

Present: Drs. Arnaout, Becker, Blacker, Born, Charness, Connelly, Donoff, Eappen, Farrell, Haigis, Kroshinsky, Mehrotra, Morton, Nagler, Pauker, Podolsky, Samuels, Sieberg, Slanetz, Stone, Struhl, Tuomala, Wagers

Guest: Drs. Kontaridis, Roberts, Westlund

Staff: Ms. Hecht; Dr. Lensch

As Dean Daley was traveling, Dean Maureen Connelly chaired and brought the meeting to order at 4:06 pm.

Dean Connelly moved to approve the previous meeting's minutes; so moved and approved.

Professor Susan Farrell stated that Professor Harold (Hal) J. Burstein, M.D., Ph.D. was elected to serve as Faculty Council Vice Chair and will also head the docket committee. There was much applause.

Dean Connelly announced that general election will begin in the spring. The term of service is of a 3-year commitment. There is the expectation that some current members will rotate off the committee and a cadre of new members are expected.

Dean Connelly introduced Dr. David Roberts, Dean for External Education, who addressed the topic: External Education: New Learners, learning new ways

Dean Roberts spoke to the idea of teaching new learners in new ways, using technology. He acknowledged that some of the faculty in the room have participated in the program.

Learning is something that happens. Teaching is something more debatable. External Education is in the content creating and content transfer business. They seek to do so via a format that people wish to acquire.

He mentioned two thought leaders in this space. One is New York Times as the single, most successful platform. Reuters plotted how people acquire information: young online and older print and TV. The world is moving more to a "Netflix" model. Few people purchase textbooks these days. Now it's about immediate content access. The "Uberification" of healthcare is a challenge; it is the same for education. Content has to work on everyone's individual platform/device, it has to be available and workable whenever you want it, and it must be adaptive, i.e. the content must change based upon how the user interacts with it. Right now, we evaluate knowledge by asking lots of questions. We now additionally ask people how confident they are with their answer. As an additional metric, one can also ask how quickly a person responds. In the ER, one wants the answer to be correct, confident,

and quick. Blended learning is part online, part in-person. Scalable means we need to be able to do it for millions of people.

To set this up we leverage big data via educational informatics. We seek to maximize the understanding of learning sciences. There are many metrics and insights into how people learn best and in a durable manner. Context is important as is interleaving concepts to provide synergy.

These days, one need not be in a classroom in order to learn. Educators should provide access to content wherever and however their students want to learn, whether on campus or elsewhere.

External Education has multiple foci: Global and Continuing Education, Online Learning, Executive Education, and Harvard Health Publications.

The HMX platform is geared towards people who are doing things like heading towards a health-oriented professional school. (videos were shown). They currently have four modules in different focus areas of biomedicine.

Continuing education content allows individuals to take courses elsewhere. Harvard is the largest provider of continuing medical education (CME) credit. External Education has a platform for delivering CME content to hundreds of thousands of physicians and nurses around the country. This is called the HMS Global Academy; one example was provided via the HarvardX course on the opioid crisis in America.

Harvard Health Publications: for last 40 years content has been generated on paper. Now 5 million unique visitors per month are present via online access. A wide variety of content is being produced and getting enormous visibility in public.

In Global and Continuing Ed (GCE), they are working hard to improve the services they provide for CME; they leverage technology a great deal and have blended learning global programs – these are available in multiple countries with 11 different programs in this area.

Executive Education started from nothing and began by building a problem for Google to more deeply explore how doctors think. They have now broadened to other companies and financial services industries.

HMX online learning: now being provided to HMS students in a pre-matriculation fashion. Multiple schools in the USA and around the world are using the platform, across multiple age groups.

Via tracking/demographics Dean Roberts can see things as specific as where in a given video people stop to look at something longer. Pausing during a video often indicates a

concept that requires additional clarification; this directs the team to devote time to adding clarity to the concept.

There are several lessons learned from initial pilots including that motivation for future learning potential is very high. Students get a lot out of it.

Questions from Dean Roberts included: How can his team make faculty more aware of these projects? How might he engender greater faculty involvement? How might his group forge faculty connections?

External Education was charged to build state of the art, innovative education, and to generate income for the school.

Question: Awareness is great but involvement is better. If you include people in making the materials they will be involved. It was noticed that there is no module in neuroscience. Dean Roberts responded that he would be interested in involving faculty who are good at presenting/explaining.

Question: What is difference between HMX and HarvardX? Answer: the world of platforms and content is complicated. EdX was formed by Harvard and MIT together. The platform established a code in two versions: free (Open EdX) and EdX (which is not free). About 4 to 6 HarvardX courses are from HMS. Other schools, such as HSPH, use the platform a great deal more including for online Master's degree program. HBX is different entirely and has its own code. Dean Roberts further explained the differences between platforms and staff support behind each site. HMS has developed its platform and content with thriftiness in mind. HMX is the Open EdX platform modified to HMS's uses.

Question: What are incentives for faculty to participate? Response: Contributors are compensated in a variety of ways.

Dean Connelly: A lot of our faculty do not know about these programs. HMS has the largest URM faculty in the world. How do we connect them to these programs? Response: Would love to introduce more people to this type of work.

Question: Systems like the Mayo Clinic draw a lot of traffic from the general public. Should HMS go more for the general public as opposed to our current target population? Response: Mayo makes its money not on online learning but rather, on using their online presence to draw patients to their clinical practice.

Dr. Farrell: A question about money... We have heard a lot of stories about the need for aid. Where do the profits go from these efforts? Response: it goes directly to the HMS bottom line. It is difficult to make money instantly without an antecedent investment. The program has done well with the resources provided to them to date.

Dean Donoff expressed concern about how many people start online courses yet do not complete them. Response: Most programs expect 4% of people who start a course to complete it. HMX and HBX have higher completion rates because participants have to pay something to enroll and they get a certificate for completing and passing the exam.

Question: How do you see the limits on the content you are providing? It is broad, hits students, retirees, professionals... where is the circumscription here? Response: The program would love to do more. It takes a while to produce top-notch content. The platform is more than a camera in the back of the room; the materials are heavily produced and of professional quality. One can often reduce 20% of time/effort in learning how to do things better each time. This has a limit. E.g., nearly no undergraduate programs in the country teach immunology. It tends to be taught by medical school professors who teach undergrads because they love it.

Dean Connelly thanked everyone for asking questions.

Dean Connelly moved on to welcome presentation from Dr. Maria Kontaridis from the Joint Committee on the Status of Women (JCSW); encouraging FC members to join JCSW and to attend meetings.

Dr. Kontaridis is currently a faculty member at the BIDMC; in cardiology since 2008. She has been part of JCSW since she was a post-doc in 2003. JCSW been very helpful to her professional development.

Outline: What is JCSW, who are the members, what are some of their accomplishments?

Joint Commission on the Status of Women is a standing committee of the Dean of the Faculty of Medicine and was established in 1973 across all classes of faculty and staff at HMS and HSDM. JCSW provides an annual report to the dean and the Faculty Council, including today.

The JCSW Vision Statement is: To facilitate and promote leadership, career development, professional advancement, community building, and work life integration for women faculty, trainees (fellows and residents), students (graduate, medical and dental) and staff at Harvard Medical School (HMS) and Harvard School of Dental Medicine (HSDM).

One of the most important things they are doing this year is to create community outreach. The JCSW reformulated their strategic plan in the past year to encompass how to become more involved in the community. They also took on more social media work including a new website made by Ms. Diane Longden. Videos of interest to their constituents in various areas are present there and annual awards are coming up soon.

JCSW leadership includes Dr. Kontaridis (faculty co-chair) and Dr. Sheila Nutt (staff co-chair). The Leadership Council additionally includes: Elissa Wilker, Ph.D., Faculty Vice co-chair; Sabune Winkler, J.D. Staff Vice co-chair; Stephanie Mueller, M.D., Faculty at-large member; Whitney Dodds, J.D., Staff at-large member; Carol Bates, M.D. Dean's Office Representative; Donna Lawton, M.S. Dean's Office Representative; Trina Burrous, Dean's Office Representative; and Ellen McCarthy, Ph.D. Dean's Office Representative.

JCSW interest areas include the following committees: Work/Life (included on-campus child care initiative), Community Engagement (flyer and website; branding of JCSW; Facebook page), Career Advancement (the difference between a mentor and a sponsor; the latter being people who pick up the phone on someone's behalf), Joseph B. Martin Dean's Leadership Award for the Advancement of Women Faculty and Staff (they have no problem getting faculty nominees but have a harder time obtaining staff nominees), Restructuring/Rebranding Group (working on implementing strategic plan), and the Professional Equity group (chaired by Dr. Renée Moran and Dr. Anjali Koka, both faculty).

The JCSW will hold a Professional Equity symposium next month that includes a panel discussion to be led by Dr. M. William Lensch, the HMS Chief of Staff. There are a variety of programs and events for AY 2016-17 on important issues including: equity, diversity, Title IX, work/life balance, and gender in the workplace.

JCSW questions:

- 1) There are but two annual recipients of the Martin Dean's Leadership award; one faculty member and one staff member. The recognition often goes to senior leaders (10-25 nominees) which leaves mid-career women without recognition. Should there be a different award for mid-career women?
- 2) Should the JCSW have a greater presence at Faculty Council beyond once per year?
- 3) The majority of members tend to be faculty. Staff are not included as part of JCSW membership unless they are paid by HMS. Should JCSW expand membership to allow for selected affiliate hospital staff members?
- 4) What can we JCSW do to foster an environment of recognition for women at Harvard within and beyond HMS?
- 5) How can we empower JCSW to be more effective?

Questions: There must be many other institutions around the country and world who are dealing with the same issues. With so many people working on these issues, who are most like us and who has come the furthest? Response: Yes, there are institutions around the country doing a better job with salary equity and inclusion. Hopkins did an institution-wide

salary equity analysis and is working on doing improvement. Some schools have recognized the importance of equity in other areas such as greater vacation time. Harvard is not very good at this. There is little transparency here. The difference between hospitals makes the field uneven. At HMS, the job description is unclear. In hospitals, everyone comes off as more of a unique case as they do so many different jobs. At HMS, are we discriminating on issues of gender and color? We must get the division chiefs to focus on this.

Question: If you want to affect change, you have to get the influencers involved. How many members of your committee are setting salaries for people? Response: salary setters are busy though we do have JCSW members with influence. JCSW is working to push an active agenda to create equity within departments.

Question: To what extent should the hospitals be involved? Hospitals should be involved as that's where most of the faculty are. If you want to change or influence salary equity across all faculty, you have to go to where they are. Response: We know the problem exists. How do we actually get those chiefs from their divisions to work on this? We need help to identify ways to get people who set salaries to do the hard work on the budget.

Question: Part of how you create change is first by creating awareness. Chairs need to look at salary equity across genders and ethnicity. Awareness does not have to be complicated or expensive.

Question: It is the right time to do surveys and make it clear where the disparities are. A way to become more involved at FC is to involve more faculty. Involving more staff is the wrong direction. Need to focus on faculty and scientists. Response: Name changed to Joint Commission to include staff and faculty based upon shared problems. The programming tends to cater more to faculty than staff. The issue of salary equity is more one involving faculty than staff.

Question: It is surprising to consider that these positions are volunteers and that there is not an Office of Women's Careers at HMS. Dean Connelly responded that there is a 0.5 FTE to support these efforts at HMS.

Question: There needs to be more communication between JCSW and the hospitals. More of their offerings could be given at the hospitals. Greater communication with the community is needed if they wish to know what the community thinks. Surveys could be an impactful tool if done in a strategic manner and in a way that enlists hospital leadership. Response: Community outreach is active, including providing web access to presentations for individuals who are more remote.

Question: One suggestion is that “spreading the word” is a vague phrase. In Cell Biology, they meet once per month as a faculty. Every other month a group comes in to educate them about issues or opportunities at HMS. They should bring statistics to departments and discuss the data. The faculty would be energized to see those data. Someone could make the rounds and present the data and it would be very impactful. Response: Individuals have gone around to introduce the JCSW to various groups. How does one get access to the data, to the salary numbers? Departments either do not have it or they do not want to share it.

Dr. Farrell indicated that the JCSW has an opportunity to send invitations to the chairs and leaders for their April Professional Equity Symposium.

Dr. Sieberg said that she will be at the Symposium and is a former co-chair of the salary equity committee. JCSW has wanted to get salary data and has used multiple drafts of various surveys. One cannot issue the survey to hospitals and they are trying to figure out how to obtain data or deliver a survey to an affiliate. Partners and BCH have signed-on to a salary equity survey with the Boston Women’s Workforce. Has there been an update on this? MGH has a new Burnout Committee; do other institutions have similar committees?

Dean Connelly stressed the importance of the JCSW’s work. At the April meeting, Provost Garber will be coming. Dean Connelly asked the FC to indicate whether they have specific issues to bring up with the provost.

Dean Connelly adjourned the meeting at 5:33 pm.