

PLAN 911: Career Development PhD Seminar

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Office: New East 307

Fall 2018
1:15-3:45 W, every two weeks (New East 305)

<http://sakai.unc.edu>

Course description and objectives

In this seminar, we will cover a variety of useful topics in career development for PhD students, including aspects of academic and non-academic careers in planning and planning-related fields

Much of the course will be structured around guest-speakers and student-led presentations of research statements and individual development plans.

Course objectives

- 1) Understand the career landscape for PhD graduates and how you can use your time as a PhD student to improve your future career situation.
- 2) Establish and gain comfort with your own individual development plan and research philosophy.
- 3) Understand and gain tools for the academic and non-academic job search processes.
- 4) Other objectives to be determined by enrolled students.

Class Format and Readings

This course will meet once every two weeks. Class sessions will involve lectures, student presentations, extensive class discussion, and guest speakers. This course is 1.5 credits.

All course readings and materials are located the course website, hosted at <http://sakai.unc.edu>.

Recommended Reference Texts

- Krieger, Martin H. 2013. *Scholar's Survival Manual, The: A Road Map for Students, Faculty, and Administrators*. Bloomington, IN: Indiana University Press.
- Sinche, Melanie V. 2016. *Next Gen PhD*. Cambridge, MA: Harvard University Press.

Policy on Late or Incomplete Work: According to Department policy, and in order to be fair to your fellow students, *late assignments will not ordinarily be accepted*. Grades of incomplete may be given in the event of a medical or other emergency. A written application for an incomplete on any assignment must state the reasons for the request and propose a new deadline.

The University's Honor Code is in effect. Please consult with the instructor if you are uncertain about your responsibilities under that code with respect to this course.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately early in the semester to discuss your specific needs. Students with documented disabilities should contact the

Department of Disability Services at 919-962-8300 (SASB North, Suite 2126) to coordinate reasonable accommodations.

Readings, course content, and schedule may change over the course of the semester. Therefore, this syllabus will be subject to change!

Course Structure

During the first semester, the course will center on class discussion, guest speakers who have extensive experience in academic and non-academic roles, and student presentations on their own interests. In-depth engagement with each of the guest speakers is encouraged and will be facilitated by the long course format.

Course Grading

Grades are based on your:

- 1) Attendance and participation (25%)
- 2) Presentation of individual development plan (25%)
- 3) Completion of professional website (25%)
- 4) Completion of your research statement (25%)

Course Outline [Tentative]

Reading before the first day:

<https://community.beyondprof.com/blogs/view/16/how-the-academic-job-market-sets-us-up-for-failure-during-a-non-facult>

<https://www.chronicle.com/article/5-Big-Picture-Mistakes-New/243475?cid=wcontentgrid>

See “Are you Career Ready?” document on Sakai

Session I (Aug. 26): Course introduction, big picture on PhD careers, academic job search info, student interests for the semester

Some potential academic job search topics:

- Big picture process
- The materials
- Research statement
- Teaching statement
- Interview process
- Illegal questions and how to handle them

For next time:

Register and complete your Individual Development Plan (IDP) for next time:
<https://www.imaginephd.com/>

[Alternative (science-oriented version) from AAAS can be found here: <http://myidp.sciencecareers.org/>]

Complete UNC Career Service’s “Personal Branding Worksheet”:
<https://careers.unc.edu/sites/careers.unc.edu/files/documents/Personal%20Branding%202017.pdf>

Reading:

Myers, Dowell, and Tridib Banerjee. 2005. "Toward Greater Heights for Planning: Reconciling the Differences between Profession, Practice, and Academic Field." *Journal of the American Planning Association* 71 (2): 121–29.
Fourcade, Marion, Etienne Ollion, and Yann Algan. 2015. "The Superiority of Economists." *Journal of Economic Perspectives* 29 (1): 89–114.

More resources for Academic planning job search

https://www.training.nih.gov/academic_job_search_timeline
https://www.training.nih.gov/career_services/graduate_students
<https://careers.unc.edu/students/graduate-students>

Session 2 (Sept. 12): Student IDP presentations/discussions + Amy Blackburn (Deputy Director, UNC Career Services) [Non-academic and non-traditional academic careers]

Reading:

Writing a CV: <https://careers.unc.edu/sites/careers.unc.edu/files/documents/CV%20Handout.pdf>
<https://chroniclevitae.com/news/2079-your-cv-should-inform-your-cover-letter-should-persuade>

Writing a cover letter: <http://www.sciencemag.org/careers/2006/03/writing-winning-cover-letter-2006>

See "Converting CV to Resume," "Career fields by skill-set," and "Chart of Skill Categories, Skill Sets and Sample Career Options" documents on Sakai

<https://www.insidehighered.com/advice/2018/05/21/suggestions-alt-ac-careers-may-be-overlooked-opinion>

Session 3 (Sept. 26): Greg Characklis (Env. Science and Engineering, UNC) ["How do Universities work?"]

Reading:

Skim the UNC faculty handbook: <https://facultyhandbook.unc.edu/>

Check out UNC-Charlotte's Faculty Mentoring website:

<https://graduateschool.uncc.edu/faculty-and-staff-resources/student-support/mentoring-and-advising>

Session 4 (Oct. 10): A non-profit perspective Julie DeMeester (Water Program Director, NC TNC) + Beth Mole (Science writer at Ars Technica)

Session 5 (Oct. 31st): Bobby Cochran (Executive Director of Willamette Partnership, Currently Senior Fellow at the National Policy Consensus Center at Portland State University) + Rob McDonald (Lead Scientist, Global Cities Program, TNC)

Session 6 (Nov. 14): Developing an online presence + [open time for other topics]

Reading:

See "Developing an Online Presence" document on Sakai

Session 7 (Nov. 28): Presentations of research statements and professional websites

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Career development resources:

Academic planning: research

<http://www.sciencemag.org/features/2010/12/it-pays-plan-why-you-need-career-map>
<http://www.sciencemag.org/careers/2008/10/maximizing-productivity-and-recognition-part-3-developing->

[research-plan](#)

<http://www.sciencemag.org/careers/2003/05/write-yourself-10-year-plan>

<http://www.sciencemag.org/careers/2014/04/i-have-plan-now-what>

Jim Austin. 2002. *Writing a Research Plan*. <http://www.sciencemag.org/careers/2002/07/writing-research-plan>

Jim Austin. 2014. *Writing the research plan, a follow-up 12 years later*: <http://www.sciencemag.org/careers/2014/04/writing-research-plan>

Academic planning: how does a university work?

John Keller. 2014. Strong Mentorship Develops Successful Leaders. https://cgsnet.org/sites/default/files/CGS_GradEdge_April2018_2.pdf

Check out these websites for lots of news about universities (IHE and Chronicle are competitors):

<https://www.insidehighered.com/>

<http://www.chronicle.com/>

<https://chroniclevitae.com/news>

Academic planning: teaching

Greenlee, Andrew J., Mary Edwards, and Jerry Anthony. 2015. "Planning Skills: An Examination of Supply and Local Government Demand." *Journal of Planning Education and Research* 35 (2): 161–73.

Dawkins, Casey J. 2016. "Preparing Planners: The Role of Graduate Planning Education." *Journal of Planning Education and Research* 36 (4): 414–26.