



## From the Rep

For me, motivation is something of a roller coaster. There are the highs, where

you have such purpose and drive to do research and write. Sometimes these highs are driven by everything going remarkably well and sometimes by upcoming deadlines. Then there are the lows, where it doesn't seem possible to find a good reason to put any effort in that day. Lows tend to directly follow the highs—the days right after a deadline or when you realize everything was going so well only because you were doing it wrong. I had a series of mantras in grad school that I would repeat in an effort to pull myself back out of the lows. “Done is better than perfect.” “The only way out is through...” And so forth. Sometimes this would work, and sometimes not. So I would search for new motivation, a new mantra to keep me going.

It's only this year that I've managed to break out of that vicious cycle. I realized that the key is discipline, not motivation. And the only way to get disciplined is to practice being disciplined. I started out small: I only hold myself accountable for the first 30 minutes of each workday. During that time, as soon as I enter my office, I am not allowed to do anything but make progress toward getting a paper or proposal out the door. This can be writing a paragraph, making a figure, or even brainstorming. And somehow, this 30 minutes of discipline gets my brain in gear for the rest of the day. It's still nice to feel that motivation driven by success or an upcoming deadline. But it's even nicer to keep making progress when the motivation has disappeared.

— Stefanie



## TOS Student Member Highlight

**MIRAM GLEIBER.** I am a PhD student at Oregon State University studying larval fish and plankton ecology, and have served on the Ocean Sciences Meeting (OSM) Program Committee for the last two years as the student representative for the American Geophysical Union Ocean Sciences section.

OSM has always been a special meeting for me; it's where I first gave an oral presentation about my research as an undergraduate, and later reconnected with friends and colleagues in the ocean science community. Needless to say, I jumped at the opportunity to help organize and coordinate student/early career activities at OSM 2018. Little did I know how influential this experience would be to the evolution of my identity and career aspirations. Recently I have been considering careers beyond academia that fit my skills and interests. During graduate school I have enjoyed my involvement in student organization leadership roles and event coordination, but never considered them important training for my future. Planning OSM provided an opportunity to expand these skills by working with the organizers from the scientific societies (TOS, AGU, ASLO), as well as scientists from a range of careers and backgrounds. It was rewarding to see our hard work positively impact the attendees, but on a personal level the experience helped me realize how I can contribute to ocean science in more ways than through the results of my research.

It can be difficult to find time to commit to activities beyond one's own research. But cultivating all of your skills, not just those related to your research, is an important part of understanding yourself as you work toward your future.



## Student & Early Career Meeting Summary

**GRANT WRITING WORKSHOP: Presentation by Hedy Edmonds (NSF) and Paula Bontempi (NASA)**

OSM 2018 held several workshops geared toward early career scientists. Here and in the next few student newsletters we will share the highlights of these workshops and provide links to the presentations. Below are the important take-aways from the Grant Writing Workshop. A pdf of the panelists' presentation can be found here » <https://tos.org/pdfs/GrantWriting.pdf>

- Early career scientists should start with small, doable, fundable proposals before building big, collaborative proposals (Paula's best advice!)
- Include testable hypotheses and clear scientific questions
- Clearly connect methods and data collection to the objectives
- Make a case for your research project in the first two to three pages
- Have a realistic budget relative to your statement of work
- Follow the agency's format and instructions
- Volunteer to be a reviewer to help understand the process
- Look at previously funded proposals
- Talk to program managers early and often
- Learn the culture of each program, division, or directorate

## News & Views

**What are your favorite apps that help you max your productivity?** Send the name of the apps plus a sentence or two about them to your TOS Student Rep and we will post your recs on your Resources page (<https://tos.org/opportunities>). Are any of these apps on your list? » <https://content.wisestep.com/best-and-must-have-apps-for-graduate-students/>

## Student Resources

**PODS & DISCO Applications Due 4/23/18**

- » [http://www.pods-symposium.org/PODS\\_symposium/index.htm](http://www.pods-symposium.org/PODS_symposium/index.htm)
- » [http://www.soest.hawaii.edu/disco/DISCO\\_symposium/index.htm](http://www.soest.hawaii.edu/disco/DISCO_symposium/index.htm)

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