**Non Tenure-Track Academic Jobs for PhDs** Nancy Andrews 02-23-16

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| Job | Notes/Examples | Advantages for the Ecosystem |
| *Doing bench research* |  |  |
| Independent non-tenure track faculty positions | * Full time research positions, eligibility for grant funding * More prevalent in medical schools * Some soft-funded, some not | * Allows more PhD scientists to have benefits of faculty positions than tenure system can accommodate; keeps talent in universities |
| Staff scientists | * Increasingly good career option for PhDs who want to stay in academics but do not want to be PIs * At present usually funded by PI, but could be funded by the institution and/or external grants designed for this purpose * Ideally funding would be for the person, and portable so he/she could find the best match | * Decreases need for low-cost grad student/postdoc workforce * Provides continuity, increasing scientific efficiency * Staff scientists can mentor trainees, be project managers, instill best practices/responsible conduct of research * Could be very helpful for young scientists starting out |
| Core facility/shared resources staff | * Director and/or staff of core * Manager of a biobank | * Can be 100% professional/service-oriented if not simultaneously trying to develop tenure track faculty career * Might be better positioned to make cores/shared resources regional (shared by multiple institutions) creating efficiencies * Provides state-of-the-art technology and best practices in experimental design and data management * Helps to disseminate new approaches and technological innovations |
| *Not doing bench research* |  |  |
| Teaching (regular rank, adjunct or “professor of the practice” – titles vary at different institutions) | * Could be a good fit for someone who wants teaching to be a larger part of his/her career than research * Might involve matching undergraduates to laboratory research opportunities | * More focus on student needs * More flexibility to be creative in education, focus on pedagogical innovation |
| Project management | * Could be in clinical or translational research, moving a large multi-investigator study towards completion * Could be in coordinating collaborations across different schools of the university * Other possibilities too – these are examples I’ve seen | * Optimizes large-scale research efforts while adding expertise in science and scientific method |
| Communications/science writing | * Includes grant/paper writing as well as broader communications duties | * Improves the quality of grant applications, papers, press releases, etc. * Can promote science advocacy and good science policy |
| Research administration | * Variety of types of positions in grants office (pre-award and post-award), HR, etc. | * Potentially minimizes unnecessary steps by bringing scientific expertise to administrative functions * Higher faculty satisfaction as a result of a common understanding of scientific needs and culture |
| Tech transfer | * Director and/or case manager for IP evaluation, protection, marketing | * Sharpens evaluation of IP, helps patent attorneys understand full scope of potential value, helps translate value for marketing |
| Compliance/legal | * Work in compliance or audit function to deal with federal, HHS and NIH regulations * Oversee research integrity office * Evaluate potential misconduct cases | * Brings the perspective of a scientist to compliance, research integrity, misconduct functions |
| Quality Assurance Specialist | * Help labs establish best practices, as described in *Baker M (2016) Nature 529:456-8.* | * Improves the quality of scientific output from academic labs |
| Diversity | * Lead or work in an office aimed at diversifying PhD student, postdoc and/or faculty populations | * Increases diversity and inclusion in academic science |
| Career Counseling/Grad Student or Postdoc Office | * Work in a career counseling office – not necessarily for scientific careers, but could also be, e.g., for health professions | * Helps students and postdocs identify career possibilities and develop individual development plans |
| Development | * Either advise in a fundraising office or work directly as a fundraiser/gifts officer, taking advantage of ability to translate science for donors | * Increases visibility of science for potential donors * Can help make connections between scientists and donors |
| IACUC/IRB leadership/membership | * Direct and/or be a staff person for the Institutional Animal Care and Use Committee, the Institutional Review Board, and/or associated scientific review boards | * Provides scientific expertise to academic review processes needed for research |
| Pipeline programs | * Lead pipeline programs for K-12 and/or undergraduates interested in science or health careers | * Inspires future scientists, enhances STEM education |
| Entrepreneurship | * Help spin out companies, help attract VC investment in university IP | * Helps to move discoveries into the public domain * May have an educational component, helping students and faculty learn about commercializing science |