

**UCSF Report of the Subcommittee on Outreach and Diversity  
March 31, 2010**

**Executive Summary**

In December, 2009, Bobby Baron, the Chair of the Chancellor's Advisory Committee on Academic Diversity (CACAD) appointed a Subcommittee on Outreach and Diversity to review and analyze three recent reports and develop a single consolidated proposal to enhance outreach and diversity at UCSF consistent with the Chancellor's strategic priorities under the leadership of co-chairs Joseph Castro, Vice Provost – Student Academic Affairs and Special Assistant to the Chancellor and Renee Navarro, Associate Dean Academic Affairs and Director of Academic Diversity.

The University of California San Francisco has been at the forefront of addressing health care disparities and community health needs, while promoting diversity and inclusion among its students, trainees, staff and faculty. The subcommittee recognized that UCSF's commitment to diversity and inclusion is integral to fulfilling UCSF's mission to deliver the highest standard of excellence in health care delivery, scholarly research, community service, and training the next generation of health care professionals.

The subcommittee agreed that diversity should be defined in the broadest and most inclusive terms, encompassing efforts to address the needs of groups that have been historically under-represented in higher education and groups that experience social or cultural barriers in access to health-related services, education or careers. The subcommittee adopted the definition of diversity from the University of California Diversity Statement developed by the UC Academic Senate and adopted by the Regents,

*Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.*

After consideration of current diversity programs at UCSF, data on underrepresented populations, the recommendations of recent UCSF reports, and types of diversity infrastructures at peer institutions, the subcommittee reached near unanimous support for recommending that UCSF:

1. Establish a campus-wide diversity office as soon as possible charged with addressing diversity in all aspects of the UCSF mission including outreach, recruitment, retention, climate, curriculum, and research, and serving all members of the UCSF community including students, trainees, staff, and faculty. The office would be located at the Parnassus campus with a visible presence on and connection to Mission Bay, Laurel Heights and other UCSF locations. The office would seek to collaborate with the medical centers and hospital teaching sites in promoting diversity.
2. Appoint a highly visible, senior level leader to lead the campus-wide diversity office who will report directly to the Chancellor and serve as a member of the Executive Cabinet, consulting stakeholders from all underrepresented groups, reflecting students, trainees, staff and faculty, in the appointment process.
3. Incorporate existing UCSF diversity programs and offices within the campus-wide diversity office (either directly or via a dotted line) to the greatest extent feasible to maximize overall coordination and effectiveness of diversity efforts.
4. Allocate sufficient new resources, including adequate staffing, to the diversity office to support collaboration among existing programs, initiate pilot programs, and provide seed money to leverage new sources of financial support for diversity and outreach. The estimated start-up budget is \$500,000. The office would have a primary goal to bring in significant new external resources that enable the campus to reduce its financial commitment within five years.

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5. Charge the new diversity office with the establishment of a campus-wide multi-cultural center that will provide space and resources to support inter-professional collaboration for outreach, recruitment and diversity education programs.

6. Charge the new diversity office with establishment of a coordinated campus diversity plan covering students, trainees, staff and faculty that includes a comprehensive inventory of existing programs, a strategic plan for strengthening existing programs and developing new programs, and an institutional research framework for assessing program effectiveness over time.

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**I. Introduction**

In December, 2009, Bobby Baron, the Chair of the Chancellor's Advisory Committee on Academic Diversity (CACAD) appointed a Subcommittee on Outreach and Diversity to review and analyze three recent reports and other relevant data from peer institutions. The subcommittee was asked to develop a single consolidated proposal to enhance outreach and diversity at UCSF consistent with the Chancellor's strategic priorities. To accommodate the campus budget cycle, the subcommittee was asked to submit a report by March 2010.

The University of California San Francisco has been at the forefront of addressing health care disparities and community health needs, while promoting diversity and inclusion among its students, trainees, staff and faculty. The subcommittee recognized that UCSF's commitment to diversity and inclusion is integral to fulfilling UCSF's mission to deliver the highest standard of excellence in health care delivery, scholarly research, community service, and training the next generation of health care professionals.

The subcommittee carried out its charge under the leadership of co-chairs Joseph Castro, Vice Provost – Student Academic Affairs and Special Assistant to the Chancellor and Renee Navarro, Associate Dean Academic Affairs and Director of Academic Diversity. The Committee was staffed by Misty Loetterle, Academic Diversity Program Coordinator and advised by Sheila O'Rourke, Assistant Provost of Academic Affairs at the University of California, Berkeley.

The subcommittee membership [Appendix 1] included students, trainees, faculty and staff representing each of the professional schools, the graduate division, the Chancellor's Advisory Committees, and campus administrative units including:

- Chancellor's Advisory Committee on Academic Diversity
- Chancellor's Advisory Committee on Disability Issues
- Chancellor's Advisory Committee on Diversity
- Chancellor's Advisory Committee on Lesbian, Gay, Bisexual and Transgender Issues
- Chancellor's Committee on the Status of Women
- Office of Affirmative Action, Equal Opportunity and Diversity
- The Chancellor's Office
- The Office of Student Life
- Campus Human Resources
- Office of Student/Curricular Affairs, School of Pharmacy
- The Work-Life Resource Center

The committee met four times from January through March 2010 and produced the following report and proposal. A copy of the subcommittee charge is in Appendix 2.

**II. Current UCSF Diversity Programs**

UCSF currently has many excellent programs supporting diversity and outreach that are performed in a number of offices, centers and student groups. The UCSF home page provides a direct link to [Nurturing Diversity at UCSF](#), a web page that displays a diversity message from the Chancellor and links to many sites reflecting offices, programs and committees that promote diversity through campus-wide and school-based efforts.

Campus Wide Diversity Programs

The [Office of Academic Diversity](#) was created in 2007 as a component of the Chancellor's 10 point diversity initiative. The director was charged as the point person for ensuring the advancement and timely completion of academically related diversity initiatives at UCSF and for

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coordinating with relevant system wide committees. Specific components of the charge include implementing a comprehensive communication program, establishing a new faculty database, fostering best practices for faculty recruitment, developing a comprehensive program for promoting diversity among trainees, establishing school specific plans, and creating a coordinated outreach program.

The [Office of Affirmative Action/Equal Opportunity/Diversity](#) (AAEOD), originating shortly after the assassination of Dr. Martin Luther King, has provided uninterrupted leadership creating and managing initiatives and catalyzing measurable progress in all three areas unified within its name, engaging on all levels of the organization and with all populations: students, faculty, post-docs, staff, applicants, patients, visitors, tenants, contractors, vendors – anyone having, or seeking to have, access to or membership in the UCSF Community. The Office of AAEOD, via a multi-dimensional approach, manages several legally mandated programs, serves as the Office of ADA (Americans with Disabilities Act) Coordination, advises on and co-authors special academic diversity curricula, provides culturally sensitive consultation and conflict management and resolution services, operates the Diversity Learning Center, plans and sponsors numerous diversity events and awards, guides and effects institutional and individual compliance with federal, state and local non-discrimination laws, laws requiring that UCSF take affirmative action and provide equal opportunity so as to maintain institutional eligibility for federal funding (e.g., NIH, Medicare), and the diversity values embedded in the UCSF Strategic Plan - values which the Office of AAEOD has historically embodied and championed to mobilize positive cultural change at UCSF towards greater diversity and a more inclusive climate where all persons feel accepted and able to thrive. (See more detailed description in Appendix 3).

The [Center for Gender Equity](#) provides advocacy, education and support services to both women and men of UCSF and the greater San Francisco community, in the interest of sustaining an inclusive and equitable campus community and addressing persistent inequities in society at large. The center provides services for staff, students, trainees, faculty and the community to promote gender equity programs such as self defense training, women of color professional networking, a symposium for women leaders in universities and women's history month. The center's staff have expertise in adult education, group process and facilitation, program planning, public policy, community outreach, social and cultural studies, and public health.

The [Human Resources](#) department provides guidance, consultation and resources to departments at the outset of any recruitment to assure that a diverse pool of candidates is available for staff positions at UCSF. Where affirmative action goals exist, in support of UCSF's obligations as a Federal Contractor, the HR department provides an on-line tool to enable the documentation of all good faith efforts undertaken to achieve the goal. Consultations provided by HR in areas of compensation, employee relations, performance, benefits administration and labor relations are designed to assure fair and consistent treatment for all UCSF employees. For staff and faculty with disabilities impacting their work, Human Resources provides focused guidance, coordination and facilitation to assure that the process to determine and implement reasonable accommodation is consistent, fair, and fully documented. The HR department coordinates the delivery of a wide variety of training courses to managers and supervisors, including courses specifically focused on diversity, sexual harassment prevention, disability and related areas. Confidential employee assistance for all faculty and staff is available through HR's Faculty Staff Assistance Program (FSAP) and unique services in the areas of Health Care Facilitation are provided by HR to enable all UCSF Faculty and staff to have full access to their health care benefits.

The [Lesbian, Gay, Bisexual & Transgender \(LGBT\) Resource Center](#) serves UCSF students, faculty, staff, and patients, and links UCSF to local, state, and national officials and organizations. The Center provides training and consulting on LGBT health concerns to UCSF's schools and Medical Center, and has positioned UCSF as a national leader in LGBT health education, research, and care. The Center also supplies training and consulting on LGBT workplace issues

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to campus and Medical Center employees and departments, and has developed employment policies and benefits for the UC system that are considered national models. The Center additionally supports the professional and personal development of UCSF's LGBT community members, and represents UCSF in LGBT-related initiatives in health, employment, and education in the Bay Area, California, and beyond.

The [Office of Student Academic Affairs](#) also provides a range of programs to students and educators at UCSF serving one of the priorities identified in the UCSF strategic plan: working with faculty, staff and students throughout the campus to better coordinate existing and design new initiatives that increase the diversity of our students. These initiatives include a new expanded partnership with San Francisco Unified School District to strengthen local educational pathways serving P-12 students from diverse backgrounds, and a wide variety of programs to increase the enrollment of students from underrepresented backgrounds, with a goal of increasing the diversity of the next generation of health care leaders while expanding access to care in many of California's underserved communities. The [Office of Student Life](#) provides programs, services and activities for students with disabilities; learning resource services for all students; and support for approximately 130 Registered Campus Organizations, including many that serve students from diverse backgrounds.

The [Work-Life Resource Center's](#) core purpose is to create, improve, and sustain an infrastructure that humanizes the UCSF workplace and promotes work life balance. The Center does this through a variety of activities and services. The Center enhances interpersonal and organizational communication skills by helping individuals and groups employ effective ways to manage conflict through impartial and confidential processes such as mediation and consultation. The Center provides custom-designed workshops and facilitated discussions to enhance workplace satisfaction and productivity. The Center reduces the incidents of harmful claims of sexual harassment by creating and maintaining a highly effective and visible service that is consistent, fair and thorough in conducting prevention training and investigations. The Center develops, pilots, assesses, and offers referral to programs that enhance the quality of work-life for UCSF employees by promoting campus-wide collaborations and strategies that help diminish boundaries and that ensure inclusion at all levels.

Research Programs Addressing Diversity

The [Nurturing Diversity at UCSF research web page](#) contains links to an extensive network of research programs promoting diversity and equitable access to health care, including the Center on Social Disparities in Health, the Medical Effectiveness Research Center for Diverse Populations, the Center for Health and Communities, the National Center of Excellence in Women's Health, the Center for Aging in Diverse Communities, the Center of Excellence in Transgender Health, and the Lesbian Health and Research Center, to name a few.

Diversity Programs in the Professional Schools and Graduate Division

Each of the professional schools and the graduate division have a variety of programs to support diversity for students, trainees, staff and faculty, including designated individuals at the Associate/Assistant Dean or director level to assist in coordination of diversity initiatives. The school and graduate division representatives meet quarterly to collaborate and coordinate actions.

The [School of Dentistry](#) established a new School of Dentistry Diversity Committee in 2008 which addressed important climate issues for URM and LGBT students and led to increased support for diversity programs and student scholarships. The Office of Admissions coordinates extensive outreach activities for dental student recruitment including participation in Graduate School Information Days, College Bound and CSU health profession programs. Student groups are active in outreach activities and the Dean plays an important leadership role, meeting with the

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Faculty Admissions Committee to discuss the significance of a diverse student body. The Dean also is active in promoting faculty diversity and promoting best practices in faculty hiring. The School of Dentistry reported that budget cutting measures may reduce outreach resources in the coming year, but hopes that these resources will be replaced by more intensive efforts in Northern California and greater cooperation amongst the four UCSF professional schools.

The [School of Medicine](#) has a wide range of programs promoting diversity and access including the Program in Medical Education for the Urban Underserved (PRIME-US), a special five-year track program that provides skills and support to a diverse group of medical students committed to improving all aspects of the health of the underserved, from primary to specialty care, and from direct patient contact to research in epidemiology and outcomes. The School of Medicine also has an [Office of Outreach and Academic Advancement](#) that directs the outreach efforts of the School of Medicine targeted toward undergraduate and post graduate individuals who have an interest in pursuing careers in the health sciences.

The [School of Nursing](#) has a variety of effective programs promoting diversity among students, faculty and staff. The School has a diversity committee called "Diversity in Action" (DIVA) that provides a representative on each faculty search committee to support outreach efforts to achieve a representative candidate pool and help the search committee consider ways in which commitment to diversity can be explored with candidates. The School has targeted much of its development efforts at gaining funding for scholarships, particularly for under-represented minorities. Recent support includes a grant from the Aetna Foundation in support of Master's and Doctoral students. The School has been actively monitoring student issues related to diversity in relationships with faculty, other students, staff, and in coursework. DIVA will meet with various groups of students this spring to get more of their impressions and will collaborate with them on possible solutions. DIVA held the annual Diverse Student Reception hosted with the Dean.

The [School of Pharmacy](#) has initiated a variety of programs to promote diversity including establishing a school-wide diversity committee that will be the mechanism for accountability of the school's diversity goals and objectives, creating a diversity web page and blog for students, staff, and faculty, developing a strategic recruitment outreach program for prospective students, faculty and trainees which will include collaborations with other schools. The School also has a post-bac program for prospective pharmacy students with UC Berkeley Extension and has developed opportunities to increase the integration of diversity and cultural competence concepts in their core curriculum.

[The Graduate Division](#) supports a comprehensive group of outreach and diversity programs including the Summer Research Training Programs (SRTP), the California Forum for Diversity and the NIGMS/Initiative for Maximizing Student Diversity (IMSD) grant. The Graduate Division sponsors faculty, staff, and graduate students to attend national conferences for minorities in sciences and funds the activities of the Minority Graduate Student Organization (MGSO). The MGSO advocate for diversity and the needs of minority students within the graduate programs and sponsor outreach, recruitment, and peer mentoring events such as the Annual High School Outreach Conference (HSOC), an inter-professional collaboration among UCSF dental, medical, pharmacy, nursing, physical therapy, graduate students, and postdocs; recruitment breakfasts for minority students applying to graduate programs, which give prospective students an opportunity to interact with current minority graduate students at UCSF; and Graduate School in Science day at UCSF to reach Bay Area college students.

#### Chancellor's Advisory Committees

The campus currently supports six Chancellor's advisory committees focusing on diversity and inclusion.

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- [Chancellor's Advisory Committee on Academic Diversity](#)
- [Chancellor's Advisory Committee on Disability Issues](#)
- [Chancellor's Advisory Committee on Diversity](#)
- [Chancellor's Advisory Committee on Gay, Lesbian, Bisexual and Transgender Issues](#)
- [Chancellor's Advisory Committee on the Status of Women](#)
- [Executive Committee on Diversity](#)

### **III. Previous Reports: Opportunities and Recommendations**

The subcommittee was charged to review the following three recent reports addressing diversity at UCSF: (1) the 2009 [Letter of Support for a UCSF Office of Diversity](#) submitted to the Chancellor's Advisory Committee on Academic Diversity by the Health Unity Board and ten UCSF student organizations (*Student Letter*) [Appendix 4]; (2) the December 2008 [Report of the Campus Academic Outreach Subcommittee \(Academic Outreach Report\)](#) [Appendix 5]; and (3) the 2005 [School of Medicine Report of the Dean's Task Force on Underrepresented Minorities \(SOM Report\)](#) [Appendix 6]. The subcommittee recognized that some elements of diversity, including disability and LGBT status, are not emphasized in the three reports referenced in its charge. The subcommittee made a concerted effort to include these groups throughout its discussion and recommendations, and sought to gather demographic information about these groups to the extent available (see section IV below).

The subcommittee also was informed by additional reports posted on the [subcommittee website](#), including the 2007 *Report of the Chancellor's Advisory Committee on Diversity*, the 2009 *Health Sciences and Services Report to The Regents*, the 2009 *National Council on Disabilities Report on the Current State of Healthcare for People with Disabilities*, the 2002 *Focus Groups Summary of Findings Prepared for the Diversity Committee Of the Markey Program in Biological Sciences* and the 2006 *School of Pharmacy Dean's Taskforce on Underrepresented Minorities Report*.

#### **A. Opportunities to Enhance Diversity at UCSF Identified by Previous Reports**

The *Student Letter* acknowledges that UCSF has been at the forefront of addressing healthcare disparities and community health needs, along with prioritizing campus diversity. The letter notes, however, that "the problem of under-representation of minority providers in the health care field continues to persist, and the importance of ensuring a diverse healthcare workforce for the future of California cannot be overstated." The letter presents a persuasive case for enhancing diversity in the healthcare workforce and identifies several opportunities for enhancing UCSF's effectiveness. The report notes that there could be greater interprofessional collaboration between the schools and divisions on diversity efforts, and that the task of recruiting, mentoring, and inspiring underrepresented students to enter the healthcare field falls on student and faculty volunteers, which can be taxing. The report also describes how student recruitment efforts are hindered by the paucity of resources devoted to outreach and the frequent turnover of student leadership.

The *Academic Outreach Report* assembled a comprehensive inventory of existing campus academic outreach programs and concluded that some existing barriers have slowed progress in achieving UCSF's goal to recruit and retain diverse populations. The report found that the most significant opportunities for improvement were in the recruitment and retention of house staff, postdoctoral scholars, clinical fellows and faculty. The report noted that some of the most successful programs are vulnerable because they are supported by limited external seed money grants and are dependent on student volunteers who turnover every year and sometimes feel burdened by the responsibility for promoting diversity on campus. The report also noted that it is difficult to navigate through the myriad of opportunities, and that 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. The report concluded that full engagement of

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campus leaders is critical to the success of recruitment and retention activities and also observed that a dedicated office to provide support for students who experience academic difficulty would support the success of all students. Since the report was completed, the Office of Student Life within Student Academic Affairs has hired a Director of Learning Resource Services to provide support for students who experience academic difficulty.

The *SOM Report* identified several opportunities for promoting and increasing diversity within the School of Medicine at UCSF. The report found that there is a lack of accessible information on underrepresented minority admissions, residency/fellow selections, and faculty recruitment and retention, and no central effort for standardized data collection, management or analysis. The report also found that there is a lack of understanding about the limitations and regulations deriving from Proposition 209, causing decision makers to err on the side of caution by not actively recruiting underrepresented minorities. The report concluded that there is little accountability for diversity efforts beyond the reporting of data, i.e. there are no resource allocations based on successful diversity initiatives.

**B. Summary of Recommendations from Previous Reports**

The *Student Letter* recommended that the leadership of UCSF should establish a central Office of Diversity that addresses university wide issues of diversity, provides assistance to underrepresented faculty, staff and students, has full time staff solely dedicated to its mission, and has sustainable funding to support a physical space, staff and program budget. The report recommended that the Office of Diversity be charged with creating and implementing a long-term strategic diversity plan to monitor progress, assess efforts, encourage improvements and enforce accountability. The campus plan for diversity should include benchmarks and timelines, and issue an annual report to the campus community on progress towards meeting diversity goals and objectives.

The *Student Letter* described the role of the Office of Diversity to include, but not be limited to the following four major categories:

1. Address Issues of Diversity: Create and sustain a campus climate in which respectful discussions of diversity are encouraged, including taking leadership in creating opportunities for interactions across groups, expanding curriculum that addresses the impact of race, gender, sexual orientation and other determinants on health care, support research to eliminate health disparities, support programming such as cultural competency training, and monitoring accountability for diversity efforts and outcomes.
2. Student Outreach, Recruitment and Retention: Provide support for programs that address crucial pipeline issues, serving as a central point of contact for interprofessional collaborative efforts including providing outreach and mentoring programs, professional development workshops, and assistance with scholarships.
3. Trainee and Faculty Recruitment and Retention: Create incentives, awards and recognition of faculty and administration whose work supports diversity; implement mechanisms for the recruitment and retention of underrepresented faculty; support faculty engaged in research focused on eliminating health disparities.
4. Inter-professional Community: Develop a collaborative inter-professional student community to promote academic excellence, including designating a space where students can congregate, conduct business and store materials; funding projects and events to promote inter-professional collaboration; serving as a guide for student groups engaged in outreach; maintaining a database of community contacts for outreach; and developing a framework for interactive team building education.

The *Academic Outreach Report* distilled its findings into four 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 diverse trainees and faculty. (2)

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Provide sustainable funding for programs that enhance recruitment and retention of diverse populations. (3) Foster a supportive campus climate that values, recognizes and rewards individuals who promote recruitment and retention of diverse populations. (4) Enhance the academic success and increase the retention of diverse students by providing new support services for study and learning skills.

The *Academic Outreach Report* designated the highest priority to create and staff a centralized office that would serve as an initial point of contact for academic outreach at UCSF. The report envisioned the office generating renewed energy in the following key areas: provide leadership to coordinate academic recruitment efforts across the campus and manage effective collaboration; convene regular meetings of academic outreach leaders to find solutions to long-standing program challenges and service gaps; sponsor programs to better educate college health advisors about UCSF; signal that UCSF is particularly dedicated to creating and maintaining a diverse campus community; act as a clearinghouse for all efforts and a champion of best practices and new initiatives; comprehensively assess the success of recruitment and retention efforts; communicate a welcoming climate at UCSF; and create consistent mechanisms to enable campus outreach efforts to meet risk management and liability policy requirements.

The *SOM Report* made five recommendations: (1) The SOM should make clear its commitment to improve status of and ensure equity for underrepresented minority (URM) groups in all departments and programs of the School of Medicine. (2) The SOM should establish a centralized Office of Diversity Affairs reporting to the dean, directed by a charismatic and energetic faculty member, and with sufficient start up and annual budget. (3) The SOM should create a Center for Excellence in Health Disparities with at least six new faculty FTE's (or equivalent) designated for the recruitment of faculty working on these issues. (4) The SOM should systematically improve the climate for URM's at UCSF. (5) The SOM leadership should speak publicly about the value, benefit and importance of diversity to the continued success and excellence of UCSF.

The *SOM Report* described the role of the new office to include serving as an engine for developing novel outreach, research and support programs; collaborating with the Search Ambassador program; fostering communication between department heads and URM students, staff, residents, and faculty; collecting data on the status of URM's at UCSF; issuing an annual report; providing benchmark data; and raising the community consciousness about the need for equity in recruitment and retention of URM's at UCSF.

Although there was not a specific UCSF report addressing disability inclusion issues, the subcommittee representative from the Chancellor's Advisory Committee on Disability Issues (CACDI) reported that UCSF has made major investments in improving accessibility of UCSF facilities and services, and has implemented programmatic and policy changes designed to facilitate reasonable accommodation services for staff, faculty and students with disabilities were implemented. Most recently, the (CACDI) designed and launched <<http://disability.ucsf.edu>>, a disability resources guide for UCSF patients, providers, employees, supervisors and students. However, for a variety of reasons, people with disabilities remain a marginalized, and often underrepresented, subpopulation among staff, faculty, students and patients. As a health sciences campus, UCSF enjoys a unique perspective on the challenges facing people with disabilities. UCSF clinicians provide health services to many with disabilities; UCSF lab scientists strive to unravel the biological bases of diseases which cause disability; and UCSF health researchers advance understanding of the social, economic, and cultural impact of disease and disability. The CACDI recommends that UCSF must address the broader health challenges posed by disability, not only to reinforce its commitment to equal access and inclusion, but to reduce health disparities among people with disabilities and advance UCSF's mission to deliver the highest standard of excellence in health care delivery, research, community service, and training.

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**IV. The Data: Current Status and National Benchmarks**

In addition to the three reports, the subcommittee considered current demographic data reflecting diversity at UCSF as compared to national benchmarks where available. The subcommittee reflected on UCSF's mission as a public university located in a state that is "majority minority," with rapidly increasing populations of immigrants and people of color, as well as what is estimated to be the highest LGBT population in the country in numeric and percentage terms. The subcommittee also noted UCSF's strong commitment to addressing health disparities through teaching, research, and service.

Faculty demographic data indicate that the proportion of women meets and, in some areas, exceeds national benchmarks, but that more nuanced comparisons are necessary due to the distribution of women in various faculty titles at UCSF and the disproportionate representation of women in the school of nursing. The proportion of underrepresented minorities on the faculty is generally below national benchmarks, but there have been large increases in the representation of Asian faculty. The underrepresentation of African Americans, American Indians and Chicano/Latinos on the faculty is particularly acute. Demographic data on the gender, race and ethnicity of all employee populations at UCSF is prepared annually by the Office of Affirmative Action, Equal Opportunity and Diversity and is available in the [Affirmative Action Plan](#).

Student data reflecting the race and gender demographic profile of UCSF applications and enrollment compared to national pools was reviewed for the School of Pharmacy, the School of Dentistry, and the School of Medicine. In Pharmacy and Dentistry, the proportion of women applying and enrolling at UCSF generally matched that of the national pools. In the School of Medicine, the percentage of women enrolling at UCSF lagged behind the percentage applying at UCSF and in the national pool. The proportion of underrepresented minorities in UCSF applicant pools is lower than that of national applicant pools in all three schools with the exception of Hispanic applicants to the School of Medicine. The details of the faculty and student demographic data are in Appendix 7.

The subcommittee also discussed available data for other groups that are important to UCSF's diversity programs. There are currently 65 students with disabilities receiving accommodations and other services from the campus. This number does not reflect what are likely to be larger numbers of individuals with disabilities who do not require accommodations but are an important reflection of diversity and access at UCSF. Based on a recent survey by the Chancellor's Advisory Committee on Disability Issues, the offices of Disability Management for both Medical Center and Campus Human Resources departments provide accommodation services for 100 – 200 individuals (staff, faculty, post-doctoral researchers) per year. This is also likely to be an underrepresentation of the actual number of people with disabilities in the UCSF workplace.

There is extremely limited data on LGBT representation at UCSF and in national pools, because few data collection efforts allow LGBT respondents to identify themselves as such. Extrapolating from U.S. Census and American Community Survey data, UCLA's Williams Institute estimates that LGBT Californians range from a high of 16% in the San Francisco metro area to 4.5-5.0% in the Riverside metro area, for an estimated statewide total of 6-7%. In addition, the 2008 University of California UCUES survey found that 7.4% of 61,000+ UC undergraduates identified as LGBTQ. At UCSF, where information is not currently collected about faculty and students' LGBT status, the online "Out List" and other information collected informally by the LGBT Center indicate that LGBT representation varies widely among UCSF schools. Representation appears highest among faculty and students in the Schools of Nursing and School of Medicine, while it appears to be significantly below state and UC averages in the Schools of Pharmacy and Dentistry.

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The subcommittee agreed that support for campus infrastructure to support expanded data collection and dissemination is critical to an effective diversity program.

**V. Types of Peer Institution Diversity Infrastructure**

The subcommittee discussed in detail three general types of campus-wide diversity infrastructures as implemented at three peer institutions: UCB, UCSD, and the University of Michigan. The subcommittee also received information about two additional campus-wide diversity infrastructures (Stanford and Brown), four medical school diversity programs (UCSD, University of Michigan, Johns Hopkins, and Harvard), and four campus-wide multicultural centers (UCSB, John Hopkins, Brown, and UCLA). Summaries of information about each of the programs reviewed by the subcommittee can be found in Appendices 8 and 9.

Campus-wide Diversity Office with Advisory and Coordinating Responsibility

This type of diversity office generally involves a high-level academic appointee reporting directly to the chancellor or president of the university, with limited staffing and operational responsibility and a primary role of advising the senior administration on diversity matters. The example reviewed by the subcommittee was UC San Diego's [Chancellor's Diversity Office](#) led by Sandra Daley, Professor in the School of Medicine, in a 50% appointment as Associate Chancellor and Chief Diversity Officer. This appointment is supported by two full time professional staff, an Assistant Chancellor for Diversity and a Director of Campus-Community Relations. There are three campus centers that report to this office, the Women's Center, the LGBT Center and the Cross-Cultural Center, but the operational responsibilities for functions such as student outreach, staff diversity, faculty recruitment and affirmative action report through other channels. The Chancellor's Diversity Office plays an important role coordinating the efforts of all campus diversity programs.

Campus-wide Diversity Office with Operational Responsibility

This type of diversity office also is headed by a high-level academic appointee reporting directly to the chancellor or president of the university, but has broad operational responsibility for diversity programs and significant staffing to support those operations. The example reviewed by the subcommittee was UC Berkeley's [Office of Equity and Inclusion](#) led by Gibor Basri, Professor of Astronomy, in a full time appointment as Vice Chancellor for Equity and Inclusion. The office was formed in August 2007 after consideration of two administrative models to promote diversity at Berkeley, a "strong centralized model" which would move a number of programs into a direct reporting line to the new executive position and a "moderate centralized model" which would create collaborative (dashed) reporting lines with no direct management or budgetary authority. The current structure oversees the Center for Educational Partnerships (a consortium of 9 K-12 pipeline programs including a charter high school and the community college transfer program), undergraduate programs (10 programs such as Disabled Student Services, Gender Equity Center, the LGBT center and Student Life Advising), undergraduate curricular programs (American Cultures and the Student Learning Center), graduate diversity programs, and staff diversity education programs.

The Berkeley Office of Equity and Inclusion maintains a strong dotted line relationship to the Faculty Equity Office and the Office of Academic Affairs and Faculty Welfare focused on faculty recruitment, retention and mentoring programs. The office also has a strong connection to the research mission of the campus through the Berkeley Diversity Research Initiative and manages the systemwide President's Postdoctoral Fellowship Program, a faculty diversity pipeline program. The office does not have responsibility for compliance programs, complaint investigation or employment affirmative action reporting. The office has played a key leadership role in fundraising to support diversity efforts. In February 2010, the office announced the receipt

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of a \$16 million gift from the Haas Jr. Foundation to support campus diversity programs and establish five endowed chairs for diversity related research. This gift will be matched by \$15 million from the Hewlett Foundation and others to support student scholarships and the endowed chairs.

Campus-wide Diversity Programs Distributed among Vice Provosts

The subcommittee reviewed the diversity infrastructure at the [University of Michigan](#), a large public institution with a strong national leadership role in diversity and educational opportunity, but no single campus-wide office with overarching responsibility for diversity programs. At Michigan, responsibility for diversity is “mainstreamed” with other operational responsibilities, distributed among three vice provosts, one Senior Vice Provost and Senior Counselor to the President for the Arts, Diversity and Undergraduate Affairs, and two Vice Provosts for Academic and Faculty Affairs. The Senior Vice Provost has operational responsibility for student affairs functions including admissions, financial aid and the registrar, in addition to diversity programs such as the Institutional Equity Office (AA/EEO compliance), the Center for the Education of Women and the National Center for Institutional Diversity. This decentralized structure for diversity programs is supported by a strong leadership commitment to the importance of diversity to the academic mission, a decentralized campus budget structure, and a widespread campus climate supporting diversity.

Cross Disciplinary Multicultural Centers

The subcommittee also received information about campus-wide and health science school multicultural centers that provide space, coordination and visibility to academic diversity efforts at four peer institutions. Campus-wide centers such as the UCSB Multicultural Center, the Brown University Third World Center and the UCLA Graduate Student Resource Center, are focused on students and support a variety of educational, social and enrichment programs to support underrepresented students. These centers provide space and administrative support for student organizations and campus outreach, recruitment and retention programs to enhance diversity and inclusion. The Johns Hopkins Office of Multicultural Affairs has a broader scope, serving students, staff, faculty and the surrounding community in a holistic model to promote community service, critical thinking and cultural competency.

Many of the multicultural centers originated with a focus primarily on race and ethnicity, and evolved to include a broader scope of underrepresented groups either through expanding their mission or by working actively and collaboratively with other campus organizations focused on issues such as disability, gender, sexual orientation and gender identity. Many of the centers provide academic advising and professional development and career services. Some of the centers in the health science schools were affiliated with research programs such as the Comprehensive Research Center in Health Disparities and community service programs such as PRIME – Health Equity and faculty development programs such as the Hispanic Center of Excellence.

These multicultural centers offer a wide variety of approaches to supporting diversity in the academic mission and provide models for consideration in the development of a multicultural center at UCSF. One of the centers consulted suggested that a team from UCSF attend the [National Conference on Race Ethnicity in American Higher Education](#) (NCORE) to be held in Washington DC in June 2010. Leaders from diversity/outreach/multicultural center across the nation exchange ideas at this annual meeting.

The student representatives to the subcommittee provided an outline for an interprofessional multicultural center at UCSF. While the plan was not discussed by the subcommittee as a whole due to time constraints, the student plan is included in Appendix 10 for reference in further discussions about developing a multicultural center at UCSF.

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**VI. Points of Agreement**

After considering the problem statements and recommendations in the three reports, reviewing current data, and discussing various structures adopted by peer institutions, the subcommittee quickly arrived at several points of widespread agreement with regard to a recommendation for diversity efforts at UCSF:

**A. Campus-wide Office of Diversity**

UCSF would benefit from a campus-wide diversity office with dedicated space for an inter-professional multicultural center and sufficient resources for a sustainable long-term impact. A campus-wide diversity office should serve all members of the UCSF community including students, trainees, staff, and faculty, and should address diversity in all aspects of the UCSF mission including outreach, recruitment, retention, climate, curriculum, and research. A campus-wide diversity office should be led by a highly visible, senior level appointment, reporting directly to the Chancellor and serving on the Executive Cabinet.

**B. Excellent Existing Programs**

UCSF already has many excellent programs supporting diversity efforts. A new campus-wide diversity office should support, coordinate and enhance these existing programs with a goal of maximizing their effectiveness, leveraging their resources and benefiting from their expertise.

**C. Broad Definition of Diversity**

A campus-wide diversity office should address diversity defined in the broadest and most inclusive terms, encompassing efforts to address the needs of groups that have been historically under-represented in higher education and groups that experience social or cultural barriers in access to health-related services, education or careers.

The subcommittee adopted the definition of diversity from the University of California Diversity Statement developed by the UC Academic Senate and adopted by the Regents,

*Diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.*

**VII. Strengths and Weaknesses of Types of Diversity Infrastructures**

The subcommittee discussed the strengths and weaknesses of various types of campus-wide diversity infrastructures as they might be implemented at UCSF. The subcommittee found it difficult to evaluate the success of programs at peer institutions, in light of the range and complexity of factors contributing to the lack of diversity in higher education. While there was not uniform agreement about each point, the narrative below reflects the issues that were considered.

Diversity Office with Advising and Coordinating Role

Subcommittee comments on the strengths of an office for diversity with a primarily advisory and coordinating role included the desirability of providing a single, visible portal for information about campus diversity efforts. Through a direct reporting relationship to the chancellor, such an office has the potential to provide expertise on diversity issues, act as a conduit for campus diversity advocates and nurture diversity leadership skills at the highest level of campus administration. A campus-wide scope could bring the ability to leverage the benefits of existing diversity programs

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through the coordination of current efforts and nurturing of new initiatives, while leaving the operational responsibility for diversity integrated into the management of every campus unit. An office for diversity with primarily an advisory and coordinating role could be implemented with a relatively low budget and minimal need for reorganization of existing responsibilities and reporting lines. The advisory and coordinating role could lend itself to supporting existing offices and programs, without the administrative burden of managing those offices. One subcommittee member commented that such an office may be able to provide balanced and sound advice on diversity issues, free from the influences of “turf” and struggles for control over campus resources.

Subcommittee comments on the weaknesses of an advisory office for diversity included concerns over the risk that the lack of a budget for operations and initiatives might limit the impact of the office on campus diversity efforts. Relegating diversity to an advisory office could run the risk of “tokenism” or marginalizing diversity so that it is not integrated into the campus authority structure. Some members of the subcommittee commented that the recent events at San Diego may reflect the limitations of a campus wide diversity office with a limited role. Others noted that the effectiveness of such offices tends to depend heavily on the charisma and leadership style of the individual in the “chief diversity officer” role, and the strength of that person’s relationship to the chancellor. Turnover in the diversity appointment and/or academic leadership positions could limit the success of a diversity program dependent on a single key appointment. Part time appointments of faculty with other heavy academic commitments also could undermine progress.

Diversity Office with Advising, Coordinating and Operational Role

Subcommittee comments on the strengths of an office for diversity with operational responsibilities in addition to advising and coordinating included the potential impact of establishing a vice chancellor level position with a budget and authority level commensurate with other vice chancellors. A high level administrative appointment with operational responsibilities could reflect a significant institutional commitment to a visible, well-funded diversity effort. The scope of such an office could provide opportunities for coordinated management of diversity programs, effective assessment and evaluation of programs, and the resources to create new programs in response to changing needs. Administrative oversight by a recognized expert in diversity could support and enhance existing diversity programs, and also provide an administrative framework for bringing in grant and gift funding to support campus diversity efforts. The scope of responsibility could create a large management portfolio that would attract and justify the appointment of candidates with prominent national profiles in diversity work. The appointee could be empowered to have greater influence with other campus high level leadership by working along side them as a peer, rather than an advisor.

Subcommittee comments on the weaknesses of an office for diversity with operational responsibilities included the relatively high cost of creating new management infrastructures, a factor which would be accentuated in the current budget climate. The subcommittee also noted the potential administrative burden of reorganizing current diversity programs, changing reporting structures and maintaining the engagement of programs and managers already invested in diversity work at UCSF. Some commented that individuals with excellent management skills suited to running a large operation are not always the same individuals as those with the vision and leadership skills to cultivate institutional change around sensitive and politically charged issues such as diversity. Finding the right balance in the “chief diversity officer” appointment for such an office would be crucial to its success.

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**VIII. Conclusion and recommendation**

After consideration of current diversity programs at UCSF, data on underrepresented populations, the recommendations of recent UCSF reports, and types of diversity infrastructures at peer institutions, the subcommittee reached near unanimous support for the contents of this report and its recommendations. The representative from the Office of Affirmative Action, Equal Opportunity and Diversity did not support the report, expressing disagreements with the findings and recommendations of the three previous reports and concerns about the relatively short time frame allotted for producing the subcommittee report.

The subcommittee recommends that UCSF:

1. Establish a campus-wide diversity office as soon as possible charged with addressing diversity in all aspects of the UCSF mission including outreach, recruitment, retention, climate, curriculum, and research, and serving all members of the UCSF community including students, trainees, staff, and faculty. The office would be located at the Parnassus campus with a visible presence on and connection to Mission Bay, Laurel Heights and other UCSF locations. The office would seek to collaborate with the medical centers and hospital teaching sites in promoting diversity.
2. Appoint a highly visible, senior level leader to lead the campus-wide diversity office who will report directly to the Chancellor and serve as a member of the Executive Cabinet, consulting stakeholders from all underrepresented groups, reflecting students, trainees, staff and faculty, in the appointment process.
3. Incorporate existing UCSF diversity programs and offices within the campus-wide diversity office (either directly or via a dotted line) to the greatest extent feasible to maximize overall coordination and effectiveness of diversity efforts.
4. Allocate sufficient new resources, including adequate staffing, to the diversity office to support collaboration among existing programs, initiate pilot programs, and provide seed money to leverage new sources of financial support for diversity and outreach. The estimated start-up budget is \$500,000. The office would have a primary goal to bring in significant new external resources that enable the campus to reduce its financial commitment within five years.
5. Charge the new diversity office with the establishment of a campus-wide multi-cultural center that will provide space and resources to support inter-professional collaboration for outreach, recruitment and diversity education programs.
6. Charge the new diversity office with establishment of a coordinated campus diversity plan covering students, trainees, staff and faculty that includes a comprehensive inventory of existing programs, a strategic plan for strengthening existing programs and developing new programs, and an institutional research framework for assessing program effectiveness over time.

Submitted by subcommittee co-chairs,

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