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Nothing to Disclose

# Diversity Inclusion and Leadership: Creating the Space for Productivity, Advancement and Retention

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# Why is diversity important?

- Realize Values
- Address Complex Problems
- Enhance Viability

Diversity  
Inclusion



# Realize Values

## Harvard Medical School

### Mission Statement

*“To create and nurture a diverse community of the best people committed to leadership in alleviating human suffering caused by disease.”*

- Diversity:
  - A Cornerstone of Excellence
  - A Prerequisite for World Leadership
  - A n Imperative to Transform Culture

Dean Jeffrey S. Flier





# The Value of Diversity in Addressing Complex Problems

## Diversity Toolbox Unpacked

- **Diverse Perspectives:** ways of representing situations and problems
- **Diverse Interpretations:** ways of categorizing or partitioning perspectives
- **Diverse Heuristics:** ways of generating solutions to problems
- **Diverse Predictive Models:** ways of inferring cause and effect

Source: "The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies", Scott Page, 2007

# Enhance Viability: A Changing Landscape

## 2012

- **US – 37% Minority**
  - >40% Minority population
    - **25** States plus DC
  - Majority Minority <5 years old
    - **13** States plus DC
- In 5 years, among children <18 years of age, >50% minority
- 2060, US population projected 57% minority

[http://www.census.gov/newsroom/releases/img/racehispanic\\_graph.jpg](http://www.census.gov/newsroom/releases/img/racehispanic_graph.jpg)  
[http://usnews.nbcnews.com/\\_news/2013/06/13/18934111-census-white-majority-in-us-gone-by-2043?lite](http://usnews.nbcnews.com/_news/2013/06/13/18934111-census-white-majority-in-us-gone-by-2043?lite)

- **Immigrant Children - fastest growing segment of population**
- 25% children in US (18.4 million) live in an immigrant family
- 89% of immigrant children born in US
  - US citizens

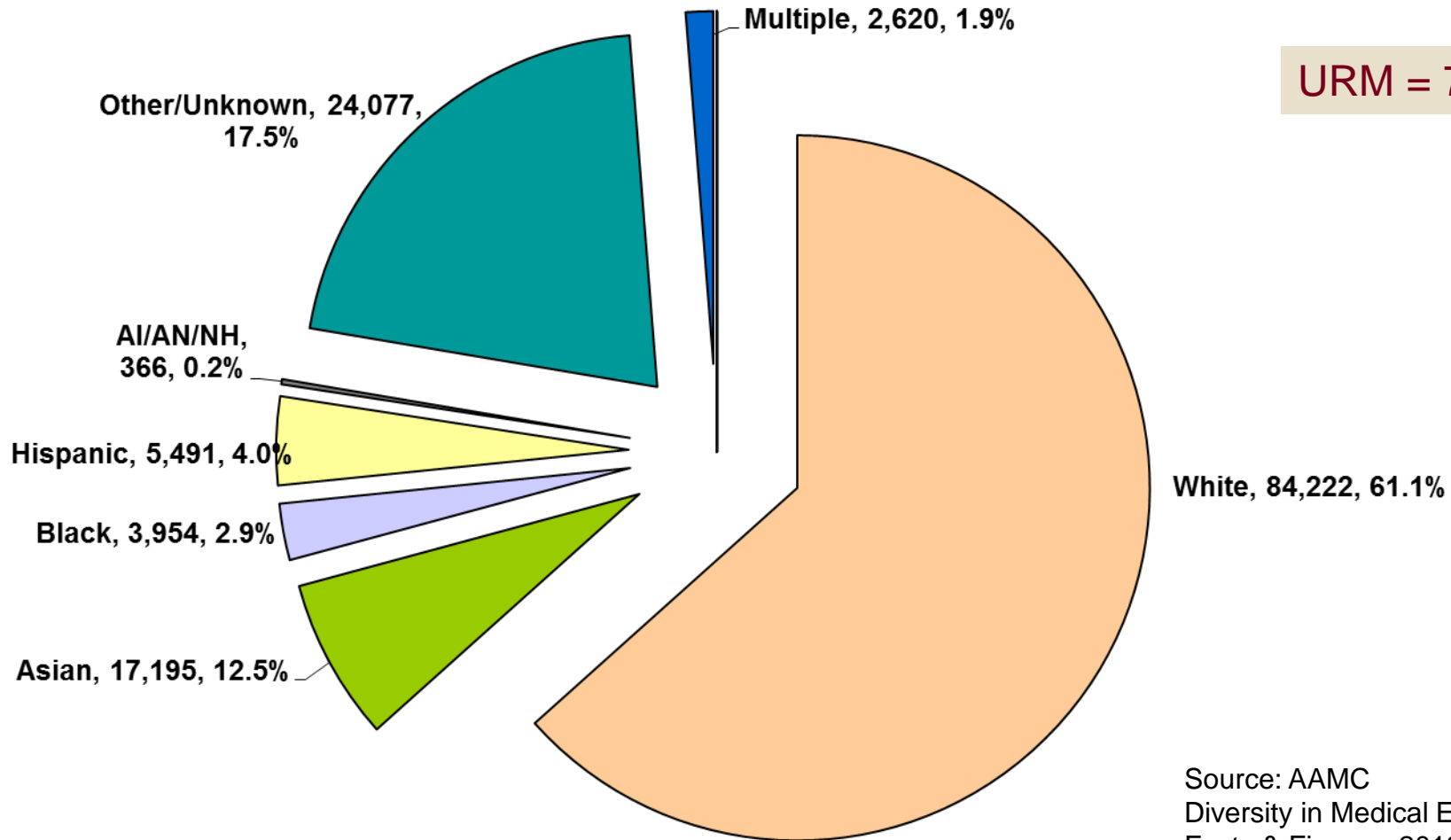
Source: *Pediatrics* 2013; 131:e2028-e2034



HARVARD  
MEDICAL  
SCHOOL

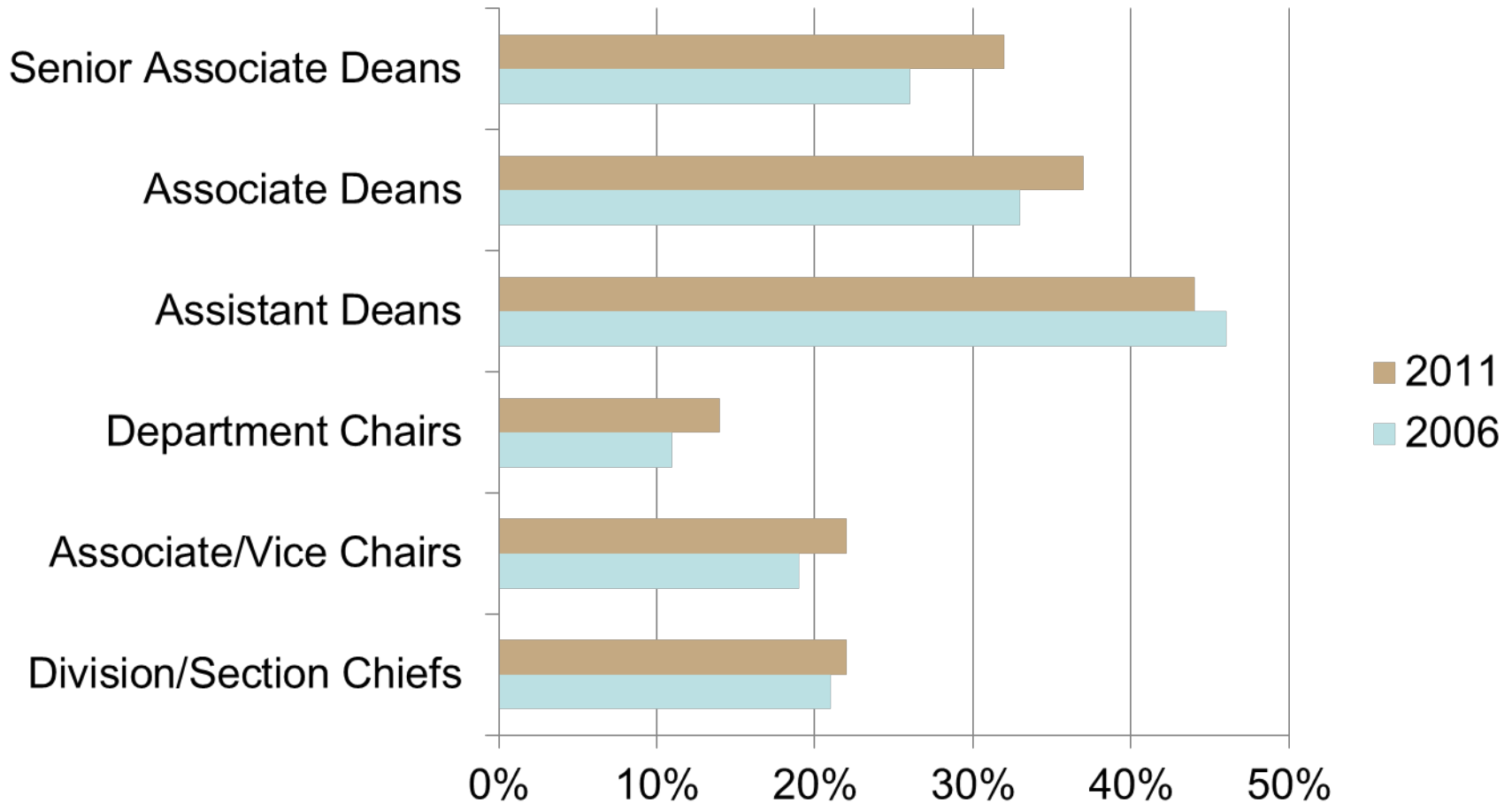
**D C P**

# Distribution of US Medical School Faculty by Race/Hispanic Origin, 2011



Source: AAMC  
Diversity in Medical Education:  
Facts & Figures, 2012

# A Five-year Comparison of Women's Representation in Permanent Leadership Positions, AAMC, 2012



Source: AAMC, Women in US Academic Medicine and Science: Statistics and Benchmarking Report, 2011-2012





# HMS Office for Diversity Inclusion and Community Partnership

## ROADS TO A CAREER IN ACADEMIC MEDICINE



- Continuity
- Consistency
- Collaboration
- Creativity
- Communication
- Consideration
- Commitment



D C P

# Visiting Clerkship Program 1990-2013

- 1,083 Students
- **60%** Women
- >135 Medical Schools
- 169 Matches to HMS Internship, Residency or Fellowship
- >350 HMS Faculty Advisors



# Mongan Commonwealth Fund Fellowship in Minority Health Policy

- To prepare **physicians for leadership roles** in transforming health care delivery systems and promoting health policies and practices that **improve access to high quality care** for minority, disadvantaged and the most vulnerable populations
- To support the development of a **network of minority physician leaders** capable of **creating high-performance health systems** for vulnerable populations, well-trained academically and professionally in health policy, health management, public health, and clinical medicine, as well as committed to pursuing **careers in public service**

Women = 58%



# Alumni Fellow/Scholars Outcomes

April 2013 (N=104)

- **89.4%** serve on national/federal committees or advisory boards or state/local committees
- **69.2%** have been invited for interviews on TV, radio and newsprint to discuss public health and minority health issues
- **68.2%** have published
- **100%** engaged in policy, research and/or service delivery related to minority health
- **78%** have held academic appointments at schools of public health and medicine



# Lessons Learned - Programs

- Build talent pipeline through seamless **articulation of programs** — both internally and externally.
- Create opportunities for **multiple points of entry and exit**.
- Have **flexibility** in programming that is responsive to emergent environmental and policy changes and to local needs.
- Engage **community** (internal and external) as vehicle for affecting student outcomes.
- Be willing to **cross disciplinary boundaries**.
- Recognize the importance of **systems**.
- Attend to **career development** that is coupled with mentoring and skill attainment at all levels across the academic continuum.
- Build in **tracking, monitoring and evaluation**.

# Converge: Together Building Change

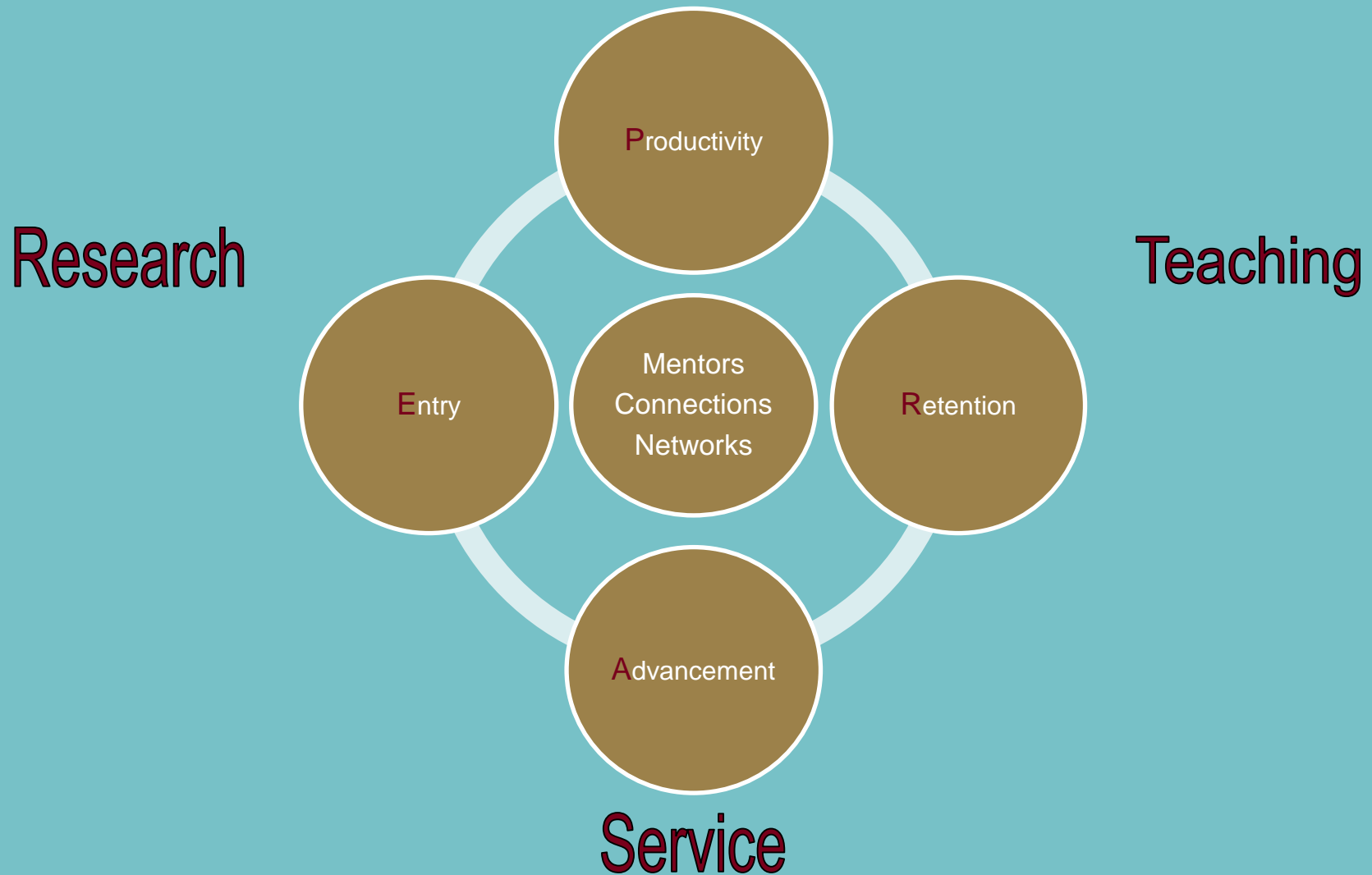
*Research and Evaluation*



# New Opportunities for Knowledge

- **ARRA Pathfinder**
  - Data Repository
  - Analytical Tools
  - Evidence-based Interventions
- **Women and Inclusion in Academic Medicine**
  - Mixed Methods
  - 13 partner, 2 collaborating US Medical Schools
  - Inform policy, practice and programs

# Reede-Hill Diversity Inclusion “Capacity Paradigm”



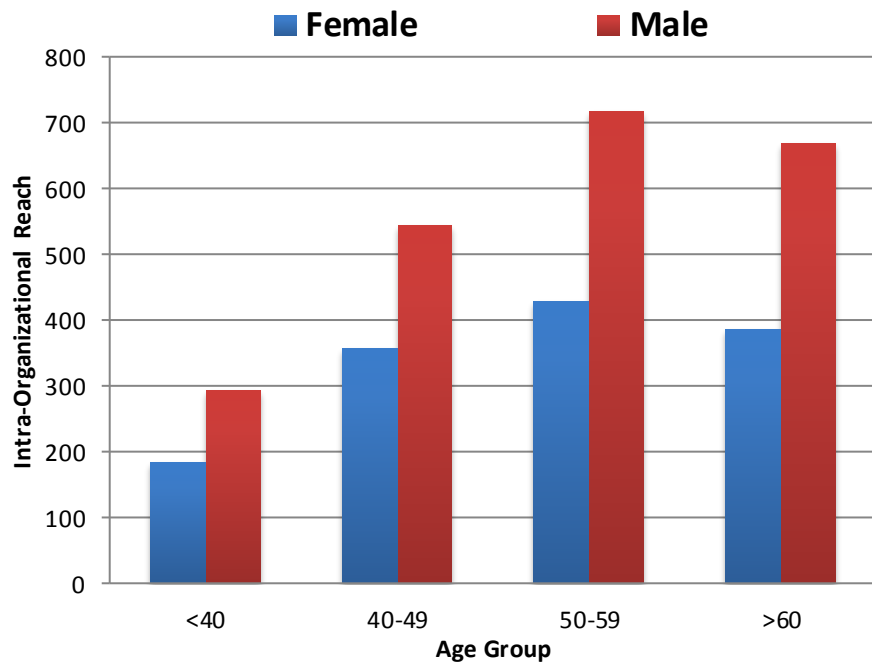
© 2013 by the President and Fellows of Harvard College



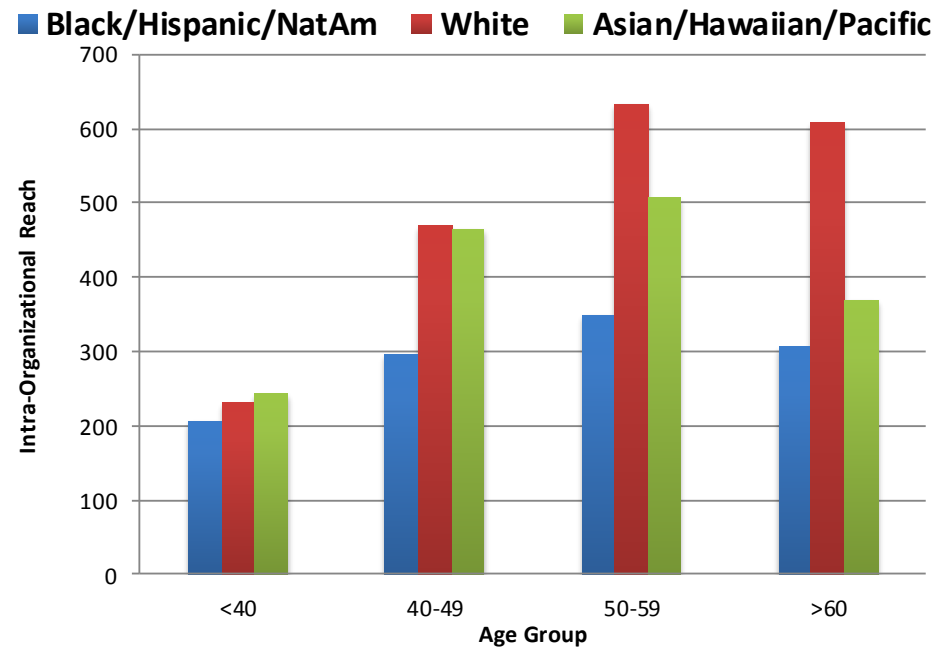
# Gender and Race/Ethnicity Differences in Intra-Organizational Co-authorship Reach by Age Groups

Intra-organizational coauthorship **reach** is the sum of coauthors and the coauthors of coauthors (second degree connections).

## Gender



## Race/Ethnicity



Data date: January, 2012

# Lessons Learned - Research

## Values

- Move toward evidence-based
- Novel ideas & innovative approaches
- SMART metrics
  - Specific, measurable, actionable, relevant, timely

## Complexity

- Context is important
- Interdisciplinary teams
- Multiple stakeholders

## Viability

- Leadership buy in
- Willingness to change

Diversity  
Inclusion



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