

Perspectives on Career and Gender

Spring 2017 (FOR 496-04 & 797-01)

Class meets **Wednesdays, 3:45-4:45, 324 Bray Hall**
IF THERE IS A GUEST SPEAKER,
THE ROOM WILL BE ANNOUNCED IN CLASS

Instructors

Diane Kuehn
310A Bray Hall
315-470-6561
dmkuehn@esf.edu

Speaker coordinator

Heather Engelman
415 Bray Hall
315-470-4752
engelman@syr.edu

Course Overview:

This is a 1-credit, college-wide seminar geared towards a diversity of students from various departments at ESF. The main goal of the course is to provide an open forum for female and male faculty and students to interact and discuss gender issues pertaining to academia and other professional arenas. The course consists of one hour of lecture or discussion per week, with opportunities to interact with female professionals outside of class. Updates to this syllabus can be found on Blackboard.

Course Objectives:

After completing this course, the student should be able to:

1. Articulate the issues and challenges facing females in the STEM professions.
2. Discuss career strategies for professional development.
3. Formulate insightful questions that elicit discussion.
4. Demonstrate professional facilitation skills
5. Evaluate pertinent literature and discussions.

Course Layout:

This seminar is comprised of two types of class meetings: (1.) discussions of career-related topics facilitated by class members or staff with work responsibility in the topical area and (2.) guest speaker presentations that comprise the ESF "Women in Scientific and Environmental Professions (WiSE Professions)" lecture series (<http://www.esf.edu/womenscaucus/speakers.htm>). In addition, students are **STRONGLY** encouraged to attend the mentoring sessions (usually dinner) that are organized with each guest speaker of the lecture series.

Students' responsibilities:

1. **Assist in the arrangements for speakers (25% of your grade).** You or a pair of you will develop a schedule for one WiSE Professions speaker during her visit. "Instructions for Student Hosts" offers tips and recommended timelines. Specifically, each Hosting Group is responsible for:
 - a. Arranging meetings with interested students and faculty (generally at ESF, but SU, Upstate, and some local groups might also request an audience; the speaker may also have specific requests);
 - b. Arranging speaker pick-up and drop-off at the airport (if needed);
 - c. Making arrangements for a post-lecture reception;
 - d. Making arrangements for a mentoring dinner with the speaker and class participants; and
 - e. Writing a *Thank You* note.

To assist you, the speaker coordinator (Heather Engelman) will take primary responsibility for sending e-mails to ESF faculty and will arrange overnight accommodations, parking, publicity, and reimbursements to the speaker for travel expenses. She will also arrange the date and location of each mentoring dinner. She has made initial contact with the speakers, event sponsors, and faculty members offering their homes for the mentoring dinners, and will provide you with this correspondence. She will continue to work with each hosting group through each visit.

2. Write a press release on the speaker's presentation (15%). Following the speaker's visit, the hosting student(s) will (jointly) write a brief press release about the speaker's presentation. Press releases are to be submitted electronically to the instructors by the Tuesday following the speaker's presentation; the instructors will then forward it to the *Knothole* and sponsors on your behalf. The press release should include the speaker's name and affiliation, the title of the presentation, the title of the (or each) speaker series, and a summary of the presentation, and conclude with presentation sponsors and biographical information about the speaker. An annotated sample, and a link for past releases, is provided in the "Instructions for Student Hosts."

3. Facilitate a discussion on one career-related topic (20%). Each student will lead or co-lead a discussion on one of the career-related topics listed below in the class schedule. The articles that each student is required to read in preparation for class discussions are listed below each topic. The facilitating student(s) may substitute or supplement these readings, provided that choice is articulated with sufficient time to relay information to participants.. If articles are not listed for a topic, it is the student's responsibility to invite guest speakers or to choose and distribute articles for the discussion. The student facilitator(s) should prepare questions based on the articles that will foster class discussion. The student should give the instructor the typed questions by noon on the day of the class so that photocopies can be made. You are encouraged to talk with the instructor about your facilitation prior to it.

4. Write two brief paragraphs stating the two most important points of your facilitated session (10%). These paragraphs should be no more than two to three sentences each, and should state the two most important discussion points resulting from the class that you facilitate. These should be e-mailed to the instructor by the Tuesday following your facilitated discussion.

5. Weekly class participation (30%). Every student is expected to participate in class discussions on a weekly basis by:

- a. Reading the assigned articles and participating in the class discussion (15%).
- b. Completing a discussion assessment form at the end of each session facilitated by a student (15%). Discussion assessment forms are due to the instructor by the Tuesday following the session. Anonymous copies will be given to the discussion facilitator to help them improve their facilitation skills. The instructors will assess and grade the original assessments and return them for the purpose of improving the constructive commentary of students.
- c. Attending the "Women in Scientific and Environmental Professions" Lecture Series that has been scheduled during the normal class meeting time. There will be a 10% deduction in final class grades for each lecture missed. You are also encouraged to join all of the speakers for the mentoring dinners.

Deductions for lateness:

Written assignments and discussion evaluations are due to the instructor by the following class. Deductions of 10% of the grade per day for each day that assignments are late will be made on written assignments that are received after the due date.

Instructor responsibilities:

The instructors will answer any questions the student facilitator(s) have concerning appropriate questions for class discussions and will facilitate interactions with speakers and sponsors. The instructor will grade discussion assessment forms and written assignments and will provide constructive commentary in a timely manner. The instructors view this syllabus and its development as a work in progress, and we expect to modify it during the semester to better meet the needs of the students and speakers.

Schedule:

Readings are listed below. Students are expected to read the articles prior to class.

January 18: Introductions, expectations, and speaker preparations

January 25: No class (speaker on next day)

Thursday, January 26, Illick 5: Guest Speaker: Bridie McGreavy, Assistant Professor, Environmental Communications, University of Maine (With Adaptive Peaks)

February 1: Discussion: Feminism; demonstration of facilitation skills. Diane Kuehn to facilitate.

- Gilley, J. 2005. Writings of the Third Wave: Young feminists in conversation. *Reference and User Services Quarterly*, 44(3): 187-198. Read pages 187-191.
- Fort, D.C. 1997. Feminism's lessons for women in science. *Journal of College Science Teaching*, 27(1): 53-55.

February 8: Discussion: Mentoring and Networking

- Rowe, M. 2009. *Find yourself the mentoring you need*. MIT: Cambridge, MA.
- Brattstrom, B. 1995. Women in science: Do we ignore female role models? *Bulletin Ecol. Soc. of America*, 76 (3): 143-145.

February 15: Discussion: Whistle-blowing and harassment issues; Guest presenter: Marcia Barber, Director of Human Resources, SUNY ESF

- Sexual harassment in the federal workplace: Trends, progress, continuing challenges. US Merit Systems Protection Board
- Sexual harassment: Suggested policy and procedures for handling complaints. Am. Assoc. of University Professors.
- Gunsalus, C. K. 1998. How to blow the whistle and still have a career afterwards. *Sci. and Eng. Ethics*, vol. 4: 51-64.

February 22: Discussion: Women's Voices and learning styles

- Hyde, J.S., and M. C. Linn. 2006. Gender similarities in mathematics and science. *Science*, 314: 599-600.
- Kulturel-Konak, S., D'Allegro, M. L., & Dickinson, S. 2011. Review of gender differences in learning styles: Suggestions for STEM education. *Cont. Issues in Educ. Research*, 4(3): 9 -18.

March 1: Discussion: Career differences between women and men

- Beede, D., Julian, T., Langdon, D., McKittrick, G., Khan, B., and Doms, M. 2011. *Women in STEM: A Gender Gap to Innovation*. US Dept. of Commerce.
- Hewlett, S. A., and C. B. Luce. 2005. Off-ramps and on-ramps: Keeping talented women on the road to success. *Harvard Business Review*: 1-9

March 8: Discussion: Developing your career negotiation skills

- Kolb, D. M. 2008. Asking pays off: Negotiate what you need to succeed. *The Woman Advocate*, 13 (4): 1-2.
- *Negotiating job offers*. 2007. Florida State University Career Center. pp 1-4.
- Bowles, H. R., Babcock, L., & Lai, L. 2006. Social initiatives for gender differences in the propensity to initiate negotiations: Sometimes it does hurt to ask. *Org. Behavior and Human Decision Processes*, 103: 84-103
- Dietz, B.C. *Employment contracts: Everyone needs promise protection*. Online at: www.asktheheadhunter.com/gv050701.htm.

March 15: Spring Break – no class

March 22: Discussion: Improving your interview skills; Guest facilitator: John Turbeville, ESF Student Life

- Keever, S. 2008. Behavioral-based interviewing. *Journal*: 31-36.
- Careers and Workplace. 2001. Illegal interview questions. pp 1-2.

March 29: Discussion: Balancing work and life

The student facilitator can bring in guests for this discussion if wanted.

- Ecklund, E. H. 2017. Academic science isn't friendly to fathers, either. *The Chronicles of Higher Education*. Accessed online Jan. 11, 2017 at: <http://www.chronicle.com/article/Academic-Science-Isn-t/238799>
- Sandberg, S. 2013. *Lean In: Women, Work, and the Will to Lead* (Chapter 8).
- Excerpts from: *Equality in the University of Wisconsin System: A Focus for Action in the Year 2000; Report of the Committee on the Status of Women in the University of Wisconsin System; University of Wisconsin System Initiative on the Status of Women*; October 25, 1999, (<http://www.uwsa.edu/acadaff/status/equal.htm>).

April 5: Discussion: Diverse perspectives on gender and science.

Guest panel to be selected by student facilitator. Guests should include individuals who can speak to international, minority, and/or LGBT perspectives.

April 12: Getting your finances in order; Guest facilitator: Janet Marsden

April 19: Discussion: Personal and professional strategies (Course Wrap-Up)

Please be prepared to recap our discussions this semester and discuss what topics (and readings) that should be added, combined, removed, or reordered for next year's syllabus.

April 26: Guest speaker: Amy Pruden, W. Thomas Rice Professor and Associate Dean for Interdisciplinary Graduate Education, Virginia Tech