Program Director Education Meeting

July 9, 2020
Agenda

- COVID Surge Planning Update by Norman Rizk, MD
- LEAD by Carmin Powell & Lahia Yemane

Updates
- General Surgery Residency by David Spain, MD
- Psychiatry Residency by Belinda Bandstra, MD
- Internal Medicine by Wendy Caceres, MD
- Emergency Medicine Residency by Al’ai Alvarez, MD
- Fellowship Programs, Dept. of Pediatrics by Hayley Gans, MD
- Discussion

GME Announcements

Recent Literature in Medical Education
COVID Surge Planning Update

- Norman Rizk, MD
  - Chief Medical Office, Stanford Health Care
LEAD

Drs. Carmin Powell and Lahia Yemane
LEAD (Leadership Education in Advancing Diversity) Program
GME Meeting: July 9, 2020
Disclosures

• The authors do not have anything to disclose

• Funding:
  – Grant from the Stanford Vice Provost for Faculty Development and Diversity (2017-2018)
  – Grant from the Stanford Medicine Teaching and Mentoring Academy (2018-2019)
  – Department of Pediatrics (2017-2020)
  – Lucile Packard Children’s Hospital (2017-2020)
Background

- Medical leadership needs more diverse representation of people with disabilities, racial/ethnic, sexual orientation and gender minorities

- Building leadership and scholarship capacity for improving equity, diversity and inclusion efforts should begin early during residency and fellowship training
  – Strengthen faculty pipeline in academic medicine

- Ultimate goal: *Ensure our core values of equity, diversity and inclusion are reflected in our medical programs, leadership, and culture*
## Advancement

### Stanford SOM 2019 Diversity Dashboard

#### Female

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Clinical Fellows</th>
<th>Postdocs</th>
<th>Residents</th>
<th>Graduate Students</th>
<th>Medical Students</th>
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<td>207 of 404</td>
<td>570 of 1,246</td>
<td>407 of 830</td>
<td>503 of 938</td>
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<td>Proportion</td>
<td>46.8%</td>
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#### URM

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<tr>
<td>Proportion</td>
<td>6.7%</td>
<td>8.7%</td>
<td>5.1%</td>
<td>10.2%</td>
<td>17.2%</td>
<td>22.5%</td>
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#### Faculty by Academic Rank

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<tr>
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<th>Professors</th>
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<th>Assistant Professors</th>
<th>Clinical Instructors</th>
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<tr>
<td>Headcount</td>
<td>208 of 720</td>
<td>241 of 524</td>
<td>501 of 837</td>
<td>116 of 198</td>
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<tr>
<td>Proportion</td>
<td>28.9%</td>
<td>46.0%</td>
<td>59.9%</td>
<td>58.6%</td>
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<th>Assistant Professors</th>
<th>Clinical Instructors</th>
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<td>URM</td>
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<tr>
<td>Headcount</td>
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<td>32 of 524</td>
<td>64 of 837</td>
<td>17 of 198</td>
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<tr>
<td>Proportion</td>
<td>5.6%</td>
<td>6.1%</td>
<td>7.6%</td>
<td>8.6%</td>
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ACGME Requirement (Effective July 1, 2019)

I.C. The program, in partnership with its Sponsoring Institution, must engage in practices that focus on mission-driven, ongoing, systematic recruitment and retention of a diverse and inclusive workforce of residents, fellows (if present), faculty members, senior administrative staff members, and other relevant members of its academic community. (Core)

Background and Intent: It is expected that the Sponsoring Institution has, and programs implement, policies and procedures related to recruitment and retention of minorities underrepresented in medicine and medical leadership in accordance with the Sponsoring Institution’s mission and aims. The program’s annual evaluation must include an assessment of the program’s efforts to recruit and retain a diverse workforce, as noted in V.C.1.c).(5).(c).
**Vision:** Develop diverse, inclusive leaders that advance health equity.

**Mission:** Educate and empower the next generation of medical leaders to advance equity, diversity, and inclusion.
Curriculum

• Voluntary, 10-month longitudinal program for residents and fellows
  — Monthly, 2-hr evening sessions

• Provide leadership training and mentorship in creating scholarly works around diversity and inclusion topics

• Dissemination: Annual Diversity and Inclusion Forum at Stanford and workshops submitted to regional and national conferences
Conceptual Model

Interactive Teaching Session on EDI and Leadership Topics

Small Group Workshop Creation & Planning

Self-Determination Theory

Autonomy

Competence

Relatedness

Small Group Discussion & Reflections
Participants

- Application: CV, targeted questions, approval from PD (trainees)
  - Scholars: Residents and Fellows
  - Mentors: Faculty and educational administrators

- Mentored Small Groups
  - Mixed by level of training and departments
  - Created to maximize cross-collaboration
Curriculum (2019-2020)

• Introduction to LEAD Program and Current State of Diversity and Inclusion in the Medical Workforce
• How to Create a Workshop
• Leadership Challenge and Group Dynamics
• Unconscious Bias and Microaggressions
• Imposter Syndrome (led by former LEAD scholars)
• Advancing inclusive leadership
• Social Justice in Medicine: Deconstructing Structural Racism
• Addressing Privilege and Allyship** (cancelled due COVID)
• Having Culturally Sensitive Mentoring Conversations
Mentor Curriculum

• Meet from 5-6 pm before monthly LEAD session
• Align topics with timeline for workshop development
  – Imposter syndrome: you are already mentors
  – Active listening
  – Group dynamics
  – Goldilocks mentoring: micro and undermanaging
  – Upping your game: troubleshooting common mentorship problems
  – Preparing to present a workshop: tips and tricks
  – Zooming to success!
Study Aims: Program Evaluation

• To evaluate the effectiveness of LEAD, including:
  – Knowledge, confidence and attitudes on equity, diversity and inclusion topics
  – Satisfaction with the program
  – Impact on training experience and professional identity formation

• Anticipated Outcomes
  – # of workshops, posters, oral presentations at national meetings
  – Long term: follow career outcomes
Results: Participants

LEAD 2.0: Pediatrics, IM, EM, Psychiatry, Surgery, Anesthesia

LEAD 3.0: All GME

LEAD 1.0: Pediatrics

Scholars

Mentors

2017-2018
2018-2019
2019-2020
LEAD Scholars, 2019-2020

- Pediatrics: 31%
- Obstetrics & Gynecology (OB/GYN): 12%
- Medicine: 10%
- Surgery: 12%
- Anesthesia: 7%
- Neurology: 3%
- Residencies: 2%
LEAD Mentors, 2019-2020

Faculty: 77%

Psych... Fell...
Education...

Pediatrics: 40%
Medicine: 14%
Anesthesiology: 13%
Neurology: 3%

Leadership Education in Advancing Diversity
Diversity & Inclusion Forum

• Bring together Stanford Medicine community (and region)

• Keynote Speakers
  — Dr. Patricia Poitevien (2018)
    • Assistant Dean, Office of Diversity and Multicultural Affairs, Brown University
  — Dr. Joan Reede (2019)
    • Dean for Diversity and Community Partnerships, Harvard
  — Dr. Marc Nivet (2020)
    • Executive VP for Institutional Advancement, UTSW
Results: Dissemination of Workshops

**All eight small groups have presented nationally!**
Results: Additional Scholarship

- Publications
- Curriculum: MedEdPORTAL
- Research

WORDS HURT: THREE STEPS TO REMOVE STIGMATIZING LANGUAGE FROM CLINICAL PRACTICE
## Results: Knowledge, Self-Efficacy, Attitudes

<table>
<thead>
<tr>
<th></th>
<th>2017-2018 (N=13 Scholars)</th>
<th>2018-2019 (N=25/25 Scholars, 12/12 Mentors)</th>
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</thead>
<tbody>
<tr>
<td>Should LEAD continue?</td>
<td>100% yes</td>
<td>100% yes</td>
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<tr>
<td>Should it continue to include</td>
<td>100% yes</td>
<td>100% yes</td>
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<tr>
<td>residents and fellows?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should it spread to all GME</td>
<td>100% yes</td>
<td>100% yes</td>
</tr>
<tr>
<td>Programs at Stanford?</td>
<td></td>
<td></td>
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<tr>
<td>Self-efficacy re: learning</td>
<td></td>
<td></td>
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<tr>
<td>objectives</td>
<td></td>
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<tr>
<td></td>
<td>Statistically significant improvement in participants’ self-efficacy for all learning objectives.</td>
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</table>
Scholar Qualitative Responses

• “Prior to LEAD, I thought my diversity/background was a hurdle to overcome in order to fit in. LEAD gave me the education and confidence to value diversity in myself and in others (amongst coworkers, patients, etc), and this is a huge shift in perspective for me…”

• “Being the only African American in any institution is oppressive. But through LEAD, the opportunity to vocalize and discuss the challenges of being a URM provided a safe place to brainstorm ways to improve this deficiency.”

• “By participating in LEAD, people were vulnerable and shared their lived experiences. This fostered a sense of trust and common purpose. In hearing others' stories, I believe my own culture competence improved by having a greater understanding of the trials and successes others with different backgrounds and interests have experienced.”
Adapting to COVID

• Transitioned to virtual meetings
• Importance of community in times of stress
• Cancelled DIF on May 29th (re-scheduled to Oct 9th)
• Plan for 2020-21 cohort to start virtually
What Do We Need From You? Applications due 7/19

- Encourage trainees in your program to apply to participate in LEAD as scholars
- Encourage those in your department to apply to participate as mentors
- Support your trainee's involvement in the program
  - Flexibility to attend monthly session (min: 8 of 10 sessions)
  - Funding to attend conferences to present work
BNGAP 10th Anniversary
Organizational/Institutional Award Winner

2020 Stanford University President’s Award for Excellence Through Diversity
3rd Annual Diversity & Inclusion Forum
Friday, October 9, 2020 | 8:00am to 12:00pm | Zoom Webinar

KEYNOTE
Marc A. Nivet, EdD, MBA
Executive Vice President for Institutional Advancement, University of Texas Southwestern Medical Center; Former Chief Diversity Officer, Association of American Medical Colleges

Visit our website at pediatrics.stanford.edu/diversityforum
Learn More:

- Website: https://med.stanford.edu/pediatrics/education/events/lead.html

- Twitter: follow hashtag #LEADatStanfordMed

- Contact us!
Acknowledgements

• LEAD Steering Committee, Mentors, and Scholars
  • Office of Pediatric Education
  • Department of Pediatrics
• Stanford Vice Provost for Faculty Development and Diversity
  • Stanford Medicine Teaching and Mentoring Academy
  • Office of Faculty Development & Diversity (OFDD)
• Center of Excellence for Diversity in Medical Education (COEDME)
  • Graduate Medical Education Office
General Surgery

Dr. David Spain
### Department of Surgery: DEI Summer 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
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<tbody>
<tr>
<td>6/2/20</td>
<td>Department Meeting: 30 min Kevin Moody on Racial Issues &amp; Uprising</td>
</tr>
<tr>
<td>6/9/20</td>
<td>Department M&amp;M: Dedicated 30 min to Racial Justice Discussion in preparation of Town Hall</td>
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<tr>
<td>6/9/20</td>
<td>Department Town Hall on Racial Justice - 2 hour discussion</td>
</tr>
<tr>
<td>6/9/20</td>
<td>Department Town Hall on Racial Justice - 2 hour discussion</td>
</tr>
<tr>
<td>6/23/20</td>
<td>Department Meeting</td>
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<td>6/30/20</td>
<td>Upstander Training</td>
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<td>7/7/20</td>
<td>Dr. Hannah Valantine</td>
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<td>7/21/20</td>
<td>TENT: Dean Minor Update</td>
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<td>7/28/20</td>
<td>Denise Pines President Medical Board of Quality of CA</td>
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<td>8/4/20</td>
<td>TBD (Possibly: Paris Butler or Jason Hall)</td>
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<td>8/18/20</td>
<td>Leslie Chin-GSB Lecturer</td>
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<td>8/25/20</td>
<td>TBD (Possibly: Paris Butler or Jason Hall)</td>
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Residency Recruitment

• DEI candidates specifically
  – One-on-one Zoom calls with each sub-I, Kountz and SCORE fellowship applicant
  – Have a group session scheduled with me and some residents (late July)
• ”Meet the Department of Surgery” with breakout sessions for GS, Vasc and PRS
• General Surgery will have a series of separate sessions (2-3 date choices for each)
  – Meet the Chair, PDs and Site Directors
  – Meet the VC for Research and Education
  – Meet the residents with breakout rooms
    • Juniors or seniors
    • Research residents
    • UIM
    • One-on-one sessions
Psychiatry

Dr. Belinda Bandstra
Psychiatry Residency Diversity & Inclusion Initiatives 2020-2021

Belinda Bandstra, MD, MA
Assistant Director of Residency Training

With thanks to Jackie Wang, MD and Matthew Edwards, MD, Chief Residents and Senior Co-Leads of the Diversity and Inclusion Advisory Council
Fostering our Inclusive Community

<table>
<thead>
<tr>
<th><strong>Fostering Belonging</strong></th>
<th><strong>Fostering Education and Purpose</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Conversations</strong> to discuss and process personal and professional impact of current events (most recently anti-Black racism and police brutality)</td>
<td>DIAC-sponsored <strong>educational activities</strong>, including lunch-time talks, resident-run book club (currently reading <em>White Fragility</em>)</td>
</tr>
<tr>
<td>Community-building <strong>social activities</strong> including first annual DIAC retreat</td>
<td><strong>Curriculum development</strong> on topics including structural competency, privilege and allyship, race/ethnicity in psychiatry, LGBTQ mental health, social justice and the carceral system</td>
</tr>
<tr>
<td><strong>Faculty development projects</strong>: addressing patient harassment of trainees, mentoring URMs and other diverse trainees</td>
<td>Diversity-related <strong>scholarly activity</strong>: diversity and health equity pathway, APA fellowships, participation in LEAD, other scholarly work</td>
</tr>
</tbody>
</table>
Building a Diverse Community

Holistic admissions review form (2019) and holistic admissions review training for new members of selection committee

Optional questions on interview interests form that address applicant’s identities (2018), pronouns (2019), the opportunity to be paired with someone who identifies in a particular way (2020)

Participation in events for medical students, including SNMA, LMSA, APA Black Caucus Residency Fair

Active DIAC Recruitment Committee considering additional virtual events for 2020-21 season, Black men in medicine initiative

ALSO: Residents involved in developing pipeline efforts that will hopefully pay off in upcoming years!
Alignment across the Department of Medicine

- Critical Core Process Review
- Recruitment and Retention of URM Faculty, Staff, Fellows and Residents
- Inclusive Environments
- Representation in Educational Activities
- Health equity lens for research and scholarly work
- Community engagement/ Clinical Care of Vulnerable Populations
Internal Medicine Residency

**Critical Core Process Review**
- Mentorship curriculum – mentoring URM trainees – *July 2020-Jan 2021*
- Monthly Core Program check ins- *already present with CRR*
- Monthly Process check-in (facilitated by Psych) – *September 2020*

**Recruitment**
- Holistic review committee- *Now*
- Mandated faculty development for unconscious bias – *by Fall 2020*
- Diversity Days, Second Look for those traditionally URM, broadly defined – *Now*

**Inclusive Environment**
- Required Microaggression/Upstander intervention training within the first 3 months of residency  
  - *September 2020*
- Opportunity to apply to LEAD program - *Now*
- Diversity and Inclusion committee meetings - *Now*
Internal Medicine Residency

- Representation in Education
  - Dedicated program for 2nd and 3rd years - *in development* – Formal Launch Jun 2021
  - Health equity lens on all morning reports – *Now*
  - Social Determinants of Health Noon Conference Series – *currently only 6 lectures in outpatient conference, move to 12 more for this year during noon hour*
  - Core disease specific educational activities to also highlight any racial, gender, etc disparity – *written materials and noon conferences by January 2021*

- Health Disparity Scholarship
  - Opportunities as DOM Faculty become involved in health disparities research
  - Global Health Track scholars – *Now*
  - H&P Templates to be more focused on SDOH - *January 2021*
  - Dedicated program for 2nd and 3rd years- *in development*

- Community Engagement/ Clinical Care of Vulnerable populations
  - Exploring opportunities to partner with existing collaborations – *ongoing*
  - Dedicated program for 2nd and 3rd years listed above- *in development*
Emergency Medicine

Dr. Al’ai Alvarez
GME DEI Updates from the Emergency Department

Presented By Al’ai Alvarez, MD, FACEP, FAAEM
Assistant Program Director, Emergency Medicine
Co-chair, Stanford WellMD Physician Wellness Forum
Stanford Department of Emergency Medicine
No Disclosures
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>29-May</td>
<td>Stanford EM Statement Against Racism</td>
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<td>3-Jun</td>
<td>Residency Town Hall</td>
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<td>4-Jun</td>
<td>ED Town Hall on Racial Injustice (2 hours)</td>
<td><strong>Systemic Racism as a Public Health Crisis:</strong></td>
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<tr>
<td></td>
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<td>The Impact of George Floyd’s Death and Those Who Came Before Him, &amp; What We Can Do to Help</td>
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<tr>
<td>5-Jun</td>
<td>White Coats for Black Lives Rally</td>
<td><strong>Systemic Racism as a Public Health Crisis:</strong></td>
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<tr>
<td></td>
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<td>Kevin B. Moody, Associate Dean of HR, Stanford University, Mia R. Keeys, Director of Healthy Equity Policy &amp; Advocacy, AMA</td>
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<td>30-Jun</td>
<td>ED Town Hall on Racial Injustice (2 hours)</td>
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<td>14-Jul</td>
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<td><strong>Racial Justice, Diversity, Equity, &amp; Inclusion:</strong></td>
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<tr>
<td></td>
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<td>Dr. Bonnie Maldonado</td>
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<td>Senior Associate Dean for Faculty Development and Diversity</td>
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<td>28-Jul</td>
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<td><strong>Racial Justice, Diversity, Equity, &amp; Inclusion:</strong></td>
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<td>Speaker TBD</td>
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<td>11-Aug</td>
<td>ED Town Hall on Racial Injustice (2 hours)</td>
<td><strong>Racial Justice, Diversity, Equity, &amp; Inclusion:</strong></td>
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<td>Speaker Matthew Clair, PhD</td>
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<td>Assistant Professor of Sociology</td>
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Residency Recruitment

• Diversity Recruitment Taskforce
• 1. Holistic Review
  - USMLE Step 1 Pass/Fail
  - Standardized questions in alignment with EM Strategic Goals and Values

Stanford Department of Emergency Medicine actively embraces and promotes:

- Collaboration * Service
- Compassion * Resilience
- Collegiality * Adaptability
- Leadership * Innovation
- Diversity * Inclusion

The mission of the Stanford Department of Emergency Medicine is to transform healthcare for all by leading in the advancement of emergency medicine through innovation and scientific discovery.

We are dedicated to providing career-defining education, leading-edge research, and precision emergency medical care.

Andra Blomkalns, MD, MBA
Chair
Residency Recruitment

• Diversity Recruitment Taskforce
  • 1. Holistic Review
    – USMLE Step 1 Pass/ Fail
    – Standardized questions in alignment with EM Strategic Goals and Values
  • 2. Access to HBCU’s
    – Sessions with Howard and Meharry on the application cycle, tips on interviewing
  • 3. Diversity Applicant Week
    • Align with UME/GME Recruitment Steering Committee
      – Week of Oct 9th (Pre-interview): LEAD D&I Forum 10/9 8-1:30p
      – 1st week of December (Peak of Interview Season)
      – 1st week of February (Post interview/before Rank Day): SUMMA event during this week

DEI within the Department

4. Accountability (precision/data-driven analytics)
   - Recruitment dashboard to include Diversity %
   - Inclusion
   - Mentorship data
   - Annual mandatory implicit bias training
   - Curriculum to cover implicit bias and microaggression

Equity and Representation
   - #% of UiM, including sexual orientation and gender minorities in awards, scholarship, promotion and leadership roles

5. Collaborations/Partnerships
   - Locally: LEAD, COE, OFDD, GME events like this =), and others
   - Nationally: SAEM, AAEM, ACEP, SNMA and many others

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Pediatric Fellowship Programs

Dr. Hayley Gans
DIVERSITY, EQUITY AND INCLUSION

Department of Pediatrics
Fellowship Program

Hayley Gans, MD
Pediatric Infectious Diseases
Director, Fellowship Education, Department of Pediatrics
Core to our Mission

- Pediatrics has prioritized diversity as a core mission
- Advocacy events
- Fellows participate in department diversity committee, LEAD

DIVERSITY IS BEING INVITED TO THE PARTY, INCLUSION IS BEING ASKED TO DANCE
Specific Initiatives

• Recruitment
  • Diversity, equity and inclusion information
    • part of our recruitment materials
    • Shared on-line, in applicant packets, at national meetings such as PAS/SPR, and subspecialty meetings
  • Part of recruitment breakfasts open to all fellowship applicants
    • Partnership with Lahia Yemane
  • This year, given virtual in addition to packet information and breakfasts we will have videos including, DEI leadership panel interview by a resident and fellow, conversation with Lahia, peer to peer interviews discussing what it means to them
  • Prerecruitment training on bias with Magali Fassioto
    • Holistic review of applications
    • Appointment of a diversity reviewer
Specific Initiatives

• Department survey on mistreatment and microaggressions annually since 2017
  • Reported to leadership (Chiefs meeting), faculty (department and division faculty meeting), fellows
  • Partnership with residency to impact the learning climate

• Fellows’ Council
  • Focus on fellows with Visas
  • QI project focused on food disparities

• Task force on physician/family communication including microaggressions
Specific Core Curriculum for Fellows

- Cognitive bias
  - Decision making at orientation
- Clinical impact during first year
- Learning climate
- Diversity and Privilege
- Leadership and Diversity
- Social Determinants of health in clinical care and scholarship
- Advocacy
Specific Professional Development for Faculty

- Learning Climate
- Mistreatment including microaggressions
- Pre-recruitment training with Magali Fassioto
  - bias
  - holistic review
Specific Response to current situation

• Townhall meetings with fellows/post-doc with POE leadership and Harvey Cohen/Barbara Sourkes (humanism committee)

• Townhall meetings with fellows and Lahia Yemane

• Peer to peer meetings

• Sharing of resources