

Summary of the Workshop

Findings, Themes, and Next Steps



Gender Differences Panel:

Key Concepts

- Claude Canizares
 - Applying the **concept of friction** to academic career pathway means one time measures will not suffice.
 - **Current academic system poses a problem for men and women.**
- Joan Girgus
 - Recognizing **one size does not fit all** & the importance of **institutional investment** and support of policies.

Macy Foundation/ Women in Medicine Panel



- June Osborn
 - Spoke of academic medicine & women in the field but **lack of visible leadership of women in medicine.**
- Phoebe Leboy
 - Highlighted the difference between **critical transitions** and “**wearing down.**”
 - Noted that **getting rid of tenure won’t solve the problem** because issues remain for many clinical faculty w/out tenure.

Critical Transition Points in Academic Careers



- Personal stories from panelists: Pardis Sabeti, Sue Wessler, and Florence Bonner.
- Collective wisdom shared about:
 - Learning to negotiate,
 - Saying no,
 - Importance of transparency in work the environment,
 - Juggling work and personal lives – including transitions of jobs and partners.



Plenary Speaker: Shirley Malcom

- Part of the middle passage cohort of women – **be careful of being “parked”** in certain committees.
- Need to **rework the reward system and what we measure** (and therefore value).



Careers in Industry

- Lesa Mitchell spoke of the **importance of social networking** for career advancement.
- Elizabeth Donley, Andrea Vergara-Silva, and Lydia Villa-Komoraff spoke of their **career paths, compromises**, and how women in industry still find **challenges**.
- Support from advisors in seeking a career in industry still varies.

Oral Testimony from Professional Societies




- 17 written testimonies and 7 oral testimonies provided.
- Topics raised included:
 - Importance of gathering data
 - The need to effectively disseminate programs
 - Role of support mechanisms for students and society members.
- Compelling in terms of lessons learned as well as giving a sense of the **variety of activities of the societies.**

A background image showing a collage of smiling faces of diverse people, partially obscured by a purple overlay.

Kathleen Christensen: Improving the Fit between Family and Career

- **Structural mismatch** between academic career and personal ambitions.
- **Career flexibility** over the course of the career.
- Essential ingredients:
 - **Baseline data**
 - **External benchmarks**




Interdisciplinary Careers

- Alice Agogino
 - **Shift in fields** such as civil engineering - many now include environmental engineering.
 - U C Berkeley **women hold many more joint appointments** than men.
- Stacey Gabriel
 - Spoke of genomics as a **good arena for interdisciplinary career** model.
 - Raised question about moving from 2-class system of faculty vs. staff.
- Eugene Orringer
 - Highlighted BIRCWH program at UNC-Chapel Hill - identified by ORWH as a model interdisciplinary training program.
 - Collective efforts of interdisciplinary teams have a better chance of solving complex problems than any expert working on it individually.



Themes

- **Importance of data**
 - Need to share useful instruments & the results.
 - Need to disaggregate data by race & ethnicity.
- **Challenges of dissemination** and the need to increase the ease of reference of resources.
- Most issues **impact men *and* women** – just not at the same level or in the same manner.



Next Steps – Short Term

- Workshop summary & materials will be disseminated.
- Committee on Women in Science, Engineering, and Medicine (CWSEM) meeting following workshop to discuss future activities.
- CWSEM website will have materials and helpful links related to the workshop.



Next Steps – Long Term

- Strengthen mechanisms of dissemination.
- Regular engagement of representatives of professional societies.
- Address basic issues impacting career transitions over all (e.g. time to degree) then focus on issues impacting women in particular.