HDFS 5095
Professional Development and Career Planning
Spring, 2021
Mondays, 8:30 - 11:00

Professor: Dr. Eva S. Lefkowitz (she | her | hers)
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Office Phone: N/A
Office Address: In this very chair, all the time
Office Hours: by appointment - don’t hesitate, I love chatting one-on-one

Course description and objectives:

This course covers professional, ethical, and career development issues related to social science fields such as human development and family sciences. 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. Create a clear CV or resume, research statement, and professional website
6. Recognize 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. Evaluate the boundaries, including fuzzy boundaries, of academic freedom
8. Apply a social justice perspective to research and teaching

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Content covered</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>1</td>
<td>1/25</td>
<td>General ethical principles in research</td>
<td>Course overview/goals</td>
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<td>Informational interviews</td>
<td>Research ethic policies</td>
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<td>Plagiarism</td>
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<td>Self-plagiarism</td>
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<td>Informational interviews</td>
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<td>2</td>
<td>2/1</td>
<td>Ethical data management</td>
<td>Code of ethics</td>
<td>Get website account</td>
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<td>Violations of ethical data management</td>
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<td>Case studies</td>
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<td>3</td>
<td>2/8</td>
<td>Responsible reporting and the replication crisis</td>
<td>Irresponsible reporting</td>
<td>Identify interviewees</td>
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<td>Interpreting/reporting statistical significance</td>
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<td>Transparency</td>
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<td>Preregistration of hypotheses</td>
<td>Fellowship (2/14, noon)</td>
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<td>4</td>
<td>2/15</td>
<td>Fellowships, awards, &amp; grants</td>
<td>Identifying funding sources Planning/timeline Types of fellowships/grants Writing proposals</td>
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<td>5</td>
<td>2/22</td>
<td>Becoming a master teacher</td>
<td>Elements of good instructors Designing a strong course Ethical issues in teaching Current trends in teaching Online teaching Preparing teaching materials for the job market</td>
<td>Job posting summaries</td>
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<td>6</td>
<td>3/1</td>
<td>Career planning &amp; 5 year plan</td>
<td>To post doc? Should you go into academia? Alt-ac careers 5 year plans Time management Interpreting job ads</td>
<td>Informational interviews (2/28, noon)</td>
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<td>7</td>
<td>3/8</td>
<td>CVs, resumes, statements, and cover letters</td>
<td>Academic CVs vs. resumes Formatting your CV/resumes How to build your CV/resumes How to keep your CV/resume up to date Statements/cover letters: types and content</td>
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<td>8</td>
<td>3/15</td>
<td>Managing your online presence</td>
<td>Self-preservation Self-presentation Self-promotion Social media</td>
<td>5-year plan</td>
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<td>9</td>
<td>3/22</td>
<td>Academic societies, conferences, networking, mentoring relationships</td>
<td>Membership &amp; leadership in academic societies/associations Getting the most out of conferences Networking Mentoring relationships</td>
<td>Mentoring map (3/21, noon)</td>
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<td>10</td>
<td>3/29</td>
<td>Publishing &amp; peer review</td>
<td>Writing/preparing manuscript Choosing a journal Review process Elements of good manuscript review Responding to manuscript reviews</td>
<td>CV/resume</td>
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<td>11</td>
<td>4/5</td>
<td>Ethical issues in publishing &amp; peer review</td>
<td>Plagiarizing (briefly) Self-plagiarizing Image usage Mentoring relationships Determining authorship Responsible peer review</td>
<td>Website/Twitter</td>
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<td>SB</td>
<td>4/12</td>
<td>NO CLASS SPRING BREAK</td>
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<td>12</td>
<td>4/19</td>
<td>Interviews &amp; Job talks</td>
<td>Elevator speech Virtual (Zoom) &amp; phone interviews On-campus interviews</td>
<td>Manuscript review</td>
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<td>Week</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>13</td>
<td>4/26</td>
<td>Academic freedom</td>
<td>What is and isn’t covered by academic freedom?</td>
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<td>Diversity &amp; Social justice</td>
<td>Diversity &amp; social justice #metoo academia, power in academia</td>
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<td>Work-life integration</td>
<td>How to live a “balanced” life</td>
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<td>14</td>
<td>TBD</td>
<td>TBD</td>
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<td>Elevator speech (TBD)</td>
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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.


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<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>
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<tr>
<td>Fellowship</td>
<td>5</td>
<td>Identify fellowship options. Match interests/experience to fellowships</td>
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<tr>
<td>Job posting summaries</td>
<td>5</td>
<td>Locate, identify, and interpret job postings. Plan your grad school time based on these long term goals.</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>
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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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<td>Mentoring map</td>
<td>5</td>
<td>Develop and classify list of current/possible mentors</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 or Twitter account</td>
<td>15</td>
<td>Create and manage your self-presentation online.</td>
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<tr>
<td>Manuscript review</td>
<td>15</td>
<td>Critically evaluate others’ research.</td>
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<td>Elevator speech</td>
<td>5</td>
<td>Master describing self and research to others</td>
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</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. By noon 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). Interview these two people (phone/video call highly preferred; email if need be) about what their position entails, and what you should be doing over the next few years to obtain a similar career. Submit a brief write up (use template provided) of what you learned in your interviews. 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. Criteria for interviewees:
   a. Preferably alumni of our program, not already interviewed (talk to me for exceptions)
   b. At least 2 years post-PhD and not a post doc
   c. Not UConn faculty
   d. Not someone you already know

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. 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. **Online presence:** We’ll discuss why you may want to do one or the other (or both!).
   a. **Option A Website:** Create a professional website. It could be in any platform, including through weebly, wordpress, wix, squarespace, google sites or another of your choosing. Send me a link to your website. It does not have to be super fancy, but should meet the following goals:
      i. Describe yourself in narrative form
      ii. Summarize your work, much as you would on a CV (or include your CV)
      iii. Include links to relevant other websites
      iv. You are also welcome to, though not required, to include other elements, such as a blog, photos… be creative.
   b. **Option B Twitter:** Create a Twitter account (if you already have one, you will need to screen shot it at the beginning so you can demonstrate growth). Accomplish the following things;
      i. Write a thoughtful description, including photo(s).
      ii. Follow at least 50 relevant scholars
      iii. Retweet at least 10 posts
      iv. Write at least 5 new posts on academics (e.g., research, teaching, work/life integration...)
      v. Comment on at least 5 others’ posts

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.
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

1/25: General ethical principles in research

https://www.ncfr.org/sites/default/files/ncfr_ethical_guidelines_0.pdf


2/1: Ethical data management


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


Note, you could instead read this one about Stewart; it's longer, but super detailed/interesting. If you choose it, you probably will want to skim some parts:


### 2/8: Responsible reporting and the replication crisis


### 2/15: Fellowships, awards, and grants

Kelsky, TPII: chapters 51 & 52


### 2/22: Becoming a master teacher


Vanderbilt University (no date). *Teaching statements*.

Find one article/blog post/video about teaching, and be prepared to share what you learned with your classmates. Sources can include Chronicle, Inside Higher Ed, Professor Is In, CETL (but could be from anywhere!). Topics could be anything – general tips, teaching during a pandemic/remote teaching, diversity in the classroom...

3/1: Career planning and 5-year plan

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


Optional:

For many other readings on alt-academic careers, try here (not required):

http://theprofessorisin.com/category/post-ac-help/

### 3/8: CVs, resumes, statements, and cover letters

Kelsky, TPII: chapters 22-28, 62


### 3/15: Managing online presence


Optional:


### 3/22: Academic societies, conferences, networking, & mentoring relationships


*This website has a lot of information; feel free to look at it now, or save it for future presentations.


*Optional: You could also watch this video about cultivating your network


3/29: Publishing & peer review


Sample manuscript & review (on Husky CT)

Optional resources:


4/5: Ethical issues in publishing and peer review

Kelsky, TPII: chapters 55 & 56


And an updated version, also on APA website


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


4/19: Interviews and job talks

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


*Or could read this one – it’s newer, but categorized:


Optional:


4/26: Academic freedom, Diversity & Social justice, work-life integration


Brown et al. (no date). Lab notes on power in academic.

DiAngelo & Sensoy (no date). Leaning in: A student’s guide to engaging constructively with social justice content.


Implicit Attitude Test. https://implicit.harvard.edu/implicit/takeatest.html

How to cut your to do list and get more done (4 minute video). Viewed at www.leanin.org.
List below: each student will choose/be assigned his/her own case study; or you can choose your own!


Other resources:
These are topics we won’t cover directly during class, or expansions of topics we do cover. You may find them 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)

- **Sample websites of students and faculty:**
  - http://www.meganmaas.com/
  - http://allisonhepworth.com/
  - https://decidetocommit.com/
  - http://davidmlydon.weebly.com/
  - http://www.btmcdaniel.com/
  - https://www.shaarp.org/
  - http://www.lehmiller.com/
  - http://www.drkarenblair.com/
  - http://lisa-wade.com/
  - https://www.lauramauldin.com/

- **Sample websites of alt-ac careers**
  - http://www.jenniferltanner.com/
  - http://www.jeffreyarnett.com/
  - http://www.driJessicasanderson.com/about.html
  - https://drchristthurber.com/
  - https://drzhana.com/
  - https://groundedingood.org/
• **Mentoring**
• **Service:** [http://chronicle.com/article/At-Your-Service/64402/](http://chronicle.com/article/At-Your-Service/64402/)
• **Sample job market materials:**
  o [Hannah Schacter](#), full package
  o [Sample teaching statement](#)
  o See Grad Student HuskyCT pages for more uploaded examples
• **Grant writing resources:**
  o [http://chem.wayne.edu/feiggroup/CSCNFW/resources-for-nfw-participa/grant-writing-resources-2.html](http://chem.wayne.edu/feiggroup/CSCNFW/resources-for-nfw-participa/grant-writing-resources-2.html)
  o [Spencer Foundation](#): A guide to quantitative research proposals (*they also have one for qualitative and some others as well*)
• **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)
• **Consulting:** [Rubin, D. R. (2002). The ethics of consulting for the tobacco industry. *Statistical methods in medical research*, 11, 373-380.](#)
• **Behavioral scientists in business:** [http://behavioralscientist.org/hire-behavioral-scientist/](http://behavioralscientist.org/hire-behavioral-scientist/)
• **Negotiations:** [https://tenureshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/](https://tenureshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/) (also section in TPII)
• **Repeated rejection, imposter syndrome, and burnout**
• **Community college interviews**
• **Teaching demo**
  o [The Professor Is In](#): [https://www.sociologicalscience.com/articles-v6-7-172/](https://www.sociologicalscience.com/articles-v6-7-172/)
• **NCFDD** (National Center for Faculty Development and Diversity): UConn has an institutional membership so you can join, receive weekly emails, access their resources, etc.
• **Academic Womxn Amplified podcast**

**Policies:**

Classes will take place over WebEx. I recommend a webcam and, if possible, earbuds or headphones, which make participating in discussion easier (less feedback). I may sometimes record lectures in WebEx if others aren’t able to attend. Please alert me to any concerns about recording so that we may come up with a plan.

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/](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/

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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.

*Appreciation to Laurel Joy Gabard-Durnam who curated some of the resources included in this syllabus, and to Lori Skibbe, who shared a copy of her syllabus for a related course.