

## FCHD 7080: Professional Development Spring 2017

|                             |   |
|-----------------------------|---|
| <b>Instructor:</b>          | Dr. Elizabeth Braungart Fauth   |
| <b>Office:</b>              | 222 Family Life Bldg  |
| <b>Office Hours:</b>        | Mondays 11:30-12:30 and by appt. – I have a lot of flexibility to schedule phone calls and meetings around your schedule; email for appt. |
| <b>Email:</b>               | <a href="mailto:beth.fauth@usu.edu">beth.fauth@usu.edu</a>  |
| <b>Phone:</b>               | 797-1989  |
| <b>Class Meeting Times:</b> | Wednesdays 9-11:30  |

### **Required Text:**

There are no required textbooks for this course, however readings may be posted on Canvas – they will be released one week before class. Handouts may also be provided in class.

### **Course Description:**

This course is designed to prepare PhD students for successful careers in and out of academia. Weekly readings, guest speakers, assignments and in-class discussions will cover the demands and some practical advice and recommendations for completing the PhD, acquiring a job, and being successful in a continued post-graduate career. Assignments and goals can be tailored to students' own career plans.

### **Course Objectives:**

1. Students will be able to critically evaluate a curriculum vita and refine their own.
2. Students will set career goals, identify related position announcements, and will self-evaluate ways to make themselves most marketable for those jobs.
3. Students will learn about the job interview process, which will prepare them for future interviews
4. Students will review the requirements of a tenure-track faculty at an academic institution and discuss the transition into a faculty role

### **This course adheres to the following USU policies:**

#### **Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

#### **Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### **Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### **Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

[http://studentlife.tsc.usu.edu/stuserv/pdf/student\\_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

### **Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

### **Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Additional Utah State University Resources for Students**

|                    |          |
|--------------------|----------|
| The Writing Center | 797-2712 |
| Counseling Center  | 797-1012 |

**My own policies for the course are also as follows:**

#### **Meeting Deadlines**

Students are expected to complete all of their assignments as scheduled. Medical excuses, a death in the family, or other USU-endorsed exemptions (e.g., athletics) may be recognized as a valid excuse only if accompanied by adequate documentation and, in some cases, a personal meeting with the instructor. A medical excuse needs to be a valid, written note from a medical professional that explains why you were unable to complete the assignment on time (although please do not include personal information about specific diagnoses, etc). An insurance form or receipt from a health center *is not* considered a valid excuse by itself. If you have questions about the legitimacy of an excuse and/or if you know in advance of your scheduling conflicts, you must meet with the instructor in advance to discuss your options. In nearly all cases you will be required to hand in the assignment early.

#### **Attendance, Classroom and Conduct**

It is expected that you will attend the lectures. Please arrive at class on time and plan to stay for the entire duration of class. I expect you to be respectful of my time, your time, and your classmates' time, so please stay awake and refrain from engaging in disruptive private conversations.

- **Please turn off all cell phones prior to the start of class. If your phone rings you will need to provide treats for the entire class at the next class period.**
- **The use of tablets and laptop computers is permitted ONLY for class-related purposes. One warning will be allowed for each student who uses their computer or tablet for non-class purposes. If the student violates the policy again, they will not be allowed to use their device in class for the remainder of the semester.**

There will be opportunities to discuss topics that may be sensitive or controversial. Students are expected to respect the discussion and maintain professionalism. Students are expected to use non-biased terminology as advocated by the American Psychological Association (APA manual page 70-77). Students are reminded to keep their discussion points within an academic paradigm.

### **Format for Written Assignments**

Evaluation of written assignments will be based on the clarity and the quality of your writing (points will be deducted for spelling and grammatical errors, poor organization, etc.) as well as how well you addressed the purpose of the assignments.

Papers must be double-spaced, in 12pt Times New Roman or 12pt Arial font, and margins of 1".

All writing assignments must use the formatting of the American Psychological Association (APA 6th edition).

**Assignments handed in late must be sent electronically to the instructor, or handed directly to the instructor in class. DO NOT SLIDE THE ASSIGNMENT UNDER MY DOOR OR PLACE IT IN MY MAILBOX**

**LATE ASSIGNMENTS:** Assignments handed in within 24 hours past the beginning of class on the date it is due automatically receive 3 points off their total grade. Those handed in within 24 and 48 hours of the start time of class on the due date receive 6 points off. For every 24-hour increment that the assignment is late, and additional 3 points will be taken off. If you must be away on the day these assignments are due, please plan to turn them in early.

### **Grading Procedures**

|  | <b>Points</b> | <b>%</b>    |
|--|---------------|-------------|
| Participation                                      | 42            | 27          |
| Job Announcements                                  | 10            | 6           |
| CV Assignment                                      | 5             | 3           |
| Plan for Competencies                              | 15            | 10          |
| Conferences  | 5             | 3           |
| Identify a Faculty Mentor for Reviewing an Article | 5             | 3           |
| Application Documentation                          | 20            | 12          |
| Interview Q & A                                    | 15            | 10          |
| Review/Feedback on others' documentation           | 15            | 10          |
| Goals and Plan                                     | 25            | 16          |
| <b>Total Score</b>                                 | <b>157</b>    | <b>100%</b> |

### **University Grading Scale**

|    |         |    |               |
|----|---------|----|---------------|
| A  | 100-93% | C+ | 79-77%        |
| A- | 92-90%  | C  | 76-73%        |
| B+ | 89-87%  | C- | 72-70%        |
| B  | 86-83%  | D  | 69-60%        |
| B- | 82-80%  | F  | 59% and below |

**Course Outline and Deadlines:** (READINGS POSTED ON CANVAS)

|                 |  |
|-----------------|--|
| Week 1<br>1/11  | Where you are now: Grad school Concerns, Challenges, and Best Practices  |
| Week 2<br>1/18  | Career Options – Academic and non-academic<br><br><i>Assignment Due : <b>Upload 2 job announcements</b> (see assignment in Canvas)</i>   |
| Week 3<br>1/25  | CV review<br><br><i>Assignment Due: <b>Upload 2 CV's</b> for class discussion (see Canvas)</i>   |
| Week 4<br>2/1   | Grad School: Competencies and Opportunities<br><br><i>Assignment Due: <b>Upload 1-page Plan for Competencies</b> (See Canvas)</i>  |
| Week 5<br>2/8   | Conferences and networking<br><br><i>Assignment Due: <b>Bring to class: Conferences and networking opportunities</b> (see Canvas)</i>  |
| Week 6<br>2/15  | Publishing, authorship, and identifying quality publications<br><br><i>Assignment Due: <b>Submit on Canvas: Identify a faculty member who will work with you on reviewing an article</b></i>                     |
| Week 7<br>2/22  | Mentorship, Service, and Reviewing manuscripts   |
| Week 8<br>3/1   | Grants   |
| 3/8             | <i>NO CLASS – Spring Break</i>   |
| Week 9<br>3/15  | Teaching, documentation of effective teaching, and the Teaching portfolio<br><br><i>Assignment Due: <b>Submit on Canvas: Grant opportunities and preliminary steps</b></i>                                       |
| Week 10<br>3/22 | To post-doc or not to post-doc   |
| Week 11<br>3/29 | Search committee perspective on hiring (the documents, the interview)<br><i>Assignment Due: <b>Submit on Canvas: Documentation for application (cover letter, teaching statement, or research statement)</b></i> |
| Week 12<br>4/5  | The Job talk<br><br><i>Assignment Due: <b>Submit on Canvas: Answer these interview questions</b></i>   |
| Week13<br>4/12  | Job Negotiations<br><br><i>Assignment Due: <b>Submit on Canvas: Review another person's documentation</b></i>  |
| Week 14<br>4/19 | Role of Assistant Professor (and Open Content)   |
| Week 15<br>4/26 | Now you have the job.... Balancing work and family<br><br><i>Assignment Due: <b>Submit on Canvas: Goals and Plan</b></i>   |

*Description of Grades and Assignments:*

**Participation (70 Points):**

Each week is assigned 3 points for your quality of participation. Your lowest performance day (which might be a 0 if you missed class) will be dropped.

There are no make-ups for lost points. You must be present to participate and earn points.

High quality participation is:

- Oral discussion which demonstrates that you have read all assigned material and which demonstrates a thoughtful analyses and integration of topics
- Thoughtful questions that both clarify and promote deeper order thinking
- Listening to your instructor and peers in a professional way
- Low quality participation is:
- Being late/leaving early
- Not listening, being distracted by non-class-related tasks, or sitting silently
- Demonstrating that materials have not been read ahead of time
- Being discriminatory, closed-minded, or rude in discussion or directly to your professor or classmates

**Assignments:**

Descriptions of all submitted assignments are available on Canvas.