Section B: Framing the Review Process to Connect the Capacity and Educational Effectiveness Reviews

Overview and Goals for the Accreditation Review Process

With input from UCSF's Strategic Planning process, the WASC Accreditation Steering Committee selected three themes for this proposal:

- Learning Environment,
- Student Learning Outcomes, and
- Diversity

The Learning Environment theme aligns teaching and learning space, organizational structures, and technologies with curricular changes and capacity planning and building. The Student Learning Outcomes theme addresses the requirement that graduates be well prepared for careers in an increasingly complex health professions environment. The Diversity theme reflects the significance of this issue to our campus community and to society. It is commonly understood that success in outreach, recruitment, and retention of women and underrepresented trainees, faculty, and staff is critical to addressing health care needs in the 21st century. By focusing renewed attention on these areas, UCSF will become increasingly effective in serving students and communities who rely upon it for health care services.

Approach for the Capacity and Preparatory Review

In preparation for the Capacity and Preparatory Review, the campus will begin implementing its work plans to address the key challenges related to each of the three identified themes. Under the leadership of the WASC Accreditation Steering Committee, the campus will sustain existing efforts and initiate new ones that address the core challenges noted within each theme. We will also develop strategies to assess our progress in achieving the goals set for each theme. In so doing, we will focus attention on the standards and criteria for review that are relevant to the selected themes (Appendix B-1, Standards and Criteria for Review).

Approach for the Educational Effectiveness Review

The campus reaffirmation process that WASC will assess at the Educational Effectiveness Review will focus on the themes as conceptualized in the following guiding questions.

Theme 1: Learning Environment

Guiding Question: What are the optimal support services and organizational structures needed to sustain and promote excellence in teaching and learning in our academic health sciences environment?

Overview: Our vision statement includes the goal of developing "innovative and collaborative approaches for education, health care and research that span disciplines within and across our health science schools". However, attention to educational space and technology lags behind increases in enrollment and best practices. The availability and functionality of teaching space have not kept pace with curricular revisions in each school. For example, all schools now need clinical skills and simulation facilities, and this creates an opportunity for collaboration. Student body size is projected to increase significantly over the next few years, further straining already limited teaching space. Finally, some of the education space at the Parnassus site lacks information technology infrastructure required for today's teaching and learning environment, including such

basic items as wireless connectivity. Current capital projects provide opportunities to address education space needs at both the Parnassus and Mission Bay sites. The Library should be transformed into a learning center with e-learning and other educational technologies. State of the art educational technology must be implemented at all campus sites.

Our current systems and databases that support education are outdated and insufficient. A robust, state-of-the-art student information system is essential. Academic data-gathering and analysis systems need to be designed around common vocabulary and data structures to ensure quick and easy collection and integration of data from all schools.

UCSF has established two new organizational structures that offer promise in addressing these issues. The Academic Information Systems Board will provide a forum for discussions and decisions about information technology (IT) education needs. The recent reorganization of campus administrative IT to encompass the academic mission will bring a central focus and new resources to education. Critical additional education priorities will also emerge from the strategic planning process.

A key component of the academic strategic planning effort must be an assessment of the current UCSF organizational structure to ensure that missions of academic, clinical, and research units include and support education. The review of structures should include consideration of optimal structures to support development of interprofessional teaching and learning, to include cross-professional curricula and experiential learning (such as patient safety and all hazard preparedness and response).

Finally, we need to improve the recruitment and retention of faculty and staff, as well as sustain the attraction of UCSF for future students, postdoctoral scholars, and fellows.

Proposed Actions: We propose the following actions to enhance the learning environment at UCSF.

1. Develop a space action plan that takes into consideration our multicampus educational environment and specifically includes steps for the revitalization of the Parnassus site, as well as a reassessment of functions and needs at Mission Bay, Laurel Heights, and the clinical teaching spaces at San Francisco General and Mount Zion Hospitals. In particular, we need to create a clinical skills simulation center that serves all schools and that provides a foundation for experiential and interprofessional training.

2. Develop state of the art technology, such as teleconferencing, telemedicine, media and simulation resources and learning management systems for education space at all sites.

3. Develop campuswide systems for continuous data acquisition and dissemination.

4. Explore innovative programmatic and educational structures within the organization. Identify methods to collect information based on our mission of teaching and learning, as well as on barriers – including both structural barriers, such as different academic calendars for each school, and organizational barriers, such as ensuring that the education mission remains a central focus at every level.

5. Undertake a critical examination of strategies to create a positive culture of recruitment and

retention at UCSF. Two attractive means of doing so are:

a. Develop the Clinical and Translational Science Institute (CTSI) and its assessment as an institutional strength for recruiting and retaining faculty and students.
b. Extend our learning environments and outreach to sites within San Francisco and throughout California, for example, by building upon existing community service activities and clinical services provided by the four schools, and by providing opportunities for staff development and training through nonacademic UCSF courses and online access to education and professional development.

Theme 2: Student Learning Outcomes

Guiding Question: What are the optimal curricular structures to effectively prepare students for contemporary challenges in the health professions?

Overview: A major challenge facing UCSF is the relatively modest interaction that students and faculty have with others outside their immediate area of expertise. This challenge is rooted in the current structure of professional and graduate education. Students in the schools are often in class or clinical learning activities 30-40 hours each week. They take classes in individual groups often ensconced in a lockstep entry-level curriculum and rarely have opportunities to interact. The health care reality is that dentists, nurses, pharmacists, and physicians have discrete areas of expertise that are most effective when used in collaboration to create the best therapies, drugs, monitoring, and supportive care in today's extremely complex health care environment.

As the health care environment increases in complexity, we also face the challenge of a very large proportion of our faculty retiring in the next 10-15 years. This group of faculty was trained during a period when health education was expanding to provide care to the Baby Boom generation after World War II. The state and the nation now face the critical challenge of training, in a relatively short time, the next generation of faculty for the health care professions. As one of the largest and most distinguished public universities for the health professions in the nation, UCSF must be well positioned to help address this critical challenge. This theme supports multiple goals set out in the UCSF vision, including the development of innovative and collaborative approaches to education that span disciplines and schools, providing a supporting and effective work environment, and serving our local, regional and global communities.

Proposed Actions: We propose the following actions to strengthen the preparation of our students.

1. Establish a campus task force to focus on the development and support of interprofessional educational experiences. The Task Force will have senior level representation from the four professional schools and the Graduate Division. Their assessment will identify efforts ranging from informal student groups to formal academic programs. It must also address the capacity for schools to develop interdisciplinary activities that can be incorporated into the existing – and very crowded – professional educational curricula. The Interprofessional Education Task Force will:

a. conduct a systematic assessment of current efforts that foster interaction among health care providers and faculty and recommend strategies to increase such interactions in the future.

b. assess the learning outcomes achieved by students involved in interprofessional programs.

c. develop programs to support career outcomes in inquiry, innovation and discovery such as the Pathways to Discovery Program within the School of Medicine.

2. We must actively work to inspire more of our most talented students to pursue academic careers as faculty members. To achieve this goal, we will:

a. assess the curricular offerings of each school and of the Graduate Division, and analyze our current efforts.

b. Survey students and faculty to identify their interest in and their perceptions of barriers to pursuing academic careers.

3. Once catalogued and assessed, existing activities may be enhanced and new initiatives implemented topromote interest in and understanding of the faculty academic role, the complexity of student-faculty interactions, and academic career opportunities.

To take the actions required to demonstrate educational effectiveness in these areas, we need to complete several analyses in preparation for the Capacity and Preparatory Review. These include assessing the extent and success of accreditation processes by outside agencies, including timeliness to degree and sufficiency of faculty to support the individual missions. Published educational objectives will be reviewed campuswide to evaluate teaching and measurements of achievement for all four professional schools and for the Graduate Division, and to assess the extent to which learning outcomes are measured. Competencies in each school will also be assessed to determine the extent and success of cultural competence being taught, and the preparedness of faculty to teach in this area. The level of faculty engagement in teaching and reinforcing cultural competence will also be assessed. Analysis of course offerings will permit assessment of learning strategies used in the courses that constitute the health professional curricula and the graduate division courses of study. The extent to which courses use resource materials beyond textbooks will be analyzed, as well as barriers to faculty adopting contemporary materials. Also, resources available to enhance the clinical component of health professional education will be assessed and evaluated.

We will evaluate both institutional expectations and faculty monitoring of student attainment, as these are essential elements in all educational processes. Learner-centered teaching strategies and measures of graduates' success in meeting educational and professional competencies will be addressed. Internal and external measures of program completion and policies governing student progress will be reviewed, as well as the criteria reflecting teaching responsibilities and their use in the faculty promotion process.

The analysis will look at leadership commitment to outcomes assessment throughout UCSF, and will examine how the university is engaged in learning as a means to improve. We will also ascertain the extent of stakeholder commitment to these endeavors.

Theme 3: Diversity

Guiding Question: What are the optimal strategies to enhance campuswide diversity of faculty, trainees, and staff and to promote inclusiveness of all backgrounds and perspectives?

Overview: The official UC Diversity Statement defines diversity as "…the variety of personal experience, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, geographic region, and more…" (Appendix B-2, UC Diversity Statement). This statement reflects the University of California's intention to enhance diversity across all its campuses.

As reflected in its vision statement, UCSF is committed to being a leader in this effort. UCSF values diversity as a significant tool to enrich education. A diverse faculty, staff, and student body improves our environment and enables us better to prepare graduates to serve the diverse population of California and the nation. Diversity also underlies and supports UCSF's mission and vision.

UCSF's efforts are rooted in a historical commitment to diversity. In the late 19th century, the Affiliated Colleges formally decided to accept applications from women and underrepresented groups that were often banned from applying to other professional schools. After World War II, the pendulum swung away from this principle. However, nearly 40 years ago, the efforts of the UCSF Black Caucus to obtain fair representation and treatment of Black staff, students, and faculty inspired UCSF to recommit to building a more diverse faculty, staff and student body (Appendix B-3, Diversity of UCSF students, faculty, and staff). Over the next 30 years, UCSF's professional schools frequently enrolled a higher proportion of underrepresented students than similar institutions nationally. The passage of Proposition 209 and the decision by the UC Board of Regents in 1995 to discontinue the use of affirmative action resulted in a lower number of underrepresented students at all UC campuses, including UCSF.

More recently, the campus has actively engaged in a wide array of efforts to promote diversity, and the number of women and underrepresented minorities has begun to rise. Chancellor's committees, the campus Office of Public Affairs, the Human Resources Department, the Strategic Planning Board, and the professional schools and the Graduate Division are all working to identify and develop effective diversity initiatives (Appendices B-4 through B-13, UCSF Diversity Efforts). Nevertheless, improvement is still needed.

A recent report issued by the Office of Public Affairs emphasizes the need to organize the multipronged approaches of different UCSF constituencies, and to communicate a clear message that our campus embraces and celebrates the diversity of students, staff, and faculty (Appendix B-4). We need to build a unified, campuswide approach to our diversity efforts, which will enable us to use our resources more efficiently and to make greater progress in diversifying the campus at all levels.

Proposed Actions: We propose the following actions to consolidate activities and improve diversity at all levels of the UCSF community.

1. Identify, implement, and evaluate current initiatives to maximize diversity at all levels of the campus;

2. Appoint a self-study team charged to review existing and proposed diversity initiatives at each of the schools and the Graduate Division and in all units responsible for staff and faculty recruitment and retention. The team will work closely with the soon-to-beappointed Director of Academic Diversity, the Chancellor's Advisory Committee on Diversity, and

representatives from each of the school diversity task forces. Working together, the self-study team will:

a. examine diversity initiatives that lend themselves to campuswide coordination and establish mechanisms for their implementation. These initiatives will include a comprehensive plan for staff recruitment and retention; a program to promote diversity among trainees, including outreach programs; and a coordinated effort to recruit and retain faculty.

b. establish a comprehensive communications program with timely web additions and use of other media to promote diversity and cultural sensitivity.

c. monitor activities to measure their effectiveness and assess their impact on campus governance and administration; policies; admissions and retention of students; faculty recruitment, retention, and promotion; teaching and learning; school and campus publications; staff recruitment, retention, and promotion; quality of life in the UCSF environment; alumni involvement and investment.

3. Establish, in cooperation with the new Director of Academic Diversity, a more rigorous system of incentives and accountability at all levels for diversity initiatives at UCSF. Such a system would require establishing databases, as well as defining and applying appropriate measures for outcomes. It is the success of efforts such as these that will ultimately determine the acceptance of underrepresented groups at all levels at UCSF.