



## Planning for Career Transitions

### CRA-W Cohort of Associate Professors Program (CAPP)

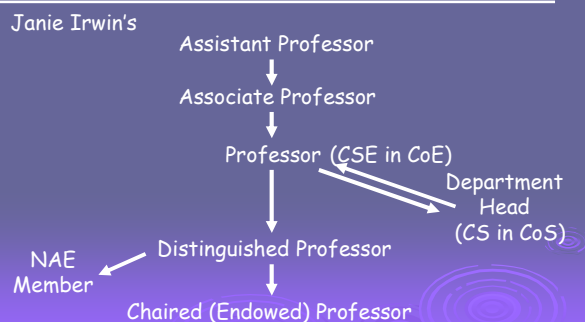
Mary Jane (Janie) Irwin, Penn State University  
Mary Jean Harrold, Georgia Tech  
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## Our Charge

### > Planning for Career Transitions

- how to plan for different transitions: the expectations of the different jobs, and at different universities, how to prepare for career transitions and potential career transitions;
- strategies for how to position yourself so you have a better chance for an opportunity and how to seek out the potential opportunities;
- how to deal with opportunities that you might not have anticipated and the real barriers to taking advantage of a career opportunity.

## Transitions within One University



## My "Plan"

- > Not to take on any high-level admin. positions until I made Professor
  - Else it could delay promotion (maybe forever)
- > Maintain my research since I anticipated returning to being "just" faculty
  - Kept two offices, one for research and one for admin. and did only research in the research office
  - Blocked out times on my calendar for research and didn't compromise that time (mostly)
  - Kept working with a few graduate students
  - Had an understanding/supportive research colleague (or hire a postdoc)
  - Only taught advanced graduate level courses

## How to Position Yourself

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- For Department head
  - Make sure that the Dean knows who you are and that you can work with him/her
  - Try to stay on good terms with your fellow faculty - be aware of dept. head half-life
  - Take on some challenging lower-level admin. tasks (grad officer, dept/college pandt chair) and distinguish yourself in those roles
  - Understand you will have to balance even more home/work demands (expect lots of chicken-pea dinners out)

## Dept. Head Duties

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- Things they never told you about
  - Calming occasionally irate faculty
  - Firing non-productive staff (and faculty)
  - Fund raising and smooching with
    - Rich alums
    - Industry advisors
  - Dealing with student complaints about courses/faculty/TAs - and being sure to listen to both sides before taking action
  - Dealing with parents

## Lessons Learned

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- What (I think) I was good at
  - Mentoring junior and mid-level faculty
  - Keeping my research going (though it was a close thing)
  - Doing the administration stuff, strategic planning
  - Cleaning out unproductive staff
- Where I didn't succeed
  - Leaving the problems and stress at the office
  - Sometimes tried to change things too fast
  - Being too trusting - once (or twice) let myself "be worked" by more senior department heads in the same college

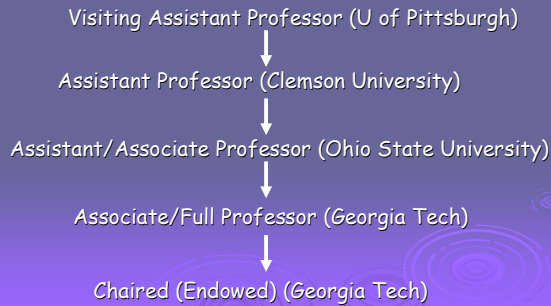
## The REAL Barriers

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- There are only 24 hours in a day
- The importance of quality time with family - vacations entirely away from the office (phone, email) are no longer possible (have to deal with crises remotely)
- Not wanting to give up research, teaching, and professional service (but something *has* to give)
- The misperceptions of some of having a woman in a "man's" job
- Once you are senior enough and have demonstrated administrative abilities there are lots of opportunities to move up - make sure that's what you want

## Transitions from University to University

Mary Jean Harrold's



## Why Move to Another University: Professional

- Goals/priorities differ from current university
  - Focus on teaching (UG teaching priority)
  - Focus on research (stronger graduate program, collaborators in research area, research priority)
- Want a different job
  - More senior faculty position (full professor, chaired professor position)
  - Administrative position (department head, dean)
- Want better pay, benefits
  - Chance to negotiate start-up
- Unexpected opportunities

## Why Move to Another University : Personal

- Family
  - Spouse/SO/Partner has opportunity in another location
  - Want to be closer to family
- Lifestyle
  - Family/work balance
  - Geographic location
  - Environment

## Expectations of Different Jobs at Different Universities

Position	University	Research	Teaching	Service
Faculty	Teaching-oriented	Few/no pubs, \$ grants	6-8/year	Dept/university
Faculty	Research/teaching-oriented	Some pubs, \$\$ grants	4-6/year	Dept/university, national
Faculty	Research-oriented	Journal/conf pubs, \$\$\$ grants	2-3/year	Dept/university (inter)national
Dept head/Dean		Some, depending on university, individual goals	Little, depending on university	Most time spent on dept/university service

## How to Position Yourself

Position	University	Research	Teaching	Service
Faculty	Teaching-oriented	Few/no pubs, \$ grants	6-8/year	Dept/university
Faculty	Research/teaching-oriented	Some pubs, \$\$ grants	4-6/year	Dept/university, national
Faculty	Research-oriented	Journal/conf pubs, >\$\$\$ grants	2-3/year	Dept/university (inter)national
Dept head/Dean		Some, depending on university, individual goals	Little, depending on university	Most time spent on dept/university service

## Improving Chances for Opportunities

- > Keep **research activities** at level of kind of university where you want to move
- > Establish/maintain **visibility** in your research community
- > Establish/maintain **support group** of faculty at other universities
- > Secure/maintain **grant support** for research
- > Take on **similar roles** (e.g., admin) in your university/nationally, and distinguish yourself
- > Be **strategic** in your selection of service tasks within and outside your university

## Seeking Potential Opportunities

- > Take every opportunity to **network** with faculty at other universities
- > **Keep in touch** with important, influential people in your area (your research, progress)
- > **Visit schools** where you'd like to move
- > Invite researchers to **visit you** at your university
- > Take **sabbatical/LOA** where you might like to move
- > **Be open** to new, unexpected opportunities

## Barriers to Taking Advantage of Career Opportunities

- > Family
  - More difficult the more senior you are
  - More difficult for spouse/SO/partner to find suitable position
  - More difficult to move children
- > Lifestyle
  - Jeopardize desired family/work balance
  - Geographic location, environment not as desirable
- > Commitment to your current institution
- > Uncertainty, fear of unknown

## Lessons Learned

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- What I did right
  - Maintained research activity, visibility to stay "moveable"
  - Found a very helpful support group of faculty at other institutions
- What I did wrong
  - Not strategic enough in selection of activities
  - Failed to keep a good balance of family/work
  - Underestimated strengths when seeking/negotiating for new position

## Transitions from Academia to Government

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Ruzena Bajcsy:

I went from University of Pennsylvania

To be the Assistant Director of the Computer Information Science and Engineering (CISE) Directorate at the National Science Foundation in December 1999 as part of Intergovernmental Program (IP).

The IP works such a way that the participant remains an employee of the University or company but on a leave of absence. The Government reimburses the University/Company for their expenses accrued by the employee.

## Transition from Academia to Government, continues

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- The challenges of this transition are to learn how Washington works.
- 1. Acronyms, there are many
- 2. The Government is more hierarchical than we are used to in academia. One must respect and find consensus with the superiors yet represent properly the troops.
- 3. One must learn how to sell your science. After all the Government in support of Science is a venture Capitalist except the capital is taxpayer's money as oppose to private capital. Therefore the government investment can be more long range because the return does not have to be short time.

## Transition from Academia to Government, Cont.

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- The positive experience of this job is that:
  - 1. You learn the breadth of the field
  - 2. You can make a difference for the good of the community
  - 3. It is a service that each senior member of our community should consider. Otherwise decisions are made about us without us.

## Transition from Government to Academia

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- I left the NSF in September 2001.
- I accepted a professorship in the EECS Department at UC Berkeley and the Directorship of the new Institute : Center for Information Technology and Research in service to Society in November 2001.

## Transition from Government to University

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- Challenges of this change are many:
- New place, new rules, new bureaucracy
- The CITRIS center is a very complex undertaking which requires a great deal of reaching out efforts
- As a faculty member I am starting from scratch: building laboratory, raising money, recruiting students.
- The benefit is being in great intellectual environment!

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Questions?

## How to Position Yourself

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- For Academy (Science/Engr) membership
  - Significant, documented, unique research impact
    - Clear evidence of industry, government usage
    - Patents
    - Journal publications; Best paper awards
  - Awards - ACM/IEEE Fellow, etc.
  - Visibility in the NAS/NAE community
    - Need four academy members to endorse the nomination
- "Making it" should be a surprise; but putting together the nomination requires detailed info (e.g., city & dob, # journal pubs, # patents, ...) so keep your web information up-to-date