Sociology 995b – Professional Development and Career Seminar
Spring 2021
11:30-12:20 Wednesday
Style of Class: Web Conferencing (Zoom)

Dr. Kimberly A. Tyler
717 Oldfather Hall
Office Hours: Tues: & Thurs: 8:00-9:00 a.m. and by appt.

Email: kim@ktresearch.net
or ktyler2@unl.edu

Note: The format of this class will be Web conferencing using Zoom. You are also required to use Canvas for this course to view assignments, readings, grades, announcements, etc.

Goals:

This course compliments the professional development seminar in teaching by covering other dimensions of a faculty member’s profession – research and service – and to consider career planning more broadly and early in your graduate program. The additional hour allows us to develop and expand material on planning a graduate student career, initiating a research record, developing collaborative research relationships with faculty and other graduate students, writing a curriculum vita, balancing teaching, research, and service commitments, understanding an academic career, learning about non-academic careers, and learning about professional development in general. While addressing these broad goals, we also intend that new graduate students will become familiar with departmental faculty members’ research areas.

Grading:

This is a one (1) credit hour course offered as Pass/No Pass. A Pass depends upon faithful attendance, a constructive, engaged attitude, and conscientious and timely attention to the assignments. No tests or formal papers will be required. It is also important that you learn what it means to be a good departmental citizen. This includes attending departmental colloquium, NASGS meetings, job talks, departmental events, etc.

Requirements:

- You have 9 assignments due during the semester, some of which involve preparing materials and forms necessary for completion of the M.A. degree. For all assignments, please email me a copy (kim@ktresearch.net). All assignments are due by the start of class time (11:30 am). Please note that you must turn in ALL 9 assignments on the due date to pass this course (unless you have a legitimate reason as determined by the instructor).

- It is also expected that you attend departmental colloquium this spring.

- It is important that you do not miss class or come to class late as it may result in a No Pass for this course (i.e. missing more than 2 classes or coming to class late more than 2 times without an excused absence).

Services for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as
possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787.

- **Counseling and Psychological Services**
  UNL offers a variety of options to students to aid them in dealing with stress and adversity. Counseling and Psychological Services (CAPS) links to an external site; is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological, and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being Links to an external site. BRRWB provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached at 402-472-8770.

- **Recording of Class-Related Activity**
  I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course.

  Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

- **Academic Integrity**
  The University of Nebraska-Lincoln has set education objectives that aim to maintain academic integrity. Violations of academic integrity include, but are not limited to, plagiarism, cheating, submitting unoriginal work in whole or part, fabrication or falsification, abuse of academic materials, and complicity in academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. If you are unaware of what constitutes academic dishonesty, please see an academic advisor or become familiar with the University’s Academic Integrity Policy (See http://stuafs.unl.edu/dos/code).

**Personal Identities:**
Not all students go by their legal name or find that the set information in Canvas does not accurately portray who they are. Please send me an email and let me know your preferred name and your preferred pronouns.

**Please note I reserve the right to modify the syllabus to meet the needs of the course.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 27</td>
<td>Introduction to the Course; Q &amp; A</td>
<td>None</td>
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<tr>
<td>Feb. 3</td>
<td><strong>Sociology Graduate Guide</strong> – know your requirements! <strong>Graduate Studies Catalog, UNL Grad Studies Awards and Travel Awards</strong> – know potential funding opportunities! <a href="https://www.unl.edu/gradstudies/award-nomination">https://www.unl.edu/gradstudies/award-nomination</a></td>
<td>#1 Become familiar with UNL Grad Studies web site. MA students - bring Memorandum form and deadlines to class. Report back to the class what you found (email me your findings). These can be bullet points.</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Instructions</td>
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<td>Feb. 10</td>
<td><strong>Student Annual Evaluations</strong> (due each spring) and designing a CV (also, update online profile). Always keep up to date!</td>
<td>#2 Review the Sociology Graduate Bulletin and turn in summary of requirements (bullet points are fine) for your MA degree.</td>
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<td>Feb. 17</td>
<td><strong>Teaching Portfolios</strong> and Teaching Materials – Getting Started</td>
<td>#3 Turn in (a) a rough draft of teaching portion for annual review and (b) your CV (must be Word doc.). Update dept. website profile.</td>
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<td>Feb. 24</td>
<td><strong>Sociology Dept. Graduate Student Awards</strong> (applications due mid-spring) Speaker: Dr. Kelsy Burke and Dr. Emily Kazyak</td>
<td>Work on your teaching portfolio outline (no assignment to turn in)</td>
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<td>March 3</td>
<td>Speaker: Dr. Kristen Olson and Dr. Phillip Schwadel</td>
<td>#4 Turn in potential list of Dept. Awards you can apply for along with specifics of the award(s) and your topic if applicable.</td>
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<td>March 10</td>
<td><strong>Graduate Career</strong>: Professional memberships, attending conferences, and giving conference presentations. Speaker: Dr. Marc Garcia</td>
<td>#5 Turn in teaching portfolio outline of what you have accomplished to date (e.g., teaching philosophy) and what you still need to complete.</td>
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<td>March 17</td>
<td><strong>MSS prep</strong>: Role of Organizers, Presiders, and Discussants. Making the most of your conference time. Speaker: Dr. Christina Falci and Dr. Bilal Khan</td>
<td>#6 Turn in brief topic outline and timeline for your thesis and list of course work still to be taken (based on the dept. requirements for the M.A.).</td>
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<td>March 24</td>
<td>+Reading Day (touch base)</td>
<td>No assignment</td>
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<td>Mar. 31</td>
<td>Finding <strong>Committee Members and Mentor(s)</strong>. Where to start? Time Management. Speaker: Dr. Julia McQuillan</td>
<td>Search UNL Sociology faculty research for potential publication opportunities (no assignment to turn in).</td>
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<td>April 7</td>
<td>Balancing teaching, research, and service. <strong>Publications</strong> – Getting Started; learning the process.</td>
<td>#7 Turn in brief summary of research for two Sociology faculty in your area (or related area).</td>
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<td>April 14</td>
<td><strong>Starting the Thesis</strong> (an outline and timeline). Preparing Future Faculty (PFF) Program – UNL Grad Studies.</td>
<td>#8 Turn in list of 3 potential journals you could target for future publication. Provide the “scope” of each journal and their yearly and/or 5-year impact score.</td>
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<td>Apr. 21</td>
<td><strong>Ethics, Politics, and Academic Culture</strong>. Working with a mentor – ensuring a productive summer. Course wrap up.</td>
<td>Bring completed Memorandum (MOU) to class for review. Bring to class any questions on MOU and any other topics.</td>
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<td>Apr. 28</td>
<td>+Reading Day (touch base)</td>
<td>#9 Turn in your final Memorandum form.</td>
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**Course Conduct:**
I place a high value on respectful conduct in the classroom, representing diversity and acknowledging different opinions and experiences.

**Engaging in classroom behavior conducive to lecture and learning outcomes:**

- I expect students to arrive in class on-time. Being late may cause students to miss important announcements. Also, arriving late and interrupting discussion is disruptive to other students. If you arrive after attendance is taken, you may be marked absent.

- To create a classroom environment in which everyone may feel comfortable participating in discussions, it is expected that no audio or video recordings of class will be made without the prior knowledge and consent of the instructor. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Services for Students with Disabilities office and the instructor to make arrangements.

**Reminders**

1. Recording of class is not permitted (see syllabus p. 2 for exception).
2. If you are going to be late for a class or must leave early, please let me know ahead of time.
3. Do not make a habit of coming to class late or leaving early. This is unacceptable as it causes disruption and hampers learning for everyone and may result in a **No Pass** for the class.

**UNL Student Resources:**

Department of Sociology: [http://soc.unl.edu](http://soc.unl.edu)
Office of Graduate Studies: [https://www.unl.edu/gradstudies/](https://www.unl.edu/gradstudies/)
Counseling & Psych. Services (CAPS): [https://health.unl.edu/counseling-and-psychological-services-caps](https://health.unl.edu/counseling-and-psychological-services-caps)
Student Involvement: [http://involved.unl.edu/](http://involved.unl.edu/)
Writing Center: [http://www.unl.edu/writing/home](http://www.unl.edu/writing/home)
UNL academic calendar: [https://registrar.unl.edu/academic-calendar/#tab2](https://registrar.unl.edu/academic-calendar/#tab2)

**Reading Day**
“Instructors may temporarily reduce or redistribute the academic workload for their courses to allow for periods of less intense course requirements during the spring 2021 semester at their own discretion; possible curricular adjustments may include one or some combination of the following recommended accommodations:

- Up to four “Reading Days” interspersed throughout the semester to encourage course reading, for asynchronous assignments, for group discussion, or for creative assignments and project work, etc.
- A week-long “Test Holiday” (recommend the week of March 15-19 after the midterm) when class meets but no major quizzes or projects are due.
- Increasing quiz or test retake or grade replacement opportunities.
- Other activities at the discretion of the instructor.”

(Approved by the faculty senate December 1, 2020).