What kind of academic do you want to be?

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

http://carnegieclassifications.iu.edu/classification_descriptions/basic.php

What kind of academic do you want to be?

- full time researcher
- amount of hard money support that depends on institutional history (0-12 months)
- some institutions have ways to get involved in educational mission
- no teaching responsibilites

What kind of academic do you want to be?

more research

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

more teaching

Chevron
EXXON Mobil
NATIONAL GEOSPATIAL-INTELLIGENCE AGENCY · UNITED STATES OF AMERICA
Los Alamos NATIONAL LABORATORY EST. 1943
UTIG INSTITUTE FOR GEOPHYSICS Understanding How Worlds Work
Lamont-Doherty Earth Observatory COLUMBIA UNIVERSITY | EARTH INSTITUTE
OAK RIDGE National Laboratory
Swiss Re
UNITED STATES NAVY · NAVAL RESEARCH LABORATORY
NASA
NOAA NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION · U.S. DEPARTMENT OF COMMERCE
Descartes Labs
U.S. DEPARTMENT OF ENERGY
Sandia National Laboratories
BERKELEY LAB
Woods Hole Oceanographic INSTITUTION

How do you position yourself for a job at a Research Lab?

Leah C. Cheek

Visiting Scholar
The University of Texas at Austin
Leah_Cheek@alumni.brown.edu | www.leahcheek.com

RESEARCH INTERESTS

I am a geoscientist specializing in the application of remote sensing and spectroscopy to diverse Earth and planetary science applications. My particular areas of interest include: remote characterization of urban and vegetated landscapes, laboratory-to-global scale mineral mapping, and laboratory spectroscopy of geologic materials.

EDUCATION

Brown University, PhD in Geological Sciences — **Providence, RI**
Advisor: Dr. Carlé Pieters — 2014

Brown University, Sc.M. in Geological Sciences — **Providence, RI**
Advisor: Dr. Carlé Pieters — 2010

The College of William and Mary, B.S. in Geology — **Williamsburg, VA**
Summa Cum Laude — 2007
Advisor: Dr. Brent E. Owens

PROFESSIONAL EXPERIENCE

Visiting Scholar, Bureau of Economic Geology, UT Austin — **Feb. 2016 – Present**
- Developing in-house processing techniques for characterizing mineralogy layers using hyperspectral data of rock core.

Contract Editor, American Journal Experts — **2014 - Present**
- Provide grammar and usage editing for science manuscripts.

Postdoctoral Research Associate, Brown University — **Jan. 2016 – May 2016**
- Petrographic analysis of high-titanium basalts, enabling linkages between ilmenite texture and spectral properties.

Postdoctoral Associate, Boston University — **Nov. 2014 – Feb. 2016**
- Linking various expressions of the urban heat island effect to surface properties (incl. vegetation dynamics) with remote sensing.

Research Associate, University of Maryland — **Nov. 2013 – Nov. 2014**
- Characterized mineral exposures on Vesta by integrating VNIR satellite images acquired at various spatial/spectral resolutions.

Graduate Research Assistant, Brown University — **2008 – 2013**
- Remote spectroscopic analyses (near-IR) of the Moon's mineralogy.
- Laboratory spectroscopic characterization of lunar analog materials.

(cont. below)

ɛM University — **2007**
norphology collected from cattle ranches in Texas.

nar and Planetary Institute — **2007**
aphic and chemical analysis of an impact melt breccia.

he College of William and Mary — **2006 – 2007**
preparation, and chemical analysis of a local rock type.

ƎU), The American Museum of Natural History — **2006**
of scoria from Krakatau, Indonesia.

/I; ESRI ArcGIS; Programming (R, IDL, MATLAB, Linux/UNIX).
olet FTIR spectrometer; ASD FieldSpec; Electron microprobe.
obe Creative Suite (Illustrator, Photoshop); Kaleidagraph; MS Office.

'CE

f Economic Geology Summer Seminar Series — **June 2016**
Planetary Sciences Division — **2014 & 2016**
Meeting — **2015**
pace Research, *American Mineralogist, JGR Planets, Icarus* — **2013-2015**
eology of the Terrestrial Planets — **2014**
bservatory — **2014**
Goddard, JHU-APL, UMD — **2014**
ate Student, *Brown University* — **2012-2013**
cil representative, *Brown University* — **2012-2013**
SA Planetary Sciences Division Review Panel — **2011**
at Brown Exploring the Planets — **2010, 2011**
for Archaeologists, Brown University — **2010**
oductory geology, Brown University — **2010**
g Aide, *Physical Geology, College of William and Mary* — **2006**

ARSHIPS

niversity — **2015**
, Brown University — **2013**
r competition, NLSI Forum — **2012**
Travel Award, *Second Conference on the Lunar Highlands Crust* — **2012**
Sigma Xi, *Brown University* — **2011**
Best Student Paper Award, *AGU VGP section* — **2010**
First Year Graduate Fellowship, *Brown University* — **2008-2009**
Phi Beta Kappa, *The College of William and Mary* — **Inducted 2007**

n)

nal co-variation in surface properties and the
to be submitted summer 2016.

crater as a window into Vesta's northern
016.

tance spectroscopy of plagioclase-dominated
terizing lunar anorthosites remotely, *American*
m-2014-4785.

ters, J. W. Head, and J. L. Whitten (2013), The
cross the Orientale Basin: New perspectives
ata, *J. Geophys. Res. Planets, 118*, doi:

lark, J.-P. Combe, J. W. Head, P. J. Isaacson,
l. E. Petro, J. M. Sunshine, and L. A. Taylor
's north polar region: Results from the Moon
Planets, 116, doi:10.1029/2010JE003702.

n Hanna, S. Parman, C. Pieters, M. Dyar, and
of chromium-bearing spinel with application
oon, *American Mineralogist, 101, 726-734,*

K. L. Donaldson Hanna, C. M. Pieters, S. W.
elms, M. R. Salvatore (2014), Visible-Infrared
ate spinel under lunar-like redox conditions,
0.2138/am-2014-4793.

eek, D. Dhingra, T. C. Prissel, C. R. M. Jackson,
Taylor (2014), The distribution of Mg-spinel
al origin, *American Mineralogist, 99, 1893-1910*,

M. J. Rutherford, P. C. Hess, J. W. Head, **L.**
Pink Moon: The petrogenesis of pink spinel
g Mg-suite magmatism, *Earth and Planetary*
.epsl.2014.06.027.

Pieters, J. F. Mustard, B. T. Greenhagen, I. R.
al assessment of pure crystalline plagioclase
evolution of the primary crust, *J. Geophys. Res.,*

Cheek, C. M. Pieters, T. Hiroi, and M. D. Dyar,
-infrared optical properties of pure synthetic
olivine across the olivine solid solution, *American Mineralogist, 99, 467-478*, doi: 10.2138/am.2014.4580.

Boardman, T. Glavich, P. Isaacson, M.
A. Chatterjee, R. Clark, **L. Cheek**, J.
Goswami, R. Green, V. Haemmerle, J.
r, A. S. K. Kumar, K. Lee, S. Lundeen,
d, J. Nettles, N. Petro, K. Plourde, C.
ith, H. Sobel, M. Staid, J. Sunshine, L.
ane, P. Varanasi, M. White, D. Wilson
aging spectrometer for lunar science:
urements, science data calibration and
loi:10.1029/2011JE003797.

, R. N. Clark, J. P. Combe, D. Dhingra,
son, R. Klima, G. Kramer, S. Lundeen,
etro, C. Runyon, M. Staid, J. Sunshine,
n (2011), Mg-spinel lithology: A new
, E00G08, doi:10.1029/2010JE003727.

. A. Kring (2010), Impact cratering on
15, E07009, doi:10.1029/2009JE003433.

n in Surface Properties and the Urban
resentation).

differentiated near-surface plutons on
ectral datasets, *ACM*, Helsinki (*Oral*

e Analysis as a Tool for Characterizing
erial, *LPSC 45*, Houston, TX (*Oral*

Reflectance Spectroscopy of Lunar
Mineralogy of the Moon's Highland
Abstract 2387, Houston, TX (*Poster*

ters, T. C. Prissel, and K. B. Williams
-plagioclase mixtures, *AGU 2012 Fall*

V. Head, and J. L. Whitten (2012), The
he Orientale Basin: New perspectives
nds Crust, Contribution No 1677, p. 9-

a, C. M. Pieters, S. W. Parman (2012),
tions and compositional constraints,
Poster Presentation).

thosite purity at Tsiolkovsky crater on
ral Presentation).

. Head, and J. L. Whitten (2012),

ok Mountains of the lunar Orientale Basin, *LPSC Presentation*).

D. Dyar, E. A. Speicher, and R. F. Cooper (2011), with variable iron content: Applications to remote
stract 1617, Houston, TX (*Poster Presentation).*

R.F. Cooper (2010), Iron in plagioclase: Synthesis
reflectance spectroscopy, *AGU 2010 Fall Meeting,*

aacson, T. B. McCord, J. W. Nettles, N. E. Petro, J.
The Goldschmidt region as viewed from Moon
, Abstract 1962, Houston, TX (*Poster Presentation*).

nd R. F. Cooper (2010), Anorthite synthesis with
LPSC 41, Abstract 2438, Houston, TX (*Poster*

K. A. Milam (2009), Revisiting plagioclase optical
PSC 40, Abstract 1928, Houston, TX (*Poster*

ate determination for H chondrite impact
ract 1169, Houston, TX (*Poster Presentation*).

emistry of the Raleigh gneiss in the Piedmont
plications for the nature of the protolith, *GSA*
GA (*Oral Presentation*).

CAREERS

DIVERSITY ADVOCATE Astrophysicist sends message to US Supreme Court **p.245**

FACULTY MEMBERS Tips for effective mentoring **go.nature.com/fg4bpp**

NATUREJOBS For the latest career listings and advice **www.naturejobs.com**

DMITRII GLOVANIV/GETTY

COLUMN

A bridge to business

PhD holders should not underestimate their value to industry and the business sector, says **Peter Fiske**.

The glossy poster at my university career planning and placement centre both intrigued and perplexed me: "PhDs: come learn about a career in management consulting — recruiting reception tonight!"

As a PhD student in geology, I was dimly aware of the name of the consulting firm that had organized the event; one of my friends had accepted a position with the firm after he graduated. I had heard that he was earning a great salary and travelling a lot, and that he was aiming to go back for a master's degree in business administration (MBA). Until I saw the poster, I had no idea that a strategic-management-consulting firm would even consider hiring non-MBA types, let alone recruit PhDs specifically.

I applied for a position and landed a series of interviews that culminated in a day of them at the company's offices in Los Angeles, California. I did not receive an offer in the end, but it was an illuminating experience. Mostly, I was surprised that someone with a freshly minted PhD could immediately earn US$160,000. And that was in 1994.

Fast forward 22 years. Now, as the chief executive of a US technology company, I have recruited PhDs for both technical and business positions. I have found across all scientific disciplines that those with doctoral degrees possess many of the skills that are in highest demand in today's economy. If you have earned a PhD, you know, for example, how to analyse data. You also understand how to examine those results to gain insights. In some important ways, you are better prepared than MBA holders to make valuable contributions to the business world. You have learned resilience in the face of uncertainty and with limited resources.

Yet you and many other PhD graduates — along with the programmes that trained you — remain largely unaware of or uninterested in opportunities outside academia. In turn, only a few companies, such as the consulting firm whose recruiting poster I saw 20 years ago, have pre-emptively recognized the value that you and your colleagues can bring — and they are reaping a harvest of talent as a result.

You are doing yourself a disservice. As a doctoral degree-holder, you need to appreciate your degree programme for the transferable skills that it confers (see "Top transferable skills for business"), and recognize that those skills provide you with significant and immediate advantages over your business-school counterparts. You do not need a business degree or substantial extra training to secure satisfying and highly ▶

You have a wealth of transferrable skills for high-level industry/research jobs:

- data analysis
- resourcefulness
- technological awareness
- resilience
- project management
- problem-solving
- communication

Leah C. Cheek, Ph.D.

Leah_Cheek@alumni.brown.edu | 802-233-9509
2940 Eckert St., **Austin, TX** | 85 E. Taylor St., **San Jose, CA**

Versatile data scientist with 10 years of research and analytics experience. Machine learning and analytical skills include multivariate regression, supervised classification & statistical clustering, geospatial/raster analysis, PCA, and responsible handling of missing or bad data. Skilled at cross-functional collaboration, and experienced deploying solutions to production.

TECHNICAL SKILLS: R, R Shiny, SQL, Linux, Tableau, Mercurial, ArcMap/QGIS, Matlab, ggplot2.

INDUSTRY EXPERIENCE

Data Scientist, *Nimble Storage / Hewlett Packard Enterprise* **Jan 2017 – present**

- Developed multivariate regression models to predict product performance as a function of workload variables derived from millions of real-world sensor data points.
- Designed and deployed an R Shiny app to help sales teams determine customer requirements.
- Used R analytics and quadratic modeling of real-world data to establish the measured pace of disk wearout over time. Used this model to recommend x number of units for purchase by operations.
- Used SQL to query the database in support of analytics requests from across the company. Summarized findings in tables and Tableau dashboards.

ACADEMIC RESEARCH (3 publications, 2 conference awards, dozens of talks)

Visiting Scholar, *Bureau of Economic Geology, UT Austin* **Jun 2016 – Feb 2017**

- Used PCA and feature detection to isolate valuable materials in 3D images of drill core.
- Served on 3 NASA review panels, evaluating > 40 project proposals each worth ~ $300,000.

Postdoctoral Associate, *Planetary Science Group, Brown University* **Jan 2016 – May 2016**

- Supervised classification of lunar rocks based on million-pixel images of 10 chemical variables.

Postdoctoral Associate, *Land Cover & Surface Climate Group, Boston University* **2015**

- Modeled spatio-temporal variations in Boston's temperature as a function of vegetation dynamics.

Research Associate, *Planetary Astronomy Group, University of Maryland* **2014**

- Inverse modeling on data cubes to characterize minerals on the asteroid Vesta (spacecraft data).

Graduate Research Assistant, *Planetary Science Group, Brown University* **2008 – 2013**

- Image processing & geospatial analysis of satellite data to map mineralogy on the Moon.
- Statistical tests to determine the predictors of lunar water: correlation, regression, t tests, ANOVA.
- Performed calibration analysis for an international space mission, communicated findings to scientists & engineers, tracked action items during delivery of final data products to NASA.

EDUCATION

Brown University, Providence, RI **2010, 2014**
Sc. M. & Ph. D. in Geological Sciences
Relevant Courses: Statistical Methods for Environmental Science (R based).

The College of William and Mary, Williamsburg, VA **2007**
B. S. in Geology, *Summa Cum Laude*, *Phi Beta Kappa*

About: Interested in "data for good" initiatives. In grad school I analyzed vials of Moon dust for NASA.

How do you position yourself for a job at a Research Lab?

What kind of academic do you want to be?

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

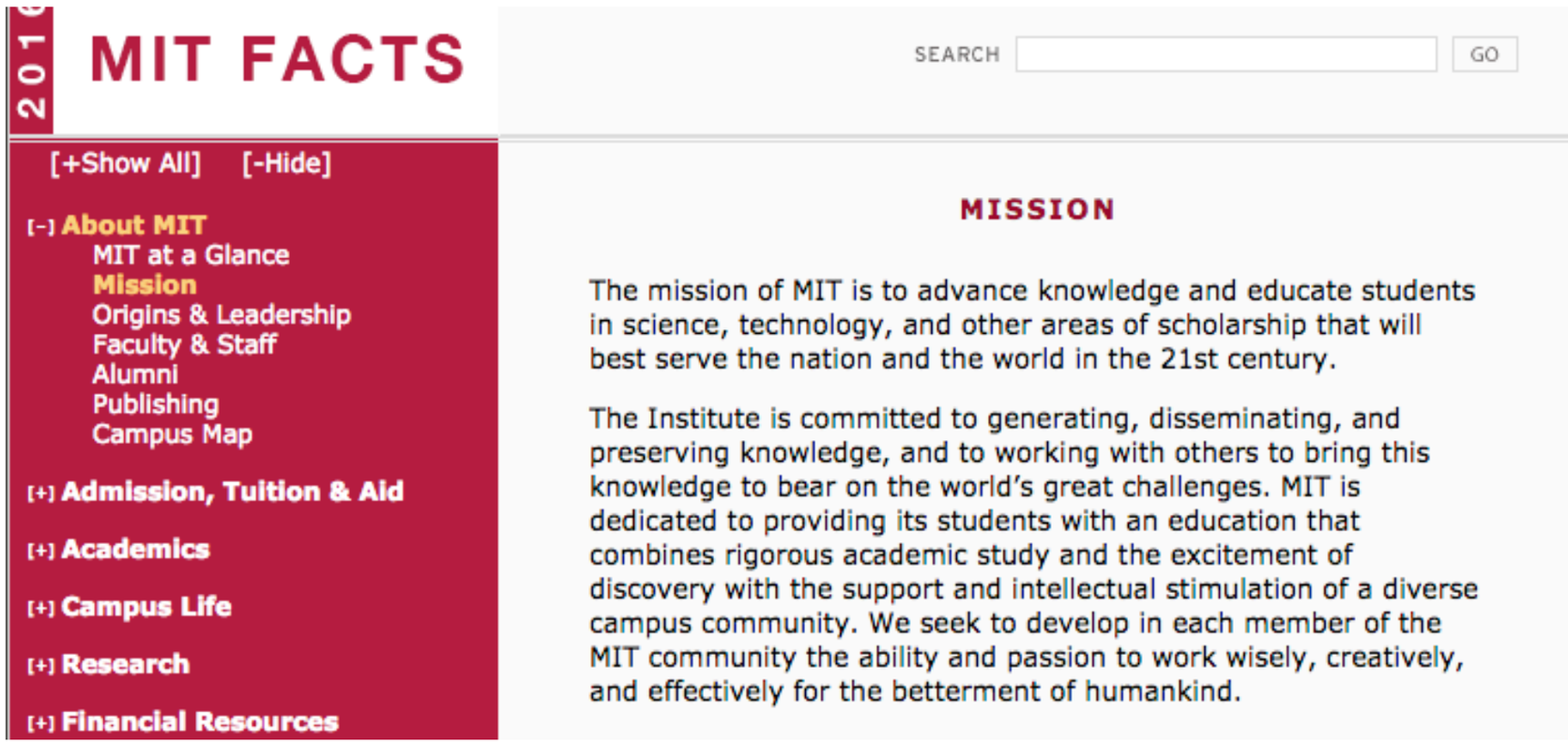
- highest research activity of teaching institutions
- doctoral-granting institutions
- can vary enormously in quality and expectations
- there are 131 R1 schools in the United States

What kind of academic do you want to be?

more research

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

more teaching



What kind of academic do you want to be?

Mission

The University of Texas at Austin

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

Kaustubh Thirumalai **Curriculum Vitae**

Contact Information

Postdoctoral Research Associate
Dept. of Earth, Environ., And Planet. Sciences
Brown University
324 Brook Street
Providence, RI 02912, USA

kaustubh_thirumalai@brown.edu
Website: kaustubh.info
Twitter: @holy_kau

Employment

Postdoctoral Research Associate, Brown University	2017-present
Postdoctoral Fellow, Institute for Geophysics, UT Austin	2016-2017
Research Assistant, Jackson School of Geosciences, UT Austin	2010-2016

Education

Ph.D., The University of Texas at Austin	2016
M.S., The University of Texas at Austin	2012
B. Tech., National Institute of Technology, Karnataka	2010

Awards

Brown University Presidential Postdoctoral Fellowship	2017
NSF Expert Witness Training Academy Fellow	2016
UTIG Postdoctoral Fellowship	2016
University of Texas Brundrett Endowed Presidential Scholarship	2015
USSSP PEA Award	2015
Ewing-Worzel Fellowship	2015
Gale White Fellowship	2014
Lagoe Micropaleontology Fund Research Grant	2014
Geological Society of America Research Grant	2013
European Center for Excellence Summer Fellowship	2012
Indian Academy of Sciences Research Fellowship	2009

Peer-Reviewed Publications (PDF copies available on request)

In Review

25. **Thirumalai, K.**, P. N. DiNezio, J. E. Tierney, M. Puy, M. Mohtadi (2018), *An El Niño Mode in the Glacial Indian Ocean*, Nature (In Review)

24. Giosan, L., W. D. Orsi, M. Coolen, C. Wuchter, A. G. Dunlea, **K. Thirumalai**, S. E. Munoz, P. D. Clift, J. P. Donnelly, V. Galy, D. Q. Fuller (2018), *Neoglacial Climate Anomalies and the Harappan Metamorphosis*, Climate of the Past Discussions (In Review)

23. Schmitt A., M. Elliot, C. La, F. Bassinot, **K. Thirumalai**, J. Petersen, A. Movellan, S. Jorry, J. Borgomano (2018), *Single foraminifera Mg/Ca of two morphotypes of planktonic species G. ruber by LA-ICPMS: New insights into past seasonality and inter-annual variability of water column temperatures*, Chemical Geology (In Review)

Published

22. Naidu, P. D., N. Niitsuma, **K. Thirumalai**, and S. S. Naik (2018), *Significant seasonal contrast in the Arabian Sea during deglaciation: Evidence from oxygen isotopic analyses*

How do you position yourself for a job at an R1?

By doing as much high-quality research as you can in the time between PhD and being hired.

as a postdoc

9. McGregor, H. V., M. N. Evans, H. Goosse, G. Leduc, B. Martrat, J. A. Addison, P. G. Mortyn, D. W. Oppo, M-S. Seidenkrantz, M-A. Sicre, S. J. Phipps, K. Selvaraj, **K. Thirumalai**, H. L. Filipsson, V. Ersek (2015), *Robust global ocean cooling trend for the pre-industrial Common Era*, Nature Geoscience, 8, 671-677 doi:10.1038/ngeo2510

8. **Thirumalai, K.**, F. W. Taylor, C.-C. Shen, L. L. Lavier, C. Frohlich, L. M. Wallace, C.-C. Wu, H. Sun, A. K. Papabatu (2015), *Variable Holocene deformation above a shallow subduction zone extremely close to the trench*, Nature Communications, 6, 7607 doi:10.1038/ncomms8607

7. Clemens, S. C., W. Kuhnt, L. J. LeVay, and the **Expedition 353 Scientists** (2015), *Indian monsoon rainfall*, International Ocean Discovery Program Preliminary Report, 353. doi:10.14379/iodp.pr.353.2015

6. Wicks, T. Z., **K. Thirumalai**, T. M. Shanahan, C. J. Bell (2015), *The use of $\delta^{13}C$ values of leporid teeth as indicators of past vegetation*, Palaeogeography, Palaeoclimatology, Palaeoecology, 418 (C), 245-260 doi:10.1016/j.palaeo.2014.11.017

5. **Thirumalai, K.**, J. N. Richey, T. M. Quinn, R. Z. Poore (2014), Globigerinoides ruber *morphotypes in the Gulf of Mexico: A test of null hypothesis*, Scientific Reports, 4, 6018 doi:10.1038/srep06018

4. Maupin, C. R., J. W. Partin, C.-C. Shen, T. M. Quinn, K. Lin, F. W. Taylor, J. L. Banner, **K. Thirumalai**, D. J. Sinclair (2014), *Persistent decadal-scale rainfall variability in the tropical South Pacific Convergence Zone through the past six centuries*, Climate of the Past, 10, 1319-1332 doi:10.5194/cp-10-1319-2014

3. Laskar, A., N. Gandhi, **K. Thirumalai**, M. G. Yadava, R. Ramesh, R. R. Mahajan, D. Kumar (2014), *Stable carbon isotopes in dissolved inorganic carbon: extraction and implications for quantifying the contributions from silicate and carbonate weathering in the Krishna River system during peak discharge*, Isotopes in Environmental and Health Studies, 50 (2), 1-13 doi:10.1080/10256016.2014.878715

2. **Thirumalai, K.**, J. W. Partin, C. S. Jackson, T. M. Quinn (2013), *Statistical constraints on El Niño Southern Oscillation reconstructions using individual foraminifera: A sensitivity analysis*, Paleoceanography, 28, 401-412 doi:10.1002/palo.20037

1. **Thirumalai, K.**, A. Singh, R. Ramesh (2011), *A MATLAB™ code to perform weighted linear regression with (correlated or uncorrelated) errors in bivariate data*, Journal Of The Geological Society Of India, 77 (4), 377-380 doi:10.1007/s12594-011-0044-1

Invited Talks

23. Goldschmidt Conference Invited Speaker; Boston, Massachusetts, August 2018

22. Marine Geology & Geophysics Seminar, Woods Hole Oceanographic Institution; Woods Hole, Massachusetts, May 2018

21. Department of Geosciences Colloquium, University of Arizona; Tucson, Phoenix, April 2018

20. UTIG Seminar, Institute for Geophysics; Austin, Texas, March 2018

19. Syracuse University; Syracuse, New York, January 2018

How do you position yourself for a job at an R1?

by writing papers during your degree

by getting invited talks during your grad/postdoc

Kaustubh Thirumalai **Curriculum Vitae**

Contact Information

Postdoctoral Research Associate
Dept. of Earth, Environ., And Planet. Sciences
Brown University
324 Brook Street
Providence, RI 02912, USA

kaustubh_thirumalai@brown.edu
Website: kaustubh.info
Twitter: @holy_kau

Employment

Postdoctoral Research Associate, Brown University	2017-present
Postdoctoral Fellow, Institute for Geophysics, UT Austin	2016-2017
Research Assistant, Jackson School of Geosciences, UT Austin	2010-2016

Education

Ph.D., The University of Texas at Austin	2016
M.S., The University of Texas at Austin	2012
B. Tech., National Institute of Technology, Karnataka	2010

Awards

Brown University Presidential Postdoctoral Fellowship	2017
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UTIG Postdoctoral Fellowship	2016
University of Texas Brundrett Endowed Presidential Scholarship	2015
USSSP PEA Award	2015
Ewing-Worzel Fellowship	2015
Gale White Fellowship	2014
Lagoe Micropaleontology Fund Research Grant	2014
Geological Society of America Research Grant	2013
European Center for Excellence Summer Fellowship	2012
Indian Academy of Sciences Research Fellowship	2009

Peer-Reviewed Publications (PDF copies available on request)

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25. **Thirumalai, K.**, P. N. DiNezio, J. E. Tierney, M. Puy, M. Mohtadi (2018), *An El Niño Mode in the Glacial Indian Ocean*, Nature (In Review)

24. Giosan, L., W. D. Orsi, M. Coolen, C. Wuchter, A. G. Dunlea, **K. Thirumalai**, S. E. Munoz, P. D. Clift, J. P. Donnelly, V. Galy, D. Q. Fuller (2018), *Neoglacial Climate Anomalies and the Harappan Metamorphosis*, Climate of the Past Discussions (In Review)

23. Schmitt A., M. Elliot, C. La, F. Bassinot, **K. Thirumalai**, J. Petersen, A. Movellan, S. Jorry, J. Borgomano (2018), *Single foraminifera Mg/Ca of two morphotypes of planktonic species G. ruber by LA-ICPMS: New insights into past seasonality and inter-annual variability of water column temperatures*, Chemical Geology (In Review)

Published

22. Naidu, P. D., N. Niitsuma, **K. Thirumalai**, and S. S. Naik (2018), *Significant seasonal contrast in the Arabian Sea during deglaciation: Evidence from oxygen isotopic analyses*

How do you position yourself for a job at an R1?

By being recognized with nationally and internationally-competitive awards (doesn't hurt tenure also)

2. **Thirumalai, K.**†, F. W. Taylor† (2012), *Vonunu!: Earthquakes in the Western Solomon Islands*, UTIG Brown Bag

1. **Thirumalai, K.**†, C. S. Jackson, T. M. Quinn (2012), *Betting with single forams: statistical constraints on individual foraminiferal analyses with relevance to the El Niño Southern Oscillation* (Poster), 1st Annual Jackson School Symposium

Service

Journal Reviewer	Nature; Nature Geoscience; Nature Communications; Paleoceanography; Geophysical Research Letters; Scientific Reports; Earth and Planetary Science Letters; Quaternary Science Reviews; Marine Micropaleontology; Atmosphere; Environmental Science and Technology Letters; Global and Planetary Change; Rapid Communications in Mass Spectrometry; Quaternary International; Quaternary Research; Climate;
Proposal/Grant Reviewer	National Science Foundation; Marie Sklodowska-Curie Fellowship (Europe); The Research Foundation Flanders (Belgium); Ministry of Earth Science (India)
Conferences	Primary organizer of International Ocean Discovery Program (IODP) Expedition 353 ("iMonsoon") Post-Cruise Symposium in Bengaluru, India (6-8th November, 2017)

Professional Affiliations

American Geophysical Union
Geological Society of America
PAGES - Past Global Changes

Students Mentored

Maya Glicksman, Undergraduate, Brown University	2017-present
Michael Lis, Undergraduate, UT Austin	2016-17
Allison Lawman, Graduate Student, UT Austin	2015-17
Timothy Williams, Undergraduate, UT Austin	2015-16
Natasha Sekhon, Graduate Student, UT Austin	2014-16
April Trevinho, Undergraduate, UT Austin	2014-16
Victora Fortiz, Undergraduate, UT Austin	2013-15
Marissa Vara, Undergraduate, UT Austin	2012-13

Field Experience

Sediment trap redeployment and maintenance, Gulf of Mexico	Dec., 2017
Sediment trap redeployment and maintenance, Gulf of Mexico	Feb., 2017
Sediment trap redeployment and maintenance, Gulf of Mexico	May, 2016
Sediment trap deployment, Gulf of Mexico	Nov., 2015
PI, sediment trap redeployment, Gulf of Mexico	Mar., 2015
Speleothem collection, South India	Feb., 2015
Sedimentologist, IODP Expedition 353, Bay of Bengal	Nov., '14 - Jan., 2015
Sediment trap redeployment, Gulf of Mexico	Jun., 2014
Sediment trap retrieval and sediment coring, Gulf of Mexico	Nov., 2013
Coral microatoll drilling for tectonics/climate, Solomon Islands	Aug.-Sep., 2012
Coral paleogeodetic study, Solomon Islands	May-Jul., 2012
Bathymetric and seismic shore-face study, Grand Isle, Louisiana	May, 2011
Modern carbonate study of the Caicos Platform, Turks & Caicos	Feb., 2011

In The News Media

Research finds link between rainfall and ocean circulation *Phys.org*	Jan., 2018

How do you position yourself for a job at an R1?

By acting like an academic adviser before you get the job

What kind of academic do you want to be?

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

- less research intensive than R1
- still research/teaching active at some excellent smaller schools
- ~140 R2 Universities in the United States

What kind of academic do you want to be?

more research

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

more teaching

Dartmouth

Admissions Schools Centers Global Arts Athletics Giv

EDUCATION | RESEARCH | LIFE & COMMUNITY

Mission Statement

Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

What kind of academic do you want to be?

more research

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

more teaching

What kind of academic do you want to be?

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

- highest degree granted is BA/BS
- focus more on teaching
- varying degrees of interest in undergraduate research
- ~500 SLACs in the US

What kind of academic do you want to be?

NAME/RANK	TUITION AND FEES	ENROLLMENT
Williams College Williamstown, MA **#1 in National Liberal Arts Colleges**	$57,280	2,073
Amherst College Amherst, MA **#2 in National Liberal Arts Colleges**	$58,640	1,855
Swarthmore College Swarthmore, PA **#3 in National Liberal Arts Colleges** (tie)	$54,656	1,559
Wellesley College Wellesley, MA **#3 in National Liberal Arts Colleges** (tie)	$56,052	2,534
Pomona College Claremont, CA **#5 in National Liberal Arts Colleges**	$54,762	1,679

The National Liberal Arts Colleges, including schools like Wellesley College and Bowdoin College, emphasize undergraduate education and award at least half of their degrees in the liberal arts fields of study.

See the National Liberal Arts Colleges Methodology »

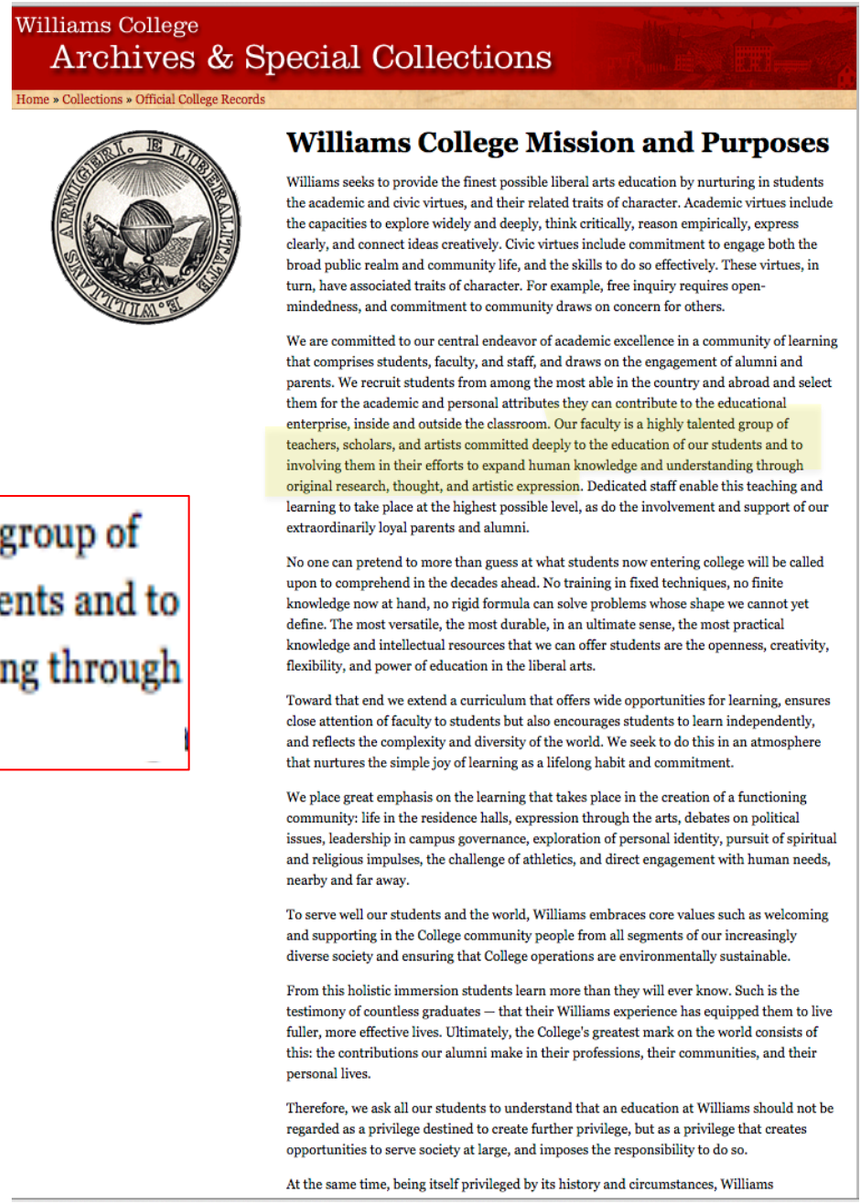
To see full rankings, SAT/ACT scores, scholarship and grant information, graduation rates and more, sign up for the U.S. News College Compass!

BEST COLLEGES U.S.News LIBERAL ARTS COLLEGES RANKINGS

Bowdoin College Brunswick, ME **#6 in National Liberal Arts Colleges**	$56,350	1,828
Carleton College Northfield, MN **#7 in National Liberal Arts Colleges** (tie)	$57,111	2,097
Claremont McKenna College Claremont, CA **#7 in National Liberal Arts Colleges** (tie)	$56,475	1,324
Middlebury College Middlebury, VT **#7 in National Liberal Arts Colleges** (tie)	$56,216	2,579
Washington and Lee University Lexington, VA	$54,830	1,829

What kind of academic do you want to be?

Our faculty is a highly talented group of teachers, scholars, and artists committed deeply to the education of our students and to involving them in their efforts to expand human knowledge and understanding through original research, thought, and artistic expression.



Williams College
Archives & Special Collections

Home » Collections » Official College Records

Williams College Mission and Purposes

Williams seeks to provide the finest possible liberal arts education by nurturing in students the academic and civic virtues, and their related traits of character. Academic virtues include the capacities to explore widely and deeply, think critically, reason empirically, express clearly, and connect ideas creatively. Civic virtues include commitment to engage both the broad public realm and community life, and the skills to do so effectively. These virtues, in turn, have associated traits of character. For example, free inquiry requires open-mindedness, and commitment to community draws on concern for others.

We are committed to our central endeavor of academic excellence in a community of learning that comprises students, faculty, and staff, and draws on the engagement of alumni and parents. We recruit students from among the most able in the country and abroad and select them for the academic and personal attributes they can contribute to the educational enterprise, inside and outside the classroom. Our faculty is a highly talented group of teachers, scholars, and artists committed deeply to the education of our students and to involving them in their efforts to expand human knowledge and understanding through original research, thought, and artistic expression. Dedicated staff enable this teaching and learning to take place at the highest possible level, as do the involvement and support of our extraordinarily loyal parents and alumni.

No one can pretend to more than guess at what students now entering college will be called upon to comprehend in the decades ahead. No training in fixed techniques, no finite knowledge now at hand, no rigid formula can solve problems whose shape we cannot yet define. The most versatile, the most durable, in an ultimate sense, the most practical knowledge and intellectual resources that we can offer students are the openness, creativity, flexibility, and power of education in the liberal arts.

Toward that end we extend a curriculum that offers wide opportunities for learning, ensures close attention of faculty to students but also encourages students to learn independently, and reflects the complexity and diversity of the world. We seek to do this in an atmosphere that nurtures the simple joy of learning as a lifelong habit and commitment.

We place great emphasis on the learning that takes place in the creation of a functioning community: life in the residence halls, expression through the arts, debates on political issues, leadership in campus governance, exploration of personal identity, pursuit of spiritual and religious impulses, the challenge of athletics, and direct engagement with human needs, nearby and far away.

To serve well our students and the world, Williams embraces core values such as welcoming and supporting in the College community people from all segments of our increasingly diverse society and ensuring that College operations are environmentally sustainable.

From this holistic immersion students learn more than they will ever know. Such is the testimony of countless graduates — that their Williams experience has equipped them to live fuller, more effective lives. Ultimately, the College's greatest mark on the world consists of this: the contributions our alumni make in their professions, their communities, and their personal lives.

Therefore, we ask all our students to understand that an education at Williams should not be regarded as a privilege destined to create further privilege, but as a privilege that creates opportunities to serve society at large, and imposes the responsibility to do so.

At the same time, being itself privileged by its history and circumstances, Williams

What kind of academic do you want to be?

ST. EDWARD'S UNIVERSITY

Our Mission

St. Edward's University is an independent Catholic university that welcomes qualified students of all ages, backgrounds and beliefs and serves a culturally diverse student body.

The university's undergraduate programs achieve a balance among the humanities, the sciences and the professions. These programs seek to make graduates competent in a chosen discipline, help them understand and appreciate the contributions of other disciplines and prepare them to further their life goals. Graduate and professional development programs enhance students' knowledge and skills in order to prepare them to take advantage of more challenging employment opportunities.

Graduates in all programs should be prepared, through training in critical and creative thinking as well as moral reasoning, to analyze problems, propose solutions and make responsible decisions. They should be able to express themselves articulately in both oral and written form. They are encouraged to develop an understanding of the human person that is derived from reason and open to faith.

The university promotes excellence in teaching and learning in an environment that encompasses innovative pedagogy in the curriculum and co-curriculum as well as engagement with the broader community. A caring faculty and staff, recognizing that learning is a lifelong process, teach the skills needed to be independent and productive. They encourage individuals to confront the critical issues of society and to seek justice and peace. Students are helped to understand themselves, clarify their personal values and recognize their responsibility to the world community. The university gives the example of its own commitment to service.

St. Edward's was founded by the Congregation of Holy Cross, from which it acquired distinguishing characteristics: the courage to take risks, an international perspective and the commitment to provide educational opportunities for students of varied cultural, religious, educational and economic backgrounds.

St. Edward's expresses its Catholic identity by communicating the dignity of the human person as created in the image of God, by stressing the obligation of all people to pursue a more just world and by providing opportunities for religious studies and participation in campus ministry. St. Edward's seeks to provide an environment in which freely chosen beliefs can be deepened and expressed.

Lisa A. Gilbert
The Maritime Studies Program of Williams College and Mystic Seaport
Williams-Mystic, 75 Greenmanville Avenue, Mystic, CT 06355 USA
+1-860-572-5359
lgilbert@williams.edu

How might you position yourself for a job at a SLAC?

FACULTY APPOINTMENTS

2013-present	Associate Professor, Williams College Geosciences and Marine Science at Williams-Mystic
2009	Visiting Assistant Professor, University of California at Santa Cruz (on Assistant Professor Leave from Williams) Earth & Planetary Sciences
2006-2013	Assistant Professor, Williams College Geosciences and Marine Science at Williams-Mystic
2004-06	Marine Scientist, Mystic Seaport Marine Science at Williams-Mystic
2002-03	Visiting Marine Scientist, Mystic Seaport Marine Science at Williams-Mystic
2001-02	Instructor, Highline Community College Geology

EDUCATION

2004	Ph.D., University of Washington Oceanography: Marine Geology & Geophysics
1999	M.S., University of Washington Oceanography: Marine Geology & Geophysics
1997	A.B., Dartmouth College Earth Sciences with High Honors, Music minor
1996	Maritime Studies Program of Williams College & Mystic Seaport Spring Semester

By being a visitor or proving your dedication to teaching elsewhere or participating in a course there indicating that you understand that school well.

*REFEREED JOURNAL ARTICLES (*student co-author)*

* Schnur, S.R.* and **L.A. Gilbert**, (2012). Detailed Volcanostratigraphy of an Accreted Seamount: Implications for Intra-plate Seamount Formation, *Geochem. Geophys. Geosyst., 13*, Q0AM05, doi:10.1029/2012GC004301.

Gilbert, L.A., J. Stempien, D. Mcconnell, D. Budd, K. van der Hoeven Kraft, A. Bykerk-Kauffman, M. Jones, C. Knight, R. Matheney, D. Perkins, and K. Wirth (2012). Not Just "Rocks for Jocks": Who Are Introductory Geology Students and Why Are They Here? *Journal of Geoscience Education, 60(4)*, 360–371.

Gilbert, L.A. and M. H. Salisbury (2011). Oceanic Crustal Velocities from Laboratory and Logging Measurements of Integrated Ocean Drilling Program Hole 1256D, *Geochem. Geophys. Geosyst., 12*, Q09001, doi:10.1029/2011GC003750.

* Swift, S., M. Reichow, A. Tikku, M. Tominaga*, and **L. Gilbert** (2008). Velocity Structure of Upper Ocean Crust at Ocean Drilling Program Site 1256, *Geochem. Geophys. Geosyst., 9*, Q10O13, doi:10.1029/2008GC002188.

* **Gilbert, L.A.,** and A. Burke* (2008). Depth-Shifting Cores Incompletely Recovered from the Upper Oceanic Crust, IODP Hole 1256D, *Geochem. Geophys. Geosyst., 9*, Q08O11, doi:10.1029/2008GC002010.

Gilbert, L.A., R.E. McDuff, and H.P. Johnson (2007). Porosity of the Upper Edifice of Axial Seamount, *Geology, 35(1)*, 49-52 and *35(4)*, 384, doi: 10.1130/G22892A.1.

Wilson, D.S., D.A.H. Teagle, J.C. Alt, N.R. Banerjee, S. Umino, S. Miyashita, G.D. Acton, R. Anma, S.R. Barr, A. Belghoul, J. Carlut, D.M. Christie, R.M. Coggon, K.M. Cooper, C. Cordier, L. Crispini, S.R. Durand, F. Einaudi, L. Galli, Y. Gao, J. Geldmacher**, L.A. Gilbert**, N.W. Hayman, E. Herrero-Bervera, N. Hirano, S. Holter, S. Ingle, S. Jiang, U. Kalberkamp, M. Kerneklian, J. Koepke, C. Laverne, H.L. Lledo Vasquez, J. Maclennan, S. Morgan, N. Neo, H.J. Nichols, S.-H. Park, M.K. Reichow, T. Sakuyama, T. Sano, R. Sandwell, B. Scheibner, C.E. Smith-Duque, S.A. Swift, P. Tartarotti, A.A. Tikku, M. Tominaga, E.A. Veloso, T. Yamasaki, S. Yamazaki, and C. Ziegler (2006). Drilling to Gabbro in Intact Ocean Crust, *Science*, *312 (5776)*,1016-1020, doi: 10.1126/science.1126090.

Johnson, H.P., S.L. Hautala, M.A. Tivey, C.D. Jones, J. Voight, M. Pruis, I. Garcia-Berdeal, **L.A. Gilbert**, T. Bjorkland, W. Fredericks, J. Howland, and the Thermal Grid Scientific Party (2002). Hydrothermal circulation on the Northern Juan de Fuca Ridge. *EOS, Trans. AGU. 83* (FEATURE), 73, 78-79, doi:10.1029/2002EO000043.

Gilbert, L.A and H.P. Johnson (1999). Direct Measurements of Oceanic Crustal Density at the Northern Juan de Fuca Ridge, *Geophys. Res. Lett., 26(24)*, 3633-3636.

How might you position yourself for a job at a SLAC?

A good record of peer-reviewed published research. Content spans education, outreach and geology

*OTHER PUBLICATIONS (*student co-author)*

Gilbert, L.A., Ramage, J. and J. Galster (2014). Natural Hazards and Risks: Hurricanes. InTeGrate Module on Science Education Resource Center website. http://serc.carleton.edu/integrate/teaching_materials/hazards/

Gilbert, L.A. (2014). Uncharted Waters, *Williams Alumni Magazine*, Fall, 2014. http://magazine.williams.edu/2014/fall/muse/uncharted-waters/

Gilbert, L.A. (2014). History and Modern Science Collide for the 38th Voyage of the Charles W. Morgan, *Smithsonian Ocean Portal: The Ocean Blog*, July 9, 2014. http://ocean.si.edu/blog/history-and-modern-science-collide-38th-voyage-charles-w-morgan

* Hall*, P, and **L.A. Gilbert** (2013). "Hurricane Formation" video, *Science Education Resource Center*. http://serc.carleton.edu/details/files/41192.html.

Gilbert, L.A. (2009). Collaborating with students, *Science Education Resource Center*. http://serc.carleton.edu/files/NAGTWorkshops/earlycareer/research/gilbert_research_guidelines.doc.

Gilbert, L.A. and N.R. Banerjee (2009). Seafloor Volcanic and Hydrothermal Processes Preserved in the Abitibi Greenstone Belt, Ontario and Quebec, Canada, *Keck Geology Consortium Symposium, 22,* 106-112.

* Kernan, H.E.*, R.A. Wobus, and **L.A. Gilbert** (2009). Fluid Induced Mineralogy in a Series of Mafic Extrusives of the Abitibi Greenstone Belt, Rouyn-Noranda, Quebec, *Keck Geology Consortium Symposium, 22,* 125-130.

* Smith, L.A.*, P.D. Crowley, and **L.A. Gilbert** (2009). Variations in Vesicle Densities Within Pillow Basalts of the Abitibi Region: Rouyn-Noranda, Quebec, *Keck Geology Consortium Symposium, 22,* 139-144.

Alt, J.C., D.A.H. Teagle, S. Umino, S. Miyashita, N.R. Banerjee, D.S. Wilson, and the IODP **Expeditions 309 and 312 Scientists**, and the ODP Leg 206 Scientific Party (2007). IODP Expeditions 309 and 312 Drill an Intact Section of Upper Oceanic Basement Into Gabbros. *Sci. Drill.*, *4*:4–10. doi:10.2204/iodp.sd.4.01.2007

Teagle, D.A.H., J.C. Alt, S. Umino, S. Miyashita, N.R. Banerjee, D.S. Wilson Alt, J.C., Umino, S., Miyashita, S., Banerjee, N.R., Wilson, D.S., and the **Expedition 309/312 Scientists** (2006). *Proc. IODP*, *309/312*: Washington, DC (Integrated Ocean Drilling Program Management International, Inc.). doi:10.2204/iodp.proc.309312.2006

Expedition 309 and 312 Scientists (2006). Superfast Spreading Rate Crust 3: A Complete in situ Section of Upper Oceanic Crust Formed at a Superfast Spreading Rate. *IODP Prel. Rept.*, *312*. doi:10.2204/iodp.pr.312.2006

How might you position yourself for a job at a SLAC?

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Expedition 309 Scientists (2005). Superfast Spreading Rate Crust 2: A Complete in situ Section of Upper Oceanic Crust Formed at a Superfast Spreading Rate. *IODP Prel. Rept., 309*. doi:10.2204/iodp.pr.309.2005

*CONFERENCE ABSTRACTS SINCE 2011 (*student co-author)*

Gilbert, L.A., K. Kruetz, and D. Gross (2015), Earth Systems Thinking: An InTeGrate Module That Can Be Used In Any Course, Earth Educators Rendezvous, Boulder, CO.

Gilbert, L.A., S. Schnur*, K.P. Enright*, A.V. McGillis*, and S.A. Soule (2014). A comparison of oceanic crust permeability at the outcrop, hand sample and thin section scales, American Geophysical Union Fall Meeting, V21A- 4673.

Enright, K.P.*, **L.A. Gilbert**, and A.V. McGillis* (2014). Sustainable Agriculture as a Recruitment Tool for Geoscience Majors, American Geophysical Union Fall Meeting, ED34C-11.

McGillis, A.V.*, **L.A. Gilbert,** and K.P. Enright* (2014). Laurentide: The Crime Fighting Geologist, A Comic-Book Curriculum Tool, American Geophysical Union Fall Meeting, ED34C-03.

Weiner, M.E.*, **L.A. Gilbert**, C.L. Alves, P.A. Poole*, and S. Schleicher* (2014). A Salt Marsh Erosion Model: Interplay Between Biotic and Physical Factors at the Seaward Edge, American Geophysical Union Fall Meeting, B13H-0294.

van der Hoeven Kraft, K., **L.A. Gilbert,** M.H. Jones, and J.C. Hilpert (2014). Examining the roles of instructor pedagogy and student motivation and self-regulation on student learning, *National Association for Research in Science Teaching Annual International Conference*.

Gilbert, L.A., J.C. Hilpert, K. van der Hoeven Kraft, D. Budd, M.H. Jones, R. Matheney, D.A. McConnell, D. Perkins, J.A. Stempien, and K.R. Wirth (2013). Motivation, Classroom Environment, and Learning in Introductory Geology: A Hierarchical Linear Model, American Geophysical Union Fall Meeting, ED31C-0755.

Gilbert, L.A., J.M. Ramage, J.C. Galster, M.E. Savina, and D.A. McConnell (2013), Geoscience Learning for a Sustainable Future: InTeGrate Hurricane Hazards Module, *Geological Society of America Abstracts with Programs, 45(7).*

Wirth, K.R, D. McConnell, A., Bykerk-Kauffman, **L.A. Gilbert**, J.A. Stempien, R.K. Matheney, D.A. Budd, K.J. van der Hoeven Kraft, and J. Putkonen (2013), Stalking the Second Tier: Strategies to Attract and Retain More Majors and Improve Student Learning, *Geological Society of America Abstracts with Programs, 45(7).*

van der Hoeven Kraft, K.J., J.C. Hilpert, D.A. Budd, **L.A. Gilbert**, D.A. McConnell, D. Perkins, K. Wirth, A. Bykerk-Kauffman, J.A. Stempien, and R.K. Matheney (2013), The

How might you position yourself for a job at a SLAC?

Active participation in education and scientific meetings as well as engaging students in these endeavors

Interplay Between Student, Instructor, Motivation, and Performance: How does it all Relate? *Geological Society of America Abstracts with Programs, 45(7).*

Gilbert, L.A., P. Tartarotti, L. Crispini, E. Fontana, M.L. Bona*, D. Gross*, G. LaPier*, and C. Dempsey* (2012). Dike intrusion controls on permeability and hydrothermal circulation of oceanic crust at IODP Hole 1256D, *Eos Trans. AGU, 93(52), Fall Meet. Suppl.*, OS13A-1695.

Bona*, M.L., **L.A. Gilbert,** and R.A. Wobus (2012). Evolution of Permeability in the Upper Oceanic Crust Formed From Super-Fast Spreading: IODP Hole 1256D, *Eos Trans. AGU, 93(52), Fall Meet. Suppl.*, OS13A-1694.

Gilbert, L.A., N. Clodius*, Z. Currimjee*, A.T.M. Martin*, R. Neurath*, A. Szymanski*, S.J. Bentley (2012). Vegetation and geomorophic changes in a New England salt marsh in the last 1,000 years, *Geological Society of America Abstracts with Programs, 44(2)*, 95.

Gilbert, L.A. and M.H. Salisbury (2011). Geological and geophysical observations of normal oceanic crust, *Geological Society of America Abstracts with Programs, 43(5),* 278.

Tartarotti, P., L. Crispini, M. Tominaga, **L. Gilbert,** M. Zucali, and M. Panseri (2011). The lavas-dikes boundary in superfast spreading crust: inferences from structure and geophysical logs at IODP Hole 1256D (Equatorial Pacific), *Geoitalia, the 8th Italian Forum of Earth Sciences.*

UNDERGRADUATE THESIS STUDENTS SUPERVISED

2014-16	Molly Weiner S14 (U. Rochester '16). Project: Biotic stabilization of Barn Island Marsh, CT (06/14-05/16).
2012-13	Miranda Bona (Williams '13), now geoscientist at IRIS. Project: Evolution and distribution of permeability in upper oceanic crust, IODP Hole 1256D (06/12-05/13). *Bud Wobus was second advisor.*
2008-09	Henry (Ted) Kernan F06 (Williams '09), now graduate student at Colorado School of Mines. Project: Focused Hydrothermal Flow in the Abitibi Greenstone Belt (07/08-05/09). *Co-advisor with Bud Wobus.*
2007-08	Nicole Kuenzel (Coastal Carolina University '08), completed M.S. in Earth Sciences at UNH, now Geoscientist at C & C Technologies. Project: Influences on seismic velocities of the ocean crust (06/07-05/08).
2006-07	Susan Schnur F06 (Carleton College '07), now Ph.D. student in marine geology at Oregon State University. Project: Nicasio Reservoir Terrane, California (06/06-05/07). *Cam Davidson was second advisor.*

How might you position yourself for a job at a SLAC?

Dedication to undergraduate mentoring

SUMMER RESEARCH STUDENTS SUPERVISED
*(# STEM major other than geosciences; ** non-STEM major)*

2015 Molly Weiner S14, University of Rochester '16; Marsh stability models
2015 Kaitlyn Klema S15, Smith '16; IODP Hole 1256D permeability
2014 Katherine Enright, Wesleyan '15; Talcott basalt permeability; outreach
2014 Alana McGillis F13, Smith '15, Talcott petrography; comic book outreach
2014 Molly Weiner S14, University of Rochester '16; Mapping marsh stability
2013 Caroline Gregory S13, Hamilton '14, UBI image processing
2012 Miranda Bona, Williams '13, IODP Hole 1256D visual permeability
2012 Bryce Mitsunaga, Williams '13, Walvis Ridge physical properties
2011 Elizabeth Moncure# S10, Smith '11, Barn Island Marsh data
2011 Harley Stevens** S11, UConn '12, Barn Island Marsh survey
2011 Herrick Sullivan** S11, Williams '13 Barn Island Marsh survey
2010 Erin Dlabola, Juniata '11, Barn Island Marsh sediment analysis
2010 Abigail Martin# F08, Williams '11, Barn Island marsh plant succession
2010 Susan Schnur F06, ETH M.S. student, LIDAR image analysis
2009 Kimberly Elson F07, Carleton '10, Mapping the Nicasio Reservoir Terrane
2009 Nicole Kuenzel, UNH M.S. student, Ocean provinces
2009 Susan Schnur F06, ETH M.S. student, Seamount formation models
2008 Lauren Anderson, Lehigh '09, Keck Abitibi Nitrogen isotopes
2008 Stefanie Gugolz, Beloit '09, Keck Abitibi pillow rim alteration
2008 Henry (Ted) Kernan F06, Williams '09, Keck Abitibi hydrothermal maps
2008 Adrienne Love, Trinity '09, Keck Abitibi outcrop porosity
2008 Lisa Smith, Amherst '09, Keck Abitibi vesicles
2008 Karen Tekverk, Haverford '09, Keck Abitibi folding and metasomatism
2008 Kimberly Elson F07, Carleton '10, Mapping the Blake River Group
2008 Amanda Nicholas** S08, Florida '08, Oceanic crust velocity data
2008 Ellie Wawrsazcek** S08, Williams '10, Velocity meter test measurements
2007 Nicole Kuenzel, Coastal Carolina '08, ODP basalt physical properties
2007 Danielle Kerper, Harvard '08, Abitibi greenstone inter-pillow porosity
2006 Susan Schnur F06, Carleton '07, Nicasio Reservoir Terrane sampling
2006 Andrea Burke S04, Williams '06, Using MATLAB for core-log integration

PART-TIME LAB ASSISTANTS SUPERVISED
*(# STEM major other than geosciences; ** non-STEM major)*

2015 Luis Urrea S15, Williams '16; Clays and permeability, IODP Hole 1256D
2015 Kaitlyn Klema S15, Smith '16; Clays and permeability, IODP Hole 1256D
2015 Alana McGillis F13, Smith '15, Laurentide: an educational geologic comic
2014 Caroline Atwood F14, Williams '16; Permeability of IODP Hole 1256D
2014 Caroline White-Nockleby F14, Williams '16; Geoscience systems thinking
2014 Amanda Ketting-Olivier S14, Mt San Antonio'14, Walvis porosities
2014 Alana McGillis F13, Smith '15, Walvis velocities
2013 Caroline Gregory S13, Hamilton '14, Sample/image permeability
2013 Gabriela Serrato Marks F13, Bowdoin '15, Walvis permeability
2012 Michael Semensi# F12, Williams '13, Walvis Ridge mini-core volumes
2012 Connor Dempsey# S12, Williams '13, Permeability of IODP Hole 1256D

How might you position yourself for a job at a SLAC?

Dedication to undergraduate mentoring

What kind of academic do you want to be?

Figuring Out Where You Want to Land After Graduate School

November 11, 2015

Image: Chance card from Monopoly (c. 1936-1937), by Parker Brothers

If you're in a doctoral program, you're supposed to want to work at a research university. But when I was m my career options in graduate school, what I mostly felt was uncertain. In fact, the only thing I knew I didn't was a job at a research university.

My secret desire was to teach at a liberal-arts college, but I had plenty of doubts about that, fueled by my a antipathy toward the idea. Ultimately, I did "come out" of the liberal-arts closet. But it was only when I asked professors — "How did you know where you wanted to work?" — that I realized how few of them could ans question with certainty.

The (Myth of the) R1-Liberal Arts Dichotomy

A few years ago, when I was plotting my own future, I spent some time asking Ph.D.s what motivated them pursue one career over others. Many fellow students, and even some of my professors, said they pursued a research-intensive university (especially an R1) simply because it was the expected path, and the most v Sure, you might apply for positions at liberal-arts colleges — just to be safe — but that was merely a backu Even if you accepted a position at a liberal-arts college, you only kept that job long enough to get the kind y *really* wanted (meaning one at an R1 university).

I also noticed that the distinctions people made between R1 universities and liberal-arts colleges seemed b more on limited knowledge, or even stereotypes, than on actual knowledge and experience. Many seemed to think

THE CHRONICLE OF HIGHER EDUCATION

ADVICE

What Small Colleges Really Want

By Carol Kolmerten | AUGUST 29, 2005

As job-seeking season gets under way in academe, I contemplate the audacity of offering advice to those who want a tenure-track position at a small college.

I hesitate for the obvious reasons: What I have to say may contradict the advice of many dissertation advisers, it will be potentially unwelcome, and (even worse) it will make me sound old.

Yet, I remember last November when, as head of our department's hiring committee, I read more than 150 cover letters for a one-year position in my department. Like so many years in the past when we have advertised a position, I felt as if I were reading the same letter over and over.

Most letters looked alike in their emphasis on The Dissertation and sounded alike

How Do You Get Hired by a SLAC?

Twitter Facebook LinkedIn Google+ E-mail

from Karen Kelsky? Browse The Professor Is In archives or check out elatively Painless Guide to Your Academic Job Search.

der posting on how to get hired and tenured at small liberal-arts eaching colleges? I find a general silence and confusion about the otion process as SLACs and teaching colleges. All the advice I can ademic job market emphasizes R1s. Plus, I keep hearing that

What kind of academic do you want to be?

more research

Research Scientist at an R1/research lab
Professor at an R1 (research-intensive) school
Professor at an R2 (research-focused) school
Professor at a Selective, Liberal-Arts College (SLAC)
Professor at a Community College/Private High School

more teaching

- good salaries
- can still be involved in research (particularly with students)
- some places offer tenure

David Heroy
(Headwaters School)

"Since 2008, I have been teaching Environmental Science and Outdoor Leadership at Headwaters. I wanted to be a professor for many years, and published research on climate change and did field work in Antarctica and Bangladesh. My research was presented at Cambridge, UK and was written-up in the journals Science and Discover, among others. But I found my true calling in teaching and being with the youth. I have a BA from Colgate, a MS from William and Mary, and a PhD from Rice. "

What kind of academic do you want to be?

If you don't know…. gain exposure to teaching, research, service through different types of experiences while in grad school

- ask to be on committees (internal, university-wide, sci. org., panels, etc)
- ask to mentor undergraduates in your lab
- do a postdoc that is different from your PhD
- visit different schools; give talks; talk with friends; shadow a faculty member
- consider a summer internship in industry or for the government
- ask people what their job is like at meetings – look at CVs of people you admire
- look online for blogs detailing others' career choices
- assess your personal needs and those of your family
- apply for congressional fellowship after you finish

Don't change yourself to fit into what they are looking for, instead find the place where you can be yourself – this is where you will find the most success

What kind of academic do you want to be?

College of Natural Sciences

GRS 097: FUNDAMENTALS FOR TEACHING ASSISTANTS

In collaboration with the Graduate School and the College of Natural Sciences (CNS), we offer a semester-long, zero-credit hour, professional development seminar aimed to support first-time Teaching Assistants (TAs) in their instructional duties. In this seminar, TAs will learn strategies for leading effective discussions/labs, be part of a community of TAs interested in brainstorming and troubleshooting with each other, and receive personalized support to become more confident and effective instructors.

> Any graduate student serving as a TA in CNS who is leading a lab or a discussion session for the first time in is eligible to apply the semester of their first lab/discussion section teaching appointment. The program will be offered again in Fall 2016 and application process will open Summer 2016.

GRADUATE STUDENT DEVELOPMENT PROGRAM

The Graduate Student Development (GSD) program is an initiative of the Faculty Innovation Center (FIC), Project 2021, and the Graduate School. In collaboration with UT's academic departments and graduate student support organizations, the GSD program provides opportunities to promote graduate students' pedagogical, academic, and professional progress.

WEB RESOURCES

GSD website provides pedagogical support for graduate students in areas such as lecturing, discussion, and assessment. facultyinnovate.utexas.edu/services/gsd

CONSULTATIONS

GSD staff are available to conduct classroom observations, facilitate mid-semester course evaluations, provide feedback on teaching statements, and consult about teaching tools/strategies.

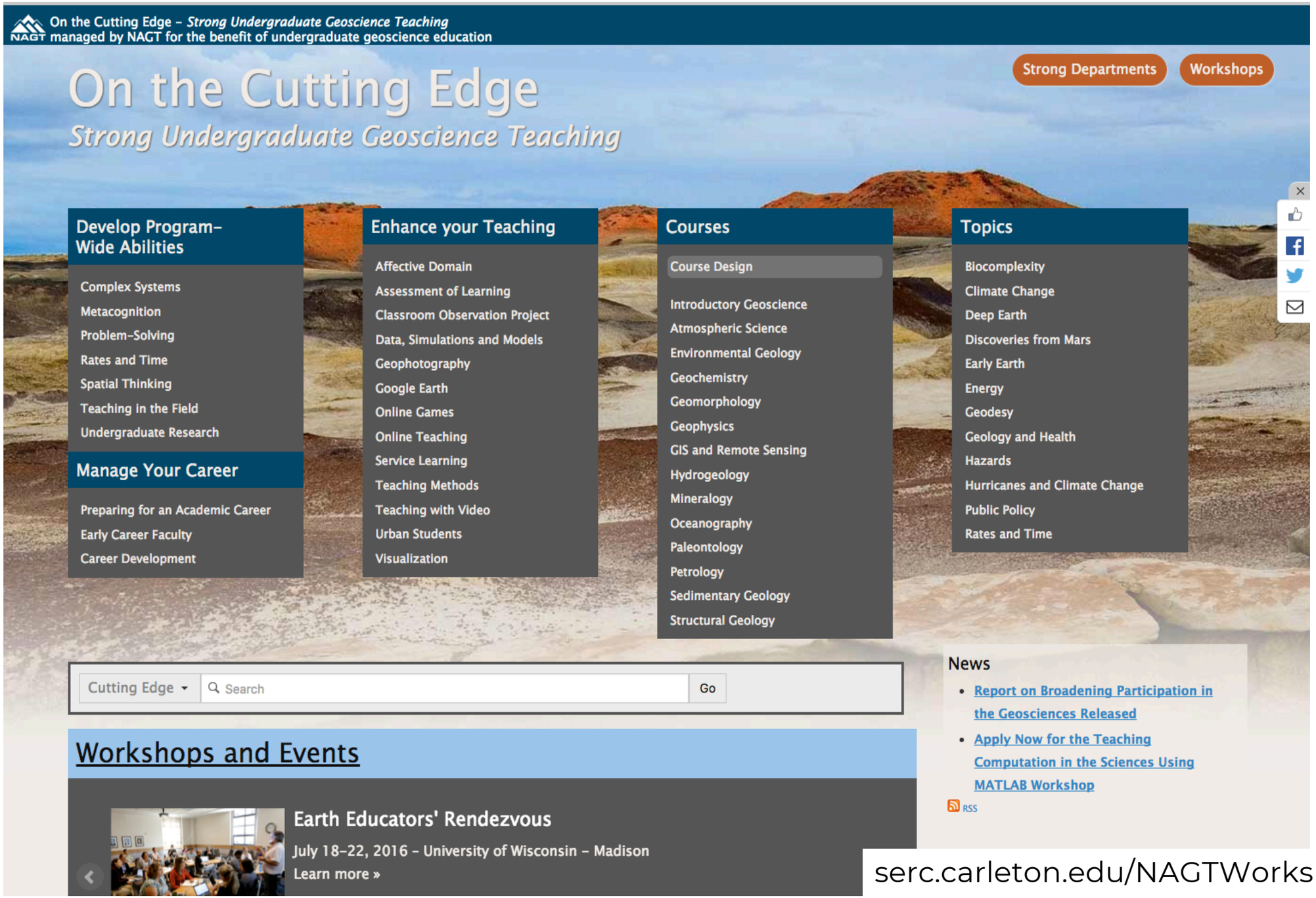
WORKING GROUPS

GSD staff are available to facilitate working group meetings for groups of graduate students who want to learn more about teaching topics such as learning theory, inclusive teaching, and leading effective discussions.

PROGRAMS

GSD offers a free semester-long course for TAs leading lab and discussion sections in CoLA, CNS, & CoC. We also offer a teaching series for non-classroom TAs who are grading and holding office hours. See our website to learn more.

https://facultyinnovate.utexas.edu/services/gsd



serc.carleton.edu/NAGTWorkshops/index.html

What kind of academic do you want to be?

In-class Exercise!

Job Ads

- There is a fairly fixed cycle to the academic job market

  Sept-Oct: when the vast majority of ads for open positions will appear
  Fall/Winter: applications are due
  Dec/Jan: Committees determine a short list of ~10 and letters of support are requested
    - many committees now do Zoom interviews of their top 10

  Jan: committee somehow whittles down to top 3-5 that will be presented to faculty to bring in for visits
  Feb/Mar: visits happen
  Apr: decisions made before the academic year ends (faculty vote on offer is needed and competitive hires require fast action on the part of the faculty)
    - negotiations begin/sign offer letter

  Fall/Negotiable: start date although can defer for up to a year to finish PhD or postdoc

Job Ads

Employer	Massachusetts Institute of Technology (MIT)
Location	Cambridge, Massachusetts
Posted	Aug 13, 2020
Closes	Sep 12, 2020
Discipline	Planetary Sciences
Career Level	Faculty
Education Level	PhD
Job Type	Full-time
Relocation Cost	Negotiable
Sector Type	Academia

Send | Save | Apply

Tenure-track Faculty Position
Massachusetts Institute of Technology (MIT)
Cambridge, MA

The Department of Earth, Atmospheric and Planetary Sciences (EAPS) at the Massachusetts Institute of Technology (MIT) Cambridge, Massachusetts invites applications for a tenure-track faculty position in the broad area of Planetary Science. EAPS is an academic community of approximately 40 faculty, 100 research staff (including postdocs), and 180 students, who together form leading research programs on all aspects of Earth, planetary, geo-biological, ocean, atmospheric, and climate sciences, some of which reside within the MIT WHOI Joint Program.

EAPS is committed to academic excellence and to fostering a diverse, equitable, and inclusive environment. We seek an outstanding scientist who has the potential for innovation and leadership in research, commits to teaching and mentoring undergraduate and graduate students, and shares the Principles of our Community.

A complete application includes a cover letter, curriculum vitae, a 1- to 2-page statement on research and one on teaching and mentoring, and three letters of recommendation. Recognizing that educational experiences of all students are enhanced when the diversity of their backgrounds is acknowledged and valued, we ask candidates to articulate (in the teaching and mentoring statement, and, as appropriate, in the cover letter or research statement) their views on inclusivity and equity as they pertain to teaching, mentorship, research, and service.

Applicants must hold a Ph.D. in planetary science, astronomy/astrophysics, or other related field by the start of employment. Our intent is to hire at the assistant professor level, but more senior appointments may also be considered. Applications are being accepted at Academic Jobs Online: https://academicjobsonline.org/ajo/jobs/16642

To receive full consideration, complete applications must be received by **November 1, 2020**.

Search Contact: Ms. Karen Fosher, HR Administrator, EAPS, 54-924 Massachusetts Institute of Technology, 77 Massachusetts Avenue, Cambridge, MA 02139-4307, email: kfosher@mit.edu

MIT is an equal employment opportunity employer. All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin.

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Job Ads

Middlebury College

Employer	Middlebury College
Location	Middlebury, Vermont
Posted	Aug 26, 2020
Closes	Sep 25, 2020
Discipline	Atmospheric Sciences, Cryosphere Sciences, Earth and Space Science Informatics, Global Environmental Change
Career Level	Faculty
Education Level	Bachelors
Relocation Cost	No Relocation
Sector Type	Academia

Tenure-Track Assistant Professor - Geology

Middlebury College

Position Description

The Geology Department at Middlebury College invites applications for a tenure-track position at the rank of Assistant Professor beginning fall 2021. We seek an innovative earth scientist who studies Earth's climate, hydrosphere, cryosphere, or other environmental systems with approaches that might include numerical modeling, coding, spatial analysis, or data science. The successful applicant will be expected to effectively integrate cutting-edge quantitative research methods in an undergraduate curriculum, to teach classes at both the introductory and upper-level level, to advise student research, to develop a research program in their area of expertise that is suitable for undergraduate involvement, and to contribute to the college-wide curriculum including the first-year seminar program and 4-week Winter term opportunities. Candidates should provide evidence of commitment to excellent teaching and scholarly potential.

At Middlebury, we strive to create a respectful and engaged community that embraces difference, with all the complexity and individuality each person brings. In your application materials, please provide a one-page statement on inclusivity that addresses how your teaching, scholarship, mentorship and/or community service might demonstrate a commitment to and/or evidence of engaging with issues of diversity and inclusion.

Middlebury College is a top-tier liberal arts college with a demonstrated commitment to excellence in faculty teaching and research. An Equal Opportunity Employer, the College is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied educational experience to our increasingly diverse student body. EOE/Minorities/Females/Vet/Disability.

Review of applications will begin on September 30, 2020 and continue until the position is filled. Middlebury College uses Interfolio to collect all faculty job applications electronically. Email and paper applications will not be accepted.Through Interfolio https://apptrkr.com/1988612, submit: (1) a letter of application addressed to Peter Ryan, Search Committee Chair; (2) curriculum vitae; (3) undergraduate and graduate transcripts; (4) a statement of teaching and research plans including a list of introductory and upper-level courses you are prepared to teach; (5) diversity and inclusivity statement; and (6) the names and contact information of 3 potential references.For our department page, visit: http://www.middlebury.edu/academics/geol. Offers of employment are contingent on completion of a background check. Information on our background check policy can be found here: http://go.middlebury.edu/backgroundchecks.

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Job Ads – what to submit

Colby College

Complete applications will include a brief cover letter, curriculum vitae, statements of teaching philosophy and research interests, three letters of recommendation, and reprints of recent journal articles.

Job Ads – what to submit

University of Colorado:

Applications must include statements of research and teaching interests; a curriculum vitae; reprints of three papers; and names and contact information of three individuals who can provide letters of recommendation. Research statements should include a description of **what the applicant considers to be the important problems in their field, and how their research contributes to these questions. Teaching statements should address goals and approaches to instruction.**

Job Ads – what to submit

Western Washington University:

Application Instructions: Applications must include (1) a detailed cover letter that addresses the required and preferred qualifications and describes the applicant's background and interest in joining the department, (2) a statement outlining the candidate’s plans and **approaches for teaching and course development at WWU, including a statement on how the applicant’s background and experiences (academic and non-academic) have prepared them to effectively teach increasingly diverse students and work effectively with diverse colleagues**, (3) a detailed research statement including plans for laboratory development and undergraduate / graduate student involvement in future research projects, (4) a full curriculum vitae including the names, addresses, e-mail addresses, and telephone numbers of three professional references, and (5) undergraduate and graduate transcripts.

Job Ads – what to submit

University of British Columbia

Applications should include a cover letter, a detailed curriculum vita, a summary of research **interests describing two potentially fundable projects**, a statement of teaching philosophy, three recent publications (pdf format), and the names and contact details of three individuals from whom the search committee can request letters of reference.

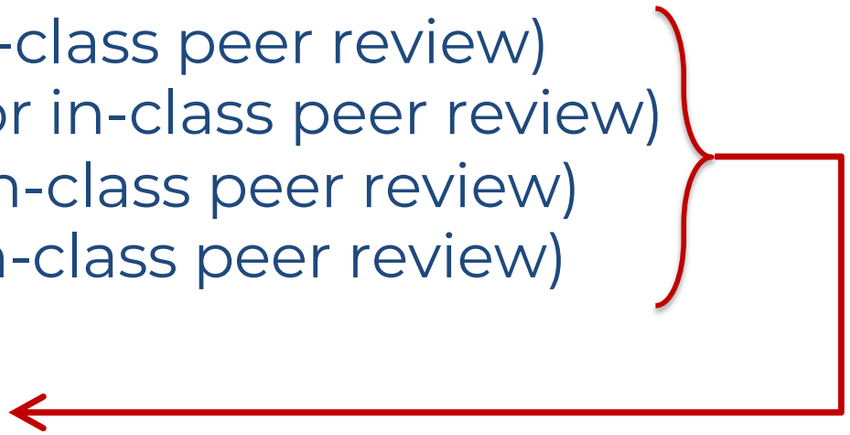
Job Ads – what to submit

University of Zurich

Application packages should include a motivation letter, a full curriculum vitae, a vision statement of research and teaching interests **outlining major unsolved problems and how they could be tackled** and the names and addresses of three potential referees.

Academic Application Package

1. Cover Letter + CV (due Sept. 17 for in-class peer review)
2. Research Statement (due Sept. 24 for in-class peer review)
3. Teaching Statement (due Oct. 1 for in-class peer review)
4. Diversity Statement (due Oct 8 for in-class peer review)
5. First 5-min of Job Talk (due Oct. 15)
6. Entire package revised (due Nov. 12)
7. Webpage (due Dec. 3)



In two weeks…

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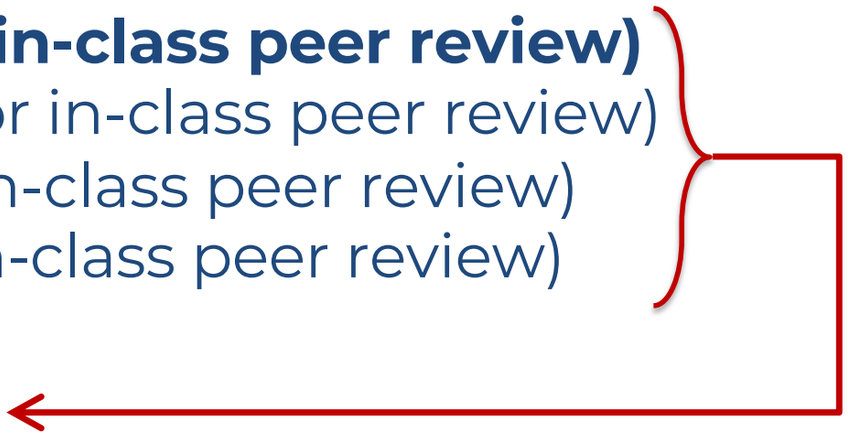

In two weeks…

1. Cover Letter + CV (due Sept. 17 for in-class peer review)

- Reflect on what type of institution would best meet your needs. Search online. Use the interviews available on Canvas. Repeat the in-class exercise.
- Find a job ad that you would like to apply for or use the following:

Prestigious University (PU) invites applicants for a tenure-track position in the broad area of geosciences at the level of Assistant Professor. PU is the kind of university that you dream of working at with priorities in research, teaching, and service that align with your ideal work environment. We have awesome colleagues and are proudly committed to academic excellence and to fostering a diverse, equitable, and inclusive environment.
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