

FOR 6933: Professional Development for Natural Resources

1 Overview

Graduate school is a big commitment. Therefore, graduate students should make certain that they get what they came for and leave with the skills and knowledge required to pursue their dream career. This course is designed to provide students with the skills needed to gain post-graduate school jobs in which they will excel and enjoy, and develop a strategic plan to gain the skills, tools, and knowledge needed to attain those positions. Short readings and relevant assignments will help you prepare for a lively discussion each week, and answer those all-important questions, such as: Which conference should I go to, and when? What is the difference between a CV and Resume? How do I brand my research on social media? How can I be an effective project leader?

- Thursday 3:00—3:50 pm (period 8)
- 1 Credit
- Formatted as an hourly weekly meeting consisting of:
 - Instructor-led discussions on important skills for success
 - Discussion focusing on various pre-class period exercises/assignments
 - Guest lectures
- Location: 100% online, synchronous, Zoom

Course Prerequisites: Students at the Masters or PhD level from ecological, environmental, and natural resource-based majors are welcome. Course is best suited for students nearing graduation who are looking for employment.

Instructors:

- Dr. Basil Iannone, School of Forest Resources and Conservation, biannone@ufl.edu
- Guest lecturers

Office hours: By appointment

To reach me please use the Canvas message/Inbox feature for fastest response.

2 Learning Outcomes/ Objectives

At the end of this course, students will:

- Be able to prepare effective job search materials, e.g. cover letters, CV, resume, talks, etc.
- Identify professional societies that can help advance their career goals
- Learn strategies to effectively lead projects
- Learn skills for successful job interviews

3 Course Logistics

Students may access lectures, assignments, readings, and supporting materials through the course Canvas site as they become available.

Technology Requirements:

- A computer or mobile device with high-speed internet connection.
- A webcam, headset and/or microphone, and speakers.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](#)
- Installation of proctoring software may be required and will be provided if so.

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

3.1 Tentative Schedule / Activities

	Week	Topic	Lead	Assignment to be completed prior to class period
1	04-Sept	Introduction/what to expect/what we want to accomplish	Iannone	Word cloud assignment before class
2	10- Sept	Web presence/Online science communication	Loizzo, Jamie jloizzo@ufl.edu	Luc et al. 2020. Does tweeting improve citations? One-year results from the TSSMN prospective randomized trial. The Annals of Thoracic Surgery. https://www.sciencedirect.com/science/article/pii/S0003497520308602?via%3DiHub
3	17-Sep	CV Resume	Iannone	Resumes and CVs. From Cornell University Graduate School’s Pathways to Success. https://gradschool.cornell.edu/academic-progress/pathways-to-success/prepare-for-your-career/take-action/resumes-and-cvs
4	24-Sep	Navigating Federal Jobs	Zipperer	Prepare a draft of a US Job Resume Look over: http://gogovernment.org/writing-your-federal-resume/
5	01-Oct	Cover Letter – linking the CV/Resume to the Position	Crandall	Read over example cover letters

6	08-Oct	Effective Conference Attendance (Remote options)	Monroe	Gotian 2019. Networking for introverted scientists. Nature, Career Column. https://www.nature.com/articles/d41586-019-01296-2
7	15-Oct	Diversity (writing a good diversity statement)	Stein	Moreno et al 2020. Factors Influencing Minority and Urban Students' interest in natural resources. Journal of Forestry. https://academic.oup.com/jof/advance-article/doi/10.1093/jofore/fvaa008/5811590
8	22-Oct	Job presentations – Resonating with your audience	Bohlman	Master Your Scientific Oral Presentation by Avoiding These Top 10 Traps. From CURE: Digestive Diseases Research Center, University of California, Los Angeles website. URL: https://www.cure.med.ucla.edu/speaker-tips Duarte, N. 2010. Chapter 2: Lessons from Myths and Movies. In Resonate: Present Visual Stories that Transform Audiences. Found at: https://ufl.skillport.com/skillportfe/main.action?assetid=RW\$11247: ss book:43331#summary/BOOKS/RW\$11247: ss book:43331
9	29-Oct	Surviving your interview	Adams	Rycraft, R. 2011. A Community College Candidate's Perspective. In <i>Job Search in Academe: How to Get the Position You Deserve</i> , second edition by Dawn M. Formo and Cheryl Reed. Stylus Publishing, LLC 22883 Quicksilver Drive Sterling, Virginia 20166-2102.
10	05-Nov	Conflict resolution	Hazell	TBD
11	12-Nov	Team Science/Facilitation/Meeting Skills	Bartlets	Watch videos of good and bad meetings. Videos provided week prior
12	19-Nov	Creating a constructive work environment	Reisinger	Read over lab code of conduct
13	26-Nov	THANKGIVING	ANARCHY	NO CLASS

14	03-Dec	Course evaluations Moving forward	Iannone	Complete evaluations Charkreverty, D. 2020. PhD Student experiences with the imposter phenomenon in STEM. International Journal of Doctoral Studies. Scjwartz, M. A. 2008. The importance of stupidity in scientific research. Journal of Cell Science 121: 1771
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3.2 Grades & Grading Scale

Assignments & Deliverables

Pre-class preparation: Prior to each class period, students are expected to complete tasks, including readings, review of websites, and preparation of draft documents/outlines.

Participation: Students are expected to attend and participate in class each week.

Discussions/class activities: Students are expected to contribute to all classroom discussion and activities.

Grading Scale (%)
A 90-100
B+ 85-89.99
B 80-84.99
C+ 75-79.99
C 70-74.99
D+ 65-69.99
D 60-64.99
E < 60

	Earning an A	Grades decrease with increasing frequency of:
Pre-class pre	Student came to class prepared by completing pre-class tasks	Student came to class without completing pre-class tasks
Participation	Students attended each class period	Students missed a large portion of class periods
Discussions/class activities	Student contributed to classroom discussion and activities	Student did not contribute to classroom discussion or activities

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

4 Learning Content

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

4.1 Readings and Websites

Charkreverty, D. 2020. PhD Student experiences with the imposter phenomenon in STEM. *International Journal of Doctoral Studies*.

Duarte, N. 2010. Chapter 2: Lessons from Myths and Movies. In *Resonate: Present Visual Stories that Transform Audiences*. Found at:
[https://ufl.skillport.com/skillportfe/main.action?assetid=RW\\$11247: ss_book:43331#summary/BOOKS/RW\\$11247: ss_book:43331](https://ufl.skillport.com/skillportfe/main.action?assetid=RW$11247: ss_book:43331#summary/BOOKS/RW$11247: ss_book:43331)

Gotian 2019. Networking for introverted scientists. *Nature, Career Column*.
<https://www.nature.com/articles/d41586-019-01296-2>

How to Prepare Your Federal Resume: <http://gogovernment.org/writing-your-federal-resume/>

Master Your Scientific Oral Presentation by Avoiding These Top 10 Traps. From CURE: Digestive Diseases Research Center, University of California, Los Angeles website. URL:
<https://www.cure.med.ucla.edu/speaker-tips>

Moreno et al 2020. Factors Influencing Minority and Urban Students' interest in natural resources. *Journal of Forestry*. <https://academic.oup.com/jof/advance-article/doi/10.1093/jofore/fvaa008/5811590>

Luc et al. 2020. Does tweeting improve citations? One-year results from the TSSMN prospective randomized trial. *The Annals of Thoracic Surgery*

Resumes and CVs. From Cornell University Graduate School's Pathways to Success.
<https://gradschool.cornell.edu/academic-progress/pathways-to-success/prepare-for-your-career/take-action/resumes-and-cvs>

Rycraft, R. 2011. A Community College Candidate's Perspective. In *Job Search in Academe: How to Get the Position You Deserve*, second edition by Dawn M. Formo and Cheryl Reed. Stylus Publishing, LLC 22883 Quicksilver Drive Sterling, Virginia 20166-2102.

Scjwartz, M. A. 2008. The importance of stupidity in scientific research. *Journal of Cell Science* 121: 1771

Other Suggested Reading

Mckeown, G. 2014. The Essentialist. In *Essentialism: The Disciplined Pursuit of Less*. Page 1-20.

Covey, S. R. 2004. *The 7 Habits of Highly Effective People*. Free Press.

5 Policies and Requirements

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be clearly communicated in advance through Canvas.

5.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues **MUST** be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

5.2 Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view.

Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

5.3 Semester Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the School of Forest Resources & Conservation will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, 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

<https://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/>.

5.4 Academic Honesty Policy

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

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

5.5 Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Office of Multicultural & Diversity Affairs website:

<http://multicultural.ufl.edu>.

5.6 Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

5.7 Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal

penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

6 Campus Helping Resources

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | <http://elearning.ufl.edu>
- Library Help Desk support <http://cms.uflib.ufl.edu/ask>
- SFRC Academic Hub <https://ufl.instructure.com/courses/303721>

6.1 Student Life, Wellness, and Counseling Help

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- Counseling and Wellness resources <http://www.counseling.ufl.edu/cwc/>
- U Matter, We Care <http://www.umatter.ufl.edu/>
- Career Connections Center <http://career.ufl.edu/>
- Other resources are available at <http://www.distance.ufl.edu/getting-help> for online students.

6.2 Student Complaint Process

The School of Forest Resources & Conservation cares about your experience and we will make every effort to address course concerns. We request that all of our online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered.

If you have a more urgent concern, your first point of contact should be the SFRC Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- Students in online courses: <http://www.distance.ufl.edu/student-complaint-process>
- Students in face-to-face courses: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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- Students in online courses: <http://www.distance.ufl.edu/student-complaint-process>
- Students in face-to-face courses:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf