

Doctoral Student Boot Camp: Preparing for Successful Entry to the Job Market

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ABSTRACT

At the same time doctoral students are engaged in the most demanding research project of their career to date, the dissertation, they find themselves thrust onto the job market stage with little time for adequate preparation. The doctoral student boot camp provides students with the opportunity to perfect their CV, teaching philosophy, and research agenda statement well in advance of graduation. Facilitators will provide professional advice and answer questions about cover letters, answering difficult interview questions, proper dress, job talks, and other related topics. Participants can take advantage of CV and interview critiques provided by experienced professionals. This workshop provides a unique opportunity to prepare for successful entrance to the academic job market.

Sponsor

SIG/ED

Keywords

Academe, doctoral students, job searching, academic life.

INTRODUCTION

For newly minted doctoral students, the transition from doctoral education to the job market can be quite jarring. The doctoral student boot camp provides students with the opportunity to prepare for the transition by providing an opportunity to perfect their CV, teaching philosophy, and research statement well in advance of graduation. Facilitators will provide professional advice and answer questions about cover letters, answering difficult interview questions, proper dress, the best use of Powerpoint slides in job talks, and other job search related topics. Participants can take advantage of CV and interview critiques provided

by experienced professionals. This workshop provides a unique opportunity to prepare for successful entrance to the academic job market.

FORMAT

This workshop is planned as a one-half day, four-hour event. Registered attendees will be invited to submit their CVs, teaching philosophies, and research agenda statements to SIG/ED prior to the workshop so that they can be reviewed in advance of the workshop. Registered attendees can also bring their CVs, teaching philosophies, and research agenda statements for review the day of the workshop. Attendees should bring their laptops to the workshop in order to work on their job search materials.

Proposed Workshop Schedule:

- 8:30 – 8:35 Welcome
- 8:35 – 9:00 CV, Teaching Philosophy, & Research Statement Panel
- 9:00 – 10:00 CV, Teaching Philosophy, and Research Statement Writing Practice and Critiques
- 10:00 – 10:30 Interview and Job Talk Panel
- 10:30 – 10:45 Break
- 10:45 – 12:15 Interview and Job Talk Practice and Critiques
- 12:15 – 12:30 Closing Comments and Remarks

Note: The schedule is based on a morning workshop. The schedule will be adjusted if ASIS&T assigns an afternoon workshop.

The workshop will open with a panel designed to offer general comments and advice related to the CVs, teaching philosophies, and research statements reviewed prior to the workshop. The panel will then split up to meet with individual students over the next hour of the workshop. When not meeting individually with facilitators, attendees will meet in small groups to discuss and improve their CVs, teaching philosophies, and research statements.

The second segment of the workshop will be devoted to the development of interview, job talk, and cover letter skills.

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The segment will open with a 30-minute panel designed to offer general comments and advice about interviews, job talks, and cover letters, followed by a short break. After the break, attendees will move through three types of concurrent small groups in 30-minute intervals: (1) job interviews critiqued by a facilitator, (2) job talk questions answered by a facilitator, and (3) cover letter questions answered by a facilitator. By keeping each group small (no more than four to six students), attendees will be able to receive individualized attention from facilitators during the rotating 30-minute sessions.

BENEFITS

This workshop provides doctoral students with a unique opportunity to prepare for entry to the academic job market well in advance of dissertation defense. The professional advice received during the workshop will help attendees gain poise and confidence as they tackle the new phase of their careers.

PROMOTION

This panel will be heavily promoted using ASIS&T listservs, as well as SIG/ED Facebook and Twitter accounts. In addition, a list of all student members will be obtained from Dick Hill and the students will be emailed individually with an invitation to attend the event. The workshop would also be listed in the conference program.

WORKSHOP FACILITATORS

Naresh Agarwal

Naresh Agarwal is an Assistant Professor at the Graduate School of Library and Information Science, Simmons College, Boston. Naresh earned his PhD from the National University of Singapore's Department of Information Systems, School of Computing. His research interests are information behavior (information seeking, context, source choice), theories, models, frameworks, synthesis, information systems (knowledge management, health informatics, human-computer interaction, IT adoption), identity and happiness. Naresh has published in many of these areas. His teaching interests are evaluation of information services, technology for information professionals and knowledge management. Naresh is the current chairman of ASIS&T SIG/ED.

Naresh brings the unique experience of an international student background coupled with a successful professional career to the workshop.

Carolyn Hank

Carolyn Hank is an Assistant Professor at the School of Information Studies at McGill University. She received her Ph.D. from the School of Information and Library Science (SILS) at the University of North Carolina at Chapel Hill (UNC-CH) and is a 2010 recipient of a Eugene Garfield Doctoral Dissertation Fellowship from Beta Phi Mu. Carolyn served as project manager for the DigCCurr I

project (2007-2009), an IMLS-funded project to develop graduate-

level curricular framework, course modules, and experiential and enrichment components and exemplars necessary to prepare students to work in the 21st century environment of trusted digital and data repositories. She is currently an instructor in the DigCCurr Professional Institute: Curation Practices for the Digital Object Lifecycle, a component of the DigCCurr II project (2008-2012). She teaches in the areas of digital preservation and access, digital curation, human information interactions, and research methods.

Carolyn brings the perspective of the early stages of a tenure-track, assistant professor position to the workshop. She also has the unique perspective of an American who accepted a post at a non-U.S. institution.

S. K. Hastings

Samantha Hastings joined the faculty at the University of South Carolina, School of Library and Information Science as director and professor in August 2006. Previously she directed the digital image management program of study at the University of North Texas, School of Library and Information Sciences and served as interim dean from 2004-2005. She holds a MLIS from USF Tampa and a Ph.D. from Florida State.

Dr. Hasting's research interests in the retrieval of digital images, cultural heritage, telecommunications and evaluation of networked information services influence how she views the changing roles for information professionals. "Without library and information scientists, there is little hope that people will be able to find the information and knowledge needed to flourish in the digital environment." She tries to integrate real world experiences as reflected by teamwork and product development in all of her classes that range from indexing and abstracting to telecommunications.

Samantha has worked as a consultant and built full-text and image databases for accountants, dentists, doctors, lawyers and county and state governments. Along the way, she has worked to help public libraries and museums connect to the Internet and share their cultural objects in a digital environment. Samantha served as president of ASIS&T in 2004 and is currently the editor for the ASIS&T Monograph series, published by Information Today, Inc.

Samantha has chaired the search committee for new faculty posts for numerous years and brings a hiring perspective to the workshop.

Susan Rathbun-Grubb

Susan Rathbun-Grubb is an Assistant Professor at the School of Library and Information Science at the University of South Carolina. Susan received her PhD from the UNC School of Information and Library Science in 2009, where she taught organization of information, organization of materials, and indexing and abstracting as an adjunct instructor. Susan's doctoral research (Leaving

Librarianship: A Study of the Determinants and Consequences of Occupational Turnover) focused on career satisfaction, turnover, and retention in the library and information science field. She has worked as a Research Scientist on the Workforce Issues in Library and Information Science projects at the UNC Institute on Aging. While at UNC she was named a Future Faculty Fellow and received the Margaret Ellen Kalp Fellowship and the Adjunct Faculty Award for Teaching Excellence. A Beta Phi Mu member, she has worked in academic, public, and school libraries, as well as the health information technology industry.

Susan brings the perspective of a fairly recent member of the academy as well as her unique perspective on post-doctoral experience to the workshop.

OTHER FACILITATORS MAY INCLUDE:

Harry Bruce

Harry Bruce is the Dean of the University of Washington Information School. His research and teaching focus on human information behavior, information seeking and use, and personal information management in networked information environments. Harry's research has been funded by the National Science Foundation, the Institute of Museum and Library Services (IMLS), the Washington State Library, and the Australian Department of Employment Education and Training.

Barbara H. Kwasnik

Barabara H. Kwasnik is a full Professor at the School of Information Studies at Syracuse University. She teaches in the areas of organization of information, theory of classification, and information science. Barbara is especially interested in how classifications are translated from one culture or application to another. The purpose of that research is to help support increasingly diverse contexts. Other ongoing research (with Kevin Crowston) includes investigating whether genre information can help in searching, and a project (with Carsten Oesterlund) on the

nature of documents and documenting work. Barbara is the Co-Founder, Co-Organizer and Co-Chair of the ASIS&T SIG/CR.

Howard Rosenbaum

Howard Rosenbaum is the Associate Dean and Associate Professor of Information Science in the School of Library and Information Science at Indiana University, where he has been on the faculty since 1993. He is the Director of the Master of Information Science program and a co-director of the Graduate Certificate in Information Architecture program in SLIS. Howard is currently interested in social informatics, ebusiness, and online communities. He has led seminars on ebusiness at Napier University in Edinburgh, Scotland, the University of Bath, and the University of Greenwich, in the UK. Howard has also spoken widely on information architecture in the mid-west.

Howard has presented his work at the American Society for Information Science and Technology (ASIS&T), the Association for Information Systems, the Association of Internet Researchers, HCI International, and other organizations. He is a Fellow the Rob Kling Center for Social Informatics at Indiana University and current chair of SIG-SI at ASIS&T. Rosenbaum teaches classes on digital entrepreneurship, information systems design, information architecture for the web, intellectual freedom, and information organizations and workshops for information professionals in XML, CSS, and web page design. He has been recognized for excellence in teaching and for the innovative use of technology in education, receiving the Frederic Bachman Lieber Memorial Award for Teaching Excellence, Indiana University in 2005, a state-wide MIRA Award for Technological Innovation in Education from Techpoint in 2003, the Indiana Partnership for Statewide Education Award for Innovation in Teaching with Technology in 2002, and was named one of the first SBC Fellows at Indiana University in 2000.