Managing Your Career: NEW On the Cutting Edge Online Resources for Graduate Students, Post-doctoral Fellows, and Early Career Faculty

Preparing for an Academic Career in the Geosciences

Applicants to the annual Early Career Geoscience Faculty workshops cite four major areas of concern: getting their teaching “up to speed,” getting their research programs up and running, getting and staying on track for tenure, and balancing all of their personal and professional responsibilities. Our online resources address these common challenges.

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Moving Your Research Forward

Thinking about how to move your research to a new setting, build on your dissertation, and get your work published can ease the transition to faculty researcher.

The Job Search

Finding an academic job is unlike most other job search processes. From identifying what kind of academic institution would be a good fit, through the application process, to negotiating a contract, the process can be quite daunting. In addition, dual career couples are becoming more and more common in academia, what kind of academic institution would be a good fit, through the application and interview process, how to incorporate “best practices” early in your career, most struggle with one or more of these tasks: many new faculty members immediately start teaching, neglecting the development of their research program; getting and staying on track for tenure, and balancing all of their personal and professional responsibilities.

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Preparing for Teach

While many graduate students get some teaching experience during graduate school, not all, and few acquire pedagogical best practices. Even those who train out still have the opportunity to design a course in lab, or to prepare a lecture.

Teaching Tips

What to explore for your own course, including selected academic resources.

Dual Career Couples

Research and teaching responsibilities are changing with the welcome finding or creating possible opportunities and the most suitable of possible experiences.

The Problems

• Many graduate students and postdoctoral fellows do not fully understand the academic job search process.
• Many graduate students are uncertain about how to create a research program that builds on their dissertation research but is distinct from it, and about how to move their research to a new academic setting.
• While graduate students and post-doctoral fellows are highly motivated academic researchers, how to be an effective educator is not typically part of their graduate education. Faculty members can make effective teachers more quickly if they learn how to incorporate “best practices” early in their careers.
• Only a small proportion of new faculty members exhibit the habits that will guarantee their success in academic careers: they often struggle with time management and collegiality. Most struggle with one or more of these tasks: many new faculty members immediately start teaching, neglecting the development of their research program (Bruce, 2000).

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Efficient, Effective Teaching

New faculty members want to know how to be effective teachers, without it consuming all of their time. Our resources focus on techniques and strategies, time management, and what is negotiable. Learn about the negotiation process and what is negotiable.

Negotiating

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