Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.

— Barack Obama
Dear colleagues,

Our August diversity newsletter discusses the important subject of “microaggressions”. According to Wikipedia, microaggressions represent verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, and particularly culturally marginalized groups. Microaggressions can be subtle like when someone mistakenly assumes a coworker is more junior than they really are. Some are more explicit, like when someone says something insulting to a coworker.

The fields of Radiology and Computer Sciences are particularly vulnerable to microaggressions because people from specific racial/ethnic or gender backgrounds are markedly underrepresented in these fields. This leads to a gradient between a majority that defines a dominant work culture and a minority that has to adapt. The resultant system rewards confidence in some people and punishes it in others. Microaggressions can cause a vicious cycle of targeting minorities in low power position, devaluing them and thereby, inhibiting their upwards mobility.

Replacing microaggressions by a culture that continuously fosters micro-inclusion can lead to a more enjoyable, gratifying and productive work environment for all team members. The first step is to acknowledge that microaggressions exist and that academic systems are sometimes not as equitable as they are supposed to be. The next step is to develop better systems and tools to support our minority team members, protect their mental health and enable everyone to make important contributions. I would like to thank the authors who shared their insights for this newsletter and I invite you all to enter the discussion by responding to our survey and attending our upcoming diversity conference in September. More details can be found here:  https://www.wmislive.org/

We are all responsible for what does and what does not work in our community.

If you see something, say something!

Heike E. Daldrup-Link, M.D, Ph.D.
Professor
Associate Chair for Diversity
Stanford Medicine | Radiology

Microaggressions
HOW MEDICAL EDUCATION IS MISSING THE BULL’S-EYE

HOW RACIAL BIAS WORKS – AND HOW TO DISRUPT IT
Our brains create categories to make sense of the world, recognize patterns and make quick decisions. But this ability to categorize also exacts a heavy toll in the form of unconscious bias. In this powerful talk, psychologist Jennifer L. Eberhardt explores how our biases unfairly target Black people at all levels of society -- from schools and social media to policing and criminal justice -- and discusses how creating points of friction can help us actively interrupt and address this troubling problem

CHIMAMANDA NGOZI ADICHIE’S KEYNOTE SPEECH:
“The problem is not blackness because blackness is beautiful. The problem is that the American society has imposed on blackness the burden of many negative stereotypes.”
https://www.youtube.com/watch?v=qq27Ha07RHw

NEIL DEGRASSE TYSON ON BEING BLACK IN SCIENCE
https://www.youtube.com/watch?v=z7ihNLEDiuM

THE UNTAPPED GENIUS THAT COULD CHANGE SCIENCE FOR THE BETTER
Jedidah Isler dreamt of becoming an astrophysicist since she was a young girl, but the odds were against her: At that time, only 18 black women in the United States had ever earned a PhD in a physics-related discipline. In this personal talk, she shares the story of how she became the first black woman to earn a PhD in astrophysics from Yale -- and her deep belief in the value of diversity to science and other STEM fields. “Do not think for one minute that because you are who you are, you cannot be who you imagine yourself to be,” she says. “Hold fast to those dreams and let them carry you into a world you can't even imagine.”
https://www.ted.com/talks/jedidah_isler_the_untapped_genius_that_could_change_science_for_the_better?language=en

4 NON BLONDES - WHAT'S UP:
https://www.youtube.com/watch?v=6NXnxTNjWkc&list=PL7DA3D097D6FDBC02&index=6
Dear Stanford community,

The events of recent weeks following the murder of George Floyd have made us all painfully aware of the shameful legacy of anti-Black racism and how it endures in our communities and our country.

Unfortunately, our campus is not immune from such pernicious forces. We must recognize the stereotyping, stigmatization and marginalization of diverse individuals and communities that occur on our own campus and work to tackle them. We have made some progress in the past several years through our IDEAL initiative, overseen by Provost Drell, but we need to do more and act with even greater urgency to create an inclusive, accessible, diverse and equitable university for all our members. And we need to start now, including working to eliminate the anti-Black racism that has been laid bare by the events of the past weeks.

Beyond our own campus, as an institution of higher learning we have an additional responsibility to ensure that our research and educational endeavors are sufficiently focused on helping society more broadly to evolve beyond the scourge of racism that has been present in our country for far too long.

As I mentioned in my June 10 message, for the past year we have been working with students on ways to better support our Black community, even as we have continued to advance the overarching goal of creating a more inclusive environment for everyone on our campus. In recent weeks I have also heard directly from many members of our community, including from our students, about the racial climate on our campus and the challenges they have faced personally. Their testimony has been powerful and deeply moving, and their ideas and recommendations on how to counter racism on campus and improve the overall racial climate are also informing our next steps.

In the prior message, I announced the formation of a new Community Board on Public Safety; we have been working on its membership and incorporating community feedback, and we will send an update soon. I also stated that this would be the first in a series of initiatives to focus on the critical issue of racial justice. Today, I want to let you know about some of the other steps we will be taking. Because we are looking at these issues as broadly as possible, some of our plans can begin right away, whereas others will take time to develop and implement. Many seek to address all forms of racial inequity. Others are focused more specifically on anti-Black racism, impelled by the urgency of this moment.

CHANGING OUR CULTURE

My recent conversations with members of our community about the racial climate on campus and their experiences have convinced me that hearing the diverse stories of our community members is absolutely essential if we are to create a more inclusive, welcoming climate at Stanford.

To that end, I believe it is vital that every department, school and unit, between now and the end of the calendar year, hold listening sessions with their communities. The
purpose of these sessions will be to hear stories that students, faculty and staff from all backgrounds want to share about their experiences at Stanford related to the racial climate on campus and to seek recommendations on how to improve the climate of each unit. University Human Resources will be available to help facilitate these conversations. In addition, representatives from my office and the Provost’s Office, including the provost, will meet in small groups this year with every Black staff member at Stanford who wishes to engage in conversation, as this segment of our community has been too often overlooked in institutional change initiatives.

Stanford scholars and social scientists have been among the leaders in documenting bias, both explicit and implicit, in our society – in the workplace, in hiring, in classrooms – and in identifying and validating means to counter them. We are committed to providing anti-bias training that draws on that expertise for all members of our community. I have asked the provost to work with the deans to develop data-driven training for faculty, which will include elements such as how to create an inclusive classroom, how to have difficult conversations and how to improve advising at both the undergraduate and graduate level.

The provost is also working with the offices of VPUE, VPGE and VPSA to develop such training for all our students, and, as soon as it is available, including it in the orientation experience of incoming students. In addition, I have asked leaders in University Human Resources to accelerate initiatives they have spearheaded under IDEAL to provide anti-bias training to all staff, including the senior leadership of the university, and to provide development programs for all staff of color to advance in their careers and in leadership positions.

ACADEMIC PROGRAMS AND RESEARCH

Stanford is home to exemplary researchers and educators who are deeply committed to studying racial inequities and enabling our students to learn about racism and the corrosive effects of racial bias. As a premier institution of higher learning, we must dedicate even more of our academic and institutional resources to help overcome these forces. Three new initiatives will support this goal:

Provostial IDEAL Fellows Program: This is an ambitious plan to support the work of early-career researchers, who will lead the next generation of scholarship in race and ethnicity and whose work will point the way forward for reshaping race relations in America. We will recruit cohorts of four to five recent PhD recipients who are among the most promising young scholars in their respective disciplines for three-year fellowships. They will be selected by Stanford faculty from across the university who are leaders in the study of the impacts of race in America. The provost will initiate the recruitment process for these fellows immediately.

Impacts of Race in America: Faculty Cluster Hire: The provost will provide 10 funded billets for 10 new faculty hires, including at least half at the junior faculty level. We will be looking for eminent scholars and researchers who are leaders in the study of the impact of race in America. Two search teams will be appointed. One will focus on
searching in the humanities and social sciences, including the traditional disciplines in the School of Humanities and Sciences as well as the related fields of law, business, education and policy. The other team will focus specifically on the impact of race in STEM fields, such as medicine, engineering and environmental justice. The searches will be university wide, including all seven schools as well as the Institutes in the Office of the Dean of Research.

The Center for Racial Justice at Stanford Law School: This new center will engage law students and the broader student community through public programs, conferences, workshops and SLS policy labs. In partnership with nonprofit and business leaders, legislators and other government officials, the center will produce research papers and policy proposals to address pressing societal problems and injustices. The center will also conduct and disseminate research that, in the best tradition of legal scholarship, is rigorous and policy relevant. An array of pipeline programs designed to diversify the legal profession and leadership roles in American society is also planned. SLS leaders have already begun the process to establish the center this summer.

ENHANCED SUPPORT FOR EXISTING PROGRAMS

Stanford is committed to educating a diverse student body and we are already host to a number of vibrant programs that help support a pipeline of diverse students and scholars at the undergraduate, graduate and postdoctoral levels. In addition, Stanford's Centers for Equity, Community and Leadership play an essential role in supporting this diverse community of future leaders. We believe it is critical to increase the university's investment in these programs and centers and highlight their importance for fundraising opportunities.

Further diversifying our faculty, including increasing the number of faculty of color, has been and remains one of our highest priorities. The provost and deans will continue to work with all departments to assist them in their recruitment efforts, including by increasing resources available for this purpose through the Faculty Incentive Fund.

The subject of the Martin Luther King, Jr. Research and Education Institute has been raised by many in our community in recent weeks. I want to assure all of you that Stanford is fully invested in the Institute's future success, including our commitment to continue its long-term efforts to assemble, edit and publish the King papers. This fall, we will reinvigorate the search for a new center director to succeed longtime Director Clayborne Carson, who is retiring. Under the leadership of the new director, a thorough study will be undertaken to create a strategy for the Institute as well as opportunities for deeper engagement with the entire Stanford community. I expect the strategy to include recommendations on the Institute's physical location on campus and additional necessary resources.

In conjunction with the development of a strategy for the King Institute, I have asked the Provost and the Dean of H&S to initiate a University-wide self-study to determine the most effective structure for supporting studies of Race and Ethnicity at Stanford. This study will be initiated once the new King Institute director is in place and will
include consideration of the future status of African and African American Studies, and whether the research and educational missions of the university would be better served with departments rather than the current structure of interdisciplinary programs.

HOLDING OURSELVES ACCOUNTABLE
As we make changes and implement new initiatives, it's critical that we hold ourselves accountable by measuring the effectiveness of our efforts.

We commit to conducting regular surveys to assess the racial climate at Stanford, with students, postdocs, faculty and staff assessed separately. The provost, along with VPSA and HR, will be looking at the best models available for conducting these surveys and including the community in their development. The Office of Institutional Research and Decision Support will continue to update the IDEAL dashboards with aggregated data. And the Office of Faculty Development, Diversity and Engagement will continue to publish its annual reports of faculty demographics to help monitor and support our progress.

In addition, responding to the urgency of this moment, we will be forming a Black Community Council to engage Black alumni with students, staff and faculty for oversight of initiatives focused on supporting our Black community. This council will be in place a minimum of three years and will be a critical part of ensuring that we are appropriately measuring the outcomes of our actions and initiatives.

NEXT STEPS
The actions and initiatives I've outlined in this letter are just a starting point. Eliminating racial injustice on our campus, and helping eradicate it in our society, will require a rigorous, comprehensive and sustained effort. It will take the commitment of Stanford as an institution, starting with myself, the provost and our senior leadership, including all vice presidents, vice provosts and deans. But it will also require the dedication of every member of our community. As we listen and learn from the members of our community about their experiences and hear more of their thoughts on how we can best move forward, we are committed to embracing ideas for producing concrete, long-lasting change. We have much to learn and much work ahead of us, but I am confident Stanford can be a force for real and positive change.

The work we are embarking on will take time, but we need to tackle it with urgency. I will update you on our plans and progress regularly, including over the summer and into the fall.

Marc Tessier-Lavigne, PhD
President
Stanford University
As I was reading Marc Tessier-Lavigne’s message this morning, I was struck by the following paragraph:

To that end, I believe it is vital that every department, school and unit, between now and the end of the calendar year, hold listening sessions with their communities. The purpose of these sessions will be to hear stories that students, faculty and staff from all backgrounds want to share about their experiences at Stanford related to the racial climate on campus and to seek recommendations on how to improve the climate of each unit.

During our diversity meeting discussion, I totally understand that individuals are impatient and rather than listen, want to initiate actions and hold department “accountable” for results. However, I for one would be the first to state that I don’t truly understand the challenges faced by our black departmental members. In order to fix the structural/cultural problems that impede their long-term success, it would be first important to define what these are in our academic setting. Unfortunately, since the number of black departmental members is relatively small, folks may not feel comfortable in sharing their experiences. However, at a minimum, we should seek anonymous information that can then be shared with others.

Ann Leung, MD
Professor
Associate Chair, Clinical Affairs
Division Chief, Thoracic Imaging
Stanford Medicine | Radiology

“If we cannot now end our differences, at least we can help make the world safe for diversity.”

—John F. Kennedy
Thank you for collecting input from black members of the Department. I would first like to say that many of my non-black colleagues are very supportive. However, it is also important to note that black people in STEM are still facing racial bias, stereotypes and microaggressions on a daily basis.

Examples: I am regularly asked to present my ID for verification by security personnel or even strangers. When I go into the book shop, the security person “discretely” followed me on multiple occasions. When I travel, I plan for extra time at the airport because I am regularly the subject of “random screenings”. All these actions tell me very clearly: You do not belong here.

I receive embarrassing praise when I complete simple academic tasks. As if this were a surprise. Staff, students and faculty feel entitled to question my comments or actions, to correct my speech or my work on a regular basis, and to provide unsolicited advice about how I could do better. My role is regularly questioned by support personnel. For every simple task that I need assistance with, I have to explain why and when I need it. On multiple occasions, a staff person who just completed the same task for my white colleague tells me that they cannot complete it for me for some dubious reason.

At meetings, I am often consulted about diversity matters. I am automatically assumed to be the expert on diversity even though I have no specific training in human resource matters. When a black colleague has a problem, I am immediately consulted as an expert on the matter. He/she is also black, so obviously I should know what they were thinking. I don’t recall how many times I have been asked about my dancing or athletic abilities. I do not have them.

Thanks for asking. It is important to learn from each other. Next, we need to do something about it.

Anonymous

“Growing up, I decided, a long time ago, I wouldn’t accept any man-made differences between human beings, differences made at somebody else’s insistence or someone else’s whim or convenience.”

– Maya Angelou
I don’t think I’ve experienced any cultural barriers impeding my long-term success, however, I have faced academic barriers that are pretty common among FLI (first-gen and/or low-income) students.

The difficulty of introductory courses in STEM fields, such as General Chemistry and Organic Chemistry I, despite there being additional courses to take alongside chemistry courses to provide extra practice sessions, these STEM courses are quite simply weed out courses. Students who have not yet been able to learn how to study and who have not faced this level of rigor in classes before are expected to transition almost immediately to this rigor. Even though I went to office hours, took the extra courses for additional practice, talked to the professors and the TAs, I always felt like I was playing catch-up. From my personal experiences, most of the people I know who stopped being pre-med in their first year were FLI brown and black students.

After joining our lab and having Dr. Kiru as a mentor, I finally came to realize how important it is to have someone that looks like you in academic and research settings. In my 6 quarters at Stanford, I have had 1 black professor. Although this doesn’t pose a barrier necessarily, I think it would be beneficial to the university to consider employing more black and brown professors. As a FLI student, it can sometimes feel that you’re the only person struggling. Having professors and mentors that look like you can give you affirmation that your struggles are not silent because, more often than not, they faced similar barriers.

Although there are ways Stanford can progress, overall, I think that programs such as Leland Scholars Program to help FLI students transition to Stanford before freshmen year starts have been really amazing for black and brown undergraduates. I also think the cultural centers have served as needed safe spaces for students of color. Thank you!

Famyrah Lafortune
Undergraduate Student
Stanford University

“I believe race is too heavy a burden to carry into the 21st century. It’s time to lay it down. We all came here in a different ships, but now we are all in the same boat.”

– John Lewis
Below are my take on three challenges faced by black/African-American people in academia. I am sure there are more, but these stood out to me. I wrote pretty freely/openly and from my own experiences. I feel that it is hard to identify specific problems without using the blanket “racial bias/racism” term, but hopefully sharing some of the challenges I have faced as a woman of color in STEM will help identify larger issues.

**SEVERE IMPOSTER SYNDROME**

On some level everyone deals with imposter syndrome, especially in academia and at top tier institutions like Stanford. But imagine being the only black person in almost every science class you’ve ever taken, being able to count on your fingers (on one hand) the number of black PhD students in your graduate group in the 6 years you had been in the program, or still, to this day, getting stared at, or people doing double-takes, when you walk the halls of your lab building especially if you are not wearing your university issued badge. This is my reality. Over time you become somewhat desensitized, thankfully. But when I slow down long enough to think about my experiences I realize that I have been told verbally and nonverbally, to my face and behind my back, that I am an imposter. That I do not belong here. And given the number of diversity efforts that have still resulted in clear underrepresentation of black full professors in STEM, it tells me that I will never really belong here. It makes you question yourself, all the way to your core. It is hard to process and be at peace with the fact that this part of me, that I cannot (and would not) change, could affect my ability to get a second interview, or receive R01 funding, or gain tenure. That it could negatively affect my ability to reach my career goals.

**THE DOUBLE-EDGED SWORD/’KNOW YOUR PLACE’ MICROAGGRESSIONS**

As a senior PhD student I sat in a room with a handful of other URMs in our graduate program to discuss possible reasons why all of the URMs in our 1st year cohort were failing their two core courses. As I walked away from the meeting and continued to process, I later emailed my graduate group coordinator and shared what I felt was a summation of my experiences: “If I succeed it’s because I am a URM. If I fail it’s because I am a URM.”

If I succeed in becoming an independent researcher in STEM it is only because I was afforded opportunities or given “special treatment” through diversity fellowships and programs, not because of my intellect, work ethic, and merit. But if I fail to reach my career goal it is because I am a minority and I was ill-prepared to keep up with the rigor of my PhD program or my skills were less than my counterparts. So you see, I stand in a lose-lose situation. Irrespective of the end results, whether positive or negative, the outcome is attributed to my “blackness.” This attribution is what I have heard termed “know your place racism/microaggressions”. This is the concept that as a black person, whether I succeed or fail I am reminded/told that it is due to my blackness. As such, we are continually confronted with the reminder that we are black. That being black determines my actions. That being black determines my outcomes. That being black determines my success.
and failures. That being black determines what I can afford and what I am afforded. That being black means that I am less than. And when I dare rise above my blackness, to achieve, to attain something that has nothing to do with my blackness, I am again reminded that I should ‘know my place’, because of course my success only came about because I was given special treatment because I am black.

A student in my PhD cohort actually said to other students, “you know they only got the spots because they are minorities.” (Referring to the few trainee spots on a T32 fellowship for which many students had interviewed.) It was not because I had practiced my chalk talk over and over and over until it was flawless, or that the interviewing committee never stopped me to ask clarifying questions and expressed how impressive my talk had been. What only mattered was my blackness, my minority status, my “usefulness” for meeting a diversity quota. And trust me when I say that it begins to eat away at you, makes you question yourself. Maybe I am an imposter? May I have only gotten this far because I am black? Not because I am hard working, or intelligent, driven, ambitious, creative, or a great communicator. I spent many hours in my PhD advisor’s office questioning whether I could even make it to a place like Stanford because “maybe without these diversity initiatives I would have never stood a chance.” I have since had to fight to overcome those doubts and believe that I am here because of my merit and not just my skin color.

SHOULDERING AN INVISIBLE BURDEN

Due to the numbers, or lack there of, of black grad students, postdocs, and professors, at some point in your academic career you have probably been the “token” black person on a committee, panel, or program event. I know that I have, many times. And while there is nothing wrong with that. (I would venture to say that we all enjoy participating in these things, getting the opportunity to share our experiences and educate others). However, because of this, we often represent, or it is insinuated that we represent, all black people in academia. Which, again, is not necessarily a bad thing. But it means that I now carry the burden of behaving, performing, and excelling in such a way that I positively represent not only blacks in STEM/academia, but the entire black community. Because the truth of the matter is that I may be the only black grad student, postdoc, and/or professor that a person meets or interacts with. Therefore, whether intentional or not, I carry that weight with me throughout my academic career. The risks of my failures are applied to the whole group. However the benefits of my success are only applied to me. And yet I continue to shoulder this burden as a means of proving not only my worth as a grad student, postdoc, and/or professor, but the worth of the black community. This means that I find myself working twice as hard as my counterparts just so I can be seen as equal to them. It means I never risk slacking off, rarely say no to service, and am constantly/consistently checking over my shoulder and to my sides to make sure I am running at the same pace as my counterparts, even though I am carrying extra weight. Always having to prove that I am here because of my merit and not just because I am the token minority. Truthfully, it is exhausting, and I do my best to remind myself that I don’t have to carry this invisible burden. But the truth is until we see better representation of blacks in STEM, the burden will remain.

Maxine Chidinma Umeh Garcia, PhD
Postdoctoral Research Fellow
Stanford Medicine | Neurosurgery
The primary difficulty with addressing microaggressions is the term itself, which implies brief incidents with minimal consequence. In his best-selling 2015 book “Between the World and Me”[1], Ta-Nehisi Coates presents a letter to his adolescent son explaining how to find his place in society. He discusses how America was built on the idea of “race”, a concept which was deliberately weaponized as a means of maintaining social order. One of the most effective components of this arsenal is microaggression.

Microaggressions are often delivered via seemingly benign or even complimentary spoken words. A 2007 article in American Psychologist by Derald Wing Sue[2] lists a variety of examples of racial microaggressions encountered in everyday life. Invariably they all reinforce an underlying narrative that the recipient is somehow inferior. One example Sue provides is telling a person of color how articulate they are, which implies that it is unusual for someone of that race to be articulate. Another example is promoting the myth of colorblindness through statements such as “When I look at you, I don’t see color” and “There is only one race, the human race.” Even though Sue’s piece was published over a decade ago, its current relevance is easy to recognize in the misguided phrase “All lives matter”. Choosing not to acknowledge someone’s race, when relevant, is similar to ignoring the fact that someone is 7 feet tall or using a wheelchair. While these differences should not affect the overall quality of their work, they will affect how they approach their job. Some tasks will be easier, others will be harder, and many will just be different. It is imperative that healthcare providers embrace these differences in order to recruit the most talented individuals and provide the best care for our patients.

In healthcare settings, which are often a high stress/high stakes environment, microaggressions can have an effect which is far more substantial than intended. Let us all take a moment to reflect on our experiences with microaggression in the workplace. Have you heard any of the phrases in Sue’s paper[2] used in the hospital? Have you ever heard anyone tell a physician/nurse that they speak English well or ask where they were born? Were such comments ever directed towards you? If so, how did it make you feel? If not, how did it make you feel? Did you say something about it? Do you think you should have? Knowing what you know now, what will you do next time?

Kevin C. McGill, MD, MPH
Assistant Professor
Musculoskeletal Radiology
Department of Radiology and Biomedical Imaging
University of California, San Francisco

REFERENCES
Microaggressions are subtle verbal and non-verbal insults, often done unconsciously. They are layered insults based on one’s race, gender, class, sexuality, immigration status, accent, or surname. Examples:

- Introducing the female doctor by first name and the male doctor by Dr. Last name
- Cutting a black team member short when they communicate
- Being told “we don’t have racism here” by an all white/asian leadership
- A black faculty receiving zero mentorship requests from white or asian students
- Seeing people asking my junior white student for advice rather than me
- That question: “Is this your real hair”?
- Receiving the feedback that I am quite assertive in meetings
- That comment: “Oh, you are a real doctor”?
- Constant advice - what I should be doing differently
- Absence of entirely positive feedback
- Every praise is followed by criticism
- Assumed to be guilty if anything negative comes up
- If there is a dispute, I am asked to apologize without anyone asking me what happened
- Having to research how a county treats black people before planning a conference trip

What Allies Can Do Instead:
Examples of Micro-inclusion

- Listen
- Believe others’ experiences. Do not assume that something cannot happen simply because you did not personally experience it
- Address MD and PhD minority members with their title
- Invite minority members to share their opinions
- Ask minority members for advice
- Thank minority members for comments or actions that were helpful to the team
- Acknowledge a great idea
- At a meeting, repeat a comment and provide credit: I agree with Lisa’s suggestion to improve..
- Normalize changing your opinion when new information is presented
- Introduce minority team members to sponsors and influencers
- Praise without attached criticism
- Advocate for inclusion of minority members at important events
- Always speak up if you witness hateful or ignorant comments
- Provide leadership opportunities for minority members

Anonymous, Stanford Radiology Diversity Committee
“Gaslighting” describes abusive and dismissive behavior, specifically when an abuser manipulates information in such a way as to make a victim question his or her sanity. Gaslighting intentionally makes someone doubt their memories or perception of reality. Gaslighting in the workplace causes victims to question themselves and their actions in a way that is detrimental to their mental health and their careers. They may be excluded, made the subject of gossip, they may be discredited or constantly questioned. The perpetrator(s) may systematically divert conversations to perceived faults or wrongs of their target. The result is constant undermining and destruction of the target’s confidence, reputation and career progress.

Example: A colleague offers you a co-authorship in return for investing work in a project. Once you deliver the requested work, they provide you with a manuscript where your author position is different than previously discussed and documented. When you confront them, they turn the critique on you with comments such as “I don’t remember we discussed authorships”, “you are being so irrational” and “don't you think you are overreacting”? As a result, you question your own sanity and memory of the events. The gaslighter deflects from their own responsibility, making you feel crazy for even speaking up. By denying their promise, they get out of their obligation and discredit you in the process, so that all further critique of their behavior will be dismissed.

This list below demonstrates signs of gaslighting:

- You know something is wrong.
- You notice that negative gossip is being circulated about you.
- You face constant criticism.
- You ask yourself, “Am I too sensitive?”
- You feel gradually undermined.

WHAT TO DO

- Clarify ethical standards: Stanford had a code of conduct, which clarifies what behavior is tolerated and what is not tolerated: https://adminguide.stanford.edu/chapter-1/subchapter-1/policy-1-1-1
- Don’t confront a gaslighter directly: Gaslighters respond to criticism with personal attacks. If they feel threatened, they will retaliate and accuse you of wrongdoing in order to distract from their misconduct.
- Never be alone with a gaslighter: It will be harder for them to distort reality in the presence of witnesses.
- Offer to record meetings with the gaslighter: If the gaslighter opposes this request, document their answer. (Note that recording meetings in California requires consent by all parties. However, there are exceptions.)
- Document everything: Describe what happened, when it happened and how it impacted you and your institution. This will be helpful to validate your own emotions, understand the problem, find solutions and escalate to HR, if that is needed.
- In your log, always follow up with a note “I am valued”, “I am worthy”, “I am loved”. This will counteract the negative impact on your mental health.
- Seek support from allies. You might be surprised by how many of your coworkers and leadership members will be ready to help and stand up for you.
Health care professionals can become the target of racist comments by patients in a hospital setting. As an aid to help individuals and/or bystanders speak up and not allow this type of behavior to go unchecked, a tip sheet (attached) on how to appropriately respond in these challenging situations has been created and is currently the C-I-CARE message of the month on the Stanford Connect Website.


### C-I-CARE Message of the Month | July 2020

#### C-I-CARE and Anti-Racism

**KEY COMPONENTS**

**STEPS FOR C-I-CARE**

**WORDS THAT WORK**

**Be Direct**
- Understand your right to be respected in the workplace. Disrespectful patient or colleague interactions are not tolerated.
- Use C-I-CARE as a way to address these matters in a direct and compassionate way.
- If you hear a racist comment or request, respond with a clear statement that the comment is inappropriate and hurtful to the health care professional.
- Help the other person understand the impacts of their statements by sharing your discomfort with their comments.
- Set expectations for how interactions will continue with mutual respect including the end of the specific behavior identified.
- Avoid getting into an argument with the other person.

- "That comment is not acceptable and is disrespectful to me."
- "I believe that you may not have intended to discriminate, but what you said could be easily interpreted that way. Please do not make comments about her/him/them in that way."
- "That comment is inappropriate and hurtful to Nurse Washington and to the rest of us. We do not tolerate that kind of abuse. Please refrain from using that language in this hospital."
- "We treat every patient here with dignity and respect regardless of their race (or ethnicity, gender, sexual orientation…). And we expect to be treated with the same dignity and respect."
- "That comment offended me. Please don't make those type of remarks in the future."

**Ask Questions**
- If a patient makes a request that feels bigoted, use empathy and clarifying questions to see if there is more to the story. The patient may have an ethnically important need (i.e. religion to only be treated by other women, belongs to an ethnic group that has been discriminated in the healthcare system before, etc.)
- Ask open-ended questions to show your genuine desire to understand concerns. A thoughtful conversation can yield a non-discriminatory solution that works for both staff and patient.
- When addressing racist or hateful speech disguised as humor, ask for a literal explanation of their comment.
- If needed, offer to transfer the patient to another facility if they are unwilling to be treated.

- "Please tell me more about your request. Dr. Shah is an extremely accomplished physician and you would be in great hands with her/him/ them."
- "That comment sounded racist to me. Is that what you meant?"
- "I don't understand your comment. That stereotype doesn't make sense and isn't funny. Can you explain what you meant?"
- "That comment makes me uncomfortable. Some people might perceive it as racist (or sexist). Is that what you meant?
- "We don't accommodate reassignments based on discrimination. We can transfer you to another facility if you do not want to receive care here."

**Report and Reflect**
- It is never the responsibility of the person targeted to address racial discrimination. If you are unable to address the comment or don’t feel comfortable doing so, escalate to your supervisor for support.
- Leaders must ensure that proper follow-up and support is provided to the person who was the target of the remark/ action.
- During debriefing sessions, it is important to emphasize the importance of speaking up because each time a racist encounter goes unchallenged, it reinforces the institution’s and staff’s tolerance of racism, exclusion, and an unsafe working environment.
- Remind yourself that you didn’t do anything to cause the behavior. You are not expected to handle these situations alone.
- Be patient with yourself. Standing for what is right is important and it can be a new skill.

- "Sylvia, I am working with a patient who is making racist remarks towards me. I don’t feel like I’m making myself clear with her. Would you be able to come support setting boundaries with her?"
- "Ruben, I’d like to share a comment Tom made in our team meeting that I felt was discriminatory. Can we work together on how to address this?"
- "Team, it’s important that we speak up anytime we hear a comment or remark that is motivated by discrimination, especially if it’s directed towards another person. Often times, the person under attack may be caught off-guard and unable to defend themselves."

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Please email cicare@stanfordhealthcare.org for more information.
This came up in my news feed and is relevant for this discussion, given all that's going on...


But I am net heartened to see this:

https://twitter.com/Joseph_DeSimone/status/1270027702188163073/photo/1

Raag Airan, MD, PhD
Assistant Professor
Stanford Medicine | Radiology

LANE LIBRARY ANTIRACISM BOOK CLUB

The Lane Medical Library is pleased to announce the Antiracism Book Club to the Stanford community. Hosted by Suzette Shipp, Life Science Technologist in the Lorry Lokey Stem Cell Research Building, this new, media-based discussion group for Stanford Health affiliates, students, staff and faculty aims to examine the structural racialized bias in medicine, medical research, and health care delivery. Learn more and register to join the book club here:


WHY WE DO NOT CALL OUT UNACCEPTABLE BEHAVIOR


STANFORD ONLINE COURSES ON CIVIL RIGHTS AND SOCIAL JUSTICE

Social justice, inequality and poverty, the legacy of Martin Luther King Jr., and anti-discrimination law are just some of the class topics Stanford Online is offering to the general public for free or at low cost this summer.


The Anti-Racism in Medicine collection of the AAMC dives into the history of racism within medical education and practices: https://www.mededportal.org/anti-racism?utm_source=linkedin&utm_medium=association+of+american+medical+colleges+%28aamc%29&utm_content=63500c13-b459-4e9c-b532-80cf058416c3&
Honor the Ancestors that Walked, Lived On and Tended to This Land

Exhibition by Kristine Mays at the Filoli Gardens:

Kristine Mays creates life-size wire sculptures that reveal the human form. Sculpted from thousands of pieces of wire hooked and looped together, each garment embodies a fleeting gesture or expression.

Inspired by the movement of Alvin Ailey's dance composition “ Revelation”, Rich Soil pays honor to the ancestors- those that walked, lived on, and tended to this land- to the lives that have been recognized and those that have been “forgotten”. These forms deliver a message of strength while challenging how we view ourselves and others.

Within the confines of hard metal wire is a sense of resilience and perseverance – a need to push forward and thrive. The work also speaks to identity – the question of who we are and what we can do with our lives, the impact our lives have on the world.

https://filoli.org/kristine-mays-rich-soil/
Please join us for the Conference on Diversity in Radiology and Molecular Imaging, a virtual event on September 9-11, 2020, where we will discuss important topics related to racial justice, women in STEM and global health. The event will take place from 9 am - 1 pm PCT each day (= 11-3 pm CST, 12:00 - 4 pm EST and 6-10 pm European Standard Time) and provide Grand Rounds and keynote lectures, educational talks and scientific talks on diversity topics, in addition to networking events. The event will provide 9.5 CME credits.

Invited speakers include Dr. Kassa Darge, MD, PhD, DTM&P, FSAR, FESUR, Chair of the Department of Radiology at Children’s Hospital of Philadelphia, Dr. Iris Gibbs, MD, FACR, FASTRO, Associate Dean of MD Admissions, Stanford Medicine, Miriam Bredella, MD, Vice Chair, Department of Radiology and Director of the Center of Faculty Development, Massachusetts General Hospital, Harvard, Michele Barry, MD, FACP, Senior Associate Dean of Global Health at Stanford, Yuri Qintana, PhD, Director of Global Health Informatics at BIDC, Harvard, Brielle Ferguson, PhD, NRSA Postdoctoral Fellow at Stanford and Jayne Seekins, DO, faculty leader of our Radiology outreach program and Justin Tse, MD, Stanford Radiology resident.

The event will also offer nine breakout sessions, where moderators from 9 different institutions will seek your input regarding actionable steps towards advancing diversity and inclusion in STEM and Radiology in particular. These breakout sessions are a great opportunity to advance diversity in our field and to network with like-minded individuals.

Everyone with an interest in diversity in Radiology is welcome to attend this virtual event. Registration is free of charge and can be accessed through this link: https://www.wmislive.org/

Thank you for your interest! We hope to see you at the conference!
“Society as a whole benefits immeasurably from a climate in which all persons, regardless of race or gender, may have the opportunity to earn respect, responsibility, advancement and remuneration based on ability.”

– Sandra Day O’Connor