PAD 881/883: SEMINAR ON PHD RESEARCH AND PROFESSIONAL DEVELOPMENT
FALL 2015

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The best way to contact me is via email. To ensure that I see your email, write “PAD 881” or “PAD 883” in the subject line.

PREREQUISITES
Enrollment in the Public Administration and Policy PhD program. PAD 881 is the first term and PAD 883 is the third term of a four-semester sequence for first- and second-year PhD students.

COURSE OBJECTIVES AND REGISTRATION DETAILS
The PAD 881-884 seminar series has four purposes: (1) to socialize PhD students to the practices of the academy in the United States, (2) to familiarize students with the major streams of research within the department and Rockefeller College, (3) to prepare students to complete the program and participate in their chosen stream of intellectual endeavor, and (4) to help students develop the presentation skills necessary to participate in professional conferences and eventually the academic job market. PAD 881/883 are offered in the fall, and PAD 882/884 are offered in the spring. First-year students register for PAD 881 (fall) and PAD 882 (spring), and second-year students register for PAD 883 (fall) and PAD 884 (spring).

CLASS MEETING DATES, TIME, AND LOCATION
All meetings are 9:00–10:30 am, in Husted 208. Class will meet nearly biweekly, on the following days:

- Friday, August 28
- Friday, September 11
- Friday, September 25
- Friday, October 9
- Friday, October 23
- Friday, November 20
- Friday, December 4

READINGS
Readings related to professional development topics will be posted to the Blackboard occasionally. Although you will not earn points for reading them, these tips will probably make your graduate school careers more successful. That should be sufficient motivation to read.
SECOND-YEAR STUDENT PRESENTATIONS

One of the requirements for all second-year students is the successful completion of a 10-15 minute conference-style research presentation in the PAD 883-884 series. This activity is recorded in the annual PhD progress report. In past years, second-year students signed up for a slot in either the fall (PAD 883) or spring (PAD 884) semesters. The presentation topic was flexible, and could be a research paper from a class (e.g. an empirical exercise), an early draft of a candidacy paper, or a manuscript co-authored with a faculty member or peer.

This year, all second-year students will do their presentations in the spring semester. Unlike past years, the presentation must be on a current research project that you are leading, such as preliminary findings from your candidacy empirical paper. In addition, you will be asked to invite your faculty advisers to attend and provide feedback on both the content and your presentation style. This requires you to make significant progress on an independent research project.

You can prepare for next semester’s presentation by meeting with your faculty adviser as soon as possible to discuss research ideas and how to be on track to have a nearly completed analysis by the middle of the spring semester.

CLASSROOM PROCEDURE

Most class meetings will consist of a workshop on a professional development topic, or else a presentation by a faculty member on his/her research and advice for doctoral students. There will be a visit to an affiliated research center at least once per academic year.

BLACKBOARD

All presentations, assignments, and other materials will be posted to the Blackboard course website. All announcements will be posted to the Blackboard course website. You are responsible for checking the website regularly.

ASSIGNMENTS AND GRADING

This course is graded on a Satisfactory/Unsatisfactory basis. To receive a Satisfactory grade, you must:

- Regularly attend and actively participate in the seminar;
- Complete two seminar report worksheets, of which one must be a job talk;
- Complete two professional association worksheets.

If you are a second-year student, you must also:

- Contact your academic adviser to develop an empirical project that you will present in the spring (PAD 884).

Regular attendance and participation

You should attend the class sessions, and arrive on time. You are allowed ONE absence per semester, which is your insurance policy in case you get sick or have an unavoidable professional obligation. You should also be actively engaged, such as asking questions to speakers, offering comments during the professional development workshops, and providing
feedback to student presenters. You will not receive a Satisfactory grade if you are regularly late or miss more than one session.

Seminar report worksheets

During the semester, attend two research seminars of approximately 45 to 90 minutes in length that are outside of your scheduled classes. The sessions must be about a research project, and can be about any stage of research, from research-in-progress to polished conference presentations or job talks. Presenters could be graduate students, faculty members, or researchers from other institutions. As the department will be conducting several job searches this fall, at least one of these seminars must be a job talk. The other seminar may be another job talk or else an in-person or web-based research seminar. Appendix 1 contains a list of seminars that you may wish to consider. If you have questions about whether something will count, send me an email.

After attending the seminar, complete the seminar report worksheet in Appendix 2. The template is available in Blackboard. You must use the format uploaded to Blackboard. There is no set page limit, but be concise. Submit a hard copy. All reports are due on the last day of class (December 4), although you are welcome to submit them earlier.

This assignment is designed to help you become acquainted with different types of research, consider what makes a good versus bad research presentation, and cultivate a habit of becoming an engaged scholar and citizen in the department.

Professional association worksheet

Each student will be assigned two professional associations. For your assigned associations, go to the website and read about its mission, activities, membership, and associated conferences and journals. Complete the worksheet in Appendix 3.

The assignment is due at the start of class on September 25, and it corresponds to the “Navigating Academic Conferences” workshop. You must use the format uploaded to Blackboard. Submit a hard copy of the worksheet. In addition, email a PDF version to me. Label your file as “Organization Name.pdf” (e.g., “Association for Public Policy Analysis and Management.pdf” or “American Society for Public Administration.pdf”). After the class session, students’ submissions will be compiled and distributed to all students as a reference guide.

OTHER CLASS POLICIES

Tardiness

Class starts at 9:00 am, not 9:05 or 9:15 am. Being tardy is disrespectful to speakers and your classmates, and consistent tardiness may result in an Unsatisfactory grade. Speak with me at the beginning of the semester if you anticipate time conflicts related to professional obligations.

Electronics

Please turn off all cell phones, iPads, tablets, laptops, and anything else that beeps, jingles, rings, types, plays music, or starts with an “i-” so that you can give full attention to speakers.

Disability statement

Please see me if you have a disability documented by the Office of Disabled Student Services (in the Department of Student Life) to request accommodations.
Incompletes

I will not grant an incomplete except in the case of truly extenuating circumstances with written documentation. If you need to request an incomplete, speak with me as soon as possible. Do not assume that I will grant an incomplete.

Letters of recommendation

I believe it is a conflict of interest for me to write letters of recommendation during the semester, before I have assigned a final course grade. I will not write a letter of recommendation during the semester except in the case of special circumstances, such as students who have previously worked with me as a research assistant. If you anticipate that you would like a letter of recommendation after the semester, make an appointment with me sooner rather than later so that you can tell me about your professional interests.

Course feedback

I genuinely want to make this the best educational experience it can be for you and future students. I am receptive to and grateful for all suggestions about the course. If you are not comfortable providing me feedback in person, then you can put anonymous suggestions in my faculty mailbox on the first floor of Milne.
# FALL 2015 COURSE SCHEDULE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>What’s Due</th>
</tr>
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<tbody>
<tr>
<td>August 28</td>
<td>Course goals (all students); first-year students attend “Understanding the PhD Program” workshop and second-year students attend a student panel, “Surviving the Second Year and Beyond” (with PhD students Ade Dwicaksono, Hina Khalid, Sora Park, and Lucila Zamboni)</td>
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<tr>
<td>September 11</td>
<td>Shawn Bushway’s research and dissertation advice</td>
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<tr>
<td>September 25</td>
<td>Workshop: “Navigating academic conferences”</td>
<td>Professional association worksheet</td>
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<tr>
<td>October 9</td>
<td>Jennifer Dodge’s research and advice on avoiding academic plagiarism</td>
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<tr>
<td>October 23</td>
<td>Workshop: “Selecting a Dissertation Topic and Concentration”</td>
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<tr>
<td>November 20</td>
<td>Erika Martin’s research and dissertation advice</td>
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<tr>
<td>December 4</td>
<td>Gang Chen’s research and dissertation advice</td>
<td>Two seminar reports</td>
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# TENTATIVE SPRING 2015 COURSE SCHEDULE

The tentative spring schedule includes the following topics and assignments:

- Workshop, “Formatting an academic CV”
- Faculty panel, “Developing a Literature Review”
- Workshop, “Grant-Seeking”
- Visit the Rockefeller Institute of Government
- David Matkin’s research and dissertation advice
- Mitch Abolafia’s research and dissertation advice
- Second-year student presentations
- Assignments: seminar reports, draft CV and peer review

# TENTATIVE FALL 2016/SPRING 2017 COURSE SCHEDULE

The tentative schedule for the 2016-2017 academic year includes the following topics and assignments. As topics rotate on an every-other-year basis, if you need to skip a semester in the PAD 881-884 sequence, you may need to wait two years to take that module.

- Ashley Fox’s research and dissertation advice
- Ramon Gil-Garcia’s research and dissertation advice
- Yvonne Harrison’s research and dissertation advice
- Brian Nussbaum’s research and dissertation advice
- Karl Rethemeyer’s research and dissertation advice
- Ellen Rubin’s research and dissertation advice
- Elizabeth Searing’s research and dissertation advice
- Ed Stazyk’s research and dissertation advice
- Stephen Weinberg’s research and dissertation advice
- Workshop, “Navigating the Academic Job Market”
- Visit the Center for Technology in Government
- Research at the Center for Health and Human Rights
- Second-year student presentations
- Assignments: job market worksheet (fall semester), academic journal worksheet (spring semester), seminar report worksheets (both semesters)
APPENDIX 1: IDEAS FOR RESEARCH SEMINARS

Below are ideas for in-person and web-based seminars. This is not an exhaustive list, so feel free to find other outlets that interest you, and email me with questions about whether something would count. If you attend a conference-style panel of 3-4 short presentations (~15 minutes length each), then your report should be about the full panel – provide a shorter description of each presentation. During the fall, at least one seminar must be a job talk.

University at Albany events:

- Rockefeller College Thursday Policy Lunch
  (http://www.albany.edu/rockefeller/conversations_tpol.shtml)
- Rockefeller College Speaker Series
  (http://www.albany.edu/rockefeller/speaker_series.shtml)
- Center for Social and Demographic Analysis (CSDA) Colloquium
  (http://csda.albany.edu/colloquiums.asp)
- School of Public Health Annual GIS Day
  (http://www.albany.edu/sph/cphce/gis_2013.shtml)
- Research talks sponsored by a research center such as the Center for the Elimination of Minority Health Disparities
  (http://www.albany.edu/cemhd/events-and-activities.php)
- Weekly seminars from the Economics department
  (http://www.albany.edu/economics/research/seminar/)
- A panel of presentations at a university-wide graduate research conference, such as the annual New Trends in Computing and Informatics Research conference
  (http://www.albany.edu/cci/ntcir-past-conferences.php) or the Graduate Conference on Institutions and Societies
  (https://sites.google.com/site/institutionsandsocieties/upcoming-conference)
- A student dissertation or prospectus defense
- A faculty job talk

Other events in the capital region:

- Forums at the Rockefeller Institute of Government – check with me first as not all events are research-oriented (http://www.rockinst.org/forumsandevents/)
- Seminars at other universities in the region, such as Rensselaer Polytechnic Institute, Union College, or Albany College of Pharmacy and Health Sciences
- Research talks sponsored by state agencies or professional societies, such as the New York State Association of County Health Officials SPEED Rounds
  (http://www.nysacho.org/i4a/pages/index.cfm?pageid=3377)

Events outside Albany:

- A panel of presentations at a professional conference
• Veterans Administration Health Economics Resource Center (HERC) cyber seminars – a mixture of presentations about research projects and explanations of specific methodological tools (http://www.herc.research.va.gov/training/training_seminar.asp)

• GovManagement curates a list of upcoming webinars, some of which focus on research topics (http://govmanagement.com/events.html)

• iDASH (integrating Data for Analysis, Anonymization, and SHaring) medical informatics research webinars (http://idash.ucsd.edu/events/webinars)

• Research symposiums sponsored by non-profit research firms, such as the United Hospital Fund’s annual symposium (http://www.uhfnyc.org/events/880898)
APPENDIX 2: RESEARCH SEMINAR REPORT WORKSHEET

You can download this template as a Word document from the Blackboard website.

<table>
<thead>
<tr>
<th>Discussion Items</th>
<th>Your Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the following presentation details: presentation title, speaker, location, date, URL if webinar, name of seminar series.</td>
<td></td>
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<tr>
<td>Describe the research question(s) in your own words.</td>
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<tr>
<td>Summarize the research methods(s). What data did the presenter collect, and how were these data analyzed?</td>
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<tr>
<td>Is there anything in the presentation that did not make sense (e.g. the explanation of the research methods)? If so, what can you do to learn more?</td>
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<tr>
<td>Comment on the presentation style (e.g. slides, tone, demeanor, professional appearance). What did you like about the presenter’s style – what did the speaker do well?</td>
<td></td>
</tr>
<tr>
<td>Comment on the presentation style (e.g. slides, tone, demeanor, appearance). What parts of the presentation style could be improved?</td>
<td></td>
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</tbody>
</table>
# APPENDIX 3: PROFESSIONAL ASSOCIATION AND CONFERENCE WORKSHEET

You can download this template as a Word document from the Blackboard website.

<table>
<thead>
<tr>
<th>Discussion Items</th>
<th>Your Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide descriptive information about the professional association.</td>
<td>Association name:</td>
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<tr>
<td></td>
<td>Association website:</td>
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<td></td>
<td>When association founded:</td>
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<td></td>
<td>Web address:</td>
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<tr>
<td>What is the organization’s mission, and what does it do?</td>
<td>Mission:</td>
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<td></td>
<td>Activities:</td>
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<tr>
<td>Describe the membership, and who can join</td>
<td>Approximate membership size:</td>
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<td></td>
<td>Membership profile (e.g. disciplinary focus, academics vs practitioners, etc.):</td>
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<td></td>
<td>Geographic location (e.g. state, national, international):</td>
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<td></td>
<td>How to join the organization:</td>
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<tr>
<td>Does the organization sponsor any professional conferences? If so, which one(s)?</td>
<td>Academic conference(s):</td>
</tr>
<tr>
<td>Does the organization sponsor any professional journals? If so, which one(s)?</td>
<td>Academic journals:</td>
</tr>
<tr>
<td>What other resources are available on the organization’s website (e.g. job postings, useful web links, blogs, etc.)</td>
<td>Web resources:</td>
</tr>
</tbody>
</table>