Preparing for an Academic Career
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Introductions
Workshop Goals

• Learn about academic careers in different educational settings
• Develop a plan for your next career stage and set goals to move toward that plan.
• Learn about the job search process and improve your job applications.
• Improve your communication skills: the elevator pitch and interviews.
• Explore aspects of effective and innovative teaching. Make your own selections from Monday-Wednesday afternoon Rendezvous workshops and sessions.
Workshop Framework

• Participants should actively participate
• All voices are valued and should be heard
• We should avoid unnecessary jargon
• This workshop is for YOU and can be modified on the fly to better meet your needs
• Others?
Icebreaker!
One Common Thing

• You have a list with everyone’s name on it.
• Goal: meet some people you don’t know. (15 minutes)
  – In 1-2 minutes, find one thing you have in common with each person you meet. Briefly write the commonality down next to their name.
  – The key is you **cannot repeat the same commonality with anyone else.**
The state of the workforce
Figure 4.1: Number of Geoscience Departments by State (4-year colleges and universities)

AGI Geoscience Workforce Program; Data derived from AGI's Directory of Geoscience Departments database
Figure 4.3: Number of Geoscience Faculty by Age Group and Rank, 2017

AGI Geoscience Workforce Program; Data derived from AGI’s Directory of Geoscience Departments database
Figure 3.1: Number of Geoscience Departments/Programs at Two-Year Colleges by State

AGI Geoscience Workforce Program; Data derived from AGI’s Directory of Geoscience Departments database
### Table 3.1: Percentage of Two-Year Colleges with Geoscience Programs for Selected States

<table>
<thead>
<tr>
<th>State</th>
<th>2-Year Colleges with Geoscience Programs</th>
<th>2-Year Colleges in the State</th>
<th>Percentages of 2-Year Colleges in the State with Geoscience Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>65</td>
<td>186</td>
<td>35%</td>
</tr>
<tr>
<td>Texas</td>
<td>41</td>
<td>113</td>
<td>36%</td>
</tr>
<tr>
<td>Illinois</td>
<td>22</td>
<td>63</td>
<td>35%</td>
</tr>
<tr>
<td>Washington</td>
<td>21</td>
<td>29</td>
<td>72%</td>
</tr>
<tr>
<td>Michigan</td>
<td>14</td>
<td>28</td>
<td>50%</td>
</tr>
<tr>
<td>Virginia</td>
<td>13</td>
<td>46</td>
<td>28%</td>
</tr>
<tr>
<td>Florida</td>
<td>12</td>
<td>64</td>
<td>19%</td>
</tr>
<tr>
<td>New York</td>
<td>12</td>
<td>71</td>
<td>17%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>11</td>
<td>32</td>
<td>34%</td>
</tr>
<tr>
<td>Arizona</td>
<td>10</td>
<td>33</td>
<td>30%</td>
</tr>
</tbody>
</table>
Figure 3.2: Number of Faculty per Geoscience Department/Program at Two-Year Colleges
Figure 5.55: Employment Projections for All Geoscience Occupations by Industry Sector (2016-2026)

AGI Geoscience Workforce Program; Data derived from the US Bureau of Labor Statistics, Employment Projections