University of Wisconsin-Madison

MED PHYS 705: WOMEN & LEADERSHIP IN SCIENCE, HEALTH & ENGINEERING: GENDER DIVERSITY IN LEADERSHIP

CREDIT UNITS: 2 Credits

The credit standard for this course is met by an expectation of a total of 90 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor: student meeting times [while this is largely an asynchronous, online class, students will attend the 4 in-person class sessions], reading, writing, actively participating in online discussion boards with the instructors and classmates and other student work as described in the syllabus.

CANVAS COURSE URL: TBD

COURSE DESIGNATIONS AND ATTRIBUTES: Counts toward 50% graduate coursework requirement.

MEETING TIME AND LOCATION: The majority of coursework is conducted online using Learn@UW. The course meets in person (see dates below) from 4:30pm-5:20pm for sessions in which there are guest speakers or panels, and for class discussion at the end of the semester. These will occur in a classroom in the Wisconsin Institutes for Research building.

The in person session dates for fall 2022 are:

- Tuesday Sept 13 from 4:30-5:20pm: Panel of women leaders outside of UW: Virtual
- Thursday Sept 29 from 4:30-5:20pm: Panel of women leaders inside of UW: in person
- Tuesday Oct 11 from 4:30-5:20pm: Panel of past students: In person
- Tuesday Nov 15 from 4:30-5:20pm: Class discussion: in person
- Thursday Dec 8 from 4:30-5: 20pm Final class discussion: In person

INSTRUCTIONAL MODE: Online/Blended instruction

INSTRUCTORS AND TEACHING ASSISTANTS:

Prof. Beth Meyerand, PhD
Department of Medical Physics
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INSTRUCTOR AVAILABILITY: Instructors will be available for consultation via email. They will also make themselves available for requested WebEx or in-person meetings, and will be present for all guest speakers, panels and the student discussions at the end of the semester via online formats. They will upload all content to the course web site, and they will monitor student discussion boards daily, and participate as needed.

TEACHING ASSISTANT: TBD

OFFICIAL COURSE DESCRIPTION

Multiple professional and scientific groups have identified the underrepresentation and lack of advancement of women and gender diverse people in academia as a national workforce problem. This course will review evolving perspectives of leadership and how unconscious assumptions about the behaviors and traits of men, women, other genders and leaders impede diverse gender representation and advancement. The course will emphasize women and gender diverse people in the fields of science, health and engineering. Key components of the class will include: 1) readings: both empirical literature and contemporary sources focusing on critical aspects at the intersection of leadership and gender, 2) interactions with peers: through online discussion channels and in class discussion, and 3) leadership panels with current leaders. Through these interwoven activities, students will be invited to learn and apply key concepts from the current evidence. As a final project, students will engage more deeply with a selected topic area towards a review or investigative paper.

REQUISITES: Graduate/Professional standing

COURSE LEARNING OUTCOMES

By the end of this course, students will:

1) Be conversant with several definitions and styles of leadership, as well as with research on how leadership and gender intersect/interact, particularly in an academic context.
2) Reflect on personal leadership goals and skills based on readings, discussion, and online reflection assignments.
3) Demonstrate knowledge of effective evidence-based leadership strategies.

GRADING: All students are graded on the same basis; final grades will not be curved.

10%   Addressing discussion prompts meeting learning objectives

35%   Regular participation in online discussions

10%   Attendance and participation in in-class sessions

45%   Final paper or project

A   93-100

AB   88-92

B   83-87

BC   78-82

C   73-77

D   60-72

F   <60

As a largely online course, **deadlines for completion of discussion prompts, as well as all assignments,** will be critical to ensure student engagement. Any late submissions will lose points to a

maximum of 10 lost points for each late submission.

Students can earn **extra credit/bonus point** at any point in the semester prior to the start of finals week by writing a letter to the editor of a scientific journal or newspaper regarding a gender-related issue. More information and letter templates can be obtained by contacting an instructor.

Guidelines for Evaluating Participation*

Outstanding Contributor: Contributions to online and virtual discussions reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly. (Outstanding contributors will receive full credit = 20 points.)

Good Contributor: Contributions to online and virtual discussions reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. (Good contributors will receive 18 out of 20 points.)

Adequate Contributor: Contributions online and virtually, reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. (Adequate contributors will receive 16 out of 20 points.)

Non-Participant: This person says little or nothing online or in virtual sessions. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. (Non-participants will receive 10 out of 20 points.)

Unsatisfactory Contributor: Contributions online and in virtual sessions reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. (Unsatisfactory contributors will receive 10 out of 20 points.)

*The source of this rubric is the UW-Madison Writing Across the Curriculum website authored by Professor Virginia Sapiro. It was developed by Professor John Tyler of Brown University who obtained these guidelines from Professor Richard J. Murnane at the Harvard Graduate School of Education. Professor Murnane, in turn, learned of them from someone else (although the original attribution for the guidelines has been lost).

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

UW Canvas will be maintained for student access to course material including scientific journal articles.

PAPERS & OTHER MAJOR GRADED WORK

- Course assignments will include **reading key published research papers** by leading researchers on leadership, unconscious bias and the advancement of women. All students will be required to read the papers assigned for each class. In some topics, course assignments will include watching videos or reading blogs.

- Students will contribute **responses to reflection prompts** for each class. These will be uploaded to the course website to represent synthesis, insights and reflections on readings. Online submissions will be evaluated weekly throughout the course to ensure that students are meeting the objectives of the exercises and at the end of the course. Please note that responses are meant to promote discussion of the readings and interaction between students.
- **Important note about reflection prompts**: In many prompts we ask you to respond to the content for the week, or share your own reflections. Students should feel comfortable providing reflections that utilize one or more of these approaches: center on their prior knowledge that may be confirmed or challenged based on readings, describe their observations based on experiences with groups or people, or share their own experiences. Students should not feel pressured to share any information that feels private, personal or distressing.
- *To advance this objective, we ask students to focus more on providing timely responses and reading and responding to those of other students, rather than feeling that your own contribution needs to be perfectly structured or written.*
  - Reflection prompts will be assigned for each class session according to the topics of that class
  - Reflection prompts should be between 200-400 words
  - Students will be assigned to one of two groups for their reflection prompt role each class
    - *Group A* will generally be students with last names starting with letters A through L
    - *Group B* will generally be students with last names starting with letters M through Z
    - Our TA will do final assignments to make sure groups are equal in size
  - Assignments for reflection prompts are as follows:
    - 9/8 initial reflection prompt: All students complete this reflection prompt
    - 11/17**:** All students complete this reflection prompt
    - 12/6 and 12/8 final reflection prompts: All students complete these final two big picture reflection prompts
    - For each discussion prompt that have Group assignments
      - One group will be assigned to respond to the prompt for each week: Responses should be a 200-400 word response to the assigned prompt. The reflection assignment is due 24 hours after the end of class time (for example, for a Tuesday it would be by 6pm on Wednesday).
      - The other group will be assigned to respond to their content: Select a student's response that resonates with you or raises questions for you, and provide a response with the goal of generating discussion around their reflection responses. Responses should a total of 200-400 words across one of more reflections submitted by other students. Responses to the reflections are due and counted for credit if they are received within 3 days of class (by 6pm on Friday for a Tuesday prompt).
      - In general, each group will have one class per week in which they create an initial response/post, and one class per week in which they respond to a peer's response/post

- Students should plan to read reflection prompts and responses from other students in the class; <u>bonus points can be achieved</u> by adding comments or reflections as discussion around those prompts
- Students will choose 1 of the following 2 options for a final paper or project:

  (1) <u>Research review paper</u>: Students may select a topic related to the class and do an in-depth review of research on a specific aspect of gender and leadership (e.g., gender differences in the use of humor in leadership effectiveness, literature review on women's leadership in a particular area). The annotated literature review will be **a 6-8 page double-spaced paper** submitted and presented to the class via an online video uploaded by the student. Students will choose their own research topics, however, the **topic must be approved by an instructor**.

  (2) <u>Original research</u>: Students may also undertake and complete an independent scholarly project. This project may involve research including primary collection of data (e.g., a survey of leadership perceptions among a convenience sample of a student's peers; review of non-verbal behaviors in women and men leaders giving speeches on YouTube, analyzing political speeches, develop an area-specific Implicit Association Test - IAT). Students will write up this project in a **6-8 page double-spaced paper** (not including references) and present the project to the class via an online video uploaded by the student. Students will choose their own research topics, however, **the topic must be approved by an instructor**.

There will be 4 milestones/deadlines associated with the final project

<u>Deadline 1</u>: Thursday Sept 29 by midnight: Submit your initial plans or ideas for your project to an instructor. This should be a proposal of one page or less.

<u>Deadline 2</u>: Thursday October 27 by midnight: Submit your initial (rough) draft review paper or research paper to an instructor and to an assigned peer review partner. Depending on your paper, some sections may still be in outline form, and some sections may be in rough draft or bullet-point format. However, a full rough draft is expected. You will get feedback from an instructor and your peer reviewer.

<u>Deadline 3</u>: Late November: Students will submit an updated draft to a peer review partner to review by Sunday November 13, so that peers will be assigned to read your paper and discuss at the Tue November 15 class meeting. Following that meeting, students will record and post a 5-minute video giving an overview of their final project by November 30.

<u>Final deadline for paper</u>: December 8 by midnight.

Final project details:

- For course purposes only, IRB approval is not required; however, if you intend to publish the results of your research project, you will need to submit your protocol for approval to the IRB and take the human subjects training. The following web link has information about the UW-Madison Education and Social & Behavioral Sciences Institutional Review Board (IRB). https://research.wisc.edu/compliance-policy/human-research-protection-program/education-and-social-behavioral-science-irb/
- Your project must be in compliance with the UW-Madison Student Code of Conduct.
- <u>Proposal</u>

- o The proposal should address the following items
    - ▪ Background and significance to topic (can be bullet point or prose, include references where appropriate)
    - ▪ Key question your project will answer
    - ▪ Proposed methods including
        - • Literature review strategy including keywords/search terms, libraries you will search, Inclusion/exclusion for articles to review
        - • Project methods including study design, participants, measures, analysis approach and a "potential problems and how I will solve them" section
    - ▪ A timeline for completion of key steps of your project to ensure you'll meet deadlines
    - ▪ Whether there are other goals your project can be used towards: a submission to a conference, your dissertation or other project work, a larger review paper to submit to a journal
- Bibliography: You can use any standard reference style that shows all authors' names (initials and last name), full title, journal name, volume, year, and pages. Use the same style throughout your paper. Use articles we read in class as models for possible formats.
    - o Websites: Be sure to examine the validity and credibility of any websites you use for references. For example, you can use government websites or those from prestigious professional organizations such as the Institute of Medicine.
- Video submission format
    - o The goal of the video submission is to allow the other students in the class to learn from your final project. Thus, these videos should be short and present the type of information you'd want to know as a viewer and class colleague.
        - ▪ Length: 5 minutes
        - ▪ Content:
            - • ~1 minute: Address the background/significance/why you picked this project
            - • ~1 minute: Describe the methods you used
            - • ~1-2 minutes: Describe what you found/learned
            - • ~1 minute: Provide a conclusion, implications for you or other students, or ideas for future study or work
            - • You can include visuals (holding up a paper with a graph) but don't need to do so
            - • Make sure your audio is recorded well so we can hear what you say
- Final paper format
    - o Review papers should include an abstract and these sections: Introduction (background & significance of topic), methods for which review was conducted, results and synthesis of review, discussion and conclusion.
    - o Original research papers should include: abstract, introduction (background & significance), methods, results, conclusions/future directions.

HOMEWORK & OTHER ASSIGNMENTS

Assigned readings/videos will be posted on the Canvas course site. Students are encouraged to check the web page regularly to keep up to date on course news, access course materials, and submit reflection assignments. A more extensive bibliography of supplemental readings is on the web page.

RULES, RIGHTS & RESPONSIBILITIES

Every member of the University of Wisconsin–Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy. The process used to determine any violations and disciplinary actions is an important part of UWS 17. For the complete text of UWS Chapter 17, see this link, or contact the on-call dean in the Dean of Students Office, 608-263-5700, Room 70 Bascom Hall.

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. Students should contact the instructor via email to request accommodations.

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Women and Leadership in Science, Health and Engineering

Fall Semester 2021

DATE		TOPIC AND OBJECTIVES	READINGS/ASSIGNMENTS
Week 1:			
9/8 (Th)	**Online**	**Topic:** Introduction to the class • Introductions and review of course content and requirements. • Multi-level approach to institutional culture - *what does it mean in your department, section, lab etc.*	**Reading** • Eagly AH & Carli LL. (2007). Women and the Labyrinth of Leadership. *Harvard Business Review, 85*(9), 63-71. Cambridge, MA, US: The MIT Press. • Ely R, Stone P, Ammerman C. (2014). Rethinking What You "know" about High-achieving Women. In H*arvard Business Review.* Retrieved 11/27/14 from https://hbr.org/2014/12/rethink-what-you-know-about-high-achieving-women **Assignment for <u>all students</u>:** Please provide an introductory paragraph describing who you are, your program and area of study, and any key factors that led you to take this class. Please share any initial ideas you have about how you'll approach the final project for this class. Please also provide any reactions or reflections on the first two readings.
9/13 (Tue)	**Virtual Class session: 4:30-5:20**	**Topic:** Leadership styles 1. Describe the differences between transformational, transactional and laissez-faire leadership and how effective leadership can be measured. 2. Describe the various types of power outlined by Carli. 3. Consider how panel of women leaders discussion aligns with readings 4. Identify early issues and topics to be explored more in depth in this course	**Readings** • Eagly AH, Johannesen-Schmid MC, van Engen ML. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin, 129*(4), 569-591. • Carli LL. (1999). Gender, Interpersonal Power, and Social Influence. *Journal of Social Issues, 55*(1), 81-99. **Assignment** <u>Reflection prompt</u> *(B uploads, A responds)* Select one article and described why and how it resonated with you and either your prior knowledge, observations or experiences.

Week 2:				
9/15 (Th)	**Online**	**Topic:** Gender and Leadership Introduction of concepts from social and cognitive psychology relevant to upcoming discussions. (e.g., gender schema, stereotype, descriptive and prescriptive gender norms for behavior).	**Readings** • Cheung FM & Halpern DF. (2010). Women at the top: Powerful leaders define success at work + family in a culture of gender. *American Psychologist, 65*(3), 182-193. **Assignments** ➤ IAT: https://implicit.harvard.edu/implicit/demo/ *Gender-Science IAT and Race IAT* ➤ *Gender-Leadership IAT using specific instructions and link.* Reflection prompt *(A uploads, B responds)* What did you learn from the IAT? What surprised you? What was as you expected?		
9/20 (Tue)	**Online**	**Topic:** Gender diverse leadership 1. Evaluate the state of the literature around gender diversity and leadership. 2. Consider what literature would advance the field of gender diverse leadership.	**Readings** • Conduct a search of one of the following to identify a relevant reading or video describing evidence of current knowledge regarding gender diversity in leadership: ○ Empirical literature (PubMed, CINAHL, Web of Science) ○ Business literature ○ Multimedia (TEDtalks, etc) **Assignment** Reflection prompt *(B uploads, A responds)* Share the resource or article you found, describe your experience with this search and what you learned from the article.		

Week 3:			
9/22 (Th)	**Online**	**Topic:** Gender, Status, and Role Congruity: Intrinsic Ability 1. Describe how gender stereotypes influence expectations of success in different fields. 2. Explain why male leaders may be penalized for asking questions.	**Readings** • Leslie SJ, Cimpian A, Meyer M, Freeland E. (2015). Expectations of brilliance underlie gender distributions across academic disciplines. Science. Jan16;347(6219):262-5. **Assignment** Reflection prompt *(A uploads, B responds)* How have you understood gender stereotypes: reflections on prior knowledge, observations or experiences. **AND/OR** Have you seen effective strategies to respond to these stereotypes?
9/27 (Tue)	**Online**	**Topic:** A practical look at women's strengths in leadership: building your network • Evaluate your own network and its strengths • Consider ideas and plans to expand your network in areas of gaps in your SEM	**Readings** • Moreno MA, Katzenellenbogen R. Women Rock Science. The framework for this book: the socioecological model. Pages 1-14. • Helgeson S. The female advantage: women's ways of leadership. New York: Doubleday; 1995. ISBN: 0-385-41911-2. **Assignment** Reflection prompt *(B uploads, A responds)* Draw your own SEM (with computer tools, or draw by hand and post a picture of it). What areas of strength are in your SEM? What are areas in which you could bolster your support or resources?

Week 4:			
9/29 (Th)	**In class panel of women leaders**	**Panel of Campus Leaders** • Consider how leader's stories align with different leadership styles and approaches • Apply key ideas from readings to stories shared from women leaders	**Readings** • Cech E, Rubineau B, Silbey S, Seron C. (2011). Professional role confidence and gendered persistence in engineering. *American Sociological Review, 76*(5), 641-666. **Assignment** Deadline for initial proposal for final project
10/4 (Tue)	**Online**	**Topic:** Gender, Status, and Role Congruity: Impression Management 1. Describe what is meant by self-monitoring. 2. Describe how behaviors that make gender salient trigger assumptions of incompetence for women.	**Readings** • Flynn FJ, Ames DR. (2006). What's good for the goose may not be as good for the gander: The benefits of self-monitoring for men and women in task groups and dyadic conflicts. Journal of Applied Psychology. Mar;91(2):272 **Assignment** Reflection prompt *(B uploads, A responds)* How have you understood self-monitoring or impression management: reflections on prior knowledge, observations or experiences of other leaders. **AND/OR** How do you view your own impression management in light of this literature?

Week 5:			
10/6 (Th)	Online	**Topic:** A practical look at women's speech (#sorrynotsorry) 1. Consider unique aspects common to women's speech and how they fit into impression management 2. Consider the pros and cons of the "uptalk epidemic" and how it intersects with women's impression management	**Readings: Please read <u>either</u> the two brief articles about "sorry" <u>or</u> about "uptalk"** Sorry and other verbal tics • Gray, Emma. Amy Schumer's 'I'm sorry' skewers a culture that makes women apologize constantly. HuffPost. 12.6.2017. https://www.huffpost.com/entry/amy-schumer-im-sorry-not-sorry_n_7276504 • Women of science blog. Act Like a Woman. https://womanofscience.com/tag/im-sorry/ Uptalk • Uptalk conveying lack of confidence and uncertainty: https://www.psychologytoday.com/us/blog/caveman-logic/201010/the-uptalk-epidemic • Uptalk as a way to cultivate understanding: https://lifehacker.com/uptalk-actually-serves-a-powerful-purpose-1795688458 **Assignment** Reflection prompt *(B uploads, A responds)* How do these verbal tics align with other concepts in this class, such as women's leadership styles or gender bias?
10/11 (Tue)	**Class session 4:30-5:20**	**Additional aspects of identity and intersectionality** • Consider other aspects of identity that impact leadership styles and experiences **Panel of past students from class** • Consider how previous students have incorporated what they learned in this class • Apply key ideas from readings to stories shared from past students	**Additional identity dimensions: Read 2 of 4 articles** • Hewlett S.A., Yoshino K. LGBT-Inclusive companies are better at 3 big things. Harvard Business Review. LGBT-Inclusive Companies Are Better at 3 Big Things (hbr.org) • Richardson A, Loubier C. Intersectionality and Leadership. IJLS. Emerging Identities: The Intersection of Gender, Race and Profession in Creating the New Woman Leader (regent.edu) (2008) • Moorosi P, Fuller K, Reilly E. Leadership and intersectionality: Constructions of successful leadership among black women school principals in three different context. Management in Education. Leadership and intersectionality: Constructions of successful leadership among Black women school principals in three different contexts - Pontso Moorosi, Kay Fuller, Elizabeth Reilly, 2018 (sagepub.com) (2018) • Heidrick and Struggles (Human Resources Officers Practice report). Disability and leadership: Engendering visability, acceptance and support. Disability_and_leadership_Engendering_visibility_acceptance_and_support.pdf(2018) **Assignment** Reflection prompt *(A uploads, B responds)* In what ways do other dimensions of identity impact women's leadership styles, strengths or challenges?

Week 6:			
10/13 (Th)	Online	**Topic:** Stereotype Threat 1. Define stereotype threat and its impact on women's leadership. 2. Define leadership self-efficacy and how it reduces stereotype threat.	**Readings: Select one of the 2 articles below** • Burgess DJ, Joseph A, Van Ryn M, Carnes M. Does stereotype threat affect women in academic medicine?. Academic Medicine. 2012, Apr;87(4):506. • Burnette JL, Pollack JM, Hoyt CL. Individual differences in implicit theories of leadership ability and self-efficacy: Predicting responses to stereotype threat. Journal of Leadership Studies. 2010, Dec 1;3(4):46-56. **Assignment** Reflection prompt *(B uploads, A responds)* How could 'stereotype threat' be mitigated by women to support women and other genders?
10/18 (Tue)	Online	**Topic:** Beyond gender: Considering balance and versatility in leadership 1. Learn the key concept of versatile leadership. 2. Critically examine the concept of versatile leadership alongside other concepts in the class including stereotype threat, identity safety and gender bias.	**Readings: Read one article in depth and skim the other** • Peterson S.J., Abramson R, Stutman R.K. How to develop your leadership style. Harvard Business Review. (2020). How to Develop Your Leadership Style (hbr.org) • Kalpan R.E., Kaiser, R.B. Developing Versatile Leadership. MIT Sloan Management Review. (2003). Developing Versatile Leadership (mit.edu) **Assignment** *(A uploads, B responds)* Describe how the concept of versatile leadership is similar or different to prior readings describing leadership styles and approaches

Week 7:			
10/20 (Th)	Online	**Topic:** Newer leadership paradigms Learn common and popular resources in the executive	**Readings: Read one in depth and skim the other** • Crucial conversations: Chapter 2: Mastering crucial conversations. • Lean in: Chapter 2: Sit at the table. **Assignment** *(B uploads, A responds)* In what ways do you see newer leadership paradigms present in your program, department, school or at UW?
10/25 (Tue)	Online	**Women leaders across the globe** • Consider how leader's stories align with different leadership styles and approaches • Apply key ideas from readings to stories shared from women leaders	**Video**: Select one of the following videos from this list of "10 Ted Talks by women that everyone should see" https://www.ted.com/playlists/192/10_talks_by_women_that_everyon **Assignment** Reflection prompt *(A uploads, B responds)* Since you've just watched a video, please provide your response and comments as a 1-3 minute video. In what ways did the content of the video you selected align with key concepts in this class?

Week 8:			
10/27 (Th)	Online	**Topic:** Gender and Evaluation 1. Consider the interaction of different gender stereotypes and their potential impact on leadership.	**Readings** • Biernat M. (2012). Stereotypes and shifting standards: Forming, communicating and translating person impressions. In: *Advances in Experimental Social Psychology*. Vol 45. San Diego, Calif: Academic Press; 2012:1–50. **Assignment for all students** Deadline for rough draft review or research paper. Depending on your paper, some sections may still be in outline form, and some sections may be in rough draft or bullet-point format. However, a full rough draft is expected.
11/1 (Tue)	Online	**Topic:** Responding to Feedback and Coping Self- Efficacy 1. Describe the difference between maladaptive and adaptive coping self-efficacy.	**Readings: Select 1 of the 2 listed below** • Biernat M & Danaher K. (2012). Interpreting and reacting to feedback on stereotype-relevant performance domains. Journal of Experimental Social Psychology, 48, 271-276. • DeCastro R, Sambuco D, Ubel PA, Stewart A, Jagsi R. (2013). Batting 300 is good: perspectives of faculty researchers and their mentors on rejection, resilience, and persistence in academic medical careers. *Academic Medicine 88*(4):497-504. **Assignment** Reflection prompt *(A uploads, B responds)* Describe the difference between maladaptive and adaptive coping self-efficacy as you've learned in prior readings, observed in a setting or experienced in some way.

Week 9:			
11/3 (Th)	Online	**Topic:** Bias Literacy 1. Describe how gender bias can function as a habit of mind.	**Readings** • Carnes M. et al. (2015). Effect of an intervention to break the gender bias habit for faculty at one institution: a cluster randomized, controlled trial. Academic medicine: *Journal of the Association of American Medical Colleges*. 2015 Feb;90(2):221. • Isaac C, Lee B, Carnes M. (2009). Interventions That Affect Gender Bias in Hiring: A Systematic Review. *Academic Medicine, 84*(10), 1440-1446. **Assignment** Reflection prompt *(B uploads, A responds)* This week's readings have provided a few strategy-based approaches, including strategies to break the bias habit and strategies to use adaptive coping self-efficacy. Describe a strategy you plan to try and a way it may be used in your day to day.
11/8 (Tue)	Online	**Topic:** Research Relevant to Reducing Bias 1. Describe perspective-taking. 2. Name and define at least 1 type of bias portrayed in Fair Play.	**Reading** • Gutierrez B. et al. (2014). Fair Play: A video game designed to reduce implicit bias through active perspective taking. *Games for Health Journal*, 3(6): 371-378. doi:10.1089/g4h.2013.0071 **Assignment for all students** Fair Play, Chapters 1-6 *Link at Learn @UW* Play at least the first 2 chapters Reflection prompt *(A uploads, B responds)* Please share your reflections on the Fair Play game.

Week 10:			
11/10 (Th)	**Online**	**Topic:** Your team: mentors, staff, colleagues and mentees 1. Consider strategies to find and maintain mentors. 2. Consider your management strategy for your own lab or team. 3. Recognize your role as mentor as well as mentee.	**Readings** • Moreno MA, Katzenellenbogen R. Women Rock Science. Your team: Mentors, Staff, Colleagues and Mentees. Pages 41-66 • Sambunjak D, Straus SE, Marusic A. Mentoring in academic medicine: A systematic review. JAMA. 2006;296 (9):1103-15. **Assignment** <u>Reflection prompt</u> *(B uploads, A responds)* Create a draft strategy for <u>one</u> of the following: a) your vision for your lab or team, the culture around it b) your plan in finding and maintaining mentors c) your ideas for your role in mentoring and/or managing
11/15 (Tue)	**Class session (4:30-5:20)**	**Peer review of class papers** • Focus on providing feedback on projects and papers • Reinforce learnings from class through seeing their application in student papers	You will be assigned 1-2 draft papers from peers in class to read, provide feedback on, and prepare for a peer review class session on Tuesday. **Assignment** No additional assignment this week

Week 11:			
11/17 (Th)	**Online**	**Research/Project Paper edits and prepare for recording presentations** • Integrate edits from your peer review session to prepare final paper • Consider best practices in presenting your project via video	**Reading** Identify a favorite resource (article, book chapter, video) of your own for <u>one</u> of the two topics and share the resource with the class • Resources that describe best approaches and practices for academic writing • Resource that describes best approaches and practices for brief project/academic presentations **Assignment** Share the resource with the class with any supporting information: how did you find this? How have you used it?
11/22 (Tue)	**Online**	**Research/Project Presentations**	Incorporate edits from your peer review, and work on your video describing your project.
Week 12:			
11/24 (Th)		**NO** Class – Thanksgiving Break	
11/29 (Tue)	**Online**	**Research/Project Presentations** •	**Finalize your video and upload by deadline Nov 30**

Week 13:			
12/1 (Thu)	Online	**Research/Project Presentations** • What key concepts from class are reinforced in these presentations? • What new information do these presentations offer?	**View presentations** and provide comments/feedback Please view all videos from people in your group (Group A and Group B) and provide comments and feedback.

12/6 (Tue)	Online	**Future directions**
		
		• Begin to consider how you will continue learning about leadership and developing your own style and skills
		• Commit to one area of ongoing learning in this topic
			Future directions
			
			Investigate 2-3 future leadership training and learning opportunities, examples below:
			1. **UW Campus**: Women and Leadership program: https://hr.wisc.edu/women-and-leadership/
			2. **City of Madison**: Women+Leadership series: https://www.cityofmadison.com/human-resources/professional-development/courses/women-leadership-series
			3. **Wisconsin**: Women's Leadership Conference: https://womensleadershipwi.com/about/
			4. Online short courses
			   a. Example: MIT/Sloan: https://executive-education-online.mit.edu/presentations/lp/mit-leadership-in-an-exponentially-changing-world-online-program/?ef_id=c:419854257019_d:c_n:g_ti:kwd-385027718155_p:_k:%2Bmit%20%2Bleadership_m:b_a:96185210539&gclid=CjwKCAiA65iBBhB-EiwAW253W0Y7W_Sb5KxsggBQ_geADhBuE2ogp2uheaAA8B-VR3zlJbfMqVPihRoCOSwQAvD_BwE&gclsrc=aw.ds
			5. Social media
			   a. List of 25 Twitter accounts, many with leadership approaches: https://www.forbes.com/sites/francesbridges/2017/02/28/the-25-best-twitter-accounts-to-follow-to-improve-your-life/?sh=5b9032d831ae
			
			Reflection prompt *(all students respond):* What do you plan to do as a next or future step to continue to develop as a leader?

Week 14:			
12/8 (Th)	**Class session 4:30-5:20**	**Topic:** Final reflection and synthesis of key learning from this class • Consider your favorite topics/readings or activities • Cement your key take-away points from this class	**Reading** Select 1-2 readings (or activities) from the class to date and reread or revisit it **Assignment** Reflection *(all students complete, also be prepared to share in final class session)* • What drew you to that reading or activity? • What did you take away from it this time that is different from the initial time you read it? • How do you imagine incorporating these learnings into your training or career path?
12/13 (Tue)	**Online**	Complete and submit final paper	**DUE TODAY 12/13** Research paper