Teacher as a Professional

Economics and compensation.

- Does getting a Ph.D. equate to more money?
  - Yes and no.
  - Note: Getting a Ph.D. can actually make you less marketable.

- How much are starting salaries?
  - **Academic:** See "[Taulbee Survey](#)."
    - $125,000–$130,000 is probably typical, but remember academic salaries are quoted for 9 months.

  - **Industry:** Harder to get data.
    - [Washington University in St. Louis](#): “The average starting industry salaries for students graduating from our PhD program range from $120,000 base to $230,000 with stock options and bonuses.”
    - [This site](#) gives a range of $100K to $200K with a median of $127K.
    - Have a look at “[What is life like for PhDs in computer science who go into industry?](#)” by Vivek Haldar (post is a little old now, but still good).
    - In the software industry, you are considered “old” at age 35 (something I heard on an NPR segment).
Teacher as a Professional (Cont’d)

- Academic marketplace.
  - Again, see “Taulbee Survey.”

- Job talks. Some advice:
  - Attend them here. Make notes about what works and what doesn’t.
  - Practice, practice, practice.
    - Your advisor may be able to arrange for you to practice it “on the road.”
    - Record it and watch the recording.
  - Your “vision” for where you want to take the world is more important than technical details.
  - Enthusiasm, enthusiasm, enthusiasm.
  - Also, be grateful, courteous, etc. etc.
  - Think (and relax) before answering questions.
Interviewing. Some advice:

**Academia:**
- Study up and “know” the department before the interview.
- Have some ideas about teaching and new courses to create.
- Typical question: What will your first proposal be about?
  - It’s the vision thing again. Make sure you can explain your “vision.”

**Industry:**
- Study up on them too and know how they make their money.
- Find out about their interviewing style and “testing” questions.
  - You can probably get lots of information from former students and by Googling.
  - Note: They may only really care how well you can code.
Interviewing (cont’d):

- **Both:**
  - Relax. Try to enjoy the experience and exchange of ideas.
  - Silence is not golden: Always have something to say (e.g., even if it’s asking about the local schools for the umpteenth time).
  - Always remember to be polite, gracious, etc.

 Publish or perish (my take):

- Most schools tell you they care (more or less) equally about research, teaching, and service.
- To be honest, I think most schools *really* care about funding, papers published, students graduated, and what prominent people think of you.
Time budgeting (my take):

- I think most people have at most ~50 “good” hours of work in them per week.
  - Beyond that, you’re really just wasting your time.
- Obvious exception: You can kick it up a notch for short spurts, e.g., conference deadlines, proposal deadlines, etc.
  - A 70-hour week now and then is probably inevitable, but you can’t sustain this.
  - And why would you want to?
- My personal time budgeting method:
  - Shortest-job-first plus work steadily on long jobs to avoid last-minute cramming.
Professional ethics:

- Your reputation means **everything**.
  - Don’t take credit for things you didn’t do.
  - Take conflicts of interest seriously.
  - Try to be as fair as possible in reviewing the work of others.
    - Reviewing tip: Make your comments about the **paper**, the **experiments**, the **results**, etc., and not about the **authors**.
  - Treat others how you would want to be treated.
  - In carrying out your teaching duties, give your students their money’s worth.
  - You get the idea.