

# Stanford | Distinguished Careers Institute



*STANFORD FOR LIFE – REFLECT – RECONNECT – REINVENT – REDIRECT – TRANSFORMING LIVES*

## 2016 Program Statement

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The Stanford Distinguished Careers Institute (the DCI) offers highly accomplished individuals from all walks of life the opportunity to come to Stanford for a yearlong residential program of personal renewal and societal engagement. The program seeks participants who are ready and eager to pause, think, explore, develop and prepare for their futures as citizens of their local, national, and global communities.

## **Rationale**

We live in an era in which previously accepted norms of length of career and age of retirement are undergoing significant change toward longer careers and deferred retirement. These shifts are coupled with increasing global life expectancy and a rapid increase in the number of senior citizens the US will experience over the next decades. Beyond the “baby boomer generation,” the prospect for a significantly longer life requires that we rethink aging and reconsider the role of higher education for individuals who have already been successful in one or more career pathways and who are looking for a new direction focused on direct contributions to societal needs. Stanford University can play a unique and important role in creating a new opportunity for adult education to be transformational for individuals, institutions, communities and the world. The DCI can be a role model for other universities and an increasingly important component of the population in the US and globally by fostering a new paradigm for adult education and

career transformation. To date, except for the seminal and highly successful Harvard Advanced Leadership Initiative (ALI) that began in 2009, very few such programs exist. Stanford further advanced this new paradigm with the establishment of the Stanford Distinguished Careers Institute in January 2015. We will welcome our second class in January 2016.

## Goals

- To offer an extraordinary opportunity to already established leaders from the public and private sectors, including business, academia, health and beyond, who are ready and eager to reflect on their life journeys, explore new pathways, and redirect their lives for the common good. The new way forward that emerges from participation in the DCI can be one long anticipated and hoped for or one not yet imagined. The Institute serves as a transition to new ventures in the lives of these leaders, allowing them to create something unique that will improve the world.
- To provide individuals who already have distinguished accomplishments the chance to utilize the wealth of knowledge and unique attributes of one of the world's great universities and, in turn, to contribute their extraordinary expertise and wisdom to the learning of students just beginning their professional journeys.
- To engage cohorts of highly accomplished leaders in new learning communities that will extend beyond the formal program and make use of social networking to transcend time and space.
- To enable participants to envision new career paths that build on past accomplishments or open new vistas and that, for example, might permit:
  - *Rethinking education* from preschool to graduate education and from setting policy to serving as a teacher, educator, scholar, or policy maker;
  - *Improving healthcare* by helping to design new delivery systems, engage in research, redirect a clinical career or establish a new career path;
  - *Deepening and extending advocacy and organizing skills* to bring about social change;
  - *Utilizing extant knowledge and leadership in business to reframe novel approaches to entrepreneurship* or to major social issues – such as engineering and entrepreneurship, energy and the environment, global health and well-being;
  - *Creating ideas from across the disciplinary spectrum that could make communities and the world better places:* more livable, safer, more environmentally sound, utilizing technology and innovation in new ways to improve life.
- To give participants in the DCI an opportunity to assess their personal health and well-being and to develop a plan for moving forward with a healthier and more productive life - and career. Living longer means being fit and more able to take on the challenges of aging – both physical and cognitive. In addition to physical

health, the DCI seeks to foster ways to improve and sustain emotional and spiritual health and well-being based on the individual goals and needs of Fellows.

- Through its Partners Program, the DCI also provides an opportunity for spouses and partners of Fellows to participate in all aspects of the program and to share in a unique and special journey that recalibrates personal and professional life.

## **Why Stanford?**

Without question, Stanford is one of the most creative, energetic, entrepreneurial and interdisciplinary learning environments in the world. Comprised of seven schools (Business, Earth Sciences, Education, Engineering, Humanities and Sciences, Law and Medicine), the breadth and depth of opportunities at Stanford are unique and virtually unlimited. Health, intellectual pursuits, athletics, creativity, entrepreneurship and leadership are all closely aligned – as well as being located on one campus, with schools and programs within walking distance – and they create incredible possibilities for partnership. The culture at Stanford is about taking chances and moving into uncharted territory. It is about exploring new horizons and not fearing failure. Stanford is about creating the future rather than reliving the past.

An increasing number of Stanford's academic programs, both undergraduate and graduate, are small and highly interactive. Adding individuals with different perspectives and life-long wisdom and learning would provide a very special opportunity for students and Fellows. Finally, Stanford University is located in the middle of Silicon Valley, one of the most innovative and entrepreneurial environments in the world. In many ways Silicon Valley is a product of Stanford University, but in others it is its own learning environment that seeks new ideas that will change the world.

## **Who are the Stanford Distinguished Careers Institute Fellows?**

- Individuals who have undertaken and navigated a career with exceptional excellence and who now seek to deepen and strengthen their knowledge and skills or to develop new and different ones that will permit a new career path and trajectory.
- Individuals who do not seek to retire but who wish to transition to new challenges and opportunities.
- Individuals who want to make an enduring difference in their communities and in the world.
- Individuals who are eager to embrace new fields and opportunities, improve their own lives, impact others and help change the future.
- Based on these attributes, Stanford Distinguished Careers Institute Fellows will be selected on how participation in the DCI will shape their life journey as well as on what they will bring to the program and share with their Fellow colleagues and

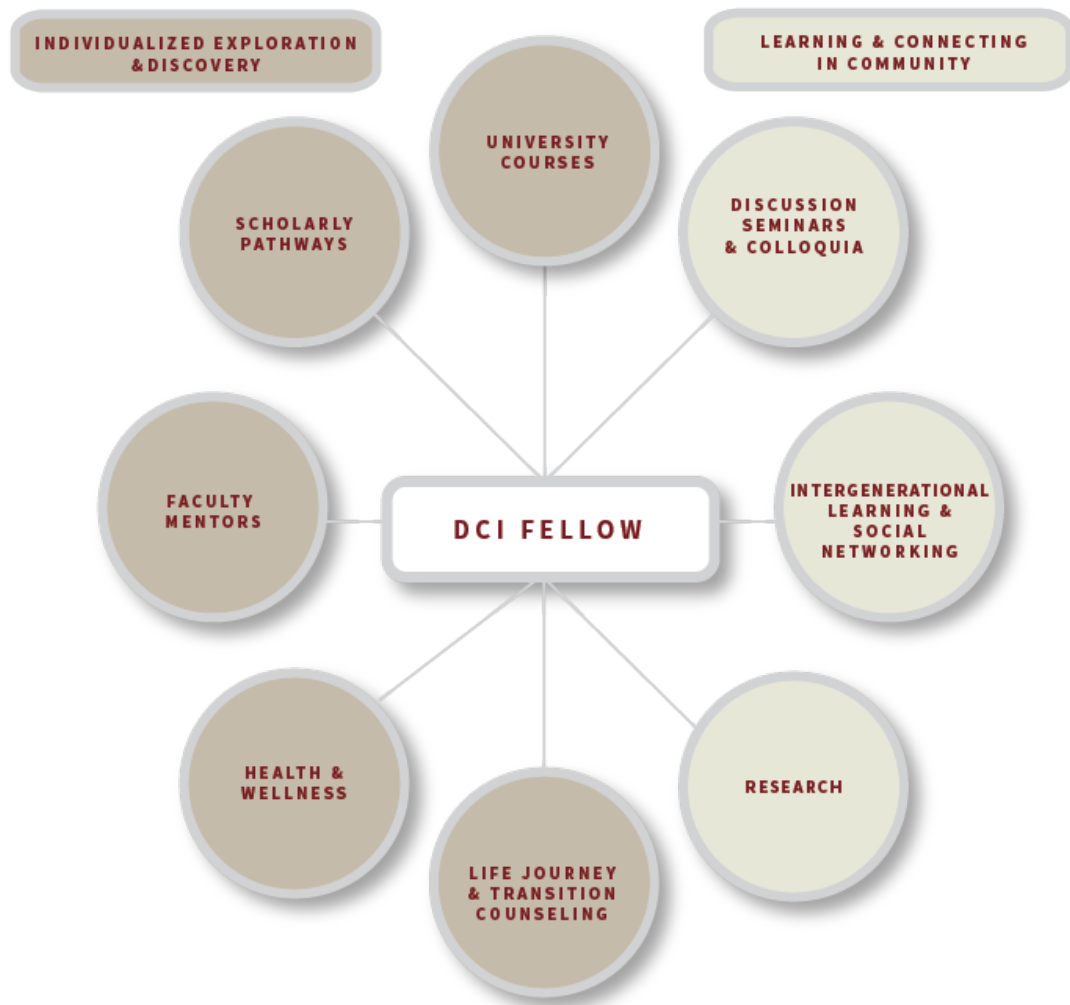
the broader Stanford community. Accordingly, emotional and social intelligence will be considered along with the knowledge, skills and accomplishments of applicants. The selection of each Distinguished Careers Institute Fellow will be thoughtfully done with the goal of bringing together Fellows who will make a difference as individuals and as part of a broader learning community and social network. We are also cognizant that some applicants may require a deferred acceptance based on the time to transition from their current career and profession.

## Program components

The DCI is anchored in the Stanford Center on Longevity and embraces the incredible strengths and opportunities of the entire university. The components of the program include:

- The opportunity to participate in classes and courses throughout the university;
- Participation in the DCI Fellows Core Program (**see below**);
- Mentoring and leadership development that will also be intergenerational and bi-directional. Each Fellow will have an assigned advisor;
- Opportunities to participate in interdisciplinary programs across the university as well as with leading companies in Silicon Valley and beyond; prospects for mentoring and guiding undergraduate and graduate students through interactions at theme residential facilities;
- The construction of a scholarly pathway for each Fellow that includes course materials, research and experiential learning and that engages Stanford students through intergenerational opportunities. Current pathways fall into these areas:
  - *Arts and the Humanities*
  - *Business, Leadership and Entrepreneurship*
  - *Education, Teaching and Learning – from the classroom to the design lab and boardroom*
  - *Energy and the Environment*
  - *Engineering Sciences and Design*
  - *Health and Healthcare – Innovation and Discovery, Policy, Healthcare Delivery, Clinical Practice (including Global Health Initiatives), Bioethics*
  - *Independent Study*
  - *International Studies and Programs*
  - *Social Sciences, Policy and Public Service*
- A comprehensive health assessment and an individualized program designed to promote physical and emotional well-being (health maintenance, exercise and nutrition, community building). Fellows have the opportunity to work with interested faculty in the [Stanford Prevention Research Center](#) and other members of the Stanford community to develop interesting and important collaborations.

- The opportunity for graduating Stanford Distinguished Careers Institute Fellows to utilize Transition Placement Services as well as other search and placement firms that will work with the Program.



## The 2016 Core Program

The DCI program begins in January and runs through December. It follows Stanford's academic calendar and has a full program for the winter, spring and fall quarters. There is not a formal schedule during the summer quarter. There are, however, specific activities during the summer that might be of interest to individual Fellows and Partners.

### Weekly Discussion Seminars

#### I. Faculty-Fellow Dialogues

The goal of this weekly informal lunch series is to bring the Fellows and Partners together with leading Stanford faculty to promote dialogue and discussion around a broad range of topics drawn from the rich and diversified offerings of Stanford University. Shown below are actual schedules for Winter 2015 and Spring 2015, and examples of topics for Fall 2015. These are illustrative of those that will be offered in 2016.

##### *Winter Quarter*

1	The Roman Empire: Its Grandeur and Fall
2	The Spirit of Entrepreneurship
3	Renaissance Machine Design
4	The Modern American Military and the State of Civil-Military Relations
5	The Physician in Modern Society
6	How Do People Learn Math?
7	The Flaw of Averages
8	Wireless Intercom and Internet Policy
9	How Stuff is Made

##### *Spring Quarter*

1	Gendered Innovations in Science, Health Research, and Environment
2	Secularism and its Critics
3	Religion and Politics: Comparing Europe and the United States
4	Environmental Literacy
5	Education and Society
6	Infection, Immunity and Global Health
7	Hormones in a Performance-Enhanced Society

##### *Fall Quarter*

1	The Aesthetics of Data
2	Public Policy and Personal Finance
3	Energy Options for the 21 <sup>st</sup> Century
4	Great Discoveries and Inventions in Computing
5	Law and Order
6	Neuroethology: The Neural Control of Behavior
7	Science of the Impossible

## II. Focus on Transformation

This weekly early evening reception series is designed to bring Fellows and Partners together to share lessons learned from their life journeys, to deepen knowledge about transforming lives through the lens of different diverse disciplines and to share lessons learned during their participation in the DCI. Shown below are actual schedules for Winter 2015 and Spring 2015, and examples of topics for Fall 2015. These are illustrative of those that will be offered in 2016.

### Winter Quarter

1.	The New Longevity
2.	DCI Fellow Transformation Perspectives
3.	A View from the Podium. The Art of Conducting
4.	DCI Fellow Transformation Perspectives
5.	Women and Aging
6.	Community Dinner
7.	DCI Fellow Transformation Perspectives
8.	Give me a Child until he is Seven: The Early Roots of Human Behavior
9.	DCI Fellow Transformation Perspectives
10.	Community Dinner: St. Lawrence String Quartet

### Spring Quarter

1.	DCI Fellows Transformation Perspectives
2.	Gendered Innovations in Science, Health Research and Environment
3.	Community Dinner
4.	Depth Psychology
5.	Law and the Biosciences
6.	DCI Fellows Transformation Perspectives
7.	Nonprofit Boards: 9 attributes of effective governance and your possible roles
8.	DCI Fellows Transformation Perspectives
9.	Community Dinner

### Fall Quarter

1.	Funding Social Impact
2.	Think like a Designer
3.	Self Theories
4.	Learning to Change
5.	Social Innovation and Engineering
6.	Skepticism
7.	DCI Fellow Reports
8.	DCI Fellow Reports
9.	DCI Fellow Reports
10.	DCI Fellow Reports

### III. Colloquia

Signature colloquia will provide opportunities for deeper dives into key social and intellectual issues of our time, such as: challenges in education, climate change, innovation and entrepreneurship, energy and the environment, the brain and neuroscience, longevity, and health care delivery and policy. Colloquia will have innovative and interactive formats and will seek to engage Fellows and Partners as active contributors. The Colloquia will be also made available to DCI alumni and others using on-line learning technology and will foster new learning communities and collaborative global networks of current and past Fellows and faculty.

The 2015 colloquia topics are:

1. The Human Brain and Behavior across the Life Journey
2. The Transition to Sustainability
3. Poverty and Inequality (*tentative*)

Potential 2016 topics include:

1. The Societal and Ethical Impacts of Newly Emerging Technologies
2. Key Issues in International Relations

### Stanford Interdisciplinary Centers and Institutes Available to Stanford Distinguished Career Institute Fellows

The following are Stanford programs whose directors have expressed support for the DCI and given permission to be included in this list. Additional programs will be added over the next several months. Fellows might, after discussion with and approval of the relevant faculty, join one of these programs as either an observer or a participant. Fellows may also bring considerable life experience that will enhance the Stanford program.

- **Arts and the Humanities**

*Mentors: Al Camarillo, Stephen Hinton, Scotty McLennan, Abraham Verghese*

- [Program in Modern Thought and Literature](#): *Offers a PhD interdisciplinary program for those who combine a strong interest in literature or culture with non-literary fields, such as humanities, cultural studies or policy, or social sciences.*
- [Stanford Arts Institute](#): *Advances cross-disciplinary approaches to the arts and integrates values and skills found in the arts throughout a Stanford University education by forging arts connections, giving grants to faculty, staff, and students; presenting arts events, incubating new projects and promoting artists and cultural groups across the campus.*

- **Business, Leadership and Entrepreneurship**

*Mentors: Thomas Byers, Bernadette Clavier, Charles Holloway, Scotty McLennan, Margaret A. Neale and Jim Plummer*



- [Arthur and Toni Rembe Rock Center for Corporate Governance](#): *Bridges the gap between theory and practice of corporate governance by providing a cross disciplinary environment and a wealth of expertise to advance the study and practice of corporate governance.*
- [Center for Social Innovation](#): *Focuses attention on the ideas and solutions that create social value and the processes through which they are generated, through exchange of ideas and values, shifts in roles and relationships and integration of the nonprofit, public and private sectors.*
- [John S. Knight Fellowship Foundation Program](#): *Focuses on innovation, entrepreneurship and leadership in supporting 20 journalists annually who work on creating the new models, tools and approaches that will improve the quality of news and information reaching the public.*
- [Leadership Intensive](#): *Offers rising juniors a unique and immersive study of the complexities of leadership through a 3-week residential summer program characterized by an atmosphere of intense exploration of one's own leadership skills and abilities and participation in a strong community committed to helping each other develop their own unique potential.*
- [Stanford Ignite](#): *Offers a certificate program both on campus and in cities around the world that teaches participants core business and innovation skills, including how to formulate, develop and commercialize their ideas.*
- [Stanford Leadership Academy](#): *Is a professional development program for strong performers at Stanford University, including Stanford Hospital and Clinics and the Lucile Packard Children's Hospital. Its purpose is to create and develop the next generation of leaders by enhancing the diversity of university leadership and ensuring they have opportunities to use their skills to learn and grow.*
- [Stanford MSx Program \(Sloan Masters Program\)](#): *Provides a one year degree program with international focus that offers high performing managers a chance to reassess and broaden their focus at mid career without the distractions of work.*
- [Stanford Technology Ventures Program \(STVP\)](#): *Is the entrepreneurship center at Stanford, providing students from all majors with the skills needed to use innovations to solve major world problems with an emphasis on the environment and global issues.*
- **Education, Teaching and Learning – from the classroom to the design lab and boardroom**  
*Mentors: Prudence Carter, Thomas Ehrlich, Patricia Gumport*

- [Center to Support Excellence in Teaching](#): *Creates professional development programs to improve the quality of instruction in schools through identifying effective teachers, evaluating their influence on students, and sharing their expertise with others.*
- [John W. Gardner Center for Youth and Their Communities](#): *Collaborates with schools, public agencies and organizations to provide training, support and to improve outcomes in all aspects of a youth's development.*
- [Stanford Center for Opportunity Policy in Education \(SCOPE\)](#): *fosters research, policy and practice to advance high quality, equitable education systems in the US and internationally. With faculty from Stanford and other universities it works on analyzing and expanding educational opportunities and closing the Opportunity Gap.*
- **Energy and the Environment**  
*Mentor: Buzz Thompson*
  - [Emmett Intrdisciplinary Program in Environment and Resources \(E-IPER\)](#): *develops the knowledge, skills, perspectives and ways of thinking needed to understand and help solve the world's most significant environmental and resources sustainability challenges.*
  - 
  - [Global Climate and Energy Project \(GCEP\)](#): *collaborates with leading institutions and private companies around the world by conducting fundamental research on technologies that will develop global energy systems while protecting the environment.*
  - [Precourt Institute for Energy](#): *Serves as the hub of experts from various science, technology, behavioral, and policy disciplines who are working independently and collaboratively to solve the world's most pressing energy problems and to advance the goal of major and rapid energy transformations.*
  - [Stanford Woods Institute for the Environment](#): *Brings together experts from all disciplines to provide breakthrough environmental solutions, locally and globally, that protect and nurture the planet to meet the vital needs of people today and in the future.*
- **Engineering Sciences and Design**  
*Mentors: Bernd Girod, Jim Plummer, Tina Seelig*
  - [Brown Institute for Media Innovation](#): *Designed to encourage and support new endeavors in media innovation, focusing on media technology. A collaboration between Columbia University and Stanford, its mission is to sponsor thinking, building and speculating on how stories are discovered and told in a networked , digitalized world.*

- [Hasso Plattner Institute of Design at Stanford \(d.school\)](#): *Brings multidisciplinary teams of faculty and students together to engage in design thinking and to study both how complex problems affect people and how to design solutions by engaging in research, prototyping and teaching*
- **Health and Healthcare – Innovation and Discovery, Policy, Healthcare Delivery, Clinical Practice (including Global Health Initiatives), Bioethics**  
*Mentors: Daria Mochly-Rosen, Philip Pizzo, David Stevenson, Abraham Verghese*
  - [Biodesign Program](#): *Trains students, fellows and faculty in the invention and implementation of new biomedical technologies and their translation into patient care.*
  - [Center for Law and the Biosciences](#): *Examines biotechnological discoveries in the context of the law, weighing their impact on society, and promotes research and public discourse on the various social implications of accelerated technological change.*
  - [Child Health Research Institute](#): *Carries out research and translates discoveries into action to solve the health problems of children and expectant mothers worldwide.*
  - [Clinical Excellence Research Center](#): *Designs and tests new health care delivery models that both lower per capita health care spending and improve clinical outcomes.*
  - [SPARK Translational Research Program](#): *Educates students, fellows and faculty in ways to overcome the obstacles involved in moving research innovations from bench to bedside and in bridging the gap between early stage programs and funding.*
  - [Stanford Cancer Institute](#): *Works to transform the latest detection, diagnosis, treatment and prevention discoveries of cancer into the most advanced therapies available for patients.*
  - [Stanford Cardiovascular Institute](#): *Engages in research, clinical and educational programs in cardiovascular medicine and explores new surgical techniques and methods of repairing heart damage.*
  - [Stanford Center for Immunity, Transplantation and Infection](#): *seeks to understand and control the immune system's ability to defend the body against foreign invaders at the molecular and cellular level.*
  - [Stanford Institute for Neuro-Innovation and Translational Neuroscience](#): *unites experts in various areas to investigate how the brain develops, the causes of developmental disorders and human behavior.*

- [Stanford Institute for Stem Cell Biology and Regenerative Medicine](#): *aims to harness the power of stem cells to target and remedy the root causes of cancer, cardiovascular disease, autoimmune disease and other diseases with genetic origins.*
- [Stanford Prevention Research Center](#): *Focuses on identifying the most practical, science-based solutions for addressing some of society's most pervasive—and preventable—health issues and on raising the standards of scientific investigation in areas that matter for health.*
- **Independent Study**  
*Mentor: Philip Pizzo*
- **International Studies and Programs**  
*Mentor: Larry Diamond*
  - [Bing Overseas Studies Program](#): *Offers the opportunity to study abroad in a variety of formats including quarter-long programs during the academic year and 3-week overseas seminars during the summer. (in discussion)*
  - [Center on Democracy, Development and the Rule of Law](#): *Collaborates widely with academics, policy makers and practitioners around the world to advance knowledge about the conditions for and interactions among democracy, broad based economic development, human rights, and the rule of law.*
  - [Freeman Spogli Institute for International Studies](#): *Focuses on understanding the problems, policies and processes that cross international borders and affect lives around the world through research projects and seminars on international issues and collaborations in a full range of disciplines across campus.*
  - [Ford Dorsey Program in International Policy Studies](#): *Offers a multidisciplinary Masters program centered on the study and analysis of the international system and providing students with an in depth exposure to issues in the 21<sup>st</sup> century, as well as a foundation of skills to address those issues.*
  - [Stanford Center on International Conflict and Negotiation](#): *Brings scholars and graduate students together as an interdisciplinary research and teaching community dedicated to the study of conflict resolution and peacebuilding and focusing on development strategies to identify, analyze and overcome psychological, strategic, institutional and relational barriers.*
  - [Stanford Institute for Innovation in Developing Economies \(SEED\)](#): *Addresses the creation of jobs for people in poverty in Africa, Latin America and South Asia by establishing regional innovation centers offering*

*management training, networking opportunities, conferences, events, and coaching by business experts.*

- **Social Sciences, Policy and Public Service**

*Mentors: Laura Carstensen, Karen Cook, Shelley Corral, Buzz Thompson*

- [Comparative Studies in Race and Ethnicity](#): *Uses interdisciplinary and comparative approaches to understand the complex factors of race and ethnicity through undergraduate programs and a research institute that sponsors fellowship programs, seminar series, lectures and conferences.*
- [Haas Center for Public Service](#): *Provides fellowships, grants and work study funding to support public service efforts, allowing students to explore leadership training, connect public service with their academic experience, and partner with various community education programs.*
- [John and Terry Levin Center for Public Service and Public Interest Law](#): *Offers programs and training in law to explore the public good, achieve social justice and support the development of public interest legal field. Offers public service programs, skills training and symposia, as well as public interest funding programs.*
- [Michelle R. Clayman Institute for Gender Research](#): *Creates knowledge and seeks to implement change to promote gender equality, bringing together an intellectually diverse group of scholars to propose novel and workable solutions to advancing gender equality.*
- [Science, Technology and Society Program](#): *Offers a dynamic interdisciplinary major that fosters a broad understanding of the technical and social dimensions of science and technology and provides opportunities to pursue research in affiliated laboratories.*
- [Stanford Center on Longevity](#): *Studies the nature and development of the human life span, looking for innovative ways to use science and technology to solve the problems of people over 50 in order to improve the well-being of people of all ages.*
- [Stanford Institute for Economic Policy Research \(SIEPR\)](#): *Advises policymakers in a variety of ways, such as bringing economists from across the university together with leaders in business and industry to analyze, discuss and debate ideas on economic topics, in order improve long term economic policy.*
- [Urban Studies Program](#): *Is an interdisciplinary, undergraduate program that combines academic approaches with real-world experience to understand cities, including, for example, how the physical environment influences*

*behavior and how to address seemingly intractable problems like urban poverty, homelessness, or troubled schools.*

## **Dinner Soirees**

Monthly dinner gatherings are held to promote engagement and interaction with faculty scholars as well as leaders from the broader Stanford and Silicon Valley communities and beyond.

## **Creating a Learning Environment and Interdisciplinary Collaborative Community Network**

The DCI fosters sharing of knowledge and experience among Fellows and Partners, mentors, students and community members. Fellows have office space and the opportunity to interact on a daily basis. In tandem, the program fosters social events ranging from walks and hikes to participation in the arts and athletics programs at Stanford and beyond. There are also informal gatherings and dinners so that Fellows can get to know each other better and can form a community of Stanford Distinguished Careers Institute Fellows who will stay involved and engaged over many years. As noted above, DCI Fellows and their spouses/partners also participate in regular dinner meetings with leading faculty from across the university to provoke dialogue and debate on important issues. The program also fosters occasions for Fellows to interact with undergraduate and graduate students in research, academic and service projects of shared and mutual interest. Intergenerational learning, in which both students and Fellows will act as teachers and learners, are a valued feature of the DCI.

To help create connections between classes of Fellows we will plan at least one annual reunion for all past and present Stanford Distinguished Careers Institute Fellows and Partners. Since the Stanford Distinguished Careers Institute is an international community, we envision that it will forge a global community of continued interaction, lifetime learning and exchange of ideas and opportunities. We believe that this will be further facilitated by new on-line learning technologies, many of which are being pioneered at Stanford.

## **Costs**

The fee for the 2016 program, which runs from January through December, is \$62,000 for DCI Fellows and \$28,000 for DCI Partners, payable prior to the start of the program. It is hoped that some of the costs will be offset by grants and gifts from foundations, industry, philanthropy, the university and other sources with the goal of also providing scholarships to Fellow candidates on a need basis.

## **What Does the Stanford Distinguished Careers Institute Offer to Stanford University?**

Stanford is among the finest universities in the world. This program further extends Stanford's repertoire of innovation and serves as a resource to its alumni and community locally and globally. It enables Stanford to be a pioneer in novel approaches to adult education and career development and to create linkages to global partners. The program fosters occasions for Fellows to interact with undergraduate and graduate students. Intergenerational learning, in which both students and Fellows act as teachers and learners, is a valued feature of the DCI.

## **What Does the Stanford Distinguished Careers Institute Offer to Individuals and Their Employers?**

For individuals, the DCI offers an opportunity to undergo personal and professional transformation and to prepare for the next phase of their life's journey and contributions to society. The program will also forge a new network of colleagues and friends and allow Fellows to plan for their futures, review personal financial security, recalibrate physical and cognitive health and establish patterns of holistic engagement that could be life-long.

For employers, the Stanford Distinguished Careers Institute offers an opportunity to enable valued employees to undergo professional transformation that will enable them to return to the company in a new position or to transition to a new career or set of professional opportunities for the future.

## **Metrics and Monitoring**

The DCI permits the gathering of data that could refine this program as well as further delineate life-career transitions, including how they are managed in the current workplace environment. Among the data elements that are planned for inclusion in research protocols are:

- Number of applications
- Analysis of applicants
  - Background
  - Motivations
  - Demography
  - Goals
- Who is accepted to the program and why
  - What are their outcomes during the program and upon completion
  - We would plan longitudinal follow-up
- Who is not accepted to the program and why
  - Background
  - Motivations
  - Demography
  - Goals

- Can we do longitudinal follow-up on these individuals as well (and perhaps all applicants)

In addition, Fellows will be offered the opportunity to participate in a longitudinal assessment designed to assess the impact of the DCI program on their continuing life journey, assessing various biological, physical, cognitive and social concomitants of life transitions.

## **The Future: What Will the Stanford Distinguished Careers Institute Look Like in 3-5 Years?**

Over the next three to five years the Stanford Distinguished Careers Institute will join Harvard's ALI to become an internationally recognized model that will have helped initiate the establishment of a new paradigm in higher education – the advanced education and career transition of outstanding senior leaders. It will be widely viewed as a unique opportunity to optimize and utilize the talents, knowledge and skills of senior leaders and extend their talents, wisdom, knowledge and contributions to new fields of endeavor for the common good. The DCI will also serve as a model for novel higher education programs in universities, colleges and community colleges locally and globally.

The first graduates will begin their transformative learning and teaching in new venues, locally and globally. They will begin to form an integrated learning network and community, linked together by annual meetings, on-line programs, social networking and shared opportunities. The DCI will forge important linkages within the university, offering unique opportunities for intergenerational learning, education, research and interaction. It will also create important linkages to employers, permitting them to extend the talents and skills of successful employees.

Using social networking and online learning, the Stanford Distinguished Careers Institute will transcend geographic boundaries and help create a model to keep future generations of seniors healthy in body, mind and spirit and able to contribute in important ways to unmet societal needs. Over the next decade, graduates of the DCI will form a new group of grateful and successful friends of the university, who may share their gratitude and appreciation through advocacy and, potentially, philanthropy to Stanford University.