

Dear Dean Minor, Mr. Entwistle, and Mr. King,

We, the Stanford Medicine Diversity Cabinet, recognize the importance of this moment in the Black Lives Matter movement and the need to move to action to support our Black community members in various constituency groups. On July 23, 2020, we sent a set of collective recommendations to implement across the Stanford Medicine enterprise that took into account the demands submitted to Stanford University and Stanford Medicine from trainee and faculty groups.

At the same time, we acknowledge that each constituency has their own specific needs. Thus, we have reached a strong consensus on the below constituency-specific recommendations provided by Diversity Cabinet members. Each member represents one of the constituencies below, which is denoted in their signatory.

We look forward to the opportunity for you to attend a Stanford Medicine Diversity Cabinet meeting to further discuss our previously submitted collective recommendations and the below recommendations. We look forward to partnering with you on these efforts.

Medical Students

- Student support to advance career development through Diversity and Inclusion (D&I) projects including social justice and health equity curriculum development, annual D&I mini-grants, and ongoing MedScholars funding for social justice and health equity scholarship.
- Hire a Social Justice and Health Equity faculty theme lead for curriculum development for the MD program and the creation of a new scholarly concentration.
- Annual anti-racism and unconscious bias training for members of the Stanford Medicine community that interact with medical students paying close attention to issues affecting this constituency.

Graduate Students

- Hire external mediators for effective anti-racist conversations and action between graduate students and faculty.
- Incentivize faculty to contribute to anti-racist efforts to alleviate the high burden put on graduate students, especially underrepresented minorities graduate students.
- Provide anti-racist education for graduate students that will result in increased engagement, which can then effectively lead to a more inclusive departmental environment.

Residents

- Include resident leaders from the GME diversity committee in the vetting and selection process for the Assistant Dean of GME Diversity. Target outreach for this position to faculty members who have played a significant role in the mentorship of resident and fellow trainees from underrepresented groups in medicine.

- Provide guidance to program directors to support the creation of diversity advisory panels or committees in clinical departments to provide input to rank list formation as well as anti-racist and implicit bias training for those involved with interviewing and rank list creation. Create systems of financial support for residents to attend conferences for recruitment of individuals that are underrepresented in medicine. Hire a program coordinator to advance the GME diversity efforts in the Office of Diversity in Medical Education.
- Provide support for the LEAD program through the Office of Diversity in Medical Education and expand the mission of LEAD to amplify professional development efforts with a second year of faculty development and coaching for supporting residents from underrepresented groups in medicine.

Postdoctoral Scholars

- Ensure that the Office of Postdoctoral Affairs is adequately resourced to develop and provide professional development that serves the unique needs of underrepresented groups. This must be done not only as a reaction to the current social unrest, but also in a thoughtful manner that will allow appropriate support for the long term.
- Commit to supporting faculty placement for underrepresented postdocs, through not only professional development, but, where possible, through funds that incentivize hiring at Stanford.
- Expand faculty mentoring of postdoctoral scholars through the development of incentivized mechanisms for formal mentoring from more than one person within a postdoctoral scholar's discipline, and by actively fostering the development of a broad community of engaged faculty across the university to support multiple mentoring needs unrelated to the specific discipline.

School of Medicine Staff

- Provide mandatory inclusivity/anti-racist, allyship training for all leaders (including managers, supervisors and HR personnel) and all staff. Consider requiring as an ongoing annual training for new and continuing staff, particularly those with decision-making authority for hiring, promoting, and retaining staff. This list of training should be contingent on/linked to similar faculty training to achieve synchronous topical knowledge-building, language, and accountability being introduced across all groups.
- Hire, promote, retain, and mentor more Black, Indigenous, People of Color staff. Faculty are a significant group of our Hiring Managers, so partnership will be necessary.
- Identify current talented Black, Indigenous, People of Color and mentor/pipeline them for staff leadership positions, particularly for senior staff positions (salary ranges: N, O, P, N11, and N99).

Faculty

- Increase Black representation in applicant pools for all faculty positions through targeted outreach to Black professional organizations and Black scientific communities.
- Establish purposeful mentorship and support of Black faculty across departments to ensure faculty success.

- Interview prominent Black faculty members at Stanford to understand what factors have helped them succeed. Share collected information publicly and, couple with what led others to leave, to create concrete solutions to better support Black faculty in the future.

Stanford Health Care

Strategy and recommendations with accountability will be presented to the Stanford Health Care Executive Council on September 15, 2020.

Lucile Packard Children's Hospital

Recommendations have been presented to the Diversity, Equity & Inclusion Council on August 11, 2020 to determine organizational prioritization and to begin planning of strategic implementation beginning in FY2021.

Alumni

- Bring together Black and underrepresented minorities alumni via the Stanford Medicine Alumni Association on an annual or biennial basis to recognize their contributions to medicine and science and for networking purposes.
- Recognize and celebrate milestone anniversaries of underrepresented minorities recruitment and retention programs at Stanford Medicine and highlight alumni from these programs.
- Create communication strategies for Black and URM medicine alumni supported by the Stanford Medicine Alumni Association.

LGBTQ+

- Proactively recruit and hire Black LGBTQ+ faculty, staff, and trainees. Recruit into leadership positions and implement individual and institutional efforts for increased retention.
- Form an Intersectionality Subcommittee/Task Force focused particularly on advising the School of Medicine on this topic with input from the Black Faculty Affinity group and the Diversity Cabinet LGBTQ+ Subcommittee members.
- Require that all faculty, staff, and trainees have training on implicit bias, cultural awareness, sexuality, and anti-racism with an intersectional lens that includes Black LGBTQ+ issues.

Stanford Medicine Abilities Coalition

- Make all Black Lives Matter messaging or events accessible (i.e. captions on videos, image descriptions for pictures, virtual option for in person events, etc.) and not use ableist language.
- Increase mental health resources available for Black, Indigenous, People of Color at Stanford and in the community at large, especially those with disabilities or chronic health conditions, by increasing the number of Black providers, particularly Black therapists.

- Include training about increased rates of violence towards Black disabled people as part of anti-racism and bias training for the security teams at Stanford University and Stanford Medicine.

In solidarity,

Stanford Medicine Diversity Cabinet:

- Cori Bossenberry, Assistant Dean for Human Resources (Representation: School of Medicine Staff)
- Jennifer R. Cohen PhD, Associate Director for Bioscience Diversity Programs (Representation: Graduate Students)
- Anna Dapelo-Garcia MPA, HSA, Inclusion, Diversity, and Health Equity Leader, Stanford Health Care (Representation: Stanford Health Care)
- Magali Fassiotto PhD, Assistant Dean for Faculty Development and Diversity (Representation: Faculty)
- Neil Gesundheit MD, MPH, Senior Associate Dean for Medical Education, Professor of Medicine (Representation: Medical Students)
- Iris Gibbs MD, Associate Dean for Medical Student Admissions, Professor of Radiation Oncology (Representation: Medical Students)
- Barbara Hardy MS, Chief Inclusion, Diversity & Health Equity Officer, Stanford Health Care (Representation: Stanford Health Care)
- Laurence Katznelson MD, Associate Dean for Graduate Medical Education, Professor of Neurosurgery and Medicine (Representation: Residents)
- Shahzad Khan PhD, Postdoctoral Scholar, SURPAS Representative (Representation: Postdoctoral Scholars)
- Sofie Kleppner PhD, Associate Dean for Postdoctoral Affairs (Representation: Postdoctoral Scholars)
- Shaila Kotadia PhD, Director of Culture and Inclusion, Chair of the Stanford Medicine Diversity Cabinet (Representation: School of Medicine)
- James Lock MD, PhD, Professor of Psychiatry and Behavioral Sciences (Representation: LGBTQ+)
- Bonnie Maldonado MD, Senior Associate Dean for Faculty Development and Diversity, Professor of Pediatrics, Health Research and Policy (Representation: Faculty)
- Arturo Molina MD, MS, President, Stanford Medicine Alumni Association, Chief Medical Officer, Sutro Biopharma, Inc. (Representation: Alumni)
- Alejandro Martinez PhD, Center of Excellence in Diversity in Medical Education, Executive Director, Threat Assessment, Stanford University (Representation: Medical Students)
- Fernando Mendoza MD, Associate Dean for Minority Advising and Programs, Professor of Pediatrics (Representation: Medical Students)
- Kevin Moody, Associate Dean for Human Resources (Representation: School of Medicine Staff)
- Josselyn Pena, President of BioAIMS (Representation: Graduate Students)

- Marcelina Perez MD, Chair of Graduate Medical Education Diversity Committee (Representation: Residents)
- Peter Poulos MD, Director of SMAC, Clinical Associate Professor of Radiology, Gastroenterology and Hepatology (Representation: Stanford Medicine Abilities Coalition)
- Claire Rhee MPA, EdD, Co-President of SUMMA (Representation: Medical Students)
- Mijiza Sanchez MPA, EdD, Associate Dean for Medical Student Affairs (Representation: Medical Students)
- Marcia Stefanick PhD, Director of the WHSDM Center, Professor of Medicine and OB/GYN (Representation: LGBTQ+)
- Ayodele Thomas PhD, Associate Dean for Graduate Education and Diversity (Representation: Graduate Students)
- Reena Thomas MD, PhD, Faculty Director of the Center of Excellence in Diversity in Medical Education, Clinical Associate Professor of Neurology (Representation: Medical Students and Residents)
- Leslie Truong, Diversity and Inclusion Coordinator, Lucile Packard Children's Hospital Stanford (Representation: Lucile Packard Children's Hospital)