


How Do Chairs Shape Future Leaders/Leadership?

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No Disclosures

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Learning Objectives

-  Empower Chairs and other Departmental Leaders to prioritize Diversity and Inclusion in Leadership Development highly among top departmental goals
-  Embrace the concept that leadership requires deliberate training and practice
-  Assess the literature for Best Practices in leadership development training
-  Learn how to "build a bench"

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Lisa Lattanza, MD, Receives Diversity Award from American Academy of Orthopaedic Surgeons

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“50:50 by 2020” for gender parity in leadership
 Valanti and Sandberg, Academic Medicine, 2013

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- 5/154 accredited US medical schools achieved this goal by 2020
 - 2/5 have more than 2-3 chairs
- Women comprise only 19% of the 3,297 department chairs
 - More than half (80) have fewer than 20%
- Tipping point for change is thought to be 30% yet...
 - Only 22 institutions have more than 30% women chairs.

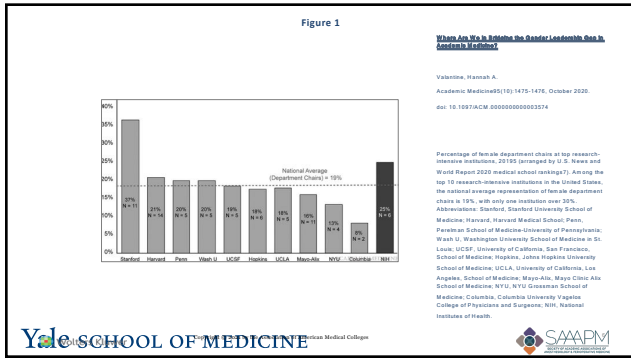
INVITED COMMENTARIES

Where Are We in Bridging the Gender Leadership Gap in Academic Medicine?

Valentina, Hannah A. MD
 Author Information @
 Academic Medicine | October 2020 | Volume 95 | Issue 10 | p 1475-1476
 doi: 10.1093/acm/00000000000003574

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RESEARCH: RESEARCH ARTICLE

Gender-related Differences in Research Productivity, Decision, and Advancement

Journal of Management Education

HHS Public Access
Author manuscript
Acad Med. 2018 April ; 93(4): 616-622. doi:10.1097/ACM.0000000000001968.

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Acad Med. 2018 April ; 93(4): 616-622. doi:10.1097/ACM.0000000000001968.

Race/Ethnicity and Success in Academic Medicine: Findings From a Longitudinal Multi-Institutional Study

Unlocking Leadership for Developing Leaders in Medicine
Phyllis L. Williams and Karen L. Williams

BRIEF REPORT
The Association of Race and Ethnicity on Career Advancement Among United States Physicians
April Jorge,¹ Mary Bolster,² Xiaoping Fu,³ Daniel M. Blumenthal,⁴ Nate Gross,⁵ Kimberly G. Blumenthal,⁶ and Medicine, Seattle

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KEY PRINCIPLES

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"Leader" versus "Leadership"

human capital versus social capital

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"Leader" versus "Leadership"

LEADERSHIP DEVELOPMENT: A REVIEW IN CONTEXT
Leadership Quarterly, 11(4), 581-616, 2001, Davies Science Inc
David V. Day*
The Pennsylvania State University

Leadership Institute for Faculty Development
Douglas J. Good*¹, Michele Hammer*²

Abstract
The purpose of the present project is to describe a culture-based developmental leadership program at one medical school. Leadership development programs on training people to become leaders in research and education in medicine. We developed and implemented a culture-based leadership program within the Department of Traditional Medical Practice at our medical school in order to use role models as role players of leadership that also to expand and diversify the principles of leadership and enhance the recognition by all department members of the various leadership roles each holds.

Keywords: Leadership training, Leadership equity, Leader development, Academic leadership

Building collective leadership capacity within a group, rather than just developing an individual

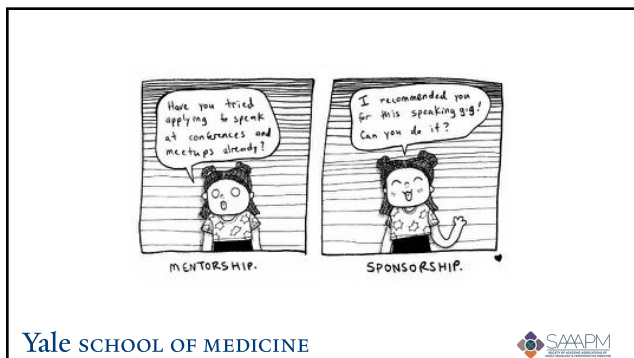
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"Sponsorship" versus "Mentorship"

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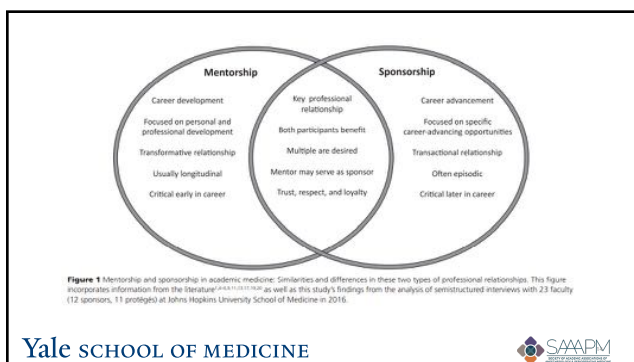
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General Review | Full Access

Diversity in academic medicine no. 6 successful programs in minority faculty development: ingredients of success

Sandra P. Daley MD, Ann-Gel Palermo MPH, Marc Nivet EdD, Maria L. Soto-Greene MD, Vera S. Taylor MSTC, Gary C. Butts MD, Jerry Johnson MD, A. Hal Strelnick MD. ... See all authors

First published: 19 November 2008 | <https://doi.org/10.1002/msj.20084> | Citations: 26

Yale Links

| Institution | Location |
|---|------------------|
| Albert Einstein College of Medicine/Jenkinson Medical Center Institute for Community and Collaborative Health | Bronx, NY |
| Harvard University School of Medicine | Washington, DC |
| Michigan State University Center of Excellence for Cultural Diversity in Medical Education | East Lansing, MI |
| Morehouse School of Medicine | Atlanta, GA |
| Mount Sinai School of Medicine Center for Multicultural and Community Affairs | New York, NY |
| Stuyvesant High School of Medicine of City University of New York | New York, NY |
| University of Arkansas College of Medicine | Little Rock, AR |
| University of California at San Diego School of Medicine Hispanic Center of Excellence | San Diego, CA |
| University of Medicine and Dentistry of New Jersey-New Jersey Medical School | Newark, NJ |
| University of Minnesota Center of American Indian and Minority Health | Truax Circle, MN |
| University of Pennsylvania School of Medicine-Penn Center of Excellence | Philadelphia, PA |
| University of Washington School of Medicine-Native American Center of Excellence | Seattle, WA |

¹Member of the Northeast Consortium of Minority Faculty Development.

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Address Broad-based Skills

| Program | Individual |
|---|--|
| <ul style="list-style-type: none"> Setting program goals and content. (Team) Mentoring and coaching. Selecting participants Providing a conducive environment. Managing the program. Sustaining support | <ul style="list-style-type: none"> Skill development in research, writing, presenting, teaching, leadership Individual faculty development plans with goals and timelines Training and selection of mentors and mentees |

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Key Findings

- Faculty from URM had:
 - lower rates of peer-reviewed publications (relative number 0.64; 95% CI: 0.51, 0.79),
 - promotion to professor (OR, 0.53; CI: 0.30, 0.93),
 - retention in academic medicine (OR, 0.49; CI: 0.32, 0.75) than White faculty.
- No differences were identified in federal grant acquisition, senior leadership roles, career satisfaction, and compensation

HHS Public Access
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 Acad Med 2019 April; 94(4): 616-622. doi:10.1097/ACM.0000000000000366

Race/Ethnicity and Success in Academic Medicine: Findings From a Longitudinal Multi-Institutional Study

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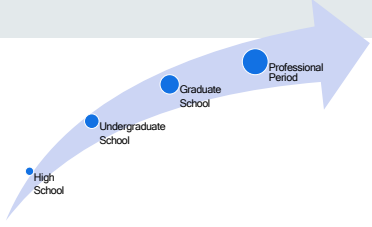
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Create a Pipeline




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The Yale chapter of Society for Advancement of Chicano/Hispanic and Native Americans in Science (SACNAS), just entering its fourth year, received its second chapter award at the SACNAS Award Ceremony on October 13. The organization is focused with supporting underrepresented students in STEM through professional development, student mentorship, and an outreach program to the New Haven community.

The recognition, said Cathy Garcia, a PhD candidate in genetics and Yale SACNAS chapter liaison, "re-affirms that we are doing our best in supporting the SACNAS mission by creating a safe community for diverse students and increasing support for students in STEM."

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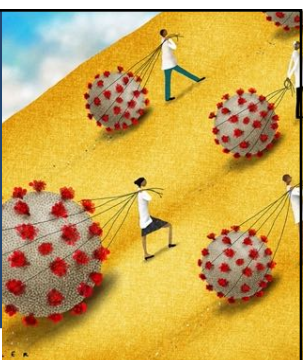
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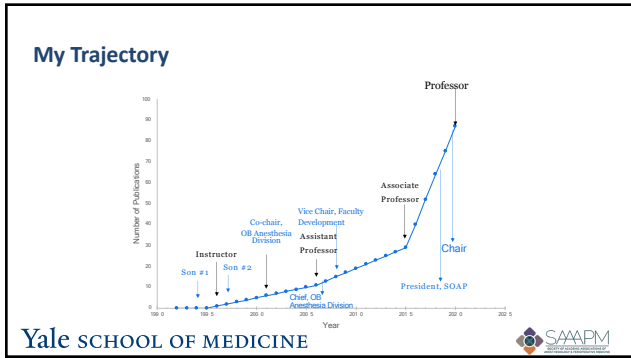
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Factor in Pace



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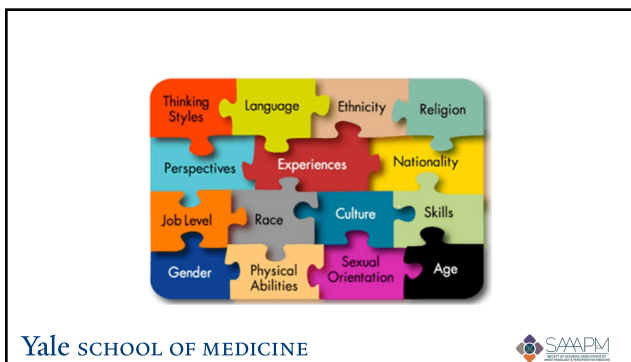
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Summary:

- Leader versus Leadership—it doesn't help to just train an individual you have to train the community. (change the culture, don't just appoint a leader)
- Mentorship versus Sponsorship- all need opportunities, not just instructions
- Grow a pipeline—Start early
- Ensure that individuals have the necessary skills (do no one a favor if you appoint someone who is not qualified)
- Knit DEI into the fabric of everything that you do.

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