**Gender in Drug Delivery Research**

**The Pipeline**
29-45% of PhDs given in disciplines related to drug delivery are to women.

- <30% of Pharma CEOs are women

**View from the Top**
In academia and Pharma, women make up <30% of senior positions.

**Differences That Affect Promotion**
Women have fewer publications that are cited less. They also receive lower teaching scores, fewer awards, and grant $.

**At the Beginning of a PhD, the Number of Women = Men That Want Academia**

**By the End, Women 2x Men Don’t Want to Pursue Academia**

**Link to Flyer**
https://unc.live/3OPDuXZ

NOTABLE EXAMPLES OF INCLUSION
Diverse teams lead to more innovative and impactful research. Hofstra et al. shows that URM students innovate more but are less likely to gain recognition. AlShebi et al. cite a greater gain in paper and collaboration impact with a diverse team.

Including examples of LGBTQ+ & people of color in classroom examples.
With an inclusive curriculum, 66.9% of LGBTQ+ students reported feeling more accepted by classmates compared to 37.9% with non-inclusive teaching.

UMBC Meyerhoff Graduate Fellows: 80% URM retention compared to 50% national average. Works by:
1. Identifying high-achieving students
2. Providing $ aid, tutoring & other support
3. Fostering teamwork & teambuilding
Although UMBC’s funding came from NIH, HHMI have supported programs at UNC & Penn State and actively want to sponsor more.

Anonymous community culture & climate reporter systems that serves to collect data on things like microaggressions, recognize trends & recommend training.

URM faculty training & teaching URM students & post docs.
Universally requiring culturally competency training.

Set aside $$ for support (e.g. grants, tutoring), recruitment & retention of URMs.
Rethink your biases & encourage others to as well.
Establishment of a trained care team for academic, well-being, professionalism, discrimination, or harassment referrals by faculty, staff & trainees.

REFERENCES:
Kosciw et al. The 2019 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation’s schools.

Kristy Ainslie & Ryan Woodring
University of North Carolina
July 2022

More great examples are here: https://bit.ly/3uuauwy

Link to download
https://unc-live/3OPDuXZ
POTENTIAL ACTIONABLE POINTS

What are your thoughts? Could these work? Would this be something you would support or implement? What are the barriers to doing these?

- **Score black, women & URM grants well**
  - Push for URM grants that are triaged to be discussed at study section
  - Call out racist or sexist comments on review panels & discussions of students & faculty candidates

- **Extend NIH early stage investigator (ESI) bump for URMs and push for council to fund more URM investigators**
  - Ensure promotion & tenure (P&T) committee training for cultural competency, racism, & implicit bias
  - Be inclusive of URM & women in writing grants & papers, establishing collaborations, coordinating conferences, building grant review panels & inviting seminar speakers.

- **Seek out training to understand bias through campus LGBTQ+ center & other resources**
  - Create proactive & substantive funding mechanisms to help black & other URM faculty, particularly early on
  - Implement financial support for strategic plans & mission statements that promote diversity, equity, & inclusion

- **Create a climate reporting tool to track repeat offenders & trends at your department**
  - Diversity of the team should be a score driving criterion for grants
  - Engage & recruit URM students & faculty

**LINK TO DOWNLOAD FLYER**
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**MORE THOUGHTS HERE:**
https://bit.ly/3Av9LPQ