Confronting the Trauma of Anti-Asian-American Violence
What everyone can do to be an ally

Our April newsletter is dedicated to our Asian, Asian-American, and Pacific Islander team members: We are standing together in solidarity to confront violence against Asian-identified people and racialization of the COVID-19 pandemic. We have seen too many examples of racialized violence and its consequences of fear, injury and death. As health care practitioners and scientists, we condemn violence. According to the oath of our profession, we honor non-maleficence and we promote health and wellbeing of all people. Our Asian, Asian-American, and Pacific Islander colleagues, trainees and patients are integral, valued and respected members of our community. We do not tolerate abusive, hateful and discriminating behavior against them.

If you or one of your loved ones identify as Asian, Asian-American, or Pacific Islander, I want you to know that our Stanford Radiology family stands with you! Intolerance, racism, and discrimination have no place in our community. Processing recent events of anti Asian-American violence can be emotionally exhausting. It is okay to take some space and time to process a turmoil of feelings. Our newsletter provides a list of resources that are available to you. In addition, our diversity committee members are available for personal reflections and discussions. At the same time, our Asian-American leaders demonstrate the power of speaking up: We can shine a light on the problems at hand and inspire positive change!

If you want to be an ally of the Asian community, you can support your Asian, Asian-American and Pacific Islander colleagues by providing emotional support and asking them how they are doing. Educate yourself about recent events and offer your availability to help. Express your sympathy and reassure your colleagues that you condemn discriminating behavior. While it may be obvious to you, it feels good to hear it. You can speak up when someone uses a racist slur or engages in derogatory behavior. The article by Catherine Sanderson below explains how to do this in a diplomatic manner. As healthcare worker and/or scientist, you can help educate the lay public and rebuilt trust in facts and science. Start with your own extended family and work your way to the broader community from there. Your reflection and authenticity can fuel understanding and empathy.

Importantly, I hope that we are coming together for the long haul, not just in a moment of crisis. I hope that we will continue to ask important questions such as: What have we done today to continue our commitment to being anti-racist? What have we done today to stop the contagiousness of prejudices? What have we done today to make someone else’s life better?

Heike E. Daldrup-Link, MD, PhD
Professor of Radiology
Associate Chair for Diversity, Radiology
Professor, by courtesy, Pediatrics
Stanford Medicine | Radiology
THE RISE OF ‘DEHUMANIZING’ ANTI-ASIAN RACISM IN THE U.S.
Dr. Russell Jeung, a co-founder of Stop AAPI Hate, speaks about the reports his group has received about verbal harassment, physical attacks, and bullying against Asians and Asian Americans from across the United States.

https://www.youtube.com/watch?v=_T2q4uKUoRY

I AM NOT YOUR ASIAN STEREOTYPE
Growing up in the US in predominantly white communities, Canwen Xu struggled to reconcile her American and her Chinese identities. She explains the unique ways that racial bias affects Asian Americans — and shares how she has learned to embrace all of the different parts of her background.

https://www.ted.com/talks/canwen_xu_i_am_not_your_asian_stereotype?utm_source=t.co&utm_medium=social&utm_campaign=social&utm_content=2021-4-17-cutdown

SIX TIPS FOR SPEAKING UP AGAINST BAD BEHAVIOR
Psychologist Catherine Sanderson explains how to be more courageous in speaking up about bad behavior, from offensive speech to harmful actions.

https://greatergood.berkeley.edu/article/item/six_tips_for_speaking_up_against_bad_behavior

ASIAN STEREOTYPES- RETHINKING PERCEPTIONS
Laura Lim describes that Asians are stereotyped everywhere, from media to school. This talk explores the overall problems that are faced from this experience, as well as helpful solutions to stop these perceptions.

https://www.ted.com/talks/laura_lim_asian_stereotypes_rethinking_perceptions

SESAME STREET IN COMMUNITIES
This new website provides online videos and tutorials that help young children and the important grown-ups in their lives understand and cope with the effects of racism and violence. The videos should help children to feel safer and more secure and empower grown-ups who want to teach important values and actions for a more peaceful, kinder future.

https://sesamestreetincommunities.org/
“Which country are you really from?” That one question posed during a medical school interview persuaded me to decline an entry spot from what had been my first choice school. And, of course, while words can inflict damage, my experience pales in comparison to the heinous acts of violence that are being perpetrated against vulnerable members of the Asian community in the United States.

How can one help? Be an upstander and ready to act in support of Asian victims of racist acts, subtle and overt. Speak out and model a no tolerance attitude toward Asian racial discrimination. Do your part to establish diversity and inclusion as societal norms in American life.

Ann Leung, MD
Professor
Associate Chair for Clinical Affairs
Stanford Medicine | Radiology
Anti-Asian American Violence is Not New

The largest mass lynching in American history took place in the Los Angeles Chinatown in 1871, when 19 people were killed, 4 by gunshot, 15 by hanging, including the only physician serving the community. ([https://www.latimes.com/california/story/2021-03-18/reflecting-los-angeles-chinatown-massacre-after-atlanta-shootings](https://www.latimes.com/california/story/2021-03-18/reflecting-los-angeles-chinatown-massacre-after-atlanta-shootings))

Draftsman and engineer Vincent Chin was murdered in 1982, his skull caved in with a baseball bat by 2 Caucasian automotive workers after he was partially blamed for the collapse of Detroit's automotive industry. The murderers were fined $3,000. The Wayne County Circuit Judge Charles Kaufman commented “These weren't the kind of men you send to jail.” Both murderers were eventually acquitted of Federal civil rights charges. ([https://en.wikipedia.org/wiki/Murder_of_Vincent_Chin](https://en.wikipedia.org/wiki/Murder_of_Vincent_Chin))

Eight people, including six Asian-American women, were murdered in Atlanta on March 16, 2021. Cherokee county sheriff's office Captain Jay Baker explained that the gunman had “a really bad day.” The sheriff's Facebook account had a post endorsing the selling of T-shirts with the message “Covid 19 – IMPORTED VIRUS FROM CHY-NA.” ([https://www.washingtonpost.com/nation/2021/03/17/jay-baker-bad-day/](https://www.washingtonpost.com/nation/2021/03/17/jay-baker-bad-day/))

White Americans are not referred to as “European,” Black Americans are not referred to as “African,” but Americans with Asian heritage are referred to as “Asian.” This term was adopted as a more neutral alternative to “Oriental,” “Yellow,” or “Mongoloid.” However, it contributes to perpetuate the foreignness of Asian-Americans, and as such, is an institutionalized microaggression. My ancestors were from Asia, but I am not from Asia. When told to go back to where I came from, should I return to Pennsylvania?

Daniel Sze, MD, PhD
Professor
Interventional Radiology
Stanford Medicine | Radiology
Since the beginning of the COVID-19 pandemic, Asians, Asian Americans, and Pacific Islanders (AAPI) have reported increased experiences of discrimination, hate, and violence. This includes verbal harassment, unprovoked assaults, and being socially ostracized and antagonized. On March 16, a gunman targeted three spas and massage parlors in Atlanta, Georgia, killing eight people, including six women of Asian descent. These acts of racism are directly linked to a long history of racializing Asians as “others” whose culture is unassimilable to the United States.

On a special town hall event held on March 26, 2021, Stanford physicians and trainees shared their perspectives on their AAPI identities and delved deep into a meaningful discussion of stereotypes, discrimination, and racism. The panel consisted of Dr. A’hai Alvarez, Dr. Grace Lee, Dr. Linda Nguyen, Dr. James Xie, and immunology PhD student Amy Fan. Among the topics discussed are the

- Model minority myth
- Intersectionalities between age, race, and gender
- Effects of media representation
- Power of language and words

Panelists also stressed the importance of solidarity alongside all ethnic and minority groups as efforts are made to deconstruct systemic racism. A call to action for AAPI solidarity and anti-racism within minority communities starts with historical acknowledgment, education, and advocacy.

Brenda Yu, MS
Biophysics PhD Candidate
Stanford Medicine | Radiology

Virginia Hinostroza, MS
Life Science Research Professional
Cardiovascular Imaging
Stanford Medicine | Radiology
## Confronting the Trauma of Anti-Asian Violence: What Everyone Can Do to Be an Ally

### Effects of Shooting in Georgia
- Shock, disbelief
- Flashbacks of prior negative experiences, such as macro- and micro-aggressions
- Frustration at the police response about the shooter having a “bad day”; feeding into pre-existing fears that such events tend to be excused or not taken seriously

### Model Asian Minority
- Thinking of AAPI as a monolith draws attention away from the problem of racism and structural racial barriers and challenges
- Leadership qualities are often overlooked because they do not fit into the stereotypes of AAPIs being “docile” and “industrious”, especially for AAPI women
- In academia, there are a lot of international AAPIs whose precarious work status leaves them feeling disposable
- Myth of AAPI overrepresentation was dispelled, particularly when considering the leadership structure
- AAPI groups have often been lumped together with “White” categories; disaggregating such data should be a long-term aim

### Media Representation
- Women are particularly hurt by the way they are represented in mainstream media (oversexualized, disposable)
- Increased vulnerability is reflected in the number of violent incidents against AAPI (2/3 of them are against AAPI women)
- Need to combat media representation by thinking of all the spheres that AAPI women occupy

### Power of Language & Words
- Need to be mindful of “othering” marginalized groups, especially during stressful times
- The phrase “Just like me” can be very helpful in breaking down barriers
- Solidarity with other minority groups was voiced, noting that combating racism is not a zero-sum game and is not an “Oppression Olympics”
- Call out racism when it is being witnessed, even though it may be uncomfortable

### Next Steps
- Continue self-education and learn history of AAPI in our local and greater communities
- Work towards equitable admissions and hiring practices as well as in professional evaluations
- AAPI: increased awareness of past advocacy work and continue with future activism

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**StanfordMed LIVE Special Town Hall**

#StopAsianHate
Resources in the Wake of Anti-Asian Violence

We would like to share resources for you in the wake of the horrific Anti-Asian violence we have witnessed. We cannot stand for this. Below are resources compiled by the office of faculty development and diversity (OFDD), Stanford Medicine’s Office of Graduate Education and one of the OFDD diversity liaisons. Please let us know if you have questions and take care of yourselves during this time.

Bonnie Maldonado and Magali Fassiotto

Magali Fassiotto, PhD
Associate Dean, Office of Faculty Development & Diversity
Stanford University School of Medicine

CARE AND HEALING

- Faculty Staff Help Center - Professional counseling for individuals, couples and families to address both work and personal issues, 10 free sessions per topic, https://cardinalatwork.stanford.edu/faculty-staff-help-center
- WellConnect - Confidential mental health referral and consultation. Covers all faculty. Available 24/7 and can be reached at (650) 724-1395 or wellconnect@stanford.edu, More information can be found at https://med.stanford.edu/psychiatry/special-initiatives/wellconnect.html
- Online: 13 Mental Health & Wellness Resources For Asian-American Communities.

EDUCATION & REPORTING

- Stanford Student Affairs has compiled resources on Harassment & Hate Towards Asians, Asian Americans, and Pacific Islanders during COVID-19, including how to report harassment or a hate crime on-campus across faculty students and staff, and nationally.
- The Asian American Justice Center (AAJC) has compiled COVID-19 resources to stand against racism.
- If you or someone you know experiences an anti-Asian attack, report it:
  - On campus: Acts of Intolerance
  - Off campus: stopaapihate.org
- Identify and understand the characteristics of white supremacy culture.
- Compiled Anti-Asian Violence Resources (sent by Liaison Caroline Fisher)

ADDITIONAL SOLIDARITY STEPS

- Donate to the Oakland Chinatown Ambassador & Victims Fund for people impacted by recent attacks.
- Volunteer to be a chaperone for elderly Asian people or be a part of a community stroll patrol in Oakland.
- Review this list of 61 Ways to Donate in Support of Asian Communities.
- Attend the “Stand Up for Asians’ AAPI Solidarity #JusticeForVicha Rally on 3/22/21 – 850 Bryant St. San Francisco – 8:30a – Noon.
- Attend this screening of “Boogie” on 3/25, 7 PM.
Racial Equity Challenge

The Black Lives Matter Movement has brought to light the challenges and injustices that Black Americans and people of color uniquely face because of their race. The Department of Radiology Diversity Committee is running a 4 month Racial Equity Challenge to raise awareness on systemic racism, implicit bias and related issues. Participants will be provided a list of resources on these topics, for example articles, podcasts, videos, etc., from which they can choose, with the challenge of engaging with 1-3 media sources/month (some videos are as short as a few minutes). Participants will meet monthly in small group sessions to discuss what they’ve learned.

Even if you feel like you do not have time to read/watch/or listen to anything on these topics, I strongly encourage you to participate. We all have something to learn from each other’s experiences and readings on these very important issues around racial equity.

If you would like to participate, please sign up [here](https://docs.google.com/spreadsheets/d/1ehKqHm32peHcm7NQl427DakKia9jpfHVunjBk6etZGc/edit?usp=sharing).

We’ve organized four initial sessions, below. Thus far, we completed three sessions, which sparked a lot of interest and many highly informative and constructive discussions. We will organize one more session in April as detailed below. We are considering to add a fifth (or more!) session(s) (e.g. in the evening) if there is interest. Please indicate so on the sign up sheet.

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<th>Time</th>
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<tr>
<td>Friday, January 29</td>
<td>12:00pm - 1:00pm</td>
<td><strong>Identity:</strong> My identity, multifaceted forms of privilege, and intersectionality. (Held collaboratively with Resident Journal Club.)</td>
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<td><strong>Please read:</strong> <em>The Case for Reparations (Part 1)</em> by Ta-Nehisi Coates, published in The Atlantic (2014)</td>
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<tr>
<td>Friday, March 5</td>
<td>12:00pm - 1:00pm</td>
<td><strong>Groundwork:</strong> Defining “racism;” how to talk about race and racism.</td>
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<tr>
<td>Friday, April 2</td>
<td>12:00pm - 1:00pm</td>
<td><strong>Race and power in our individual interactions:</strong> Microaggressions &amp; Tone Policing</td>
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<tr>
<td>Friday, April 30</td>
<td>12:00pm - 1:00pm</td>
<td><strong>Race in society:</strong> Police Brutality, affirmative action, &amp; the school-to-prison pipeline. Where do we go from here? Future directions.</td>
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I’m looking forward to our learning journey. Feel free to email me at flory@stanford.edu with questions.

*Marta Nicole Flory, MD*

Clinical Assistant Professor
Stanford Medicine | Radiology
REFLECTIONS FROM SESSION 2, MICROAGGRESSIONS AND TONE POLICING

The Racial Equity Challenge on April 2nd was attended by members from five Departments in the School of Medicine. We appreciate the increasing interest in this initiative and the open and honest reflections of all our participants, from whom we learned so much. We thought we would share some of the lessons learned:

Lola Oladini shared the following from her small group meeting:

• One participant shared the story that what the public knows is often told by the majority, or the group with relative privilege. He notes that he grew up in Canada in an area near the last stop of the Underground Railroad but almost no one in the town knew this fact, nor was there any renowned historical monument to honor this history.

• Someone else empathized with the likely visceral stress reaction from a stressor generations away based on basic science research; she noted that when she tries to reconcile why the effects of systemic racism might still cause intrinsic stress and perpetuation of poverty and social stagnation in Black and URM groups, she thinks of an experiment she read about where female mice underwent artificial insemination and the offspring for generations to come expressed higher cortisol levels than matched controls, despite the fact that the subsequent generations had no additional direct stressors.

Marta Flory shared the following from her small group meeting. We discussed:

• Considering our privilege as individuals of power—leaders in medicine and in research at Stanford University.

• The challenges of creating and promoting diversity within our research labs and/or workplaces. The fact that color and gender blinding review of CVs may not be the best approach, particularly if we're trying to promote diversity. More, as demonstrated by Jamal's story in the video, minority children and children of color often haven't had the same opportunities and support as white children, and in fact have had unique hurdles because of their skin color and the systemic barriers and intrinsic biases against colored skin. We discussed how hard it can be to evaluate who's done the most with the opportunities they've been given and/or sought out.

• The flawed and/or biased notion of “best” or “most qualified” candidate, and how this is used as a filter and excuse for not hiring individuals of color (or gender).

• That “diversity candidate” does not mean not-excellent candidate. The “diversity candidate” may be the “best” candidate for more than one reason; that is, s/he may be the most accomplished in addition to the fact that diversity in and of itself has proven to be the best long term investment for a team --diverse teams are better at problem solving, tend to be more financially successful, etc.

• The challenge of promoting and supporting diversity and inclusion in our choices and actions, while at the same time wanting to provide the best opportunities for our children immediately. Sometimes these seem to lie in opposition to one another. For example, wanting to send our children to a highly rated school, or one with many educational opportunities, and how often those schools do not reflect color, cultural or socioeconomic diversity.

Heike Daldrup-Link shared from her small group meeting:

• Our discussion group members were all women, from a variety of racial/ethnic backgrounds. Our team members were wondering why there appears to be an underrepresentation of men in these discussions, despite their relative over-representation in Radiology.
Lessons in Racial Equity

• Being an ally is a verb, i.e. you have to do something to be an ally. Our group members shared that one can be an individual ally and also help their teams/center/organization to be an ally.
• Some discussion members said that they were not sure what they could do specifically in our environment. Others offered suggestions, such as supporting someone in a discussion group, listening, repeating/enforcing a thought or statement, acknowledging an idea and/or contribution, insisting on diverse candidates for a position or role; speaking up if someone is mistreated, advocating, sponsoring and supporting marginalized members of our community.
• One latina faculty member mentioned that it was more important to her personally to be included in a group around a specific interest (e.g. a science group) rather than a group based on demographics (e.g. a group for latina faculty). It was noted that this preference does certainly not invalidate others’ feelings about such groups or discourage the pursuits of others who do derive significant value from more demographically based groups.
• It is important to listen to underrepresented minorities in our community. Do not cut underrepresented team members short, do not “correct” their communications.
• Decouple the message from the way it is presented. If an act of racism or discrimination happens, the target of these actions can be angry, sad, afraid. Create a safe space, where the message and associated emotion are acknowledged.
• Some discussion group members expressed concerns about “blow back”. We need to create a safe space for allies as well. Suspend judgment. We are trying to create a better world together and need to acknowledge that we will all make mistakes along the way.

Deepa Basava shared the following from her small group meeting:

• It is easy to see individual racists as the personification of the concept of racism. But that doesn't begin to scratch the surface of the real problem of systemic racism.
• While some people believe that the system is broken, an extrapolation of that concept is that the system was built that way.
• People are unaware of history, or they see themselves as removed from history. Since they don't feel responsible for the injustices of the past, they don't feel the responsibility to help improve things in the future.
• The history that was taught 20 – 30 years ago in high school was skewed (not sure if it still is): it was very European and colonies-centric. For example, the history of Africa is not included.

Kate Stevens shared the following regarding her small group meeting:

• Group members introduced themselves and said why we felt compelled to participate in the diversity challenge, which one member pointed out is not solely about race, but also encompasses differences in ethnicity, religion and sexual orientation.
• The group discussed the video on systemic racism, and how the same thing is happening close to home eg. the Garfield School in East Palo Alto along Middlefield Road is one of the lowest ranked schools in California, and yet is immediately adjacent to Atherton, one of the richest neighborhoods.
• We talked about “privilege”, which is something that most of us take for granted eg. being able to attend parent-teacher association meetings, speak up for your child, network on their behalf to set up educational opportunities - things that people in East Palo Alto may not necessarily have the means or opportunity to do. This led to a subsequent discussion about whether the department or medical school could perhaps do an outreach session/career evening at an underprivileged school and expose the children to some interesting facets of medicine at an early stage.
Kristina Michaudat shared the following regarding her small group meeting:

- I was in the group with Kate Stevens, so I echo a lot of what she said regarding our group discussion.
- Additionally, we also discussed why some of us may have trouble speaking up or talking about race even though we believe it is important. To address this issue, we reflected on Peggy McIntosh's article “Uncovering the Myths that Keep Racism in Place.” Many white people are afraid of saying the “wrong” or hurtful thing or realizing that they are part of the problem due to their white privilege. Two participants shared that they used to incorrectly think that it was wrong to see race and that it was better to have the view that “we’re all the same”. When in fact, this only perpetuates racial injustice by inadvertently denying it.

Jason Freeman shared the following from his small group meeting:

- People were interested in how they can educate their children
- There was an involved discussion about equitable and ethical hiring and how to best do that
- I personally shared some insights into how I am active with Racial equity. As a Baha'i I am very involved in community development, equality of men and woman and the unification of humankind which includes workshops, community outreach, children's classes etc.
The Justice, Diversity, Equity and Inclusion Initiative is supporting research projects that aim to increase the representation of racial minority members in the Radiology Department. The following projects will be pursued in the 2021/22 academic year:

Break The Glass (BtG): A Pipeline Mentorship Proposal for Recruiting High-Potential URM Applicants from Low-SES Backgrounds into Highly- Competitive Specialties.

Project Lead: Lola Oladini
Project Co-Lead: Oyetewa Oyerinde

The goals of the project are: 1) to increase visibility of highly-competitive specialties such as radiology among low-income URMHBCU (historically-Black Colleges and Universities) medical/college and predominantly Black low-resource high school student, 2) to craft a high-yield leadership curriculum with 8 session that prepares these scholars for leadership and simultaneous financial independence at every level, ultimately to lead successful careers, and 3) to model excellence in radiology/medicine and to increase visibility of Stanford Radiology at professional URM-sponsored National Meetings, and also provide exposure to the field to individuals who may otherwise never be exposed.

Voices of Black, Indigenous and People of Color with Disabilities in Medicine.

Project Lead: Peter Poullos, Co-Lead: Lisa Meeks
Team Members: Gilian Kumagai, Vongai Christine Mlambo

This project aims to amplify the voices of Black, Indigenous and People of Color (BIPOC) healthcare workers (HCW), doctors, and students with disabilities, reduce stereotypes, and provide asynchronous mentorship through the sharing of stories, released as podcasts. Qualitative data from interview transcripts will be used to inform scholarly work on the topic.

Radiology Initiative for Student Education (RISE) - Early Intervention and Assistance for Career Development in Radiology.

Project Lead: Riley Elizabeth Ann Stanford-Hill and Craig Levin
Team Members: Shirin Pourashraf, Andrew Groll

The goals of the project are to: 1) establish micro-scholarships to create a financial means to transition into college, 2) create professional skill development workshops for (a) high school students from underrepresented areas near the bay area and (b) underrepresented Stanford undergraduates to increase awareness of the field of radiology, and 3) establish a longer-term undergraduate training program to expand diversity and inclusion and promote technical advancement.
Developing Stanford-Clark Atlanta University Research Program.

Project Lead: Shiqin Liu
Team Members: Merve Aslan, Tanya Stoyanova

The goal of the project is to develop a cancer research program at the Department of Radiology for graduate students from Clark Atlanta University. The program aims to: 1) provide opportunities for African American graduate students to conduct research in the Department of Radiology; 2) enhance the diversity in the Department of Radiology by increasing the representation of URMs and bringing diverse perspectives, and 3) provide further opportunities for African American graduate students to pursue postdoctoral fellowship at the Department of Radiology at Stanford University in the future.

The SEED (Science Education Enrichment for Diversity) Program.

Project Lead: Laurel Hales

The goal is to develop a new outreach program, the Science Education Enrichment for Diversity (SEED) program, to increase interest in STEM in young under-represented and minority (URM) students by facilitating in-class hands-on learning experiences for 8th-grade students. Further, the program will encourage the development of a more inclusive environment in the department by providing a way for Radiology trainees to gain a greater understanding of diversity and equity issues and their effects on education.

Mini-Fellowship on Molecular Imaging Techniques.

Project Lead: Frezghi Habte, Co-Lead: Arutselvan Natarajan

The proposed mini-fellowship program will provide a practical introduction to basic science research including biomedical and molecular imaging techniques. The program will provide information along with hands on practical experiences that will help the students stay in focus and pursue their initial interest or discover new better alternative path for their education and future career. Biomedical and molecular imaging is a fast-growing field with much more job opportunities, which will attract more students to join the field and increase the representation of underrepresented minorities from African American and Latino communities in our research community.
Congratulations to Dr. Marta Flora for receiving national recognition from the American College of Radiology (ACR) for her important work on diversity and inclusion in Radiology!

Radiology-TEACHES Health Equity Call for Content Submission

Dear Marta Flory,

On behalf of the Radiology-TEACHES Editorial Board, we are pleased to inform you that we have accepted your submission proposal for “Color Blind or Color Brave? Systemic Racism in Healthcare. A Diversity Case Series”. We believe that the content you propose will be valuable for learners and patients. We look forward to the meaningful addition to the program.

Additional instructions on how to develop your case content will follow shortly.

As part of your acceptance, we are working on the logistics for you to share a 5-minute mp4 video describing your proposal. This video will be highlighted at the ACR Annual meeting May 2021. We will send you further information and instructions as they become available.

We are greatly appreciative of your hard work and collaboration with us on this project.

Yours sincerely,

Marc Willis, MD
Radiology-TEACHES
Editor-in-Chief
Stanford University

Karla Sepulveda, MD
Radiology-TEACHES
Associate Editor
Baylor College of Medicine

Efren Flores, MD
Radiology-TEACHES
Health Equity Editor
Massachusetts General Hospital

Lucy Spalluto
Radiology-TEACHES
Health Equity Editor
Vanderbilt University School of Medicine
The National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS) convened an online conference for diversity supplement scholars on April 15, 2021. NIAMS program officers, diversity program scholars and mentors came together to provide information regarding successful grantsmanship and to help address scholars’ needs throughout the evolution of their award. The conference also provided networking opportunities and resources aimed to foster the scholars’ career trajectory towards an independent research career. More information about the program can be found at: https://www.niams.nih.gov/grants-funding/diversity-supplement-program/diversity-supplement-scholars-program
DRIVE in Research Pipeline Award

DRIVE (Diversity, Respect, and Inclusion are Vital for Excellence) in Research Pipeline Award

The Office of Diversity in Medical Education is proud to announce two new awards for medical students and GME trainees within the Stanford community who are committed to promoting diversity and inclusion in health professions, health equity research, and/or are involved in social advocacy for marginalized communities.

The Dr. Fernando Mendoza HERO (Health Equity Research and Opportunity) Award will be granted annually to a medical student who embodies the passion and commitment to advance health equity through research and community engagement.

The Dr. Miquell Miller Award for Promoting Diversity and Inclusion will be granted annually to a GME trainee (resident or fellow) who embodies the passion and commitment to expand diversity and inclusion efforts at Stanford School of Medicine.

To see more information about these awards: click here

Calls for nomination are open until May 6, 2021: click here

The winners of these awards will be announced at the 2021 Diversity Awards and Networking Reception on May 20th, 5-6:30pm (click here to register), which will be an event to celebrate diversity, equity, and inclusion at Stanford Medicine.

Victoria Moreno

Administrative Associate
Educational Programs and Services - Office of Diversity in Medical Education (ODME)
Stanford Medicine

ROUTE TO GETTING GRANTS (R2G2) SEMINAR: BUILDING INCLUSIVE RESEARCH TEAMS ON APRIL 29 FROM 10:30-11:30 A.M.

Research teams must be intentional about achieving diversity as it can drive innovation just as much as people's talents. This panel discussion will offer insights on how to create a culture of diversity, equity and inclusion for research teams. Please come with prepared questions to get the most out of this session.
Learn more and register for the event.
We are delighted to share the great news that our previous team member and Pediatric Radiologist Dr. Inbal Cohen won 2nd Grand Prize at the Oticons Faculty International Film Music Composer Competition! After her Pediatric Radiology fellowship at Stanford, Inbal moved to Florida, where she works as a Pediatric Radiologist for Envision, a tele-radiology company. Through Envision, Inbal still reads our night-time imaging studies at Stanford. Inbal is the first female American film composer (and perhaps the first Radiologist film composer) to ever win the contest! We are so proud of her! Her film music might soon appear in a major Hollywood movie!

https://lnkd.in/grcaqkb
“Better to light a candle than to curse the darkness.”

– Chinese Proverb