

Professional Development

Spring 2025 | CCJ7921 | TUR 2305 | Fridays 1:55pm – 4:55pm

COURSE DESCRIPTION

This course is designed to provide doctoral students with information and skills to do well in scholarly careers in criminology, law and society and sociology. The primary focus in this course will be on disseminating the knowledge and developing the skills that will help students transition from graduate students into future careers. We will focus mainly on aspects of research, teaching, and service, and will briefly explore non-academic career paths as appropriate to class interest.



Professor:
Dr. Lora Levett
Pronouns: she/her



llevett@ufl.edu



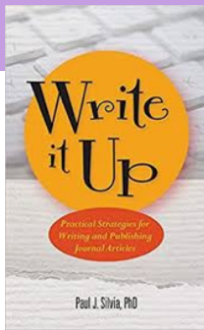
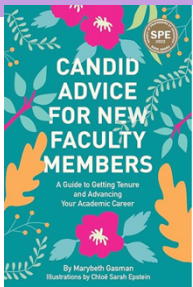
Office
Turlington 3336



Office hours
Wednesdays 1:00pm –
3:00pm and by
appointment

Email is the easiest and most effective way to reach me. However, if I don't answer your email within 48 hours, please re-email me.

READINGS



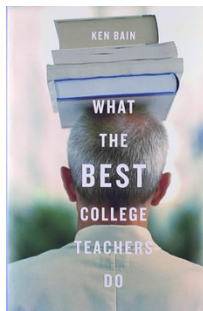
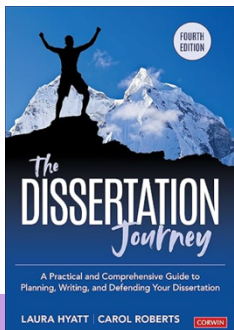
Hyatt, L., & Roberts, C. (2024). *The Dissertation Journey: A Practical Guide to Planning, Writing, and Defending Your Dissertation*, 4th Edition. Corwin, SAGE Publications.

Silva, P.J. (2014). *Write it Up: Practical Strategies for Writing and Publishing Journal Articles*. APA Books.

Gasman, M. (2021). *Candid Advice for New Faculty Members: A Guide to Getting Tenure and Advancing your Academic Career*. Myers Education Press.

Bain, K. (2004). *What the Best College Teachers Do*. Harvard University Press.

Other Readings Posted on Canvas (journal articles, magazine articles, blog posts, etc.) and linked from the National Center on Faculty Development and Diversity.



CANVAS

Our course is organized via Canvas. Additional Readings will be posted on our canvas site.

Establishing a Program of Research:

- ✓ Explain the basics in establishing a program of research, including identifying a common 'theme' or 'platform' for your research.
- ✓ Explain the publication process and analyze various strategies for writing publications.
- ✓ Identify various external funding sources and analyze strategies for gaining grant funding
- ✓ Articulate strategies for working with colleagues and advising and mentoring students.
- ✓ Explain personalized strategies for maintaining writing processes under increasing pressures of employment.

The Dissertation:

- ✓ Explain strategies for choosing a general dissertation project and developing an idea.
- ✓ Analyze different benefits and costs to various methods and designs.
- ✓ Evaluate ways to maintain work-life balance while dissertation.
- ✓ Generate successful examples of strategies for publishing the dissertation.

LEARNING OBJECTIVES
By the end of this course, within these categories, you should be able to:

Employment:

- ✓ Evaluate various types of employment, analyzing the link between your personal goals and various employment opportunities.
- ✓ Create an example of a document you would use in applying to a job, explaining the important elements to be included in the materials you chose not to create for the course.
- ✓ Search for jobs that fit your future employment prospects.
- ✓ Practice interviewing for a job and explain how to successfully interview for employment, including an understanding of how to give a job talk, assess the correct 'fit' of the job, and negotiating a job offer.

Your Professional Identity:

- ✓ Create a great conference presentation.
- ✓ Explain how to successfully participate in professional meetings and societies, including strategies for networking, establishing informal mentoring relationships, and getting involved in leadership.
- ✓ Develop a personal strategic plan for the next five years.
- ✓ Provide examples of successful ways to manage one's online presence as a teacher scholar.
- ✓ Evaluate strategies for maintaining balance between the personal and professional.
- ✓ Strategize and try strategies for time management.
- ✓ Develop strategies for managing your future employment, including gaining tenure, serving as a journal referee, and applying science to the real world.

Teaching:

- ✓ Explain the characteristics of a great syllabus, successful class management, exams, and lectures.
- ✓ Develop a teaching philosophy, analyze how the teaching philosophy drives the various aspects of teaching.

Data Management and Open Science:

- ✓ Explain the principles of open science, including the ethics of transparency in research.
- ✓ Explain the replication crisis and analyze how it affects social science research.
- ✓ Apply the principles and practice of open science to your own research.

COURSE REQUIREMENTS



Assignments

Throughout the semester, we will engage in a variety of activities that will help with different areas of your professional development. These activities include things like completing the class survey, creating a vita, creating a cover letter for job applications, delineating a five year plan, finding grants to apply for, engaging in writing activities, reviewing journal articles, etc. The final composition of the activities will be contingent on the emphasis on areas chosen after the course survey. These activities are worth 55% toward your final grade.



Class Discussions

Preparing for and engaging in class discussion are essential parts of any graduate seminar, but these things are even more important in a professional development seminar. You all have different experiences and goals professionally, and part of what I hope to accomplish in class discussions is to pool these resources and have you all benefit from each other's experiences, knowledge, and research. In addition, class discussions help me gauge what your professional development needs are as a class. Most often, to prepare for discussion, you will have a reading or readings and you will be asked to write a brief paragraph, questions, or summaries responding to those readings to help you during discussion. It is not enough to attend class. You must be an active participant. Your attendance and participation are worth 35% of your final grade (15% for the attendance and 20% for the participation).



Informational Interviews

For this assignment, you'll contact two people who write in the way you see yourself writing in your career (e.g., a book model, article model, mixture, policy briefs, etc.). I realize these goals might not be well defined at this point; if that is the case, you can use these informational interviews as an opportunity to learn from two successful writers. I will provide a list of questions for you to start with, and you can add your own questions as well. Make sure to ask the person whether you can share the information you learned with other UF students. If permission is obtained, please post the brief write up from the interviews using the provided template to the entire class by Monday April 14 at 12:00pm. Please keep in mind the due date to give your interviewees enough time to respond and schedule the interview. The informational interviews are worth 10% total toward your final grade.

GRADING

This course is graded as satisfactory/unsatisfactory. To get a grade of satisfactory, you must complete each of the elements above. In addition, I will grade each of the elements of the course based on 1) whether you complete the assignment and 2) how much effort into the assignment. In addition, your participation in class will be assessed according to 1) whether you are in class and 2) whether you participate in class (including knowledgeable discussion of the assigned readings). Assignments must be turned in on time. I will not accept late assignments for this class barring an emergency. The course and assignments will be graded according to schemes below:

Course Grading Scheme			Assignment Grading Scheme	
Professional Development Assignments		55%	Earned points	Explanation
			0	Not turned in
Class Discussion		35%	1	Partially completed
<i>Attendance</i>	15%		2	Finished, but not well
<i>Participation</i>	20%		3	Finished with some effort
			4	Finished with a lot of effort
Informational Interviews		10%	For each course component, the percentage of points earned on the total number of assignments in that category will be weighed according to the course grading scheme.	
<i>Interview 1</i>	5%			
<i>Interview 2</i>	5%			
TOTAL		100%		
According to university policy, an 'S' is equivalent to a grade of 'C' or better. Therefore, in this class, you need to obtain a 73% or higher to earn an 'S'.				





COURSE POLICIES

Makeup Policies

I understand that sometimes one's life sometimes interferes with one's ability to complete class requirements. If you have a legitimate reason for missing a class assignment (e.g., illness, death in the family), you will be allowed to make up what you missed IF you contact me immediately before/after the missed assignment. If you miss a class discussion, we will come up with a mutually agreeable alternative assignment for you to complete. Religious holidays are excused without documentation but must be discussed in advance.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Misconduct

UF Students are bound by the Honor Pledge which states “We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the honor code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

For this course, all work is to be completed individually unless otherwise specified. If you have questions about the honor code or what constitutes a violation, please consult with your instructor.

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

NCFDD

Join the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org/>). UF has an institutional subscription, so your membership is FREE and we'll use it throughout the semester. It's a great resource!

Students with Disabilities

Students requesting classroom accommodations must first register with the Dean of Students Office. The DOS will provide documentation to the student who must then provide this documentation to the course coordinator, when requesting accommodation. <http://www.dso.ufl.edu/drc/>. You should contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565.

Campus Resources

Part of learning about topics in law and society involves examining sensitive topics, such as racial disparities, gender discrimination, and victimization. This may be emotionally difficult at times, and I encourage you to seek out campus resources for support. UF provides several different types of resources:

Counseling and Wellness Center: <https://counseling.ufl.edu> 352-392-1575

Student Health Care Center: <https://shcc.ufl.edu> 352-392-1161

UF Police Department Office of Victim Services:
<http://www.police.ufl.edu/victim-services>

Dean of Students Office:
<https://dso.ufl.edu/>

U Matter, We Care can also help students, staff, or faculty in distress. You can reach them via email at umatter@ufl.edu, via their website <https://umatter.ufl.edu>, phone 352-392-1575. If you find yourself concerned about a fellow student, you can notify U Matter, We Care, and they will reach out to the student. We are a community who looks out for one another, so don't hesitate to reach out if you're worried.

Civility

As members of this class and university, we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Everyone is to be treated with respect, regardless of gender, age, race, religion, sexual orientation, culture, or other identity.



COURSE POLICIES

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A 'class lecture' is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To 'publish' means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Resources

Academic resources may be helpful in navigating issues you may encounter in this class or during your time at UF. I cannot tell you how many students I have referred to the Teaching Center for Study Skills help or the Writing Studio for assistance in writing. Student have always really benefitted from the services. AND, they are already included in your student fees! I encourage you to take advantage of these resources.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601, <http://www.career.ufl.edu/>. Career assistance and counseling services.

Library support: www.cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010, <http://www.teachingcenter.ufl.edu> General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, <http://www.writing.ufl.edu/writing-studio> Help brainstorming, formatting, and writing papers

Student Complaints (on campus):

<http://www.sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Student Complaints (online): <https://distance.ufl.edu/getting-help/student-complaint-process>

Administrative Information

This syllabus is provided for your information and may change as deemed necessary, especially to accommodate guest speakers.. You are responsible for learning all the material contained in the syllabus as well as any modifications that are made to the syllabus during class time. All changes to the syllabus will be announced and emailed to you. If you have any questions about the syllabus or course requirements, please feel free to contact me. A proposed semester schedule appears below, and any changes will be updated on canvas and announced in class.

COURSE SCHEDULE

Class	Date	Topic	Readings/Videos (to do before class)	Assignments Due
1	Week of January 17	Individual Meetings for Introduction to Course	--	<ol style="list-style-type: none"> 1. Complete Course Survey (link in canvas) by 4:55 pm Friday 2. Join NCFDD
2	Jan 24	Planning your career, planning your semester, planning your week (planning this semester!)	<ol style="list-style-type: none"> 1. Read Cullen & Vose (2014) (available in Canvas) 2. Read Chapter 2 in Sarnecka, 2021 (available in Canvas) 3. Read Strategic plan readings (2 readings from the APLS Newsletter; read pp 1-3 of both) 4. Watch NCFDD Video 'Skill #1: Every Semester Needs a Plan' 5. Watch Randy Pausch on Time Management Video 	<ol style="list-style-type: none"> 1. Complete NCFDD Core Curriculum Guided Questions: Every Semester Needs a Plan (submit in canvas) 2. Complete NCFDD Every Semester Needs a Plan Template (available in canvas; bring to class) 3. Bring a copy of your graduate school important dates, milestones to complete with goal dates, etc., to class
3	Jan 31 Lora	Planning your time and writing, writing, writing	<ol style="list-style-type: none"> 1. Watch NCFDD Video 'Skill #2: How to Align Your Time with Your Priorities' 2. Watch NCFDD Video 'Skill #3: How to Develop a Daily Writing Practice' 3. Read Dr. Lane's piece on writing (pp 12-22 in the ACJS Newsletter, posted on canvas). 4. Read Chapter 3 in Sarnecka, 2021 (available in Canvas) 5. Read the introduction to Silvia, 2015 	<ol style="list-style-type: none"> 1. Turn in your completed planning document (submit in canvas) and be ready to discuss using the prompts in the assignment. 2. Track your time for January 20-23 (excel file on canvas) 3. Complete NCFDD Core Curriculum Guided Questions: How to Align your Time with your Priorities (submit in canvas) 4. Complete NCFDD Core Curriculum Guided Question: How to Develop a Daily Writing Practice (submit in canvas) 5. Prepare to discuss the writing process and ask questions about writing in class
4	Feb 7 Alice	Developing a Program of Research	<ol style="list-style-type: none"> 1. Read Fiske, 2004 (available in canvas) 2. Read Chapter 10 in Silvia, 2015 3. Read Chapter 4 in Hyatt & Roberts, 2024 4. Read Worley, 2011 5. Read Schwartz, 2008 6. Read Chapter 2 in Gasman, 2021 	<ol style="list-style-type: none"> 1. Take 20 minutes each day to brainstorm about research ideas (this might be most productive after a writing session!). Take a walk with the sole purpose of generating ideas. Explore your topic(s) of interest in different disciplinary fields using the library. Bring this list of topics to class and be prepared to discuss. 2. Make a list of the research topics and projects you are currently working on or have worked on. 3. Make a list of topics on which you would like to become/be known as an

				expert and a paragraph about what piqued your interest for these topics.
5	Feb 14 Carla	Research Statement, Comprehensive Exams and beginning the Dissertation	<p>Research Statement:</p> <ol style="list-style-type: none"> 1. Read Kelsky, 2015 (available in canvas). 2. Read CMU's advice on writing research statements (available in canvas) 3. Read Penn's Guide to Research Statements (available here – note there are more resources at the bottoesm if you wish to use them) <p>Comprehensive Exams:</p> <ol style="list-style-type: none"> 4. Read the information about our comprehensive exams available on our website here. Read the guide for studying for comprehensive exams here. Look through several of the practice exams available here. 5. Read Dingfelder, 2004 (available in canvas) 6. Read Hedge, 2012 (available in canvas) <p>Dissertation:</p> <ol style="list-style-type: none"> 7. Read Chapters 1-3, 5-7 in Hyatt & Roberts, 2024 	<ol style="list-style-type: none"> 1. If you have completed comprehensive exams, please articulate your study strategies and pieces of advice for future students studying for the exam and be ready to talk about them in class. If you have not completed comprehensive exams, please articulate your plans for studying based on what we've read for this week. 2. Turn in a draft of your research statement (2 pages maximum) 3. Bring a list of current or potential committee members and what they will bring to your dissertation. 4. Work on your advisor questionnaire (due Feb 28)
6	Feb 21 Bomi	The Dissertation: design, instruments, collecting data, writing and finishing the dissertation	<ol style="list-style-type: none"> 1. Read Section II in Silvia, 2015 2. Read Parts III, IV, and V, Appendix B in Hyatt & Roberts, 2024 3. Read Hunter, 2017 (available in canvas) 4. Read Hedge, 2013 (available in canvas) 5. Explore the NCFDD Dissertation Success Curriculum (watch the video on the first page, click through and explore the others – you do not have to do the whole thing). 	<ol style="list-style-type: none"> 1. Complete Dissertation Writing Reflection Questions (in canvas) 2. Work on your advisor questionnaire (due next week)
7	Feb 28 Lora	Teaching! Working with your advisor discussion	<ol style="list-style-type: none"> 1. Read Bain, 2004 2. Read Chapter 3 and Appendix E in Gasman, 2021 3. Read Jonson & Moon, 2014 (available in canvas) 4. Read Langlin, 2019 	<ol style="list-style-type: none"> 1. Turn in your advisor questionnaire answers (in canvas) 2. Turn in your 'Teaching Reflection Questions' in canvas.
8	Mar 7 Alice	Revisiting planning and writing, identifying jobs, making yourself an attractive candidate	<ol style="list-style-type: none"> 1. Read Miller Vick & Furlong, 2010 2. Read Cassuto, 2019 3. Read Appendix F in Gasman, 2021 5. Read Applegate et al., 2009 (available in canvas) 6. Read MacKenzie & Piquero, 1999 7. Watch NCFDD Hidden Curriculum 5: Advancing Your Strategic Plan 	<ol style="list-style-type: none"> 1. Turn in your NCFDD Practice #1: Align Your Priorities With Your Time Reflection Questions 2. Turn in your NCFDD Practice #2: Develop a Daily Writing Practice Reflection Questions 3. Turn in your teaching statement (canvas)

9	Mar 14	Alt Ac jobs; procrastination and perfectionism (with a little imposter syndrome)	<ol style="list-style-type: none"> 1. Read Ahlin, 2021 (available in canvas) 2. Watch Navigating the Alt-Ac Job Market (with apologies for language). Note, this channel has a TON of alt-ac meet and greets with alt ac folks!! Another optional alt-ac podcast is available here. 3. Watch the TED talk here 4. Read Revuluri, 2018 (available in canvas) 5. Read Shahjahan, 2017, parts 1-2 6. Watch NCFDD Video 'Skill #8: Overcoming Academic Perfectionism 7. Peruse Tracy 'Eat That Frog' (i.e., don't read it word for word – just check it out and read it if you want to learn more about procrastination) 	<p>Remember – we don't have in person class this week – instead, we'll complete these tasks and engage in discussion.</p> <ol style="list-style-type: none"> 1. Turn in your vita (in canvas) 2. Turn in your cover letter (in canvas) 3. Post 2 alt-ac job opportunities and answer discussion questions (canvas discussion) 4. Post 2 ac job opportunities and answer discussion questions (canvas discussion) 5. Complete NCFDD Core Curriculum Guided Questions: Overcoming Academic Perfectionism (submit in canvas) 6. Turn in your personal strategies discussion reflection/discussion (on canvas)
10	Mar 21	No class – Spring Break		
11	Mar 28 Carla	The job interview, negotiating an offer; mentoring, networking, and professional meetings	<ol style="list-style-type: none"> 1. Read Chapter 1 in Gasman, 2021 2. Read Tobin, 2021 (available in canvas) 3. Read Chapter 7 in Sarnecka, 2021 5. Read Lauritsen, 2007 (available in canvas) 6. Watch NCFDD Video 'Skill #7: Cultivating Your Network of Mentors, Sponsors, and Collaborators' 7. Watch NCFDD Hidden Handbook 10: Touchstone Teamwork 	<ol style="list-style-type: none"> 1. Fill in your Mentor Map (turn into canvas) 2. Complete NCFDD Core Curriculum Guided Questions: Cultivating Your Network of Mentors, Sponsors, and Collaborators (in canvas) 3. Complete 'Job Market Reflection' Questions in Canvas
12	April 4 Bomi	Publishing, grants	<ol style="list-style-type: none"> 1. Read Chapter 6 and Appendices B, G and H in Gasman, 2021 2. Read Section I, the Introduction to Section III and Chapter 9 in Silvia, 2015 3. Read Pratt, 2014 (available in canvas) 4. Read Jeydel & Dolan, 2005 (available in canvas) 5. Reach Chapter 6 in Sarnecka, 2021 6. Watch NCFDD Hidden Handbook 6: Revise and Resubmit in No Time 	<ol style="list-style-type: none"> 1. Turn in your 'elevator speech' on canvas (discussion on canvas) 2. Turn in your 3 journal manuscript guidelines (discussion on canvas) 3. Turn in your 3 grant links/guidelines (discussion on canvas) 4. Turn in any revised job market materials you would like feedback on today (optional)
13	April 11 Lora	Tenure and navigating the academic department, thinking about DEI	<ol style="list-style-type: none"> 1. Read Chapters 4-5, 7-9, Appendices A and D in Gasman, 2021 2. Read Lane, 2016 3. Read Tulley, 2018 4. Watch NCFDD Hidden Curriculum 8: Rethinking Self Care 5. Read Willis, 2017 (available in canvas) 	<ol style="list-style-type: none"> 1. Turn in the tenure guidelines for a school you might like to join (canvas discussion). 2. Turn in your Tenure/Academic Jobs Reflection Questions here.
14	April 18 Lora	Open science, science outreach,	<ol style="list-style-type: none"> 1. Read COPE Ethical Guidelines for Peer Reviewers (available in canvas) 	<ol style="list-style-type: none"> 1. Turn in your informational interviews by April 14 (canvas discussion)

		reviewing, Writing Reflection	2. Read 'How to Write a Peer Review' (available in canvas) 3. Read Sternberg, 2002 (available in canvas) 4. Read Christiano & Neimand, 2018 5. Read Nosek, 2018 6. Read Bornstein & Meissner, 2021 (in Canvas) 6. Watch NCFDD Hidden Curriculum 7: Promoting Your Publications	2. Turn in your Reviewing Reflection Questions in canvas 3. Turn in your Semester Reflection in canvas
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Schedule Clause: Circumstances may arise which require scheduling adjustments (e.g., weather, instructor illness, accommodations for guest speakers, etc.). An updated schedule will be posted on Canvas and announced if anything significant changes.