

# Stanford | Distinguished Careers Institute



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

## **2017 PROGRAM STATEMENT**

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The Stanford Distinguished Careers Institute (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 community 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. DCI is designed to enhance and improve the life journey through renewed purpose, community and network building and a recalibration of health and wellness for individuals and communities and to help foster a new paradigm for the university of the future.

### **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. For example, 10,000 individuals in the US cross the age of 65 every day and in less than 15 years, 20% of the US population will be older than 65 years. Similar demographic changes are occurring around the world and in some countries in Asia and Europe, the

percentage of older individuals will approach 40%. 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 plays a unique and important role in creating a new opportunity for adult education to be transformational for individuals, institutions, communities and the world. DCI is 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 as well as life and career transition and even transformation. Stanford advanced this new paradigm with the establishment of the Stanford Distinguished Careers Institute in January 2015. We welcomed our third class in January 2017.

## 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. DCI 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 through intergenerational learning, teaching and mentoring.
- 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 and life 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, and 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 plan. 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 life-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, Energy and Environmental 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 and 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, promoting innovation to solve problems 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 lifelong wisdom and learning provides a very special opportunity for students and fellows to interact and learn from and teach one another. 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 ways Silicon Valley 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 path and trajectory.
- Individuals who do not seek to retire but who wish to transition to new challenges and opportunities.
- Individuals who are seeking to impact their life journey through renewing purpose, developing new communities and networks and recalibrating their health and wellness.
- 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 affect the future of their communities and the world in positive ways.
- Based on these attributes, Stanford Distinguished Careers Institute Fellows will be selected on how participation in the DCI will shape their life journeys 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 individuals coming from careers in public and community service may require additional support to participate in the DCI program.

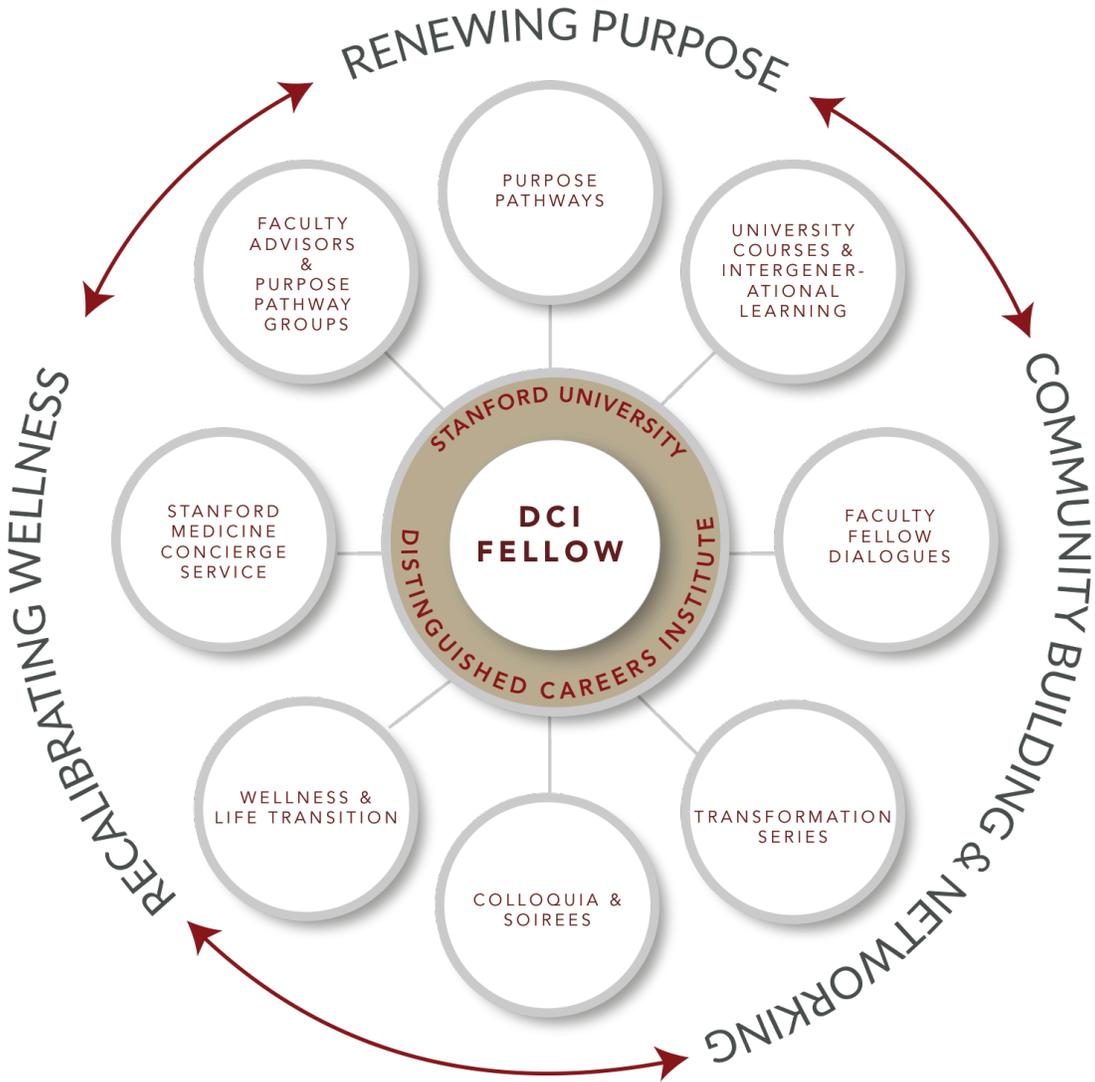
## **Program components**

The DCI is affiliated with the Stanford Center on Longevity and administratively associated with the Stanford Continuing Studies program. We embrace the incredible strengths and opportunities of the entire university. The program is built around three interlocking key goals: renewing purpose, building community and recalibrating health and wellness. These three goals are implemented in the foundational elements of the program and include:

- Participation in the DCI Fellows Core Program (see pages 7-9);
- Mentoring and leadership development that will also be intergenerational and bi-directional. Each fellow will have an assigned faculty 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 development of an individualized purpose pathway that is enhanced by enrollment in University courses and interactions with faculty and students in various centers and institutes. The purpose pathway includes course materials, research and experiential learning. Current pathways fall into these areas:
  - *Arts and the Humanities*
  - *Business, Leadership and Entrepreneurship*
  - *Education, Teaching and Learning*
  - *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, the Rule of Law, 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). DCI Fellows and Partners have the opportunity to participate in the Stanford Concierge Medicine program and 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 DCI Fellows to utilize transition services as well as other search and placement firms that will work with the Program.

# Stanford | Distinguished Careers Institute



## The 2017 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 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 DCI 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, Spring and Fall 2016. These are illustrative of those that will be offered in 2017.

#### *Winter Quarter*

1.	Ann Fernald, Talking to Kids Matters
2.	Jo Boaler, How Do People Learn Math
3.	Jennifer Dionne, Nanoscale Solutions
4.	Sam Wineburg, Reading Less and learning More
5.	Bill Meehan, Non profit Boards
6.	Abraham Verghese, High Touch in a High Tech Age
7.	Richard Saller, The Roman Empire
8.	Design School (Stanford d.school) sessions
9.	DCI Town Hall

#### *Spring Quarter*

1.	Alex Nemerov, Analysis of a Jackson Pollock Painting
2.	Richard Ford, Law and Inequality
3.	David Crane, The Elections that Matter Most to Californians
4.	Firdaugh Dhabhar, Optimizing Good Stress and Minimizing Bad Stress
5.	Ari Kelman, Secularism and Spirituality
6.	Tom Beischer, Designing the Now – Contemporary Architecture
7.	Larry Diamond, Is Democracy in Decline
8.	Terry Moe, How our Constitution Undermines Effective Government
9.	Fred Turner, Facebook as a Historical Problem
10.	Town Hall Meeting

#### *Fall Quarter*

1.	Blair Hoxby, Passion and Character from Shakespeare to Mozart
2.	Laurence Baker, Innovation in a Changing Healthcare Environment
3.	Paula Moya, Developing Racial Literacy in a Post Obama World

4.	Christina Smolke, the World of Synthetic Biology
5.	Liz Magill, The Supreme Court from the Inside
6.	Charlotte Fonrobert, Religion and Politics
7.	Francis Fukuyama, Democracy, Development and the Rule of Law
8.	Reflections

## II. Focus on Transformation

This weekly early evening reception series is designed to bring DCI Fellows and Partners together to share 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, Spring and Fall 2016. These are illustrative of those that will be offered in 2017.

### *Winter Quarter*

1.	Laura Carstensen, The New Longevity
2.	Jonah Willihnganz, The Art of Storytelling
3.	Lili King, Career Advocates
4.	Fellows/Partners Life Journeys
5.	Fellows/Partners Life Journeys
6.	Fellows/Partners Life Journeys
7.	DCI Colloquium: Regenerative Medicine
8.	DCI Community Dinner: St. Lawrence Spring Quartet
9.	Fellows/Partners Life Journeys
10.	Fellows/Partners Life Journeys

### *Spring Quarter*

1.	Transition Planning: Randy Byrnes and Marc Freedman
2.	Fellows/Partners Life Journeys
3.	Fellows/Partners Life Journeys
4.	Laura Wittman: Can Death be Re-Enchanted
5.	Fellows/Partners Life Journeys
6.	Fellows/Partners Life Journeys
7.	Fellows/Partners Life Journeys
8.	DCI Community Dinner: George Shultz, an Interview
9.	DCI Colloquium: The American West
10.	Fellows/Partners Life Journeys

### *Fall Quarter*

1.	Abraham Verghese, The Physician in Modern Society
2.	Russell Alan Poldrack, Reading the Brain
3.	Mike McFaul, On Russia

4.	Transition Planning
5.	DCI Community Event: Reunion and Life Journey Inspiration recipient, Penny Pritzker
6.	DCI Colloquium on Education
7.	Sue McConnell, Bridging Silos: Bringing the Arts Back into the Sciences
8.	Jane Shaw, Empathy and Art
9.	DCI Graduation Dinner

### 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 2016 colloquia topics and moderators were:

- Regenerative Medicine (winter quarter);  
Michael Longaker, *Deane P. and Louise Mitchell Professor in the School of Medicine and Professor, by courtesy, of Bioengineering and of Materials Science and Engineering*
- The West (spring quarter);  
David Kennedy, *Donald J. McLachlan Professor of History, Emeritus*
- Education Reform (fall quarter);  
Deborah Stipek, *Judy Koch Professor of Education*

### IV. Dinner Soirees

Monthly dinner gatherings are held to promote engagement and interaction with faculty scholars and leaders.

The 2016 soirees included:

- The St. Lawrence String Quartet, *ensemble in residence at Stanford University*
- The Honorable George P. Shultz, *Former United States Secretary of Labor, Secretary of State*
- Paul Berg, *Robert W. and Vivian K. Cahill Professor of Cancer Research, Emeritus*
- Mike McFaul, *Director, Freeman Spogli Institute for International Studies, Professor of Political Science and Senior Fellow at the Hoover Institution, The Freeman Spogli Institute and the Woods Institute for the Environment*

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

The following are Stanford programs whose directors have expressed support for the DCI and have given permission to be included in this list. 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.

Faculty advisors for each pathway are noted below. For the 2017 program, fellows and partners who have chosen the same pathway will have the same advisor and have the opportunity to meet as pathway groups with their advisors. This structure will provide opportunities for cross-fertilization of ideas, sharing of experiences, and community building.

- **Arts and the Humanities**

*Faculty Advisor:* Jane Shaw, *Dean for Religious Life and Professor of Religious Studies*

- [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**

*Faculty Advisors:* Bernadette Clavier, *Director of the Stanford GSB Center for Social Innovation*; Chuck Holloway, *Kleiner Perkins Caufield & Byers Professor of Management, Emeritus*; Scotty McLennan, *Lecturer, Graduate School of Business and Former Dean for Religious Life*

- [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.*
- [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 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**  
*Faculty Advisor: Tom Ehrlich, Visiting Professor, School of Education*
  - [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**  
*Faculty Resource: Barton H Thompson, Jr., Perry L McCarty Director, Stanford Woods Institute for the Environment; Robert E. Paradise Professor of Natural Resources Law, Stanford Law School*
  - [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.*

- [Emmett Interdisciplinary 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.*
- **Engineering Sciences and Design**  
*Faculty Advisor: Tom Byers, Entrepreneurship Professor in the School of Engineering*
  - [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**  
*Faculty Advisor: David Stevenson, MD, The Harold K. Faber Professor of Pediatrics and Professor, by courtesy, of Obstetrics and Gynecology*
  - [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 and 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**  
*Faculty Advisor: Philip Pizzo, Founding Director, Stanford DCI and, Former Dean, Stanford School of Medicine and the David and Susan Heckerman Professor of Pediatrics and of Microbiology and Immunology*

- **International Studies and Programs**

*Faculty Advisor: Chip Blacker, Ken Olivier and Angela Nomellini Professor in International Studies, Senior Fellow at FSI and Professor, by courtesy, of Political Science*

- [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**

*Faculty Advisors: Laura Cartensen, Fairleigh S. Dickinson Jr. Professor in Public Policy, Professor of Psychology, Director, Stanford Center on Longevity*

- [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.

## **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 dedicated community 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, teaching and mentoring among undergraduate and graduate students and DCI Fellows and Partners are a valued feature of the DCI.

To help create connections between classes of fellows we have an annual reunion for all past and present Stanford Distinguished Careers Institute Fellows and Partners. DCI 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 online learning technologies, many of which are being pioneered at Stanford.

### **Costs**

The fee to attend the Stanford Distinguished Careers Institute for the 2018 calendar year program as a DCI Fellow is \$65,500. The fee to attend as a DCI Partner is \$30,000. The fees for the 2018/19 academic year program will be announced early in 2018.

A select number of applicants whose careers have been in the public sector, including the military, public education, the arts, or related fields, may be eligible for a reduced fee.

Fellows are expected to find their own personal housing.

### **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, lifelong learning and career development and to create linkages to global partners. The program fosters occasions for fellows to interact with undergraduate and graduate students. Intergenerational mentoring, 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 journeys and contributions to society. The program forges 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 lifelong.

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**

DCI is committed to gathering data that will inform the evolution of the program as well as lead to a further understanding of 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:

- Program data (eg., number of applications, applicant demographics and other characteristics, etc.)
- Prospective and longitudinal study to assess the impact of DCI on participants' trajectory of health and well-being over the lifespan using qualitative and quantitative methodologies.
- Potential impact of DCI on the University assessing the experiences of students, faculty and DCI Fellows and Partners.

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

Over the next five years the Stanford Distinguished Careers Institute will 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.

Over the next 3-5 years graduates of the DCI program will take their experience to new venues, locally and globally. They will form integrated learning networks and communities, linked together by annual meetings, online programs, social networking and shared opportunities. DCI will forge important linkages within the university, offering unique opportunities for intergenerational learning and mentoring, 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.

Importantly, through the fusion of renewed purpose, community building and a recalibration of wellness, DCI Fellows and Partners will lead healthier lives, reduce the onset or pace of the challenges associated with aging and reduce their need for medical and social services.