

Preparing Future Faculty



"Behind one door is tenure - behind the other
is flipping burgers at McDonald's."

Preparing Future Faculty



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Course Goals:

1. Understand the types of academic jobs out there and which one fits your goals.
2. Create a complete application package for academic employment
3. Be prepared for the interview/negotiation process
4. Learn to manage your career while maintaining your life goals

Preparing Future Faculty

Class Expectations:

1. Attend class regularly to learn, engage with your peers, and workshop your application materials
2. Participate in group discussions in respectful way.
3. Provide open and honest evaluation of your peers and maintain an ability to take constructive criticism.

Preparing Future Faculty

About Me: Ginny Catania

BSc Geography: University of Western Ontario (1990-1994)

MS Geology: University of Minnesota (1996-1998)

PhD Geophysics: University of Washington (1999-2004)

Post-doc at UC Santa Cruz (2004-2005)

Research Scientist at UTIG (since 2005)

Assistant Professor at DGS (2009-2013)

Associate Professor at DGS (since 2013)

Full Professor at DGS (since 2018)

My research focus is on understanding variability in ice sheet behavior; how multiple processes influence ice motion; putting modern observations into historical context to better understand future ice sheet behavior. I am also interested in academic reform, mentoring, scientific writing practices and increasing diversity in science.

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Who are you?

What's your name?

What's your scientific passion?

What are your career goals?

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CAUTION

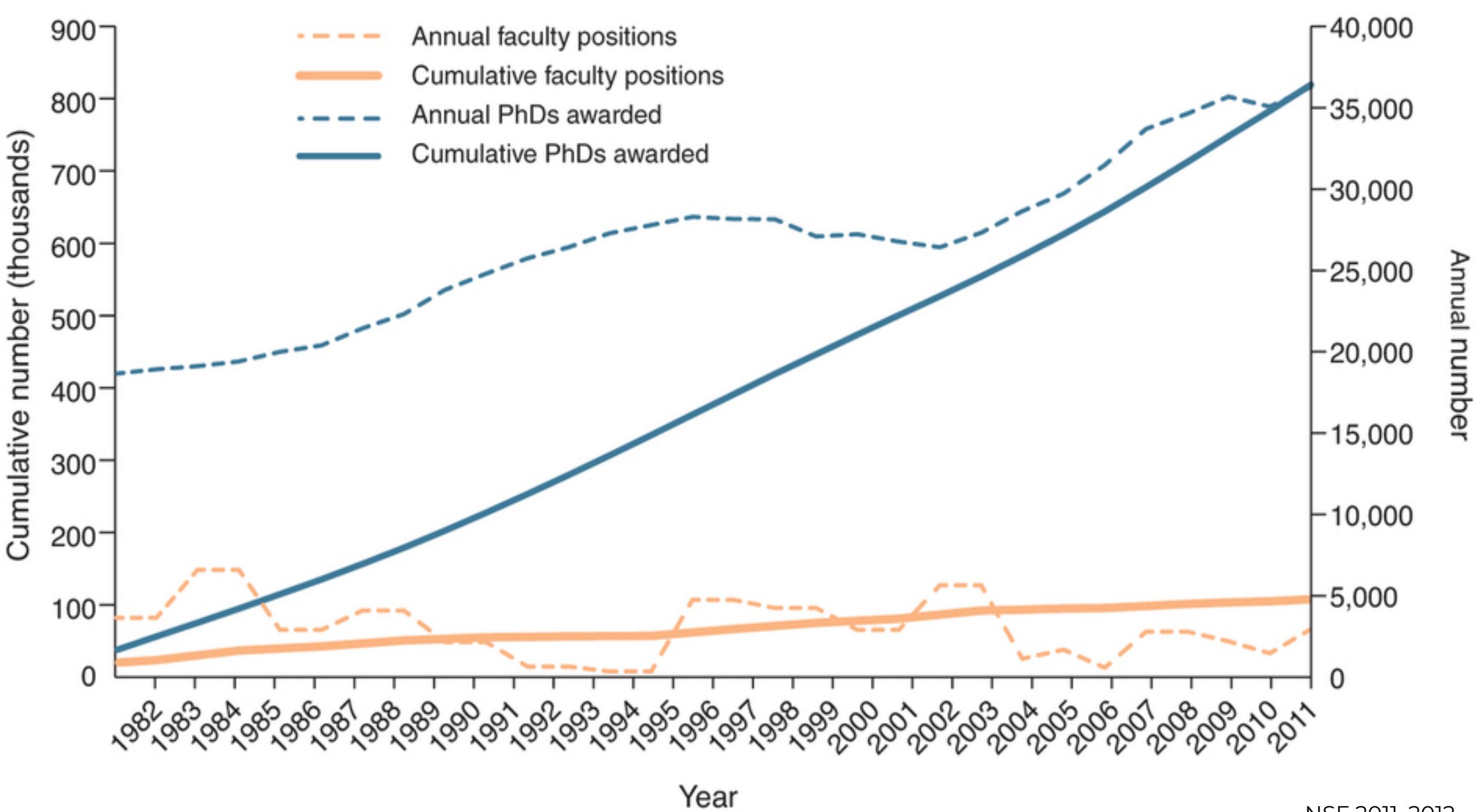


Preparing Future Faculty (link to Canvas)

- course schedule
- slack channel
- anonymous feedback form

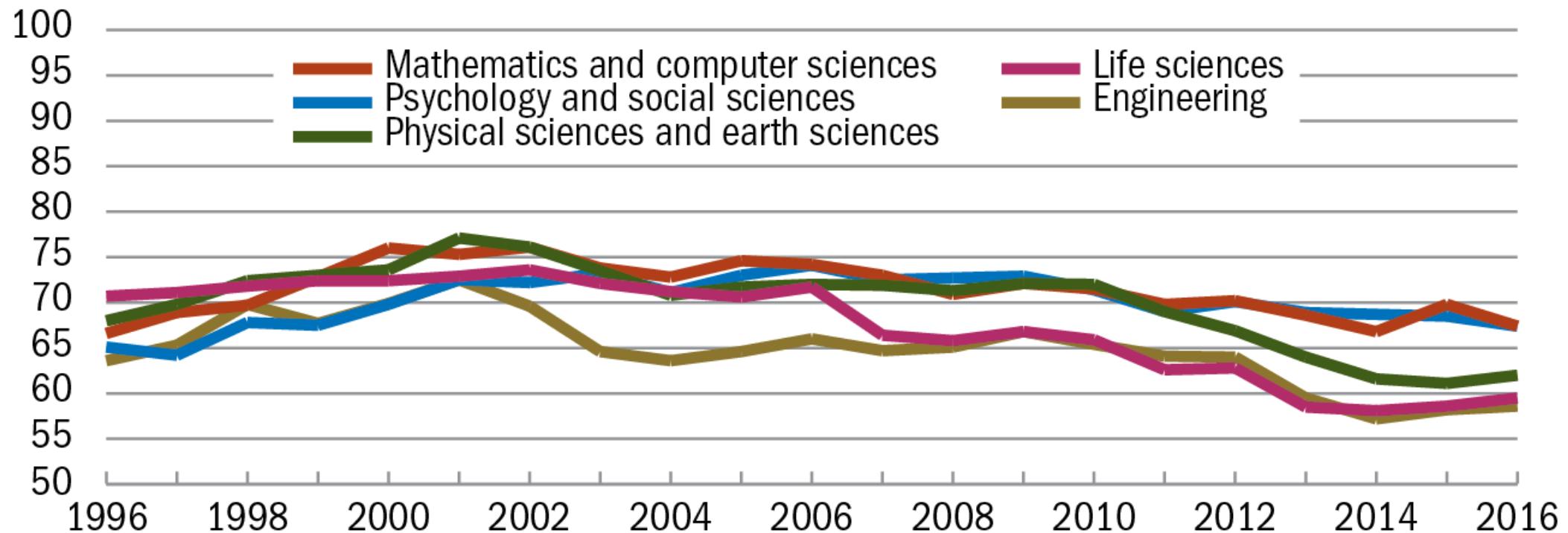
What are the disadvantages of academia?

What are the advantages of academia?



Definite commitments for employment at doctorate award among U.S. doctorate recipients, by science and engineering field of study: 1996–2016

Percent



NOTES: Definite commitment refers to a doctorate recipient who is either returning to pre-doctoral employment or has signed a contract (or otherwise made a definite commitment) for employment, including postdoc study, in the coming year. Percentages are based on the number of doctorate recipients responding to the postgraduation status item.

SOURCE: *Doctorate Recipients from U.S. Universities 2016*. Related detailed data: tables 42, 43.

Networking

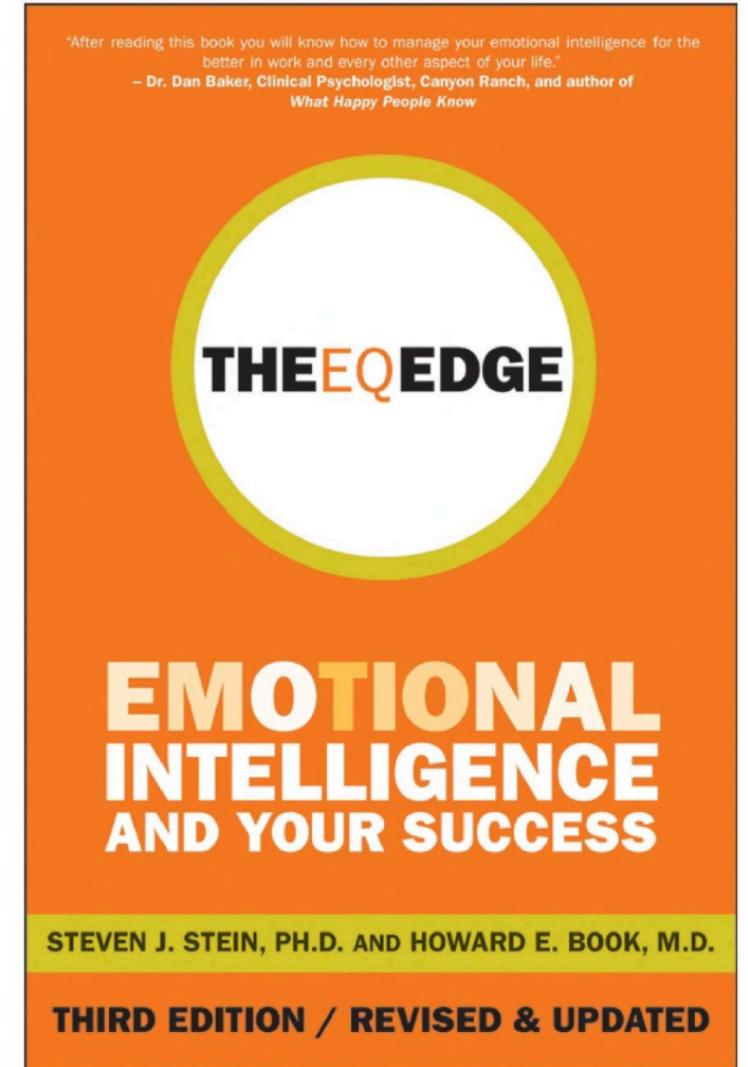
The notion that academics are not socially adept is a fallacy – we must work with each other and navigate complex relationships in order to become successful.



Networking

Studies show that people with high emotional quotient (EQ) as opposed to intelligence quotient (IQ) are better equipped for success than others.

"After reading this book you will know how to manage your emotional intelligence for the better in work and every other aspect of your life."
— Dr. Dan Baker, Clinical Psychologist, Canyon Ranch, and author of *What Happy People Know*



Networking

Networking enables you to build a collaborative base of people who want to work with you – often leads to new research avenues.

Research shows that scientists with an expended network of contacts have an edge when it comes to grants, publications, awards, invitations to speak, promotions and job offers.

Scientists social networking presence also correlates with citations!

The screenshot shows the homepage of the **Journal of Computer Information Systems**. At the top, there is a search bar with the placeholder "Enter keywords, authors, DOI, OI". Below the search bar, the journal's logo and name are displayed, along with links for "Latest Articles", "Submit an article", and "Journal homepage". A large green arrow points down to a specific research article. The article details are as follows:

Views: 12

CrossRef citations to date: 0

Altmetric: 0

Research Article: **Social Networking Sites and Researcher's Success**

Authors: Grzegorz Mazurek, Anna Górska, Paweł Korzyński, & Susana Silva

Published online: 04 Aug 2020

Download citation: <https://doi.org/10.1080/08874417.2020.1783724>

Check for updates: [button]

These opportunities are not always about selling yourself or finding employment. They are about adding value to others and connecting to people in your field.

Networking

Let's practice!

1. I'm going to randomly assign you to breakout rooms with one or two other people
2. Find something about that person or the situation that can act as a conversation starter
 - "this class seems really interesting so far...."
 - "this poster session is great...."
 - "that was an interesting talk, don't you think?"
3. Introduce yourself to them (name, rank, institution), describe what you do (in less than one minute)
4. Find one interesting thing about the person that you can report back to class

Networking – how even introverts can do it

Attend Meetings:

- Organize a session at a meeting (organizers are connectors)
- Ahead of the conference schedule time to talk with the people you want to connect with.
- Connect with someone who is established or is much better at networking than you and who can introduce you to other professionals. By watching this person talk with others, you will learn effective ways to network. e.g. ask your adviser if you can tag along to dinner one night
- Talk to students/postdocs of the famous person that you'd like to talk to – they will have more time and different insights
- Try to attend some smaller meetings, where gatherings are more intimate and you can solidify relationships with colleagues
- Ask questions at meetings – people may come up to you afterwards to discuss ideas further
- Present your best work as much as possible

Networking – how even introverts can do it

Connect with others locally:

- Network with your fellow peers. Many of you will end up working in the academic arena and can be a great source of information/opportunity
- Look into alumni that you might be interested in shadowing or interviewing
- Talk to your professors. Chances are they know some of the people that you'd like to connect with
- Meet with visitors (speakers etc.) to your department – try to get 1-1 time with them

Networking – how even introverts can do it

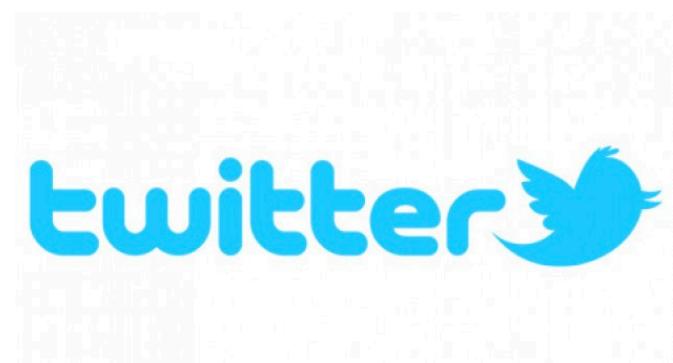
Other:

- Put yourself out there. Go to seminars, present your work at other schools, invite people to lunch/coffee. The more you step out of your comfort zone, the more you will find new opportunities and the easier it will be to put yourself out there.
- Conduct informational interviews with colleagues to get to know them and their job/institution/skill set better
- Actively contribute to others' research and events to develop a professional, genuine reputation as someone that others want to work with
- Be open to interdisciplinary approaches to make yourself wanted by even the most obscure scientists in a department

Networking – how even introverts can do it

Social Media

- 2015 Pew Research Center study:
 - 47% of members of the American Academy for the Advancement of Science use social media to follow or discuss science
 - 10% blog about science often
 - 16% of those using social media saw other scientists as their primary audience with 37% aiming their messages at the general public and 44% going for both

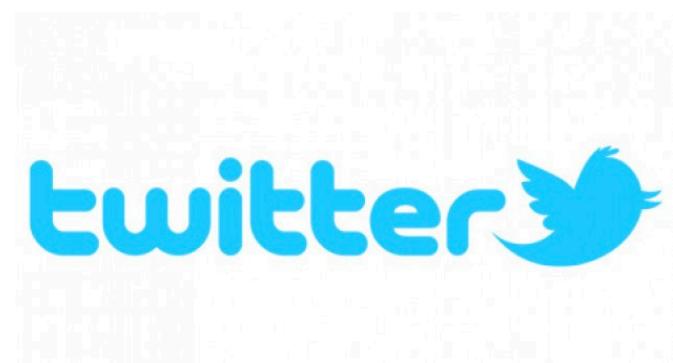


Earth Science
WOMEN'S NETWORK

Networking – how even introverts can do it

Social Media

- Allows you to forge connections that might not have been formed in the past – wider range of scientists and the public. By translating your work to a public audience, you increase both awareness and intimacy with the published literature, this can feed back to your own research program.



Earth Science
WOMEN'S NETWORK

Networking – how even introverts can do it

Twitter can provide you with guided recommendations (papers, meetings, pro-tips) from folks who are top in their field and allows for crowd-sourced answers to complex questions, which can be important on short deadlines

Cori Bargmann, who studies the genetics at Rockefeller University joined Twitter at the urging of a colleague. At the time, in 2011, data from the Encyclopedia of DNA Elements (ENCODE) project, was starting to come out, though it wouldn't be formally published for another year. A fellow scientist told Bargmann she could follow developments from the project by reading the tweets of other researchers. She signed up and found 1,800 tweets on the topic and tried to read all of them. "It was exactly like eating a pound and a half of Skittles at a single sitting," she says.



Networking – how even introverts can do it

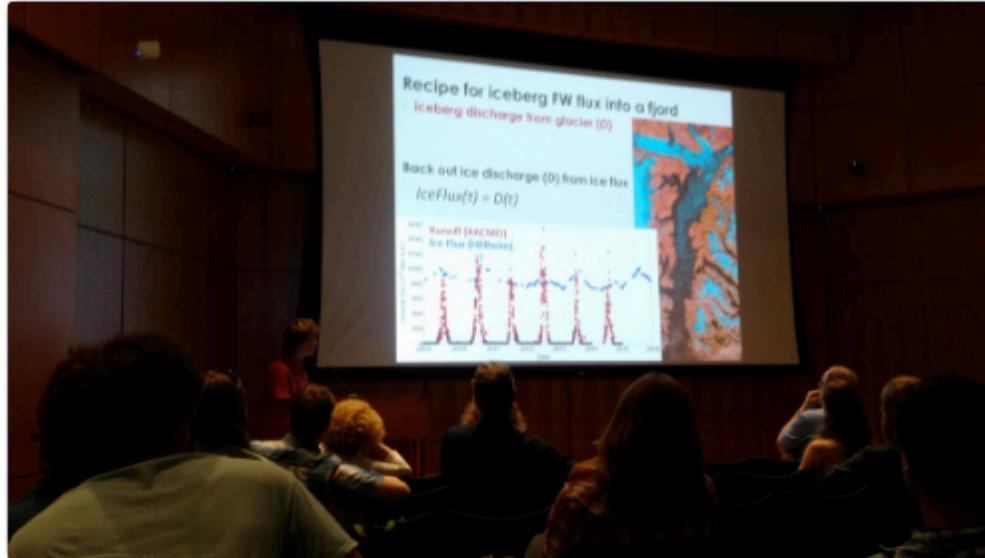
Twitter allows you to follow conferences that you are not attending and get instant feedback from folks on your own presentations



Adam Campbell @campbead

Jul 15

@IluliaqDave tells us that melting icebergs are important for fjord circulation. #igsSIO



Adam Campbell @campbead

Jul 15

@glacier_doc shared a cool technique to estimate iceberg melt in fjord melange #igsSIO



Curate your online image

This is a term-long assignment that involves creating a fully-formed professional webpage showcasing who you are as a scientist and educator, what your research/teaching/service interests are, and how you've demonstrated success in those pursuits.

Consider putting the following items on your page as a bare minimum:

- a picture of you
- a summary of your academic interests
- a link to your easily-downloadable (pdf) CV
- links to your published articles
- links to your Google Scholar and ResearcherID page on Web of Science

Due the last time we meet in this class: December 3rd

Curate your online image

Start by Googling yourself (log out first). This is what search committees will do to get a sense of your intellectual communities, where you are active and your style of communication

Go through your social media accounts without logging in to see what images, links, words you share to the general public

Due the last time we meet in this class: December 3rd

Next Week...

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



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

