

## **Geography 8109: Graduate Student Professionalization**

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Office hours: Fri 1-3 pm

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### **Rationale**

This required graduate course provides an introduction to professional development within a learning community complementary to the rest of the Geography graduate curriculum.

### **Course goals**

This class will orient students to the department, to the academic discipline of geography, and to the expectations of the Geography graduate program. Students will learn strategies to seek professionalization opportunities on an ongoing basis.

### **Course objectives**

By the end of the semester, students will:

- Get to know the department, the university and key policies that affect them;
- Have explored a variety of components of academic success (e.g., publishing, external funding, peer networks, tenure) and success in teaching (e.g., course design and course feedback);
- Have had some exposure to the range of professional environments within which geographers work; and
- Learn how to document their academic accomplishments in a format most suitable for their goals.

### **Course evaluation**

Successful completion of this course yields three (3) graduate pass/fail credits (S or U).

There are four components to course evaluation:

- Class attendance and attendance of all departmental colloquia;
- Written contributions to the Carmen discussion page;
- Facilitation and participation in class discussion; and
- Turning in a portfolio that is compliant with the format required for Spring Review.

*Disability Services:* Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Readings

Readings will come primarily from the following books:

Solem, M., & Foote, K. (Eds.). (2009). *Teaching College Geography: A Practical Guide for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

Solem, M., Foote, K., & Monk, J. (Eds.). (2009). *Aspiring Academics: A Resource Book for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

These are available for loan (return at the end of the semester!).

Additional readings are to be found on the Carmen Content page (see dates on schedule).

## Carmen discussion board contributions

Students will be assigned to two groups. Each week by Wednesday at 5 pm, each member of one group will post a 200-300 word response to the readings on the corresponding Carmen Discussion topic. In these posts students may: write about an aspect of the day's reading that you don't understand, or something that jars you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or respond to another student's post, building upon it, disagreeing with it, or re-thinking it.

## Leading discussion

Every student will take a turn leading class discussion for the first hour of class (9-10 a.m.). Please plan some in-class activity and plan to facilitate discussion for one topic (students may tag team within their discussion groups to do this).

## Four in-class activities

Students will have four homework assignments in preparation for in-class discussion.

1. **Bring in an exemplary CV** from someone outside of OSU. Each student should locate a CV from an academic they admire, and read/analyze carefully before class. *This should be someone you do not know yet!* **September 25.**
2. **Interview a faculty member.** Before class, each student should meet with one faculty member (not advisor or committee members). I will pass around an interview protocol beforehand including such topics as sustaining a research program, finding inspiration for research and teaching, work-life balance, etc. **October 30.**
3. **Draft teaching philosophy.** In class we will discuss strategies for developing a teaching philosophy. Students will prepare a draft philosophy for in-class discussion. **November 13.**
4. **Presentations.** Each student will make a 5-minute presentation to the class that will be videotaped. This presentation can be on any subject. Students will get to watch the video of their presentation. **November 22.**

## Colloquium

Colloquium attendance is required. For the up-to-date schedule, see:

<http://geography.osu.edu/news-and-events/colloquium-series>

## **Recommended optional readings**

These books cover a wide variety of topics: general strategies for success, negotiating, developing and communicating ideas, teaching strategies, academic writing and publishing, time management, work-life balance, understanding the academy, etc.

### ***College Teaching***

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard.

Gross Davis, B. (2009). *Tools for Teaching, 2nd ed.*: Jossey-Bass.

McKeachie, W., & Svinicki, M. (2013). *McKeachie's Teaching Tips, 14 ed.*: Cengage.

### ***Writing, Writing, Writing!***

Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*: Sage.

Boice, R. (2000). *Advice for New Faculty Members*: Pearson.

Bolker, J. (1998). *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*: Owl Books.

Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*: American Psychological Association.

### ***Work-Life Balance***

Connelly, R., & Ghodsee, K. (2011). *Professor Mommy: Finding Work-Family Balance in Academia*: Rowan & Littlefield.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. London, UK: Simon & Schuster.

Diamond, S. (2010). *Getting More: How You Can Negotiate to Succeed in Work and Life*: Crown Business / Random House.

### ***Ideas and Inspiration***

Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*: Random House.

Wilson, E. O. (2013). *Letters to a Young Scientist*: Liveright.

### ***Understanding the Academy and Your Place In It***

Kennedy, D. (1997). *Academic Duty*: Harvard.

Toth, E. (2008). *Ms. Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*: University of Pennsylvania.

### Course schedule (subject to change)

Date	Topic	Discussion	Reading			Due	Faculty visits
		Group	AA	Teaching	Other		
28-Aug	Introduction to the course						
4-Sep	Graduate Handbook	A			An academic with impostor syndrome		
11-Sep	Success in graduate school	B	1,3		Women in Academia: It's Not Just About Numbers		Montenegro, Woodworth, Madsen
<b>18-Sep</b>	<b>No class</b>						
25-Sep	Work-life balance	A	4,8,9		Being Married Helps Professors Get Ahead, but Only If They're Male	Exemplary CV	Root
2-Oct	Sustaining a research program	B	5		Self sabotage		
9-Oct	Publish or perish?	A	13		The 7 year postdoc		Malecki, Ahlqvist
<b>16-Oct</b>	<b>No class</b>						
23-Oct	External funding	B	11		Be friends with failure		
30-Oct	Ethics in research	A	9,12		The truth behind that job advertisement	Faculty member	
6-Nov	Designing an effective course	B	6,7		Confuse Students to Help Them Learn		
13-Nov	Improving teaching skills	A		8	4 steps to a memorable teaching philosophy	Draft teaching statement	
22-Nov	Versatile PhD, career planning	B	2		The emergent academic proletariat	Presentations	
<b>27-Nov</b>	<b>No class</b>						
4-Dec	Lifelong learning			12	Learners should be developing their own essential questions		
11-Dec	Final portfolio due						