RPAD 881 and 883
Seminar on PhD Research and Professional Development

Course Numbers:
PAD 881: 4918      PAD 883: 5002
Fall 2017

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>R. Karl Rethemeyer, Professor &amp; Interim Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Milne 102B</td>
</tr>
<tr>
<td>Phone:</td>
<td>(O) 518-442-5283</td>
</tr>
<tr>
<td></td>
<td>(H) 518-478-9599</td>
</tr>
<tr>
<td></td>
<td>(C) 518-253-5111</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:kretheme@albany.edu">kretheme@albany.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

CLASS MEETING DATES: All meetings in Milne 215 unless otherwise noted
All meetings are 9:00 – 10:30 AM

Friday, September 1
Friday, September 15
Friday, September 29
Friday, October 6 (Room TBA)
Friday, October 27
Friday, November 10
Friday, November 17
Friday, December 1

CATALOGUE DESCRIPTION: PAD 881 is the first term and PAD 883 is the third 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 881 is the first of four 1-credit seminars on research and professional
development for PhD students. PAD 883 is the third 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 Fall term per the schedule above. PAD 882 and PAD
884 are the Spring 2018 continuation of these courses. See the tentative schedule for the Spring
at the end of the syllabus.
For most class meetings there will be a presentation or workshop on either a professional topic or a body of research associated with a particular faculty member or senior PhD student/candidate.

**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 881/883 include:


Books recommended for students seeking additional resources include


**EXPECTATIONS:** Grades are awarded on a “Satisfactory/Unsatisfactory” basis. Students are expected to regularly attend the seminar and to arrive on time for each session. 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 excused absence is also grounds for a grade of “unsatisfactory.” Students are also expected to complete all assignments on the date listed below.

All students must complete a book report, two seminar report worksheets, and an NSF dissertation improvement grant report. Additionally, second year students must complete a presentation abstract for their required conference presentation during the Spring term.

Your report should be 3-5 pages double-spaced, use 12-point Times New Roman font, and have 1-inch margins. Reports must be emailed to the professor as a Word document (i.e., .doc or .docx) by 9 a.m. on September 30.

The report should include (1) a brief description of the book in its entirety and (2) a well-developed discussion of one or two topics or aspects of the book that strike you as noteworthy. Do not attempt to summarize the entire book. Instead, focus on a few selected points that you found novel or believe will be especially pertinent in your own graduate or academic career. This assignment is intended to familiarize you with various tools, skills, and strategies that may enhance your potential for success in graduate studies and academia. The book report will be graded for content and for proper use of academic English. You will also be expected to discuss the your insights from the books during a course meeting.

Seminar report worksheet: 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. As the Department will be conducting two job searches this fall, at least one of your chosen seminars must be a job talk. If you would like to attend a seminar or research presentation outside of the Department, you must seek my permission first.

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 Friday, December 8, 2017, 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.

NSF graduate student funding opportunity report: On October 27 I will present on the nuts and bolts of seeking and securing external funding for research. The National Science Foundation (NSF) has a number of programs that provide funding to graduate students – see https://www.nsf.gov/funding/education.jsp?fund_type=2. During the class on October 27 you will each select one NSF funding opportunity to summarize. The summary should include a description of the opportunity, the level of funding available, the requirements to be eligible to apply, and a brief summary of 3 proposals that were funded through this opportunity. This activity is designed to familiarize you with NSF’s programs, to create a compendium of opportunities that will be shared with all PhD students in the program, and to familiarize you with the NSF’s archive of proposal abstracts.

Second year presentations: Each 2nd year student must make a presentation to the first and second year cohort during a special meeting of PAD 882/884 during Spring 2018. 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 distribute the paper to the members of the first and second year cohort at least two weeks in advance of the Spring 2018 presentation date. The exact time and date of the presentations will be announced toward the end of the term.

The presentation will be 15 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 be used to critique presentation style and materials. Each presentation will be videotaped so that students may view and critique their own performance.

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.

**Fall term assignment:** During this term you must (a) contact your academic adviser to develop an empirical project that you will present in the spring as part of your PAD 884 requirements and (b) submit an abstract (maximum 500 words) of the work you will present. The abstract must be reviewed by your advisor before you submit it. The due date for the abstract is listed below.

**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.
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.

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

For help with citations, see
- http://libguides.library.albany.edu/citationgenerators
- 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
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](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/](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](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](http://www.albany.edu/writing/index.html)
### CLASS MEETINGS:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/activity</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Getting to know one another (Milne 215)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First years: Review of program expectations (Dean’s Conference Room)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second years: Thoughts on the second year from those who have been there already (Milne 215)</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Intro to human subjects</td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>Book report debrief</td>
<td>Book reports due</td>
</tr>
<tr>
<td>October 6</td>
<td>Matkin's Do’s and Don’ts of Presenting</td>
<td>Complete and submit CITI course certificate (<a href="http://www.albany.edu/orrc/irb-training.php">http://www.albany.edu/orrc/irb-training.php</a>)</td>
</tr>
<tr>
<td>October 27</td>
<td>Grant-seeking</td>
<td></td>
</tr>
<tr>
<td>November 10</td>
<td>NSF opportunities debrief, Intro to conferences</td>
<td>NSF grant reports due</td>
</tr>
<tr>
<td>November 17</td>
<td>Stephen Holt</td>
<td>Questions for December 3 session</td>
</tr>
<tr>
<td>December 3</td>
<td>TBD: Topical discussion</td>
<td>Seminar reports due</td>
</tr>
</tbody>
</table>

Some of the future topics will include surviving the academic job market; publishing in academic journals; teaching at the college level; developing collaborative working relationships with faculty members; selecting an area of specialization; organizing a dissertation committee; and participating in conferences.
## APPENDIX 1: RESEARCH SEMINAR REPORT WORKSHEET

<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>
</tr>
<tr>
<td>Describe the research question(s) in your own words.</td>
<td></td>
</tr>
<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>