Instructor: Edmund C. Stazyk, PhD
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Email: estazyk@albany.edu
Office Hours: Best by appointment
Tuesdays 11 a.m.–2 p.m.

COURSE REGISTRATION

The PAD 881–884 seminar series is a four-semester professional development course required for all first- and second-year doctoral students in the Department of Public Administration & Policy.

PAD 881/883 are offered in the fall while PAD 882/884 are offered in the spring. First-year students register for PAD 881 (fall) and 882 (spring); second-year students register for PAD 883 (fall) and 884 (spring).

PRIMARY COURSE OBJECTIVES

The PAD 881–884 seminar series introduces public affairs students to the principles, practices, and professional skills required for success in graduate studies and academia. As such, the series addresses three overarching goals: (1) to familiarize students with the basic norms and customs of graduate studies and the academy; (2) to help students learn what success in graduate studies and academia typically entails; and (3) to acquaint students with various strategies and skills fundamental in the transition from student to independent scholar.

COURSE MEETING DATES

This course usually meets biweekly on Fridays from 9–10:30 a.m. in 310 Husted Hall. Classes will be held on the following days:

- Friday, January 27
- Friday, February 10
- Friday, February 24
- Friday, March 10
- Friday, March 24
- Friday, April 7
- Friday, April 28

REQUIRED COURSE MATERIALS

There are no required textbooks for this course. At various points, readings relevant to course topics may be assigned. In such cases, every effort will be made to post readings to our course OneDrive
COURSE GRADES AND EVALUATION

This course is graded on a satisfactory/unsatisfactory basis. To receive a satisfactory grade, you must

- Regularly attend and actively participate in the seminar
- Meet all deadlines outlined in the course syllabus or communicated verbally by the professor
- Complete two seminar report worksheets

If you are a first-year student, you must also

- Identify an adviser
- Complete a 3–4 page proposal for a literature review, which should be shared with your academic adviser
- Attend the second-year paper presentations (April 28)

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

- Successfully present an empirical project on April 28. You will need to ensure that your academic adviser will attend to provide feedback. If s/he has a scheduling conflict, you may substitute another member of your doctoral candidacy committee.

Attendance and Class Participation

Most class meetings will consist of a discussion of a specific professional development topic. As such, a typical class will consist of a presentation of materials by the professor and/or guest speaker(s) followed by a discussion of pertinent issues by course members. Each student is expected to be a prepared and active participant. Any course assignments and readings should be completed prior to their scheduled discussion in class. Students should come to class sessions ready to contribute to a discussion of the agenda topics.

Attendance in class is required. Credit will be given for attendance and participation. It is not possible to earn credit if you miss class for reasons other than excused absences or recognized religious holidays.

Repeated late arrivals and early departures from class generally results in a reduction of your course grade. Two tardies and/or early departures will count as one absence. If a student misses more than one class, the professor may fail you in the course.

Seminar Report Worksheets

During the semester, you must attend two research seminars of approximately 45–90 minutes in length that occur outside of your scheduled classes. The sessions must be about a research project and can address any stage of research, from research-in-progress to polished conference presentations or job talks. Presenters can be graduate students, faculty members, or researchers from other institutions. If you would like to attend a seminar or research presentation outside of the Department, you must gain my permission first.

After attending the seminar, complete a seminar report (see Appendix 1; a Word version is also available on OneDrive). There is no set page limit, however, be concise. Email your reports as a Word document to the professor by April 28, 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 and a bad research presentation, and cultivate a habit of becoming an engaged scholar and citizen in the department.

**Academic Research Self-Assessment Worksheet**

During the first class session, we will discuss strategies for selecting a concentration and transitioning from student to researcher.

Following the class, first- and second-year students are responsible for completing an Academic Research Self-Assessment Worksheet (see Appendix 2; a Word version is also available on OneDrive).

For first-year students, the worksheet is intended to (1) help you choose an academic adviser, (2) start establishing research goals, and (3) begin pursuing research projects with faculty.

For second-year students, the worksheet is intended to help you strategically consider the status and direction of your research as well as to meet your second-year presentation requirements.

**You are responsible for submitting a hard copy of the worksheet in class on February 10.** We will briefly discuss what each student learned from this process.

Additionally, you should provide and discuss the worksheet with your academic adviser. For first-year students, your advising meeting should focus on developing strategies for joining a research project and narrowing down some initial ideas for your candidacy papers.

For second-year students, your advising meeting should focus—at a minimum—on your empirical project and presentation scheduled for April 28. **Also, be sure to invite your adviser to the presentation or secure someone else on your doctoral candidacy committee to attend.**

You do not need to give me proof that you met with your adviser; this is your own responsibility.

**First-Year Student Literature Review Proposals**

Students should strive to complete all candidacy requirements by the end of their third year. To keep you on track, you will prepare for this course a proposal for your literature review topic and how you will accomplish it. This assignment is designed to help you select a topic and provide an early opportunity for you to solicit feedback from your adviser.

**Assignment Deliverables**

By April 28, you will email me (edmund.stazyk@gmail.com) a 4-page literature review proposal.

Your proposal should include: (a) a clearly articulated topic and research question that you intend to examine, (b) the motivation for this literature review (e.g., why this is an important topic, the gap you are trying to fill), (c) how you plan to conduct the review (e.g., potential search terms, bibliographic databases, inclusionary/exclusionary criteria, strategies for synthesizing findings), and (d) your plan to keep yourself organized and on track (e.g., working timeline for completing and sharing major deliverables, strategies to organize documents and keep track of your progress).

Submitted proposals should be in a Word or Word-compatible format, double-spaced, use 12-point Times New Roman font, and have 1-inch margins.

Once submitted, schedule a meeting with your academic adviser to discuss your proposal, including how to adjust the research question and literature review methodology, how the literature review...
paper should be structured, timelines, and strategies.

You do not need to provide proof that you met with your adviser; this is your own responsibility.

Requirements for a Satisfactory Grade
To receive a satisfactory grade on this assignment, you must:

- Have a document that contains all items above: (a) clearly articulated topic and research question, (b) motivation, (c) proposed methods to conduct the review, and (d) a plan to keep yourself organized and on track
- Create a document that is well-organized, cleanly written, and understandable to a general audience (i.e., a faculty member in any field/specialization should be able to understand it)
- Email the proposal to me as a Word or Word-compatible document
- Share the proposal with your academic adviser and conduct a meeting to discuss it

Second-Year Student Presentation
All second-year students must successfully complete a conference-style research presentation in the PAD 883–884 series. The presentation must address a current research project that you are leading. You are also required to invite your faculty advisers to attend so they can assess and provide feedback about the content and quality of your presentation.

Preferably, your presentation will provide preliminary findings for your empirical candidacy paper. This necessitates you make significant progress on an independent research project, and should keep you on track to meet candidacy milestones. It is also an opportunity to receive constructive feedback on your work.

All presentations will be held on Friday, April 28. To accommodate all second-year students, we will have a longer class session.

Presentation Content
Your presentation should be based on a research paper for which you are the sole or lead author. Ideally, you will present a version of the empirical paper you are preparing for your candidacy requirements. You do not need a fully finalized set of results, but you should present (1) a very clearly defined research question, (2) your study rationale and purpose, (3) hypotheses (for quantitative research), (4) a well-formed research design (e.g., data sources, data analysis plan), and (5) preliminary results.

It is also acceptable (though not preferred) to present the literature review you are preparing for candidacy. If you choose this option, you must have (1) an extremely well-articulated research question, (2) a clearly defined methodology to systematically review and synthesize the literature (e.g., literature sources, inclusionary/exclusionary criteria, strategy to synthesize the literature that will be included), and (3) a compelling set of findings and conclusions. Your findings must include your own synthesis (e.g., themes, areas where findings diverge, important gaps, issues with study quality). A literature review limited to a description of existing studies is unacceptable.

Presentation Format
Your presentation will follow a similar style for academic conferences. Your presentation should be 10–12 minutes in length. Time limits will be strictly enforced.

Your presentation will be followed by a question-and-answer session with the faculty. Be prepared for detailed questions about your research design, data, methodological choices, and interpretation
of preliminary results. You do not need to know all of the answers, but you should be engaged in the conversation and demonstrate that you understand the material.

For help in preparing your slides, please see the PowerPoint template posted to OneDrive.

Assignment Deliverables
Email me a PDF copy of your paper by April 14. I will distribute your paper to the class and faculty to review beforehand. In addition, create a set of PowerPoint slides. Bring an electronic copy to class on a USB thumb drive, and email yourself a copy of the PowerPoint as a backup. Also, print 20 copies of your slides (6 slides per page) for distribution in class.

Feedback
The goals of this presentation are to: (1) keep you on track to achieve candidacy milestones, (2) provide you with feedback on the quality of your research and strategies to improve it, and (3) allow you an opportunity to practice an academic presentation. You must invite your academic adviser to your presentation; if s/he cannot attend, then arrange for another member of your doctoral candidacy committee to attend. (Note: Faculty do not need to attend the entire class, just your presentation.) You will also receive feedback from me and the PhD Director. Your classmates will complete peer feedback sheets to provide additional comments on the presentation style.

Requirements for a Satisfactory Grade
To receive a satisfactory grade, you must:

- Have a project that comports with the guidelines outlined above
- Ensure that your academic adviser or another member of your candidacy committee can attend your presentation
- Submit a PDF of the draft paper via email by April 14
- Prepare a 10–12 minute PowerPoint presentation
- Bring the PowerPoint slides on a USB drive to class
- Provide 20 hard copies of your slides (printed 6 slides per page) to class
- Demonstrate that you understand the material and have rehearsed the presentation. This includes fitting within the 10–12 minute time limit, having clear and well-organized materials, and being able to respond to faculty questions
- Wear professional attire appropriate for a conference presentation or job talk

COURSE POLICIES

Use of Technology during Class
The use of computers and tablets in class is permitted for taking notes and accessing relevant course materials. Students found using devices for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.

Making or receiving calls, texts, or pages is not permitted in class. Cell phones and pagers should be powered off or turned to silent mode. Students using a phone during class will be dismissed and considered absent for the day. If you are expecting an emergency call, please inform the professor in advance, turn your device to silent mode, and leave the classroom before responding to any communications.

Grade Concerns
Students who receive a lower grade than expected on an assignment or for the course may wish to review that grade with the professor. A student must wait 48 hours after receiving the grade before
contacting the professor with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing before the meeting—demonstrating a mistake on the part of the professor.

**Academic Dishonesty and Plagiarism**
As commonly defined, plagiarism involves passing off another’s ideas, words, writing, and other work as one’s own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person’s permission. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge (i.e., cite) the source of the words or ideas. The plagiarist destroys trust among colleagues, without which research and work-products cannot be communicated safely.

The issue of plagiarism raises concerns about ethics, student writing experiences, and academic integrity. You’re asked to submit your papers digitally so that they can be compared to websites and databases of existing papers. SUNY-Albany subscribes to a digital plagiarism detection program called Safe Assign, which may be used to check papers submitted in this course and can alert me to your academic needs. Although you may never have intentionally plagiarized, many students do incorporate sources without citations. Please consider the use of Safe Assign as a learning tool for all of us.

Information on SUNY-Albany's policies and sanctions for plagiarism can be found at

- [http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity) (for graduate students).
- [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) (for undergraduate students).

A helpful website to assist you in recognizing and avoiding plagiarism can be found at
[http://library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity)

For help with citations, see

- [http://libguides.library.albany.edu/citationgenerators](http://libguides.library.albany.edu/citationgenerators)
- [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

**ADDITIONAL RESOURCES**

**Students with Disabilities**
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability.

The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information about DRC’s services can be found at [http://www.albany.edu/disability/index.shtml](http://www.albany.edu/disability/index.shtml)

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.
**Counseling Center**
The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at http://www.albany.edu/counseling_center/index.shtml

**Library Assistance**
SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at http://library.albany.edu/

For information about SUNY-Albany's Dewey Graduate Library, which is located on the Downtown Campus, visit http://library.albany.edu/dewey?source=drop

**Writing Center**
The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at http://www.albany.edu/writing/index.html
# SCHEDULE OF CLASSES AND ASSIGNMENTS*

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<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 27</td>
<td>Choosing a concentration; Moving beyond coursework</td>
<td>1. Academic research self-assessment worksheet</td>
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<td>2. First-years: Identify potential advisers</td>
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<td>3. Second-years: Identify potential paper topic</td>
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<td>February 10</td>
<td>Lessons learned; Student-faculty collaborations</td>
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<td>February 24</td>
<td>Publishing articles and books</td>
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<td>March 10</td>
<td>Teaching pedagogies and strategies</td>
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<td>March 24</td>
<td>Effective conference presentations, Part II</td>
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<td>April 7</td>
<td>Selecting a dissertation committee (Dr. Rubin)</td>
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<td>April 14</td>
<td>NO CLASS</td>
<td>1. Second-year papers due</td>
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<td>April 28</td>
<td>Second-year presentations, extended class session</td>
<td>1. Second-year paper presentations</td>
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<td>2. Seminar reports due</td>
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*This syllabus is a detailed plan for the course, but the instructor will make changes/revisions if necessary.*
APPENDIX 1: RESEARCH SEMINAR REPORT WORKSHEET

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<tr>
<th>DISCUSSION ITEMS</th>
<th>YOUR RESPONSES</th>
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<tr>
<td>List the following presentation details: presentation title, speaker, location, date, URL if webinar, name of seminar series.</td>
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<td>Describe the research question(s) in your own words.</td>
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<td>Summarize the research methods(s). What data did the presenter collect, and how were these data analyzed?</td>
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<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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<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>
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<td>Comment on the presentation style (e.g., slides, tone, demeanor, appearance). What parts of the presentation style could be improved?</td>
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APPENDIX 2: ACADEMIC RESEARCH SELF-ASSESSMENT WORKSHEET

Adviser:

Tentative presentation topic (second-years only):

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<tr>
<th>DISCUSSION ITEMS</th>
<th>YOUR RESPONSES</th>
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<tr>
<td>What are your current research projects? For each project, explain its stage of development (e.g., early planning stage, data collection underway, analysis in progress, manuscript being drafted).</td>
<td>Projects I am leading:</td>
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<td>Projects where I am an assistant/collaborator:</td>
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<td>What is the status of your candidacy papers?</td>
<td>Empirical paper status:</td>
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<td>Literature review paper status:</td>
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<td>What are your research goals for this semester (Be realistic! First-year students might have a goal to learn research skills and become involved in a faculty project; second-year students might have a goal to complete the statistical analysis for their empirical paper and refine their literature review research question).</td>
<td>My research goals:</td>
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<td>What are your obstacles to meeting your research goals?</td>
<td>Potential obstacles:</td>
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<td>What are some strategies that you can use to overcome these obstacles?</td>
<td>Potential strategies:</td>
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