Ph.D. Program Mission
The purpose of social work education at the doctoral level is to develop an understanding and appreciation of the scientific method so that graduates can improve and extend the knowledge base of social work practice, and inform social policy, through empirical research. Graduates of doctoral programs assume leadership roles in social work education, research, and practice.

The Ph.D. program in social work provides training in social and behavioral science research methods and the opportunity for students to apply these methods to social problems and social work practice areas. Doctoral research is directed toward developing knowledge that can be used by social work educators, practitioners, administrators, and policy makers. Graduates of the Ph.D. program are prepared to contribute to the improvement of the design and implementation of social services and to develop and disseminate social work knowledge through research and teaching.

Ph.D. Program Competencies
Upon completion of the UT CSW Ph.D. program, students will be able to:
1. Demonstrate expert knowledge in a focused substantive area relevant to social work.
2. Conduct independent and original scientific research that advances knowledge in a substantive area.
3. Communicate scientific findings in an effective way to a range of audiences (from lay persons to other scientists).
4. Secure funding for a substantive research agenda.
5. Teach students the knowledge, skills, and values they need to be proficient social workers in a substantive area.

Code of Conduct
It is the student’s responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work Ph.D. Student Handbook (www.csw.utk.edu).

The Honor Statement
An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.
University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus (http://civility.utk.edu/)

Disability Services
If you need course adaptation or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 100 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
Preparing for a tenure-track faculty job, including job searches and the interviewing process, networking for professional development, and skills for transitioning to a successful academic career.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate their professional short- and long-term goals
2. Identify effective time management skills in order to balance the demands of research/scholarship, teaching, and service.
3. Understand the process for conducting an effective job search, including locating position announcements and evaluating their suitability for positions
4. Identify effective strategies for each stage of the job interview process (e.g., applying for positions, phone or interactive interviews, conference interviews, campus visits, and accepting or declining a job offer)
5. Write a professional letter of application for a tenure-track faculty job
6. Describe and demonstrate strategies for building and sustaining a professional network of faculty and peers.
7. Give a “job talk” presentation
8. Describe ethical standards in carrying out and disseminating research
9. Discuss ethical issues related to authorship and collaboration in research and scholarship

Required Readings

Readings should be done prior to the class session where they are listed on the syllabus so they can be discussed in class on that date. Additional readings and course materials will be posted to the course’s Blackboard site for you to download and read. More information about readings will be discussed in class.

Blackboard and Announcements
This course uses Blackboard for announcements, readings and grade recording. Any changes to the course (e.g., course schedule, assignments, due dates, etc.) will be announced at the BlackBoard site and emailed to students. Students are responsible for checking BlackBoard and their email regularly.

Class Attendance and Participation
Students are expected to attend all class meetings. Two or more absences will result in a failed grade for the semester. If you must miss a class for a legitimate reason (i.e., illness, family or personal emergency, religious holiday), you should contact Dr. Theriot as soon as possible to discuss your absence and any required make-up assignments.

Students are expected to be prepared for all class meetings and to read all assigned materials prior to class. Respectful and lively class discussion is expected and encouraged. Active participation and enthusiastic discussion are critical for this class to be successful and to maximize learning opportunities. All cell phones should be off and stored during class and no text messaging is allowed. Laptops are permitted as long as they are used appropriately and for class activities only.

Assignments
The course grade will be based on the following (percentages indicate weight for final course grade):

1. **Research Timeline and Agenda (35%; due February 29)**
   Each student will draft a timeline and planned agenda for their research activities in the next few years. This is not a formal research paper but rather an overview and outline of planned research projects and research papers beginning with your current projects then your three dissertation papers and finally describing planned projects and papers that build on the dissertation research. You should include a timeline that shows how you will achieve your research goals by month and year, especially your dissertation research.

   The purpose of this assignment is for you to demonstrate that you can conceptualize a coherent body of integrated research where each paper or project builds on your previous work and advances knowledge in your substantive area. Obviously this is not a binding contract of your future research activities but rather your thoughtful plan for how you hope your research will move forward across the next few years.

   There is no suggested length for this assignment; instead your agenda should briefly
describe current and planned research projects, list planned articles (including co-authors), and discuss plans to acquire funding for your research as appropriate. Your research agenda can be a combination of narrative text, bulleted lists, and tables or figures at your discretion. It is due at the beginning of class on February 29. Late assignments will be penalized ten points per calendar day. This assignment evaluates course competencies #1-2, 8-9.

2. **Job Application Cover Letter (25%; due March 28)**
   Students will select a job advertisement for a tenure-track faculty position that appeals to them and write a cover letter as if applying for that job. The selected advertisement must be from positions posted to the Chronicle of Higher Education or CSWE websites. These websites as well as recommended content for the letter and examples will be discussed in our seminar. The cover letter is due at the beginning of class on March 28. This assignment evaluates course competencies #3-5.

3. **“Job Talk” Presentation (40%; date to be assigned)**
   Each student will give a “job talk” presentation as if they were applying for a tenure-track faculty job with a college or school. The presentation should include a brief personal introduction, description of a current or completed research project, brief overview of your planned research agenda, and a brief discussion of your teaching philosophy and experience. The presentation should be approximately 40 minutes in length. This assignment evaluates course competencies #1-2, 7.

**The grading scale for SW 680 is:**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<td>C+</td>
<td>76-79</td>
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<td>B-</td>
<td>80-85</td>
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<td>C</td>
<td>70-75</td>
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<td>F</td>
<td>69 and below</td>
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**Course Schedule**

- **January 25:** Introduction and overview: From graduate student to new professor
- **February 1:** Dissertation and research agenda; read Cahn, chapters 1-2
- **February 8:** The academic job market and networking; read Cahn, chapter 3
- **February 15:** The academic job market (continued); read Cahn, chapters 4-6
- **February 22:** Applying for faculty jobs
- **February 29:** Interviews and campus visits

  [Research Timeline and Agenda due today.]

- **March 7:** Discussion with CSW search committee members
- **March 14:** No Class (Spring Break)
- **March 21:** Tenure and faculty life; read Cahn, chapters 7-10 and Finale
March 28: Discussion with Dean Sowers

[Job Application Cover Letter due today.]

April 4: Student “Job Talk” Presentation

April 11: Student “Job Talk” Presentation

April 18: Student “Job Talk” Presentation

April 25: Student “Job Talk” Presentation