

2008 APS March Meeting

New Orleans, Louisiana

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Tuesday, March 11, 2008 11:15AM - 1:39PM –

Session J5 CSWP FGSA: Where is the Center of Mass for Family, Career, and Self? Morial Convention Center R01

11:15AM J5.00001 Career Planning in Harmony with Family Values and Needs ARCHANA DUBEY, UCF — Balancing career and family! Balancing what you love and who you love! It is such an attention getting topic. And yet, if you really think about it, people have been doing it for ages. What makes it challenging in today's world is the dual income families that throw off-balance of traditional style of balancing family and profession. Balancing family and career is not as difficult. The question is more meaningful when you ask how do you find the right balance, and in fact, what is the right balance? How do you know you are there? Happiness at home and self esteem due to work is genderless issue however, it is essentially talked more in the context of women. Some of the things that could be helpful in achieving the right balance, are time management, proper prioritization, asking for help, a caring family, friends, and most importantly colleagues. In the portfolio of professional passions, it is important to identify the areas that are conducive to possibilities of changing family needs, international families, spouse's career and job relocation, etc. So, the bottom line question is whether it is possible to find a right balance between family and career? I would submit to you that with passion, courage, open-mindedness, and proper career planning, it is definitely possible. We just need to utilize the same techniques in choosing and sustaining the right balance that we use in identifying research topics and executing it. This discussion will look into further details of the challenges of balancing family and career from the perspective of also an immigrant, and possible ways of overcoming them.

11:51AM J5.00002 Faculty Work-Family Issues: Finding the Balance at a Liberal Arts College, SUZANNE AMADOR KANE, Physics Department, Haverford College — The demands and expectations on science faculty at liberal arts colleges are in many ways distinct from those at research universities. While these differences can work in favor of easing work-family conflicts, there are also unique problems that faculty can confront in a setting of smaller departments and undergraduate-only institutions. I will discuss how these issues play out for junior and senior faculty, with an emphasis on how concrete policy changes can make the workplace a more family-friendly and supportive environment for all faculty, as well as making liberal arts colleges more attractive options for those seeking physics faculty jobs.

12:27PM J5.00003 The eye of the storm: Balancing my storm of family, career and self, K. RENEE HORTON, University of Alabama — In knowing that the path I travel is not the usual path traveled by most; this has turned out to be the best path for me and my family. It is very important to prioritize what is important to you and then define the best path for you versus choosing a path and the path chooses your priorities. Coming from a loving and supportive middle class upbringing created a deep sense of family and the importance of family. Early in my life I was determined to have children and a career. Over the last ten years there have been several obstacles to overcome in my storm, but with careful planning, due diligence, and a support system to help maintain calm at the center of my storm I have been able to achieve my goals of pursuing my Doctorate. A complete research plan was put into place into choosing the institution that I would further my academic endeavors in the same manner in which my dissertation research topic has been defined. Just as any successful business, all persons involved in my future success were consulted with equal input into the new endeavor with the full understanding of what this new plan entailed. We decided on the University of Alabama for several reasons: location, weather, flexibility, policies, research and my ability to make a change in the face of science. According to my advisor, I will do that in about two and half years at my graduation ceremony when I become the first African American to receive a PhD in Material Science from the University of Alabama.

1:03PM J5.00004 Balancing academic career and children: a personal perspective, NINA MARKOVIC, Johns Hopkins University — For women in academia, the tenure review and the desire to have children often happen around the same time. How does one cope with the challenges of an academic career while raising small children? From a personal perspective of an assistant professor and a mother, I will discuss the great challenge of efficient time management and the practical strategies to deal with it.

Wednesday, March 12, 2008 2:30PM - 5:30PM –

Session S7 FGSA: Panel Discussion: Non-traditional Careers for Physicists Morial Convention Center R05

2:30PM S7.00001 Scientific Careers in Public Policy, DON ENGEL, APS — Congress is built to respond to the will of its constituents. Representatives and their staffs are awash in information. If scientists do not communicate regularly and effectively with Congress, policies requiring sound scientific underpinnings will be ill-crafted. As a panelist, I will represent scientific careers in public policy, and will also address how civic engagement can be woven into the fabric of any career path.

2:45PM S7.00002 A Road Less Traveled: An Editorial Career, MANOLIS ANTONOYIANNAKIS, (1) Physical Review Letters (2) Columbia University — It has been said that no life is completed the way one had planned for it, and mine is no exception to that rule so far. When I was graduating with a BSc I was convinced I'd be doing physics research for the rest of my life – and when I was getting my PhD I was sure I'd be teaching high school physics and helping others learn for the foreseeable future. Yet, 9 years later, I am not doing either of these as a full time job, and I've changed my mind a couple more times as to what career path (and broader lifestyle) would work best for me. In the intervening years, I've learnt to embrace change as a tool for carving my own path, and to be wary of the certainties that can tie oneself to a "safe" but uninspiring future. I studied at the University of Thessaloniki, Greece, and at Royal Holloway University of London (BSc); also at the University of Illinois at Urbana-Champaign (MSc) and at Imperial College London (PhD). After my PhD (and the national military service in Greece), I taught at high-school level for a couple of years in Crete, Greece. At the same time, I was science editor for Crete University Press, Greece's major university press. From there, I jumped onto the APS editorial boat: First to PRB (2003), then to PRL (2007), where I am now an Assistant Editor. I also have an adjunct research position at Columbia University.

3:00PM S7.00003 Scientific publication: An alternative career in physics, DANIEL UCKO, Physical Review Letters, American Physical Society — Scientific research could not go forward without scientific dissemination and publication of research results. As a member of the editorial staff of Physical Review Letters, I hope to be able to shed some light on the nature of the role of APS journal editors in the publication process, what the job entails and field questions on this alternative career in science.

3:15PM S7.00004 Adventures of the Industrial Researcher, FRANKIE WOOD-BLACK, Trihydro — Are you really prepared for the real world? This is a question that is routinely asked - by those that are just entering the work place and those that have been there for years. The current working environment is full of change and is very different that what was imagined even five years ago. This presentation will explore the transition from the academic environment to the corporate research world and to the working world beyond. Tips and tools for survival in the work place will also be presented.

3:30PM S7.00005 TBD, CHARLES SANTORI, Hewlett-Packard Laboratories —

3:45PM S7.00006 TBD , SUZANNE GRONEMEYER, — TBD

4:00PM S7.00007 Panel Discussion on Non-traditional Careers for Physicists —

Thursday, March 13, 2008 11:15AM - 2:15PM —

Session V5 FPS FGSA: Panel Discussion: Lessons Learned from Katrina: How to Prepare a Department for Catastrophic Events Morial Convention Center RO1

11:15AM V5.00001 Lessons Learnt From Hurricane Katrina. , MURTY AKUNDI, Xavier University of Louisiana — Hurricane Katrina devastated New Orleans and its suburbs on Monday August 29th, 2005. The previous Friday morning, August 26, the National Hurricane Center indicated that Katrina was a Category One Hurricane, which was expected to hit Florida. By Friday afternoon, it had changed its course, and neither the city nor Xavier University was prepared for this unexpected turn in the hurricane's path. The university had 6 to 7 ft of water in every building and Xavier was closed for four months. Students and university personnel that were unable to evacuate were trapped on campus and transportation out of the city became a logistical nightmare. Email and all electronic systems were unavailable for at least a month, and all cell phones with a 504 area code stopped working. For the Department, the most immediate problem was locating faculty and students. Xavier created a list of faculty and their new email addresses and began coordinating with faculty. Xavier created a web page with advice for students, and the chair of the department created a separate blog with contact information for students. The early lack of a clear method of communication made worse the confusion and dismay among the faculty on such issues as when the university would reopen, whether the faculty would be retained, whether they should seek temporary (or permanent) employment elsewhere, etc. With the vision and determination of President Dr. Francis, Xavier was able to reopen the university in January and ran a full academic year from January through August. Since Katrina, the university has asked every department and unit to prepare emergency preparedness plans. Each department has been asked to collect e-mail addresses (non-Xavier), cell phone numbers and out of town contact information. The University also established an emergency website to communicate. All faculty have been asked to prepare to teach classes electronically via Black board or the web. Questions remain about the longer term issues of the size and stability of the faculty.

11:30AM V5.00002 TBD , SHIRLEY LASKA, University of New Orleans — This abstract has not been submitted.

11:45AM V5.00003 Hurricane Katrina at Tulane. , JIM MCGUIRE, Tulane University — After hurricane Katrina struck New Orleans on August 29, 2005, Tulane University closed for the fall semester. Buildings on campus were closed and armed guards were hired to protect the campus. Faculty members were not allowed access to their offices and laboratories, except for exceptional cases when a Dean went with them. Many faculty members took their research groups to other universities accepting *much welcomed* invitations from colleagues. Undergraduates went to other colleges and universities, which accepted the without cost and a promise not to recruit them. The university email system went down for months. Collecting information on the welfare of faculty and students was difficult. The university was run from Houston by a small handful of senior administrators. Setting up the schedule of classes for the spring 2006 semester was done without records. Most faculty returned to New Orleans after several weeks. 80% of the city was flooded. Small trailers were provided. Some lived in the FEMA trailers for two years or more. When Tulane reopened, a wide reaching Renewal Plan, worked out by the upper administration, was implemented. A new *emergency preparedness plan* was also developed and put in place.

12:00PM V5.00004 , C. GREG SEAB, University of New Orleans — No abstract available.

12:15PM V5.00005 Academic environment and dynamics in response to extreme events: Theory and Practice (Katrina Lessons)¹ , NATALIA SIDOROVSKAIA, Department of Physics, University of Louisiana at Lafayette — The possibility of a catastrophic event requires the department as a unit and the university as an organization to devise a comprehensive emergency response plan to minimize the impact and shorten the recovery stage. Does the academic organizational structure and environment possess key features for the possibility of successful response to extreme events? The post Hurricane Katrina experience of Louisiana universities offers data to address this theoretical question. It also emphasizes that the mitigation plan should include two aspects: preparing/protecting a university for/during a catastrophic event and assisting other academic institutions experiencing an extreme event. Short-term and longer-term statistics and other data pertain to the interaction of the University of Louisiana at Lafayette (as an assistance unit) with the universities in New Orleans (units in distress), including the dynamics of student population, faculty influx, course adjustments, and response and recovery actions are presented. An attempt is made to categorize the losses and to assess the recovery quality and time. Faculty and institutional administration interviews are summarized to assist in developing future proactive response plans. UL Lafayette and UNO research capabilities and intellectual resources for developing complex models simulating the multi-variable effects of catastrophic events and providing adaptability in the decision-making process are investigated.

¹This work was done in collaboration with George E. Ioup and Juliette W. Ioup (Department of Physics, University of New Orleans).

12:30PM V5.00006 Hosting a Katrina Evacuee. , DAVID HOAGLAND, Polymer Sci. and Eng. Dept., Univ. of Massachusetts Amherst — No individual or institution anticipated the impact on the academic research community of hurricane Katrina. When Tulane physicist Wayne Reed asked me to host his research group just a day or two after the disaster, with no authorization or understanding of the commitment, I agreed immediately and then pondered implications. Fortunately, colleagues helped in making the commitment real, only the bureaucracy of my public university posing small hindrances. Industry was remarkably generous in providing Reed with significant "loaner" equipment, and amazingly, a suite of custom Reed experiments was running within weeks. At the end, the most productive collaborations for Reed seemed not to have been with my group, with its similar research, but to other groups at my institution, particularly the synthetic chemists, who gained access to methods previously unique to Tulane while offering samples previously unique to UMass. Quickly designed projects exploiting this match turned out remarkably productive. Although begun with trepidation, hosting of Reed had huge positive benefits to me and UMass, and I believe, also to Reed and Tulane. Some key lessons for the future: (i) industry has capacity and willingness to help academic research during disruption (ii) commitment of a host institution must be immediate, without a wait for formal approvals or arrangement of special funding – delay leads only to discouragement, (iii) continuing academic progress of displaced students must come first, and (iv) intellectual synergy rather than overlap should be the basis for seeking a host. Lastly, NSF or other funding agency should consider a program directly addressing the research needs of unexpectedly disrupted academic scientists, and most particularly, graduate students who face greatly extended studies.

12:45PM V5.00007 Panel Discussion —