RPAD 882 and 884
Seminar on PhD Research and Professional Development

Course Numbers:
PAD 882: 9328  PD 884: 9329
Spring 2019

Instructor: R. Karl Rethemeyer, Professor & Interim Dean

<table>
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<tr>
<th>Office:</th>
<th>Milne 102B</th>
<th>E-mail:</th>
<th><a href="mailto:kretheme@albany.edu">kretheme@albany.edu</a></th>
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<tr>
<td>Phone:</td>
<td>(O) 518-442-5283</td>
<td>Office</td>
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<td>(H) 518-478-9599</td>
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<td>(C) 518-253-5111</td>
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CLASS MEETING DATES: All meetings in Milne 215 from 9:00 – 10:30 AM
* indicates a seminar that PAD 882 students must attend

Friday, January 25
Friday, February 1
Friday, February 8
Friday, March 1
Friday, March 8
Friday, March 15
Friday, April 5
Friday, May 3 (2 hour meeting)

CATALOGUE DESCRIPTION: PAD 882 is the second term and PAD 884 is the fourth term of a two-year-long seminar for first and second year Ph.D. students in Public Administration and Policy that introduces them to doctoral research and the academic profession.

OVERVIEW: PAD 882 is the second of four 1-credit seminars on research and professional development for PhD students. PAD 884 is the fourth and final term of that series. This seminar series has three 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.

The class will meet on Fridays during the Spring term per the schedule above.

To better align this course with the new PhD curriculum approved by the Department during the 2017-2018 academic year, this seminar series will be structured somewhat differently than in past years.
Spring 2019: Students in PAD 883 (first years) will be expected to attend only those sessions where faculty members introduce their research. Students in PAD 884 (second years) will be expected to attend all 8 class meetings.

All students will also be expected to attend the Rockefeller College Brown Bag series as well as other seminars around campus and (if possible) academic conferences or research presentations at other institutions (see below).

REQUIRED COURSE MATERIALS: Students will be responsible for reading several items in this course. When possible, assigned materials will be posted to Blackboard. However, students are responsible for obtaining copies of required books on their own. Additional readings may be assigned throughout the semester and will be posted to Blackboard.

Books required in PAD 882/884 are the same as in PAD 881/883.


- Kevin D. Haggerty and Aaron Doyle. 2015. 57 Ways to Screw Up in Grad School: Perverse Professional Lessons for Graduate Students. Chicago, IL: University of Chicago Press. [FIRST-YEAR STUDENTS ONLY]


Books recommended for students seeking additional resources include


Secon year students should also download and read the job market handbook before my seminar on seeking an academic job: [https://www.albany.edu/rockefeller/user_current_graduate_students_3tabs.shtml](https://www.albany.edu/rockefeller/user_current_graduate_students_3tabs.shtml)

EXPECTATIONS: This term, PAD 884 students are expected to attend each seminar listed on first page, and PAD 882 students are expected to attend the introductory meeting and faculty presentation seminars (those that are starred and bolded above). There will be a sign-in sheet. Any absence must be excused in advance, and any unexcused absence is grounds for a grade of “unsatisfactory.” More than one absence for any reason is grounds for a grade of “unsatisfactory.” Students are also expected to complete all assignments on the date listed below.
Academic self-assessment: PAD 884 students are required to complete the academic self-assessment worksheet in Appendix 2.

Complete the worksheet on your own. Then discuss the worksheet with your academic advisor and/or the person you intend to select as your dissertation chair if that is not your current advisor and/or other faculty members that may join your dissertation committee. Pay particularly close attention to planning for your publishable paper and literature review, both of which you should complete during your third year. That section of the self-reflection should include a timeline for completing both.

The self-assessment must be submitted at the beginning of class on March 1. Please submit a paper copy.

Job market book reflection: PAD 884 students will write a brief report outlining three insights that they gained from the Haggerty/Doyle or Kelsky books regarding the academic job market. For this book reflection, focus on the following sections of the two books:

- Haggerty and Doyle: focus on “screw-ups” 47-57.
- Kelsky: focus on chapters 21-47

Your report should be 2-4 pages double-spaced, use 12-point Times New Roman font, and have 1-inch margins. Reports must be handed in at the beginning of class on April 5. Be sure that you properly reference all quotes or paraphrased sections from the books and include a bibliography at the end (not part of the page count).

Your reflection should be based on the referenced sections of the Kelsky book. Your reflection should include (1) a one to three paragraph discussion of what would constitute a successful conclusion to your PhD (other than getting the degree). That is, what sort of job do you want – academic, non-academic research job, other? Where do you want that job to be geographically? At what type of institution do you want to work? (2) a one page description of what you believe are the 2-3 skills, resources, contacts, or knowledge you must develop or improve to be a successful candidate on the US job market and (3) a 1-3 page, well-developed discussion of strategies that Kelsky suggests for improvement.

For item (1) you may use, but update your statement from last year. Items (2) and (3) must be new material.

The book reflection will be graded for content and for proper use of academic English. You will also be expected to discuss your insights from the books during a course meeting.

The job market book reflection is due at the beginning of class on April 5. Please submit a paper copy.

Attend Rockefeller College Brown Bag. The Rockefeller College Brown Bag is a weekly research seminar organized by the Department (formerly known as the Thursday Policy Lunch – TPOL). Both PAD 882 and 884 students MUST attend at least four Brown Bags (but preferably...
more) during the Spring 2019 term. You will receive a sign-in sheet at the first meeting of this class. You need to have a faculty member sign your sheet for each Brown Bag that you attend in fulfillment of this requirement. The sign-in sheets are due on at 9:00 AM on May 9, 2019. For each RBB you attend for this requirement you must complete a seminar report worksheet found in Appendix 1.

**PAD 882 only: Seminar report worksheet:** During the semester, second year students enrolled in PAD 882 must attend four research seminars approximately 45–90 minutes in length that occur outside of your scheduled classes. The sessions must be about a research project or program 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.

**You may not use faculty presentations in PAD 882/884 toward this requirement, nor may you use the four Rockefeller College Brown Bags that are mandatory.** If you attend more than 4 Rockefeller College Brown Bags you may use those “extra” Brown Bags for this requirement. At least one of these presentations should be outside the Department – preferably in a Department that aligns with your research interest.

After attending the seminar, complete the seminar report worksheet in Appendix 1. The template is also available from Blackboard. Email your reports as a Word document to me by 9:00 AM on May 9, 2019, 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 a bad research presentation, and cultivate a habit of becoming an engaged scholar and citizen in the Department.

**Second year presentations:** Each student enrolled in PAD 884 must make a presentation to the first and second year cohort plus other faculty and students on May 3, 2019. The presentation will conform to the general guidelines published by the Public Management Research Association (PMRC), Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), Association of Public Policy Analysis and Management (APPAM), American Political Science Association (APSA), or the Academy of Management (AoM) for their respective annual conferences. You must specify in your abstract to which association’s standards you will be conforming.

Each presentation session will be run like a panel at a major research meeting. The presentation must be about a paper you have written. It may not be about a paper that you have co-authored unless you have my permission. A paper from a class would be acceptable, as would a paper you have presented at a professional meeting. You must submit your paper to me by email on or before 9:00 AM on April 12, 2019.

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 or major goals for your inquiry if qualitative, (4) a well-formed research design (e.g., data sources, data analysis plan), and (5) preliminary results.

The presentation will be 10-12 minutes long. The time limit will be strictly enforced. You must prepare presentation slides and have copies available for distribution when you make your presentation. The slide handouts should have no more than four slides per page.

Like a panel at a professional meeting, all speakers will give their presentation in succession with very limited time for questions between presentations. At the end of the presentations, the floor will be open for questions for at least 30 minutes. The last 15-30 minutes of the class will used to critique presentation style and materials.

Each presentation will be evaluated by a panel of faculty and senior students who have presented at major academic meetings. **Attire should be appropriate to a professional meeting.** The panel will grade the presentation as satisfactory or unsatisfactory. Second year students will have no more than two attempts to complete this requirement.

**Assignments related to presentation:**

(a) Submit an “updated” abstract (maximum 500 words; sent by email to me) of the work you will present by the beginning of class on February 8, 2019. What I mean by “updated” is that you should correct any issues I flagged in the abstract that you submitted during the Fall 2018 term. You may also wish to update the content of the abstract if the paper you plan has changed in any way. I will distribute the abstracts to the other members of the class and the faculty.

(b) Submit a complete paper that you will present by 9:00 AM on April 12, 2019. The paper must be at least 20 pages long; it must have a cover page with title, name of the author(s), name of the conference that you choose as the model for your abstract and presentation style; it must have page numbers on all pages other than the title page; it must include proper citations throughout; it must include a bibliography. If the paper includes tables or figures, please place them in the text where they are most appropriate (NOT at the end of the text). The submission should be to me in Word or PDF form

(c) Slides. 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 (4 slides per page) for distribution in class.

(d) 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 other faculty. Your classmates will complete peer feedback sheets to provide additional comments on the presentation style.

**Requirements for a satisfactory grade for the presentation**

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 or Word document of the paper via email by 9:00 AM April 12, 2019.
• Prepare a 10–12 minute PowerPoint presentation.
• Bring the slides to class on a USB drive.
• Bring 20 hard copies of your slides (printed 4 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.

**USE OF TECHNOLOGY DURING CLASS:** The use of computers, tablets, and cell phones in class is permitted for taking notes and accessing relevant course materials. Students found using a device for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.

Cell phones should be in silent mode. Students accepting or making a phone call while in class will be dismissed and considered absent for the day. If you are expecting an emergency call, please inform the professor in advance, keep your device in silent mode, and leave the classroom before answering any calls.

In the service of not being a hypocrite, I will also give notice to all of you that I may have to check my own phone from time to time during the class. There are some aspects of my responsibilities as interim dean that are time-critical and hard to predict. I apologize in advance and will minimize to the greatest degree possible my own phone usage during class.

**MISSING OR LATE ASSIGNMENTS:** Students must provide all materials on time. You are allowed to hand in one assignment late. Turning in more than one assignment late is grounds for a grade of “unsatisfactory,” depending on the totality of the student’s performance in the class (that is, the degree to which you attend regularly, have turned in quality assignments, etc.

A grade of “Incomplete” (I) will only be awarded in this class in very rare instances – for instance, if illness makes it impossible for a PAD 884 student to complete their presentation. Because this course relies heavily on participation and guest speakers, if a student is unable to attend a substantial part of the course, the remedy will be to retake the course. For more information on University policies regarding incompletes, see: https://www.albany.edu/graduatebulletin/requirements_degree.htm#graduate_grades.

**GRADE CONCERNS:** Students who receive a lower grade than expected on an assignment 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 your 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 has 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. The University at Albany subscribes to a digital plagiarism detection program called SafeAssign, which may be used to check papers submitted in this course and can alert me to violations of academic integrity. Although you may never have intentionally plagiarized, many students do incorporate sources without citations. Please consider the use of SafeAssign as a learning tool for all of us.

Information on the University at 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)

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:** Below are a few general resources that may be helpful as you navigate your way through the PhD program.

**Student 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:** The University at 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 UAlbany’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
**CLASS MEETINGS:**

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<tr>
<th>Date</th>
<th>Topic/activity</th>
<th>Assignments due</th>
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<tr>
<td>January 25</td>
<td>Introduction</td>
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<td>Advisors, committees, &amp; academic collaborations</td>
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<td>February 1</td>
<td>Brian Greenhill</td>
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<td>February 8</td>
<td>Jennifer Dodge</td>
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<tr>
<td>March 1</td>
<td>Academic presentations</td>
<td>2nd years: Academic self-assessment</td>
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<td>March 8</td>
<td>Ramon Gil-Garcia</td>
<td>All: Tentative Degree Program</td>
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<td>March 15</td>
<td>Navigating the Academic Job Market</td>
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<td>April 5</td>
<td>Ashley Fox</td>
<td>2nd years: Job market book reflection</td>
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<td>May 3</td>
<td>Mock conference presentations (2 hour class)</td>
<td>2nd years: Presentation slides</td>
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Seminar reports due by 9:00 AM on May 9, 2019 to the me by email (Word format).
## APPENDIX 1: RESEARCH SEMINAR REPORT WORKSHEET

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<thead>
<tr>
<th>DISCUSSION ITEMS</th>
<th>YOUR RESPONSES</th>
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<tbody>
<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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I have reviewed and discussed this assessment with the student.

Faculty member ___________________________ Date ___________________________