

Course title	<b>How to Survive (and Thrive) in Academia</b>
Course number	<b>GEO 6921</b>
Course date	<b>Spring 2018</b>
Location	<b>TUR 3018</b>
Meeting day	<b>Thursday, period 7, 1:55 – 2:45 pm</b>

**INSTRUCTOR INFORMATION**

Name	Jane Southworth
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Office location	TUR 3141
Office hours	By appointment

**COURSE DESCRIPTION**

*Objectives:* This course will address different strategies and approaches to surviving and thriving within academia, should this be a potential field you are considering for future employment. We will discuss preparations for a career in academia while still a graduate student (teaching, research, challenges etc.), actually preparing to go on the job market: preparing a packet, letters, selecting which jobs to apply for, the job interview, processes and strategies etc. and basically develop your own approaches to help you to find and get the best possible academic position to match your needs. The course will be practical and fun and is an attempt to better prepare our graduates for the academic world and to make you more competitive and knowledgeable when you get on the job market. As a 1 credit hour class it will have some assignments – developing your own strategy, preparing a packet for the job market etc., but all should hopefully be of immediate use.

*"Being a graduate student is like becoming all of the Seven Dwarves. In the beginning, you are Dopey and Bashful. In the middle, you are usually sick (Sneezy), tired (Sleepy), and irritable (Grumpy). But at the end, they call you Doc, and then you're Happy."* (Ronald T. Azuma 2003)

**TEXTBOOKS**

Useful guides	<p>1. <i>The Academic Job Search Handbook</i> Heiberger and Miller, University of Philadelphia, Fourth Edition</p> <p>2. <i>What they didn't teach you in graduate school: 299 helpful hints for success in you academic career.</i> Paul Gray &amp; David E. Drew, 2.0. (Published 2011/12)</p>
Weekly readings:	Any other readings which may assigned or shared by your classmates, e.g., research papers, online pieces, etc. will be emailed to the group or posted in canvas.
Useful Websites:	<p>The Journal of Higher Education <a href="https://muse.jhu.edu/journal/90">https://muse.jhu.edu/journal/90</a></p> <p>The Chronicle of Higher Education <a href="https://www.chronicle.com/">https://www.chronicle.com/</a></p> <p>For fun and general hilarity I recommend... <a href="http://phdcomics.com/comics.php">http://phdcomics.com/comics.php</a></p>

## GRADING AND ASSESSMENT

Weekly, brief assignments will be assigned, readings will be assigned and pieces of work. Each piece of work handed in (see schedule for assignment, each due at the beginning of the class period) will represent 10 points. Grading scheme is presented below.

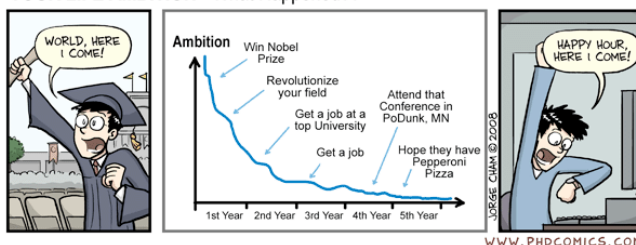
### GRADING SCHEME:

93-100% = A, 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9% = B-, 77-79.9% = C+, 73-76.9% = C, 70-72.9% = C-, 67-69.9% = D+, 63-66.9% = D, 60-62.9% = D-, Less than 60 = E (Fail)

## COURSE TOPICS AND SUMMARY SCHEDULE

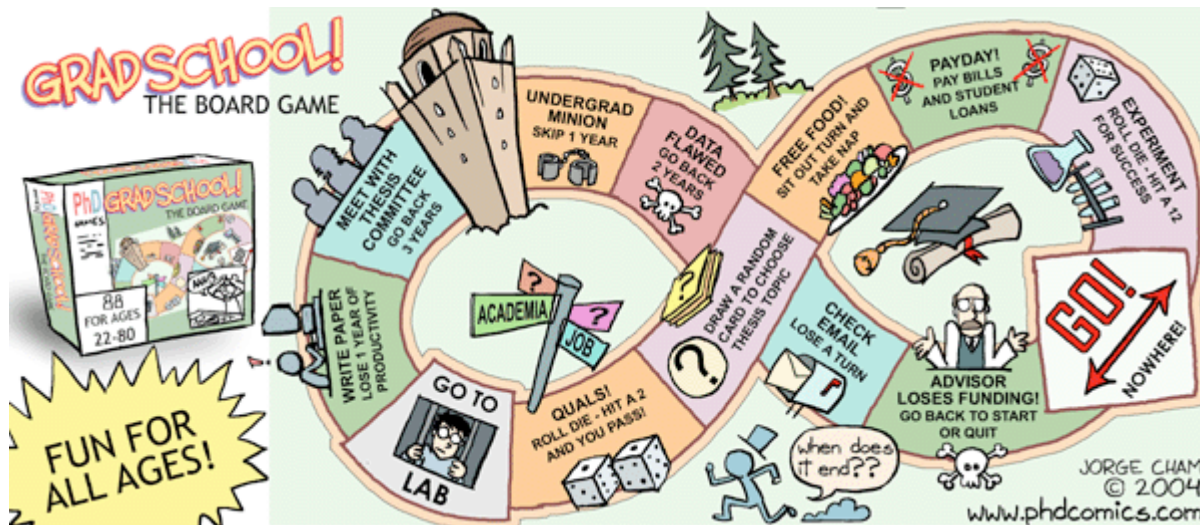
DATE	TOPIC	HW DUE IN CLASS
JAN 11 <sup>TH</sup>	1. HI, INTRODUCTIONS AND YOUR PLANS	
JAN 18 <sup>TH</sup>	2. THE IDP AND GETTING DONE	COMPLETED IDP'S DUE
JAN 25 <sup>TH</sup>	3. DIFFERENT OPTIONS: IS ACADEMIA RIGHT FOR YOU?	5-7 OPTIONS/JOB STRATEGIES
FEB 1 <sup>ST</sup>	4. DECIDING ON THE TYPE OF JOB	5 ACADEMIC JOB LISTINGS YOU LIKE
FEB 8 <sup>TH</sup>	5. THE JOB MARKET	DRAFT COVER LETTER
FEB 15 <sup>TH</sup>	6. STATUS OF THE JOB MARKET IN YOUR FIELD	HEALTH OF YOUR JOB MARKET
FEB 22 <sup>ND</sup>	7. THE ACADEMIC CV	FULL DRAFT OF YOUR CV
MARCH 1 <sup>ST</sup>	8. SELLING YOURSELF ON PAPER – THE STATEMENTS!	TEACHING, DIVERSITY & RESEARCH STATEMENTS
MARCH 8 <sup>TH</sup>	SPRING BREAK	
MARCH 15 <sup>TH</sup>	9. THE PHONE CALL OR GROUP SKYPE INTERVIEW – THE LONG SHORT LIST	20 LIKELY PHONE INTERVIEW QUESTIONS
MARCH 22 <sup>ND</sup>	10. AAAAHHHHH – THE ON CAMPUS INTERVIEW	4 DIFFERENT QUESTION LISTS FOR STUDENTS, FACULTY, CHAIR & DEAN
MARCH 29 <sup>TH</sup>	11. HOW TO NEGOTIATE.....	3 WISHLISTS – IDEAL, ACCEPTABLE, BARE MINIMUM
APRIL 5 <sup>TH</sup>	12. SURVIVING AS A PROFESSOR – PUBLISH, PUBLISH, PUBLISH	TIME MANAGEMENT DAILY SCHEDULE & YOUR 5-YEAR RESEARCH PLAN
APRIL 12 <sup>TH</sup>	AAG IN NEW ORLEANS – NO CLASS THIS WEEK	
APRIL 19 <sup>TH</sup>	13. TENURE OR CHANGING JOBS	PLAN FOR GETTING TENURE & YOUR 'BACK-UP' PLAN -OUTSIDE ACADEMIA

### YOUR LIFE AMBITION - What Happened??



## Topic 1: Hi and Introductions.

IDP handed out and sent digitally for bringing to class next week!



## Topic 2: The IDP and Getting done

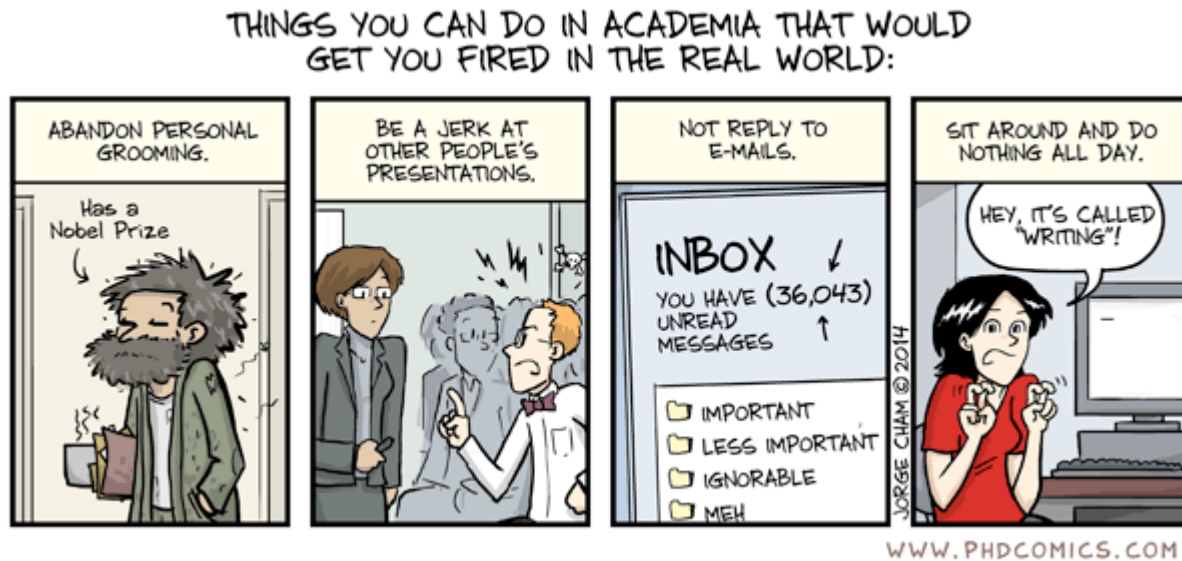
Discussion topic: Finishing Graduate School and the Dissertation!

HW - Complete the IDP for yourself



### Topic 3: Different Options – Is Academia Right for you?

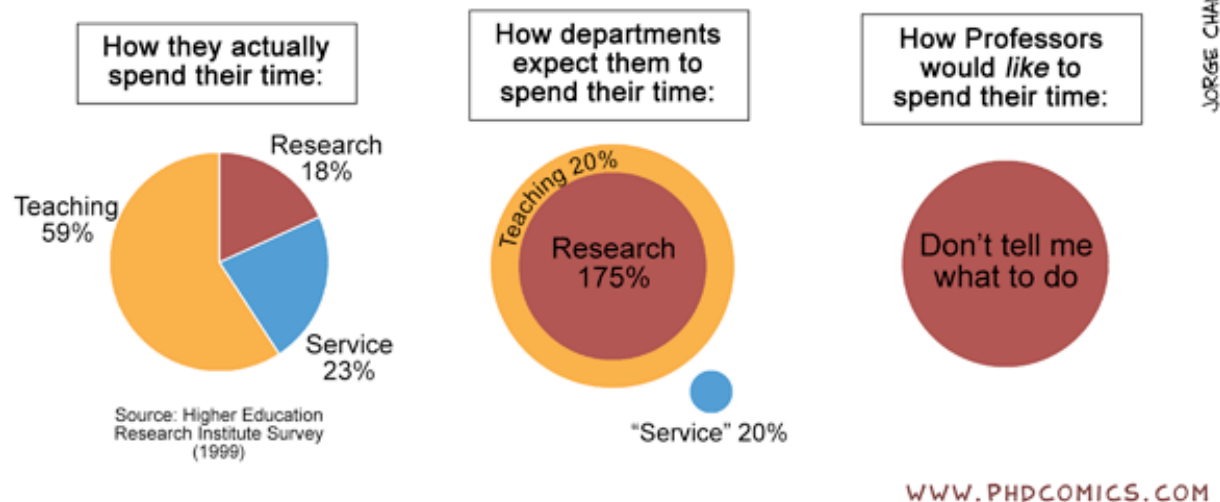
HW: Options? Name 5-7 different options and job strategies you may follow and rank them, eg. Top may be a Research I tenure track assistant prof job, 2<sup>nd</sup> might be postdoc as Research I, next might be Industry? Etc. Be as detailed as you can and for each list an advantage and a disadvantage of this type of job.



### Topic 4: Deciding on the type of Job

Discussion topic: Becoming a Job candidate, Different types of Institutions, Where do you want to be?

#### **HOW PROFESSORS SPEND THEIR TIME**



Bring to class meeting [Homework]: Find 5 job listings in academia that you find interesting. Bring to class to discuss. Be sure you know what kind of graduate institutions these are for.

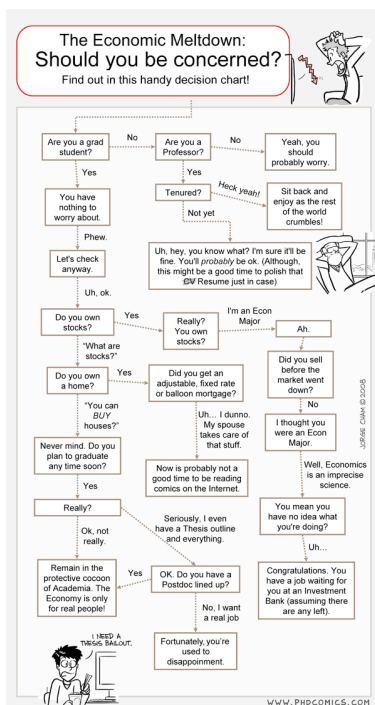
## Topic 5: The Job Market

Discussion topic: The Cover Letter



Bring to class meeting [Homework]: Write a draft cover letter for a specific academic job ad you find. Include the job ad with your response.

## Topic 6: Status of the Job Market in your field?



HW: Research available positions in your field across the different job types and categories you came up with in week 2. How healthy are the different types of job markets for you?

## Topic 7: The Academic CV – options, styles, content and categories

Discussion topic: Your CV

### How to turn your **CV** into a **"Resume"**:

A useful skill in these economic times

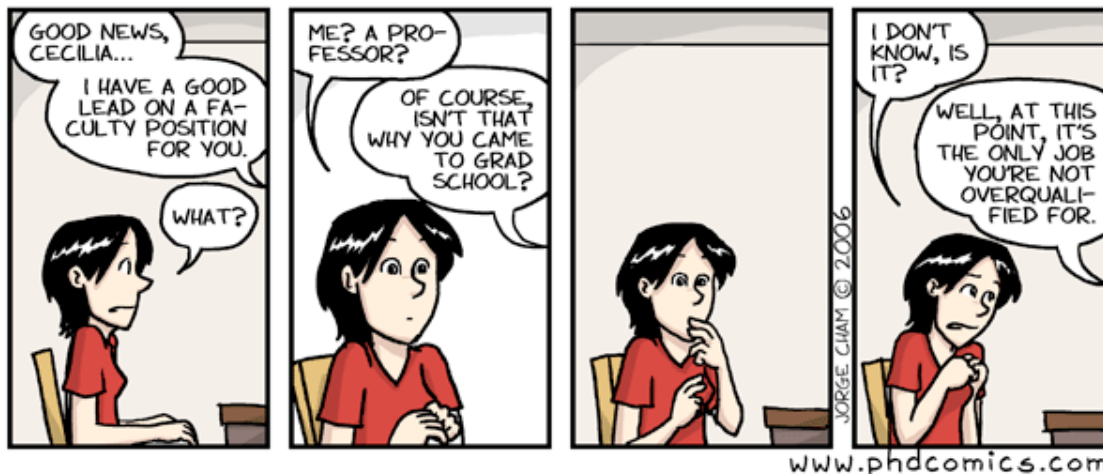
**STEP 1:** MOVE THE "REAL-WORLD WORK EXPERIENCE" SECTION FROM THE BOTTOM TO THE VERY TOP.



Bring to class meeting [Homework]: Create a full draft of your CV

## Topic 8: Selling yourself on paper – the Statements!

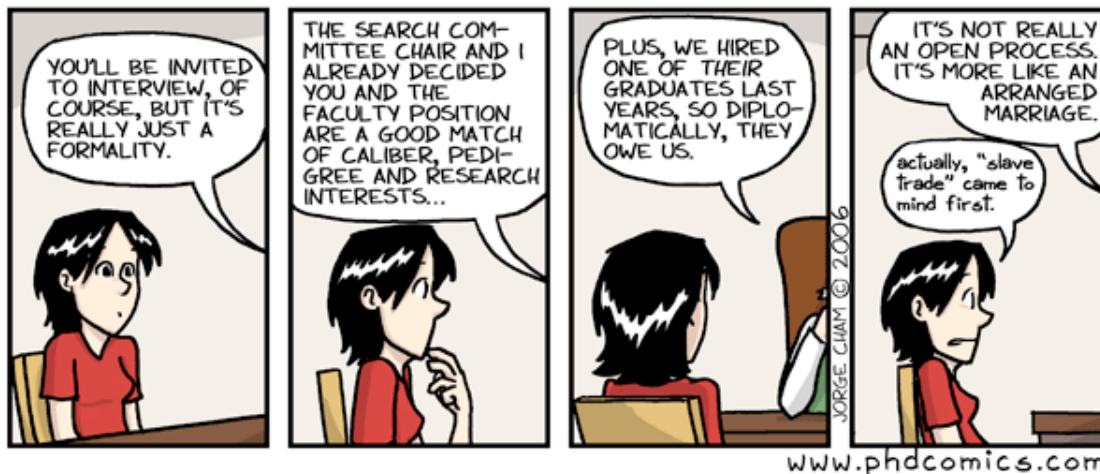
Discussion topic: Teaching, Diversity and Research Statements



Bring to class meeting [Homework]: Create a one page research statement, a one page statement of Teaching interests and Philosophy and a one page diversity statement. Given these statements are usually personalized for each job you apply to be sure to include the job ad you are drafting these for with your documents, or state that this is your 'generic draft' you will personalize for different situations.

## Topic 9: Make the long, long short list – the phone call or skype interview!

Discussion topic: The Phone Interview



Bring to class meeting [Homework]: Create a list of 20 questions you think are likely phone interview questions. Look online for help and ideas for this. Think about how you would answer them – we will run through them in class!

## Topic 10: AAAHHHHHHHHHHHHHHHHHHH – The Interview!

Discussion topic: The On-Campus Interview



Bring to class meeting [Homework]: Write 4 different question lists [10-20 questions on each list] for questions you think are likely from graduate and undergraduate students, fellow faculty members, from the department chair, and from the Dean/Provost. Again use online resources for help.

## Topic 11: How to Negotiate.....

Discussion topic: Getting an Offer and the Negotiation



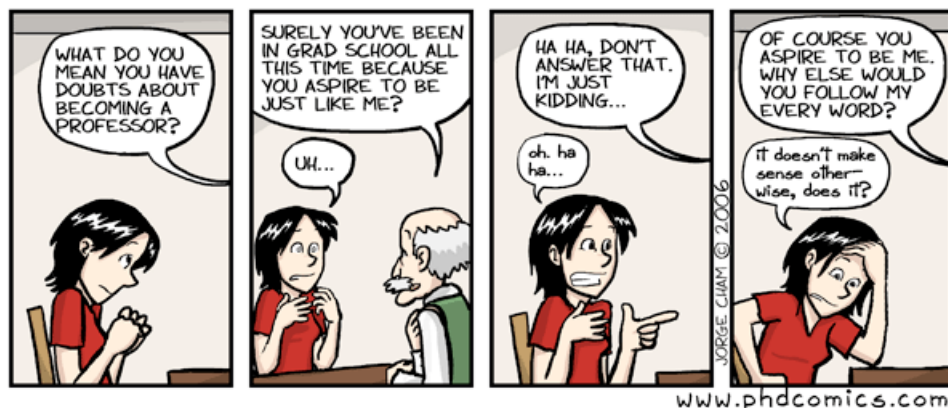
Bring to class meeting [Homework]: Create 3 wishlists for yourself for your job search, in terms of what kind of offer you would accept and what your job requirements are. The three lists should be

1. the ideal job - pay, teaching load, facilities and research \$, lab etc. etc. i.e. if you could write your own offer and conditions what would it include
2. the 'ideal' - it might not have everything you can think of but what are the likely things you need - pay, teaching, facilities, etc.
3. the bare minimum - what do you have to be offered to cover what you consider your base level

Be sure to do an online search of pay, start-up offers etc. etc. so you have an idea of what is realistic versus idealistic in your field and at your goal type of institution.

## Topic 12: Surviving as a Professor...publish, publish, publish

Discussion topic: Starting the Job, becoming an Academic & Publish or Perish, Developing a Research Trajectory

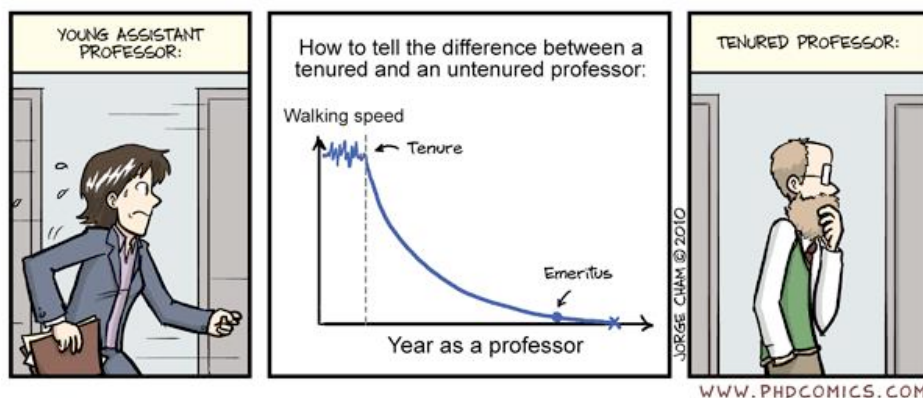


Bring to class meeting [Homework]:

1. Time management - you think its bad now....just wait :-)! Select one day from your work week and keep a time schedule of everything you do from getting up to going to bed in 30 minute intervals. Then group them and review how you spend your time each day. Try and pick a normal day.
2. Write and develop a 5 year research plan. How do you plan to develop beyond your research. Include research proposals and publications etc. in here and think of this as a trajectory. Some institutions make you create this and update each year.

## Topic 14: TENURE.....or if not happy - moving on.....

Discussion topic: Knowing about and getting Tenure



Bring to class meeting [Homework]:

1. Develop your own 'Top Ten List' or Strategy for how you plan to get tenure in your own field, in the type of program you hope to attend. Remember it is more than just publishing - though that is an essential component. Think about networking, teaching, service etc. You might want to go ahead and use this assignment as a good time to chat about these issues with your adviser or committee members (who have tenure).
2. Create a 'back up plan'. If you should end up somewhere you do not enjoy OR decide academia is not for you then come up with a plan for what other job avenues are available to you. Look and bring to class at least 3 other job opportunities you could apply for. This may also be useful for you to see what areas outside of academia you could get jobs in.

**ACADEMIC HONESTY**

You are all bound by the student academic honor code.

*"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Any material obtained from other sources must be cited correctly. Do not plagiarize material.

**AMERICANS WITH DISABILITIES ACT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Student Services