



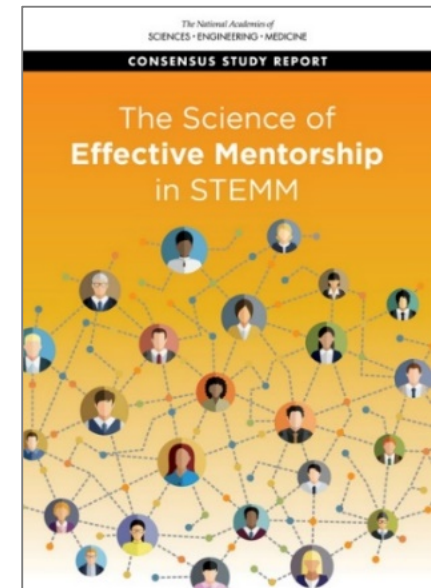
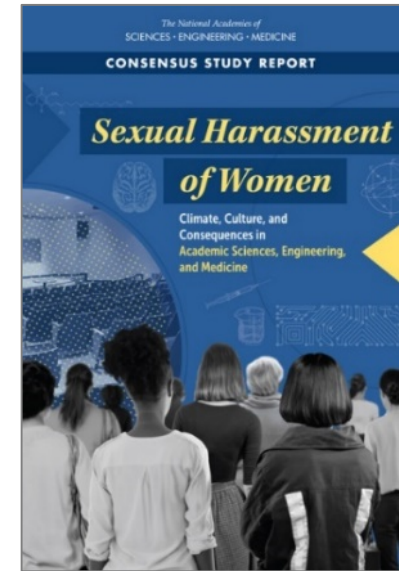
# **Dr. Marcia McNutt**

President of the National Academy of  
Sciences

Keynote Address

Meeting of the NIH Advisory Committee on  
Research on Women's Health

April 21, 2020

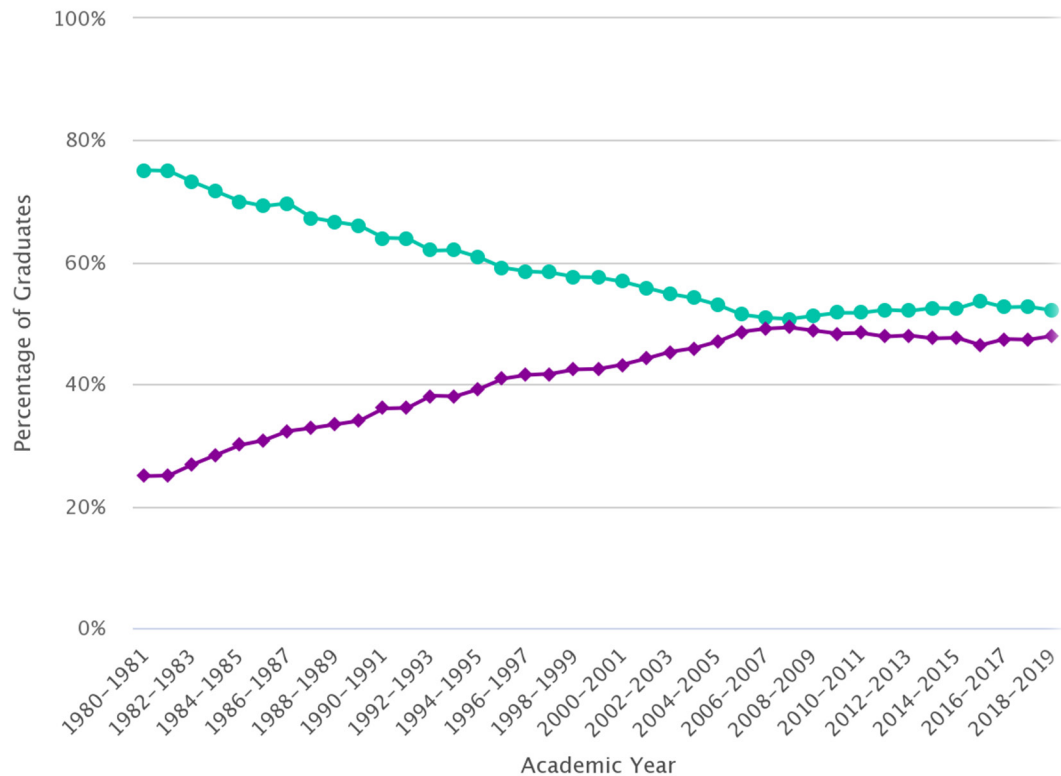


We Thank NIH For Supporting the Work of the  
National Academies



# Women are at Parity Among Medical Graduates

Figure 12. Percentage of U.S. medical school graduates by sex, academic years 1980–1981 through 2018–2019.

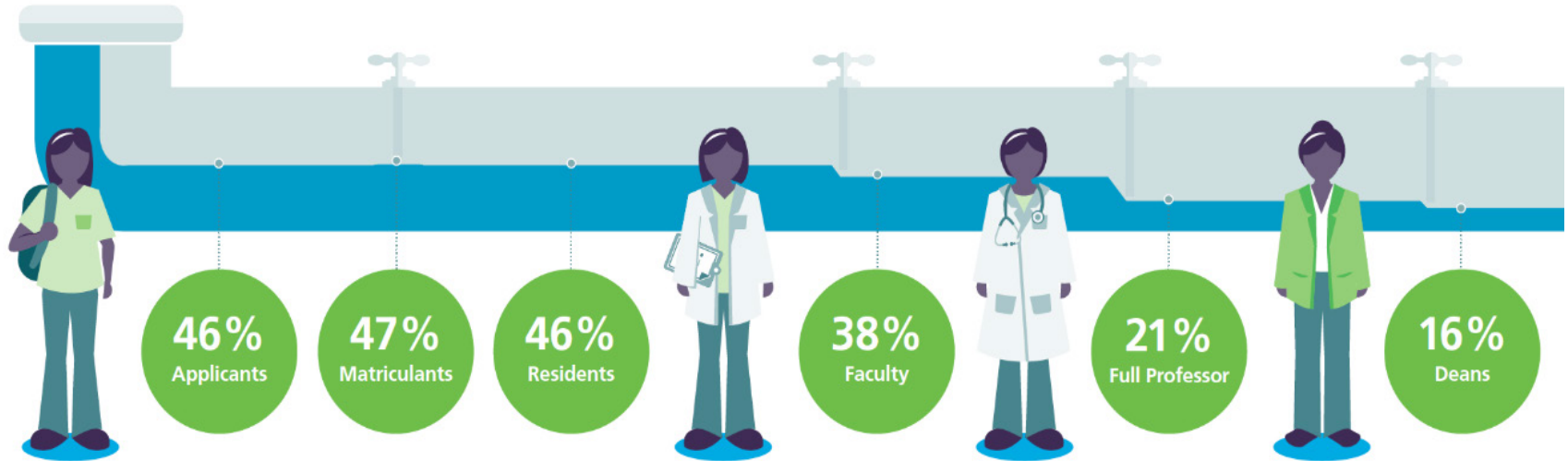


SOURCE: Association of American Medical Colleges Diversity in Medicine: Facts and Figures 2019

Click on legend item below to add or remove a line from the report.

◆ Female    ● Male

# We Lose Women From Medicine at Senior Career Stages

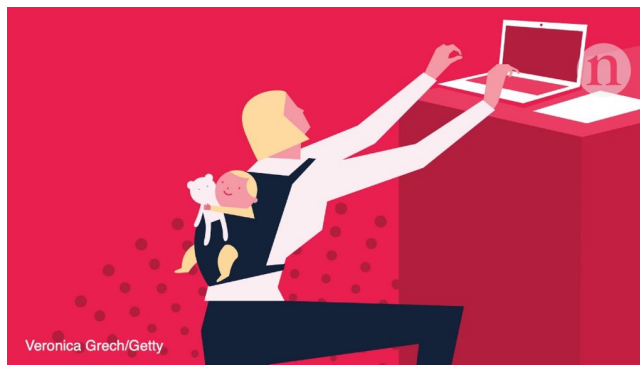


**FIGURE 2-1:** Women in academic medicine. Although women are at or near parity for medical school graduates, there continues to be a decline of women in later, more senior career stages.

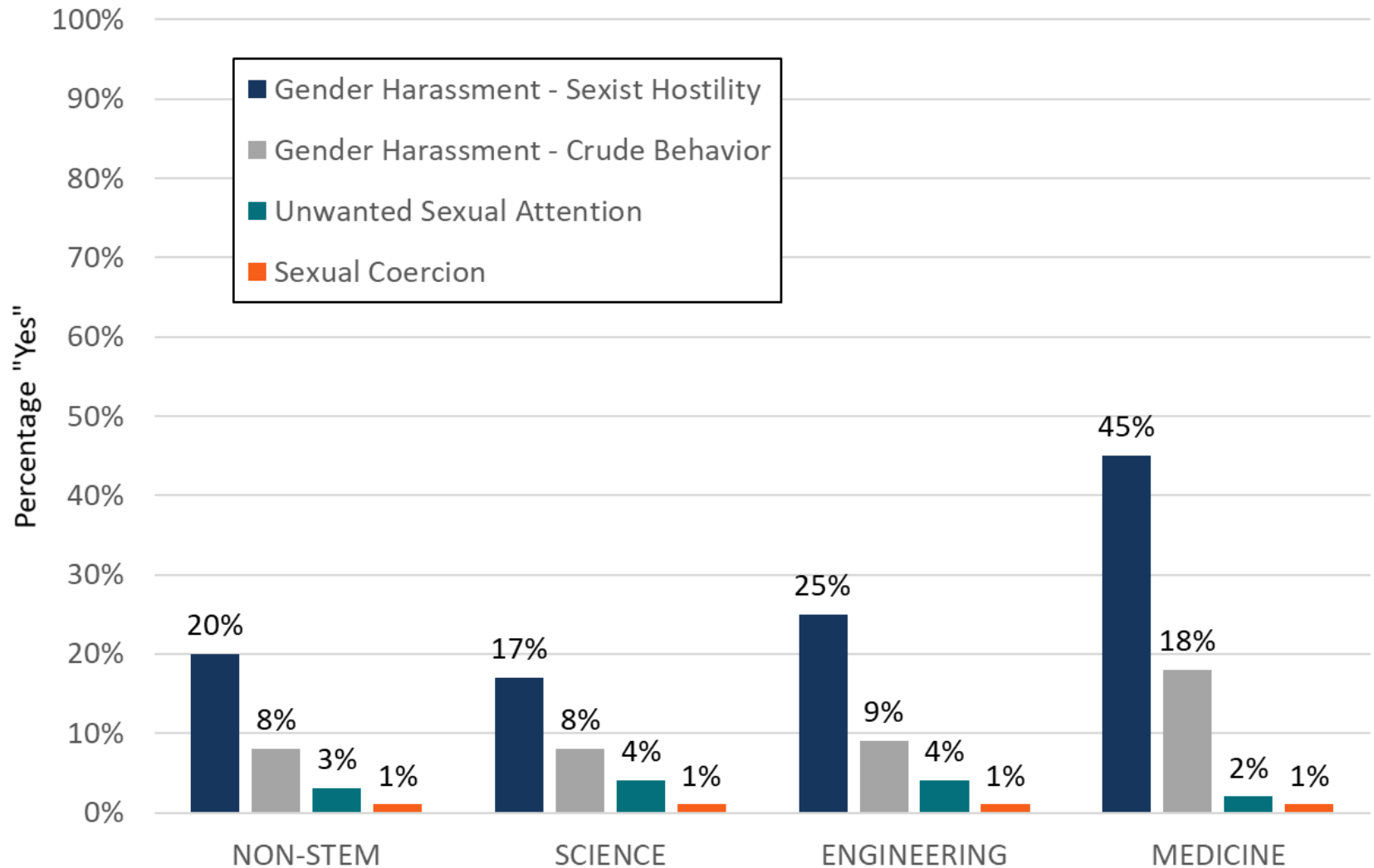
SOURCE: Association of American Medical Colleges, *The State of Women in Academic Medicine: The Pipeline and Pathways to Leadership, 2013-14*, Courtesy of Diana Lautenberger, available at [https://store.aamc.org/downloadable/download/sample/sample\\_id/228/](https://store.aamc.org/downloadable/download/sample/sample_id/228/).

# Biases and Barriers in Medicine and Biomedicine

- “Hustle” culture that encourages work-life blurring and “ideal worker norms”
- Cultural stereotypes that undermine views of women as leaders
- Women of color face higher workplace discrimination rates and work-family conflict
- Sexual Harassment

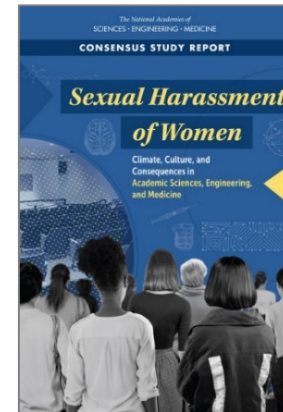
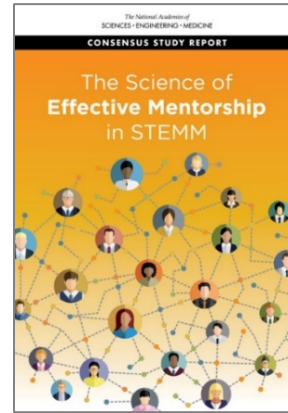
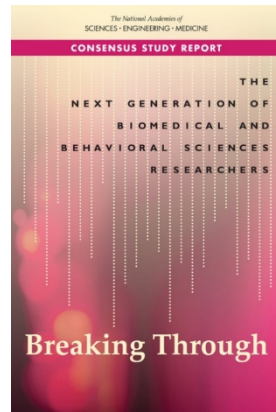
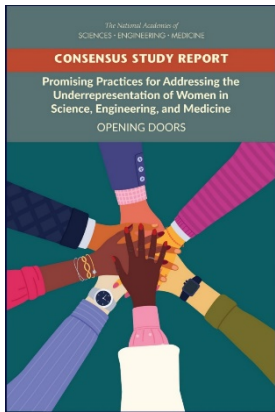


# High Rates of Sexual Harassment in Medical Schools



# What Can be Done To Support the Careers of Women in Medicine?

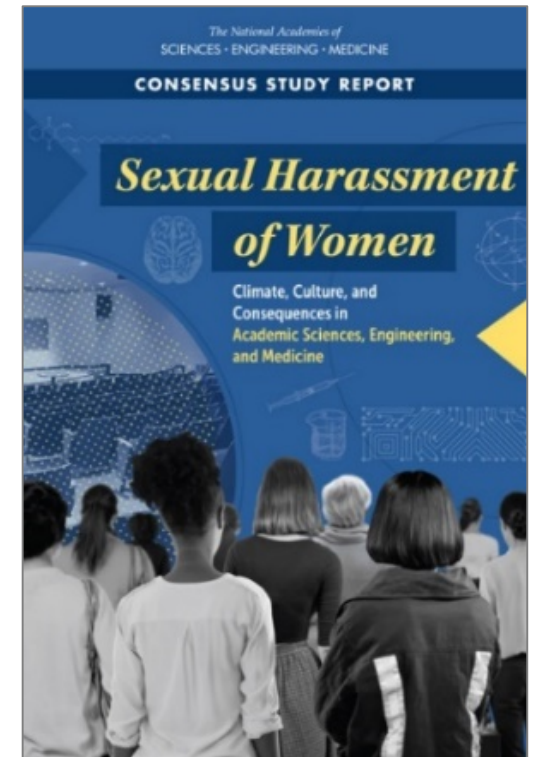
1. Create diverse, inclusive, and respectful environments
2. Promote transparency accountability
3. Reward and resource the adoption of evidence-based practices
4. Diffuse the hierarchical and dependent relationship between trainees and advisors and support effective mentoring practices
5. Support new research to fill knowledge gaps





# Create Diverse, Inclusive, and Respectful Environments

**RECOMMENDATION 1: Create diverse, inclusive, and respectful environments.**

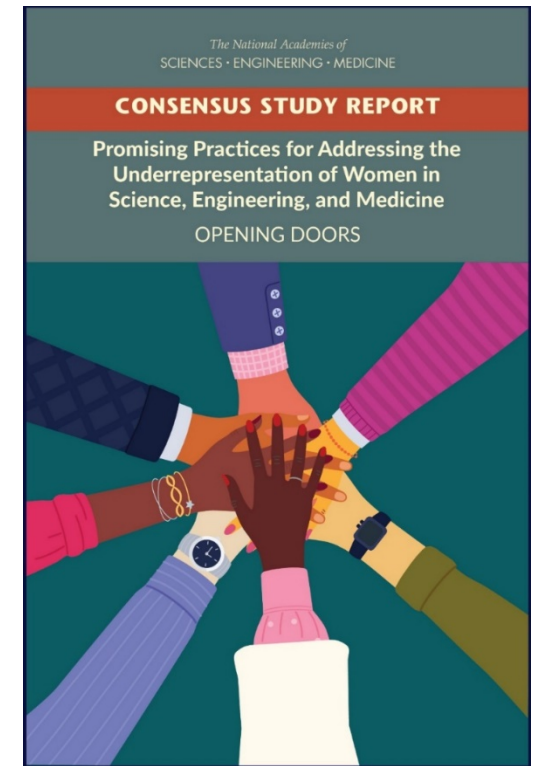


# Create Diverse, Inclusive, and Respectful Environments

**A positive organizational climate will improve retention and serve to prevent sexual harassment.**

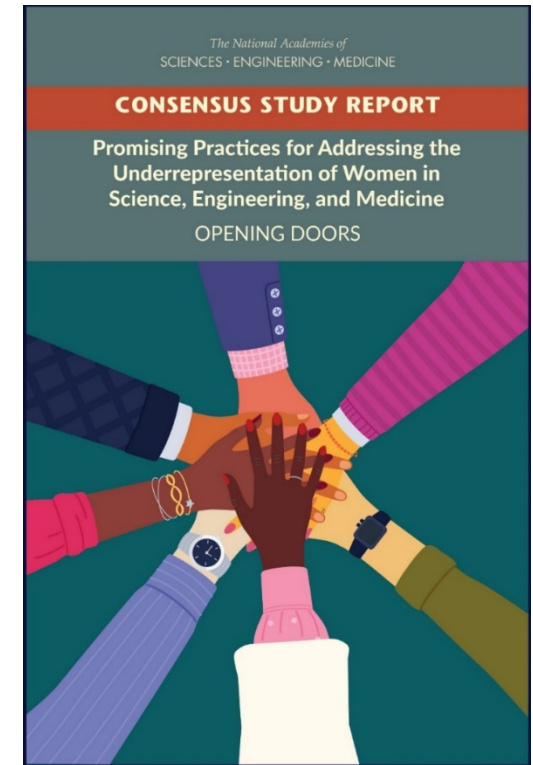
Employers and educators should provide a supportive working environment for a diverse group of students and employees by:

- Devoting resources to support research, teaching, advancement, and career development.
- Creating structures that promote fairness and transparency.
- Treating employees with respect in both their personal and professional lives



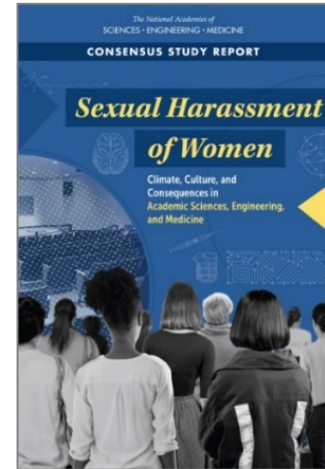
# Create Diverse, Inclusive, and Respectful Environments

- Ensure fair and **equitable access to resources** for all employees and students
- **Establish shared values and beliefs and make use of facilitators of positive organizational climate**
- Policies and resources should work to **address the family-related needs** of students and employees



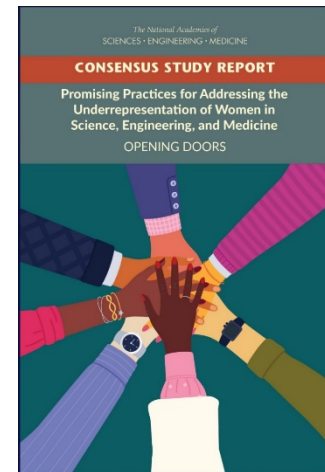
# Promote Transparency and Accountability

- Institutions should **develop—and readily share—clear, accessible, and consistent policies on sexual harassment** and standards of behavior
- Institutions should **be as transparent as possible about how they are handling reports of sexual harassment**



- **The government should require data collection, cataloguing, and public reporting** of diversity, equity, and inclusion efforts and **hold federal grantees accountable** for their efforts

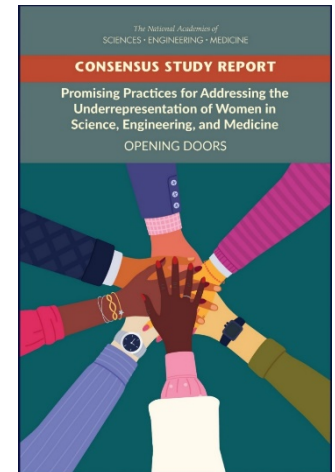
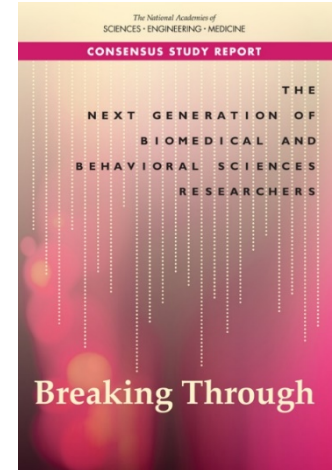
- **Institutions must articulate and deliver on measurable goals and benchmarks** that are regularly monitored and publicly reported.



# Promote Transparency and Accountability

## Federal agencies should hold grantees accountable by:

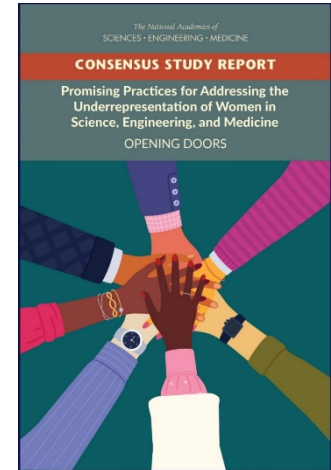
- Requiring an **institutional diversity and inclusion plan** as a component of the institutional resources reported on research grants supporting trainees
- Requiring **principle investigators to provide a diversity and inclusion plan** in their grant proposals
- **Revise the guidance to grantees on the “Significance” section** of proposals consider efforts to support greater equity, diversity, and inclusion
- Carry out an **“equity audit” for grantee institutions** that have received a substantial amount of funding over a long period of time



# Reward and Resource the Adoption of Evidence-Based Practices

## Federal agencies should:

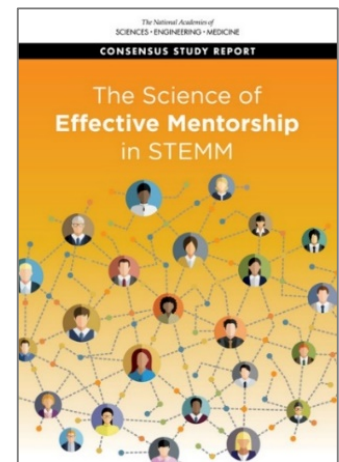
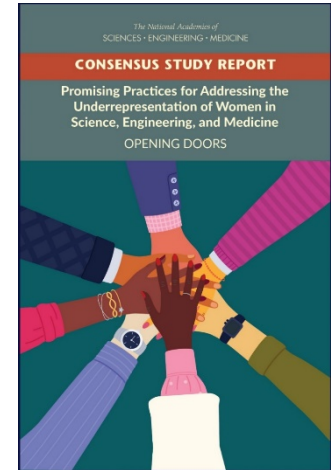
- Support efforts aimed at **sponsorship and mentorship**
- Directly (e.g., through supplements) and indirectly (e.g., through specific programs) **support the work-life integration needs of women (and men)** in science, engineering, and medicine
- **Establish a grants program that provides positive incentives to make diversity, equity, and inclusion efforts a high priority.** Such a program could support self-assessment, implementation of promising practices, and evaluation of progress (not unlike the SEA Change model led by AAAS)



# Reward and Resource the Adoption of Evidence-Based Practices

## Institutions should:

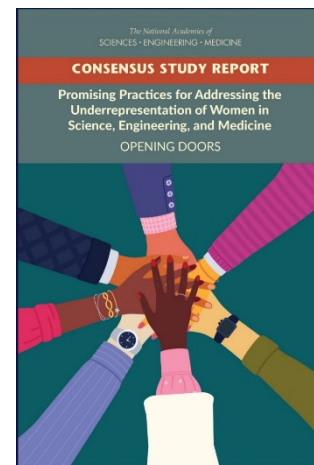
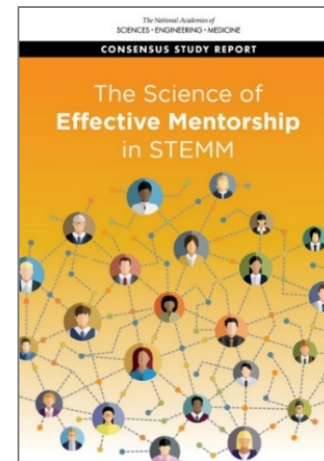
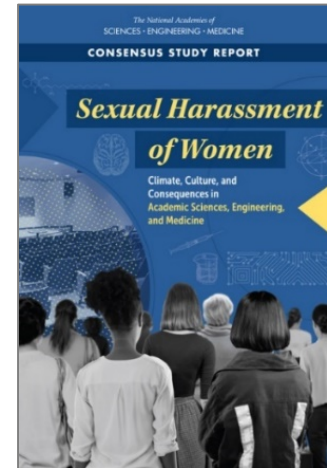
- **Institutionalize effective policies and practices so that they can sustain transitions in leadership**
- Appropriately **compensate and recognize individuals responsible for equity and diversity oversight** and equip them with sufficient resources and authority
- **Adopt amendments to faculty-review committee criteria** that formally recognize, support, and reward efforts toward increasing diversity and creating safe and inclusive research environments
- **Reward and visibly recognize mentors** for documented, effective, and inclusive mentorship



# Diffuse Dependent Relationships and Support Effective Mentoring Practices

## Institutions should:

- **Consider power-diffusion mechanisms** (i.e., mentoring networks or committee-based advising and departmental funding rather than funding only from a principal investigator) to reduce the risk of sexual harassment
- Support policies, procedures, and other infrastructure that **allow mentees to engage in mentoring relationships with multiple individuals** within and outside of their home department, program, or institution
- Intentionally support mentorship initiatives that recognize, respond to, value, and build upon the power of diversity.





# Fill Knowledge Gaps

**There are critical knowledge gaps that require attention, including:**

- Intersectional experiences of women of color, women with disabilities, LGBTQIA women, and women of other intersecting identities (e.g., age), including their experiences of sexual harassment
- Strategies and practices that can support the improved recruitment, retention, and advancement of women of color and women of other intersecting identities and the impact of efforts to prevent and address sexual harassment
- How differing conditions and contexts of mentorship may differentially affect individuals with diverse sociocultural identities and the longitudinal impact of effective mentoring practices on careers of mentees

