

**REPORT OF THE CAMPUS ACADEMIC OUTREACH SUBCOMMITTEE
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO**

DECEMBER 2008

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EXECUTIVE SUMMARY

In November 2007, the Executive Vice Chancellor and Provost, Eugene Washington, in his role as Chair of the Chancellor's Advisory Committee on Academic Diversity, convened the UCSF Subcommittee on Campus Academic Outreach. The goal of the subcommittee was to identify and recommend campus academic outreach strategies to recruit and retain a diverse community at UCSF. The subcommittee's charge was to:

- Assemble an inventory of existing campus academic outreach programs designed to increase the pool of students from diverse backgrounds and to support recruitment and retention of students, postdoctoral scholars and faculty from diverse backgrounds.
- Conduct a succinct review of best practices for fostering effective outreach programs in academic institutions, particularly for the health sciences.
- Make recommendations for improving the success and impact of UCSF's campus academic outreach endeavors.

The subcommittee was chaired by Joseph I. Castro, Associate Vice Chancellor of Student Academic Affairs, and included 14 members and 3 advisors, with representation from the four schools and the Graduate Division, the Academic Senate, the Associated Students of UCSF, the Graduate Student Association, Postdoctoral Scholars Association, residents, faculty and staff. The subcommittee met four times between November 2007 and March 2008. The subcommittee's main findings and recommendations follow.

Findings

1. **The recruitment and retention of a diverse community is essential to UCSF's mission of Advancing Health Worldwide.**
2. **Substantial evidence documents UCSF's commitment to recruitment and retention of diverse populations across the campus, particularly within the senior leadership. This commitment is illustrated in UCSF's mission, strategic plan, and new 10-point diversity initiative.**
3. **Some existing barriers have slowed progress in achieving UCSF's goals to recruit and retain diverse populations.**

Recommendations

1. **Create and support a UCSF Office of Campus Academic Outreach to coordinate existing efforts and initiate new programs to strengthen recruitment and retention of underrepresented trainees and faculty.** The highest priority of the subcommittee was to recommend creation of a centralized campus office that would serve as an initial point of contact for campus academic outreach at UCSF. This office would coordinate and promote collaboration and coherence among the 200+ different campus academic outreach efforts that originate from 40+ different offices, departments, programs, and organizations

(including student-led organizations), spanning all of the schools and Graduate Division. The benefits of a single office include the ability to (1) mobilize and support outreach leaders and supporters across the campus committed to recruiting and retaining underrepresented populations; (2) act as a clearinghouse and spearhead efforts to create participant pipelines between the various recruitment and retention opportunities across the campus; (3) find collaborative solutions to long-standing program challenges and unmet needs regarding recruitment and retention initiatives; (4) use resources effectively by fostering collaboration, identifying and reducing duplication of efforts; (5) support new initiatives by sharing and encouraging best practices; (6) assess the success of campus recruitment and retention efforts; (7) serve as a centralized resource for institutional data on diversity that can be used to write grants; (8) raise awareness and increase faculty and student engagement by coordinating efforts with the Public Affairs Office to ensure that campus academic outreach programs are visible to the media in publications, including the diversity web site; and (9) lead campus efforts to establish, communicate, and celebrate a welcoming climate at UCSF.

2. **Provide sustainable funding for programs that enhance recruitment and retention of underrepresented trainees and faculty.** To successfully recruit and retain underrepresented populations, the campus must provide funding to sustain successful existing programs and to support new initiatives that address service gaps. Few of the existing campus academic outreach programs are sustainable without a stable source of funds. This is a significant challenge because external funding agencies generally provide start-up funds, but rarely the funding needed to sustain long term efforts, even those with demonstrated evidence of success. Campus academic outreach programs will have a better chance of securing external funds if (1) they are viewed as being more integral to the campus mission and strategic plan; and (2) campus academic outreach leaders work in partnership with the UCSF Development Office/Foundation to prioritize sustainable funding. Previously, the UCSF Development Office/Foundation has discouraged, or even prohibited, existing campus academic outreach programs from approaching many relevant foundations to focus their efforts on other priorities.
3. **Foster a supportive campus climate that recognizes and rewards individuals who promote diversity through their recruitment and retention efforts.** Currently, few meaningful rewards are available for faculty or others who contribute their time and effort to recruiting and retaining underrepresented groups at UCSF. Additionally, there are few real consequences to those who fail to support UCSF's strategic priority to nurture diversity. The subcommittee recommends thinking creatively and strategically about how to enhance rewards for faculty and others who engage in activities that encourage and support recruitment and retention of underrepresented populations at UCSF.
4. **Enhance the academic success and increase the retention of underrepresented students by providing new support services for study and learning skills.** The subcommittee understands and supports the need for high academic standards in preparing our students to be leaders in the health professions. However, some UCSF students are better prepared than others to meet such high

academic standards. We recommend that the campus invest new resources to support students who need assistance with general study and learning skills. We believe that such a strategy will enhance the overall success of our students and increase the retention of underrepresented students. Workshops or assistance in areas such as study skills, test-taking, time management, and note-taking provided on campus would offer students concrete support and assistance.

I. INTRODUCTION

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- Make recommendations for improving the success and impact of UCSF's academic outreach endeavors.

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UCSF SUBCOMMITTEE ON CAMPUS ACADEMIC OUTREACH

Appointed Members

• James Betbeze	Director of Admissions, School of Dentistry
• Raymond Blind	Postdoctoral Scholars Association Representative
• Joseph Castro	Associate Vice Chancellor, Student Academic Affairs Committee Chair
• Christopher Cullander	Associate Dean, School of Pharmacy
• Christine Des Jarlais	Graduate Division, Assistant Dean, Postdoctoral Affairs
• Katherine Flores	Clinical Professor and Program Director, Latino Center for Medical Education and Research, School of Medicine
• Bonnie Halpern-Felsher	Associate Professor, School of Medicine
• Judy Martin-Holland	Academic Coordinator and Assistant Dean, School of Nursing
• Alma Martinez	Clinical Professor, School of Medicine
• Bunly Pel	ASUC Representative
• Kareen Riviere	Graduate Students Association Representative
• Rene Salazar	Assistant Clinical Professor of Medicine, School of Medicine
• Rebecca L. Smith	Science and Health Education Partnership
• Tracy Stevens	Director, Center for Science and Education Opportunity
• Cynthia Watchmaker	Assistant Dean/Director, Student Affairs, School of Pharmacy
• Michael Winter	Vice Chair for Academic Affairs, Clinical Pharmacy and Professor of Clinical Pharmacy

Subcommittee Staff

• Veronica Nepveu	Executive Assistant to the Associate Vice Chancellor, Student Academic Affairs
• Naledi Saul	Special Projects Coordinator to the Associate Vice Chancellor, Student Academic Affairs/Associate Director, Office of Career and Professional Development

Additionally, a select number of community members were invited to advise the subcommittee about the planning of Inside UCSF.

Advisors

• Maureen Conway	Director, Student Activities Center
• Ron James	Associate Director, Student Financial Services Office
• Tania Lucero Pacheco	Ph.D. Student, Sociology

Between November 2007-March 2008, the subcommittee met four times to gain insight on the range of existing programs and initiatives and to explore committee members' unique experiences and viewpoints about recruiting and retaining a diverse body of students, residents, postdoctoral scholars, clinical fellows, and faculty at UCSF. We invited advisors

and engaged members of the UCSF community with previous experience in recruitment and retention initiatives to share their experience with the subcommittee.

In conducting its work, the subcommittee:

- Decided to use an inclusive definition of diverse populations to include race, ethnicity, gender, sexual orientation, physical ability, and socio-economic status;
- Determined types of initiatives it would define as campus academic outreach and include in the inventory;
- Developed an inventory of UCSF-based programs and initiatives focused on recruitment at the K-8, high school, undergraduate, and graduate levels, and those focused on retention of graduate and professional school students, residents, postdoctoral scholars, clinical fellows and faculty;
- Reviewed campus academic outreach programs and initiatives at comparable institutions that were considered best practices in seeking to broaden the applicant pool, increase selection, and retain a diverse body of students, residents, postdoctoral scholars, clinical fellows, and faculty.

II. THE CASE FOR RECRUITMENT AND RETENTION OF DIVERSE TRAINEES AND FACULTY

UCSF's institutional mission of advancing health worldwide requires that the campus successfully attract, select, and retain a diverse population of trainees and faculty. In recognition of this, UCSF's Strategic Plan includes a 10-point diversity plan, indicating that the campus recognizes and accepts this challenge. The subcommittee's inventory of ongoing initiatives and programs now underway at UCSF provides evidence of commitment to build a diverse campus community.

Members of the subcommittee recognize the significant challenges involved in addressing these issues, but we believe that UCSF's commitment to excellence often requires exceptional efforts. We noted that, in spite of the many initiatives now underway, the representation of some populations remains low, especially in comparison to their representation within the state of California. As a public institution committed to preparing the next generation of health science leaders, UCSF is obliged to serve all of the state's and the country's diverse communities.

We found that many of the goals expressed in UCSF's Strategic Plan are embodied in the mission and goal statements of initiatives currently seeking to recruit and retain a diverse group of trainees and faculty at UCSF. They include helping to reduce local health inequities; educating, training, and employing a diverse faculty, staff, and student body; recruiting, mentoring, and retaining the highest caliber faculty, staff, students, house staff, fellows, and postdoctoral scholars; and preparing the world's future leaders in health care delivery, research, and education. Our ability to achieve these goals requires a sustained commitment to recruiting and retaining diverse trainees and faculty within the UCSF community.

III. INVENTORY OF EXISTING CAMPUS ACADEMIC OUTREACH ACTIVITIES

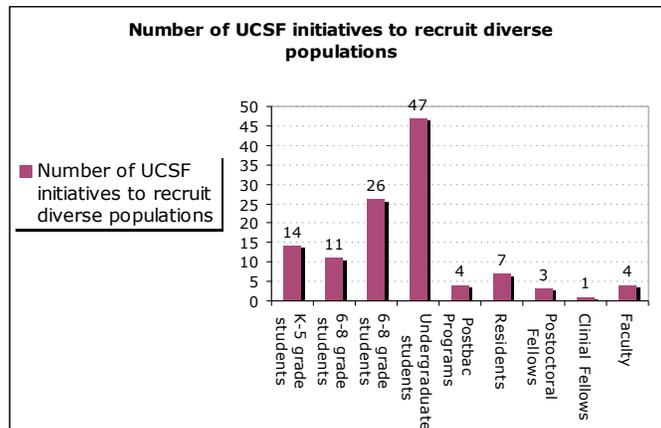
The subcommittee was charged with assembling an inventory of existing campus outreach programs designed to increase the pool of students from diverse backgrounds and to support the recruitment and retention of students, residents, postdoctoral scholars, clinical fellows' and faculty from diverse backgrounds. An inventory was developed through the efforts of collective subcommittee members' knowledge, outreach to knowledgeable individuals in the UCSF community, and research of both print and online materials listing current initiatives.

The subcommittee employed a broad definition of campus academic outreach, including programs, departments, initiatives, resources, and services that either directly targeted or contributed to the recruitment or retention of diverse populations at the K-8, high school, undergraduate and graduate/professional school students, house staff, postdoctoral scholars, clinical fellows, and faculty. In terms of recruitment, we included outreach such as campus or classroom visits, recruitment events and conferences, internships and health or science camps. With regard to retention efforts, the inventory considered the wellbeing of the whole person at UCSF – including activities or resources that addressed academic support, professional development, and personal wellbeing of diverse populations.

Recruitment Efforts

How many existing programs at UCSF focus on recruitment across the range of diverse populations?

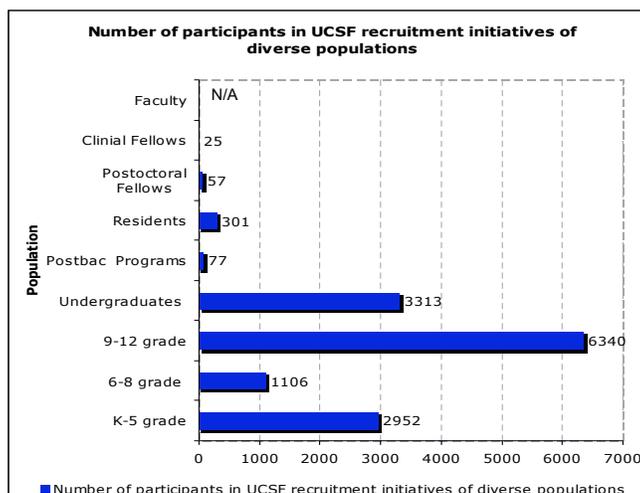
- The subcommittee identified 117 programs or initiatives that focused on recruitment at the K-8, high school, undergraduate, graduate and professional school students, house staff, postdoctoral scholars, clinical fellows, and faculty.
- The majority of these efforts focused on undergraduate and post baccalaureate recruitment, (51) and K-12 populations (51). Significantly fewer initiatives focused on residents (7), postdoctoral fellows (3), clinical fellows (1) or faculty (4).



What types of programs and initiatives exist at UCSF?

UCSF's current programs, initiatives, and departments reflect a high level of diversity, creativity, and innovation to identify, engage, and support individuals who are interested in health science careers in general and UCSF in particular. We identified a good balance of programs and initiatives specifically at the K-16 level that sought to increase the pool and help UCSF compete for those students who have already shown an interest in pursuing careers in the health sciences.

- The initiatives at the K-12 level include a range of school-based partnerships in the Bay Area, Fresno, and the Lake and Mendocino Counties. These partnerships include a comprehensive K-16 academic pathway program, professional development programs for K-12 teachers, UCSF trainee/faculty-teacher (K-12) collaborations, and health or science camp-based activities focused on exposing students to science and careers in the health sciences. UCSF also sponsors short-term programs and conferences designed to provide students and parents with information about the college application process and financial aid programs. The subcommittee was particularly enthusiastic about the emerging new partnership between UCSF and the San Francisco Unified School District, which has great promise to become a national model.
- At the undergraduate and postbaccalaureate levels, the majority of initiatives and programs focus on summer internship training opportunities at UCSF, academic outreach recruitment visits and fairs, and partnership with pre-health societies. Many of these innovative initiatives are the result of the creativity and commitment of volunteers from Registered Student Organizations, who have taken responsibility for both the conception and implementation of these initiatives.



- For residents, the focus has been on programs that reach out to candidates who have applied or have been accepted to a residency program at UCSF. For postdoctoral scholars, clinical fellows, and faculty, a limited number of programs are in place to expose individuals to the postdoctoral research experience and to introduce faculty ambassadors who assist search committees in identifying and selecting a highly qualified, diverse pool of candidates in every search.

How many individuals took part in these programs or initiatives or use the resources of these departments?

- In total, there were approximately 14,171 participants in recruitment programs or initiatives sponsored by UCSF. One caveat to this number is that we are not able to determine if each is a unique participant or not. For example, a child could be involved in the Center for Gender Equity's Take Your Child to Work Day, as well as attend the Student Financial Services' I'm Going to College event. Yet the committee also noted that one goal is to create pathways among opportunities for diverse populations to follow throughout the K-16 years. In fact, subcommittee members were enthusiastic about establishing a mechanism to systematically track K-16 students who participate in various UCSF programs.
- The different type and focus of various recruitment efforts affected the overall number for the population. For example, while an equal number of efforts were focused on

undergraduate and post-baccalaureate recruitment (51) and K-12 (51), a greater number of K-12 students and teachers were served (10,398 participants) than undergraduate students and post-baccalaureate participants (3,390 participants). This is due to the fact that many of the K-12 programs are classroom-based and teach-the-teacher focused.

RETENTION

How many retention programs, initiatives, and departments exist at UCSF?

We identified more than 107 initiatives, programs, and departments that focus on retention of diverse trainees and faculty at UCSF.

What type of retention programs and initiatives exist at UCSF?

- We found an incredible variety of initiatives, programs, services, and resources for diverse populations. Some were designed to specifically focus on underrepresented groups (such as the School of Medicine's Underrepresented in Medicine (UIM) Mentoring Program). Others clearly sought to develop the academic, professional and personal wellbeing of all students at UCSF (The Student Passport to Wellness Program), and did not specifically target underrepresented populations. Programs spanned professional, academic, and personal development and wellbeing. They ranged from mentorship and peer support to communication skills (grant writing, writing for publication, dissertation writing, oral presentation), conflict management, financial wellness, supervisory and management skills, health and wellness counseling and support, cultural events, and recognition and awards programs.
- The subcommittee found it more difficult to gauge the number of individuals from diverse groups using these programs, since many programs and resources did not specifically gather demographic data when determining usage. So, while it would be reasonable to argue that every postdoctoral scholar would benefit from a program that taught them how to build a relationship with a National Institutes of Health Grants Officer on campus – a program offered by the Office of Career and Professional Development -- it was not clear how many trainees from diverse groups actually participate in the event. We also do not know what barriers, if any, might have prevented them from participating.

Who is involved in the design and implementation of these programs and initiatives?

The subcommittee was pleased to find retention initiatives across the campus. This reflects the campus's deep commitment to recruitment and retention throughout our community. They included Registered Student Organizations, every school and the Graduate Division, the Office of Postdoctoral Affairs, Postdoctoral Scholars Association, academic departments, Academic Affairs, Student Academic Affairs (including the Office of Student Life, Student Financial Services, the Office of Career and Professional Development, and Student Activities Center), The Center for Gender Equity (including the Lesbian, Gay, Bisexual, Transgendered and Intersex Resources), the Center for Science and Education Opportunity, the Science and Health Education Partnership, the Office of Academic Diversity, the Office of Affirmative Action – Equal Opportunity and Diversity, Public Affairs, and the Chancellor's Office.

Conclusion

The campus has a wide array of existing programs that support the retention of diverse trainees and faculty, including those from underrepresented communities. Our inventory indicates that more efforts should be made to recruit and retain diverse residents, clinical fellows, postdoctoral scholars, and faculty.

IV. BEST PRACTICES AND BEST PRINCIPLES IN CAMPUS ACADEMIC OUTREACH

The subcommittee sought best practices and principles across the country for the recruiting and retaining diverse populations. UCSF has many examples of excellence that are used as models for best practices around the country, but we have chosen to expand our knowledge by focusing attention in this report on such practices elsewhere. Our review identified five best principles that deserve to be highlighted. The most successful campus-wide academic outreach efforts across the country shared the following principles: 1) a collaborative, interprofessional, interdisciplinary focus on mentorship and peer support; 2) a balance of short and long term initiatives that support underrepresented populations at each stage of the academic pathway; 4) programs that are accessible to underrepresented populations and 5) programs that include an assessment component to enable reflection, feedback and refinements. Appendix A highlights eight case studies of programs, offices and initiatives that promote several facets of these five principles.

V. FINDINGS AND RECOMMENDATIONS

The subcommittee's last charge was to make recommendations for improving the success and impact of UCSF's campus-wide academic outreach endeavors. Our findings and the recommendations arising from these findings are described below.

Findings

1. **The recruitment and retention of diverse populations is essential to UCSF's mission of advancing health worldwide.**
 - a. At the core of UCSF's mission to advance health worldwide is both a recognition of, and an appreciation for, the rich diversity that exists in California, the nation, and throughout the world. UCSF's efforts to meet the goals of that mission arise from a belief that those who seek to advance health worldwide -- as researchers, clinicians, and educators -- should reflect that diversity in their ranks and address that diversity in their work.
2. **The subcommittee found substantial evidence of UCSF's commitment to recruitment and retention of diverse populations across the campus, particularly within the senior leadership. This commitment is illustrated in UCSF's mission, strategic plan, and new 10-point diversity initiative.**
 - a. UCSF is currently implementing several successful recruitment and retention initiatives focused on diverse populations in every type of trainee and faculty position. These initiatives can be found in departments, student groups, committees, and divisions across the campus.
3. **Some existing barriers have slowed progress in achieving UCSF's goals to recruit and retain more trainees and faculty from diverse backgrounds.**
 - a. The most significant gaps in the UCSF's academic outreach programs were noted in the recruitment and retention of house staff, postdoctoral scholars, clinical fellows, and faculty. Although some efforts exist within divisions or departments, they are relatively small and generally isolated from one another. The Faculty Search Ambassador Program is a notable exception. Nevertheless, we lack a coordinated, campuswide effort to recruit postdoctoral scholars, clinical fellows, or faculty from diverse populations.
 - b. Some of the most successful and innovative efforts are vulnerable because they are supported by limited external seed money grants, rather than by sustainable sources of funding. Additionally, many very successful academic outreach initiatives have been initiated by Registered Campus Organizations, which makes them more challenging to sustain as student leaders graduate. Some students also feel overburdened in their efforts to increase diversity on campus.
 - c. It is difficult to identify and navigate through the myriad of opportunities at UCSF, as there is currently no central location to gain awareness about the rich variety of academic outreach resources, initiatives and programs. This

lack of accessibility contributes to the sense of perceived gaps in support, and it is very likely that many diverse groups do not avail themselves of the full range of opportunities that are available. Those involved in academic outreach across campus are generally unaware of each other's efforts, limiting collaboration, increasing the feeling of isolation, and leading to inefficiencies such as duplication of efforts.

- d. Currently, there is no one individual or office looking at the big picture to provide leadership in coordinating, connecting, and assessing campus-wide academic outreach programs. We therefore lack a coherent review of our current efforts or a comprehensive identification of gaps in existing programs. We also lack the full time staff could provide a strategic response.
- e. Though several recruitment and retention initiatives exist, they cannot realize their full potential without significant involvement of and strong support from campus leaders, including division and department chairs and other senior faculty. The full engagement of campus leadership in these important activities helps encourage others to take part in initiatives that support the recruitment and retention of underrepresented populations.
- f. With respect to the retention of diverse students, the subcommittee observed that the campus does not have a dedicated office or individuals to provide support to students who experience academic difficulty. Such an office or individuals, which exist at other major universities, would provide learning strategies and tools to support the success of all students.

Yet, even with these challenges, the subcommittee agreed that UCSF benefits from the tremendous commitment of many individuals and campus units. The subcommittee also found evidence of a strong desire to more strategically and successfully recruit and retain diverse populations.

Recommendations

The committee distilled its findings into three recommendations.

1. Create and support a UCSF Office of Campus Academic Outreach to coordinate existing efforts and initiate new programs that strengthen recruitment and retention of diverse trainees and faculty.

The subcommittee's highest priority is to create and staff a centralized office that would serve as an initial point of contact for academic outreach at UCSF. This office would coordinate and promote collaboration and coherence among the 200+ different academic-focused outreach efforts that originate from 40+ different offices, departments, programs, and organizations (including student-led organizations), spanning all of the schools and graduate division. The benefits of a single office include the ability to (1) mobilize and support academic outreach leaders and supporters across the campus committed to recruiting and retaining underrepresented populations; (2) act as a clearinghouse and spearhead efforts to create participant pipelines between the various recruitment and retention opportunities across the campus; (3) find collaborative solutions to long-standing program challenges and unmet needs regarding recruitment and retention initiatives; (4) use

resources effectively by fostering collaboration, identifying and reducing duplication of efforts; (5) support new initiatives by sharing and encouraging best practices; (6) assess the success of campus recruitment and retention efforts; (7) serve as a centralized resource for institutional data on diversity that can be used to write grants; (8) raise awareness and increase faculty and student engagement by coordinating efforts with the Public Affairs Office to ensure that academic outreach programs are visible to the media in publications, including the diversity web site; and (9) lead campus efforts to establish, communicate, and celebrate a welcoming climate at UCSF.

This recommendation is similar to one made previously by the Chancellor's Diversity Committee in 2007 and is consistent with the sentiment in a recent UCSF study, *Perspectives and Experiences of Minority Faculty at the UCSF School of Medicine*. An anonymous comment, attributed only to an "African American woman, senior rank," stated:

- "[It's important to have a]...*place that is going to solve problems...when we are recruiting students and faculty, there is a place where people can go and get information about what else is out there...Nobody is coordinating across all the departments...Having an office, you can have an internal change agent that can really keep their eye on the ball.*"

In light of our findings, the subcommittee envisions an Office of Campus Academic Outreach that would generate renewed energy in the following key areas:

- **Provide leadership to coordinate academic recruitment efforts across the campus and help manage effective collaborative efforts.**

This office could spearhead a recruitment alliance across the campus that meets regularly to discuss recruitment plans and sponsor conferences throughout the year. This level of structured coordination between the schools, Graduate Division, Academic Senate, and Office of Postdoctoral Affairs, in collaboration with Academic Affairs, Student Academic Affairs, Public Affairs, and others would result in more efficient use of resources, and would enable us to cast a wider and more consistent net to broadly and effectively recruit for the multiple trainee and faculty positions at UCSF. Currently, although members of the academic outreach programs have started to informally notify others when they will be recruiting at schools and fairs, communication occurs on a program-by-program and ad hoc basis. UCSF also has no structured way to identify and notify all concerned parties about ongoing academic outreach efforts and planned future events. The campus lacks a structured way to pass along brochures, flyers, and information to represent the campus during recruitment efforts. As a result, we do not have consistent or comprehensive representation of UCSF at graduate and professional fairs, and we are not effectively using our limited academic outreach resources. The Office of Public Affairs is now finalizing a new diversity brochure for the campus that can be used by academic outreach programs when they are recruiting across the country. More collaborative efforts such as this one would be possible through an Office of Campus Academic Outreach.

Mentoring programs focused on faculty/trainee or peer-to-peer mentoring that offer both academic and non-academic support have been shown to increase satisfaction and success of underrepresented trainees. While students from various schools or programs have very different needs, we recommend that mentoring program directors around the campus meet and form a coalition to provide cross-

school dissemination of information and to develop ideas to increase faculty development around student mentoring issues. A centralized Office of Campus Academic Outreach could initiate and provide ongoing support and facilitation of these collaborations.

Organized collaboration between and among academic outreach programs could help to more effectively address existing recruitment or retention gaps. For example, postdoctoral scholar positions are often not advertised. Instead, these positions are usually filled by graduate students directly contacting PIs and inquiring about postdoctoral employment opportunities. This method reduces the chances of creating a wider net from which to recruit. Students wishing to work as postdoctoral scholars at UCSF may not understand how to approach a PI at UCSF.

A collaborative approach spearheaded by the Office of Campus Academic Outreach could include:

- The Office of Postdoctoral Affairs, Postdoctoral Scholars Association and Office of Career and Professional Development could partner to create a series of print and online resources to educate students about the best strategies to find and succeed as a postdoctoral scholar at UCSF. This could include a panel of diverse UCSF students and postdoctoral scholars discussing their own experience at UCSF.
 - Public Affairs could recommend best practices to develop and publicize this resource as part of UCSF's larger message.
 - The Library could be asked to host a video podcast (at podcast@UCSF) of this event.
 - As part of a comprehensive recruitment alliance, student groups, administrators, individual faculty and departments that attend events and conferences could share these resources with students and postdoctoral scholars who might not have previously considered UCSF.
 - Faculty could be encouraged to put a link to these resources on their websites signaling a welcome message to underrepresented populations, as could the Office of Postdoctoral Affairs, Postdoctoral Scholars Association, Academic Affairs, Student Academic Affairs and the Office of Career and Professional Development.
- **Convene regular meetings of academic outreach leaders to find solutions to long-standing program challenges and service gaps.**
- As our program inventory indicates, the most significant gaps in the campus 's academic outreach programs are in the recruitment and retention of house staff, postdoctoral scholars, clinical fellows, and faculty. Some efforts exist within divisions or departments, however they are relatively small and isolated from one another. USCF currently has no campuswide effort to recruit trainees or faculty

from underrepresented populations.

- **Sponsor programs to better educate college health advisors about UCSF.**
While the schools have various programs aimed at students interested in health science careers, there is no organized effort to educate college health advisors about such careers. Such a program would help to improve counseling practices for college students, including underrepresented students. Focused effort to showcase our programs and educate advisors can help build connections and highlight UCSF's commitment to underrepresented students. For example, the School of Dentistry participates in a Northern California Advisors Day.
- **Signal that UCSF is particularly dedicated to creating and maintaining a diverse campus community.**
The office could focus efforts on areas of particular need, such as postdoctoral, clinical fellow, and resident training and faculty development and mentoring. It could sponsor and organize certain initiatives – for example, panels and workshops on managing student debt, financially surviving at UCSF, planning for buying a home in the Bay Area. These are all programs currently offered to UCSF students through a collaborative between Student Academic Affairs and Student Financial Services. Yet this type of programming would be equally valuable in the effort to recruit and retain all trainees and scholars at UCSF.
- **Act as a clearinghouse for all efforts, a champion of best practices and supporter of new initiatives.**
The office would encourage and inspire new recruitment and retention efforts. A Registered Campus Organization or faculty department would no longer need to create an entire program when initiating a new recruitment or retention effort. Instead, the office could provide access to a rich host of campus resources, support, and collective wisdom. All would share best practices gathered from UCSF and across the country. The office could also introduce new participants to others who share common interests and bring valuable experience to the table. For example: Rene Salazar, Director of Diversity for Graduate Medical Education, has initiated programs and initiatives designed to keep medical students interested in residency positions at UCSF. These strategies could serve as a guide for other departments wishing to introduce similar successful retention programs.

This office could also invite local and national researchers and practitioners to campus as guest speakers, creating a crucible for new ideas. Such collaboration could provide the full range of support necessary at every stage of academic development, from applicant to student to fellow to faculty, as individuals make the transition from one stage to another.
- **Comprehensively assess the success of recruitment and retention efforts.**
Ideally, the office would employ a full time evaluation coordinator to work with academic outreach programs across the campus. This effort would help to ensure that existing academic-focused outreach programs are effectively achieving their goals. Collectively, these assessments would provide a basis for evidence-based program development, building more effectively on proven success.

- **Communicate and celebrate a welcoming climate at UCSF.**

The office could contribute to the campus's diversity communications plan by organizing an annual event to honor UCSF volunteers (faculty, staff, postdoctoral fellows, residents, and students) who dedicate tremendous effort and time to academic outreach efforts. We recommend the creation of a Volunteer Appreciation Week to publicly acknowledge the work of these volunteers; it might work like the Faculty/Staff Appreciation Week, providing a small gift for their efforts such as a coupon for a coffee.

- **Address liability issues.**

The office would clarify and create consistent mechanisms to enable various academic outreach efforts to meet campus risk management and liability policies and practices.

Based on these responsibilities, the office staffing requirements would include at a minimum a director, an evaluator, an analyst, an administrative support position, and at least one student assistant. The office should have adequate resources to fulfill its responsibilities as outlined, including coordination of existing programs, assessment and evaluation efforts, and initiation of new programs to address existing program gaps. The Office should be asked to report on its efforts annually to the Chancellor's Advisory Committee on Academic Diversity.

2. Provide sustainable funding for programs that enhance the recruitment and retention of diverse populations.

To successfully recruit and retain diverse populations, the campus must provide funding to sustain successful existing programs and to support new initiatives that address service gaps. Few of the existing academic outreach programs are sustainable without a stable source of funds. This is a significant challenge because external funding agencies generally provide funds to initiate but rarely to sustain long term efforts, even those with demonstrated records of success. In addition, academic-focused outreach programs will have a better chance of securing external funds if they are viewed as being more integral to the campus mission and strategic plan.

- Several of the UCSF recruitment initiatives that seek to expand the pool of candidates are currently funded by seed money grants – funding that encourages an initial push and expects equal or full support by the university over time. Examples include a number of programs funded through the Science and Health Education Partnership (SEP) and the Center for Science and Educational Opportunity (CSEO) that no longer exist because their start-up funding ceased.

- K-12 Outreach efforts do not appear to be a priority for the UCSF Development Office/Foundation. In fact, existing academic outreach programs have been explicitly discouraged, or even prohibited, from approaching many relevant foundations. We recommend that the University make fundraising for academic outreach a priority. This could include 1) developing a strategy to highlight outreach/K-12 education as a feature of other giving campaigns, 2) promoting the

efforts of outreach groups to recruit new donors who are interested in science education; 3) appointing a development officer to identify, cultivate, and secure external funds for outreach programs; and 4) initiating a campaign to endow UCSF's academic outreach programs so they have a sustainable source of income to support successful long-term initiatives. Such an endowment campaign has been launched by the California Academy of Sciences.

- Although UCSF is a top research institution, the number of students who participate in undergraduate research programs is minimal (about 50 students annually). The committee understands that there are barriers to increasing the number of students in such programs (e.g. housing, laboratory space, and funding). Because of the promise that such programs hold for increasing diversity at UCSF, a campus work group should be assembled to explore the feasibility of expanding such programs in the future.
- Student-led initiatives often depend on volunteer leadership, and the effective transfer of this leadership is necessary for the programs to continue. The University can recognize the importance of these efforts and promote their continuation by providing an infrastructure to support these programs and help ensure a successful transfer of leadership from one year to the next.

3. Foster a supportive campus climate that values, recognizes, and rewards individuals who promote recruitment and retention of diverse populations.

Currently, there are few meaningful rewards for faculty or others who contribute their time and efforts to recruiting and retaining diverse groups at UCSF. Additionally, there are few real consequences to those who fail to support UCSF's strategic priority to nurture diversity. The subcommittee recommends thinking creatively and strategically about how to enhance rewards for those who engage in activities that encourage and support recruitment and retention of diverse populations at UCSF.

Finally, this subcommittee recognizes the efforts of previous committees and task forces as well as current initiatives in several of the schools that focus on recruiting and retaining diverse populations at UCSF. This subcommittee agreed with many of the previous findings. For example, we concur with and support the conclusions and implications of the recent UCSF study, *Perspectives and Experiences of Minority Faculty at the UCSF School of Medicine*, by Megan Mahoney and Elisabeth Wilson, which stated:

Conclusions

- a. Minority faculty members - both junior and senior - face conflicts between their personal experiences and institutional realities.
- b. In addition to a personal sense of responsibility towards their community, minority faculty members are also faced with the external expectation that they will provide representation in various diversity-related activities.
- c. Minority mentors help minority faculty navigate the university structure and institutional politics, however finding a mentor is difficult given the lack of minority senior faculty.

- d. Though subtle, racial discrimination occurs and has serious consequences in career path, research success, and retention in faculty roles. Minority faculty struggle with their response to experiences with discrimination.

Implications

- a. Minority faculty members are a useful resource for advising efforts to increase diversity in medical institutions.
- b. An increase in the number of minority faculty is imperative to relieve the overburdening of current minority faculty and achieve a critical mass necessary for recruitment and retention.
- c. Time spent on mentorship and other diversity efforts is crucial, but demanding, and should be recognized in the promotion process.
- d. An Office of Diversity Affairs might help facilitate the development of dedicated funding and measurement standards to apply towards diversity efforts.

This subcommittee's recommendations encourage the UCSF leadership to look broadly at the issue of reward and consequences, imperative under the umbrella term "climate change."

The committee recommends convening a group of diverse faculty to identify and address the barriers faced by diverse faculty in their attempts to succeed at UCSF. We also believe that the campus would benefit from a more robust set of incentives for faculty and staff to increase their engagement in academic outreach efforts.

4. Enhance the academic success and increase the retention of diverse students by providing new support services for study and learning skills.

The subcommittee supports maintaining high academic standards as we prepare our students to be health professions leaders. However, some UCSF students are better prepared than others to meet such high academic standards. We recommend that the campus invest new resources to support students who need assistance with general study and learning skills. We believe that such a strategy would enhance the academic success of all students and increase the retention of underrepresented students. Workshops or assistance in areas such as study skills, test-taking, time management, and note-taking provided on campus would offer students concrete support and assistance.

These services are key for trainees who need support while learning the new skills required to successfully navigate their experience as graduate and professional school students and postgraduates. These skills and experiences include (1) developing new study and note taking strategies to effectively filter and engage unlimited amounts of data (professional students); (2) access to writing resources as they writing dissertations (graduate students); and (3) organized journal clubs and writing groups offering peer feedback on article reviews, manuscript preparation or grant-writing (students, residents, postdoctoral scholars, and clinical fellows), etc.

Currently, the campus provides inadequate support systems for students struggling with coursework or writing, although some programs exist in the School of Nursing, School of Pharmacy, School of Medicine, and the Office of Career and Professional

Development. The School of Nursing has put together several resources to create a minimal safety net for those with writing difficulty. Tutors can be hired for short periods to assist students struggling with coursework, but this system is not sustainable and tutors cannot be guaranteed. The Office of Career and Professional Development offers programs and/or individual assistance on scientific writing, dissertation, manuscript and grant writing. However, currently there is only one FTE writing specialist to serve students in all of the professional schools and the Graduate Division, as well as postdoctoral scholars.

Other universities, including other health science programs, have formal study skills and writing support services. If implemented at UCSF, these programs would benefit a large segment of our students, including those from underrepresented groups. Similar writing workshops and courses could also be developed for junior faculty, as they too often need to improve their writing skills to advance their academic careers.

Appendix A

The University of Washington Office of Minority Affairs and Diversity

The Office of Minority Affairs and Diversity was established in 1968 as the Office of Special Education, and views all areas of diversity — student, faculty and staff diversity, curriculum, research, outreach, and climate — as intertwined and interdependent. Embracing a transformational approach to diversity, the office offers a full spectrum of programs that address change in curriculum, research, student support, and community service that work toward excellence in these areas. Its focus is to provide comprehensive academic support; ensure academic and personal growth; build community; assure success; provide leadership on diversity; and offer exciting educational programs.

The office has the following components:

- Pre-College Programs (Recruitment & Outreach, Student Ambassadors, Upward Bound, GEAR-UP, Talent Search, Ida B. Wells High School, TRIO Training)
- Faculty Recruitment and Retention
- Curriculum Transformation
- Institutional Transformation (Diversity Council)
- Development and Alumni Relations
- Diversity broadly defined (class, gender, sexual orientation, religion, language, physical ability)

Among UW's successes: UW graduated 60% of all URM bachelor degrees granted in 2006. WA State tenure track faculties of color have almost doubled since 1997; the proportion of tenure track faculties of color increased from 9.7% in 1997 to 15.9% in 2006. The retention rate of first year underrepresented students increased from 77% in 1990 to 93% in 2006.

The University of Washington's Instructional Center

The Instructional Center is a comprehensive academic support center housed in the Office of Minority Affairs and Diversity. The Center includes test preparation, study skills, writing support, and tutoring and review sessions by area of study. This comprehensive learning center is recognized as a best practice model at other universities. Studies show that students who attend learning centers achieve better grades and are more successful during their college careers. The Instructional Center provides academic support for Educational Opportunity Program students. Data suggest that students who use the Instructional Center are able to:

- Reduce study time by learning to study more effectively;
- Become better prepared for exams by learning concepts and mastering course material;
- Develop a more personalized approach to learning;
- Develop confidence in their academic abilities; and
- Appreciate the opportunity to study cooperatively in small groups

The Instructional Center is staffed by more than a dozen professional instructors and over 100 tutors. The instructors are enthusiastic and energetic people who like to teach and are interested in the welfare of the students. There are instructors and tutors available for almost every academic discipline or major. Since schools may have difficulty finding appropriate tutors for students who are struggling academically, they have developed a system to enlist tutors using a wider net from around the campus for general subjects such as statistics, pharmacology, and pathophysiology.

Harvard University Office for Diversity and Community Partnership

The Office for Diversity and Community Partnership (DCP) was created to promote increased recruitment, retention and advancement of underrepresented minority faculty at Harvard Medical School and to oversee all diversity activities involving Harvard Medical School faculty, trainees, students and staff.

- DCP seeks to preserve the Harvard tradition of excellence in medicine and science by amplifying the search for, and support of, well-trained faculty, while creating a cadre of medical professionals reflecting the larger community that they serve. In addition, the DCP coordinates the school's many and varied interactions with community groups and organizations. DCP programs and initiatives fall into two broad areas – minority faculty development and community outreach development at Harvard Medical School.
- In May of 1990, the Harvard Medical School Faculty Council unanimously approved the creation of the Minority Faculty Development Program (MFDP). As part of the Harvard Medical School Office for Diversity and Community Partnership, the MFDP is designed to support the career development of junior faculty and to address crucial pipeline issues. This includes:
 - Increasing the pool of minority students interested in careers in science and medicine;
 - Promoting medical students, graduate students, and fellows to develop the needed skills for success in the academic arena; and
 - Advancing the career development of junior faculty.

University of California, Santa Barbara Office of Campus Outreach Initiatives

- In 2001, UC Santa Barbara (UCSB) established an Office of Campus Outreach Initiatives. The primary focus of this office was to coordinate existing efforts and initiate new programs that focused on providing P-20 academic preparation for underrepresented students. In this context, academic preparation included efforts to ensure that underrepresented students enrolled and performed well in middle and high school courses to

make them eligible for admission to a college or university. The office was established, in part, because of the strong interest among senior faculty and administrators in strengthening UCSB's outreach efforts.

- Beginning with 3 FTE in 2001 (a director, an evaluator, and an administrative assistant), the office generated substantial interest and support among key UCSB faculty and staff and P-20 partners across the Santa Barbara and Ventura County regions. By 2006, the office staff had grown to 15 and served many thousands of students and families throughout the region and the state.
- The office was funded through a blend of state, campus, and external funds. External funds were received from foundations, school districts, government agencies, businesses and individuals. In 2005, the office was renamed the Office of Academic Preparation.
- With leadership from this office, UCSB has emerged in recent years as one of the most ethnically diverse research universities in the nation. It is expected to be a Hispanic Serving Institution (serving a student population of at least 25% Hispanic/Chicano/Latino) within the next three years. In addition, UCSB's efforts to expand the pool of diverse students has resulted in the largest single-year increase in newly admitted African American freshman for Fall 2008 among all UC campuses.

University of Pittsburgh: Office of Academic Career Development (Health Sciences)

The Office of Academic Career Development partners with all of the health sciences schools and programs, and offers programs for medical and graduate students, postdoctoral scholars, residents and clinical fellows and faculty. A partial list of programs follows.

- Postdoctoral Professionalism Series: including a new postdoctoral orientation, managing your mentor, demystifying the grant review process and writing dynamic abstracts and scientific papers, managing a lab, and time management.
- Health Sciences Faculty Professional Development Series: including manuscript review, mentorship relations, managing up (e.g. supervisor), managing a lab, issues in scholarly publishing and time management.
- Sunrise Series for Women Faculty and Fellows: a new venue for junior women faculty and clinical fellows in the School of Medicine to network across departments, including an enlightening forum to learn strategies for advancing academic careers and achieving personal satisfaction. Presentations are based on the experiences of more senior faculty. The series includes workshop with titles such as: How to Effect Change in your Department; A Woman Faculty's View from the Top; Making the Most of your Peers – Peer Mentoring and Information Networks; Building a Program: Mission, Strategy and Muddling Through; Women in Academic Medicine; Accepting the Right Invitations; and Career Satisfaction as a Female Surgeon and Physician-Scientist.

- The Office of Academic Career Development and University of Pittsburgh Cancer Institute. Research Services and Advancement have partnered to develop a series of professional development workshops for UPCI faculty and postdoctoral fellows. Programs include: Writing for a K award, conflict management skills, and presentation skills.
- A course on scientific management and leadership
- The Postdoctoral Employment Board.

University of Texas Health Science Center at Houston

The Academic and Administrative Leadership Development Program at the University of Texas-Houston Health Science Center (UTHSC-H) recognizes that developing the leadership and management skills of its academic cohorts benefits both individual employees and the institution. Development of academic leaders is a seminal component of institutional philosophy underscored by the mission statement that "we seek to develop in our institution and in our faculty, staff and students ... a capacity for leadership."

- **Learning Objectives:** to increase knowledge about the importance of leadership in the academic health center; to increase knowledge about management skills pertinent to the academic health center; to increase knowledge about UTHSC-H culture and leadership; to increase personal awareness as it relates to leadership abilities; and to integrate new knowledge and apply it to current work environments.
- **Eligibility:** Faculty members must be nominated by their department chair, and nominations must be endorsed by the dean. Nominees must have a documented history of significant achievement in their discipline and significant experience in academic activities. This ensures that participants have demonstrated both excellence in his or her field and a commitment to UTHSC-H and the academic enterprise at large. Applicants will hold the rank of professor or associate professor. Since the program involves a substantial time commitment, restriction to senior faculty ensures that participation does not hamper academic advancement.
- **Funding:** Participants in the program receive a \$3,000 stipend from the President's office to pursue a new initiative and receive 20% release time from the department chair or dean. Program materials are provided by the Office of the Vice President for Academic Administration.

University of California, San Diego, School of Medicine/School of Pharmacy Hispanic Center of Excellence

The UC San Diego (UCSD) School of Medicine's Hispanic Center of Excellence (HCOE) supports the development of scientific knowledge and research skills of Hispanic students so that they may successfully complete their course of study and thereby increase the number of Hispanic health professionals serving our communities and the number of Hispanic faculty in health professions schools.

- Emphasis is placed in development of faculty by establishing a pipeline of qualified underrepresented minority health professions students. The pipeline begins at least 10 years before a student enters medical school. Hispanic students accepted for enrollment in the medical school complete a four or five year curriculum that includes faculty supervised experiences in basic science, public health, and behavioral or clinical research. These experiences are designed to enhance the student's critical thinking skills and increase their ability to later compete for positions in academic settings. Student retention activities such as tutorials, counseling, and preparation for the United States Medical Licensing Examination are provided by programs within the medical school. The HCOE medical students' research experiences include preparation, publication, and poster and workshop presentations of research papers.

University of California, San Diego, Office of Educational Support Services (School of Medicine/Pharmacy)

The goal of UCSD's Office of Educational Support Services (OESS) is to improve students' comprehension and retention of information critical to their education, as well as to help students develop life-long learning techniques. To further this goal, OESS provides academic assistance for UCSD medical and pharmacy students, focusing on the first-year SOM curriculum. OESS staff members coordinate their assistance with the faculty of the first year SOM courses, as well as supporting the faculty in their educational goals. OESS staff members also act as facilitators for case-based learning and other small group discussion sessions.

Three full-time academic staff members combine expertise in learning skills with in-depth content knowledge of specific first-year courses. An administrative coordinator provides support for the academic staff and assists students who wish to take advantage of the services provided by OESS.

In some courses, medical or graduate students with prior research or teaching experience, residents, and post-doctoral fellows are hired as part-time tutors and work with OESS's full-time staff to insure that all medical and pharmacy students get the academic assistance they need. Assistance is available without charge to UCSD medical and pharmacy students.

Physicians, as well as medical students, are constantly exposed to virtually unlimited amounts of information and expected to filter out the relevant portions and integrate them with their existing knowledge. Developing and honing active study techniques is crucial to this process and OESS Program staff members assist medical and pharmacy students in developing active, effective study strategies. An online guide to active study techniques and frequently asked questions on active studying and test-taking is available for students to read and review whenever they wish.