PAD 882/884: SEMINAR ON PHD RESEARCH AND PROFESSIONAL DEVELOPMENT
SPRING 2015

Instructor: Erika Martin, PhD MPH
Office: Milne 300E
Contact: 518.442.5243; emartin@albany.edu

The best way to contact me is via email. To ensure that I see your email, write “PAD 882” or “PAD 884” in the subject line.

Office Hours: Weds. 8:30-11:00 am (Milne 300E), or by appointment

PREREQUISITES
Enrollment in the Public Administration and Policy PhD program. PAD 882 is the second term and PAD 884 is the fourth 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 Milne 215. Class will meet biweekly, on the following days. Note that these are not precisely every-other-week, so mark your schedules carefully.

  Friday, February 6
  Friday, February 13
  Friday, February 27
  Friday, March 13
  Friday, March 27
  Friday, April 10
  Friday, May 1
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 make your graduate school careers more successful. That should be sufficient motivation to read.

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 a research center affiliated with Rockefeller College at least once per academic year. The last session of each semester will consist of presentations by second-year students.

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; and
- Complete one journal review worksheet.

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

- Give one 10-15 minute research presentation, in either the fall (PAD 883) or spring (PAD 884) semester and receive a Satisfactory grade.

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. As the department is finished with job talks for the 2014-2015 academic year, you can attend any research seminar of your choice—they do not have to be job talks. However, feel free to attend and write about a job talk from a different department. If you are concurrently taking PAD 704, you cannot report on the same seminars for the purposes of PAD 882 and PAD 704 – you need to attend separate sessions. 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 (May 1), 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.

Journal review worksheet

Each student will be assigned two professional journals. For your assigned journals, go to the website and read about the journal’s stated mission, the types of papers accepted, and who is on the editorial board. Complete the worksheet in Appendix 3.

The assignment is due at the start of class on March 13. You must use the format uploaded to Blackboard. Submit a hard copy of the worksheet. In addition, upload a PDF version to the Blackboard website. After the class session, students’ submissions will be compiled into a single PDF and distributed to the entire cohort.

Student presentations (second year students only)

Overview

In either the fall (PAD 883) or spring (PAD 884) semester, you will give a 10-15 minute presentation on a research paper you have written. This may 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.¹ See me if you have questions on whether something will count. All second-year students will sign up for a presentation time during the second course session.

Each presentation session will be run like a panel at a major research meeting, with talks conforming to the general guidelines published by the Association of Public Policy Analysis and Management (APPAM) or the Academy of Management (AoM) for their respective annual conferences. Like a panel at a professional meeting, all three or four speakers will give their presentation in succession, with very limited time for questions. At the end of the presentations, the floor will be open for questions for at least 30 minutes. The last 15-30 minutes will used to critique presentation style and materials. Time limits will be strictly enforced.

Feedback

Each presentation will be videotaped so that students may view and critique their performance. In addition, a panel of faculty and senior students who have presented at major academic meetings will attend the presentations to provide feedback and grade the presentation as Satisfactory or Unsatisfactory, following the rubric in Appendix 4. All first- and second-year students in the audience will also complete the peer feedback sheet in Appendix 5.

Receiving a Satisfactory Grade

To receive a Satisfactory grade, you must meet the following requirements:

¹ If you present a paper that is co-authored with a faculty member or another student, it must meet two conditions: (a) you must have taken a lead role in writing the paper, and (b) all co-authors must attest in writing that you were the lead author and that they approve of you presenting the work to meet the PAD 883/884 requirement.
• Send a complete draft paper to the entire class via email at least one week in advance (by Friday, April 24).
• Create a set of PowerPoint presentation slides, and bring them to class on a USB thumb drive. Strive for no more than 10-15 slides, following the samples posted to the Blackboard website.
• Print handouts of your slides (four slides per page) for distribution. Make 20 copies.
• Demonstrate that you understand the material and have rehearsed the presentation. This includes fitting within the 15-minute time limit, having clear and well-organized materials, and being able to respond to questions.
• Wear professional attire appropriate for a conference presentation or job talk, which consists of a business suit and tie (for men) or a pant suit or skirt suit (for women).

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.
### SPRING 2015 COURSE SCHEDULE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 6</td>
<td>Research at the Center for Health and Human Rights</td>
<td>Kamiar &amp; Arash Alaei</td>
</tr>
<tr>
<td>February 13</td>
<td>Stephen Weinberg’s research and advice for students</td>
<td>Stephen Weinberg</td>
</tr>
<tr>
<td>February 27</td>
<td>Research at the Center for Technology in Government</td>
<td>Ramon Gil-Garcia, Theresa Pardo, and other CTG staff</td>
</tr>
<tr>
<td>March 13</td>
<td>Workshop, “Publishing So You Don’t Perish”</td>
<td>Erika Martin</td>
</tr>
<tr>
<td>March 27</td>
<td>Yvonne Harrison’s research and advice for students</td>
<td>Yvonne Harrison</td>
</tr>
<tr>
<td>April 10</td>
<td>Brian Nussbaum’s research and advice for students</td>
<td>Brian Nussbaum</td>
</tr>
<tr>
<td>May 1</td>
<td>Second-year student presentations</td>
<td>Student presenters</td>
</tr>
</tbody>
</table>

1. Two journal review worksheets are due at the start of class. Submit both a hard copy AND an electronic version (as a PDF, not a Word document). The electronic version can be uploaded to Blackboard.

2. Two seminar reports are due at the start of class.

3. Half of the second-year students will present in the fall (PAD 883), and half will present in the spring (PAD 884). Papers must be distributed electronically to the class before April 24.

### TENTATIVE FALL 2015/Spring 2016 COURSE SCHEDULE

The tentative schedule for the following 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 will need to wait two years to take that module.

- Workshop, “Understanding the PhD Program” / “Surviving the Second Year and Beyond”
- Workshop, “Navigating Academic Conferences”
- Workshop, “Choosing a Concentration and Dissertation Topic”
- Workshop, “Seeking Grants”
- Workshop, “Student/Faculty Collaborations”
- Faculty panel, “Developing a Literature Review”
- Mitch Abolafia’s research and advice for students
- Gang Chen’s research and advice for students
- Jennifer Dodge’s research and advice for students
- Erika Martin’s research and advice for students
- David Matkin’s research and advice for students
- Field trip to the Rockefeller Institute of Government
- Second-year student presentations
- Assignments: dissertation scan worksheets (both semesters), worksheet on professional associations (fall semester), worksheet on grant solicitations (spring semester)
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.

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.uhfny.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><strong>Discussion Items</strong></th>
<th><strong>Your Responses</strong></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>
</tr>
<tr>
<td>Describe the research question(s) in your own words.</td>
<td></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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
</tr>
</tbody>
</table>
**APPENDIX 3: JOURNAL REVIEW WORKSHEET**

You can download this template as a Word document from the Blackboard website. Use a separate sheet for each journal that you review. All students’ submissions will be compiled and distributed to the entire class.

<table>
<thead>
<tr>
<th><strong>Discussion Items</strong></th>
<th><strong>Your Responses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide descriptive information about the journal.</td>
<td>Journal name:</td>
</tr>
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<td></td>
<td>Journal website:</td>
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<td></td>
<td>Impact factors listed on the website (1-year, 5-year, and ranking in public administration; be specific about which metric(s) you are reporting):</td>
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<tr>
<td></td>
<td>Year when journal was founded:</td>
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<tr>
<td>Who publishes the journal?</td>
<td>Publishing company:</td>
</tr>
<tr>
<td></td>
<td>Affiliated professional society (if relevant):</td>
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<tr>
<td>Describe the journal’s aims and scope.</td>
<td>Aims/scope:</td>
</tr>
<tr>
<td>Describe the editorial board composition. (Do NOT copy/paste names and affiliations—summarize the information in response to the questions.)</td>
<td>What are the affiliations of the editorial board members? (e.g. academics, mix of academics and practitioners; if practitioners, which organizations)</td>
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<td></td>
<td>Are the editorial board members primarily U.S. or else are they also international?</td>
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<tr>
<td></td>
<td>Is there anything else interesting about the editorial board that is worth mentioning (e.g. area of focus, methodology specialization, subfield)?</td>
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<tr>
<td>What types of articles are published?</td>
<td>Article categories (e.g. research articles, book reviews, topical for special issues):</td>
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<tr>
<td></td>
<td>Maximum length of research articles:</td>
</tr>
<tr>
<td>Read the titles and abstracts from the most recent issue. (You do NOT need to read the full articles, just the abstracts. If the most recent issue is a special supplement, select a regular issue.)</td>
<td>Based on the abstracts, do the articles seem to be more theoretically or empirically oriented? (i.e. do they focus on building conceptual frameworks, are they primarily data-focused, or is there a mix?)</td>
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<tr>
<td>Based on the abstracts, who is the target audience for this journal? Are the findings aimed towards academics, practitioners, or some combination? If practitioners, what kinds of practitioners?</td>
<td>Based on the abstracts, is there a disciplinary focus? Or else are multiple and mixed disciplines welcome?</td>
</tr>
<tr>
<td>Based on the abstracts, is the research primarily quantitative, qualitative, or a mixture?</td>
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</table>
### APPENDIX 4: GRADING RUBRIC FOR STUDENT PRESENTATIONS

Please rate the presenter on the following components. Circle one response per row.

<table>
<thead>
<tr>
<th>General level of preparation and organization</th>
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<tbody>
<tr>
<td>The presenter has a well-rehearsed script.</td>
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<tr>
<td>The presentation fits within the time limit.</td>
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<table>
<thead>
<tr>
<th>Clarity of presentation</th>
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<tbody>
<tr>
<td>The presentation highlights the key points of the project and they are described clearly.</td>
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<tr>
<td>The presenter speaks clearly.</td>
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<tr>
<td>Slides include an appropriate level of detail.</td>
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<table>
<thead>
<tr>
<th>Organization of the presentation</th>
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<tbody>
<tr>
<td>The presentation starts with a clear roadmap.</td>
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<tr>
<td>Ideas progress in a logical manner.</td>
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<tr>
<th>Professional appearance</th>
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<tbody>
<tr>
<td>Slides are polished and free of grammatical and typographical errors.</td>
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<tr>
<td>Slides are aesthetically pleasing (e.g. consistent use of headers, legible font, visual aids where appropriate).</td>
</tr>
<tr>
<td>The presenter has a professional tone, appearance, and demeanor.</td>
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</table>

Grade (circle one): Satisfactory  Unsatisfactory
APPENDIX 5: PEER FEEDBACK ON STUDENT PRESENTATIONS

List up to three things that the presenter did well:

1. 

2. 

3. 

Provide up to three suggestions on how the presenter could improve:

1. 

2. 

3. 

Do you have any other comments for the speaker?