Course description and objectives:

This course covers professional, ethical, and career development issues related to social science fields such as human development and family studies. Students are expected to attend course having read the assigned readings and ready for engaged discussion. The course will cover both conceptual ideas related to ethics, and practical tools for professional and career development. By the end of the semester, students should be able to:

1. Describe general ethical principles that guide the professional and scholarly behavior of developmental and social scientists
2. Negotiate ethical and fair research collaborations and collaborative writing projects, including those with mentors
3. Navigate responsible reporting of research and peer review
4. Identify career goals, and/or how to develop career goals, and the tools needed to obtain these goals
5. Write a clear CV or resume, research statement, and professional website
6. Understand the requirements for a strong job talk, interview, and grant proposal (we will not be able to spend enough time on these topics that you will come out fully developed in these areas)
7. Recognize the boundaries, including fuzzy boundaries, of academic freedom

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Content covered</th>
<th>Assignment due today</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>General ethical principles in research Informational interviews</td>
<td>Course overview/goals Research ethic policies Plagiarism Self-plagiarism Informational interviews</td>
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<tr>
<td>2</td>
<td>1/31</td>
<td>Ethical data management</td>
<td>Code of ethics Violations of ethical data management Case studies</td>
<td>Get website account</td>
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<td>3</td>
<td>2/7</td>
<td>Responsible reporting and the replication crisis</td>
<td>Irresponsible reporting Interpreting/reporting statistical significance Transparency</td>
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<td>Week</td>
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<td>Preregistration of hypotheses</td>
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<td>Defamation</td>
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<td>4</td>
<td>2/14</td>
<td>Fellowships, awards, &amp; grants</td>
<td>Identifying funding sources</td>
<td>Fellowship</td>
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<td>Planning/timeline</td>
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<td>Types of fellowships/grants</td>
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<td>Writing proposals</td>
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<td>5</td>
<td>2/21</td>
<td>Becoming a master teacher</td>
<td>Elements of good instructors</td>
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<td>Designing a strong course</td>
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<td>Ethical issues in teaching</td>
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<td>Online teaching</td>
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<td>Preparing teaching materials for the job market</td>
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<td>6</td>
<td>2/28</td>
<td>Career planning &amp; 5 year plan</td>
<td>To post doc?</td>
<td>Informational interviews</td>
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<td>Should you go into academia?</td>
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<td>Alt-ac careers</td>
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<td>5 year plans</td>
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<td>Time management</td>
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<td>Interpreting job ads</td>
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<td>7</td>
<td>3/7</td>
<td>CVs, resumes, statements, and cover letters</td>
<td>Academic CVs vs. resumes</td>
<td>Job posting summaries</td>
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<td>Formatting your CV/resumes</td>
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<td>How to build your CV/resumes</td>
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<td>How to keep your CV/resume up to date</td>
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<td>Statements/cover letters: types and content</td>
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<td>Self-preservation</td>
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<td>Self-presentation</td>
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<td>Self-promotion</td>
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<td>8</td>
<td>3/14</td>
<td>Managing your online presence*</td>
<td>*Note: Time may be revised</td>
<td>5-year plan</td>
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<td>9</td>
<td>3/21</td>
<td>NO CLASS SPRING BREAK</td>
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<td>10</td>
<td>3/28</td>
<td>Academic societies, conferences, &amp; networking</td>
<td>Membership &amp; leadership in academic societies/associations</td>
<td>CV/resume</td>
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<td>Getting the most out of conferences</td>
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<td>Networking</td>
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<td>11</td>
<td>4/4</td>
<td>Publishing &amp; peer review</td>
<td>Writing/preparing manuscript</td>
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<td>Choosing a journal</td>
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<td>Review process</td>
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<td>Elements of good manuscript review</td>
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<td>Responding to manuscript reviews</td>
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<td>12</td>
<td>4/11</td>
<td>Ethical issues in publishing &amp; peer review</td>
<td>Plagiarizing (briefly)</td>
<td>Website</td>
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<td>Self-plagiarizing</td>
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<td>Image usage</td>
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<td>Mentoring relationships</td>
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<td>Determining authorship</td>
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<td>Responsible peer review</td>
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<tr>
<td>13</td>
<td>4/18</td>
<td>Interviews &amp; Job talks</td>
<td>Elevator speech</td>
<td>Manuscript review</td>
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<td>Skype &amp; phone interviews</td>
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<td>On-campus interviews</td>
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<td>Alt-ac interviews</td>
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<td>The job talk: do’s and don’ts</td>
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<td>14</td>
<td>4/25</td>
<td>Academic freedom Work-life integration</td>
<td>What is and isn’t covered by academic freedom? #metoo academia How to live a “balanced” life</td>
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<tr>
<td>15</td>
<td>5/2</td>
<td>TBD/extra topic</td>
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<td>Elevator speech</td>
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</tbody>
</table>


I highly recommend reading this book cover to cover, even though I won’t assign every chapter. There also will be a number of journal articles and online articles that should be available for free online or through UConn libraries.


<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Learning objective(s)</th>
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<tbody>
<tr>
<td>Discussion</td>
<td>20</td>
<td>Critically evaluate ethical and professional issues in HDFS. Demonstrate understanding and knowledge through oral communication.</td>
</tr>
<tr>
<td>Fellowship</td>
<td>5</td>
<td>Become familiar with fellowship options. Match interests/experience to fellowships</td>
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<tr>
<td>Informational interviews</td>
<td>10</td>
<td>Develop skills in networking with professionals. Create list of skills and experiences needed to achieve career goals.</td>
</tr>
<tr>
<td>Job posting summaries</td>
<td>10</td>
<td>Find and identify job postings. Plan your grad school time based on these long term goals.</td>
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<tr>
<td>5-year plan</td>
<td>10</td>
<td>Identify career goals and steps needed to achieve them.</td>
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<tr>
<td>CV or resume</td>
<td>10</td>
<td>Organize your professional information. Identify strengths/weaknesses/areas for growth.</td>
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<tr>
<td>Website</td>
<td>15</td>
<td>Manage your self-presentation online.</td>
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<tr>
<td>Manuscript review</td>
<td>15</td>
<td>Practice critically evaluating others’ research.</td>
</tr>
<tr>
<td>Elevator speech</td>
<td>5</td>
<td>Master describing self and research to others</td>
</tr>
</tbody>
</table>

**Course requirements:**

1. **Attendance/discussion:** Students should attend class regularly, and be active participants in class. Class participation involves coming prepared, asking thoughtful questions, contributing to other students’ ideas, and being respectful of classmates.

2. **Fellowships:** Find 2 (or more) fellowships from the spreadsheet that you could apply to. In advance of class on 2/14, email a document (about 1 page) that includes name of the fellowship, link to description, why it seems a good fit for you, and what you would need to do to be competitive for it.

3. **Informational interviews.** Contact two people whose careers match your current potential interests (I recognize these may be vague). They should not be HDFS faculty. They should not be
in a post doc position. Interview these two people (can be by phone or email) about what their position entails, and what you should be doing over the next few years to obtain a similar career. A brief write up (use template provided) of what you learned in your interviews is due by 2/28. As part of the interview, please ask whether they are willing to provide permission for you to share the information with other UConn students. Please email it to the whole class so we can all learn from each other’s interviews. Keep in mind that (like everyone) they will be busy. They will be more likely to respond if you give them a reasonable amount of time in which to do so.

4. **Job postings**: Find 2 or more job listings that you think might fit your career goal. They should not be post doc positions, but long term career goals. In advance of class on 3/7, email a document (about 1 page) that includes: link to postings, why these jobs appeal to you, and what you plan to do between now and graduation to make yourself marketable for these jobs.

5. **5-year plan**: Write a 5-year plan. You can use the template provided, or create your own. Include specific plans around scholarly output, graduate student milestones, teaching, professional service, professional development, and job searches/preparation/planning.

6. **CV/resume**: Write a CV or resume. You only have to do one or the other, based on which is a better fit for the types of jobs you anticipate pursuing. There will be examples on HuskyCT. Submit it by email attachment, receive feedback, and submit a revision.

7. **Website**: Create a professional website. It could be in any platform, including through weebly or blogspot. Send me a link to your website. It does not have to be super fancy, but should meet the following goals:
   a. Describe yourself in narrative form
   b. Summarize your work, much as you would on a CV (or include your CV)
   c. Include links to relevant other websites
   d. You are also welcome to, though not required, to include other elements, such as a blog, photos... be creative.

8. **Manuscript review**: In addition to writing papers, researchers are involved in the publication process as reviewers, providing constructive feedback and evaluation to other authors. For this course, you will review a manuscript that was submitted for publication. You will receive the version that was originally submitted, before it received reviews or was edited. Submit a brief (about 2 pages) review of the manuscript by email attachment.

9. **Elevator speech**: Being able to describe yourself succinctly and on the spot is an important skill throughout your career. We will take turns in class presenting ourselves in 1-2 minute informal presentations, which will be videotaped. Then we will watch them and discuss them.

**WEEKLY TOPICS AND READINGS**

**1/24: General ethical principles in research**

[https://www.ncfr.org/sites/default/files/ncfr_ethical_guidelines_0.pdf](https://www.ncfr.org/sites/default/files/ncfr_ethical_guidelines_0.pdf)


**1/31: Ethical data management**


**List below: each student will choose/be assigned his/her own case study.**


---

2/7: Responsible reporting and the replication crisis


**2/14: Fellowships, awards, and grants**

Kelsky, TPII: chapters 51 & 52


**2/21: Becoming a master teacher**


Read one blog post from one of the resources listed here, and be prepared to share what you learned with your classmates:


**2/28: Career planning and 5-year plan**

Kelsky, TPII: chapters 6-8, 10, 14-19, 59-61


For many other readings on alt-academic careers, try here (not required):
http://theprofessorisin.com/category/post-ac-help/

### 3/7: CVs, resumes, statements, and cover letters

Kelsky, TP2: chapters 22-28, 62


### 3/14: Managing online presence


Sayers, J. (2011, September 8). Do you need your own website while on the job market?


3/28: Academic societies, conferences, & networking


4/4: Publishing & peer review


Sample manuscript & review (on Husky CT)

Additional optional resources (not required reading):


4/11: Ethical issues in publishing and peer review


Kelsky, TPII: chapters 55 & 56


**List below: each student will choose/be assigned his/her own case study.**


### 4/18: Interviews and job talks

Kelsky, TPII: chapters 30-34, 37, 39


### 4/25: Academic freedom & work-life integration


**How** to cut your to do list and get more done (4 minute video). Viewed at www.leanin.org.

Other resources:
These are topics we won’t cover directly during class, but that you may find useful, either for a particular assignment (e.g., creating website), or more generally.

- **Ethical topics covered elsewhere that you are expected to know:**
  - Ethical treatment of human subjects (covered in orientation and CITI IRB training)
  - Plagiarism (The best resource I’ve ever seen: [https://www.indiana.edu/~academy/firstPrinciples/index.html](https://www.indiana.edu/~academy/firstPrinciples/index.html))

- **Sample websites of students and faculty:**
  - [http://allisonhepworth.com/](http://allisonhepworth.com/)
  - [https://decidetocommit.com/](https://decidetocommit.com/)
  - [http://davidmlydon.weebly.com/](http://davidmlydon.weebly.com/)
  - [http://www.btmcdaniel.com/](http://www.btmcdaniel.com/)
  - [https://www.shaarp.org/](https://www.shaarp.org/)
  - [http://www.lehmiller.com/](http://www.lehmiller.com/)

- **Sample websites of alt-ac careers**
  - [http://www.jeffreyarnett.com/](http://www.jeffreyarnett.com/)
  - [http://www.drjessicasanderson.com/about.html](http://www.drjessicasanderson.com/about.html)
  - [https://drchristhurber.com/](https://drchristhurber.com/)
  - [https://drzhana.com/](https://drzhana.com/)
  - [http://www.vergerelationships.com/home.html](http://www.vergerelationships.com/home.html)

- **Mentoring**
- **Service:** [http://chronicle.com/article/At-Your-Service/64402/](http://chronicle.com/article/At-Your-Service/64402/)
- **Time management/fitting in writing:**
  - [http://www.evalefkowitz.com/prof-dev-blog/join-the-2014-writing-challenge](http://www.evalefkowitz.com/prof-dev-blog/join-the-2014-writing-challenge) (don’t need to read the post, but the links in it are helpful)
- **Negotiations:** [https://tenureseshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/](https://tenureseshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/)
  - (also section in TPII)
- **NCFDD** (National Center for Faculty Development and Diversity): UConn has an institutional membership so you can join, receive weekly emails, access their resources, etc.
Please see the following website for university policies regarding people with disabilities, discrimination harassment, and related interpersonal violence, the student code, and absences from class due to religious observances and extra-curricular activities: http://provost.uconn.edu/syllabi-references/

For the university policy regarding scholarly integrity in graduate and post-doctoral education and research: http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/

_____________________________________________________________________

NOTE: This syllabus is a working document and is subject to change. If changes are made, you will receive notice via email. Students are responsible for noting any changes.