



From the Rep

Reading scientific papers.

Whoever said that once you finish the literature review

for your thesis you'll never have to read so many papers again was wrong. At least, they were wrong if you choose to stay in academia. Even then, I'm not convinced you can escape the world of reports, scientific papers, and primary literature without a career shift to something like running a bakery.

For most of us, for now, scientific papers are an unavoidable fact of life. I've been having difficulty keeping up with papers in my field. Part of the problem is defining my field—oceanography, but with ice-ocean interactions, so glaciology, too. And it is impacted by the atmosphere and climate, not to mention effects on ecosystems and sea level. See my problem?

After much trial and error, I've developed a system of alerts that catches almost all the papers I think are relevant (and many that aren't). Thus, the second part of the problem: making time to read. I unofficially surveyed some friends and colleagues and obtained a variety of responses on how and when they read papers. Some read them as they get alerts. Others only read papers that lab members or students send to them. Still others wait until they are writing a paper (or thesis chapter) and mine for papers that give the background they need.

I have to admit, I'm most often in the latter category. However, I've recently been inspired to change why I read papers and focus on what I find interesting, not just on what is directly related to my research. Check out this month's Student Resources link on the subject, and let me know what method you use and why.

— Stefanie



TOS Student Member Highlight

ALISON CHASE. As I write this from a research vessel bobbing around in the middle of the North Atlantic Ocean, I am reminded of just how important the experiences that expose graduate students to collaborations and new experiences are for helping us become effective scientists. Pursuing a graduate degree requires a certain amount of solitary work, but collaboration and communication with others throughout the process are also necessary for idea generation, troubleshooting various research approaches, and not least of all for the fun that comes with sharing and learning alongside others.

Several years ago, in the spring of 2014, two graduate students—Karen Stamieszkin and Melissa May, now both postdoctoral researchers—and myself were inspired to organize a retreat for graduate students in our program at the University of Maine's School of Marine Sciences. We were motivated mainly by two things: bringing students together (particularly relevant to our program at UMaine, where students are spread between several locations at multiple campuses), and providing information and resources that would help students in the context of planning for their career following completion of graduate studies. The Marine Science Professional Development Club (MSPDC) was born, and for the past few years a series of one- or two-day retreats have been held to provide marine science graduate students with tools relevant to preparing for professional life after graduate school. The MSPDC retreats have included a range of activities and topics, including interviews with panels of professionals from different sectors, personal website development, salary negotiation, mock interviews, outreach and communication activities, and more. The continued success of these retreats has emphasized the value of gathering graduate students together both for building camaraderie and sharing ideas, and for providing an organized setting to help students prepare for the various paths their careers may follow after graduate school.



Student & Early Career Meeting Summary

RESPONSIBLE DATA MANAGEMENT WORKSHOP: Presentation by Shelley Stall (AGU)

OSM 2018 held several workshops geared toward early career scientists. Here is the next installment in the series where we share the highlights of these workshops and provide links to the presentations. Below are the important take-aways from the Responsible Data Management Workshop. A pdf of Shelley Stall's presentation can be found here » <https://tos.org/pdfs/DataManagement.pdf>

- Create and use an ORCID
- Data need to be findable, accessible, interoperable, and reusable
- Be a responsible scientist, share your data in an open-source repository
- Backup your data! (Not on a memory stick)
- Develop a Data Management Plan

News & Views

No surprise, the Great Pacific Garbage Patch is growing. Authors Lebreton et al. describe in *Scientific Reports* how their model, calibrated with data from ships and aircraft, predict the amount of plastic the Garbage Patch is four to sixteen times higher than previously reported. » <https://doi.org/10.1038/s41598-018-22939-w>

Student Resources

ErrantScience: Clutter » Gaining Technique and Context in Graduate School

» <https://clutter.errantscience.com/2018/04/09/gaining-technique-and-context-in-graduate-school/>

Seen In Oceanography

Student-Led Retreats for Graduate Student Cohesion and Career Success

By K. Stamieszkin, M.A. May, and A. Chase

» <https://doi.org/10.5670/oceanog.2016.18>

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We need your input!

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