

Spring 2012
BIOL 5174 GS: Work/Life Balance in Academia
CRN 11145
Wednesdays, 230-345pm
Derring 3094

Lisa Belden

TENTATIVE SYLLABUS

DATE	TOPIC	COMMENTS
18 January	Introductions and plans for the semester	
25	Defining success, goal setting and priorities	1. Bring journal/notebook to class 2. Look at "Mothers in Science- 64 ways to have it all" before class. 3. Bring goals for semester, year, five years. Think about priorities.
1 February	University policies on work/life balance	Joined by XXXX Prior to class, please try to locate info on work/life policies from websites of three different universities (you pick the three)—summarize your findings in your journal.
8	Dual-career issues	Look over Stanford report on dual-career issues (it's long- don't read it all, but find a few sections that are of interest to you)
15	The job market and interviewing	
22	Negotiating for the job you want	Read chapter from Elephant (why negotiating for yourself is critical!)
29	Management skills	"Making the Right Moves", practical guide to scientific management
7 March	SPRING BREAK- NO CLASS	
14	CLASS DETERMINES TOPIC	
21	CLASS DETERMINES TOPIC	
28	Dealing with "stress"	Led by Ana Agud (Hokie wellness program coordinator)
4 April	Time management I	John Massey (University office of professional development)
11	Time Management II	

18	PANEL DISCUSSION I: Paths	Leigh Anne Krometis (Asst Prof, BSE), Mary Lipscomb (instructor, biology) Nancy Dudek (Grant coordinator, CALS)
25	PANEL DISCUSSION II: Strategies to successful balance in academia	Jeremy Wojdak (Assoc. Prof, Radford Univ),
2 May	Wrap-up and review	

Overview:

This discussion-based graduate seminar will address some of the challenges facing academics as we try to balance our academic positions with other important life responsibilities. We will be primarily discussing family-related issues, and particularly motherhood, although many of the topics we will cover apply to other situations as well.

Grading:

Journal—50% of grade

Each student will maintain a journal with reflections on class material. I will occasionally assign specific questions to consider in your writing, but mostly this will just be personal thoughts or questions relating to items we discuss in class each week.

Participation—50% of grade

Each student will be expected to participate weekly in the discussion and to be prepared for class in terms of having read the material. **If you miss class, you are responsible for making up the work from that day and submitting a one page written summary relating to the topic of that day.