STANFORD UNIVERSITY SCHOOL OF MEDICINE

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May 8, 2020

Dear Drs. Chen and Bogyo:

I am writing to express my strong and enthusiastic support for your NIGMS T32 application for the Molecular Pharmacology Training Program (MPTP) at Stanford. The MPTP is integral to our efforts to train scientists who can translate fundamental discoveries into new therapeutics. The program's innovative curriculum re-envisions the pharmacological sciences, and it will teach key aspects of drug discovery and development to Ph.D. students across the basic biomedical sciences. Below I highlight the thirteen areas of extensive institutional support that we offer for training grants and their trainees in the School of Medicine (SoM).

**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 its students R&R coursework and workshops, which cover research integrity and experimentation, and 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 guide 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 scientific publication.
- Modern Statistics for Modern Biology teaches statistical and visualization methods for analyzing 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 provides over 100 graduate students (2nd years and beyond) and postdocs annually with proposal writing practice and feedback in preparation for F and K fellowship applications. R&R is a significant component of these workshops, and trainees are guided on incorporating R&R into their proposals.
- CSB 272: Responsible Conduct, Rigor, and Reproducibility in Research is a course initiated by the MPTP and co-taught by Molecular Pharmacology and Biotechnology T32 faculty. Its curriculum focuses on scientific ethics and best practices for experimental design and interpretation.

Additional biosciences coursework in FY21 academic year will include: (1) Foundations of Statistics and Reproducible Research for first-years and (2) Software Engineering Tools for Reproducible Research.

Responsible Conduct of Research (RCR): 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. During their first year, every MPTP trainee (and every student enrolled in the Stanford-wide graduate Biosciences program) 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. Topics include: (1) conflict of interest; (2) policies regarding human subjects; (3) mentor/trainee responsibilities; (4) collaborative research; (5) peer review; (6) data acquisition; (7) research misconduct; and (8) contemporary ethical issues.

In addition to offering MED 255, the Center offers programs, seminars, and journal clubs in a number of areas including Neuroethics, Stem Cells and Society, and Integration of Research on Genetics and Ethics, as well as a program in Bioethics and Film. These programs are available for any interested trainees to attend. More information can be found at http://bioethics.stanford.edu/. Our students also have the opportunity to enroll in other ethics-related courses, including 22 offerings by the SoM related to research ethics. In addition, the School of Education offers 2 courses related to ethics and the Law School offers 1 research ethics course.

**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 SoM policy, start-up funds are provided and documented in offer letters. The Office of Academic Affairs and Faculty Compensation reviews offer letters to ensure start-up funds are adequate. 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. Bridge funding in clinical departments is decided at the department level. In SoM basic science departments, investigators can access bridge funding up to $200,000 total.

**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 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.

For example, the following state-of-the-art buildings highlighted below – among others – are core to this program:

- Center for Clinical Sciences Research (CCSR) is a 4-story, 214,000-square-foot building that promotes translational research and bench-to-bedside approaches to medical research, housing both basic science and clinical science faculty.
- Clark Center is a 3-story, 146,000-square-foot research center that brings together disciplines including biology, medicine, chemistry, physics, and engineering.
- Bass Biology Research Building is a 5-story, 133,000-square-foot building dedicated to research in the life sciences. Its close proximity to other departments including computer science, statistics, and engineering promotes collaborations and interactions among faculty and students from different academic disciplines.
- Lokey Stem Cell Research Building is a 4-story, 200,000-square-foot building and the largest of its kind in the country dedicated to stem cell research.
- Li Ka Shing Center for Learning and Knowledge (LKSC) is a 4-story, 120,000-square-foot building that brings together cutting-edge education and advanced technology. The fourth floor is dedicated exclusively to students (graduate and medical), and provides them with a variety of study, reflection, and social spaces in which to work, connect with their peers, exercise, and relax. A lounge, kitchen, entertainment area, and a rooftop terrace create a stress-free environment to complement a large variety of study spaces, and a project rehearsal area provides students with a state-of-the-art space to practice key presentations.
- Biomedical Innovation Building (BMI) is a new 4-story, 215,000-square-foot structure located just steps from the new Stanford Hospital. It houses laboratories and support space for nearly 1,000 faculty, students and staff in various specialties. The BMI brings together multidisciplinary teams of engineers, basic scientists, and physician-researchers in a modern and technologically advanced facility, promoting scientists from different disciplines to collaboratively pursue basic, translational and clinical studies.
- The Wu Tsai Neurosciences Institute and ChEM-H (Chemistry, Engineering & Medicine for Human Health) are interdisciplinary research institutes designed to bring faculty from many disciplines together to create novel interactions. Both institutes are housed in a new 3-story, 235,000-square-foot building home to 40 laboratories, core research facilities, meeting spaces, and a pub.

Stanford contributes in many ways to the support, success, and advancement of our graduate students. The University's unique environment fosters training of the very best students in interdisciplinary research. The School of Medicine, as well as key partners across campus, including Biology and Chemistry in the School of Humanities and Sciences (H&S), as well as Bioengineering and Computer Science in the School of Engineering (SoE), are among the best in the world and are in close proximity with frequent interactions and collaborations.

**4. Providing adequate staff, facilities, and educational resources to the planned program:**
Our graduate education curriculum aims to empower students both academically and professionally. In the summer prior to the first year, our students participate in an online orientation led by faculty and senior students. The orientation is designed to help them transition from undergraduate and other pre-graduate school pursuits and to hit the ground running. This level of commitment to student success continues into the first year with our innovative "Foundations in Experimental Biology" course designed to facilitate students' critical first steps toward becoming independent scientists. Throughout their training, our students have the opportunity to enroll in mini-courses that are one- to three-week intensive classes that give them an opportunity to learn more about a specific biosciences field or develop a new skill.

Our home programs and T32 programs are committed to providing graduate students with academic advising in support of their scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the advisor and the advisee. The program director serves as the faculty advisor for all matriculating students to help them design their academic program; this role transitions to the Ph.D. 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.

In addition, the SoM Dean's office centrally tracks all Thesis Committee meetings to ensure our graduate students receive the guidance and support they deserve. We have also structured a systematic Individual Development Plan (IDP) program for all Biosciences Ph.D. candidates and postdoctoral scholars. The IDP program was developed through extensive consultation with multiple groups of faculty, students and staff. Standardized IDP forms, specifically tailored to each stage of a trainee's progress through graduate school and postdoctoral training, comprehensively assess each trainee's academic, professional and career progress, and create a clear action plan toward achieving goals and milestones in those areas. Stanford has a tracking system to ensure every NIH-supported Biosciences Ph.D. candidate completes an IDP and meets at least once annually with his/her advisor for discussion.

Through the Office of Graduate Education, we aim to help train and empower the next generation of leaders and innovators within and beyond academia and industry. Our functional areas include operations and administration, wellness and development, curricula, admissions, and diversity and inclusion.

Through BioSci Careers, we support graduate students and postdoctoral scholars with individualized counseling, curriculum, career mentoring, and connections, including BioSci Connect, a new online Biosciences alumni mentoring platform to connect alumni to our Ph.D. students and postdocs in support of their professional and career development.

Finally, 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, and my office carries out official program reviews, including interdepartmental, departmental, and T32 program reviews. As Senior Associate Dean, I am in frequent contact with students in all of the Biosciences home programs to address any concerns or suggestions about student training.

**5. Supporting the PDs/PIs and other key staff associated with the planned training program:**
MPTP faculty consists of 26 individuals with outstanding records of scholarship in basic and translational research related to the pharmacological sciences. The 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 program assigns a supportive mentor from the senior faculty to each Assistant Professor to ensure that students are well trained and mentored. Mentors in the Biosciences Umbrella Program have an average of 1-2 graduate students, ensuring that student-advisor interactions remain personal and direct. In addition, the program has administrative staff dedicated to student support.

**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. The SoM recognizes the critical importance of mentoring trainees and faculty, and will ensure that you both have adequate time as part of your 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 the Biosciences Faculty Mentor Training Workshops, launched in January 2020 from my office, to support our T32 faculty on a regular basis. Topics include Mentor/Trainee Communications; Trust, Conflict Management, Building Better Communication; Trainee Career and Professional Development; Addressing Equity and Inclusion; Culturally Sensitive Mentoring; Ethics and Responsible Research; Supporting Trainee Wellness; and Negotiation.

**7. Considering activities integral to excellent graduate training (such as teaching and mentorship) in tenure and promotion decisions:**
For the University Tenure Line (UTL): Excellence in scholarship, teaching, and mentoring (and clinical care, if applicable) is an important prerequisite for a tenured appointment at Stanford because the University is dedicated to outstanding achievement in all of these domains. 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 UTL appointment is promise – or a record demonstrating – that the candidate is capable of sustaining a first-rate teaching program during his/her Stanford career.

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. It is recognized that many tenure-line faculty in clinical departments teach in small group sessions or with individual trainees.

Stanford's Vice Provost for Faculty Development and Diversity (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. 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. The SoM also offers faculty development/professional development workshops, leadership programs, and networking through the Office of Academic Affairs and Office of Faculty Development and Diversity.

**8. Promoting diversity and inclusion at all levels of the research training environment (trainees, staff, faculty, and leadership):** Stanford Biosciences is 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. Stanford commits substantial resources and effort toward recruiting a diverse student cohort to its Biosciences Ph.D. programs. Since 2014, diversity in our student population has increased (~22-25% URM incoming students in recent years). Successful Ph.D. recruitment programs and mentoring programs are listed below:

- Stanford Summer Research Program, a fully funded residential internship program for underrepresented minority undergraduates who are interested in pursuing Ph.D. programs in the biomedical sciences. Since the program's inception, Stanford has trained more than 500 talented undergraduate students from diverse backgrounds, and 97% went on to pursue an advanced degree.
- Stanford Preview, a three-day program jointly 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 for the graduate school admissions process.
- Diversity Excellence Program, led by the Biosciences Diversity Advisory Council (with eight faculty) and Ayodele Thomas, 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, employing measures beyond traditional assessments such as GPA/GRE.
- ADVANCE, an eight-week intensive summer transition program, supports the success and retention of incoming graduate students from underrepresented and disadvantaged backgrounds. Participants in the program engage in activities centered on academic development, professional development, and community building – all of which seek to prepare them for a successful

graduate career at Stanford. The program strives to foster community, leadership, and excellence in an interactive learning environment.

In addition, the Diversity Center of Representation and Empowerment, or D-CORE, was established in October 2017 to provide a physical location where any member of the Stanford Medicine community interested in issues of inclusion and diversity can hold meetings or support groups, or just hang out and study. Diversity-focused staff hold regular office hours to increase engagement with and support for students of all backgrounds.

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; 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:** Safety is a core value at Stanford, and 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. Stanford makes all reasonable efforts to: (1) promote occupational and personal safety, health and wellness; (2) protect the health and safety of Stanford 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 Environmental Health and Safety 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:** Biosciences supports 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:** The SoM provides an environment of personal and professional

exploration, allowing students and postdocs to define and follow their own path to success. The students have full access to the undergraduate, graduate, and medical curricula to supplement and enhance their educational and training experience. Throughout their Ph.D. training, our graduate students have the opportunity to enroll in courses in the SoM, H&S, and SoE.

The following SoM programs are also instrumental in enriching the research and training environment for students from all backgrounds:

- The Stanford Biosciences Grant Writing Academy, sponsored by the office of Dean Talbot, supports trainees in creating proposals and productive writing practice; teaches trainees to write and edit efficiently; empowers trainees to elicit and provide effective feedback; and provides coaching, editing, and review of proposals and scientific writing. Proposals submitted by SoM graduate students have nearly doubled since the Academy was founded in 2014. The applicant success rate has remained stable at almost 30%, hence NIH fellowships to our students have doubled since the Academy was founded.
- The Wellness Matters program, sponsored by Dean Talbot's office, provides curricula, programs, and support for our graduate students that promote self-care, resiliency, and holistic personal health, helping to create an environment in which all graduate students can thrive. On a related note, all students have access to health insurance, counseling, and psychological services.
- The mission of the Student Outreach to Alumni Resources (SOAR) Mentor Program is to foster mentorship opportunities across the Stanford Biosciences community. This comprehensive mentoring program exposes students and postdocs to a breadth of career options, promoting greater community and collaboration with alumni.
- The Solidarity, Leadership, Inclusion, Diversity (SoLID) Mentorship Program connects graduate students with faculty who can provide additional mentorship to guide and support students on issues that may be largely outside of their research, such as mental health and wellness, academic activism, microaggressions, and imposter syndrome, among others.

Our multi-faceted mentoring approach allows graduate students and postdocs to be matched with peer and/or professional mentors of their choosing in additional to their faculty advisor. Trainees can opt to be matched with multiple mentors, thereby increasing the breadth of advice they receive.

The following University units are also essential in providing a supportive trainee environment:

- The Office of the Vice Provost for Graduate Education (VPGE) offers a complementary set of programs and events for Stanford graduate students in any discipline to help students grow academically and professionally. VPGE has provided guidelines for advising relationships between faculty and graduate students. In making expectations explicit, faculty advisors and students gain a shared understanding of Stanford's commitment to best practices that establish clear communication within faculty-student advising relationships.
- BEAM, Stanford Career Education also offers a complementary set of programs and events for our Ph.D. and postdoc communities that focus on the academic track and the non-academic track. Examples include Jumpstart Your Academic Job Search, Academic Job Search: Negotiating Faculty Job Offers, and Ph.D. Pathways.

Two key student organizations – the Stanford Biosciences Student Association (SBSA) and Biomedical Association for the Interest of Minority Students (BioAIMS) – welcome students from all backgrounds. In addition, Stanford has excellent centers committed to coordinating students' extracurricular and cultural activities and professional development. These centers include the Graduate Student Center and Cultural Community Centers for students from (or with interest in) the Latino, African American, Native American, Asian American, International, and LGBTQ communities on campus.

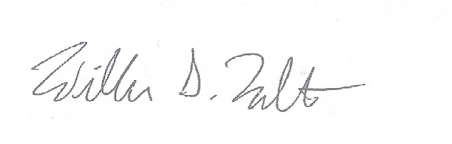
**12. Ensuring that trainees will continue to be supported when they transition from the training grant to other sources of support:** The SoM covers all student expenses not provided by the training grant, including a stipend considerably higher than the training grant minimum to reflect

the high cost of living in the Bay Area. There are funds to provide students the ability to carry out research in their lab of choice across all our Home Programs, so that students have the opportunity to pursue their passions in research topic and lab. The SoM covers expenses for MPTP students, which includes years 1 and 4, when they are not appointed to the training grants. For students in year 5 and up, the PIs are responsible for their funding support. The SoM also provides operating budgets for the Department of Chemical and Systems Biology and SPARK program, which contribute administrative support to MPTP. The University also offers Stanford Graduate Fellowships, which cover full tuition and stipend for a significant proportion (currently approximately 20%) of our students.

**13. Providing resources and expertise for evaluating program training: The** Stanford Biosciences Alumni Career Outcomes Dashboard (https://biosciences.stanford.edu/current-students/career/alumni-career-outcomes-dashboard/) highlights outcomes for 1,773 alumni from 2000 to 2019 including training grant participants. We organize alumni data to include geographic representation, employers, job sectors, academic details, and industry details; all data are stored in the Graduate Student Tracking Alumni Module and shared with the home programs. Our goal is to track our Ph.D. alumni annually to understand their career choices, including job sectors, job title, employers, and geographic locations. In addition, we have invested resources into developing T32 websites modeled after your training program (http://med.stanford.edu/molpharmprogram.html) to publicly share training grant alumni outcomes.

In sum, I am very appreciative of your outstanding leadership and are excited to have you both at the helm of this important training program. We share your enthusiasm for promoting the best possible research and training in the pharmacological sciences by facilitating and cementing interdepartmental and interschool ties among trainees and faculty in these areas. Thus, I support your application in the strongest possible terms, and I hope that the NIH will support this highly successful and innovative program.

Sincerely yours,



William S. Talbot, Ph.D.
Professor of Developmental Biology
Senior Associate Dean for Graduate Education and Postdoctoral Affairs

**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:

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**(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.