positions: (see all the latest jobs on the ASA Job Web)

1. Department of Statistics and Applied Probability, UC Santa Barbara: visiting faculty positions
2. Department of Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY: Postdoc Fellow

funding:

1. Request for Information (RFI) on NIGMS Programs to Enhance Diversity in the Biomedical Research Workforce
2. NSF Cyberlearning Webinar- The Science of Learning, Technology, Big Data, and Transformation in Education
3. 12 Students Awarded NSF Graduate Research Fellowships for Statistics
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other opportunities:

1. Check Out and Share New This is Statistics Video
2. Supporting ASA's Public Awareness Campaign is as easy as 1, 2, 3!
3. Writing Workshop for junior researchers
4. Q&A with Largest, Fastest-Growing Undergraduate Statistics Departments

positions:

1. Department of Statistics and Applied Probability, UC Santa Barbara: visiting faculty positions

The Department of Statistics and Applied Probability at UC Santa Barbara is searching for qualified candidates for visiting faculty positions for the 2015-2016 academic year (with possibility of renewal for a second year).

A full year appointment carries a teaching load of 5 one-quarter courses per year. Partial year appointments are also possible. Applicants must demonstrate or show strong promise for undergraduate teaching, as well as potential for research and interaction with faculty at UC Santa Barbara. The Department is especially looking for candidates trained to teach undergraduate-level statistics courses (among others Statistics for Economics, Mathematical Statistics, Time Series). Interested candidates
should apply by submitting resume, a teaching statement, and have three letters of reference sent (at least one letter should describe teaching accomplishments).

Search is ongoing and will continue until positions are filled. Materials should be electronically submitted via UC Recruit: https://recruit.ap.ucsb.edu/apply/JPF00419

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, or any other characteristic protected by law including protected Veterans and individuals with disabilities. Woman and minorities are encouraged to apply. For more information about the Department please see http://www.pstat.ucsb.edu or contact Vice Chair Mike Ludkovski at ludkovski@pstat.ucsb.edu

(2) Department of Genetics and Genomic Sciences, Icahn School of Medicine at Mount Sinai, New York, NY: Postdoc Fellow

Duties and Responsibilities: The successful applicant will collaborate with quantitative researchers on the development of statistical and computational methods for analyzing and interpreting large scale data sets from genomic, epigenomic and proteomics technologies.

Position Qualifications: A Ph.D. in statistics/biostatistics or related area is required. Relevant areas of expertise include high dimensional data analysis, statistical learning, machine learning and et al. Some experience with applied techniques and analysis of data is expected. Experience with computational programming such as R and/or C is required.

1. A strong quantitative background in computing, with a demonstrated ability to design and implement algorithms in working code.
2. Coursework and practical experience in applying statistical and/or data mining approaches to complex and high dimensional biological data.
3. Programming experience in a UNIX/Linux environment using programming languages such as R.
4. Excellent communication and teamwork skills to take advantage of the highly collaborative environment, adaptability and willingness to contribute to the overall goals of the research.

Salary Range: $70,000 Annual

Benefits: Excellent benefit packages including insurance and housing.

http://icahn.mssm.edu/education/postdoctoral-training/about-us

Website: http://research.mssm.edu/wanglab/
(1) Request for Information (RFI) on NIGMS Programs to Enhance Diversity in the Biomedical Research Workforce

Notice Number: NOT-GM-15-108

**Release Date:** February 24, 2015  
**Response Date:** April 15, 2015

Issued by National Institute of General Medical Sciences (NIGMS)

**Purpose:** This is a time-sensitive Request for Information (RFI) designed to obtain feedback, comments, and novel ideas that might bolster the effectiveness of NIGMS-supported undergraduate student development programs designed to diversify the biomedical research workforce.

**Background:** The National Institute of General Medical Sciences (NIGMS) has a long-standing commitment to fostering a highly trained, diverse biomedical research workforce ([http://publications.nigms.nih.gov/trainingstrategicplan/](http://publications.nigms.nih.gov/trainingstrategicplan/)). As part of this commitment, the Institute, through its Division of Training, Workforce Development, and Diversity (TWD), supports multiple institutional undergraduate student development programs including, but not limited to,

- Bridges to the Baccalaureate ([http://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesBaccalaureate.aspx](http://www.nigms.nih.gov/Research/Mechanisms/Pages/BridgesBaccalaureate.aspx)),
- Research Initiative for Scientific Enhancement (RISE) ([http://www.nigms.nih.gov/Training/RISE/Pages/default.aspx](http://www.nigms.nih.gov/Training/RISE/Pages/default.aspx)),
NIGMS has launched a process of review to ensure that these initiatives continue to contribute most effectively to building a highly trained and diverse biomedical workforce. In particular, the Institute has focused on undergraduate programs leading to the scientific baccalaureates that prepare scholars for subsequent successful research doctoral Ph.D. completion and contributions to the biomedical research workforce.

Research on undergraduate student development suggests that programmatic activities (including enhancing academic performance, providing academic and personal advising, conferring professional and scientific skills, demonstrating a pathway for successful graduate study and career and providing student financial support for research education) can increase the number of interested and high-achieving baccalaureates who are fully prepared for doctoral study (Kuh et al., 2006, Maton et al., 2012, McGee et al., 2012, Graham et al., 2013, May and Chubin 2003, Villarejo et al., 2008, Chen and Soldner 2013). NIGMS believes these interventions, combined with mentored contemporary research experiences, are critical components in the preparation of undergraduates from underrepresented backgrounds for entry and completion of research doctorates and contributions to the biomedical workforce. These activities are variously addressed by multiple NIGMS programs at undergraduate campuses now, and the Institute is interested in the possible benefits of developing one longitudinal program of activities at any particular institution.

NIGMS is also interested in how best to align with the mission, available resources and infrastructure of the institutions it supports. For example, some undergraduate institutions can demonstrate that they are consistently effective in preparing substantial numbers of students from underrepresented backgrounds to complete the baccalaureate and enter and successfully complete research doctorates, and NIGMS is interested in how to increase Ph.D. output at these schools. Other institutions produce a few baccalaureates who successfully complete a Ph.D. each year, and for these institutions NIGMS looking for potential approaches to build academic, administrative and research capabilities.

While the majority of the programmatic activities to enhance the baccalaureate experience will occur at undergraduate institutions, full realization of successful transition to graduate programs and successful doctorate completion may involve institutional networks that promote supportive collaborations or exchanges among institutions.

NIGMS is seeking input from key extramural community stakeholders, including students, undergraduate faculty, biomedical graduate faculty, scientific societies, and academic institutions, as well as from the general public, on TWD undergraduate student development programs. Information is sought for each of the areas identified...
below and any other topics that may inform the potential issue/reissue of new and/or existing Funding Opportunity Announcements.

Information Requested: NIGMS invites comments on the topics below; however, comments are not limited to these topics.

• The advantages (or disadvantages) to a single program per institution that begins after matriculation and provides college experiences through graduation, to develop students for biomedical research careers.

• Approaches to leverage institutional experiences that successfully prepare baccalaureates for subsequent biomedical Ph.D. completion to increase the number of students influenced by undergraduate training programs at those schools.

• Strategies that could be used to build institutional capabilities and effective institutional networks that promote undergraduate training programs leading to successful Ph.D. completion.

If applicable, you are encouraged to share specific experiences you have had with any of the NIGMS-supported student development programs and their success (or lack thereof) in preparing students for biomedical research careers.

Please identify and explain which of the issues that you have identified are, in your opinion, the most important for the NIGMS staff to address and state why.

Response to this RFI is voluntary. Responders are free to address any or all of the above items.


This RFI is for planning purposes only and should not be construed as a solicitation for applications or an obligation on the part of the government. The government will not pay for the preparation of any information submitted or for the government’s use of that information.

The NIH will use the information submitted in response to this RFI at its discretion and will not provide comments to any responder’s submission. However, responses to the RFI may be reflected in future funding opportunity announcements. The information provided will be analyzed and may appear in reports. Respondents are advised that the Government is under no obligation to acknowledge receipt of the information or provide feedback to respondents with respect to any information submitted. No proprietary, classified, confidential, or sensitive information should be included in your response.
The Government reserves the right to use any non-proprietary technical information in any resultant solicitation(s).

Please direct all inquiries to:

Alison K. Hall, Ph.D.
National Institute of General Medical Science (NIGMS)
Telephone: 301-594-3900
Email: Alison.hall@nih.gov


(2) Two items from the NIGMS Feedback Loop

- Give Input on Strategies for Optimizing the Impact and Sustainability of Biomedical Research
- Clearinghouse for Training Modules to Enhance Data Reproducibility

(3) NSF Cyberlearning Webinar- The Science of Learning, Technology, Big Data, and Transformation in Education

The National Science Foundation Directorate for Computer & Information Science & Engineering (CISE) is hosting a webinar on Thursday, April 9, at 11:00 AM ET on The Science of Learning, Technology, Big Data, and Transformation in Education, presented by Candace Thille. Dr. Thille is the founding director of the Open Learning Initiative (OLI) at Carnegie Mellon University and Stanford University. Her focus is in applying the results from research in the science of learning to the design and evaluation of open web-based learning environments and in using those environments to conduct research in human learning.

Abstract: Using intelligent tutoring systems, virtual laboratories, simulations, and frequent opportunities for assessment and feedback, The Open Learning Initiative (OLI) has been creating and evaluating open web-based learning environments for over twelve years. The OLI environments also serve as a laboratory for fundamental research on human learning. In this talk I will discuss how we make use of expertise from the learning sciences to produce high-quality learning environments and how studies of student use inform both the next iteration of the environment and the underlying learning theory. I will present examples from OLI courses, discuss results from several research studies, and describe the second phase of OLI at Stanford University.
The talk will be held in Room 110 at the National Science Foundation in Arlington, VA. No RSVP is necessary, and no visitor badges are required. It will also be webcast; please register here by Wednesday, April 8, 2015.

(4) 12 Students Awarded NSF Graduate Research Fellowships for Statistics

See http://community.amstat.org/blogs/steve-pierson/2015/04/01/12-students-awarded-nsf-graduate-research-fellowships-for-statistics/

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(1) Check Out and Share New This is Statistics Video

ASA’s public awareness campaign has introduced an exciting new video that will be a great resource for promoting statistics careers and literacy to your department’s campus and prospective student audiences.

Take a look at the video now and share it with your colleagues in the statistics department and other departments at your school. Also, share the video with your own and your department’s social media networks.

You also are encouraged to use all This is Statistics resources on your department’s website and for its other communications and promotional activities. See below.

(2) Supporting ASA’s Public Awareness Campaign is as easy as 1, 2, 3!

The ASA’s public awareness campaign—This is Statistics—is introducing high-school students and college undergraduates to careers in statistics as well as the importance of being statistically literate in today’s competitive jobs market.

You can easily support This is Statistics on your department’s website and through social media. Here’s how to do so in three simple steps:

First, download the campaign logo at this link and post it on your website (be sure to hyperlink the logo to www.ThisisStatistics.org). Then add the following brief copy under the logo to provide context and a call to action to your site’s visitors:

Statistics is a growing and rewarding scientific field that offers diverse career opportunities. Click on the logo above to learn why statistics careers are in high
demand and why statistical literacy is critical no matter what career field you are studying.

Second, post adjacent to the logo the newest and perhaps most eye-catching campaign video to date. It will project the diversity of statistics to your department’s internal and public audiences. Use either of the following links to embed the video on your site:

- **Embedded player (640x360):**
  
  <iframe width="640" height="360" src="https://www.youtube.com/embed/wV0Ks7aS7YI" frameborder="0" allowfullscreen></iframe>

- **Embedded player (1280x720):**
  
  <iframe width="1280" height="720" src="https://www.youtube.com/embed/wV0Ks7aS7YI" frameborder="0" allowfullscreen></iframe>

Third, follow the campaign on your department’s and your own Twitter and Facebook accounts. Doing so is a great way to keep up to date and to share its messages with both of your social media networks.

ASA sends a special “Thanks” to those statistics departments that already are promoting This is Statistics on their website and social media channels.

Direct your questions to ASA’s Jeff Myers via email at jeffrey@amstat.org or phone at (888) 231-3473 (toll free).

(3) Writing Workshop for junior researchers

See the April Amstat News: [http://magazine.amstat.org/blog/2015/04/01/writing-workshop/](http://magazine.amstat.org/blog/2015/04/01/writing-workshop/). Applications are due June 1.

(4) Q&A with Largest, Fastest-Growing Undergraduate Statistics Departments

See [http://magazine.amstat.org/blog/2015/04/01/undergrad-stat-departments/](http://magazine.amstat.org/blog/2015/04/01/undergrad-stat-departments/)