December 8, 2008

WASC Capacity and Preparatory Review Report

Introduction

As the first step in the reaffirmation of accreditation process, UCSF submitted an Institutional Proposal to the Western Association of Schools and Colleges (WASC) in May 2007. The WASC Proposal Review Committee approved the Institutional Proposal in July 2007. The UCSF Strategic Plan, completed just after the Institutional Proposal was submitted to WASC (June 2007), includes within its priorities many of the actions proposed in the Institutional Proposal.

Using the Institutional Proposal as a guide for our efforts, UCSF now presents the Capacity and Preparatory Review (CPR) Report for review by WASC. This report was completed by the WASC Accreditation Steering Committee, which was appointed by the Chancellor and includes administrators, faculty, staff, and students. It has been reviewed and is endorsed by appropriate faculty, staff, and student groups across the campus (Criteria for Review (CFR) 4.1).

The CPR report will demonstrate that UCSF:

(1) functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes (WASC Core Commitment to Institutional Capacity); and
(2) is prepared to fulfill its obligations for the WASC Educational Effectiveness Review.

UCSF has prepared for the February 2009 site visit by completing the CPR report, which includes reflective essays on the three themes presented in the Institutional Proposal. These themes are Learning Environment, Learning Outcomes, and Diversity. The report also includes a concluding essay focused on our approach to the Educational Effectiveness Review.

In November 2008, UCSF launched a comprehensive web site that includes materials related to the WASC reaffirmation of accreditation process *[http://www.wasc.ucsf.edu].* In addition, the WASC Accreditation Steering Committee has worked closely with the Public Affairs Office to inform the campus community about the accreditation process (CFRs 1.1, 1.2, 1.7, 1.9).

This CPR report takes into account the findings and guiding questions resulting from the Institutional Proposal process. We have developed three overarching themes that are critically important to the success of UCSF, and our progress to date. To maintain the focus of the essays and stay within the 35-page limit, we include additional material in a series of appendices. A glossary of abbreviations used in this report is also attached (Appendix 1). The three theme essays include

material pertaining to the WASC standards and criterion for review (CFR), and the second appendix lists both the original set of standards and CFRs included with the Institutional Proposal from 2007, as well as an updated version that was revised from the Capacity and Preparatory Review. The CFRs are also cited where appropriate throughout this report. A summary of our progress is available in the Workplan and Milestones chart and the WASC timeline (Appendices 3 and 4).

Essay 1 – Learning Environment

What are the optimal support systems and organizational structures needed to sustain and promote excellence in teaching and learning in our academic health sciences environment? (Guiding Question from Institutional Proposal)

UCSF is currently at the forefront of health sciences education and is well positioned to meet the growing demand for health care professionals. The development of the next generation of leaders in health care delivery, research and education is vitally important to the economic and social well-being of California and the rest of the world. Our continued success in this area is dependent upon the recruitment and retention of talented and diverse students. We are committed to developing educational facilities and infrastructure commensurate with our stature in the health sciences education (Data Exhibits 5.1 and 5.2).

The Learning Environment theme aligns teaching and learning space, organizational structures, and technologies with curricular changes and capacity planning to sustain and promote excellence at UCSF.   Actions include the development of a teaching space plan, with state-of-the-art technology, that considers all UCSF instructional sites; exploration of innovative programmatic and educational structures to promote teaching and learning; development of systems for data acquisition and dissemination; and an examination of strategies to recruit, support, and retain faculty, staff, and students (CFRs 3.6, 3.7).

Strategy 1. Develop a space action plan that takes into consideration our multisite educational environment and specifically includes steps to maintain the vitality of the Parnassus site, as well as a reassessment of functions and needs at Mission Bay, Laurel Heights, and other sites. In particular, we need to create a clinical skills and simulation center that serves all schools and that provides a foundation for experiential and interprofessional training (CFRs 2.7, 2.8, 2.9, 2.11, 3.6, 3.7).

The UCSF Teaching and Learning Center (TLC) is under construction on the 2nd floor of the Campus Library on Parnassus.   UCSF is expanding its educational facilities with a new, state-of-the-art clinical skills, simulation, and telemedicine training center, which will open in spring 2010 (CFRs 1.2, 1.5). One floor of the Parnassus campus library (13,000 square feet) will be transformed to house this new facility, which will also integrate library education space, classrooms and a new technology commons for students (CFR 2.13). The four professional schools, the library, and the Student Academic Affairs Division have collaborated on the plans for the new center, which will support the curricula for dentistry, medicine,

nursing, pharmacy, and other clinical programs (CFRs 3.11, 4.1, 4.2, 4.3). The design incorporates new tools and technologies for educating future health professionals and scientists while supporting a culture of interdisciplinary, interprofessional, and transdisciplinary learning programs for our students and trainees (CFRs 1.5, 2.11, 3.6, 3.7).

The telemedicine training facility will enable all health professional education programs to effectively use this rapidly growing technology and to bring specialty health care available at UCSF directly to its community of patients throughout the Bay Area and Central Valley. The facility builds on the library's educational technology services (Data Exhbit 5.1) to create a multipurpose learning environment for the campus (CFR 3.6).

Another major effort, the Classroom Improvement Initiative, has enabled the campus to make dramatic improvements to classrooms at Parnassus and Mission Bay. This $1 million initiative in 2007-08 has enhanced technology and improved the environment (furniture, painting, carpeting and lighting) in 40 classrooms. Features for some of the classroom improvements include state-of-the-art video projectors, universal wireless access, content capture devices, installed computers, and flexible floor plans. Work will continue to upgrade audio-visual equipment and improve the environment in all 54 classrooms at the Parnassus and Mission Bay sites. In addition, new classrooms are planned at the Laurel Heights site for 2009. (CFRs 3.6, 3.7).

A campus committee is reviewing systems that support the capture of course content with a recommendation due by early 2009. This feature is especially important both for students who wish to review course material after a class, and to reduce the need for students and faculty to travel between UCSF sites (CFRs 3.6, 3.7, 3.8, 4.2, 4.5).

In Spring 2008, the Chancellor approved the establishment of an endowment fund to sustain the classroom improvements that were put in place in 2007-08. Annual funds from the endowment will be used to maintain and enhance classrooms at the Parnassus and Mission Bay sites (CFR 4.2).

The medical center's strategic plan calls for the construction of a new medical center complex for women, children, and cancer patients at Mission Bay. By 2014, the 289-bed hospital complex will include: a183-bed, family-centered children's hospital with urgent and emergency care as well as clinics for pediatric primary care and specialties; a 70-bed adult hospital for cancer patients; and a women's hospital for cancer care, specialty surgery, a 36-bed birth center, and women's clinics (CFR 4.2).

Relocation of clinical services to Mission Bay requires clinical teaching space for professional school students. A campuswide committee was recently convened to develop a plan for education space at Mission Bay, considering the new

programs and functions proposed for that campus (CFRs 4.1, 4.2, 4.3, 4.5). The committee will consider a broad range of teaching space to include lecture halls, small and large classrooms, clinical simulation and clinical skills facilities, library, and student lounge areas. Additionally, participants from the professional schools are evaluating the impact this move will have on their teaching programs. The Mission Bay Education Space Plan will be finalized in early 2009.

Concurrently, the campus is updating its space Master Plan to identify major projects, especially at Mission Bay, that will be part of the next Long Range Development Plan. Academic support departments are updating data on current facilities, space requirements, and future expansion potential (CFRs 4.2, 4.3, 4.4, 4.5, 4.6). The Master Plan is expected to be ready for presentation to the Chancellor in early 2009. Space for teaching and learning, as well as student and academic services, are an essential part of this planning effort.

Strategy 2. Develop state-of-the-art technology, such as videoconferencing, telemedicine, media and simulation resources, and learning management systems for education space at all sites (CFR 3.6, 3.7)

A goal of the UCSF Strategic Plan is to "foster the educational enterprise to keep UCSF at the forefront of biomedical education and meet the growing demand for health care professionals." To realize this strategic vision, the Education Systems Advisory Committee (ESAC) was formed in December 2007 and charged with the task of creating a world class education information system. In June 2008, ESAC produced a 5-year strategic plan with the mission of creating exceptional learning environments through the innovative use of educational technology and information services (CFR 3.7). The mission is supported by 4 strategic goals and 26 projects identified and prioritized by timeframe. This plan recognizes that modern technology is essential to implement new teaching methods and to attract and retain the best students and faculty (CFR 3.6). The workplan is included in Appendix 5.

ESAC identified two other high priority projects with recommendations due in early 2009. The first project includes the Computer Technology Support Task Force, which has been charged to identify and prioritize support needs and recommend solutions for creating a central computer technology support service (help desk). The second project is the Content Capture and Delivery Work Group. The Work Group is charged with identifying and prioritizing education content capture and delivery needs and recommending possible solutions (CFRs 4.1, 4.2, 4.3, 4.4, 4.5). UCSF can provide valuable educational material and institutional communication using these technologies. Many universities currently offer both educational and institutional content freely via webcasts and podcasts, and incoming students expect these technologies to be in place here. UCSF currently offers podcasts, as well as lecture-casts of some courses and events. The Educational Effectiveness Review report will update progress on these items.

Strategy 3. Develop campuswide systems for continuous data acquisition and dissemination (**CFRs 2.10, 4.3, 4.5, 4.6**)

In our Institutional Proposal, we acknowledged that "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."

Several administrative units collect, analyze, and report student data, and there have been significant changes and improvements in our student information systems at many levels since the Institutional Proposal was approved in July 2007 (CFRs 2.10, 2.12, 2.13, 3.7, 4.3, 4.5, 4.6, 4.7). These are described briefly below.

The Office of Admissions and Registrar has undertaken a variety of initiatives:
- The online course catalog has been substantively revised and updated, including the revision of many course descriptions;
- A new on-line course schedule is now in place, which enables students to identify potential elective courses offered outside of their professional schools;
- The procedures for adding, deleting, or changing courses has been streamlined, and new explanatory and tutorial material has been added to the Academic Senate website;
- A new scheduling software package (R25) now enables web-based searches for classroom availability by event, date, or location. The reservation interface also provides links for information about room attributes (e.g., AV equipment, internet connectivity) as well as reservation procedures, classroom support, and a campus map;
- A new online staff portal makes it possible to rapidly and securely obtain information about student fee payments, holds, grades, study list, contact information, etc.;
    - The recent implementation of an online report function linked to the staff portal permits staff to generate simple to complex reports based on SQL-driven queries of student data;
- A faculty portal for online entry of final course grades has improved the accuracy of grade reports, provided fast and timely student access to grades, and supported rapid production of transcripts; and
- Online electronic fee payment options (e-check and credit card) have simplified and streamlined these functions for applicants and students.

The Office of Student Information Systems (SIS) has also been active in:
- Developing an applicant data upload system to a spreadsheet, replacing a system that provided a bulk file feed;

- Adding address verification software on the server side to ensure that all addresses are in standard USPS format; and
- Integrating the R25 room scheduling software with the new online Schedule of Classes, which will enable students, faculty and staff to see what classes are offered in any campus department.

Student Financial Services (SFS) has purchased and installed new financial aid software (Powerfaids) that is scheduled to come online by the end of 2008. The new system will permit students to access their individual financial aid data. By January 2009, SFS will implement Electronic Funds Transfer (EFT), a secure and rapid method for transferring financial aid directly to students (CFR 1.7).

The newly reconstituted Office of Institutional Research has been working to establish campuswide baseline definitions (for example, the categories used to collect ethnicity data from students by various entities) and data-gathering timelines and procedures (to determine, for example, the point at which student data can be considered stable). Two recent products of these efforts are a matrix of all currently active degree programs at UCSF including a census of students/trainees in each, and an overview of the ethnicity and gender of all students/trainees (from graduate academic and professional students through postdoctoral scholars, house staff, and clinical residents). These and similar reports will be produced annually and used to create and maintain dashboard indicators of progress on priorities set by the strategic plan (CFRs 4.3, 4.4, 4.5, 4.6, 4.7).

Finally, the Graduate Division has created an online application to replace a paper application and consequent manual data transfer with its potential for error. Applicant data is now downloaded in spreadsheet format and consolidated for review. The Graduate Division's website has been substantially redesigned as well, and a redesign of the Student Academic Affairs website is underway.

Strategy 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 (CFRs 2.8, 2.9, 2.11, 3.4).

Much of the progress in 2008 has been described already, and when that is the case, will simply be catalogued here for accounting and organizational purposes.

In the areas of supra-departmental and across-school innovations, and the blending of scholarly and career opportunities with students' teaching, learning, and service activities, the most exciting developments have been in launching the Pathways to Discovery Programs. The groundwork for fundamental

transformations that this program will incorporate has been accomplished through innovative work in the area of interprofessional education. The Interprofessional Education Task Force (IPETF) was formed 5 years ago and charged by the deans of the 4 professional schools to initiate new activities. Achievements to date are described briefly below. As a result of these activities and the efforts of the IPETF, we note growing interest across the campus in identifying processes, structures, and funding for continuing program growth in interprofessional education and for supporting faculty and student participation in developing curricular innovations to promote interprofessional education (CFRs 2.8, 2.9, 2.11).

- A 5-year report documenting substantive academic, clinical, and service progress. This includes raised awareness as well as new programming and enriched recognition of opportunities for integration across academic and co-curricular programs;
- Modular video and case-based curricular units now in development, with pilot implementation in Fall 2008;
- Medical/Nursing student shadowing program piloted in May 2008; planning for phase 2 now in progress;
- Interprofessional Education Day, for all entering health professions students, was held in September 2008 for the third time. This 2-hour interactive session features participation by all the deans, and is organized around a current challenge (such as patient safety or health disparities) that provides material for practicing interprofessional communications and teamwork;
- The IPETF is working with the library to prepare an initiative, per budget committee request, to support development of interprofessional education projects.

As part of the interprofessional education effort, the School of Medicine, with robust consultation and input from each of the professional schools and programs on campus, is launching an enterprising programmatic structure called Pathways to Discovery (PTD). The plan is for each of UCSF's schools and programs to join the program leadership structure as PTD unfolds and as they are ready to participate (CFR 4.1). In the short term, all PTD programs are open to students in all schools. The PTD program will support the academic development of the future generation of investigators, innovators, and scholars in: Health Professions Education; Clinical and Translational Research; Molecular Medicine; Global Health Sciences; and Health and Society (health systems and policy; community health, social advocacy and health disparities; social sciences in health). PTD will provide options for advancing knowledge, experience, and scholarship within the traditional time frame of each degree program, as well as for pursuing additional certification/degrees in an extended time frame (CFRs 2.8, 2.9, 2.11).

Within the School of Medicine, the Academy of Medical Educators (AME) and the Office of Medical Education have developed program models for faculty

development (workshops, Teaching Scholars Program, Annual Education Day), which can be applied to the broader campus community of learners and faculty. Models for extension of the AME to other schools are under discussion (CFR 3.4).

The Simulation Center and Clinical Skills space has been described earlier, but relevant to these CFRs, the facility has already included interprofessional education as a program development priority in the temporary Kanbar Simulation Center at Mount Zion. The participatory, inclusive process for identifying space and collaborating on design for the permanent TLC, as outlined above, has laid the ground for robust activity in this arena. Other aspects of common infrastructure across schools that were described earlier, but also support the CFRs in this segment, are shown in Appendix 6.

Strategy 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:

1. **Develop the Clinical and Translational Science Institute (CTSI) as an institutional strength for recruiting and retaining faculty and students.**

2. **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.**

UCSF leadership clearly recognizes that our continued success and excellence relies heavily on our ability to attract and retain the best people. One of the 7 goals in the UCSF strategic plan is "Promoting a Supportive Work Environment – to recruit, mentor and retain the highest caliber faculty, staff, students, residents, fellows, and postdoctoral scholars" (CFRs 3.1, 3.2). To achieve this goal, work is underway in many areas. UCSF received positive news this Fall when *The Scientist* ranked UCSFs work environment as one of the most supportive in the nation. The article is in Appendix 23.

In 2001, the Chancellor commissioned a survey to assess the climate for faculty, particularly women and under-represented minorities, at UCSF. Based on the survey findings, the Chancellor convened a Task Force on Faculty Life, which issued a report in February 2003 including several major recommendations. One recommendation was to create a committee to focus on ways to improve faculty life. The Chancellor's Council on Faculty Life (CCFL), which has been chaired by Dr. Sally Marshall, Vice Provost, Academic Affairs, was formed as a result of the recommendation. (CFR 3.3).

The CCFL is made up of 21 faculty from all ranks, series, and disciplines, and includes several members who participated in the faculty leadership program described below. The CCFL is charged with implementing responses to the Task Force recommendations, as well as considering other means of improving faculty life. The CCFL's main recommendations and actions are listed below, and additional details can be found in Appendix 7 (CFRs 3.2, 3.3, 3.4).

- Provide opportunities for leadership training for faculty
- Create a formal faculty mentoring program
- Provide institutional and social welcoming
- Recognize collaborative research activities
- Increase transparency of processes
- Address work-life balance
- Demonstrate leadership on faculty life issues
- Improve processes for faculty searches and advancement

The Clinical and Translational Science Institute (CTSI) award also contributes to the positive environment for faculty recruitment and retention. UCSF was one of the first 12 academic institutions to receive the CTSI award from the National Institutes of Health (NIH). The charter of CTSI is to transform clinical and translational research to ensure that the best health solutions get to patients as quickly as possible. CTSI has two roles in retention and recruitment. One of the CTSI's initiatives relates directly to recruitment and retention: "to enhance career development of faculty and trainees involved in clinical investigation and translational research by providing mentoring, providing opportunities to catalyze original research, and changing the academic culture to appropriately reward original, multidisciplinary, collaborative work." Secondly, the CTSI award should attract faculty who want to be part of an institution that is a leader in translational science (CFR 3.2).

CTSI's role in recruitment and retention is evident through the recently released website, which provides faculty members with an extensive list of training and advancement opportunities including easy access to program announcements, applications, financial information, and eligibility requirements of program funding sources (http://ctsi.ucsf.edu/training/browse-ucsf-opportunities). These range from formal and informal didactic sessions to career development awards to career advancement programs. This website assembles all information into one location, raising visibility for all faculty (CFR 3.4).

The CTSI Resource Allocation Program saves faculty time and effort by listing intramural funding opportunities along with program name, eligibility, funding amount, application process, restrictions, and a page to compare different grant programs.   Many of these opportunities are geared to junior faculty or those working in new areas where start-up funding is essential before moving to an NIH grant (CFR 3.4).

Mentoring has a significant role in career development. The CTSI Mentor Development Program (MDP) is a joint effort between CTSI and the Faculty Mentoring Program. The CTSI MDP will create an integrated environment for senior mentors and mentors-in-training, encouraging creative and innovative networking, discussing a range of mentoring challenges and a myriad of solutions, developing a toolbox of strategies, and using discussions and collective experiences to build a community of mentoring excellence. The MDP developed a 5-month training program that will be offered twice a year. In early 2008, the first cohort of 18 mid-career faculty, representing all four schools, completed an innovative, six-month course in mentoring (CFRs 3.2, 3.4).

Another effort is underway for junior faculty. The CTSI Junior Faculty Mentoring Program will collaborate with and complement the campuswide UCSF Faculty Mentoring Program and other ongoing UCSF research mentoring programs. The program will link junior clinical and translational research faculty members with an experienced lead research mentor who takes clear responsibility for their research success. The CTSI Junior Faculty Mentoring program was initiated in June 2008 (CFR 3.4).

Staff retention and development efforts have also been a focus of activity. UCSF Campus Human Resources recently launched a new website, Career Development at UCSF, along with an Introduction to Career Planning. The website (at ucsfhr.ucsf.edu/index.php/careerdev/), Career Development at UCSF, provides a three-step career planning process; resources to help assess goals, skills, and interests; framework for designing a personal career development plan; stories and advice from UCSF employees working to reach their career goals; tips on resumes and interviewing; and four pilot career paths. Additionally, the UCSF Campus HR department has a series of Career and Staff Development classes for those interested in exploring career opportunities (CFRs 3.3, 3.4).

Other new staff initiatives include Leadership Development, a Supervisor Certificate Program, and implementation of a systemwide administrative learning management system for all UC campuses. The Leadership Academy is designed for higher level leaders. The Academy, which began in Fall 2008, is comprised of 9 full-day sessions, including experiential learning events; a leadership style, value, and decision- making assessment; executive coaching; mentoring; and participation in collaborative problem-solving work groups (CFR 3.4).

Mid-level managers are eligible to participative in the Leadership Institute, which consists of 5 full-day sessions including experiential learning events; a leadership style, value, and decision-making assessment; mentoring; and participation in collaborative problem-solving work groups (CFR 3.4).

The UCSF Supervisory Certificate Program is a flexible program based on performance skills and provides UCSF supervisors and supervisor aspirants with

an opportunity to develop supervisory competencies. The certificate enhances skill development in critical thinking, delegating, coaching, communications, organizational awareness, team leadership, human resources management, and financial management. We are now implementing UC's systemwide learning management system that will make it possible to deliver and track a comprehensive array of coursework provided by UC, and make it easier for employees to monitor their progress (CFRs 3.3, 3.4).

Recruitment and retention of students at UCSF is much less of an issue for UCSF than for undergraduate institutions. Our reputation and ranking places UCSF high on the selectivity list, so our applicants greatly outnumber the places available (Data Exhbits 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, and 2.3). Additionally, students who come to UCSF are highly motivated and well qualified, and our attrition rate is relatively low. Nevertheless, the campus offers a wide array of support services to students, and has invested in new support services for students who are disabled, who are the first in their families to attend a university, who need mental health counseling, who need financial aid advising, or who are in need of enhanced study skills. These services are designed to enhance the academic success of these students (CFRs 2.12, 2.13).

More broadly, the increased cost of education, the limited sources of grant and scholarship funds, and the recent increase in indebtedness among graduates are growing concerns. Many of our competitors have announced new financial aid models that use endowed funds to offset the cost of education for those below certain income levels. Our campus efforts to increase diversity are described more fully in Essay 3. In a survey of accepted students, lack of financial support was cited as one of the reasons for their decision to decline admission. To address these financial concerns, the Chancellor has identified increased financial assistance as one of the University's top priorities. In addition, the campus Development Office is renewing efforts to secure private funding for student financial support (CFRs 1.7, 2.12, 2.13).

Community partnerships contribute to successful recruitment by raising UCSF's profile and giving young people and their families exposure to the university, its people, and its activities. Extending the UCSF learning and service environment to the community is a goal of the University Community Partnerships Program (UCPP) and supported through UCSF's strategic plan. UCPP was established by the Executive Vice Chancellor and Provost in the spring of 2006 to coordinate the many existing partnerships between UCSF-affiliated individuals/groups and San Francisco-based community organizations and to support new partnerships (CFRs 1.7, 2.9).

UCPP (http://pub.ucsf.edu/newsservices/releases/200806205/) is designed to build collaborative relationships between UCSF and the community, promoting civic engagement, fostering community health and well being, and enhancing the environment for education, research, employment, and patient care at UCSF

(CFRs 1.1, 1.7). The UCPP serves as a bridge between UCSF and the community, emphasizing partnerships that value and respect the assets and diversity of both.

In summary, our efforts to provide a stimulating and successful environment for teaching and learning are guided by five strategies. The first involves representatives from campus constituencies working together to develop a space action plan. The second strategy aims to implement state-of-the-art technology throughout the campus, enabling us not only to better link our teaching sites, but also to reach out to communities that need and can benefit from the resources UCSF has to offer. A third strategy will provide the campus with a better system for collecting and disseminating data. Fourth, we have developed and are implementing innovative programmatic and educational structures, such as Pathways to Discovery, that consolidate and advance opportunities for interprofessional education. Finally, we are continually working to improve our outreach activities so that we can effectively recruit the best and most diverse faculty, staff, and students. This effort includes strong programs for faculty development, as well as resources to support and sustain faculty, staff and students at UCSF.

Essay 2: Student Learning Outcomes

What are the optimal curriculum structures to effectively prepare students for contemporary challenges in the health professions? (Guiding question, Institutional Proposal)

In response to this question, the faculty developed two strategies to meet the opportunity presented by the accreditation process to analyze and improve the curriculum. The questions related to fostering interprofessional education and exploring ways to encourage our graduates to pursue academic careers by identifying and removing barriers. The faculty reviewed professional education in the context of the CFRs to focus on these issues. The resulting report, including specific responses by school to specified criteria are presented in Appendices 8 through 14 (CFRs 2.8, 2.9, 2.10, 2.11). Exploration of the guiding question and actions initiated in response are described below.

Contemporary health care is more complex and intricate than at any time in history. The model of physicians, pharmacists, nurses, dentists, and scientists working in isolation is rapidly being replaced by a collaborative model that views health care as affecting the entire body and therefore requiring all members of the health care team be engaged in providing care (CFR 2.1). This shift presents an educational challenge to prepare students to work effectively in teams when their existing curricula are already so demanding, both intellectually and temporally (CFR 2.10). Further, today's professional and graduate education tends to focus students on earning the specific degree, and requires mastery of huge amounts of material and intensive curricular hour requirements. With this tremendous time commitment and goal orientation, it is also difficult for faculty to inspire trainees to look to careers in academia, even though population demographics dictate that health professional faculties will be facing an extraordinary number of retirements over the next few years as the baby boomer generation ages. Learning outcomes to address these two issues are the focus of this portion of the WASC study, and are clearly identified as benefits to professional education at UCSF resulting from the WASC self-study process.

Strategy 1. Prepare students for a collaborative model of health care by offering opportunities in interprofessional education and health care teamwork (CFRs 2.10, 2.11).

UCSF created a campus task force, The Interprofessional Education Task Force (IPETF), to develop and support interprofessional academic and co-curricular activities in 2003. The IPETF comprised of associate deans from each of the professional schools and was charged by the deans of their respective schools. The charge, dated August 29, 2003, included a call to "achieve small steps towards greater interdisciplinary education at UCSF." The group's first evaluation of interprofessional activities identified considerable interest on

campus in this topic, but also identified the problem that most initiatives had "floundered or languished as a result of lack of resources, leadership, priorities, time, or some combination thereof" (memo to deans dated June 9, 2004). The IPETF set about overcoming these barriers to create sustained interprofessional programming and support interprofessional efforts on campus. Because of the complexity of these issues, two years elapsed between the creation of the IPETF and the first interprofessional day for all incoming health professions students, which was held on September 20, 2006 (CFR 2.11). The inaugural event was an afternoon program for all incoming students highlighting patient safety, and titled "Patient Safety and the Value of Team Training as Health Professionals." The program included a welcome from the Executive Vice Chancellor and Provost, an interactive patient safety skit performed by the deans with small group discussion, a keynote speech by Dr. Robert Wachter, followed by a reception. All incoming students received the book *Internal Bleeding* authored by the keynote speaker and completed a reading assignment. Planning for this day clearly demonstrated that strong leadership could overcome many of the barriers to interprofessional experiences and the event was held again in September 2007 and September 2008. Descriptions of the events and evaluations by participants are included in Appendix 9. The Interprofessional Days were well received by incoming students, who rated the overall program 4.29 on a scale of 1 to 5 in 2006 and 4.16 in 2007 (CFRs 1.2, 2.3, 2.4, 2.7, 2.10).

In light of this success, IPETF helped recruit an interprofessional group of faculty to participate in the Program for Educators in Health Professions. This group reviewed existing programs and addressed barriers to the inclusion of interdisciplinary learning on campus. Among their successes were lunchtime seminars on learning skills, and the development of video modules of patient communication that will be incorporated into core curricula of all our professional schools. Representatives of this group met regularly with the IPETF to provide cohesion and broad support for their activities. This is one example of the importance of leadership in encouraging interprofessional engagement and finding methods to create sustainable opportunities (CFRs 2.5, 2.7, 2.8, 2.9, 2.10, 4.6, 4.8).

The IPETF also supported a survey to systematically identify interprofessional co-curricular offerings. Knowing the activities that already exist permits the task force to support individual efforts and better address barriers to success. The Catalogue of Interprofessional Co-Curricular Activities was completed during Summer 2008 (see Appendix 10). The IPETF intends to use this completed catalogue as a resource to publicize interprofessional opportunities, and importantly, elevate the knowledge of these educational opportunities for the campus community. The task force will also be able to review data from these activities and begin to assess the learning outcomes for students in the professional schools (CFRs 2.4, 2.7, 2.8, 2.10).

Since the approval of the Institutional Proposal, UCSF has made progress on implementing several initiatives that support interprofessional education (CFR 2.11). These initiatives are described in greater depth in Essay 1 (CFRs 2.4, 2.5):

- **On-Line Course Schedule**. Beginning in Fall 2008, UCSF students can access an on-line schedule for all courses offered on campus.
- **Common Academic Calendar.** A Campus Academic Calendar Committee completed a report, along with a proposed new 2009-10 calendar, in November 2008.
- **Teaching and Learning Center**. This new educational facility has been designed to support interprofessional education. We anticipate that it will be one of the primary sites where interprofessional education initiatives are located in the future.

Strategy 2. Encourage graduates to pursue academic careers by removing barriers and fostering opportunities for scholarship, creative activity, and educational mentorship (CFRs 2.8, 2.9).

The second major issue identified by the guiding question relates to the impending problem of growing the health sciences education faculty and replacing faculty as they retire (Data Exhbit 4.4). As an example of the magnitude of this issue, in dentistry today there are over 300 vacant faculty positions among 58 schools of dentistry. Education must play a major role in addressing this need.

To begin this process, each professional school identified existing curricular offerings that encourage and prepare health professions students to consider academic careers. In addition, campuswide opportunities were catalogued to identify the extent to which opportunities existed outside the individual schools (see Appendix 11). A summary of the findings follows, along with references to corresponding tables and appendices for further details.

School of Dentistry

To address the impending shortage of dental academics, the School of Dentistry has developed a number of elective activities to prepare students for academic careers (CFRs 2.9, 2.10). These electives emphasize teaching and research. The faculty provide both elective teaching and tutoring opportunities (#1 and 2 below are examples). In addition, faculty-sponsored dental student organizations create activities that stimulate interactions between interested students and research-intensive and teaching-intensive faculty (#3, 4 below). In 2008, the School of Dentistry was awarded a T32 training grant by the National Institute for Dental and Craniofacial Research and the National Institutes for Health (NIDCR/NIH), which will support up to five students per year to pursue a combined DDS-Masters in Clinical Research degree track (#6 below). This program is analogous to the Pathways program offered through the School of

Medicine and described previously. Each of these opportunities aims to assist students in understanding the responsibilities of an academic career and in gaining experience in those aspects of academic life that distinguish it from a practice career. A brief description of the opportunities follows.

1. Teaching elective taken for academic credit offers mentoring and practice in small group settings, and one-on-one laboratory instruction in simulated surgical dental procedures. Students are selected based on their demonstrated ability to tutor students needing academic assistance (CFR 2.3).
2. Teaching elective in anatomy for second year dental students provides mentoring and development of small group teaching skills in the dissection laboratory, and creation of teaching aids, such as preparing anatomical prosections (CFR 2.3).
3. John Greene Society, the UCSF student chapter of the American Association for Dental Research, creates research mentoring opportunities for students, fosters research activities, and arranges for lunch time or early evening talks by research-intensive and teaching-intensive faculty as a way of expanding student knowledge of academic career paths (CFRs 2.5, 2.8, 2.9, 2.10).
4. School of Dentistry Research and Clinical Excellence Day. One day each fall, the school closes all clinics and classes to include both students and faculty in a program that includes research presentations, a keynote speaker of national prominence, and presentation of both a faculty research award and a faculty clinical excellence award. Student research is highlighted with oral presentations and a poster session, and entries are judged by faculty. (CFRs 2.5, 2.8)
5. American Dental Education Association UCSF student chapter. Student members participate in career development through seminars with faculty and administrators to explore academic career options. The association sponsors national competitions for awards that enable selected students to work with a faculty mentor and participate in didactic, laboratory, and clinical teaching, and interact with other students selected from dental education institutions around the country. The school has one awardee this year (CFRs 2.5, 2.8).
6. DDS- Masters in Clinical Research 5-yr combined degree track began in 2008. Students are now being recruited for this opportunity (CFR 2.2).
7. DDS-PhD Program educates dentists who desire to follow a career in academia. The program includes laboratory rotations early in the program and a seminar series from the PhD program (CFRs 2.2, 2.8, 2.9).
8. Institutional Dentist Scientist Award provided support for dentists pursuing a PhD in addition to a dental specialty program. PhD options included Oral and Craniofacial Sciences, Bioengineering, or Epidemiology in cooperation with the School of Public Health at UC Berkeley. The Institutional Dentist Scientist Award program operated from 1996 to 2004. Six of the seven trainees completed the program and are now working in

academia, four of them at UCSF (CFRs 2.2, 2.8, 2.9, 2.11). More details can be found in Appendix 12.

9. Dental Scientist Training Program (http://dentistry.ucsf.edu/admissions/UCSF_DDS-PhD.pdf) integrates the DDS program with a PhD program, and adds a fourth option for a PhD in Bioinformatics. Students follow the DDS curriculum for the first 3 years, working on research in the summers and doing laboratory rotations. In year 4, they begin a program of 80% research and graduate study combined with 20% clinical practice until clinical requirements are met for the DDS. Once the student is licensed, this pattern continues in UCSF clinics until the PhD is awarded (CFRs 2.2, 2.8, 2.9, 2.11).

Many discussions have occurred within the school to identify barriers for students to pursue academic careers. There appear to be two thrusts needed to effect any change. First, student focus groups revealed that many applicants to dental school are totally focused on becoming a practicing dentist and have not given any thought to combining that goal with academics. Second, student educational indebtedness focuses them on graduation, licensure, and practice to maximize earnings and manage the financial burden. The magnitude of the burden is huge and growing; 78% of the dental graduates in 2008 owed an average of $129,000 for dental school alone (CFR 2.10).

School of Medicine

UCSF School of Medicine is well recognized for its leadership in innovation in medical education. This innovation extends not only to the curriculum for preparing physicians, but also to our curriculum to prepare individuals in areas that enhance their expertise as a physician beyond routine health care (CFRs 2.1, 2.7). These areas are part of our recently implemented Pathways to Discovery curriculum (**http://www.medschool.ucsf.edu/pathways/**). Each area is preparing students with skills to enhance their careers as faculty members. These programs contain curricula in research methods and statistics that will allow students to produce future scholarship required of faculty (CFRs 2.8, 2.9). However, a fundamental role of faculty is teaching. One UCSF Pathway is focused specifically on health professions education (**http://www.medschool.ucsf.edu/pathways/health_professions/**). As designed, students can take all or just sample the core curriculum. The core curriculum provides an understanding of education with foundation level coursework focusing on teaching strategies, using best practices, and understanding the inquiry methods used in education. Students participate in a variety of practical experiences allowing them to engage in the roles of a faculty member. Students develop projects that focus either on curriculum development (and its subsequent evaluation) or on educational research. Students in this program receive extensive mentorship by the Health Professions Education (HPE) faculty and also by project mentors. The HPE faculty members include

physicians with a passion for education, physicians with master's degrees in education, and faculty with doctoral degrees in education. This provides UCSF students with a broad understanding of what it is to be a faculty member. The Pathways to Discovery built on previously existing areas of concentration. The areas of concentration began in 2003, and in the graduating class of 2008, 40% of the class participated in an area of concentration and 14.5% of the class chose medical education (CFRs 2.2, 2.3, 2.4, 2.5).

UCSF has a longstanding program of near-peer teaching. Second year medical students lead the Medical Student Teaching Program preparing sessions to help first year students. The success of this program to engage the learners has been described in the literature (Lockspeiser, TM; O'Sullivan, P; Teherani, A. & Muller, J. (2008). Understanding the experience of being taught by peers: the value of social and cognitive congruence: Advances in health sciences education, 13(3), 361-72.) This program lays the foundational experience for many students as medical educators.

The School of Medicine is planning a pilot program with the University of California, Berkeley School of Education for an MA degree with a specialization in health professions education (CFR 2.11). Students will have the opportunity to extend their education to complete this degree. Students specifically interested in participating in educational activities to a greater depth can take a year to explore as a Medical Education Fellow. Students who have done this in the past have developed curriculum innovations, implemented and piloted new strategies, and enhanced their teaching skills (CFR 2.4).

UCSF provides an environment supportive of faculty in their role as educators (CFR 3.4). UCSF School of Medicine offers ongoing faculty development specifically around the educator role (**http://www.medschool.ucsf.edu/workshops/**). These activities are open to all. This year-long faculty development program, which -- while primarily for faculty members -- has had student and resident participants (**http://www.medschool.ucsf.edu/teachingscholars/**). Students are invited to participate weekly in the Educational Scholarship Conference (**http://www.medschool.ucsf.edu/medicaleducation/ESCape/index.aspx**) where everyone is invited to share their work and receive feedback. Students can also attend offerings from the Haile T. Debas Academy of Medical Educators (**http://medschool.ucsf.edu/academy/**). The value of the role of a faculty member as educator is visibly supported at UCSF School of Medicine (CFR 2.4).

School of Nursing

The UCSF School of Nursing has a 40-year history of doctoral education in nursing and sociology, with time to degree completion rates well below the national average of eight years. Historically, the average time to a UCSF doctoral

degree from a master's degree was 5.2 years at UCSF. However, a few students each year manage to complete the doctoral program in 3 years, with this combination of incoming indicators: purposeful goals, strong and secure financial support from family or scholarships/loans, and the ability to attend school full time without outside work during their course of study. Undertaking a full-time role as a student is challenging for many doctoral students, many of whom have significant financial obligations related to family responsibilities (CFRs 2.5, 2.6, 2.10).

Representatives from the Betty Irene Moore Foundation Nursing Initiative met with the dean of the School of Nursing in the summer of 2003 to discuss the goals of the Initiative. One of the overarching goals was to improve the quality of nursing-related patient outcomes in adult acute care hospitals in five San Francisco Bay Area counties. A key outcome of this goal was to develop a more highly skilled nursing workforce by educating more nurse faculty and supporting nursing schools in the five counties by helping them to meet their current and projected faculty needs. An adequate supply of qualified faculty is an essential key to increasing the capacity to educate new nurses. As a result of this meeting, the UCSF School of Nursing Accelerated Doctoral Program was proposed in the fall of 2003 (CFRs 2.8, 2.9). The last class of 5 Betty Irene Moore Fellows was admitted to the program in Fall 2008. More details of the history and content of this innovative program can be found in Appendix 13.

New UCSF strategies for addressing the faculty shortage have focused primarily on the Moore Foundation partnership. However, the ongoing commitment of the faculty to produce scientists and leaders in nursing via the doctoral program spans 40 years and has produced national and global academic leaders, including numerous deans (CFRs 2.2, 2.3, 2.8).

Additional opportunities for students in the School of Nursing to prepare students for future faculty and nurse educator roles include (CFRs 2.8, 2.9):
1. Teaching Minor: for students interested in academic nursing education in associate degree (ADN), baccalaureate (BS, BSN), and Master's degree (MS, MSN, MN) programs. Students take at least two academic courses in education and at least one 3-unit N400 series practice teaching course (CFRs 2.2, 2.3). Courses taken for the teaching minor are listed in Appendix 14.
2. Teaching Assistantships: The school hires 8-12 TAs per quarter each year. Masters and doctoral students are mentored by faculty in the TA role, and they often provide a content lecture or conduct a seminar session as an apprentice in collaboration with the faculty of record (CFR 2.2, 2.3).
3. The Associate Dean, Academic Programs & Diversity Initiatives and the Assistant Dean, Academic Services & Diversity Enhancement coordinate workshops, seminars, and programs with staff from the Office of Career

and Professional Development specifically for nursing students interested in and considering careers in academia (CFR 2.4).

School of Pharmacy

As a key element in its strategic plan, the School of Pharmacy is articulating a clear path for PharmD students who wish to pursue research and an academic career (CFRs 2.8, 2.9). We strongly encourage students in the program to avail themselves of opportunities for training in clinical research such as PACCTR, and at the same time, we are working to develop opportunities for our PhD graduate and postdoctoral students to gain clinical insights and become involved with translational research. Teaching experiences are available to both PhD and PharmD students as paid TAs or for academic credit, and all course assistants are mentored and receive teaching evaluations. Last year, in collaboration with our Academy of Student Pharmacists chapter, the Office of Career and Professional Development held a workshop on Demystifying Academic Careers in Pharmacy, which will be repeated this year (CFR 2.10). Finally, we are hoping to establish a post-PharmD clinical pharmacology and therapeutics research training fellowship program to provide additional training for pharmacists interested in academia (CFRs 2.2, 2.3, 2.4).

Graduate Division

The Graduate Division strongly supports the preparation of PhD students to be highly competitive for future faculty positions through a variety of activities that include research, teaching, writing, and making presentations (CFRs 2.8, 2.9). First, the PhD recipient must have a strong record of research accomplishments. This mandatory skill is congruent with existing PhD research training in each graduate program. To enhance students' abilities in this area, the Graduate Division offers competitive research grants to enable some independent student research in their chosen discipline (CFRs 2.2, 2.3).

Equally important are opportunities to gain experience in teaching, and knowledge of didactic practices. These opportunities include a combination of learning modalities offered through: a one quarter teaching assistantship through their graduate program, presentations made to journal clubs, and the Preparing Future Faculty program offered by the UCSF Office of Career and Professional Development (OCPD). Some students also engage in more intensive teaching experiences and course responsibilities at local institutions such as the University of California, Berkeley, the University of San Francisco, and San Francisco State University (CFR 2.11). Many students also volunteer to teach in the Science Education Partnership (SEP), bringing science to the K through 8 schools in the San Francisco Unified School District (CFR 2.3).

Writing and making presentations are essential skills for an academic career and they are fostered in a number of ways. Portions of the qualifying examination are written and critiqued extensively by several faculty mentors. Workshops on writing are offered by the OCPD. Journal club experiences help fine-tune a student's presentation skills, as does attendance and presentation at national meetings. The Graduate Division offers competitive travel funds to enable student attendance and presentations at national meetings (CFRs 2.2, 2.3, 2.4, 2.8, 2.9, 2.10).

Of special note, several PhD programs require their first year graduate students to write an extramural fellowship application. UCSF is fortunate that 33% of total graduate student support is generated from extramural fellowships in this manner.

In summary, exposure to, and practice in, research, teaching, writing, and making presentations lay the groundwork for skills needed by future faculty. Motivated graduates who refine these skills as postdoctoral scholars are outstanding candidates for academic positions.

The evidence presented in this section documents that the Schools of Dentistry, Medicine, Nursing, and Pharmacy, as well as the Graduate Division, are developing opportunities for interprofessional education for their students. The improvements noted in UCSF's learning environment, and particularly in our technology services, have helped make these opportunities more accessible and better known to the students. In addition, the schools have done exploratory work to identify barriers that hamper students who might be considering academic careers, and have responded by encouraging and supporting students in their career plans. Each of the schools provides learning opportunities where students can explore career possibilities and begin to acquire the knowledge, skills, and experience in research and teaching to prepare them for academic careers in the health professions.

Essay 3 – Diversity

What are the optimal strategies to enhance campuswide diversity of faculty, students, trainees, and staff and to promote inclusiveness of all backgrounds and perspectives? (Guiding Question, Institutional Proposal; CFR 1.5)

The Institutional Proposal submitted in May 2007 states that "UCSF is committed to being a leader in (the effort by the University of California to) enhance diversity across all its campuses." UCSF's efforts are rooted in a historical commitment to diversity. The efforts of the UCSF Black Caucus almost 40 years ago inspired the institution to build a more diverse faculty (Data Exhibit 4.1), staff (Data Exhibit 4.3), and student body. Since then, UCSF's professional schools have worked to keep pace with, and in some cases, have surpassed peer institutions in enrolling a higher proportion of underrepresented students (Data Exhibits 2.3 and 2.4). Although the State of California's Proposition 209 and the UC Board of Regents' 1995 decision to discontinue affirmative action have resulted in a lower proportion of underrepresented students, UCSF continues to actively engage in a wide array of efforts to promote diversity (CFRs 1.5, 1.6).

In June 2007, UCSF completed a campuswide Strategic Plan. The vision statement specifically provides that "in advancing health worldwide, UCSF will…. build upon its commitment to diversity," singling out Nurturing Diversity as one of the 7 strategic directions to be undertaken over the next 5 years (CFR 1.5). The plan's diversity strategies include "creating a more diverse campus community, ensuring that UCSF continues to attract the best and most diverse candidates for all educational programs, and improving diversity among senior leadership." In addition, other strategic directions in the plan include an emphasis on diversity. In Promoting a Supportive Work Environment, the strategic plan provides that to "groom and promote the next generation of UCSF leadership…special attention must be paid to ensuring diversity among these potential leaders." This emphasizes the use of role models in enhancing diversity in the UCSF community. Toward Educating Future Leaders, the strategic plan states that to "prepare for growth in professional school enrollment…. (we will) ensure that innovative educational programs that focus on diverse and underserved populations are accessible to more future health care professionals."

With this commitment to enhancing diversity campuswide, and initiatives in place both within each of the professional schools and through the Chancellor's office, the Institutional Proposal offered the following actions to improve diversity at all levels of the UCSF community:

1. Identify and evaluate current initiatives to maximize diversity.
2. Examine diversity initiatives that lend themselves to campuswide coordination and establish mechanisms for their implementation.

3. Establish a comprehensive communications program to promote diversity and cultural sensitivity.
4. Monitor campus-wide diversity activities to measure their effectiveness.
5. Establish a more rigorous system of incentives and accountability for diversity initiatives at UCSF.

One major strategy to enhance campuswide diversity of faculty, students, and trainees was the creation of the Chancellor's Advisory Committee on Academic Diversity (CACAD; CFRs 1.1, 1.2, 1.5). Through this new committee, the campus set forth on an ambitious set of goals that resulted from the development of the campus Strategic Plan (http://strategy.ucsf.edu/contents/ucsf-strategic-plan/) and the 10-point Diversity Initiative (http://pub.ucsf.edu/today/news.php?news_id=200702281) adopted in 2007. Progress from CACAD related to the goals in the Institutional Proposal is summarized in the following (CFRs 1.5, 3.1, 3.2).

- Examine diversity initiatives that lend themselves to campuswide coordination and establish mechanisms for their implementation.
- This was addressed by a subcommittee, the Academic Outreach Committee, chaired by Dr. Joseph Castro, Vice Provost of Student Academic Affairs. The charge of the subcommittee was to:
  1) Assemble an inventory of existing campus programs designed to increase the pool of students, postdoctoral scholars, and faculty from diverse backgrounds;
  2) Conduct a succinct review of best practices for fostering effective outreach programs in academic institutions, particularly for the health sciences; and
  3) Make recommendations for improving the success and impact of UCSF's outreach endeavor.

In spring 2008, the committee made specific recommendations to strengthen outreach programs at UCSF. The report's recommendations have been endorsed by the Chancellor's Academic Diversity Committee and are under active consideration by the Chancellor and Executive Committee as long term strategies to improve UCSF's outreach efforts. The report can be found in Appendix 15. Specific plans to address the recommendations are underway and include (CFR 1.5, 3.1, 3.2):

- Increasing the coordination of outreach activities by the Director of Academic Diversity;
- Expanding, enhancing, and financially supporting existing postbaccalaureate programs for disadvantaged students interested in health science careers at all four schools; and
- Supporting the establishment of new programs.

One example of a campuswide outreach activity that can identify disadvantaged students for all our professional schools and graduate programs is the Inside UCSF Program. This program, which recruits talented and diverse students from

community colleges and four-year institutions, was successfully conducted on October 10, 2008; a second program is planned for the spring of 2009. Also underway are plans for programs in 2008-2010 designed to increase the diversity of the professional and graduate students. Concurrently, we will be comparing graduation rates for underrepresented students to average graduation rates for all students, and addressing any differences that emerge. A similar plan will evaluate factors contributing to differences in matching residency programs for underrepresented students in medicine (UIM) as compared to other students (2008 data indicate a 24% match rate for UIM compared to 34% for majority students).

Campuswide programs aimed at recruiting postdoctoral fellows and faculty who enhance our diversity include the Travelling Ambassador Program. The UCSF CTSI provides funding for a prior program in which Travelling Ambassadors representing UCSF attend national professional meetings, advertise open faculty positions at UCSF, and focus on making contact with potential applicants who would enhance the diversity of the campus. Travelling Ambassadors receive partial funding from CTSI for travel expenses for the meeting. The ambassador is expected to provide information about specific UCSF faculty openings and obtain contact information from those individuals with whom they interact. The Director of Academic Diversity, Dr. Renee Navarro, will coordinate potential candidates identified, forward announcements of new searches, and assist in identifying and training new ambassadors.

A program for postdoctoral fellows is the University of California President's Postdoctoral Fellowship Program. It was established in 1984 to encourage outstanding women and minority PhD recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships in all fields, along with faculty mentoring and eligibility for a hiring incentive to qualified scholars whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California. We will look for opportunities to recruit fellows from this program as faculty members at UCSF.

The third action in the Institutional Proposal was to establish a comprehensive communications program to promote diversity and cultural sensitivity. Such a program has been established and will continue for the foreseeable future. The UCSF Communications Program was established to ensure we are fully communicating the overall picture of UCSF's diversity efforts, which includes our commitment to diversity, programs underway to support our efforts, and areas where we can improve. In keeping with these goals, the Public Affairs Office, in collaboration with the CACAD, has made a strong effort to ensure that campuswide diversity events are covered and appropriately featured. A list of diversity communications for 2007-2008 can be found in Appendix 16. Other efforts to improve communications on diversity are described briefly below (CFRs 1.1, 1.2, 1.5).

- **Diversity Website.** The Diversity at UCSF web site (diversity.ucsf.edu) was launched in August 2008. The site features the Chancellor's welcome message, stories about diversity news and events, related sites and resources, and a section to recognize Diversity Champions. The site will provide demographic information about the university. Another feature of the site is VOICES, a new video series profiling diverse members of the campus community. This section will be expanded to reflect the full breadth of campus diversity.

- **Diversity Brochure.** A brochure focusing on UCSF's commitment to diversity has been developed and distributed. The brochure was designed to reflect the look and style of the diversity website and to be used for recruiting faculty, staff, students, and trainees. It includes a statement from the Chancellor about diversity as well as links to important websites for all of the groups.

- **Future Plans.** Beginning in 2008 through 2010, we will develop a calendar of key annual events that UCSF representatives can attend to provide a booth and/or advertisements.

Other methods to maximize diversity of our faculty include the development of the Academic Demographic System, generic advertising, improvements to the search committee tools and the Academic Affairs website, and exit surveys for faculty who leave UCSF (CFRs 1.5, 3.2). More details on these activities are included below.

- **Academic Demographic System.** The Academic Demographic System was developed to track faculty searches, applicant demographics, national availability data, and current and trend information of existing faculty. It will facilitate best practices for academic searches and improve transparency by providing timely demographic information about the current faculty. Training will continue, and the Director of Academic Diversity will review pool information earlier in the search process.

- **Advertising.** A generic ad to publicize UCSF's commitment to diversity was developed and placed on 20 online sites and in journals of organizations likely to reach a diverse pool of applicants. The ad directs potential applicants to the Academic Affairs website where there are links to job opportunities. A link to the academic diversity e-mail address was incorporated into the ad for those interested in making direct contact about a particular position. Although the response rate was low, several of the online ads received substantial traffic. This was an important step taken to enhance UCSF's visibility to organizations most likely to attract diverse applicants.

- **UCSF Search Committee Checklist and Tool Kit.** A checklist for conducting faculty searches has been developed and included in the new Academic Search Chair Orientation Tool Kit and on the Academic Affairs website. It provides a step-by-step guide for establishing a new search and includes best practices to follow to ensure a diverse and qualified applicant pool. In the next two years, the Director of Academic Diversity will strive to meet with search chairs for orientation on best practices and disseminate the Best Practices in Faculty Searches Tool Kit.

- **Academic Affairs Website.** The Academic Affairs website page (acpers.ucsf.edu/diversity/) has been updated to feature a Recruitment and Diversity header. The recruitment section has forms, policies, and best practices for conducting academic searches and is easily accessible to search committees and their staff. The diversity section includes important documents and resources related to diversity and a link to the UCSF diversity website.

- **Exit Surveys.** An exit survey developed by the Academic Senate Clinical Affairs Committee will be expanded and sent to all faculty to determine reasons for leaving UCSF. Any differences among demographic groups will be identified and addressed.

Efforts to improve the diversity of trainees and postdoctoral fellows follow similar paths as those described for faculty. Some of those activities are described below (CFRs 1.5, 1.7).

- **Collection of Trainee Demographics.** The Director of Academic Diversity, Dr. Renee Navarro, is working with the Office of Institutional Research to collect trainee demographics from each of the schools to understand systems needed to best capture these data. The Graduate Medical Education Program is implementing a new system that will capture demographic data more efficiently. A tool kit for Best Practices in the Trainee Search Process will be developed in the near future.

- **Diversify Postdoctoral Candidate Pool.** The Dean of the Graduate Division, Patricia Calarco, and Assistant Dean of the Graduate Division, Christine Des Jarlais, are working on principles for indentifying a diverse pool of postdoctoral candidates. They have a subgroup developing guidelines to expand searches to increase the hiring of underrepresented individuals. The Director of Academic Diversity will work with the Graduate Division on this effort.

Action number 5 in the Institutional Proposal concerns accountability and incentives. Progress to date and plans are described below (CFRs 1.1, 1.2, 1.3, 1.5).

- **Dissemination of Implementation Guidelines for APM 210.** The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. The guidelines for evaluating contributions to diversity have been added to the Annual Call and the Academic Affairs website, distributed to department chairs, and discussed in the retreat with the Committee on Academic Personnel.

- **Evaluation of the Stewardship Review Process.** Diversity is one component in the evaluation of the stewardship of a department or school. The Director of Academic Diversity is now able to provide departmental demographic data (including trend data) for the review.

- **Inclusion of all segments of the faculty in the Chancellor's Council on Faculty Life Activities.** Broad participation is encouraged for all CCFL activities, including leadership training, faculty development, faculty mentoring, and stress management programs. Diversity of participants is monitored, and intervention has not been necessary.

- **UCSF's Leadership Panel on Diversity.**
  (http://pub.ucsf.edu/today/news.php?news_id=200712202) A program highlighting Challenges and Plans for the Future was held on November 20, 2007. Chancellor J. Michael Bishop and the executive leadership team invited the UCSF community to share in a public discussion of UCSF's diversity plans and initiatives including 1) the role of the Director, Academic Diversity from Associate Dean and Director Renee Navarro; 2) the 10-point plan to promote diversity from Executive Vice Chancellor and Provost A. Eugene Washington; 3) academic diversity case studies from Deans Kathleen Dracup and David Kessler; and 4) initiatives for staff diversity from Senior Vice Chancellor Steve Barclay and Medical Center CEO Mark Laret. The audience included students, faculty, staff, alumni, and postdocs. This event was requested by the Chancellor's Committee on Diversity and will be held each academic year.

- **Dean's Annual Reporting to the Chancellor and Executive Committee.** A template has been developed for the annual reporting process to standardize presentation of information and facilitate tracking over time to assess progress.

- **Annual Forum on Health Disparities Research.** This event was held in October 2007 and 2008 and will be continued. The 2008 symposium expanded the opportunities for faculty, trainees, and students to participate in poster or oral presentations of their research and was very well attended.

<u>Staff Diversity</u>

UCSF has a long-standing commitment to hiring and retaining a diverse staff (Data Exhibit 4.3). As part of that commitment, the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD) produces an annual Affirmative Action Plan. The Affirmative Action Plan establishes goals and good faith efforts for addressing underutilization of women and minorities in staff and academic job groups. The plan is in compliance with federal affirmative action regulations. The 2007 Affirmative Action Plan is in Appendix 17.

As part of the campus Strategic Plan, UCSF launched a new initiative in 2007-08 to nurture and increase staff diversity. An announcement of this initiative can be found on the Strategic Plan website at http://strategy.ucsf.edu/stories/ucsf-leaders-approve-initiatives-to-improve-staff-diversity/.

The staff diversity initiative has three goals. They are: (1) Nurturing diversity; (2) Improving Institutional Climate and (3) Promoting Professional Development. Each goal has strategies that the campus is implementing over the next two years. The individual goals and strategies follow:

Nurturing Diversity (CFRs 1.5, 3.1)

- Require training for supervisors, managers and department Human Resources managers on diversity awareness, best practices in outreach, recruitment and retention.
- Create and budget financial and other incentives for departments/units engaging in good faith efforts. Augment Chancellor's best practices awards; implement reporting system for accountability.
- The Office of Human Resources has formed a partnership with five prominent community agencies -- Arriba Juntos, Jewish Vocational Services, The Family School, Chinese for Affirmative Action, and Mission Hiring Hall-South of Market -- to identify and recruit new staff from diverse backgrounds.
- Through the Community Partnerships Program (CPP), the Office of Human Resources will increase the number of its community partnerships that assist in the employment of members of various San Francisco community-based organizations. The program's web site is at: https://www.sf.ucsf.edu/.
- The Office of Human Resources has developed partnerships with the Veteran's Administration (VA) and Employment Development Department (EDD) to identify and recruit veterans for positions at UCSF.

Improving Institutional Climate (CFRs 1.5, 3.4)

- Conduct interviews of new hires and those who have resigned, retroactive to July 2007, through a neutral, impartial and confidential process as a

way to measure satisfaction or dissatisfaction. The program has begun in the School of Medicine and the Medical Center and will be extended to the rest of the campus beginning in 2008-09.

- The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD) conducts diversity training workshops for employees and supervisors. Over 1,500 staff and other members of the campus community participate annually in these workshops. Topics include cultural awareness/humility, managing diverse teams, and conflict prevention and resolution.
- UCSF has recognized 800 staff and other members of the campus community who contribute to the positive climate for diversity through the Champions of Diversity and awards, and the Chancellor's awards, including the Martin Luther King Jr., Status of Women, LGBT Leadership, Public Service, Exceptional University Management and UCSF Medal Support Awards. A list of current Champions of Diversity can be found at: http://diversity.ucsf.edu/champions/. Additional information about the Chancellors' Awards are in Appendix 18.
- UCSF has conducted climate surveys of the campus environment to track staff satisfaction with their employment. Survey results are reviewed by campus leadership to determine what new strategies might be needed to address staff concerns.

Promoting Professional Development (CFRs 1.5, 3.3, 3.4)

The Human Resources Department will lead the implementation of the following strategies:
- Implement a leadership development program for two tiers of managers (as defined by job classification). 113 managers are participating in the program in 2008-09.
- Expand development opportunities for staff by piloting the creation of career paths for finance, human resources and research administration; then continue to develop for all jobs.
- Use programs from other campuses, and identify and purchase existing staff development programs.
- Update and revitalize the supervisory development program, including validating a basic level of competence.
- Develop an overarching training architecture to coordinate advertisement, enrollment and tracking through a learning management system and delivery of training opportunities.

The AAEOD and Human Resources Department are developing instruments to assess the effectiveness of these initiatives. The instruments and available data on the effectiveness of these efforts will be provided in the Educational Effectiveness Review report.

Diversity and inclusiveness have always been core values of the University of California. The faculty who founded UC's professional schools more than a century ago made that clear when they decided to accept applications from women and people of color, a bold decision for the times. UCSF's Black Caucus later provided an impetus for the campus to improve its efforts to diversify its faculty, students, and staff at all levels to keep pace with an ever more diverse population in California and the nation. External political and cultural events have at times hampered our efforts. Nevertheless, the recent report and recommendations from the Chancellor's Advisory Committee on Academic Diversity and the new staff diversity initiative provide the campus with an action plan. The strategies, goals, and actions outlined in the report have already led to considerable progress, and we have both the knowledge and the will to continue to succeed.

Essay 4 -- Concluding Essay

UCSF submitted an Institutional Proposal to the Western Association of Schools and Colleges (WASC) in May 2007. The Institutional Proposal was adopted by the WASC Proposal Review Committee in July 2007. The UCSF Strategic Plan, completed just after the Institutional Proposal was submitted to WASC (June 2007), includes within its priorities many of the actions proposed in the Institutional Proposal.

This Capacity and Preparatory Review report, with its three essays and accompanying datasets and exhibits, documents our preparation for the February 2009 site visit and for the Educational Effectiveness Review in 2010. We have made substantial progress in addressing challenges set forth in each of the three themes we selected – (a) Learning Environment; (2) Learning Outcomes; and (3) Diversity.

Learning Environment

As indicated in Essay 1, our efforts to provide a stimulating and successful environment for teaching and learning are guided by five strategies. The first strategy involves representatives from campus constituencies working together to develop a space action plan. The second strategy aims to implement state-of-the-art technology throughout the campus, enabling us not only to better link our teaching sites, but also to reach out to communities that need and can benefit from the resources UCSF has to offer. A third strategy will provide the campus with a better system for collecting and disseminating data. Fourth, we have developed and are implementing innovative programmatic and educational structures, such as Pathways to Discovery, which consolidate and advance opportunities for interprofessional education. Finally, we are continually working to improve our outreach activities so that we can effectively recruit the best and most diverse students, faculty and staff.

Learning Outcomes

Essay 2 documents that the Schools of Dentistry, Medicine, Nursing, and Pharmacy, as well as the Graduate Division, have been developing opportunities for interprofessional education for their students. The improvements noted in UCSF's learning environment, and particularly in our technology services, have helped make these opportunities more accessible and better known to the students. In addition, the schools have done exploratory work to identify barriers that hamper students who might be considering academic careers, and have responded by encouraging and supporting students in their career plans. Each of the schools provides learning opportunities where students can explore career possibilities and begin to acquire the knowledge, skills, and experience in research and teaching to prepare them for academic careers in the health professions.

Diversity

As indicated in Essay 3, diversity and inclusiveness have always been core values of the University of California. The faculty who founded UC's professional schools more than a century ago made that clear when they decided to accept applications from women and people of color, a bold decision for the times. UCSF's Black Caucus later provided an impetus for the campus to improve its efforts to diversify its faculty, students, and staff at all levels to keep pace with an ever more diverse population in California and the nation. External political and cultural events have at times hampered our efforts. It is challenging, for example, to engage in this work under the constraints of Proposition 209. Nevertheless, the recent report and recommendations from the Chancellor's Advisory Committee on Academic Diversity provide the campus with an action plan. The strategies, goals, and actions outlined in the report have already helped and have led to improvements in faculty recruitment and retention. In our effort to achieve a campus as diverse as the state itself, we still have a long way to go. But we have made a good start, and we have both the knowledge and the will to succeed.

Global Financial Crisis

The recent global financial crisis has wreaked havoc on California's budget. The Governor of California has announced an additional reduction in the 2008-09 University of California budget beyond what had been enacted earlier this Fall. In addition, we anticipate the possibility of a mid-year budget reduction in January 2009 and additional, even larger, reductions in 2009-10. While we remain committed to enhancing our efforts in each of the three areas above, we may be forced to delay some actions that require new funding.

Conclusion

UCSF is currently at the forefront of health sciences education and is well positioned to meet the growing demand for health care professionals. The development of the next generation of leaders in health care delivery, research and education is vitally important to the economic and social well-being of California and the rest of the world. UCSF views the WASC re-affirmation of accreditation process as an opportunity to maintain and enhance its efforts in three vitally important areas.