January 13, 2020

Carolyn R. Bertozzi
Anne T. and Robert M. Bass Professor of Chemistry
Professor of Chemistry; Chemical & Systems Biology and Radiology (by courtesy); and Howard Hughes Medical Investigator

Dear Dr. Bertozzi:

I am writing to express my strong and enthusiastic support for your NIGMS T32 application for the Chemistry-Biology Interface (CBI) Training Program at Stanford. CBI is integral to Stanford's efforts to train scientists who can communicate across chemical biology, engineering, and medicine to improve human health. Stanford University is committed to continuing this program's innovative graduate experience and to promoting our trainees' success. The thirteen areas of extensive institutional support that we offer for training grants and their trainees in the School of Medicine (SoM), School of Engineering (SoE), School of Humanities and Sciences (H&S), and Stanford University broadly are discussed below:

**1. Developing and promoting a culture that advances the highest standards of scientific rigor, reproducibility and responsible conduct of research**

Rigor and Reproducibility (R&R)

Our goals are to enhance graduate training in experimental design and data collection, organization, and analysis. The University maintains a Research Policy Handbook, which describes policies on the conduct of research, faculty responsibilities to staff and students, authorship, non-discrimination in research agreements, misconduct, and retention and access to data. The schools provide RCR coursework and workshops, which cover research integrity and experimentation, to students. In addition, schools offer a combined 58 graduate-level courses on experimentation and statistics. Courses and trainings to highlight are:

- Foundations in Experimental Biology course for first-year graduate students in the SoM is designed to facilitate students toward becoming independent scientists with a focus on experimental design elements, data analysis, and how uncertainty can impact data considerations
- Introduction to R for Data Analysis teaches R, an open-source programming language for statistical analysis, focusing on the computational aspects of reproducible research and transparency in publication
- Modern Statistics for Modern Biology teaches the use visualization and statistical methods to analyze data from the fields of immunology, microbiology, cancer research, and ecology.
- Computational Methods for the Modern Biologist teaches students how to properly use large biology data sets with an emphasis on genomic sequences and integrating the scientific method into computer programming
- Problem Choice and Decision Trees in Science and Engineering teaches students to develop a framework for choosing research problems and navigating a project's decision tree using intuition building and stepwise analysis of assumptions
- Stanford Biosciences Grant Writing Academy supports over 100 graduate students (2nd years and beyond) and postdocs annually in creating proposals and productive writing practice as preparation for F and K fellowship applications. R&R is a significant component of these applications and trainees are guided on incorporating R&R into proposals

Responsible Conduct of Research

All Stanford graduate students and postdocs are required to receive instruction in the responsible conduct of research. For our trainees, this formal training takes place through the Stanford Center for Biomedical Ethics. Every CBI trainee takes MED 255 (The Responsible Conduct of Research), an 8-hour course taught by the Center's professional staff. MED 255 is offered in multiple sections throughout the academic year; each session meets from 9 am-5 pm on a Saturday or Sunday during the year. This facilitates timely participation of trainees, and helps avoid scheduling conflicts with other activities. The course is available in two tracks, one for basic researchers, which is taken by our trainees, and one for clinical and medical researchers. The topics covered by each session include: (1) conflict of interest; (2) policies regarding human subjects; (3) mentor/mentee responsibilities; (4) collaborative research; (5) peer review; (6) data acquisition; (7) research misconduct; and (8) contemporary ethical issues.

Our students also have the opportunity to enroll in other graduate level ethics-related courses offered through the University. There are 19 graduate level research ethics courses offered across all schools at Stanford, including SoM, SoE, and H&S. These courses span a broad array of topics: stems cells, quality control and safety assurance, scientific management, physician social responsibilities, and data privacy. Access to research ethics courses ensures our students are broadly trained, are able to think critically about research practices in an interdisciplinary context, and understand the social responsibility associated with scientific research.

**2. Ensuring sufficient start-up funding to permit early-stage faculty to participate in training, and bridge funding to ensure that training may continue if a mentor experiences a hiatus in funds**

Per University policy, faculty start-up funds are provided and documented in offer letters. Start-up funds and bridge funding are determined by the department. The Dean of the School and Provost approve faculty salaries and start-up funds. Start-up funds cover research expenses typically for the first 3-4 years, including supplies, equipment, and personnel. In some departments, start-up also includes assistance with housing and salary (if not covered by funding). Bridge funding is provided in the case of a hiatus in funding. Specifically, bridge funding in the SoM's clinical departments is decided at the department level. In basic science departments of the SoM, investigators can access bridge funding up to a total of $200,000. The SoE provides bridge funding to faculty and funding support for students if a faculty advisor experiences a hiatus in funding. The SoE does not specify funding limits for either mechanism of support.

**3. Supporting core facilities and technology resources, and describing how they can be used to enhance training**

As detailed in this application, the predoctoral trainees in this program benefit from outstanding facilities and resources provided by Stanford University and its schools (see http://corefacilities.stanford.edu/). The extraordinary level of investment of the University and schools in the research environment – new buildings, centers and institutes, shared instrumentation facilities, and other research resources – has played a large role in building outstanding laboratory research environments. The SoM, SoE, and H&S infrastructure, facilities, and resources are among the best in the world and are in close proximity, helping sponsor frequent interactions and collaborations.

ChEM-H (Chemistry, Engineering, and Medicine for Human health) builds on Stanford's extraordinary talent in the Schools of Humanities & Sciences, Engineering, and Medicine, as well as from the SLAC National Accelerator Laboratory, to explore a new frontier at the interface of chemistry and human biology. With the Wu Tsai Neurosciences Institute, ChEM-H has been building a ChEM-H / Neuro research complex as a rich hub for interdisciplinary research and collaboration. The complex is a

235,000 sq. ft. research facility that opened for occupancy in November 2019. Wu Tsai Neuro aims to accelerate neuroscience research and ChEM-H aims to accelerate the understanding of life at the molecular level and to apply that knowledge to improving human health. The new research complex will bring together more than 40 diverse faculty research labs and shared facilities in one physical home and serve as research and collaborative hub for the broader community of each institute. In addition to the labs for 20 ChEM-H and 24 Wu Tsai Neurosciences Institute faculty, the complex features a variety of shared facilities and formal and informal meeting spaces aimed to attract faculty, students, and visitors ChEM-H in particular has over 125 affiliated faculty fellows within a short walk of the research complex in addition to the faculty whose research labs will be moving into the facility.

To foster the cross-pollination of ideas and specialties, both ChEM-H and the Wu Tsai Neurosciences Institute made conscious decisions to include and support specific core research service centers in the building. Wu Tsai Neurosciences will have a suite of "Community Laboratories," including the Neuroscience Microscopy Core, Gene and Viral Vector Core, and an animal MRI facility that is part of the Stanford Center for Innovation and In Vivo Imaging. ChEM-H will have a suite of "Knowledge Centers" that include the Medicinal Chemistry Knowledge Center (synthetic organic and medicinal chemistry), the Macromolecular Structure Knowledge Center (protein production, purification, crystallization, structure determination), and the Metabolic Chemical Analysis Center (untargeted metabolics by mass spectroscopy). The ChEM-H Knowledge Centers are housed in a 5,884 sq. ft. laboratory suite including benches and fume hoods for synthetic chemistry, benches for biological wet lab work, large equipment room, tissue culture room, hazardous materials storage room, cold room, NMR room, mass spectrometer room, collaborative meeting areas, and staff and director offices. The Knowledge Centers will provide collaborative resources and expertise to the research labs located in the building and across the campus.

In addition to the ChEM-H / Neuro research complex, the SoM is building a Biomedical Innovation Building (BMI). This 215,000-square-foot structure will be located on open space just steps from the new Stanford Hospital. It will house laboratories and support space for nearly 1,000 faculty, students and staff in various specialties. The BMI will foster scientific collaborations by bringing together multidisciplinary teams of engineers, basic scientists, and physician-researchers in a modern and technologically advanced facility and inspire ways for different disciplines to work together on basic, translational and clinical studies.

**4. Providing adequate staff, facilities, and educational resources to the planned program**

The institution, schools, and ChEM-H have the necessary resources to support the planned program and ensure student success. ChEM-H is an institute managed by the Dean of Research (DoR), which provides policy and resources on research for the University and manages independent institutes and centers. CBI Training Program Leadership and ChEM-H staff work with schools and partner departments to support the training program. The ChEM-H Scientific Program Manager of Training and Research Development and the Academic and Student Services Coordinator manage the daily CBI operations and track program metrics. The Program Director provides the overall strategy and direction of the program and supports faculty affairs. The Program Director also serves as the faculty advisor for all matriculating students to help them design their academic program; and, this role transitions to the PhD advisor once trainees have joined a laboratory. Faculty advisors are expected to guide students in key areas such as selecting courses, designing and conducting research, developing of teaching skills, navigating policies and degree requirements, and exploring academic and professional opportunities.

University wide resources that support graduate students are offered through Office of the Vice Provost for Graduate Education (VPGE) and the Vice Provost for Student Affairs. The Graduate Life Office (GLO) and Student Services Center are both part of Student Affairs within the VPGE. The GLO

plans and executes New Graduate Student Orientation each fall and provides advice on being a graduate student at Stanford. In conjunction with New Graduate Student Orientation, the VPUE maintains the Gateway for New Graduate Students online resource page and organizes the Graduate Student Information Center, which is a physical location that graduate students visit during orientation. Throughout the year the VPGE offers multiple workshops and services ranging from mentoring, communication, leadership, management, and wellness to students and faculty. The Office of the Vice Provost for Student Affairs supports career services, campus community centers, student engagement, academic services, and the campus health center.

Each of our 6 partner departments provides tailored support to students. Partner programs hold new student orientation, have dedicated Student Services Managers, and supplement scientific training with professional development. The SoM offers further resources and services to students, such as an online orientation completed prior to matriculation, the "Foundations in Experimental Biology" course, as well as a career services office. Importantly, the SoM has established a Graduate Student Tracking system to confirm thesis committee meetings and IDP completion. Additionally, the SoM Dean's office supports all T32 training grant directors by hosting a quarterly meeting to share best practices and discuss topics of interest. Together University and home department resources provide essential services to all graduate students and enable the CBI training staff and faculty to focus on field specific resources and support, such as RCR, technique trainings, coursework selection, and laboratory rotations.

**5. Supporting the PDs/PIs and other key staff associated with the planned training program**
CBI Faculty Mentors consist of 48 individuals with outstanding records of scholarship in chemistry, biology, engineering, and medicine. Stanford's Vice Provost for Faculty Development and Diversity (VPFDD) provides professional development for faculty. New faculty to Stanford participate in New Faculty Orientation each fall. Junior faculty are paired with senior faculty mentors within their departments to supplement orientation. The VPFDD offers workshops on research management, mentoring, leadership, inclusion, and teaching throughout the academic year. Each home department supports faculty through individual meetings with the Chair and monthly departmental meetings. The SoM Office of Faculty Development and Diversity provides specific faculty development focused on medical research and education. Workshop series include team science, granting writing for the NIH, interpersonal skill building, and obtaining research funding as junior faculty. The SoE provides grant support for faculty through the Engineering Research Administration and faculty development through the SoE Office of Faculty Affairs. Additionally, the Office of the Vice Provost and Dean of Research supports grant writing for the entire Stanford research community.

The CBI Program selects faculty mentors dedicated to research, mentoring and teaching and is well-balanced between senior faculty with established track records in graduate training and junior faculty. The CBI Program Director assigns a supportive mentor from the senior faculty to each Assistant Professor to ensure that students are well trained and mentored. Monthly lunches are scheduled for Faculty Mentors to interact informally with each other. In addition, the CBI Program Manager and Academic and Student Services Coordinator support students and faculty. Stanford University supports professional development for staff as well as students and faculty. Stanford provides each staff member, such the CBI Program Manager and Academic and Student Services Coordinator, annual professional development funds to support continued training.

**6. Ensuring faculty have protected time devoted to mentoring, training, and research**
Each faculty member's percent effort with respect to teaching (mentoring, training), research, clinical care, and administration is articulated and reviewed regularly (usually annually) by the department. Each school recognizes the critical importance of faculty mentoring trainees, while also maintaining

active research programs. The schools will ensure that faculty have adequate time as part of their University and department roles to direct this outstanding training program. Training grant faculty are also given the necessary time to excel as faculty mentors and are encouraged to participate in various programs discussed throughout this letter to enhance their skills in leadership, teaching, and mentoring. Importantly, ensuring that faculty have protected time for mentoring and research directly relates to faculty appointments, tenure decisions, and retention. Departments are encouraged by the University to implement retention strategies, such as limiting service for junior faculty and providing resources on tenure. Institutional mentor trainings are provided to our T32 faculty on a regular basis. Topics include but are not limited to Mentor/Mentee Communications; Trainee Career and Professional Development; Addressing Equity and Inclusion; Ethical Behavior to Foster Responsible, Rigorous Research; and Supporting Trainee Health and Wellness.

**7. Considering activities integral to excellent graduate training (such as teaching and mentorship) in tenure and promotion decisions**

Stanford University maintains academic appointment and promotion policies and criterion in the Faculty Handbook. The Faculty Handbook is published by the Provost's Office. Excellence in scholarship, teaching, and mentoring (and clinical care, if applicable) is an important prerequisite for a tenured appointment at Stanford. The University is dedicated to outstanding achievement in all of these domains and excellence is a commonality for all tenured faculty. The purpose of the appointment, reappointment, or promotion evaluation is to appraise, on the basis of the record to date, the candidate's standing in and impact on his or her scholarly discipline (broadly defined) and the candidate's quality as a teacher and mentor (and as a clinician, if applicable). The second criterion for a University Tenure Line (UTL) appointment is promise – or a record demonstrating – that the candidate is capable of sustaining a first-rate teaching program during his or her career at Stanford. Initial tenure line appointments take into account criteria for tenure and whether the candidate will realistically be able to obtain tenure according to Stanford's standards.

Scholarship refers to: scholarly activity and productivity, impact and innovation of work, and recognition in the field. Importantly, the ability of a faculty member to work in a team, effectively communicate with colleagues, staff, and students, as well as professionalism and compliance are considered aspects of scholarship. Trainees who were directly mentored by faculty are asked to provide letters for the tenure application. These practices ensure that the quality of mentoring and professionalism are considered rather than assuming strong scholarly performance indicates strong mentoring and teaching skills. Teaching is broadly defined to include: the classroom, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. Teaching may include undergraduates, graduate students, medical students, residents, postdoctoral fellows and in postgraduate and continuing medical education.

The VPFDD provides key resources to faculty to support their development within UTL criterion. The office plans and executes New Faculty Orientation each fall. The office also provides faculty professional development including mentoring and leadership. Stanford's Center for Teaching and Learning provides faculty with resources and programs on course design, working with TAs, and technology and inclusivity in the classroom. Additionally, the SoM's Teaching and Mentoring Academy promotes excellence in teaching and mentoring by developing, supporting and recognizing dedicated educators and mentors to ensure world-class training for the next generation of physicians, researchers, and educators.

**8. Promoting diversity and inclusion at all levels of the research training environment (trainees, staff, faculty, and leadership)**

The CBI Training Program, partner schools, and Stanford as a whole are committed to fostering a diverse community in which all individuals are welcomed, respected, and supported to achieve their

full potential. We value diversity because we believe that interaction with people with unique backgrounds and life experiences allows us to reach a new level of innovation in education, scientific research, and medicine. This essence is captured in Stanford's strategic plan and in the diversity inclusion initiative (IDEAL) launched by the Provost in 2018. IDEAL (Inclusion, Diversity, Equity, and Access in a Learning Environment) works across the entire University community to ensure the diversity of thought is represented, that all members of Stanford feel that they belong and are supported, and all members of Stanford have access to opportunities and benefits of Stanford. Recruitment of a diverse campus community of faculty, staff, and students is a University-wide goal. Successful PhD recruitment programs for STEM fields are listed below:

- Stanford Summer Research Program (SSRP)/Amgen Scholars Program, a residential internship program for underrepresented minority undergraduates who are interested in pursuing PhD programs in the biomedical sciences.
- Stanford Preview, a three-day program sponsored by the Stanford Biosciences and the Stanford Black Bioscience Organization, is designed to introduce sophomores and juniors from diverse backgrounds to the Stanford campus and to provide guidance on graduate school applications
- GRAD Diversity Day, an invitation only event for admitted and promising applicants to PhD programs in the schools of Business, Humanities & Sciences, Engineering, Earth Sciences, and Education.
- The Diversity Excellence Program, led by the Biosciences Diversity Advisory Council and the Associate Dean for Graduate and Career Education and Diversity, provides financial support to interview a diverse group of students and encourages departments to proactively identify diverse and high achieving candidates by employing measures beyond traditional assessment tools, such as GPA and GRE scores.
- Graduate Application Fee Waivers, enable applicants to receive a fee waiver for applications to PhD programs in the schools of Earth Sciences, Education, Engineering, Humanities& Sciences, and medicine.
- VPGE Departmental Recruitment Support, provides funds for departments to defray travel costs for diverse applicants

Once students arrive on-campus, they are supported by a variety of resources. Partner schools and home departments include Diversity Officers to support prospective applicants and students. Stanford houses a number of on-campus community centers and student groups to serve the diverse University identities. Stanford maintains the Diversity Works website, which centralizes diversity and inclusion resources, programs, and opportunities available at Stanford.

Stanford has implemented best practices for the recruitment of diverse faculty and staff. HR and the Diversity and Access Office maintain guidance on creating a diverse search plan, organize staff community groups, and plan an annual Multicultural Springfest to celebrate staff diversity at Stanford. VPFDD has a guidebook for departments when conducting faculty searches, "Building for Excellence: Inclusive Practices for Faculty Recruitment and Searches." The University also funds programs to recruit diverse faculty to Stanford: the Faculty Incentive Fund supports incremental appointments that bring diversity to departments and schools; Gabilan Provost's Discretionary Fund ensures that resources are available to recruit women in the sciences and engineering; Faculty Development Initiative recruits outstanding faculty whose research expands the mission of the Center for Comparative Studies in Race and Ethnicity; Target of Opportunity allows departments to waive the faculty search process when an outstanding individual who would increase diversity on-campus is identified. VPFDD provides faculty retention strategies with a concentration on department climate, salary and compensation, and access to University resources.

**9. Ensuring the research facilities and laboratory practices promote the safety of trainees**

The University is committed to continued advancement of an institutional safety culture with strong programs of personal safety, accident and injury prevention, wellness promotion, and compliance with applicable environmental and health and safety laws and regulations. The Department of Environmental Health and Safety (EH&S) is the principal health and safety office on campus. EH&S works closely with University Safety Partners, faculty, managers in the research community, operations units, safety coordinators and committees, and departmental administrators. University Safety Partners (USP) encourage best practices and are responsible for the implementation of policies, incident reporting, communicating with stakeholders, and local safety support. All new members of the Stanford community are required to complete the "General Safety, Injury Prevention, and Emergency Preparedness" course offered by EH&S within 14 days of starting at the University. EH&S provides guidelines on developing a laboratory specific training checklist for PIs to track lab member safety trainings and provide structured information on who to contact and what to do when an incident occurs. Stanford University makes all reasonable efforts to: (1) promote occupational and personal safety, health and wellness; (2) protect the health and safety of Stanford University faculty, staff, and trainees; (3) provide information to faculty, staff, and trainees about health and safety hazards; (4) identify and correct health hazards and encourage faculty, staff, and trainees to report potential hazards; (5) conduct activities in a manner protective of the environment, and inform the Stanford community regarding environmental impacts associated with institutional operations; and (6) maintain a risk-based emergency management program to reduce the impact of emergency events to the Stanford community.

Faculty, staff, and trainees are responsible for: (1) keeping themselves informed of conditions affecting their health and safety; (2) participating in safety training programs as required by Stanford policy and their supervisors and instructors; (3) adhering to health and safety practices in their workplace, classroom, laboratory, and student campus residences; and (4) advising of or reporting to supervisors, instructors, or EH&S potentially unsafe practices or serious hazards in the workplace, classroom or laboratory. Stanford's program for providing a safe workplace for faculty, staff, and trainees includes: facility design; hazard identification, workplace inspection, and corrective action; shutdown of dangerous activities; medical surveillance; and emergency preparedness.

**10. Ensuring the research facilities are accessible to trainees with disabilities**

The CBI Training Program, partner schools, and home departments support the recruitment, enrollment and graduation of students with disabilities. The Diversity and Access Office (DAO) ensures that the entire Stanford community has equal access to resources, facilities, and opportunities. The DAO provides technical assistance, training on assistive technology, transportation, lodging, recreation, community resources, event, and evacuation plans. The Vice Provost for Graduate Education's diversity statement (http://vpge.stanford.edu/diversity/) includes students who have disabilities. The Office of Accessible Education (OAE) provides resources to all students on campus who have disabilities, such as classroom and housing accommodations. All of Stanford's research facilities are fully accessible to researchers with disabilities, and we are fully committed to providing any necessary accommodations for disabled students. The Campus Access Guide is an online system of maps detailing accessibility information for buildings on campus, including research buildings.

**11. Ensuring a positive, supportive and inclusive research and training environment for individuals from all backgrounds**

Diversity and inclusion are central to Stanford's mission. The Stanford research community as a whole provides an environment of personal and professional exploration. The CBI Training Program brings together trainees with a variety of undergraduate degrees (chemistry, biology, engineering) and diverse experiences. Stanford offers multiple programs and resources to support students from varied undergraduate environments and life experiences. The Inclusion, Community, and Integrative

Learning portfolio within Student Affairs provides a centralized resource for students and is directed by the Associate Vice Provost for Inclusion, Community, and Integrative Learning. Within the portfolio are specific resources: Diversity and First-Gen Office; Centers for Equity, Community, and Leadership; BEAM (Bridging Education, Ambition, and Meaningful Work) career services, Fraternity and Sorority Life, Office of Student Engagement. The GLO within Student Affairs maintains a resource page for graduate students who are parents. The following programs and units also enrich the research and training environment for all students:

- The Office of the Vice Provost for Graduate Education (VPGE) offers programs on mentoring, diversity, professional development, interdisciplinary learning, and funding opportunities to graduate students in any discipline
- The Wellness Matters program provides curricula, programs, and support for our graduate students that promote self-care, resiliency, and holistic personal health
- The Student Outreach to Alumni Resources (SOAR) Mentor Program is a comprehensive mentoring program that exposes students and postdocs to a breadth of career options and pathways by promoting collaboration with alumni.
- The Solidarity, Leadership, Inclusion, Diversity (SoLID) Mentorship Program connects graduate students with faculty to support students on issues, such as mental health and wellness, academic activism, microaggressions, and imposter syndrome

**12. Ensuring that trainees will continue to be supported when they transition from the training grant to other sources of support**

Each partner School determines the tuition, stipend, teaching assistantship, and research assistantship rates for their students. ChEM-H covers the funding gap between the training grant minimum and School determined rates to provide similar support to all CBI trainees for 2 years. Stanford tuition and stipend rates reflect the high cost of living in the Bay Area. When not funded by the training grant, students across all Schools are supported by a combination of departmental funds, teaching assistantships, research assistantships, advisor funding, external fellowships, and University fellowships.

**13. Providing resources and expertise for evaluating program training**

CBI Training Program staff work closely with home departments and Schools to collect admissions, enrollment, and graduation data. The CBI program surveys students, Faculty Mentors, and alumni annually to evaluate program activities, components, and to learn how the program has benefitted graduates. Since 2000, Stanford Biosciences has been using a central repository of PhD alumni information to track alumni outcomes. Together with the surveys and Biosciences repository, the CBI Training Program will track PhD alumni annually to understand their career choices, including job sectors, job titles, employers, and geographic locations.

We are very appreciative of your leadership and are excited to have you at the helm of this important training program. We support your application in the strongest possible terms, and we hope that the NIH will support this highly successful and innovative program.

Sincerely,

Kathryn A. Moler

Kathryn A. Moler, Ph.D.
Professor of Applied Physics and Physics
Vice Provost and Dean of Research

**Stanford University**
**Vice Provost and Dean of Research**

December 19, 2019

National Institutes of Health
Division of Biomedical Research Workforce
Office of Extramural Research

RE: NOT-OD-19-029: Stanford University Documentation and Assurance of Commitment to Civil Rights

Dear Sir or Madam;

Please accept this letter as confirmation of Stanford University's commitment to Title IX of the Education Amendments of 1972, and our commitment to ensuring that NIH-supported research and training at Stanford occurs in a civil, safe, and respectful environment, free from discrimination and unlawful harassment, sexual or otherwise. Stanford has a long-held commitment to end sexual harassment on its campus, having opened an independent Sexual Harassment Policy Office in 1993, one of the nation's first dedicated offices. Similarly, Stanford prohibits unlawful discrimination on the basis of protected characteristics, and its Diversity and Access Office is dedicated to responding to and redressing concerns.

Stanford's Nondiscrimination Policy provides:

*Stanford University prohibits discrimination and harassment and provides equal opportunities for all community members and applicants regardless of their race, color, religious creed, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status or any other characteristic protected by law.*

Additionally, Stanford's prohibition on Sexual Harassment provides:

*Where sexual harassment has occurred, the University will act to stop the harassment, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.*

Specifically, to provide assurances as required by NOT-OD-19-029, on behalf of the University, I assure Stanford's institutional commitment in the following areas:

408 Panama Mall, Third Floor • Stanford, California 94305-2064
Tel (650) 723-0977 • Fax (650) 723-0662 • kmoler@stanford.edu

**(1) Stanford University has proper policies[1], procedures[2], and oversight[3] in place to prevent discriminatory harassment and other discriminatory practices;**
**(2) Stanford responds appropriately to allegations of discriminatory practices[4];**
**(3) Stanford has developed a protocol to inform NIH/the Office for Civil Rights in compliance with NOT-OD-15-152; and**
**(4) Stanford has adopted and will follow its institutional protocol for requesting NIH prior approval of a change in the status of the Program Director/Principal Investigator (PD/PI) or other key personnel to continue their role on the NIH award described in the training grant application as described in NOT-OD-18-172.**

Please do not hesitate to contact us if you require further information.

Sincerely,

Kathryn A. Moler

Kathryn Ann Moler, Ph.D.
Vice Provost and Dean of Research

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[1] See Stanford Administrative Guide 1.7.1 Sexual Harassment, https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-1; Stanford Administrative Guide 1.7.3 Prohibited Sexual Conduct, https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-3; and Stanford Administrative Guide 1.7.4, https://adminguide.stanford.edu/chapter-1/subchapter-7/policy-1-7-4

[2] See grievance procedures identified in policies listed in Footnote 1; see also the Stanford Student Title IX Process (effective February 2016) (for matters involving a student as a respondent) and Stanford Title IX Administrative Process (for matters not covered by Student Title IX Process).

[3] See https://equity.stanford.edu

[4] See procedures listed in Footnote 2.