Interim Report

University of California, San Francisco

Submitted to WASC Senior College and University Commission

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I.   INTRODUCTION

The University of California, San Francisco (UCSF) stands as distinct within the ten-campus University of California (UC) system, focusing exclusively on graduate and professional education with no undergraduate programs. The academic units of UCSF are housed on two primary campuses, the original Parnassus Heights campus and the Mission Bay campus, which opened in 2003. Learners receive instruction at both locations. The campuses feature modern, technology-enhanced classrooms equipped with cutting-edge instructional tools and video conferencing capabilities. Parnassus Heights is home to the Kanbar Center for Simulation and Clinical Skills, where students learn clinical techniques and train with standardized patients.

UCSF Health, which is the clinical enterprise affiliated with UCSF, provides care for both outpatient and inpatient populations utilizing state-of-the-art facilities on both campuses. The UCSF Helen Diller Medical Center at Parnassus Heights serves the Parnassus area, while the Mission Bay campus houses specialized facilities such as the UCSF Benioff Children's Hospital San Francisco, UCSF Betty Irene Moore Women's Hospital, UCSF Bakar Cancer Center, and the UCSF Bakar Precision Cancer Medicine Building. The integration of these services across the UCSF campuses and at other affiliated clinical sites facilitates a seamless blend of academic research, medical education, and clinical practice, enhancing the overall quality of healthcare and fostering innovations in medical science and patient care.

With 3,870 faculty members and 28,700 staff, UCSF is San Francisco's second-largest employer, trailing only the City and County of San Francisco. Sixty-three percent (63%) of UCSF's $10.1 billion revenue is derived from UCSF Health's patient care

services, while grants and contracts account for another 18% ($1.9 billion) of which nearly half is from the National Institutes of Health (NIH). Remarkably, UCSF has been the leading public recipient of NIH funding for 16 consecutive years. California state funding represents less than 3% of UCSF's revenue, with student tuition and fees accounting for less than 1%.

For the academic year 2023-24, the student population at UCSF totaled 3,139, distributed across four schools and the Graduate Division (GD): 347 in the School of Dentistry (DDS and certificate programs), 688 in the School of Medicine (MD program), 384 in the School of Nursing (MS, DNP, and certificate programs), 367 in the School of Pharmacy (PharmD program), 148 in the Doctor of Physical Therapy (DPT) program (part of GD), and 1,205 in the Graduate Division. This diverse student body comprises 64.0% females, 29.5% historically underrepresented groups (African American/Black, American Indian, Hispanic, Pacific Islander, or multiracial when one or more are from the preceding categories), and 10.1% international students. Consistent with UCSF's commitment to diversifying the workforce, 28.2% of students are first generation to college, and 49.2% are first-generation graduate students. UCSF also trains approximately 1,119 postdoctoral research scholars and 1,776 residents in three fields: medicine (1,707), dentistry (43), and pharmacy (26).

Diversity, equity, and inclusion (DEI) are central components of our mission to advance health worldwide through preeminent biomedical research, graduate-level education in the life sciences and health professions, and excellence in patient care. DEI is at the core of all our activities, from recruitment and admissions to education and

curriculum, to patient care and health care delivery. UCSF plans and evaluates the success of these activities through the lens of DEI.

II.   CHANGES SINCE LAST REVIEW

Since the reaffirmation of accreditation in March 2021, UCSF has opened new buildings at Mission Bay to support research, faculty, and administration. In addition, a rejuvenation of the Parnassus campus is underway. UCSF recently demolished two large buildings to make way for a new 15-story hospital and the Parnassus Research and Academic Building. The new hospital will provide much-needed capacity for additional acute, emergency, and intensive care beds, and it will incorporate the latest innovations in medical technology and equipment for advanced complex care. The Parnassus Research and Academic Building will be the new home for the School of Nursing and will have seven floors dedicated to biomedical research with a focus on immunology and microbiology. The building will provide much-needed swing space that will support renovations of other research labs on the Parnassus campus.

On the academic side, UCSF has hired a new executive vice chancellor and provost and a new dean to assume the combined role of dean of the Graduate Division and vice provost for student academic affairs. UCSF also hired a new dean for the School of Pharmacy and appointed an interim dean of the School of Nursing. A search for a new dean of the School of Nursing is entering its final stages.

UCSF recently implemented a campus-wide IT Operating Model (ITOM) designed to improve both IT security and delivery of IT services. Under ITOM, UCSF now has a dedicated associate chief information officer (CIO) for education, with a full complement of staff, who is charged with coordinating educational technology for all four schools and

the Graduate Division. As we discuss in section III.2, *infra,* the associate CIO has already led the selection of a technology solution that is directly related to UCSF's theme in the reaffirmation to track career outcomes of our graduates. Other collaborations are underway between education and central IT, including further development of an education data warehouse and reporting infrastructure, improved central tracking of graduate student progression and postdocs, enhancements to our current student information system (SIS), and review of options to replace the current SIS with a cloud-based SIS. Although UCSF did not devise or implement ITOM to respond directly to any recommendations from the Commission, the structure in ITOM to support the education mission is already paying dividends and represents UCSF's strong institutional and financial support for education.

Continued Commitment to Thematic Pathway

Despite some changes in leadership at the dean level, UCSF remains committed to the thematic pathway identified in the reaccreditation in 2020-21 to track career outcomes. This report responds to the four issues that the Commission raised in its action letter. Briefly, the Commission recommended that UCSF:

- Accelerate use of data to improve programs and diversity.

- Ensure that career outcomes data drive collaboration between the academic programs and curricular support offices.

- Collect qualitative data on career outcomes to complement numeric data.

- Prioritize investments that can be shown to improve diversity outcomes.

Collaboration on Interim Report

UCSF engaged the Education Deans Council (EDC) to prepare this interim report. The EDC consists of academic deans in each of the professional schools and the Graduate Division who oversee curriculum and education. The dean of the Graduate Division and vice provost for student academic affairs convenes the council. The associate university librarian for research and learning and the new associate CIO for education joined this group in 2022. The EDC members consulted with subject-matter experts in their units and provided information on the actions taken in their respective areas in response to the four issues that the Commission raised. The Office of Diversity and Outreach, the Office of Career and Professional Development, and the Office of Institutional Research contributed information from their areas.

We determined that the EDC was the best organized academic group to provide information to respond to the focused issues in the Commission's action letter. EDC members, the Graduate Council, the chair of the Academic Senate, and senior campus academic leadership reviewed and edited the final draft.

In the sections that follow, we will address the four issues. Since our professional schools and Graduate Division are specialized, our responses in many cases will focus on individual efforts undertaken in each of the schools and programs that are particular to their needs and opportunities. However, our provision of evidence of localized efforts should not communicate anything short of a strong, shared commitment across the institution to improve in these areas.

III.   RESPONSES TO THE COMMISSION'S RECOMMENDATIONS

1. Accelerate efforts in data collection and analysis, particularly in the professional schools, shifting energy to using data to generate insights leading to program improvement. Most importantly, specify how the Thematic Pathways data can be used to help strengthen and support efforts to diversify the overall institution and specific academic fields, and regarding UCSF's mission to address health care disparities (CFRs 4.1; 4.3).

During the accreditation team visit, collection of information about career outcomes of graduates was partly an existing practice and partly aspirational. During the visit, schools and programs were considering methods for collection. As the team observed, the goal is to learn from the information and improve programs. In the three years since the visit, UCSF has progressed toward these goals, as our professional schools and programs have launched a variety of initiatives to increase data collection and analysis, with the goal of diversifying UCSF and the professional schools.   These initiatives, discussed in the paragraphs that follow, extend beyond career outcomes data to serve the broader goals of program improvement, diversity, and addressing health care disparities.

UCSF's **School of Nursing** is implementing new staffing and office structures to support and grow data collection and to establish measurable goals for diversity. In the past year, the school increased the staff count in its Diversity, Inclusion, and Outreach (DIO) office from one to four. The DIO office is in the process of connecting demographic data with enrollment, academic progression, and graduation data. The SON also created a Data Strategy Team, which consists of data specialists across various departments. Within this team, the SON has identified the types of data already captured by systems, including first generation to college, ethnicity, gender, and course evaluations. The SON has also captured students' experiences across demographics through Pulse Learner surveys. The PULSE

Learner survey measures the current state of diversity and the student experience at USCF using qualitative and quantitative data collected during May 2023. These results, including a breakdown by ethnicity/race, were reviewed during the Dean's Council meeting in September 2023 and will be utilized as baseline measures for subsequent years. Moreover, each student event organized by the DIO office incorporates survey data to monitor attendance and gauge student satisfaction. Additionally, the surveys assess current student perceptions regarding kindness and dignity. The SON utilizes this data to guide initiatives aimed at fostering an inclusive and compassionate learning environment. The SON plans to survey students again in March 2024. The collection of these metrics will guide evaluation activities in the SON as the school assesses how different groups experience learning, teaching, and learning environments. The results will be shared with program implementation leads. In addition, the school is revising its academic programs evaluation plan to integrate outcomes and metrics that reflect the school's commitment to DEI. Finally, the school is developing diversity goals for all programs and departments as part of its strategic plan.

UCSF's **School of Medicine (SOM)** has robust systems in place for qualitative and quantitative data collection and analysis to guide program improvement. SOM increased its enrollment of medical students from historically underrepresented groups (HUG) from 33% in 2020 to 45% in 2023 (HUG is defined as identifying with at least one of the following races/ethnicities: Hispanic/Latinx, Black/African American, Pacific Islander/ Native Hawaiian, Native Indian/Alaska Native, and Filipinx). UCSF's SOM diversity was 26% higher than comparison public schools and 21% higher than comparison private schools. Using qualitative and quantitative data from student lectures, courses, and

graduation surveys, the School of Medicine adjusted the curriculum and student services to address the needs of a diverse student body. A critical career outcome tracked by the SOM as a leading public institution is the practice site of graduates. The SOM is particularly encouraged that over 50% of UCSF graduates practice in California; nationally, approximately 30% of graduates practice in the same state as their medical school. However, the data also revealed that fewer UCSF graduates select careers in underserved and rural areas compared to graduates of other medical schools. To begin to address this gap, SOM created SJV (San Joaquin Valley) PRIME, a tailored track for medical students who are committed to ensuring high quality, diverse, and culturally aligned care to improve health for populations, communities, and individuals in California's San Joaquin Valley. The students spend 1.5 years on the San Francisco campus before transferring to Fresno for 2.5 years. The first class of students graduated in 2023. To further address the paucity of physician graduates in this medically underserved community, the SOM has developed a new medical education program in partnership with UC Merced in which students from the SJV will spend all four years of medical school in the Valley.

The **School of Dentistry (SOD)** has systematized its efforts to collect career outcomes data. The school also has begun to use this data to power broader educational program improvement and to create new programs that support efforts to diversify UCSF and the dental workforce and to reduce healthcare disparities. Currently, fewer than 10% of California dentists treat Medi-Cal patients, nearly half of whom are from historically underrepresented groups (HUG). Moreover, 55% of patients from HUGs receive care from dentists who are from HUGs, despite overall low numbers of practicing dentists from these

groups. As part of the strategic plans to build sustainable pipelines of underrepresented students, the SOD proposed a DDS-ASPIRE (Doctor of Dental Surgery Advocacy, Science, Public Interest, and Research) program, which aims to recruit cohorts of learners from underserved communities who are committed to providing services in these communities and provide them with a leadership, advocacy, public health, and cohort-building program. This training will be integrated with the standard four-year DDS curriculum, with an option for a fifth-year master's degree. The program aims to train students with exceptional clinical skills and the ability to identify and meet community needs by practicing in underserved areas and settings where dentists are needed most. This program is currently moving through the funding process in the California Legislature.

The School of Dentistry also is designing and launching a new DDS curriculum to provide needed care to underserved populations through a more diverse dental workforce. Additional information about the new curriculum and related efforts appears in section III.3, *infra.*

UCSF's **School of Pharmacy** is continuously using data from admissions, student performance, course performance, experiential education, graduation, and surveys and is mapping data across various domains to assess, evaluate, and improve educational experience from admissions through graduation. Assessment data include course debriefs and evaluations, didactic core and experiential education evaluations, and curriculum evaluations. Among other findings, these evaluations revealed that the school is able, by the end of the didactic portion of the curriculum (before clinical rotations), to erase almost completely any performance differences between students from HUG and non-HUG that were evident within the first several courses at the start of the curriculum.

The SOP's data collection efforts now more than ever are important not only for the ongoing quality improvement of the PharmD curriculum but also to track and monitor new and evolving roles for pharmacists in providing medication expertise to communities today and in the future. These areas include but are not limited to health systems, industry, government, and academia. Although not a requirement to work as a pharmacist after graduation, on average 79% of our students pursue post-graduate training in either residency or fellowship programs.

Over the last decade, schools of pharmacy across the country have experienced a 50% decline in pharmacy applications. In response, the school has continued to put forth robust recruitment efforts across the state and the country to continue meeting our goal of creating a diverse class of students. New school leadership has committed resources to develop new and novel alternative pathways for entry into our PharmD program and subsequently into the pharmacy workforce. Continued data collection from key stakeholders, mainly potential employers, will inform the direction of curriculum changes and how we market professional career opportunities to our students.

The **Physical Therapy (DPT)** program developed and administered a 5-Year Post Graduate Survey containing questions related to employment, working in a medically underserved area, career satisfaction, and debt burden, as well as participation in professional development, community outreach, public service, and advocacy. The program first distributed the survey in June 2020 to the Class of 2015, and the program now deploys the survey each summer to the appropriate cohort. The program shares aggregated data at the annual faculty retreat. The program plans to use the data in the next

five-year strategic planning process to inform how the curriculum addresses health care disparities.

The initial 5-Year Post-Graduate Survey data for the classes of 2015 to 2018 indicates that most graduates (96%) are employed in fields related to physical therapy practice, and a significant portion (78%) continues to reside in California. More than 12% of these graduates are currently working in medically underserved areas. The distribution of employment sectors includes 33% in nonprofit, 46% in for-profit, 11% in government, 4% in academia, and 6% in other sectors.

UCSF graduates assume diverse roles in both clinical and managerial practices, encompassing frontline physical therapists (44%), senior physical therapists (24%), clinical supervisors (4%), clinical specialists (6%), PT directors (4%), and various other positions that involve non-direct patient care responsibilities. Additionally, over 50% of our graduates actively serve as clinical instructors, contributing to the training of future therapists. Nearly 30% pursue post-graduate board certification training to specialize in areas such as orthopedics, neurology, geriatrics, and other emerging specialties. Lastly, more than 40% of our graduates maintain active membership in the American Physical Therapy Association (APTA), and 24% continue to engage in healthcare advocacy opportunities from their current roles.

Several **PhD** programs have used insights gained from studying career outcomes to improve or adapt the curriculum. Our Medical Anthropology program determined that obtaining grants and published articles as early as possible improved students' success of obtaining faculty positions. In response, the program integrated teaching about these two areas into its required courses. The Chemistry and Chemical Biology program has

increased the size of its career panel discussion to include venture capital and smaller biotech company representatives. The program also has added multiple on-site interview opportunities with large pharmaceutical companies. Our Biological and Medical Informatics program, in partnership with the Office of Career and Professional Development, emphasizes internships and career exploration. The Neuroscience program has granted students increased flexibility to take time to accept internships.

More generally, the majority of the 34 graduate programs in the Graduate Division have been using data from student surveys to improve program offerings. For example, the Biological and Medical Informatics PhD program observed that some students struggled with workload in the core algorithms course due to lack of experience with high-level computer programming. In response, the program started assessing coding skills of new students during the summer prior to joining UCSF to provide additional training and course recommendations. Our Biomedical Sciences program revised the content of two courses and a seminar series to respond to student feedback. Epidemiology and Translational Science is implementing structures and milestones to help students progress more consistently through the dissertation process after advancing to candidacy. The Master of Translational Medicine program modified course content to focus on skills development in areas that employers indicated were necessary or required. The PhD program in Nursing Sciences expanded its learning opportunities form exclusively on-campus to hybrid to support flexibility for students who work as nurses in hospital and community settings.

The totality of these activities reflects UCSF's commitment to collect and use data to improve programs, increase diversity, and reduce health care disparities.

2. **Pursue the career outcomes objective by developing a strategy and dedicating resources to ensure that the data being generated will be used to drive collaboration between the Office of Career and Professional Development, the Office of Diversity and Outreach, and each of the Schools and Graduate Division (CFRs 4.3; 4.4).**

During the accreditation visit, the reviewers found that UCSF was focused on collecting the data but had not fully developed the structures, both technical and administrative, for sharing and using the data. Since the team's visit, UCSF's efforts to collect and analyze data on career outcomes campus wide have proceeded on multiple tracks.

At the campus level, UCSF recently selected the vendor Stepping Blocks to collect data on career outcomes from multiple sources. UCSF received the first set of data in December 2023, and we are currently performing quality review of the data. The selection of Stepping Blocks was the result of efforts from the new associate CIO for education. Our central IT department is supporting Stepping Blocks. Central IT is also building an education data warehouse to include career outcomes data. This central support will be essential to collecting, reporting, and analyzing career outcomes data across the institution.

While the performance of the Stepping Blocks tool is still under review, some professional schools have already increased their collection of career outcomes data and created plans for using the data. Since the WSCUC reaccreditation, the School of Dentistry has invested in a comprehensive, sustainable data strategy to assess the career outcomes of its graduates, in collaboration with central campus efforts. Historically, the primary information about the practice locations and practice models of its graduates came from mandatory surveys completed by each graduating student. These surveys, which will continue, reveal initial career plans, and they confirm that UCSF graduates are pursuing

employment in group, community health, and dental service organization practice models, findings that have led to curricular changes to support success in these settings. However, practice patterns of dentists do change over time. A UCSF Healthforce Center, led by the school's associate dean of academic affairs, provides research, programming, consulting, and evaluation services to create a collective force for health, equity, and action that will create more equitable health outcomes for all. A full-time faculty researcher is focused on the dental workforce, including supply and demand of providers, state and federal workforce policy, access-to-care issues, and evolving professional practice models. The school has developed a data plan in collaboration with this researcher to refine the broader dental workforce data to create a data set that describes the specific career outcomes for UCSF graduates. The school has allocated resources and has committed to support this work in a durable way. This full data set for the longitudinal practice patterns of DDS graduates will be shared annually with the school leadership team and campus partners, including Office of Career and Professional Development and the Office of Diversity and Outreach, to identify patterns and support data-driven programmatic change that will meet the goals of the school and campus for diversification of the dental workforce.

The School of Nursing is collecting career outcomes data via exit surveys before graduation and an alumni survey approximately one year after graduation. The alumni survey seeks information about employment status, job location, job type or setting, job position and title, job offers received, and an assessment of how well the program prepared alumni for their current role. The survey also asks questions specific to each program to gauge program effectiveness. The Doctor of Nursing Practice program, which launched in 2018, surveys its graduates at graduation and again nine to 10 months later. The percentage

of graduates who were in new positions or had expanded responsibilities has ranged from 36 to 60 percent, depending on the year. Forty-five to 80 percent reported leadership roles or recognition nine to 10 months after graduation. The data revealed to program leadership the need for additional strategic leadership development content. The program responded by adding a leadership course to the core curriculum.

UCSF's School of Pharmacy administers a graduate placement survey. The American Association of Colleges of Pharmacy survey provides qualitative insights on the graduate's view of the career paths of the profession and feedback on the school's career guidance.

The School of Medicine governance group implemented a reporting and reviewing process for graduates' career outcomes at the time of graduation from medical school, at the end of the first year of residency, and in practice. In addition to tracking these data sources, the School of Medicine parallel tracks and dual degree programs (MSTP, JMP, PRIME: US, JMP, and SJV PRIME), in conjunction with the Educational Evaluations team, developed an ongoing evaluation plan to track and report on their graduates' career trajectories and their graduates' perceptions of the extent to which they incorporate program goals into practice. This ongoing tracking includes a qualitative component incorporated into the program's decision-making and is reported to the School of Medicine governance group on a regular interval.

Once the data validation phase of the Stepping Blocks project is completed, UCSF will convene a series of stakeholder meetings to identify a standardized and centralized storage and reporting of career outcomes data. With this infrastructure in place, the schools and Graduate Division will move forward with their planned collaboration with the Office

of Diversity and Outreach and the Office of Career and Professional Development, as all stakeholders at UCSF agree on the value of the recommendation of WSCUC to increase collaboration with these offices in utilizing career outcomes data.

As we fully expected at the time of the reaccreditation, the collection and use of career outcomes data is, and remains, a long-term project that, nevertheless, has already led to meaningful changes in the short time since our reaccreditation.

3. **Complement numeric metrics with qualitative data from school and program accreditation requirements and alumni surveys related to job choice, career satisfaction, employment in underserved communities, and how the graduates are meeting workforce needs and addressing challenges that have curricular implications. (CFRs 4.3; 4.4; 4.6, 4.7)**

UCSF's early efforts to collect information on career outcomes were focused on available quantitative information. The accreditation team observed that UCSF could gain additional insights by collecting qualitative information to help UCSF determine whether its programs were meeting the career needs of its students.

In 2023, the School of Dentistry began a full revision of the DDS curriculum. The goal is to create a new curriculum that can prepare graduates to improve oral health care in an evolving practice landscape and to reduce disparities in oral health care. One of the core features of the proposed new curriculum is a massive expansion of the existing community-based clinical education program, which currently deploys each fourth-year dental student to a federally qualified health center (FQHC) or community dental clinic to practice under the supervision of a UCSF volunteer clinical faculty member during a six-week externship. These clinics exclusively treat underserved patient populations in settings ranging from urban health centers to rural clinics in health care deserts in California and Alaska. In the

proposed new curriculum, students will deploy to more than one site and will spend 18 to 24 weeks on these externships, providing care to underserved populations.

The curriculum change was prompted by the annual graduate survey data collected by the School of Dentistry, which highlighted a rising trend among UCSF graduates opting to practice in FQHCs and community health clinics, compared to historical trends. Deploying senior dental students in this manner will address the pressing need to enhance access to care for underserved populations by augmenting the workforce at these sites. Gaining hands-on experiences in these environments will also provide students with invaluable skills thereby enhancing their readiness and positioning them more effectively to seek employment in community health settings following graduation. The new curriculum also includes planned modules that provide training in leadership competencies, healthcare promotion for underserved populations, and healthcare advocacy and activism. The curriculum is scheduled to launch in 2026. The new curriculum should assist the school in providing additional dentists to serve patients from HUG, the need discussed in section III.1, *supra.*

After the reaffirmation of accreditation, UCSF's School of Medicine established a task force and determined priority career outcomes measures. The metrics included career outcome data from the national Association of American Medical Colleges (AAMC) Mission Management Tool (a national comparison of graduate and career outcomes), Resident Readiness Survey (a survey that provides program director ratings and narrative comments on performance of UCSF graduates in their first year of training), and National Residency Matching Program. These surveys provide comparisons to other medical schools nationally. The School of Medicine also reviews the number of graduates staying

at UCSF, entering a residency in California, and matching into primary care specialties. The surveys also explore the number of alumni who are caring for the underserved, practicing in rural areas, and choosing faculty careers. Finally, the school charged the parallel tracks programs, where students earn more than one degree, to track and report their individual graduates' career trajectories annually using both numeric and qualitative data to determine the extent to which the graduate's career goals were met. The first iteration of this data collection and reporting was conducted in 2022. The results of the data collection have informed multiple programmatic and curricular actions and changes, including revisions to the school's career advising curriculum to increase the specialty advisor meetings for students and prompting changes to the school's Health, Society, and Individual curriculum to incorporate knowledge objectives focused on health needs of patients and populations and to enhance the social determinants of health content. Data from the parallel track programs showed that a majority (over 65%) of graduates were practicing in public, county, or nonprofit hospitals or in community healthcare centers or clinics serving communities in need.

UCSF's physical therapy program's one-year and five-year postgraduate surveys already include questions about work in a medically underserved area and career satisfaction as a physical therapist. The program plans to modify these surveys to add open-ended questions on these subjects. The program also is planning to collect qualitative data via focus groups to inform the next five-year strategic plan as well as the program's curricular re-envisioning process.

The School of Nursing's qualitative data collection currently focuses on students' experiences. However, the school plans to develop qualitative data collection for alumni in 2024.

UCSF expects to continue to incorporate qualitative data collection into its monitoring of its graduates' career outcomes.

4. **Implement a more strategic focus, relying on performance indicators and outcomes in all programs (schools, units), to achieve the institution's overarching goals for faculty and student diversity. It is apparent that the University has committed and qualified personnel dedicated to equity and diversity and invests in a large number and impressive array of pipeline and recruitment programs. Since equity and diversity must be embedded throughout the campus culture to be successful, the entire university would benefit from clear data on the effectiveness of individual approaches. The institution should consider prioritizing investments that can be demonstrated to increase diversity of students, faculty, department, chairs and other campus leaders as well as continue to leverage relationships with the state university system and HBCUs and HSIs (CFR 1.4).**

The review team observed that UCSF would benefit from coordinating successful methods to improve diversity across the institution. UCSF has undertaken several initiatives that are showing positive results.

The campus launched a cross-school, interdepartmental Basic Science Search process from 2019 to 2023 in which department-agnostic faculty searches were launched with a goal of hiring a cohort of faculty from HUG. This search led to the hiring of nine new Black and Latinx basic science faculty, raising the total number to 11. Of the newly hired faculty in the basic science departments, 69% are women or from HUG. The cohort approach also can reduce a sense of isolation that new HUG faculty might otherwise feel.

In 2022, 268 faculty searches were opened across all schools. The campus, through the Office of Diversity and Outreach, established a policy requiring faculty equity advisors to review and approve all faculty and leadership search plans; share best practices for diverse and inclusive hiring with search committees; approve interview short lists before interviews with qualified applicants could be conducted; and serve as an overall resource throughout the search process. In addition, 80% of UCSF's faculty have completed the DEI Champion Training, and 70% have completed the DEI Foundational training. Moreover, 60% of the School of Medicine faculty members and more than 1,000 staff members have completed a six-hour Diversity, Equity, and Inclusion Champion Training.

Another initiative is the School of Medicine Dean's Diversity Fund, which supports the recruitment and retention of faculty who share UCSF's commitment to diversity or who focus on health equity, anti-racism, and health and healthcare disparities. Eight faculty members are selected each year and are awarded three years of financial support, $75,000 per year, for academic interests. Seventy-seven scholars, the majority of whom come from groups underrepresented in medicine, have participated in this program, which enabled them to launch their academic careers and build relationships with like-minded individuals. Many of these scholars have been appointed to leadership positions in their departments.

Drawing on the success of the School of Medicine's program, the School of Dentistry (SOD) launched a Dean's Diversity Fund to support the recruitment and retention of faculty whose racial or ethnic backgrounds are from groups historically underrepresented in the health sciences. These awards provide critical support for faculty to pursue their professional and academic interests so they can launch successful careers in

academic dentistry. Each year, two awardees will receive up to $50,000 annually for up to three years.

In the School of Medicine, the Chairs and Directors Council on Diversity monitors department chair plans for, and outcomes relevant to, faculty diversity. Each chair submits an annual report to this council, which provides feedback to the chair on the chair's work. Faculty Equity Advisors facilitate the faculty and leadership search process to implement evidence-based best practices in faculty recruitment, including diversification of the search committee, training regarding unconscious bias, diversity statements, expanded outreach activities, and development of a pool of qualified candidates that reflect national availability data.

Campus-level efforts to diversify the faculty are paying off. The portion of racial and ethnic minority (REM) faculty increased from 24.8% in 2010 to 41.6% in 2022. (This category includes Asians.) Over this same time period, the proportion of women faculty increased from 44.0% to 49.8%. The percentage of faculty from HUG increased from 5.5% to 12.6%. Ladder-rank faculty from HUG increased from 5.9% to 11.7%, with REM increasing from 16.5% to 31.0%. For the combination of ladder and in-residence faculty, the two most common tracks for researchers, the proportion of women increased from 33.9% to 37.9%, and the proportion of faculty from HUG increased from 5.7% to 10.8%. Currently, 17% of assistant professors identify with HUG.

Several of our programs have significantly increased diversity of students. Table 1 shows increases in enrollment of HUG students in the past five years.

Table 1.

Curriculum	Race/Ethnicity	2019	2020	2021	2022	2023
Dentistry (DDS)	African American/Black	2.5%	3.9%	9.8%	7.4%	11.5%
	Asian	53.8%	61.8%	51.0%	46.3%	40.4%
	Hispanic	18.8%	9.2%	13.7%	22.2%	17.3%
	White	18.8%	21.1%	17.6%	13.0%	21.2%
	Multiracial	3.8%	2.6%	7.8%	7.4%	7.7%
	Unknown	2.5%	1.3%		3.7%	1.9%
	HUG Total	**21.3%**	**13.2%**	**23.5%**	**29.6%**	**28.8%**
Medicine (MD)	African American/Black	10.7%	13.5%	14.8%	22.0%	14.8%
	American Indian				0.6%	0.6%
	Asian	34.6%	30.1%	32.7%	35.4%	38.1%
	Hispanic	14.5%	23.9%	24.7%	21.3%	23.2%
	Pacific Islander				0.6%	0.6%
	White	27.0%	20.2%	12.3%	13.4%	12.9%
	Multiracial	6.9%	7.4%	8.6%	6.1%	5.8%
	Unknown	6.3%	4.9%	6.8%	0.6%	3.9%
	HUG Total	**25.2%**	**37.4%**	**39.5%**	**44.5%**	**39.4%**
Pharmacy (PharmD)	African American/Black	1.7%	0.9%	2.8%	6.6%	2.8%
	Asian	58.3%	65.1%	73.8%	60.4%	67.0%
	Hispanic	10.4%	12.3%	9.3%	5.7%	12.3%
	White	22.6%	12.3%	9.3%	18.9%	10.4%
	Multiracial	4.3%	6.6%	2.8%	3.8%	3.8%
	Unknown	2.6%	2.8%	1.9%	4.7%	3.8%
	HUG Total	**12.2%**	**13.2%**	**12.1%**	**12.3%**	**15.1%**
Physical Therapy (DPT)	African American/Black	6.0%	2.1%			4.4%
	American Indian		2.1%			
	Asian	38.0%	27.1%	34.0%	34.8%	40.0%
	Hispanic	14.0%	16.7%	23.4%	32.6%	24.4%
	White	34.0%	45.8%	36.2%	26.1%	26.7%
	Multiracial	6.0%	6.3%	6.4%	6.5%	2.2%
	Unknown	2.0%				2.2%
	HUG Total	**20.0%**	**20.8%**	**23.4%**	**32.6%**	**28.9%**

Table 1 (continued).

Curriculum	Race/Ethnicity	2019	2020	2021	2022	2023
Nursing	African American/Black	9.7%	8.5%	8.6%	9.4%	7.5%
	American Indian				0.5%	
	Asian	21.0%	27.3%	20.0%	26.7%	28.8%
	Hispanic	17.7%	12.5%	20.9%	15.7%	17.5%
	Pacific Islander					0.6%
	White	41.4%	43.8%	43.2%	40.8%	41.9%
	Multiracial	4.3%	6.3%	5.0%	4.7%	3.1%
	Unknown	5.9%	1.7%	2.3%	2.1%	0.6%
	HUG Total	**27.4%**	**21.0%**	**29.5%**	**25.7%**	**25.6%**
Graduate Division	African American/Black	6.2%	6.1%	7.7%	8.3%	4.6%
	American Indian	0.4%	0.3%			
	Asian	28.2%	21.7%	26.0%	33.7%	25.7%
	Hispanic	17.9%	18.0%	22.5%	18.2%	21.1%
	Pacific Islander			0.3%		0.4%
	White	34.4%	38.0%	35.0%	32.2%	40.2%
	Multiracial	5.9%	7.1%	5.8%	4.9%	6.1%
	Unknown	7.0%	8.8%	2.6%	2.7%	1.9%
	HUG Total	**24.5%**	**24.4%**	**30.5%**	**26.5%**	**26.1%**

*Historically Underrepresented Group (HUG) includes domestic students whose race/ethnicities were African American/Black, Hispanic, American Indian, and Pacific Islander.

The SOD increased student diversity by expanding outreach efforts at HBCUs and undergraduate institutions that produce higher numbers of prospective dental students from historically underrepresented groups. The school also has emphasized outreach to regional institutions that have higher numbers of first-generation undergraduate learners. Meanwhile, the postbaccalaureate program has continued to serve as an effective pipeline for increasing diversity among dental students. The program has yielded a cohort of five postbaccalaureate students every year who identify as HUG, and a high percentage of these learners is admitted to the UCSF DDS program and enrolls each year.

In 2021, the school overhauled the DDS program admissions process. This process already included a value-based, holistic admissions review that included contributions to diversity as one of the seven evaluative criteria for admission. Nonetheless, the school created an Admissions Executive Committee to oversee outcomes of the faculty-led general admissions committee. The Admissions Executive Committee reviews interview offers and makes final admission and scholarship decisions based on the recommendations of the admissions committee. This process provides a model of population-level assessment overlaid on individual applicant assessments. Importantly, it evaluates each faculty reviewer for potential bias. As a result, admissions reviewers receive enhanced, data-driven feedback on their work, which has led to an increase in interview and admission offers to candidates from HUGs and a significant increase in underrepresented student enrollments. The school also hired a new assistant dean for learning success and belonging to provide leadership in admissions, student affairs, and diversity, equity, inclusion and belonging (DEIB) matters that impact learners.

As mentioned in section III.1, *supra*, the School of Medicine increased its enrollment of medical students from underrepresented groups from 37% in 2020 to 46% in 2023. The school attributes this outcome to the success of several initiatives. In addition to holistic review of applicants, the school has constructed two programs, PRIME-US and San Joaquin Valley PRIME, that target students from underserved communities who are interested in addressing health and healthcare disparities. In addition, the MD curriculum is designed around a pillar of social justice. Informed by students' advocacy, the school has launched the Anti-Oppression Curriculum Initiative, a new Evaluation Plan for Anti-Oppression Education, and a Racial and Sociopolitical Trauma Protocol. The three-year

Anti-Oppression Curriculum Initiative, launched in 2021, will ensure that all content is taught through an anti-oppression lens. In addition, current students communicate to prospective new students UCSF's commitment to improve the care and education of underserved populations; this communication improves the school's ability to attract a diverse class. The school awards financial aid based on need, with the successfully achieved goal of graduating students who have a cumulative debt less than the national average for public institutions. Lastly, a postbaccalaureate program assists capable and dedicated students from disadvantaged and underserved backgrounds to improve their chances of gaining admission to medical school.

Holistic review for the incoming residency class has increased diversity from 28% to 36%. The school also has provided a more inclusive clinical learning environment. These initiatives provide a clear pathway to increase diversity of faculty at UCSF because approximately 50 percent of UCSF residents stay at UCSF as teaching faculty.

The School of Nursing's associate dean for the DIO office and the associate dean for education programs are collaborating to identify concrete programs and activities that support diversity and inclusion outreach as well as retention. The school also is beginning to identify performance indicators that define measurable successful outcomes for its programs. These data will be merged with existing demographic and academic progression data in the data warehouse. The school's goal is to standardize the evaluation process and performance indicators across the school's programs in the current academic year. Specific activities that have occurred in the past year include tracking current diversity and inclusion goals for each department and celebrating their advancements; tracking and setting goals for hiring in each specialty; launching a tool to track complaints relating to racism,

discrimination, and prejudice; supporting relationships with UCSF's Restorative Justice Practice team to engage in conversations related to or involving diversity, equity, anti-racism, and anti-oppression in classes; participating in an HBCU campus weekend for students of color entering health professions; initiating a health equity scholars' program in collaboration with San Francisco State University and California State University, East Bay to encourage BSN graduates to continue their education in UCSF's Doctor of Nursing Practice or Nursing PhD program; maintaining an active BIPOC faculty mentorship program; and the midwifery mentorship and belonging program.

In 2023, the SON adopted a holistic review process (built on AACN recommendations) for the 2024 application cycle. As a result, all academic programs are now using an approach that reduces bias and considers diverse lived experiences during the selection process.

The School of Pharmacy has several initiatives underway to increase diversity. The school is developing a joint BS-PharmD program with UC Merced to augment the number of students from HUG in pharmacy and to increase the number of health care providers in the underserved communities of the Central Valley. The school also holds an annual outreach program in Fresno and visits UC Merced, Fresno State University, and California State University, Bakersfield. The school has increased its recruitment presence at campuses with historically large populations of students from HUGs including California State University, East Bay, California State University, Long Beach, and California State University, Los Angeles. In addition, the school is developing a summer research program with the dean and faculty from Xavier University School of Pharmacy, an HBCU, for Xavier students to spend time at UCSF to explore our graduate and PharmD programs.

Meanwhile, the school is investing resources in its postbaccalaureate program and has restructured its scholarships to recruit more applicants from HUG. From 2010 to 2020, the postbaccalaureate program enrolled 49 students, of which 35 were underrepresented in pharmacy. Of these students, 37 were accepted to the PharmD program at UCSF, two more went to another pharmacy school, and one went to medical school. Thus, nearly 82 percent of graduates of the postbaccalaureate program attended a school of pharmacy.

Finally, the Academic Senate Committee on Courses of Instruction launched an initiative to ask faculty who are proposing or modifying courses whether they considered DEI, anti-oppression, and anti-racism concepts when developing course content. This question recently was implemented in the online course approval form. The purpose is to raise faculty awareness and encourage consideration of these issues during delivery of the curriculum. The committee will report its findings to stakeholders in the future.

UCSF's data suggests that the totality of efforts being employed across schools and the Graduate Division to increase diversity at all levels of the organization are collectively achieving increases in diversity across the university.

IV.   CONCLUSION

UCSF's initiative to track career outcomes of its graduates has, as anticipated, led the university on a journey of self-reflection and discovery. UCSF has learned that the actual process of collecting this information, and the substance of the information collected, necessarily will vary by program. The process of determining how to centralize the collection and reporting of the data is ongoing. Variations in data collection strategies among schools introduce complexities to the process, but they also present opportunities for synergies and collaborations. The data collected to date prompted several schools and

programs to implement changes or to devise initiatives to respond to these findings. The insights learned and changes implemented affirm to UCSF the value of this effort. UCSF continues to believe that the career outcomes initiative will lead to continuous improvement of programs and better equip UCSF to meet the needs of students and to advance healthcare worldwide.