Introduction
• Objectives
• Justification
• Method
• Expected Results
• Summary and Recommendations

My Professional Experiences

UF Graduate (Ph.D.)
Food Science (2009 – 2012)

UF Postdoc/Adjunct Professor @ Santa Fe College
(2013 – 2014)

Assistant Professor (CSULB)
(2014 - present)

Abbreviation used: CSULB; California State University, Long Beach
• To assist Postdoctoral Associates/Fellows gain the necessary tools to proceed successfully in acquiring academic professorship

• Discover how to make the application competitive (i.e., standout) using 5 basic steps

• Outline the common elements of a tenure-track professor application

• Discuss how to customize the elements to get the application package noticed

• Lack of:
  o career direction
  o understanding of the academic interview process
  o practice and poor packaging of application materials
  o career mentorship besides research performance

Source: Scadaffidi and Berman (2011)
**Stage** | **Things to think about**
--- | ---
Decide | Determine which position you are eligible for
Discover | Identify your skills and qualifications for the job and decipher if they make you a great fit for the position
Define | Consider all of the documentation that will be required to apply for the position
*Develop | Create quality documents for your application using the job description as a wish list and rubric
Deploy | Send off the applications to the institutions that you are seeking to pursue your tenure-track career

Which position are you eligible for?
MODIFIER | CONSTANT | VARIABLE
--- | --- | ---
*ADJUNCT | PROFESSOR | NON-TERMINED (PART-TIME)
*ASSISTANT | PROFESSOR | TENURE-TRACK
ASSOCIATE | PROFESSOR | TENURED
FULL PROFESSOR | PROFESSOR | TENURED

*The Rank(s) which most Ph.D’s and Postdocs are eligible for

What are your skills and qualifications for the job?
What documents are required for the position?

Review the job advertisement and list the skills, qualifications and documents required for each position in the table provided
How are you going to create a competitive package?

Main Pointers (4 main Paragraphs of the letter)
1. Who you are and why you are seeking the position
2. Skills and qualifications and a success story
3. Your knowledge of the institution and how you fit
4. Action step

Additional Pointers
• Construct the first and last paragraphs
• Limit the letter to one page
• Give a success story as it relates to the position in the second paragraph
Letter of Application (1 page)

Teaching Philosophy

Reasons for Teaching

Pedagogy (3 styles of Learning)

Assessment of SLO Outcomes (Bloom Taxonomy)

*Limit to 1 page*
How we learn...

- Visual
- Auditory
- Kinesthetic

Philosophy of Teaching
Philosophy of Research
Where are you doing to send off your applications to?


• Invest time into mastering the content of the career path you seek

• Understand the academic job process and optimize on your training

• Acquire knowledgeable mentor(s)

• Utilize all professional development trainings and workshops that UF has to offer regarding pedagogy and career development

• Curriculum Vitae (3 Pages or More)
• Cover Letter (1 page)
• Teaching Statement/Teaching Philosophy (1 page)
• Research Statement/Research Philosophy (1 Page)
• Diversity Statement (NEW) (1 Page)
• Letters of Rec – Upon Request
• Transcripts
• **Outlined** the common elements of a tenure-track (TT) professor application

• **Discussed** how to customize (i.e., reformulate) the elements to enhance your TT application package

• **Discovered** how to make the TT application standout

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• Cheryl Gater – Assistant Provost/ Director of the Office of Postdoctoral Affairs
• Postdocs for their participation
• University of Florida (UF) Postdoc Association

*See you in the next session 3:00 – 5:00 pm*
UNIVERSITY OF GEORGIA
Department of Food Science and Technology

Assistant/Associate Professor – Tenure Track – Food Engineer

The Department of Food Science and Technology is seeking a highly motivated and creative individual to develop research and teaching in the area of food processing and value-added products processing. A PhD in Food Science, Engineering or equivalent program is required with demonstrated interest in food engineering and processing. Possible areas of expertise could include: high pressure or other non-thermal processing, nanotechnology, or processing of bioactive or functional foods. Appropriate teaching and research experience is preferred, and equivalent industry experience will be considered. The successful candidate must demonstrate excellent oral and written competencies, interpersonal skills, and willingness to work in multidisciplinary teams.

Specific responsibilities include: (1) develop and teach undergraduate food engineering and graduate courses in the Food Science curriculum; (2) establish an extramurally funded research program; and (3) direct PhD and MS degree students and postdoctoral associates. The successful candidate will actively participate in the research, teaching and service activities in the Department of Food Science and Technology including participation in global programs. Expectations of the applicant will include a record of scholarly activity as evidenced by publications, successful extramural funding and demonstrated teaching effectiveness. Excellent opportunities exist for collaboration with other researchers within the university, such as the Faculty of Engineering or the School of Public Health. The appointment will be 65% Research, 35% Teaching (12 Month, Tenure Track).

To assure full consideration, application must be received by August 1, 2006. Review of applicants will continue until the position has been filled. Applicants must send a letter of application, curriculum vitae, transcripts, four reference letters, and a one-page summary each outlining research and teaching visions. Position announcement can be found at http://www.uga.edu/fst/

Application materials should be sent to:

Dr. William Korr, Chair, Search Committee
Department of Food Science and Technology
Room 211 - Food Science Building
University of Georgia
Athens, Georgia 30602-7610
Tel: 706-542-1085; Fax: 706-542-1060; Email: wkorr@uga.edu

The University of Georgia is an equal opportunity/affirmative action employer. Women and minorities are strongly encouraged to apply.

Penn State

Two Tenure-Track Faculty Positions
- ASSISTANT/ASSOCIATE PROFESSOR
- FOOD CHEMIST/BIOCHEMIST
75% research/25% teaching

The Department of Food Science at Penn State has recently moved into a new $46 million building that will support the growth of the department's teaching, research, and outreach efforts into the 21st Century. The Department is in the process of hiring several new faculty members to strengthen its emphasis on the basic science of food, particularly as related to the health and wellness of the consumer.

Research Responsibilities: Establish a strong, externally-funded research program in either the biochemistry of food components and/or the characterization of food molecules and reactions. We are particularly interested in the interactions of food and food components with the human body and their capacity to influence human health and wellness. The successful candidates will benefit from collaborations with new and established faculty members in Food Science as well as others in several related programs in the College and elsewhere at the University (e.g., the Materials Research Institute, the Huck Life Sciences Institute, the Center for Molecular Toxicology and Carcinogenesis, the Center of Excellence in Chemical Ecology, the Center of Excellence in Nutrigenomics and the Department of Nutritional Sciences).

Teaching Responsibilities: The initial teaching assignment will typically be 1-2 courses per year. The candidates will each develop and teach an undergraduate and a graduate-level course in food chemistry or biochemistry; contribute to other undergraduate courses as needed; advise undergraduate students; and supervise graduate students in thesis research projects. The candidates will also be expected to participate in the outreach activities and programs of the department, college and university as appropriate.

Qualifications: The successful candidates must possess a Ph.D. in food science, chemistry, biochemistry, or a related field. Postdoctoral experience is highly desirable. The applicants should possess a willingness to work as part of a multidisciplinary team.

Applicants should submit a letter of application, curriculum vitae, academic transcripts, and names of at least three professional references (including address, telephone and fax number, and e-mail address) to: Chair of Search Committee, c/o Ms. Priscilla Ryland, Department of Food Science, The Pennsylvania State University, 202 Food Science Building, University Park, PA 16802-2504, Phone: (814) 865-5444, Fax: (814) 863-6132, E-mail: pxg12@psu.edu

The closing date for application is August 6, 2007 or until a suitable candidate is found. Anticipated start date is October 1, 2007, or as negotiated.

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.
Review the job advertisement and list the skills, qualifications and documents required for each position in the table provided.

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Cover Letter Preparation

Date

Name of Contact Person, Title
Organization
Street address
City, State Zip

Dear [Contact Person],

Open Paragraph: Who & Why?
• Use a strong opening to attract the reader’s interest.
• Name the job for which you are applying and how you learned about it.
• Mention the name of a person (if any) who referred you to the organization.
• Highlight your skills and experience, including education and graduation date.

Second Paragraph: Your Skills & Qualifications
• Acknowledge the skills required by the open position.
• Discuss the skills and strengths you bring to the job, being sure to connect them to needs of the employer.
• Consider briefly describing a related achievement or success story and discussing how it transfer to the job.

Third Paragraph: You & Company
• Comment on your knowledge of the company (their products, services, or special projects) and why you are interested in working for them.
• Briefly state how you think you would be a good fit for the company, emphasizing how you can help the company reach its goals.
• Show that you’ve researched the company, incorporating information such as their mission statement, training, and job description.

Closing Paragraph: Action Step
• Restate any important themes, creatively tying them together into a cohesive sales pitch.
• Refer to enclosed resume.
• Assert yourself by telling the contact person that you will call on a designated date. Alternatively, state that you are available for a personal interview at your reader’s convenience.
• Make it easy for the person to contact you: list your email address, as well as your phone number and times you can be reached. Even if this information is on the resume, list it here again, as you do not want make the employer search for a way to contact you.

Sincerely,
(Sign your name)
Your Name Typed
DATE

Dr. X
Manager of the Center for Advanced Processing and Packaging Studies
110 Parker Food Science Building
2015 Fyffe Road
The Ohio State University
Columbus, Ohio 43210

Dear Dr. X:

I will be graduating from the University of Florida in December 2012 with a Doctor of Philosophy (Ph.D.) in Food Science. My areas of expertise are Food Engineering and Processing, as well as Nutritional Biochemistry, Functional Foods and Cancer. I am applying for the Faculty Lecturer position with The Ohio State University Department of Food Science and Technology, which was referred to me by my major advisor, Dr. Wade Yang, on October 1, 2012. My educational training, teaching experience, as well as my presentation and interpersonal skills, highly qualify me for this position.

Teaching has been part of my training as a Ph.D. student at the University of Florida. My vita indicates that for two consecutive years I have taught selected lectures in Principles of Food Processing (FOS 4427), where I gained experience in mentoring approximately 35 undergraduate and 15 graduate students. During my lectures, I utilized Microsoft Office Power Point as the instructional software to present on topics such as Food Biotechnology, High Pressure Processing, Dielectric Heating, Extrusion Processing and Power Ultrasound Technology. Furthermore, I have experience in designing experiments, performing demonstrations, and assembling apparatus for the associative laboratory section (FOS 4427 L). In the course, I utilized an online educational system, for example E-Learning, to assess and grade student assignments and laboratory reports, post grades, and communicate with and provide feedback to class participants regarding their progress. As evidence of my lecturing abilities, I presented at scholarly departmental seminars to a diverse audience of graduate students and faculty while earning several awards and distinctions at conferences, specifically the Institute of Food Technologists (IFT) Annual Meetings. These experiences demonstrate my competence in communication and presentation skills, which are required for the position. Having taught and taken rigorous courses, I have experienced education that promotes critical thinking, mastery of content, along with faculty and peer interaction, among other areas crucial to effective curriculum.

My strong leadership, academic service, and interpersonal skills relate to your program. These qualities strongly represent the department’s Food Science Club mission which states the following: “To foster a close relationship among the students and faculty of department of Food Science and Technology at The Ohio State University, to encourage leadership, professional development, and to acquaint students with the scope of Food Science and Technology.” To demonstrate these qualities, as the previous Graduate Student Representative of the Food Science Department, I encouraged students to collaboratively interact with faculty by organizing and participating in activities, such as the annual regional college bowl competitions. Moreover, I promoted leadership by delegating students of the department to serve as the Graduate Student Representatives for 2011 and 2012. Because of my positive experiences in IFT, I encouraged peers to participate in similar professional development activities. For example, in consultation with Food Science Club advisors and directors, I coordinated two trips for a group of 20 and 11 students to the Annual IFT Scientific Conferences in 2011 and 2012 to foster their professional development through interactions with other science students and professionals. As an undergraduate and graduate student, I actively engaged in acquainting students with the scope of Food Science by participating in recruitment activities such as the High School Senior Day, information sessions at conferences and activities sponsored by the university. Thus, I have interacted and established rapport with students at various educational levels while promoting supportive environments. Consequently, as a Faculty Lecturer, I can contribute not only to the continuing achievements of the Food Science Department, but also to further enhancing the reputation of The Ohio State University.

Enclosed is my curriculum vita, which provides details of my qualifications and experiences for your review. I am willing to attend an interview at your convenience to further discuss how my background, as it pertains to the position, can benefit the Food Science and Technology Department at The Ohio State University. I am looking forward to hearing from you soon. In case you have any questions, I can be contacted at (352) 215-3155 or cherylrrock@ufl.edu.

Respectfully,
Cheryl Rock
Teaching & Research Statements

Teaching and research statements summarize who you are, what you value in your academic career and your philosophy about your past, present and future work.

Teaching Statements:
Help employers ‘see’ you in the classroom and work to clarify your views of teaching and learning while documenting evidence of your successes and potential. Every time you discuss your research, you are preparing to write a research statement. Below are examples of typical teaching statement components:

Reasons for Teaching: Reflect on the impact of your teachers / mentors and how they have shaped your career. Cover rewarding and meaningful moments during your teaching experiences. Discuss the appeal of teaching. Offer some thoughts on how teaching is part of your academic identity.

Pedagogy: Discuss your understanding of the learning process and your part in shaping learning. Review the current practices in your field, as well as the developmental needs of your student population. How will you translate your beliefs into practice?

Outcomes: Discuss how you measure outcomes of teaching and learning. Review the indicators used to assess the performance of your students and yourself.

Additional Teaching Statement Resources: The Ohio State University: Center for the Advancement of Teaching

Research Statements:
Summarize your research agenda and describe your future work. They help employers see both your experiences and glimpse your independence as a researcher. The following are examples of research statement components:

Current Research: Reflect on how all of your research experiences relate and identify a central theme. How can you summarize your interest in this topic?

Future Research: Based on the central theme you’ve identified how you will extend your research? Discuss the future research questions will you investigate. How does your plan fit with your current research? Reflect on how you can distinguish yourself as an independent researcher.

Significance / Future Funding: Discuss the importance of your research and how it contributes to a larger body of knowledge. Review who will be interested in your work, and what future funding sources and collaborators might you work with.

Additional Research Statement Resources: Duke University: Career Center Research Statements

Statement Guidelines:
• Use standard fonts (Arial, Times New Roman)
• Font size: 10.5 minimum
• Margins: ¾” minimum
• 1-2 pages, double-spaced

Statement Tips:
➢ Be narrative and creative. You have the freedom to tell a story and make it personal.
➢ Use formatting (bold, italics, underlines) to separate sections.
➢ Be clear: Review your documents for technical language and acronyms those outside of your field might not know.
➢ Proofread & Edit: Have your statement reviewed by professionals in your field as well as staff at the Career Resource Center.
➢ Log into Gator CareerLink at www.crc.ufl.edu, click “Request a Career Planning Appointment”
My Reasons for Teaching

Teaching is ingrained in my academic identity and will provide me with an invaluable opportunity to demonstrate my expertise in food science and pass on the contributions that my mentors have made in my academic career to my students. In alignment with the mission of the Department of Nutrition, Dietetics and Food Sciences at Utah State University (USU), I seek to help students to integrate their educational and research experiences into their own lives and to succeed in becoming leaders in their respective fields, thus benefitting local, national and worldwide communities.

My Pedagogical Practices in the classroom

The most important goals of my teaching philosophy are to cultivate critical-thinking, problem solving and grit, as well as skills transferable to life-long learning within my students’ lives in preparation for their careers. Appealing to different learning styles amongst my students’ and using various pedagogical strategies including visual, auditory and tactile activities in my classroom helped me to achieve these goals. To illustrate, in courses which I have taught including food processing (FOOD*2410) and food engineering (FOOD*2620), the students were required to complete individual or group projects that involved creating and delivering technical presentations (e.g. of visual activity) on trending topics such as thermal (i.e., pasteurization) versus non-thermal (i.e., high pressure) processing. Such projects promote students’ ability to critically evaluate and present scientific evidence, emit conclusions and implications based on their work and the literature and foster written (e.g. of tactile activity) and oral communication (e.g. of auditory activity) skills.

My Assessment of Student Learning Outcomes (SLOs)

To assess the outcomes of my students learning, I use Bloom’s Taxonomy, which consists of six levels (i.e., knowledge, comprehension, application, analysis, synthesis and evaluation) for designing and evaluating lectures, tests and assignments. More specifically, my courses use three common levels of Blooms Taxonomy such as: (1) comprehension, (2) application, (3) synthesis. First, to evaluate comprehension, I evaluate their ability to interpret information based on previous knowledge. Second, to assess application, the students are required to use data from peer-reviewed papers to make a conclusion about experimental data obtained from a laboratory activity. Third, to assess synthesis, the students are required to create reports (both written and oral), which combine, critique and summarize scientific information from various sources. In summary, my philosophy of teaching is to enhance the students’ overall learning and educational experiences through innovative practices to nurture academic and professional development.
My Previous Research Creative and Scholarly Activities (RSCA)

As a Masters’ student (2011-2013), my previous research focused on Food Processing and Engineering. Food processing involves. In particular, I investigated the feasibility of using Non-thermal Processing methods (e.g., methods that do not rely on heat to preserve foods) such as Pulsed Light (e.g., the application of light with a range of wavelengths) as a food safety intervention tool for food products. My study demonstrated that Pulsed Light substantially reduced the microbial load of ready-to-eat foods while preserving their quality and sensory characteristics (i.e., color and texture). From my thesis research, the secondary question that was prompted was, “How does textural attributes (e.g., firmness) appeal to consumers that are related to the physical structure (e.g., compactness) of foods such as foams (e.g., meringue) and emulsions (e.g., mayonnaise).

My Current Research Creative and Scholarly Activities

As a doctoral student (2013-2017), my current research has continued on examining the relationships between structural and rheological (e.g., viscosity) properties of fat-based foods. Food rheology involves investigating consistency and flow, properties of food that impact texture (i.e. spreadability), consumer perception (i.e. mouthfeel) and usability (i.e. ability of fat to be used without breaking). Through my research work, I have demonstrated that the viscosity (i.e., thickness) of fats, highly correlate with their intended functionality such as the ability to provide tenderness and flakiness in pastries. These findings indicate that viscosity can be used as a parameter to assess product quality and to guide the formulation of healthier food products with reduced fats. In developing my research project, I pioneered the use of innovative techniques such as large deformation shear and capillary rheology (e.g., flow characterization when forcing foods through narrow dies) to mimic conditions relevant to consumer use (e.g., spreading of butter).

My research work is highly interdisciplinary as it integrates the fields of Food Processing and Engineering, in addition Physical Chemistry of foods, demonstrates my ability to work along the interface of various sciences. To illustrate, the success of my RSCA is evidenced by my
contributions as first as well as co-author in several peer-reviewed publications that explore the physical and chemical properties (i.e., molecular composition), structure and rheological properties of fats (e.g., *Journal of The American Oil Chemists’ Society* and *Rheological Acta*), invitations to present at national (e.g., American Oil Chemists’ Society Annual Meeting, 2014-2016) and international (e.g., The 7th International Symposium on Food Rheology and Structure, 2015) conferences as well as research collaborations with Dr. Randy Ewoldt specializes in rheology, modelling and design of soft materials including foods, in the Department of Mechanical Science and Engineering at The University of Illinois Urbana-Champaign.

**My Future Research Creative and Scholarly Activities**

In my *future research* program, I seek to amalgamate my current research work with the Nutritional Sciences in facilitating the development of healthier food products. To achieve this, I will investigate the relationships between food structure, processing, and rheology as related sensory and overall quality of foods, and their impact on nutritive value (i.e., low fat, high fiber). At Utah State University (USU), I seek to establish *collaborations* with Dr. X, who conducts research on processing and physicochemical properties of dairy products, and Dr. Y who investigates the physicochemical and sensory properties of lipid-based foods. I will pursue possible *funding* through grants (i.e., both external and internal sources) from the United States Department of Agriculture/Agriculture and Food Research Initiative (USDA/AFRI respectively).

In summary, as an educator and a scientist, I am constantly seeking different avenues to enhance the learning experiences of my students, through my RSCA, and illustrating how knowledge can be applied and integrated into their overall education and professional development experiences.