

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.

Teacher as a Professional (Cont'd)

■ **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.

Teacher as a Professional (Cont'd)

■ 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.

Teacher as a Professional (Cont'd)

■ 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.

Teacher as a Professional (Cont'd)

■ 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.