

DIVERSITY

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

--The University of California Diversity Statement developed by the UC Academic Senate and endorsed by the UC President, June 2006

As discussed during the Capacity and Preparatory Review in 2009, the Institutional Proposal stated 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. UCSF's professional schools work to keep pace with, and in some cases, surpass peer institutions in enrolling a higher proportion of underrepresented students. This success is especially noteworthy since UCSF is a post-baccalaureate university and there is a tendency for diverse representation to decline with advanced education. 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 (CFR 1.5).

WASC Commission's Guiding Recommendation 7: Continue to pursue standard definitions of demographic data categories, as well as consistent methods for capturing them such that at students' matriculation in the degree programs, data describing diversity categories are stored at the greatest level of detail that can provide useful data for subsequent re-tabulation of categories or disaggregation of data for various reporting and analytical purposes.

In 2009 a campuswide Office of Institutional Research was re-constituted and a Director appointed. The office has reviewed metrics used by the U.S. Census Bureau, the University of California Office of the President (UCOP), the UCSF Graduate Division, the Central Application Services used by Dentistry, Pharmacy, and Physical Therapy, and the MCAT/Central Application system. A system is now in place that has the ability to capture data from different sources.

UCOP recently expanded the student race/ethnicity information that it collects in response to changes in federal reporting requirements, including new multi-race reporting requirements using federally prescribed roll-up rules. For the next few years, UCOP will continue to report race/ethnicity using its traditional single-reporting categories through use of a hierarchy or trumping scheme developed by UCOP and campus graduate division staff. This hierarchy has been accepted by all UC campus Graduate Divisions, and will enable consistent reporting of the traditional single-race/ethnicity categories for the near future. United States and California census data

was used to determine the broad categories (**bolded**) of under-represented students at UC, as well as the most underrepresented Hispanic and Asian sub-groups within the population of people aged 25 and older with at least a four-year college degree. These sub-groups are ordered with respect to the degree of their under-representation. No such system-wide hierarchy has previously existed for graduate student data, where the roll-ups have been determined by local campus practice (Revised CFR 1.2, Revised CFR 2.10, Revised CFR 4.5).

Graduate Hierarchy - UCOP Categories

African-American: African American/Black; **Hispanic/Latino:** Mexican/Mexican American/Chicano; Other Spanish American/Latino; **American Indian:** American Indian/Alaskan Native; **Pacific Islander:** Native Hawaiian or Other Pacific Islander **Asian:** Vietnamese; Filipino; Japanese; Chinese; Korean; East Indian/Pakistani; Other Asian; **White:** White/Caucasian

This hierarchy will be implemented with fall 2010 graduate academic and professional enrollment and admissions data, however the current single-race/ethnicity reporting structure will be gradually phased out over the next four to five years. UCOP plans to discontinue the use of all hierarchies and to begin acknowledging multiple races in order to achieve consistency with emerging national reporting practices.

UCSF's Academic Demographic System was developed to track faculty searches, applicant demographics, national availability data and current and trend information of existing faculty (CFR 1.3). The [most recent demographic data](#) on faculty can be found at the hyperlink. The Demographics System facilitates best practices for academic searches and improves transparency by providing timely demographic information about the current faculty. The system will be expanded to generate the Search Process Report and to request GLBT/Gender Identify information of applicants. Faculty gender and ethnicity (African American, Asian American, American Indian, Hispanic and White) data are reported annually by the Office of the Vice Provost, Academic Affairs. Each year, this data is used to create UCSF academic placement goals for under-represented minorities and women by school-wide job group as well as by Affirmative Action/Diversity progress report planning unit. Departments are required to use the planning unit/department specific placement goals on their Academic Recruitment Plan and Search Waiver forms, and this requirement is reiterated on the Annual Call for Academic Personnel Actions and Academic Appraisal.

UCSF Human Resources collects demographic data on full- and part-time staff to comply with federal reporting guidelines, including the Office of Federal Contract Compliance Programs (OFCCP) EEO-1 Report of the US Department of Labor. OFCCP currently requires federal contractors to collect and maintain information about the gender, race, and ethnicity of their employees in five race and ethnic categories: Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaskan Natives. The EEO-1 categories are currently undergoing revision, and will add one new category ("two or more races") as well as dividing the category "Asian/Pacific Islanders" into two

separate categories, "Asian" and "Native Hawaiian or other Pacific Islanders". This data is used annually to create UCSF staff placement goals for under-represented minorities and women by job group.

WASC Commission's Guiding Recommendation 8: Communicate shared definition, consistent framework and the metrics used to measure what is meant by diversity that would include cultural competency in graduates who demonstrate they are "advancing health worldwide." This definition will provide the institutional research metrics to demonstrate progress toward achieving institutional goals and educational effectiveness.

In June 2007, UCSF completed a campus wide [Strategic Plan](#) which involved the entire campus community as well as external stakeholders (CFR 4.1, 4.8). Plan effectiveness is tracked and reported annually in Progress Reports, and revisions to the plan are made as needed (Revised CFR 4.4). 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 seven strategic directions to be undertaken over the next five 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."

One major initiative to enhance campuswide diversity of faculty, students, and trainees was the creation of the Chancellor's Advisory Committee on Academic Diversity (CACAD) (CFR 1.1, 1.3, 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 and the [10-point Diversity Initiative](#) adopted in 2007. Progress from CACAD related to the goals in the Institutional Proposal is summarized below (CFR 1.5, 3.1).

The ten points are: 1) Implement comprehensive communication program and diversity webpage; 2) Establish faculty database for conducting faculty searches; 3) Implement best practices for faculty searches; 4) Develop comprehensive plan for staff recruitment and retention; 5) Develop comprehensive program promoting diversity among trainees; 6) Develop preliminary set of proposals on accountability and incentives; 7) Recruit director of academic diversity; 8) Establish coordinated outreach program; 9) Establish

school-specific plans; 10) Incorporate recommendations from the Strategic Planning Initiative.

The campus has put in place an effective communication strategy, with a robust [Diversity website](#) that includes data indicating progress on diversity among students, trainees, faculty and staff (CFR 1.5). With guidance and oversight by the Chancellor's Academic Diversity Committee, the Chancellor's Office put in place an accountability structure in 2007 that requires annual reporting and a public presentation of diversity plans and progress in achieving goals. The most recent public reporting of diversity took place on [April 13, 2010](#) with Chancellor Desmond-Hellmann and other senior leaders presenting an update on progress in achieving diversity goals and answering questions from the campus community (CFR 1.3).

The Director of Academic Diversity has worked with the Office of Institutional Research to collect trainee demographics from each of the schools. In addition, first generation to graduate and professional school students are followed with this system. The Graduate Medical Education Program has also implemented a new system that more efficiently captures demographic data. This data is included on both the campus Diversity web site and the OIR web site. UCSF is also in a unique position to model cultural competency strategies across the health professions. Each of the professional schools includes formal training in cultural competency in its curriculum. Below are some examples of this important work.

Students in the **School of Dentistry** must meet specific competencies that address cultural competency. Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving, and maintaining oral health. They must also present competency in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment. These competencies are required through coursework in behavioral science, cultural competency, and ethics that span all four years of the dental curriculum.

The **School of Medicine** has mapped Social and Cultural Issues in Health Care into all years of the core curriculum. The goal is to address what physicians need to know and do to provide appropriate care to patients with differing social, cultural and economic backgrounds.

Within the **School of Nursing**, all students are required to take a two to three unit course on socio-cultural issues. In addition, several required core courses have identified learning outcomes with respect to cultural/racial/ethnic diversity (Revised CFR 2.3). The **School of Pharmacy** provides cultural competence training to students through various modalities including lectures, role-plays, and interactive exercises. In the first professional year students are introduced to the concepts of cultural competence (i.e., culture and health, health beliefs, health disparities, health literacy,

low English proficiency) and discuss the effects of these factors on patient's ability to communicate their health and medication needs to the pharmacist. In addition, students receive training on the proper techniques for using interpreters in the clinical setting. As students learn about medication therapy options the concepts of culture are integrated as important elements to consider when designing treatment regimens and recommendations. Students complete their clinical training during the final year of the program during which they apply cultural competence concepts learned while interacting with patients and other health care professionals.

The **Graduate Division** administers several [diversity programs](#) including the NIH/NIGMS-sponsored IRACDA Scholars in Science (ISIS) Fellowship Program for postdoctoral scholars and the Initiative to Maximize Student Diversity (IMSD) Fellowship for underrepresented minority graduate students; the NSF-sponsored Alliances for Graduate Education and the Professoriate (AGEP) "Postdoc Bootcamp" program; the UC Leadership Excellence through Advanced Degrees (LEADS) Program; and Summer Research Opportunities. In addition, a number of [resources](#) are made available to under-represented students or anyone interested in fostering diversity.

WASC Commission's Guiding Recommendation 9: Contribute to the generalizable knowledge through the development of rigorous design and assessment of its many initiatives, thereby learning from our own best practices and contributing to the literature in health professions education.

Moving Toward a New Campus Organization for Diversity

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

The subcommittee reached near unanimous support for recommending that UCSF:

- 1) Establish a campus-wide diversity office;
- 2) Appoint a highly visible, senior level leader to lead the campus-wide diversity office who will report directly to the Chancellor;
- 3) Incorporate existing UCSF diversity programs and offices within the campus-wide diversity office;
- 4) Allocate sufficient new resources, including adequate staffing, to the diversity office to support collaboration among existing programs, initiate pilot programs, and provide seed money to leverage new sources of financial support for diversity and outreach;
- 5) Charge the new diversity office with the establishment of a campus-wide multi-cultural center; and
- 6) Charge the new diversity office with the establishment of a coordinated campus diversity plan covering students, trainees, staff and faculty that includes a comprehensive inventory of existing programs, a strategic plan for strengthening existing programs and developing new programs, and an institutional research framework for assessing program effectiveness over time.

The report's recommendations have been endorsed by the CACAD, the Chancellor, and Executive Committee as long-term strategies to improve UCSF's outreach efforts (CFR 1.3). The report can be found in Appendix 25. Specific plans to address the recommendations included (CFR 1.5, 3.1): a) increasing the coordination of outreach activities by the Director of Academic Diversity; b) expanding, enhancing, and financially supporting existing post baccalaureate programs for disadvantaged students interested in health science careers at all four schools; and c) supporting the establishment of new programs.

Concurrently, the University of California Office of the President established in June 2010 a systemwide Council on Climate, Culture and Inclusion and has urged each UC Chancellor to establish a local Council on Climate, Culture and Inclusion. The councils were created, in part, as a response to problematic incidents targeting students of color and LGBT students at several campuses. The UCSF Council, which will take the place and continue the role of the Chancellor's Advisory Committee on Academic Diversity, met for the first time in July 2010. The Council, which is chaired by the Chancellor, will meet monthly.

Initiatives to Enhance Diversity

UCSF sponsors an array of initiatives that nurture and increase diversity. Some examples are described below, while others are included in Appendix 26.

A successful example of a campuswide outreach initiative that identifies 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 between 1999 and 2004, then again in 2008, 2009 and 2010. Concurrently, annual enrollment data is compared for underrepresented students to average enrollment rates for all students, monitored for trends, and evaluated for contributory factors. For example, 2009 data indicate 34% of enrolled graduate students and 47% of enrolled medical students are from ethnicities considered to be underrepresented in science and medicine (American Indian, Asian, Black, and Hispanic) compared to 46% and 33%, respectively, in 2008. A similar plan is in place to evaluate factors contributing to differences in matching residency programs for underrepresented students in medicine (UIM) as compared to other students. 2008 data showed a 25% match rate for UIM compared to 34% for majority students. These rates have continued to converge, with a 26% match rate for UIM compared to 28% for non-UIM students in 2009, and 28% UIM match rate compared to 27% for majority students in 2010. Data for 2009 can be found in Appendix 27.

Campuswide programs aimed at recruiting postdoctoral fellows and faculty who enhance diversity include the **Travelling Ambassador 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. The ambassador provides information about specific UCSF faculty openings and obtains contact information from those individuals with whom they interact. A similar program for postdoctoral fellows, the [University of California President's Postdoctoral Fellowship Program](#), 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 (CFR 2.9). Fellows have been specifically recruited from this program to become faculty members at UCSF.

The **UCSF Communications Program** ensures that UCSF is fully communicating the overall picture of its diversity efforts, which includes a commitment to diversity, programs underway to support these efforts, and areas where the campus can improve. The Public Affairs Office manages the [campus diversity website](#), and in collaboration with the CACAD, has made a strong effort to ensure that campuswide diversity events are covered and appropriately featured. Efforts to communicate and disseminate approaches to enhancing diversity are described briefly below (CFR 1.1, 1.5).

Other recent accomplishments include a diversity listserv and a calendar of key annual events that UCSF representatives can attend and provide a booth and/or advertisements. Other methods to maximize diversity of our faculty is the Academic Demographic System, standardization of definitions and reporting, generic advertising, improvements to the search committee tools and the Academic Affairs website, and exit surveys for faculty who leave UCSF (CFR 1.5). More details on these activities are included below.

The last diversity action in the Institutional Proposal concerns accountability and incentives. Progress to date and plans are described below (CFR 1.1, 1.3, 1.5). 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 (CFR 1.3). 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 (CFR 4.6, 4.7). Broad participation is encouraged for all **Chancellor's Council on Faculty Life Activities**, including leadership training, faculty development, faculty mentoring, and stress management programs (Revised CFR 3.2). Diversity of participants is monitored, and intervention has not been necessary.

UCSF's Leadership Panel on Diversity is a program highlighting challenges and plans for the future that was first presented in 2007 by then Chancellor J. Michael Bishop and the executive leadership team. This event was originally requested by the Chancellor's Committee on Diversity and has been held each academic year since (Appendix 28). A template in the **Deans' Annual Reporting to the Chancellor and Executive Committee** has been developed for the annual reporting process to standardize presentation of information and facilitate tracking over time to assess progress (Revised CFR 4.4, CFR 1.3).

UCSF has a long-standing commitment to hiring and retaining a **diverse staff**. This commitment is evidenced by analysis of staff ethnicity and gender for the past year (CFR 4.6) (Appendix 29). 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 2010 Affirmative Action Plan is included in Appendix 30. As part of the campus Strategic Plan, UCSF launched an initiative in 2007-08 to nurture and increase staff diversity. This initiative had three goals: a) nurturing diversity; b) improving institutional climate and; c) promoting professional development. Each goal had strategies that the campus has implemented and continues to sustain. The individual goals and strategies are discussed below.

Nurturing Diversity (CFR 1.5, 3.1) Training is provided for supervisors and managers on diversity awareness and best practices in outreach, recruitment and retention. To make trainings more accessible a new online course, "Foundations of Diversity for Supervisors," has been created. UCSF's [University Community Partnerships Office](#) endeavors to harness university resources in collaboration with those in San Francisco communities to bring new meaning to the definition of a public research university – one that truly serves the vibrant community of San Francisco. The Office of University Community Partnerships (UCP) promotes improvement in the quality of life throughout our communities by cultivating and sustaining strong, collaborative partnerships designed to eliminate health inequities and to model excellence in University and Community Engagement.

UCP builds 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. To accomplish the mission, UCP focuses its activities in the following major areas: 1) Service Learning; 2) Educational Outreach; 3) Economic and Employment Development; and 4) Community Based Research and Evaluation. Additionally, UCP administers a grants program to provide pilot funding for partnership projects.

Improving Institutional Climate (Revised CFR 3.3, CFR 1.5) New Employee Orientations are held bi-monthly to welcome new staff to UCSF and help integrate them into the organization more quickly, familiarizing them with its structure, values, mission

and culture (CFR 1.1). In 2009, 756 new employees attended the orientation. The University conducts employee opinion surveys every two years to assess employee satisfaction and organizational climate. This analysis is then shared with key institution, department, and unit leadership in order to address any institutional climate concerns. When employees leave the university the campus conducts exit interviews to assess the institutional climate and attempt to identify any factors that may enhance or impede our diversity efforts (Revised CFR 4.4).

AAEOD conducts in-person 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 more than 850 staff, and other members of the campus community, who contribute to the positive climate for diversity through the [Champions of Diversity](#) program, the Diversity and Affirmative Action Best Practices 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. Additional information about the [Chancellors' Awards](#) can be found at hyperlink.

Promoting Professional Development (Revised CFR 3.3, CFR 1.5) In the fall of 2008, UCSF launched a [Leadership Development Program](#) to enhance current leadership capacity and to create a diverse pipeline of future senior leaders. The Leadership Development Program consists of two academic year-long development programs for emerging and senior leaders, the Leadership Academy and the Leadership Institute. The program is designed to ensure organizational success through sustained development of current and future leaders. In 2009 and 2010 UCSF has developed approximately 20% of the leadership population, including substantial representation of people of color, women, and Lesbian, Gay, Bisexual and Transgender staff in the areas of collaboration, communication, strategic planning and decision making. In the spring of 2009, Human Resources launched a [Career Development Initiative](#) to support staff in advancing their professional careers. A website was created to provide staff access to career development pathways and resources. A series of career development workshops served over 200 UCSF staff and Human Resources is in the process of creating career paths and defining associated development activities to advance staff in their professional fields.

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. [2009 Data on the distribution of faculty by sex and ethnicity](#) can be found at this link. 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 campus 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 UCSF has the expertise and energy to achieve even more success in the future (CFR 1.5).