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

Professor:	Dr. Eva S. Lefkowitz (she | her | hers)
Email:	Eva.lefkowitz@uconn.edu
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

Week	Date	Topic	Content covered	Assignment due
1	1/25	General ethical principles in research Informational interviews	Course overview/goals Research ethic policies Plagiarism Self-plagiarism Informational interviews	
2	2/1	Ethical data management	Code of ethics Violations of ethical data management Case studies	Get website account
3	2/8	Responsible reporting and the replication crisis	Irresponsible reporting Interpreting/reporting statistical significance Transparency	Identify interviewees

Week	Date	Topic	Content covered	Assignment due
			Preregistration of hypotheses Defamation	
4	2/15	Fellowships, awards, & grants	Identifying funding sources Planning/timeline Types of fellowships/grants Writing proposals	Fellowship (2/14, noon)
5	2/22	Becoming a master teacher	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	Job posting summaries
6	3/1	Career planning & 5 year plan	To post doc? Should you go into academia? Alt-ac careers 5 year plans Time management Interpreting job ads	Informational interviews (2/28, noon)
7	3/8	CVs, resumes, statements, and cover letters	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	
8	3/15	Managing your online presence	Self-preservation Self-presentation Self-promotion Social media	5-year plan
9	3/22	Academic societies, conferences, networking, mentoring relationships	Membership & leadership in academic societies/associations Getting the most out of conferences Networking Mentoring relationships	Mentoring map (3/21, noon)
10	3/29	Publishing & peer review	Writing/preparing manuscript Choosing a journal Review process Elements of good manuscript review Responding to manuscript reviews	CV/resume
11	4/5	Ethical issues in publishing & peer review	Plagiarizing (briefly) Self-plagiarizing Image usage Mentoring relationships Determining authorship Responsible peer review	Website/Twitter
SB	4/12	NO CLASS SPRING BREAK		
12	4/19	Interviews & Job talks	Elevator speech Virtual (Zoom) & phone interviews On-campus interviews	Manuscript review

Week	Date	Topic	Content covered	Assignment due
			Alt-ac interviews The job talk: do's and don'ts	
13	4/26	Academic freedom Diversity & Social justice Work-life integration	What is and isn't covered by academic freedom? Diversity & social justice #metoo academia, power in academia How to live a "balanced" life	
14	TBD	TBD		Elevator speech (TBD)

Required text: Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph.D. into a job*. New York: Three Rivers Press.

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.

Optional text (for students considering alt-ac career): Brown Urban J., & Linver, M. R. (2018). *Building a career outside academia: A guide for doctoral students in the behavioral and social sciences.* Washington, DC: American Psychological Association.

Assignment	Points	Learning objective(s)
Discussion	20	Critically evaluate ethical and professional issues in HDFS. Demonstrate understanding and knowledge through oral communication.
Fellowship	5	Identify fellowship options. Match interests/experience to fellowships
Job posting summaries	5	Locate, identify, and interpret job postings. Plan your grad school time based on these long term goals.
Informational interviews	10	Develop skills in networking with professionals. Create list of skills and experiences needed to achieve career goals.
5-year plan	10	Identify career goals and steps needed to achieve them.
Mentoring map	5	Develop and classify list of current/possible mentors
CV or resume	10	Organize your professional information. Identify strengths/weaknesses/areas for growth.
Website or Twitter account	15	Create and manage your self-presentation online.
Manuscript review	15	Critically evaluate others' research.
Elevator speech	5	Master describing self and research to others

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.

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

1/25: General ethical principles in research

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

Shives, K. (2014, January 30). The informational interview. *Inside Higher Ed.* Retrieved from www.insidehighered.com.

2/1: Ethical data management

American Psychological Association. (2010). *Ethical principles for psychologists and code of conduct.* Retrieved from www.apa.org.

Fanelli, D. (2009). How many scientists fabricate and falsify research? A systematic review and meta-analysis of survey data. *PLoS One, 4*(5), 1-11.

List below: each student will choose/be assigned his/her own case study.
*Bartlett, T. (2019, September 24). The criminologist accused of cooking the books. *Chronicle*. Retrieved from www.chronicle.com. (Eric Stewart)
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:
  Picket, J. T. (2020). The Stewart retractions: A quantitative and qualitative analysis. *Economic Journal Watch, 17*(1), 152-190.

*Bhattacharjee, Y. (2013, April 26). The mind of a con man. *New York Times*. Retrieved from http://www.nytimes.com. (Diederik Stapel).

Carey, B., & Belluck, P. (2015, May 25). Doubts about study of gay canvassers rattle the field. *New York Times*. Retrieved from www.nytimes.com. (Michael LaCour)

Clarke, T. (2012, May 10). Alzheimer's research fraud case set for trial. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com. (Harvard Alzheimers researchers)

*The Economist. (2011, September 10). An array of errors. *The Economist.* Retrieved from www.economist.com. (Anil Potti & Joseph Nevins)

*Enserink, M. (2012, June 25). Rotterdam marketing psychologist resigns after university investigates his data. *Science Insider.* Retrieved from www.sciencemag.org (Dirk Smeesters)

Goel, V. (2014, August 12). As data overflows online, researchers grapple with ethics. *New York Times*. Retrieved from http://www.nytimes.com. (Facebook manipulation study).

*Goldberg, C., & Allen, S. (2005). Researcher admits fraud in grant data. *Boston Globe.* Retrieved from www.boston.com. (Eric Poehlman)

Harding, L. (2005, February 18). History of modern man unravels as German scholar exposed as fraud. *The Guardian*. Retrieved from www.theguardian.com. (Reiner Protsch von Zieten).

NewYorkTimes.com (2006, January 10). Researcher faked evidence of human cloning, Koreans report. *New York Times*. Retrieved from www.nytimes.com. (Hwang Woo-Suk)

*Wade, N. (2010, August 27). Harvard researcher may have fabricated data. *New York Times*. Retrieved from www.nytimes.com. (Marc Hauser)

2/8: Responsible reporting and the replication crisis

Aczel, B., et al. (2020). A consensus-based transparency checklist. *Nature Human Behavior, 4*, 4-6.

Chambers, C. (2014, May 20). Psychology's "registration revolution". *The Guardian*. Retrieved from www.theguardian.com.

Dominus, S. (2017, October 18). When the revolution came for Amy Cuddy. *The New York Times*. Retrieved from nytimes.com.

Gelman, A., & Stern, H. (2006). The difference between "significant" and "not significant" is not itself statistically significant. *The American Statistician, 60*, 328-331.

John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. *Psychological Science, 23*, 524-532.

Lewandowsky, S., & Bishop, D. (2016). Don't let transparency damage science. *Nature, 529*, 459-461.

Loken, E. & Gelman, A. (2017). Measurement error and the replication crisis. *Science, 355*, 584-585.

Lomangino, K., Holland, E., & Holtz, A. (2016, April 1). U of Maryland review: Researcher on flawed chocolate milk/concussions study failed to disclose big dairy donations. *Health News Review*. Retrieved from www.healthnewsreview.org

Resnick, B., & Belluz, J. (2018, October 24). A top Cornell food researcher has had 15 studies retracted. That's a lot. *Vox*. Retrieved from vox.com. (Brian Wansink)

2/15: Fellowships, awards, and grants

Kelsky, TPII: chapters 51 & 52

Putnam, A. (2012). Ten tips for applying to the NSF graduate research fellowship program. *Psychological Science Observer*. Retrieved from www.psychologicalscience.org/observer.

Smyth, J., BeLue, R., Neiderhiser, J., & Downs, D. (no date). *The grant writing and review process at NIH.* Retrieved from http://www.ssri.psu.edu. (other related resources here: https://ssri.psu.edu/resources)

2/22: Becoming a master teacher

Armstrong, P. (no date). Bloom's Taxonomy. *Vanderbilt University*. Retrieved from www.vanderbilt.edu.

Carnegie Mellon University Eberly Center (no date). *Teaching portfolios*. Retrieved from cmu.edu.

Miller, M. E. (2015, November 12). Grow up tweets legendary Mizzou football star to students who hounded hero professor. *Washington Post.* Retrieved from www.washingtonpost.com.

Pérez-Peña, R. (2013, February 1). Harvard forced dozens to leave in cheating scandal. *New York Times.* Retrieved from www.nytimes.com.

Salter, A. (2015, August 14). Teaching a class again. *Chronicle*. Retrieved from www.chronicle.com.

Singer, N. (2015, April 5). Online test takers feel anti-cheating software's uneasy glare.   *New York Times.* Retrieved from www.nytimes.com.

Stanford University (no date). Diversity and inclusion – Put it in the syllabus! Retrieved from tomprof.stanford.edu.

Varga, K. (2011, March). Gaining teaching experience in graduate school. *Psychological Science Observer*. Retrieved from www.psychologicalscience.org/publications/observer.

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

Cardozo, K. (2016, June 7). *The alt/post-ac makeover: From field to function and new forms*. Retrieved from theprofessorisin.com.

Jonker, T. (2020, October 14). *Industry jobs for those with training in neuroscience, cognition, or psychology*. Retrieved from tanyajonker.com.

Palermo, T., Ngo, T., Mueller, V., & Peterman, A. (no date). *The world is your oyster: Advice for PhD students considering non-academic jobs*. Retrieved from iaphs.org.

Reinero, D. A. (2019, October 23). The path to professorship by the numbers and why mentorship matters. Behavioral & Social Sciences Nature. Retrieved from socialsciences.nature.com.

Wood, L. M. (2014, January 6). The Ph.D.'s guide to a nonfaculty job search. *Chronicle of Higher Education*. Retrieved from www.chronicle.com.

Optional:

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

Thompson, P. (2014, October 13). *What is an "academic profile"?* Retrieved from 222.patthomson.net.

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

Kelsky, TPII: chapters 22-28, 62

Beck, S. L. (2018). *Developing and writing a diversity statement.* Vanderbilt University Center for
Teaching. Retrieved from cft.vanderbilt.edu.

Castro, F. M. (2016, December 12). Do you speak resume. *The Chronicle of Higher Education*. Retrieved
from www.chronicle.com.

Hannibal, D. (2016, May 31). *The post-ac's guide to the cover letter.* Retrieved from
theprofessorisin.com.

Hannibal, D. (2016, April 18). The post-ac's guide to the resume. Retrieved from theprofessorisin.com.

Houston, N. (2010, September 14). Creating and maintaining your CV. *The Chronicle of Higher Education*.
Retrieved from www.chronicle.com.

McGlynn, T. (2014, January 24). Getting the emphasis right. *Inside Higher Ed*. Retrieved from
insidehighered.com.

3/15: Managing online presence

Posner, M. (2011, February 14). Creating your web presence: A primer for academics. *Chronicle of
Higher Education*. Retrieved from www.chronicle.com.

Rust, N. (2019, June 18). *A nifty guide for academics on using Twitter*. Retrieved from scicomm.plos.org.

Searles, K., & Krupnikov, Y. (2018). How not to get ratioed and other advice for the savvy graduate
mentor. *Political Communication, 35*, 669-673.

Terman, R. (2015, March 3). *Personal academic webpages: An update on how-to's and tips for 2015*.
Retrieved from http://townsendcenter.berkeley.edu.

Optional:

Quintana, D. (2021, January 1). Social media for academics: Why and how. Podcast retrieved from
https://shows.acast.com/dsquintana.

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

Edwards, P. N. (2013). *How to give an academic talk, v 5.1*. Retrieved from www.ocw.mit.edu.

Errin, T. C., & Bourne, P. E. (2007). Ten simple rules for a good poster presentation. *PLOS: Computational
Biology, 3*, e102.

This website has a lot of information; feel free to look at it now, or save it for future presentations.
Hess, G., Tosney, K., & Liegel, L. (no date). *Creating effective poster presentations: An effective poster*.
Retrieved from ncsu.edu.

Lefkowitz, E. S. (2013, October 29). *How to network at a conference*. Retrieved from
    www.evalefkowitz.com.

Montgomery, B. L. (2017). Mapping a mentoring roadmap and developing a supportive network for
    strategic career advancement. *SAGE Open*, 1-13.

Morrison, M. (2019, March 25). *How to create a better research poster in less time*. YouTube.

NCFDD (2018). *NCFDD Mentoring map.* Retrieved from facultydiversity.org.
Optional: You could also watch this video about cultivating your network

Richards, B. N. (2019, December 6). Networking strategies for academics who are bad at it. *Inside Higher
    Ed*. Retrieved from insidehighered.com.

3/29: Publishing & peer review

Bengston, V. L., & MacDermid, S. M. How to review a journal article: Suggestions for first-time reviewers
    and reminders for seasoned experts. Retrieved from www.ncfr.org.

Cormode, G. (2008). How not to review a paper: The tools and techniques of the adversarial reviewer.
    SIGMOD Record, 37, 100-104.

Mensch, B., & Kording, K. (2017). Ten simple rules for structuring papers. *PLOS Computational Biology,
    13*(9), 1-9.

Preacher, K. J. (2003). Publishing in graduate school: Tips for new graduate students. *APS Observer, 16*.
    Retrieved from psychologicalscience.org.

White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family*,
    67, 791-798.

Wiley (no date). Step by step guide to reviewing a manuscript. Retrieved from
    www.authorservices.wiley.com.

Sample manuscript & review (on Husky CT)

Optional resources:

Kallestinova, E. D. (2011). How to write your first research paper. *Yale Journal of Biology and Medicine,
    84*, 181-190.

Vandenbroucke, J. P., von Elm, E., Altman, D. G., Gotzsche, P. C., Mulrow, C. D., Pocock, S. J. … & Egger,
    M. (2007). Strengthening the reporting of observational studies in epidemiology (STROBE):
    Explanation and elaboration. *Annals of Internal Medicine, 147*, W163-W194.

4/5: Ethical issues in publishing and peer review

Kelsky, TPII: chapters 55 & 56

American Psychological Association Science Student Council. (2006). *A graduate student's guide to
    determining authorship credit and authorship order.* Retrieved from www.apa.org.

Authorship checklist, based on: Winston, Jr., R. B. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development, 63,* 515-518. *And an updated version, also on APA website*

Elsevier (no date). CRediT author statement. Retrieved from Elsevier.com.

Fine, M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, *48*, 1141-1147.

Lee, C. (2016, January 22). Navigating copyright for reproduced images: Part 2. Determining whether permission is needed. *APA Style Blog*. Retrieved from blog.apastyle.org.

Rockwell, S. (2005). *Ethics of peer review: A guide for manuscript reviewers.* Retrieved from http://ori.hhs.gov.

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

Barbash, F. (2015, March 27). Major publisher retracts 43 scientific papers amid wider fake peer-review scandal. *The Washington Post*. Retrieved from www.washingtonpost.com.

Barnes, F. (2012, January 4). Stephen Ambrose, copycat. *Weekly Standard*. Retrieved from www.weeklystandard.com. (Stephen Ambrose)

Flaherty, C. (2014, April 25). In her own words. *Inside Higher Ed*. Retrieved from www.insidehighered.com. (Vanessa Ryan)

Gelman, A. (2011, September 19). Another Wegman ~~plagiarism~~ copying-without-attribution, and further discussion of why scientists cheat. Retrieved from www.andrewgelman.com. (Ed Wegman)

Gelman, A. (2014, March 5). Plagiarism, Arizona Style. Retrieved from www.andrewgelman.com. (Matthew Whitaker)

Gelman, A. (2018, November 9). Recapping the recent plagiarism scandal. Retrieved from www.andrewgelman.com. (Irving & Holden)

Hemel, D. J., & Schuker, L. A. E. (2004, September 27). Prof admits to misusing source. *Harvard Crimson*. Retrieved from www.thecrimson.com. (Laurence Tribe)

Leo, G. (2014, November 13). University of Regina prof investigated for allegedly plagiarizing student's work. *CBC News*. Retrieved from www.cbc.ca. (Shahid Azam & Arjun Paul).

Levingston, S. (2013, March 19). Jane Goodall's 'Seeds of Hope' contains borrowed passages without attribution. *The Washington Post*. Retrieved from www.washingtonpost.com. (Jane Goodall)

Munroe, M. (2012, September 11). Top Canadian scientist and award-winning student caught in "blatant plagiarism" of text. *National Post*. Retrieved from www.nationalpost.com. (Dongqing Li & Yasaman Daghighi).

Schmidt, P. (2014, August 21). UNLV professor is investigated for career-spanning plagiarism. *Chronicle of Higher Education*. Retrieved from www.chronicle.com. (Mustapha Marrouchi).

4/19: Interviews and job talks

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

Curie, B. (2018, December 21). *Faculty candidates: Tips for a successful "Skype" interview.* Retrieved from williamcurrie.net

Daily Nous Contributes (2015, October 23). A guide for applying to jobs at selective liberal arts colleges. *Inside Higher Ed*. Retrieved from insiderhighered.com.

Fleming, S. A. (2013, April 29). Interview questions. *Inside Higher Ed*. Retrieved from insidehighered.com.
Or could read this one – it's newer, but categorized:
Gabard-Durnam (no date). *Potential (phone) interview questions*. Retrieved from plasticityinneurodevelopmentlab.com.

Langer, J. (2015, February 9). The question is not the question, post-ac version – Langer. *The Professor Is in*. Retrieved from www.theprofessorisin.com.

Sura, S. A., et al. (2019). Ten simple rules for giving an effective job talk. *PLOS Computational Biology.*

Vaillancourt, A. M. (2012, October 5). Asking the right questions. *Chronicle of Higher Education*. Retrieved from www.chronicle.com.

Weinhold, K. (2016, March 27). Don't be that asshole. *The Professor Is In.* Retrieved from www.theprofessorisin.com.

Optional:

Division for Research – CEC (2020, Sep – Nov). *The academic job search: DR webinar series Fall 2020*. YouTube.

UCLA (no date). *EDI statement guidance for candidates* [title altered slightly for comprehension]. Retrieved from equity.ucla.edu.

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

Anderson, N. (2018, May 10). Academia's #MeToo moment: Women accuse professors of sexual misconduct. *The Washington Post*. Retrieved from www.washingtonpost.com

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*.

Flaherty, C. (2018, September 20). Beyond naming to shame. *Inside Higher Ed*. Retrieved from www.insidehighered.com

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!

Bilefsky, B. (2015, June 11). Women respond to Nobel Laureate's 'Trouble with girls.' *The New York Times*. Retrieved from www.nytimes.com. (Tim Hunt).

Fish, S. (2009, February 8). The two languages of academic freedom. *The New York Times*. Retrieved from www.nytimes.com. (Denis Rancourt)

Flaherty, C. (2017, April 25). Past as prologue. *Inside Higher Ed.* Retrieved from www.insidehighered.com. (Alice Goffman)

Fish, S. (2007). Advocacy and teaching. *New York Times*. March 24, 2007. Retrieved from www.nytimes.com. (Emily Brooker)

Graves, J., & Jarvis, E. D. (2020, June 19). An open letter: Scientist and racial justice. Retrieved from the-scientist.com

Jaschik, S. (2013, April 15). The video and the context. *Inside Higher Ed.* Retrieved from www.insiderhighered.com. (Darry Sragow)

Jesse, D. (2014, December 18). U-M regent blasts prof who wrote "I hate Republicans." *Detroit Free Press.* Retrieved from www.freep.com. (Susan Douglas)

Petit, E. (2021, January 19). A college warned a professor about her tweet. She says that's retaliation. *Chronicle*. Retrieved from www.chronicle.com (L.D. Burnett)

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.drjessicasanderson.com/about.html
    https://drchristhurber.com/
    https://drzhana.com/
    https://groundedingood.org/

- **Mentoring**
- **Service**: http://chronicle.com/article/At-Your-Service/64402/
- **Getting reference letter**s: http://chronicle.com/article/Getting-Great-Letters-of/45570/
- **Sample job market materials:**
  - Hannah Schacter, full package
  - **Sample teaching statement**
  - See Grad Student HuskyCT pages for more uploaded examples
- **International job search**: http://chronicle.com/article/Conducting-the-International/127553/
- **Grant writing resources**:
  - http://chem.wayne.edu/feiggroup/CSCNFW/resources-for-nfw-participa/grant-writing-resources-2.html
  - 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 (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/
- **Negotiations**: https://tenureshewrote.wordpress.com/2015/01/29/guest-post-academic-negotiations/ (also section in TPII)
  - https://chroniclevitae.com/news/1347-ladies-let-s-negotiate
  - https://chroniclevitae.com/news/933-negotiating-nonacademic-style
- **Repeated rejection, imposter syndrome, and burnout**
- **Community college interviews**
- **Teaching demo**
  - Chronicle: https://community.chronicle.com/news/2161-how-to-succeed-at-a-teaching-demo
  - **The Professor Is In:** 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/

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.