



DEAN'S TASK FORCE ON DIVERSITY AND SOCIETAL CITIZENSHIP SUMMARY REPORT AND RECOMMENDATIONS

The Stanford University School of Medicine **Dean's Task Force on Diversity and Societal Citizenship** (DSC), chaired by Dr. Terrance Mayes, Assistant Dean for Graduate Education and Director of Biosciences, and Dr. Fernando Mendoza, Associate Dean for Minority Advising and Professor of Pediatrics, convened in January 2015. Based on the charge to the DSC, recommendations were issued by the Task Force in June 2015. Implementation of these recommendations will be conducted through the DSC in conjunction with the Stanford Medicine Diversity Cabinet, and in oversight by the Senior Associate Dean for Faculty Development and Diversity, Dr. Yvonne Maldonado.

Diversity and Societal Citizenship Task Force Charge:

Provide recommendations to the Stanford University School of Medicine (SoM) Dean, Senior Associate Deans, and Diversity Cabinet on advancing diversity within the School, and on educating our students and trainees in societal citizenship.

The charge followed what was a string of deeply distressing events, nationwide, involving the ending of Black lives by law enforcement.

The Case for Diversity and Inclusion:

The DSC Task Force endorsed the SoM stated diversity values, commitment and vision: “We *value* diversity because we believe that interaction with people with varied backgrounds and life experiences allows us to reach a new level of innovation in education, research, and clinical care. Stanford University School of Medicine is *committed* to fostering a diverse community in which all individuals are welcomed, respected, and supported to achieve their full potential. Through diversity, our learning environment will enable the next generation of leaders to incorporate new ways of thinking in discovery, application, integration, and teaching, and to serve the needs of a diverse society “ Moreover, we believe that a student body that is highly diverse—in gender, race, ethnicity, culture, socioeconomic background, sexual orientation, and work-life experiences—is essential to an enlightening and transformative educational process.

The Case for Societal Citizenship:

It is imperative for current and future Stanford students and trainees to understand the views and experiences of the different groups composing our society in order to provide more enlightened leadership in medicine and science. Therefore, student and trainee curriculum, competencies and experiences should be responsive to the health and social needs of the diverse local, national and even international communities in which they will serve. We defined societal citizenship as a form of leadership that prepares our students and trainees to better meet their responsibility for improving the well-being of a diverse society, and is part of their professional development as future physician and scientist leaders.

Recommendations by the DSC for the School of Medicine Regarding Diversity and Inclusion

The following are the goals and strategies recommended by the Task Force in support of diversity, inclusion, and societal citizenship. The Diversity Cabinet will develop tactics to address each strategy in order to address each the four stated goals.

Goal 1: Increase diversity and promote inclusion

1. Create new monetary resources aimed at reducing financial barriers for economically and educationally disadvantaged students.
2. Expanded student and faculty participation in recruitment efforts focusing on *meaningful connections*.
3. Revised interviewer questions in MD Admissions to add a focus on diversity and cultural issues.
4. Development and increased coordination of an institutional funding commitment for key SoM diversity pipeline programs.

Goal 2: Enhance the curriculum to promote societal citizenship and increase awareness of societal determinants of health

1. Provide leadership training for students and trainees as part of their professional development as future physicians and scientists.
2. Provide cultural awareness and unconscious bias training for all members of the SoM community.
3. Expand the depth, duration, linkages of course work aimed at building cultural competencies in our required courses.
4. Develop and execute a plan to increase the diversity of our teaching staff in order to ensure students are receiving instruction from individuals who offer a broad set of experiences.

5. Hire an education evaluation professional to conduct regular and comprehensive assessments on curriculum and programs as they relate to diversity, inclusion, and institutional climate.
6. Provide administrative, financial and logistical support to student and trainee groups that promote diversity and societal citizenship.
7. Coordinate an Annual Stanford Medicine Diversity Symposium.
8. Incorporate wellness and diversity discussions into formal SoM mentoring efforts such as the Individualized Development Plans (IDP) for graduate students and postdocs and Educators-4-Care (E4C) program for medical students.

Goal 3: Promote education of and reflection about current society issues impacting health, and ways of advocating for change

1. Encourage, support, and reward trainee and faculty participation in diversity and societal citizenship-related service-learning, professional and personal development activities (mentoring, teaching, service).
2. Facilitate visible engagement from SoM leaders on societal issues.
3. Bridge available resources at the central campus level involving societal citizenship issues, bringing them closer to the SoM, through coordinated communications efforts.
4. Provide funding for pilot projects to advance diversity and societal citizenship (trainee and faculty).

Goal 4: Ensure accountability for diversity across all levels of leadership

1. Support and empower the SoM Diversity Cabinet to act as the central coordinator of school-wide diversity efforts.
2. Develop and make highly visible an explicit set of values around diversity, inclusion, and community respect.
3. Improve coordination of student services to address the needs of our diverse trainee population, and assess the effectiveness of programs.
4. Disseminate a public statement from the SoM Dean reflecting upon disparities, discrimination, and acts of oppression in or impacting healthcare and science.
5. Give authority and accountability to department chairs, program directors and other leaders to publicly respond to issues impacting diversity.
6. Ensure transparency in diversity data across all levels of training, staff, and faculty groups.
7. Develop a strategic plan to communicate the importance of diversity and its relevance to the future success of Stanford School of Medicine.