact the Search Committee Chairpersons, Drs. Mark Quin and Mark Jutila, (mquin@montana.edu; uvm sj@montana.edu) for more details. Screening will begin January 31st, 2015 and will continue until a suitable applicant is hired.

ADA/EO/AA/Veterans Preference.
Besides leading their own research team, academics are increasingly seeking multidisciplinary collaborations in which team leadership skills are important. This feature explores the various ways leadership can benefit early career scientists’ careers and available training resources and programs to build such skills.

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**CAS-JIC Centre of Excellence in Plant and Microbial Sciences (CEPAMS)**

We wish to recruit a **Director** for a flagship research collaboration between two research institutes of the **Chinese Academy of Sciences (CAS)** – the **Institute of Genetics and Developmental Biology in Beijing (IGDB)** and the **Shanghai Institute for Plant Physiology and Ecology (SIPPE)** – and the **John Innes Centre (JIC)** in the UK.

This post offers unique opportunities to shape and lead a new collaboration between three of the world’s leading research institutes in plant and microbial sciences. CEPAMS will be based in both Beijing and Shanghai with a core staff of ten project leaders and a research-active Director, and will additionally comprise joint research projects executed by staff in the three research institutes.

The successful candidate will establish and direct the new Centre and conduct an internationally excellent and innovative research programme. They will lead on the recruitment of ten new project leaders, with input from the Directors of IGDB, SIPPE and JIC, manage joint research projects between CAS and JIC project leaders, scope new funding opportunities for the alliance and run their own internationally recognised research programme.

The Director’s laboratory will be based in either IGDB or SIPPE, but there will be frequent opportunities to interact with JIC researchers to build on and establish joint collaborative research.

Remuneration is negotiable, and will be compatible with international standards. This post is for a contract of 5 years in the first instance, with the possibility of extension.

For further information and details of how to apply, please visit our web site [http://jobs.jic.ac.uk](http://jobs.jic.ac.uk) or contact **Human Resources, Norwich BioScience Institutes Partnership, Norwich Bioscience Institutes, Norwich, NR4 7UH, UK, 01603 450149**. Informal enquiries about the posts can be directed to Prof Giles Oldroyd ([giles.oldroyd@jic.ac.uk](mailto:giles.oldroyd@jic.ac.uk)) or Prof Bin Han ([bhan@ncgr.ac.cn](mailto:bhan@ncgr.ac.cn)). As a user of the disability symbol, we guarantee to interview all disabled applicants who meet the minimum essential criteria for this vacancy.

The closing date for applications will be **13th February 2015**.

**The John Innes Centre is a registered charity (No. 223852) grant-aided by the Biotechnology and Biological Sciences Research Council and is an Equal Opportunities Employer.**
Southwest Jiaotong University, P.R.China Anticipates Your Working Application

Southwest Jiaotong University (SWJTU), founded in 1909, situates itself in Chengdu, the provincial capital of Sichuan. It is a national key multidisciplinary “211” and “985 Feature” Projects university directly under the jurisdiction of the Ministry of Education, featuring engineering and a comprehensive range of study programs and research disciplines spreading across more than 20 faculties and institutes/centers. Boasting a complete Bachelor-Master-Doctor education system with more than 2,500 members of academic staff, our school also owns 2 first-level national key disciplines, 2 supplementary first-level national key disciplines (in their establishment), 15 first-level doctoral programs, 43 first-level master programs, 73 key undergraduate programs, 10 post-doctoral stations and more than 40 key laboratories at national and provincial levels.

Our university is currently implementing the strategy of “developing and strengthening the university by introducing and cultivating talents”. Therefore, we sincerely look forward to your working application.

More information available at http://www.swjtu.edu.cn/ 

A. High-level Talents

A. High-level Talents

It is required that candidates be listed in national top talents programs such as Program of Global Experts, Top Talents of National Special Support Program, “Chang Jiang Scholars”, China National Funds for Distinguished Young Scientists and National Award for Distinguished Teacher.

Candidates are supposed to be no more than 50 years old. The limitation could be extended in the most-needed areas of disciplinary development.

Candidates who work in high-level universities/institutes and reach the above requirements are supposed to be no more than 45 years old.

2. Young Leading Scholars

Candidates are supposed to be listed in or qualified to apply for the following programs:

National Thousand Young Talents Program
(Youth Talents of National Special Support Program/Program for Supporting Young Talents)

Science Foundation for the Excellent Youth Scholar

Candidates should have good team spirit and leadership, outstanding academic achievements, broad academic vision and international cooperation experience and have the potential of being a leading academic researcher.

C. Excellent Young Academic Backbones

Candidates under 40 years old are expected to graduate from high-level universities/institutes either in China or other countries. Those who are professors, associate professors and other equal talents from high-level universities/institutes overseas could be employed as professors and associate professors as well.

D. Excellent Doctors and Post Doctoral Fellows

Candidates under 35 years old are supposed to be excellent academic researchers from high-level universities either in China or other countries.

E. Treatments

The candidates will be provided with competitive salaries and welfare that include settling-in allowance, subsidy of rental residence, start-up funds of scientific research, assistance in establishing scientific platform and research group as well as international-level training and promotion. As for outstanding returns, we can offer further or specific treatments that can be discussed personally.

Contact: Yi ZENG & Yinchan LI
Telephone number: 86-28-66366202
Email: nju@swjtu.edu.cn
Address: Human Resources Department of SWJTU, the western park of high-tech zone, Chengdu, Sichuan, P.R.China 611756

http://www.swjtu.edu.cn/

Opportunities in China
Beijing Institute of Technology (BIT) is a prestigious national key university in China and enjoys a high reputation in research and education in science, technology and other academic areas. We now call for applications for full-time faculty in teaching and research in different academic areas. Recruitment details can be found at http://renshichu.bit.edu.cn/zpxx/ypby/index.htm.

Applicants should be recent graduates with a Ph.D. or an equivalent degree from a world-renowned university. The upper age limit for applicants is 32 years old. For those with outstanding post-doctoral work or for doctors holding the title of associate professor or higher, the age limit can be raised to 35 years old.

In addition to the base salary, new faculty can receive generous financial and logistical support with a competitive edge. Faculty members in teaching and research positions would enjoy all types of allowances, including but not limited to the following:

1. Support and awards for Overseas Scholars
   New faculty with past work experience as an assistant professor or above in a prominent overseas universities or a doctoral degree from the top 100 overseas universities (age limit:35 years old and below) will receive additional subsidies and awards besides BIT's regular performance subsidy.

2. Support and awards for Excellent Young Faculty
   New faculty listed on the Top Young Talents Plan supported by the Organization Department of the CPC Central Committee, the Excellent Young Scholars Funds Program supported by the National Natural Science Foundation, or the New Century Excellent Talents Program of the Ministry of Education will receive a lump-sum support and award from the University.

3. New Faculty Development Subsidy
   Recent graduates with a Ph.D. degree or those completing post-doctoral studies will enjoy a lump-sum development subsidy.

For further application information, please check out the online application website:http://renshichu.bit.edu.cn/zpxx/ypby/index.htm

Job Vacancies in China’s Universities

China’s Rapid Development — More Opportunities

- Nanjing University of Aeronautics and Astronautics (NUAA)
  NUAA gives a warm welcome to excellent experts, scholars and young students from both home and abroad. For more details, please check http://sci.nuaa.edu.cn

- China Pharmaceutical University
  We invite outstanding scholars of all nationalities to join us. For more information about CPU, please visit http://www.cpu.edu.cn.

- South University of Science and Technology (SUSTC)
  The university invites applications and nominations for all ranks of tenured and tenure-track faculty members. Please check http://www.sustc.edu.cn

- Northwestern Polytechnical University (NPU)
  Faculty positions in the areas of Mathematics, Physics, Biology, Environmental Science, Material Science and Chemistry.
  For more details, visit http://www.teacher.aol.cn

 Opportunities in China
The Center of Excellence in Environmental Toxicology (CEET) at the University of Pennsylvania Perelman School of Medicine announces the availability of two postdoctoral positions on its Translational Research Training Program in Environmental Health Sciences. The focus of the Center includes research in Lung and Airway Disease, Oxidative Stress/Oxidative Stress Injury; Reproduction, Endocrinology, and Development; and Gene-Environment Interactions. To learn more about the CEET visit website: http://ceet.upenn.edu/.

Postdoctoral applicants must conduct full-time research in translational environmental health sciences. Applicants must be a U.S. Citizen or Permanent Resident and would be supported for up to two years. Salary and benefits are commensurate with NRSA approved levels. For further information, application procedure, and list of faculty mentors, please go to the CCET website: http://ceet.upenn.edu or e-mail: webster@upenn.edu. The deadline to apply for an appointment beginning July 1, 2015 is April 1, 2015.

The St. Johns River Water Management District seeks an ecological modeler to participate in management of Florida’s water resources. Candidates will use empirical, analytical, or simulation models to elucidate roles of higher trophic level organisms in estuarine and coastal systems. Experience with population dynamics, trophic webs and end-to-end models preferred. Deadline is March 18, 2015, with further information in Careers Section at website: http://www.floridaswater.com. Equal Employment Opportunity/DFWP/TFWP/VET PREF.

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