

WASC Interim Report

INSTRUCTIONS

Interim Reports are intended to be limited in scope, not comprehensive evaluations of the institution. The report should help the Interim Report Committee understand the progress made by the institution in addressing the issues identified by the Commission and the major recommendations of the last visiting team.

The WASC Interim Report consists of the following sections:

- Interim Report Form and Appendices
- Additional Required Data (as specified on the Additional Required Data form)

Please respond completely to each question on the Interim Report Form and do not delete the questions. Supporting documents will be uploaded as separate attachments.

WASC is no longer using Live Text for receiving Interim Reports. Institutions will use a Box.com account to upload the report.

UPLOADING THE REPORT

Instructions for creating a free Box account and uploading the report will be provided in mid-January.

NOTIFYING WASC

Please notify your WASC staff liaison and Jan Schmitz at jschmitz@wascsenior.org when the report is uploaded.

REVIEW PROCESS

A panel of the WASC Interim Report Committee will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WASC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WASC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.

- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WASC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WASC’s Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: University of California, San Francisco

Person Submitting the Report: Elizabeth Watkins, PhD

Report Submission Date: August 1, 2014

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WASC, and such reviews should be indicated in this statement.

In October 2013, an interim report committee was convened. This committee consists of 15 individuals representing each major academic division and educational constituency at UCSF: Graduate Division, School of Dentistry, School of Medicine, School of Nursing, School of Pharmacy, Academic Senate, Library, Information Technology, Academic Affairs, Chancellor's Office, Institutional Research, and Graduate and Professional Students Association. The committee was divided into sub-committees tasked with drafting reports on the four topics addressed: Building Institutional Research Infrastructure, Assessing Learning and Using Data, Enhancing Information Technology, and Continuing Diversity Initiatives. The composition of the committee was as follows:

- Elizabeth Watkins, PhD, Vice Chancellor of Student Academic Affairs, Dean of the Graduate Division, and Professor of History of Health Sciences (Chair)
- Karen Butter, MLS, University Librarian and Assistant Vice Chancellor of Library Services and Instructional Technology (Chair of subcommittee on Information Technology)
- Chris Cullander, PhD, Director, Office of Institutional Research and UCSF Accreditation Liaison Officer (chair of subcommittee on Institutional Research, through May 2014)
- Sergio Baranzini, PhD, Associate Professor, Department of Neurology and representative of the Academic Senate
- Michelle de Coteau, PhD, Assistant Dean for Graduate Programs and Outreach, Graduate Division (Chair of subcommittee on Assessing Learning)
- Dorothy A. Perry, PhD, Associate Dean for Education and Student Services and Professor, Preventive and Restorative Dental Sciences, School of Dentistry
- Hannah Jang, Nursing PhD student and representative of Graduate and Professional Students Association
- Joseph Guglielmo, PharmD, Dean and Professor of Clinical Pharmacy, Troy C. Daniels Distinguished Professor in Pharmaceutical Sciences, School of Pharmacy
- Maxine Papadakis, MD, Associate Dean for Students and Professor, Department of Medicine, School of Medicine

- Doug Carlson, JD, Registrar and Director of Student Information and UCSF Accreditation Liaison Officer (effective June 1, 2014)
 - Renee Navarro, MD, PharmD, Vice Chancellor of Diversity and Outreach and Professor of Anesthesia (chair of subcommittee on Diversity Initiatives)
 - Brian Alldredge, PharmD, Vice Provost of Academic Affairs and Clinical Professor, Department of Neurology, School of Medicine; Professor of Clinical Pharmacy, School of Pharmacy
 - Judy Martin-Holland, RN, PhD, Associate Dean Academic & Diversity Initiatives and Health Sciences Associate Clinical Professor, Physiological Nursing, School of Nursing
 - Polina Pulyanina, PharmD student and representative of Graduate and Professional Students Association
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- Veronica Nepveu, Executive Assistant to the Graduate Dean and Vice Chancellor (Staff)

The subcommittees consulted with their respective constituencies and worked on draft reports from November 2013 through February 2014. Draft reports were collected in early March and collated into a master draft in March and April. Committee members reviewed the master draft in early May and met in mid-May to share their comments and discuss revisions. A final draft was prepared in late May; this draft was reviewed by the Academic Senate and the Chancellor's Executive Council in June. Comments and revisions were incorporated, and the completed interim report was approved by the chancellor in July.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

1) Building Institutional Research Infrastructure

- Continued development of centralized research infrastructure
- Support of Office of Institutional Research with appropriate staffing and collaborative access to and analysis of requisite data

2) Assessing Learning and Using Data

- Use of data from student learning outcomes assessment in the Graduate Division and at the university level to support decisions, and to demonstrate and improve learning
- Assess institutional-level outcomes to yield useful findings to support improvement and show achievement
- Make public the key statistics related to retention, time-to-degree, and achievement of outcomes for each program

3) Enhancing Information Technology

- Continued maturation of information technology systems, particularly at the university level

4) Continuing Diversity Initiatives

- Continuing attention to clarification and full implementation of roles of key diversity leaders, mentoring of underrepresented minority faculty and staff in critical career pathways, and innovative pipeline strategies

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee can understand the issues discussed in the report in context.

UCSF dates its founding to 1864, when South Carolina surgeon Hugh Toland founded a private medical school in San Francisco. In 1873, Toland Medical College and the California College of Pharmacy affiliated with the University of California, which had opened its campus in Berkeley in 1868. In 1881, the UC Regents added a dental college. These three UC colleges were brought together onto a single campus in Parnassus Heights in San Francisco in 1898, and the fourth professional school – the UC Training School for Nurses – was added in 1907. In 1949, the UC Regents designated the four health professions schools as the UC Medical Center in San Francisco, and several basic science departments joined the clinical departments in 1958. In 1961, the Graduate Division was established, and in 1964, the institution – operating under the name University of California, San Francisco Medical Center – was given full administrative independence, becoming the ninth campus in the UC system and the only one devoted exclusively to the health sciences. In recognition of the diversity of disciplines represented by researchers and scholars, the UC Regents renamed the institution University of California, San Francisco (UCSF) in 1970. UCSF earned its first WASC accreditation in 1976.

New buildings were erected on the Parnassus campus in the 1960s, 70s, and 80s to accommodate the growth in clinical care and biomedical research. In 1985, UCSF opened a site in the Laurel Heights neighborhood, and in 1990, the institution acquired Mount Zion Hospital and a new library building opened on the Parnassus campus. In 1999, UCSF broke ground for the Mission Bay campus, a 57-acre site that is now home to a vibrant community of scientists, scholars, students, and staff. In 2014 a new building to accommodate roughly 1,500 occupants (clinicians serving the new Medical Center and faculty and staff in the Global Health program) will open at Mission Bay, followed in 2015 by the opening of the UCSF Medical Center at Mission Bay, San Francisco's first new hospital in 30 years. At the Parnassus campus, the Ray and Dagmar Dolby Regeneration Medicine Building opened in 2011 and is the home of stem cell research at UCSF. UCSF faculty and students also treat patients, conduct research, and train at the San Francisco General Hospital, the VA Hospital in San Francisco, and the UCSF Fresno Medical Education Program. In 2014, UCSF Benioff Children's Hospital affiliated with Children's Hospital & Research Center Oakland.

The student body at UCSF consists of almost 3000 students, with 2000 in five professional degree programs (dentistry, medicine, nursing, pharmacy, and physical therapy), 850 in 17 PhD programs, and 150 in seven master's programs. The programs are top-ranked: medicine is the only program in the country to be ranked in the top five for both primary care (#4) and research (#4); pharmacy is ranked #1, nursing is ranked #4, and physical therapy (the only such program in the UC system) is ranked #19. (Dentistry schools do not participate in the annual *US News* rankings). Twelve of the PhD programs participated in the most recent (2010) National Research Council evaluation, and ten were rated in the top five among their disciplines. UCSF's programs are also highly competitive. For example, the medical school enrolls 2.0% of applicants, the dental school enrolls 4.6%, and the PhD programs enroll 6.7%. In addition, UCSF serves as the training facility for more than 1000 postdoctoral research scholars and more than 1600 residents in medicine, dentistry, and pharmacy residency programs.

UCSF employs 2400 faculty (including five Nobel Laureates) and 20,400 staff; it is the second-largest employer in San Francisco, after the City and County of San Francisco. UCSF receives more than half of

its \$4.1 billion revenue (\$2.2 billion) from its clinical services and more than \$1.1 billion from grants and contracts, primarily from the National Institutes of Health (NIH). In 2013, all four professional schools at UCSF – dentistry, medicine, nursing, and pharmacy – ranked #1 in the nation in NIH funding. Overall, UCSF is the nation’s top public recipient of funding from NIH. California state appropriations, including \$162 million for education, comprise 4.5% of the total UCSF budget.

The mission of UCSF is to advance health worldwide through innovative health sciences education, discovery, and patient care. The strategic plan, which has guided campus efforts since 2011, encompasses five main goals:

1. Provide unparalleled care to our patients
 - Hire and retain the top health care providers
 - Accelerate the translation of groundbreaking science into therapies for our patients
 - Provide a world-class patient experience
2. Improve health through innovative science
 - Promote collaboration and cross-disciplinary efforts within the UCSF research community
 - Invest in infrastructure that enables UCSF to excel in basic, clinical, and population research
 - Lead and influence biomedical research policy at the national level
3. Attract and support the most talented and diverse trainees in the health sciences
 - Increase professional and graduate student financial support
 - Develop infrastructure to support new experiential, team-based, interdisciplinary teaching models
 - Create a learning environment in which our trainees thrive
4. Be the workplace of choice for diverse, top-tier talent
 - Establish and communicate clear goals and direction – at all levels
 - Enhance development opportunities for faculty and staff
 - Ensure diversity, equity, and inclusion in UCSF’s recruitment and retention practices
 - Compensate faculty and staff based on performance and at market levels
5. Create a financially sustainable enterprise-wide business model
 - Collaborate with our local community on educational and economic opportunities and health enhancement
 - Design and implement transparent and effective budgeting and planning processes
 - Maximize existing revenue streams, develop new ones, and continue Operational Excellence efforts to manage costs

Specifically related to the educational goal (point #3 above): UCSF is training the next generation of thought-leaders and innovators in the clinical, basic, translational, social, and population sciences. The students mirror the faculty, in that they are creative, entrepreneurial, and deeply committed to their communities. The graduate and professional programs are top-ranked and serve as the model for others across the world. The following set of highlights further illuminates UCSF’s educational activities.

1) Interdisciplinarity in the biomedical sciences PhD programs

The hallmark of the PhD programs at UCSF is interdisciplinarity. In the 1980s, the graduate faculty created the **Herbert W. Boyer Program in Biological Sciences (PIBS)** in order to give students access to the broadest possible range of research and to encourage interactions among faculty and students in different disciplines. Students in biophysics, immunology, neuroscience, chemistry and chemical biology,

and the Tetrad program (biochemistry, molecular biology, genetics, and cell biology) can carry out their thesis studies in any of the 150 labs affiliated with PIBS.

In the 1990s, the **Biomedical Sciences (BMS) program** was formed as an interdisciplinary graduate research program to equip students with the training and research tools to study the function of tissue and organ systems in development, physiology, and disease. Students in this umbrella program choose one of eight tracks (from cancer biology to virology) and can conduct their research in some 250 affiliated labs across 50 departments at UCSF.

In the 2000s, in recognition of the growing need for the application of quantitative experimental techniques, physical models, and mathematical analyses to understand the complex mechanisms that underlie biological processes, a consortium of five graduate programs came together to form the **Quantitative Biosciences Consortium (QBC)**. Students in this umbrella program meet at the interface of the biological sciences and the quantitative sciences to study mechanisms that function properly in health and are dysfunctional and often unregulated in disease.

In September 2013, the basic science PhD programs at UCSF became the beneficiaries of a \$60 million endowment, made possible by an extraordinary gift from philanthropists Michael Moritz and Harriet Heyman and a matching investment of funds by then-Chancellor Desmond-Hellmann. The Graduate Division and University Development and Alumni Relations are working closely together to grow the newly formed Discovery Fellows Program, made possible by the Moritz/Heyman gift, which will provide UCSF's basic science PhD students the latitude to direct their energy and imagination toward the labs that ignite their curiosity and to work at the intersection of disciplines.

2) Training clinicians to address the most challenging health care problems

The five professional degree programs and all postgraduate residencies and fellowships attract and educate learners committed to addressing the most challenging problems in health care. They learn to do so as effective members and leaders of collaborative interprofessional teams. The strength of each of the programs is based on four core elements: a diverse student body; outstanding faculty and innovative curricula; individualized learning pathways; and a culture of service to vulnerable populations.

a. Recruiting and supporting a diverse student body: UCSF's programs use holistic review processes to achieve a demographically and socioeconomically diverse class. As a result, more than 25% of the medical students come from backgrounds that are traditionally underrepresented in medicine (compared with a national average of 15%) and more than 20% of dental students come from underrepresented backgrounds (national average is 13%). In the School of Pharmacy, 18-21% of students come from underrepresented backgrounds (national average is 12%). In the School of Nursing, 40% of students are from underrepresented backgrounds, as are 15% of students in the Graduate Division. Key to the success of our admission efforts is the extensive outreach we perform for the purpose of encouraging applications from outstanding individuals within groups that are underrepresented. Efforts include presentations at national meetings, recruitment fairs, and visits to colleges and universities with large numbers of qualified underrepresented students. An important pipeline program is the **joint Post-Baccalaureate Certificate Program** (<http://saa.ucsf.edu/iphe-postbac>) in which students interested in careers in medicine, dentistry, or pharmacy spend a year in a structured program of academic preparation and mentored development to increase their preparation for health professional school. Once enrolled, underrepresented students are provided a wide variety of services and support via Student Life, Student Financial Aid, the Multicultural Resource Center, the First Generation Support program, the LGBT Resource Center, and Student Health and Counseling Services.

b. Outstanding Faculty and Innovative Curricula: UCSF educators are known for their scholarly approach to teaching and learning. Educational innovations are designed, studied, and disseminated, leading to the campus' reputation as a leader in theory based educational scholarship. Blended learning, employing both technology and traditional methods for instruction, is a strong suit of health professions education at UCSF. School of Medicine faculty have developed digital textbooks, physical diagnosis apps, and a robust curriculum management system (Ilios) to support student learning. School of Nursing faculty launched a hybrid online master's program in health care administration and interprofessional leadership (**MS-HAIL**) in January 2014. The School of Dentistry makes extensive use of simulation technology and incorporates contemporary technology in practice, including 3D printing of dentures. Students from all schools participate in the award winning **Anatomy Teaching Center** (<http://meded.ucsf.edu/anatomylearningcenter>), which uses telemedicine and other digital tools so that anatomy learning is embedded in the clinical context. The **Kanbar Simulation, Clinical Skills and Telemedicine Teaching and Learning Center** (<http://meded.ucsf.edu/simulation>) provides all campus learners with a safe environment to practice patient relationship skills as well as complex medical decision making. The **Academy of Medical Educators** (<http://medschool2.ucsf.edu/academy/>) supports faculty excellence in teaching by providing funding for educational innovations, endowed chairs for outstanding teachers, and a robust program of development, recognition and reward for the community of medical educators.

c. Individualized Learning Pathways: UCSF recognizes the importance of providing opportunities for students to prepare for leadership roles in different aspects of health professions. The School of Nursing offers 13 different clinical specialties at the master's level, as well as the PhD, to meet the needs of students interested in careers as nurse practitioners, clinical nurse specialists, nursing researchers and nurse leaders (<http://nursing.ucsf.edu/admissions/which-program-is-right-for-you>). School of Pharmacy students can choose to specialize in clinical practice, pharmaceutical research, or pharmaceutical policy (<http://pharmacy.ucsf.edu/pharmd/curr/paths/>). The **Medical Scientist Training Program** (<http://mstp.ucsf.edu/>), one of the largest and most competitive in the country, has trained many of today's physician scientist leaders. The **Pathways to Discovery Program** (<http://meded.ucsf.edu/pathways>) is a unique UCSF initiative in which students, residents, and fellows from all schools can elect to take coursework and participate in mentored scholarly projects in one of five areas: health professions education, molecular medicine, global health, clinical and translational research, and health and society. The School of Dentistry offers advanced training in eight different dental specialties (<http://dentistry.ucsf.edu/admissions/postgraduate-programs>) and DDS/PhD and DDS/MS programs. The flexibility of the curriculum allows for students to pursue opportunities such as research fellowships at NIH by completing the DDS program in an asynchronous manner.

d. A Culture of Service: Students are attracted to UCSF because of the longstanding campus commitment to caring for our community's most vulnerable populations. The School of Medicine PRIME US program prepares medical students and the Pediatric Leadership for the Urban Underserved prepares pediatrics residents for leadership in the care of the urban underserved. School of Nursing students have been leaders in care delivery at Glide Memorial Church, which provides compassionate health care services to the homeless and poor in San Francisco's Tenderloin neighborhood. Physical Therapy students have worked with the San Francisco Unified School District on projects to return physical activity to the schools. Dental students are active in community programs to provide free and reduced price dental services to underserved bay area children; they also provide extensive free dental care to the local homeless population through the student-run Community Dental Clinic. Student pharmacists sponsor and coordinate community health projects and health fairs, and participate in an

award-winning program that helps both underserved seniors and fellow health professionals maximize the complex Medicare Part D drug benefit.

3) Global health and the social and population sciences

UCSF is home to the nation's first master's program in global health. This multidisciplinary program, now in its sixth year, draws many of its faculty from the strong foundation of UCSF's PhD programs in social and population sciences: epidemiology, sociology, medical anthropology, history of health sciences, and nursing. The PhD in epidemiology and translational science is the newest PhD program at UCSF, begun in 2010. The program in history of health sciences (the only one in the UC system) dates its origins to 1930, when UCSF opened the second department of medical history in the country.

4) UCSF's partnerships with UCB, SFSU, and SFUSD

UCSF runs four programs in collaboration with UC Berkeley (UCB). Both the **PhD program in Medical Anthropology** and the **PhD program in Bioengineering** are joint UCSF-UCB programs. The brand-new **Master of Translational Medicine (MTM)** program trains students to apply translational research and engineering approaches to solve fundamental problems in health care delivery. Students benefit from this truly unique combination of engineering, business, and clinical expertise. The **Joint Medical Program (JMP)** trains physician-leaders in the human, sociocultural, and bioethical contexts of health and disease. Students spend their first three years on the UCB campus in an innovative preclinical medical curriculum integrated with rigorous master's degree research. JMP students then transfer to UCSF for their last two years of study in the clinical curriculum.

UCSF and San Francisco State University (SFSU) share two collaborative programs. The **doctorate in physical therapy (DPT)** is a three-year joint program between UC San Francisco and San Francisco State University (SFSU). The curriculum is built on a strong theoretical foundation and students are prepared to work collaboratively with patients across the lifespan to improve health and wellness, address disability challenges, and optimize function. The NIH funded UCSF-SFSU postdoctoral fellowship program, **IRACDA Scholars in Science (ISIS)**, is designed to develop a diverse group of highly trained biomedical and behavioral scientists to address the nation's biomedical, behavioral, and clinical research needs. UCSF faculty members mentor the postdocs in research, and SFSU faculty help them develop teaching skills.

Finally, UCSF is very proud of its **Science and Health Education Partnership (SEP)** and **Early Academic Outreach Program (EAOP)**. For more than 25 years, SEP has supported science teaching and learning in the San Francisco Unified School District (SFUSD) by helping teachers deepen their understanding of science, learn how to teach science in ways that are reflective of the practice of science, and develop into leaders who share their science teaching expertise across the district and beyond. More than 250 UCSF students, postdocs, and faculty volunteer each year, interacting with more than 350 teachers and 21,000 K-12 students in 90% of the schools in the district. The Early Academic Outreach Program is a UC-system-wide program supported by the UC Office of the President. EAOP is a partnership with SFUSD focused on schools with a significant achievement gap where there are large communities of students currently underrepresented in the health science. The goals are to establish a college-going culture, to enhance counseling efforts and academic preparation, to enrich the curriculum with additional health and basic science teachings, and to provide mentors and role models. More than 90 UCSF faculty, students, and staff participate in EAOP each year.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes.

1) Building Institutional Research Infrastructure.

Building on its significant achievements to date, the University should continue to develop its centralized research infrastructure with a particular focus on supporting the analytical needs of those constituencies with common interests. The Office of Institutional Research will need to be supported with appropriate staffing and with collaborative access to, and analysis of, requisite data.

The centralization of research infrastructure has been realized through the reorganization of Student Academic Affairs in summer 2013, which brought together the Office of Institutional Research (OIR), Student Information Systems (SIS), the Office of the Registrar, and the Office of Graduate Admissions and Student Progression into a comprehensive Student Information unit. Shortly thereafter, responsibility for several periodic reports¹ moved from the Graduate Division to the OIR, to meet the goal of achieving a more centralized research infrastructure and to facilitate collaborative access to and analysis of data. Trend analysis by OIR also now includes trainees (postdoctoral scholars as well as residents in dentistry, medicine, and pharmacy) in addition to students in all of the graduate certificate, master's, doctoral, and professional programs.

Partnerships have been developed between OIR and other campus units that have needs for data and analysis, including University Relations/Public Affairs, University Development and Alumni Relations, and Budget & Resource Management. Recognizing synergy of effort, a strong collaboration has been built with the Office of Diversity and Outreach (ODO), with OIR and ODO sharing a programmer/analyst.

The director of the Office of Institutional Research was appointed as UCSF's Accreditation Liaison Officer (ALO) in summer 2013, and a process has been instituted whereby OIR receives notification when new degree program proposals are brought before the UCSF Graduate Council and when they are sent to the Coordinating Committee on Graduate Affairs for consideration and approval at the system-wide level. This coordinated process makes it possible for each new program to be evaluated for development as a Substantive Change proposal (if necessary).

In June 2013, OIR increased its staff by adding a programmer-analyst who is shared equally with the Office of Diversity and Outreach. This 50% programmer-analyst and the full-time director work closely

¹ NIH-NSF Survey of Graduate Students and Postdoctoral Scholars, CGS/GRE Survey of Graduate Enrollment and Degrees, CGS/ETS International Graduate Admissions Survey, the URM PhD Report, and Admissions and Enrollment data for all graduate programs.

with administrators responsible for collecting data in all of the academic programs. The data and analysis units in the four schools, the Graduate Division, and Academic Affairs respond quickly to data requests about students, trainees, and faculty from OIR and collaborate on the analysis of these data and the dissemination of resulting reports.

The director and the 50% analyst are the two UCSF data coordinators for the Campus Climate Survey data (stored at UCOP and accessible through its Decision Support System). They work closely with personnel in the Office of Diversity and Outreach and in University Relations/Public Affairs on the dissemination of the survey results. Both these individuals now have access to the common application system for all programs administered by the Graduate Division, and to the registrar's admissions portal, which compiles applications and admissions data from all UCSF programs. This access affords the opportunity for immediate access to student data and the ability to generate reports for multiple constituencies, both internal and external to the university.

Campus constituencies (e.g., Office of the Chancellor, Office of the Executive Vice Chancellor and Provost, Office of Diversity and Outreach, Office of University Relations, graduate programs) and external entities (e.g., UC Office of the President, Council of Graduate Schools) have reported significant improvement in the ability of the Office of Institutional Research to respond to data requests and have commended the office for its timely and accurate reporting.

2) Assessing Learning and Using Data

Data for use in assessing and learning and reviewing programs are being collected and utilized effectively in some schools. However, the team noted “with concern the variable amount of data examined in program review processes from department to department.” As a next step, data from student learning outcomes assessment in the Graduate School and at the university level should be used to support decisions and to demonstrate and improve learning. Assessing institutional-level outcomes, in keeping with recommendations of the team report, should yield useful findings that can both support improvement and show achievement. Further, the University should more consistently make public its key statistics related to retention, time-to-degree, and achievement of outcomes for each degree program.

Note:

- 1) In keeping with the instruction to keep the Interim Report limited in scope, this section addresses the assessment of learning and the use of data mainly in the Graduate Division, as the Commission and visiting team requested a progress update for this set of programs.
- 2) In the UCSF Graduate Division, we refer to programs, not departments. Most of our academic programs are interdisciplinary and involve faculty from many different departments.

Publication of statistics

In response to the recommendation to “make public its key statistics related to retention, time-to-degree, and achievement of outcomes for each degree program,” the Graduate Division launched a completely **redesigned website**, <http://graduate.ucsf.edu>, in fall 2013. The website publishes data on admissions and enrollment, student demographics, completion rates, time-to-degree, and career outcomes for each program; these data are updated annually. The aggregate data can be found at <https://graduate.ucsf.edu/aggregate-data>; data for individual programs can be found at <https://graduate.ucsf.edu/list-programs>.

Similar data for the professional schools can be found at:

- School of Dentistry: <http://dentistry.ucsf.edu/graduation-and-retention> and <http://dentistry.ucsf.edu/admissions/dentistry-dds/admissions-cycle-statistics>
- School of Medicine: <http://meded.ucsf.edu/program%20stats> and <http://meded.ucsf.edu/admissions/successful-applicant-profile-class-2017> and <http://meded.ucsf.edu/ume/post-match-reports>
- School of Nursing: <http://nursing.ucsf.edu/student-statistics> and <http://www.rn.ca.gov/schools/passrates.shtml>
- School of Pharmacy: <https://pharmacy.ucsf.edu/pharmd/graduation-rate-and-graduate-performance/>
- Doctorate in Physical Therapy: <http://ptrehab.ucsf.edu/education/entry-level-dpt/faqs#20>

Use of student learning outcomes assessment data

“To improve the use of data from student learning outcomes assessment in the Graduate Division to support decisions and to demonstrate and improve learning,” the graduate dean initiated in 2012 the first-ever **study of the career outcomes for UCSF PhD graduates**. Although some programs had more than 30 years of data, the study focused on the cohorts that graduated 1997-2006 (those who were 6-15 years post-graduation). The Graduate Division did this because, a) many of the current programs were not in existence prior to the 1990s; given the interdisciplinary nature of biomedical science, department-based programs (e.g., physiology, endocrinology) were replaced by umbrella programs (e.g., biomedical

sciences) at UCSF, and b) the majority of those in cohorts graduated since 2007 were in postdoctoral or other temporary positions, and the Graduate Division wanted to study more permanent career placement.

In the Career Outcomes Study, of 617 grads in the basic science programs, employment was identified and confirmed for 572 (93%). The study used the same categories of employment as the 2012 NIH report on the biomedical workforce and found:

- 53% in academic research and/or teaching. Of this group, 30% are tenure-track faculty, 21% are non-tenure-track faculty, 25% are academic researchers, 12% are postdocs, 8% are administrative staff, and 4% are in other positions.
- 22% in industry research
- 3% in government research
- 19% in science-related non-research (not doing bench science but still using PhD training, e.g., business development or marketing for biotech company)

In the social sciences, of 126 who graduated 1997-2012, employment was identified and confirmed for 117 (93%). Since these programs are smaller, a 15-year sample was used to get enough data; also, these graduates go into postdoc positions with less frequency than their counterparts in basic science. The Graduate Division study used the same categories of employment as the “Social Science PhDs – Five Years Out” study conducted by the Center for Innovation and Research in Graduate Education at the University of Washington, Seattle” and found:

- 73% were employed in academia. Of this group, 41 are tenure-track faculty, 44% are non-tenure-track faculty, 3% are academic researchers, 5% are postdocs, 5% are administrative staff, and 2% are in other positions.
- 8.5% in government
- 11.5% in the non-profit sector
- 7% in the private sector

The aggregate data for the basic science programs and the social science programs are published on the Graduate Division website: <https://graduate.ucsf.edu/aggregate-data>. The study will be updated quinquennially using a uniform methodology developed for this purpose. These data are complemented by annual data collected by the University of California Office of the President (and reported annually on the Graduate Division website) of immediate post-graduation employment. The Graduate Division and its campus partners are using these measures to develop new programming to enhance educational effectiveness.

To address “the variable amount of data examined in program review processes from department to department,” the Graduate Council of the Academic Senate approved in spring 2013 the following plan for graduate **program review**. All programs in the Graduate Division are reviewed by an external panel on a regular schedule.

- Basic sciences PhD programs with NIH T32 training grants undergo external review every five years as part of the competitive renewal process. The Nursing PhD program is partially supported by T32 training grants and undergoes an external review every five to six years.
- The social and population sciences PhD and physical therapy DPT programs do not have training grants; these programs undergo external reviews every eight years.
- The one-year master’s programs undergo external review every five years; the two- and three-year master’s programs are reviewed every eight years.

These academic program reviews demonstrate student learning outcomes (SLO) and inform improvements in student learning. Each program is required to prepare an extensive self-study that is distributed to the external review panel several weeks before the review. Academic program review guidelines are posted on the Graduate Division website at <http://graduate.ucsf.edu/program-review>. Each review is tailored to the program's objectives and curriculum. The Graduate Division has developed a template to guide programs in preparing self-studies prior to the review. The template clarifies the type and content of data that is expected, creating greater consistency in the amount of data examined across programs. The self-study requires program data, discussion, and a self-assessment of program objectives and curricula. In addition to the self-study, current students participate in an anonymous survey (prepared, analyzed and administered by the Graduate Division).

The external review report includes evaluation of the program's student learning outcomes. The review report also recommends specific actions to fully utilize and/or further develop the SLO assessment to improve learning. The external report is discussed by the Graduate Council of the UCSF Academic Senate. The Graduate Council then requests the program's written response to the review; the response must include plans to address and/or implement the review panel's recommendations. The Graduate Council reviews the program response and may request that the program provide more detailed plans or a more robust response if necessary. Several iterations of this process may take place before the Graduate Council votes to close the review.

To complement the periodic program review and to engage the perspective and outcomes of students, the Graduate Division launched in 2013 a mandatory **exit survey** for all degree candidates prior to their graduation. This information is collected, aggregated, and analyzed by the Graduate Division, and the results are reported back to the programs. Programs use this feedback to improve the educational effectiveness of their curricula and related activities. The survey can be found at <http://tinyurl.com/ucsf-doctoral-exit-survey>. In addition, individual programs hold annual curriculum review meetings with students and faculty, and the graduate dean holds monthly meetings with graduate students to elicit feedback from students. These channels allow the graduate programs to be nimble and responsive in between the more formal periodic reviews, by providing forums for issues about learning outcomes to surface and opportunities for these issues to be corrected as necessary.

Assessing institutional-level outcomes

UCSF's institutional outcomes are knowledge and professionalism. These student outcomes are assessed in the graduate professional programs by mandatory licensure examinations at the state and national levels. Statements of expectations about professionalism can be found at the following sites: <http://dentistry.ucsf.edu/students-faculty-staff/students/professionalism-at-the-ucsf-school-of-dentistry>
<http://dentistry.ucsf.edu/students-faculty-staff/students/professionalism-as-a-core-competency>
<http://meded.ucsf.edu/bridges/plc>
<http://meded.ucsf.edu/admissions/learning-environment>
<http://pharmacy.ucsf.edu/pharmd/students/policy/professionalism/>
<http://ptrehab.ucsf.edu/education/ucsf/sfu-entry-level-dpt/goals-outcomes>

For graduate academic students, publications in peer-reviewed journals are a strong measure of the original contribution to knowledge that a student makes in her or his field. Student publications are tracked by the PhD programs over a ten-year period, as part of the data collection and analysis necessary for competitive renewal of NIH T32 training grants. The award and renewal of NIH T32

training grants are standard measures of individual and program achievement, student learning outcomes, and scholarship. All of the Graduate Division's basic science programs and the nursing PhD program have one or more T32 training grants. UCSF holds 57 T32 training grants from 17 NIH institutes. Of the 94 universities across the nation with T32 grants from the National Institute of General Medical Sciences UCSF holds the second largest number of training grant slots. In 2013-14 alone, the graduate programs were awarded \$5.38 million in institutional training grants. Programs must reapply to renew their training grants every five years. The competitive renewal process requires evaluation of program outcomes and student data. UCSF's Graduate Division programs have a 100% success rates in T32 competitive renewals, several of which have been continuously operating since the 1980s.

As described above, the graduate dean conducted UCSF's first-ever career outcomes study in 2012-13 to evaluate the outcome of **professionalism**, as measured by successful placement in appropriate career positions. The results indicate very high levels of success in placing students in careers for which they have been trained and prepared. In December 2013, Dean Watkins presented the results of the results of the UCSF Career Outcomes study at the Council of Graduate Schools national conference, as part of a panel on PhD career outcomes. The other panelists (who represented institutions from Europe and Canada) remarked that the UCSF study was robust and advanced in comparison to those of other universities. Representatives from several institutions reported that they are just in the initial stages of data collection and analysis.

In recent years the individual development plan (IDP) has gained wide acceptance as a useful way to help students and postdocs plan for their future careers inside or outside of academia. A UCSF team led by the Office of Career and Professional Development created an enhanced, online version of the IDP concept tool that has won national recognition, including the 2013 "Innovation in Research and Research Training" award from the Association of American Medical Colleges in 2013. The myIDP tool helps students translate their learning outcomes into career competencies. To prepare students for the institutional-level learning outcome of professionalism, all graduate programs have instituted the use of IDPs. Students complete IDPs and discuss them with their faculty mentors on an annual basis. UCSF's IDP forms can be found at: <http://graduate.ucsf.edu/careers>.

In September 2013, UCSF was one of 10 awardees (from a pool of more than 100 applicants) of a Broadening Experiences in Scientific Training (BEST) grant from NIH, to support significant ramp-up in innovative career development programming for biomedical PhD students. This 5-year \$1.7 million award will create, deliver, and test the effectiveness of a comprehensive career development intervention for early-stage PhD students and postdocs and their mentors, in order to address some of the specific knowledge gaps and mismatched motives that can derail the career decision-making process. The project will be organized around three initiatives.

1. Coursework will be developed to help students and postdocs develop the skills and tools they need to explore a variety of career paths.
2. UCSF will work with partners to give students and postdocs a close look at different career environments, for example through site visits, informational interviews, and opportunities to shadow established professionals in a range of positions.
3. The program will assess the types of support and information faculty need to mentor trainees who may not want to follow their PI's path into academia. The long-term goal is to change the culture at UCSF in a fundamental way, so that faculty will be supportive and encouraging of their students and postdocs who choose to explore and/or pursue a wide range of career options.

The BEST grant at UCSF is titled “Motivating Informed Decisions: Careers for the Future Biomedical Workforce” (MIND). MIND will develop a continuously updated, curated, and publicly accessible resource of career path information gathered from partners to help all trainees make informed decisions about their career trajectories (MINDbank). As part of UCSF’s effort to translate student learning outcomes in the classroom and laboratory into career competencies that will lead to successful professional placements, an interdisciplinary team of research scientists and career counseling professionals from the Graduate Division, the Office of Career and Professional Development, the Graduate Student Internships in Career Exploration (GS-ICE) program, the Office of Sponsored Research, and the School of Medicine Dean’s Office will leverage the many partners external and internal to UCSF in order to execute the MIND program. See <http://mind.ucsf.edu/>.

In October 2013, UCSF received an additional \$1.4 million grant from NIH entitled Biomedical Research Career Identification in Graduate Education (BRIDGE). BRIDGE is a complex four-year intervention study based on social cognitive theory predicting persistence in challenging academic environments for underrepresented minority graduate students. Interventions designed to encourage all doctoral students to pursue their career aspirations in the research sciences are being developed, implemented, and tested at UCSF. The research team will obtain information that will lead to evidence-based programs that effectively support greater diversity in the science research career workforce. See <http://bridgeproject.ucsf.edu/>.

3) Enhancing Information Technology

The University has undertaken a number of initiatives, each of which will place great demands on the institution's information technology infrastructure. These initiatives will require the institution to continue to mature its information technology systems, particularly at the university level (CFRs 3.6, 3.7).

Maturing the IT infrastructure

Since the 2011 WASC visit, there have been significant improvements in the information technology infrastructure at UCSF. A major initiative in 2013-14 has been to integrate IT services across the campus and the Medical Center resulting in one CIO for UCSF. The changes both reduced redundant operations and created a single point of contact for services, in turn increasing collaboration and producing greater efficiencies across information technologies. There is now a unified help desk – staffed all day, every day – to assist faculty, staff, and students. Standardizing the use of common platforms and combining policy and compliance functions has simplified activities for our students and faculty, particularly those who function in both the clinical and academic enterprises. Additionally the [IT Governance Committees](#) were realigned to better reflect the new structure and an Enterprise Data Warehouse Committee has been added. We have also charged a Committee on Education Technology to develop and monitor a long-range plan for educational technology.

Another major IT initiative is the development of an IT Roadmap, which will identify projects and prioritize funding for IT over the next decade. Developing the Roadmap involved more than 100 faculty and staff who identified and prioritized projects across UCSF's education and research missions as well as the business systems and technology architecture to support the UCSF enterprise. Importantly, this initiative funds two years of support for enhancements to the online learning and curriculum management systems now central to the coursework for all the schools. Campus leadership approved this plan with the acknowledgement that "it is a starting point in developing more rational approaches to these critical investments."

Assessment

Access to and analysis of data is the most underserved information technology need across UCSF. To address this issue, a Data Warehousing and Business Intelligence solution was identified as a top priority in the Roadmap. Its objectives are to establish and maintain a single source of data and infrastructure for reporting and analysis, to build and maintain standard reports and dashboards to respond to enterprise and departmental needs, and to provide platform and training for self-service reporting and analytics. Infrastructure development to address these issues is guided by advice from representatives across the education community, including the faculty and the Academic Senate. As a first step, the committee is creating delivery capacity via internal and external resources sufficient to drive several concurrent analytical work products from top priority use cases, and developing a UCSF data management and governance framework to instruct our decisions. The education community is identifying high priority use cases to ensure that its needs will be served with the model.

The ability to view professional school curriculum across a student's training is a critical component in understanding what students are exposed to and where there are gaps and opportunities in curricular content. The Ilios Curriculum Management System was developed at UCSF to address the needs of the health professions educational community by providing a user-friendly, flexible, and robust web application to collect, manage, analyze, and deliver curricular information.

Built by and for the health professions, Ilios supports the sharing of curriculum outcomes and materials among programs, departments, schools, and institutions, while maintaining the flexibility to

accommodate the unique practices within our diverse health professions community. Ilios has been in use by the School of Medicine for several years and has been adopted by other medical schools as well. In 2012, Ilios was fully implemented in the School of Pharmacy, followed by the School of Dentistry. The professional programs also make use of electronic portfolios, in which students add activities to their portfolios as an ongoing assessment of their learning. UCSF acknowledges the critical role played by ePortfolios in the learning environment.

Access to Library Resources

The UCSF Library has greatly improved access to its resources. To simplify offsite use of online books, journals and databases, EZproxy was implemented in 2013. EZproxy reduces the steps required to view an item, offers more reliable linking to published material, and improves the ability to use licensed resources via mobile apps. The UCSF community can now read more 37,000 journals and search 187 databases online.

The newly adopted UCSF Open Access Policy also reduces the barriers to information access. With a unanimous vote of the faculty's Academic Senate, UCSF was the largest scientific institution in the nation to adopt an open-access policy and was among the first public universities to do so. The new policy approved in May 2012 requires UCSF faculty to make each of their articles freely available immediately through an open-access repository and thus accessible to all faculty and students through search engines such as Google Scholar. Articles are deposited in the UC repository, other national open-access repositories such as the NIH-sponsored PubMed Central, or published as open-access publications. They are then available to be read, downloaded, or distributed without barriers. Following UCSF's lead, all UC campuses adopted a similar policy in July 2013.

The development of subject guides for UCSF courses expanded access to library resources. The guides link high quality library resources directly into the curriculum. In partnership with faculty, librarians identify relevant online texts, journals, databases, and images to create subject guides which are then integrated into online courses.

Technology-Enhanced Education Spaces

During the 2010 WASC site visit, the campus was preparing to open its Teaching and Learning Center (TLC) (<http://tlc.ucsf.edu>). Now in its third year of operation, the TLC is heavily scheduled by all professional schools. It is a technology-enabled space that brings together clinical simulation/clinical skills training facilities; computer lab; flexible, technology-rich classrooms; and a student Help Desk. In addition to the TLC, a new anatomy learning center and microscopy lab opened in 2012. The Anatomy Learning Center (<http://meded.ucsf.edu/anatomylearningcenter>) features six 72-inch, high-definition video displays lining the walls and wireless connections to mobile cameras and iPads at dissection tables so that students interact with the learning material and observe fellow classmates' discoveries during dissections. Students view lab manuals, instructions, anatomy atlases and textbooks on iPads. The Microscopy Lab, another new learning space, provides a unique flexible wet-lab environment that utilizes technology for group teaming and virtual microscopy.

In 2014, the University allocated \$287,000 for the purchase and installation of scientific equipment and sophisticated computer workstations in the Shared Teaching Lab Facility at Mission Bay (<http://qb3.org/education/ucsf-teaching-lab>). The computers will allow for advanced image analysis and mathematical modeling, as well as interactive teamwork and small group training sessions on sophisticated bioinformatics and visualization tools. The purpose of the teaching lab is to enable faculty and students to integrate physical and quantitative approaches into the biomedical curriculum and to

use the laboratory as a classroom in which students utilize experimental and computational methods to tackle unanswered questions in modern biology. By providing a shared facility for all of the basic science PhD programs to access, UCSF is maximizing the efficient utilization of equipment resources for training students in research methodologies and experimental design. This teaching lab complements existing technologies housed at Mission Bay, such as the advanced microscopes in the excellent Nikon Imaging Center and a variety of high capital equipment in the Center for Advanced Technology (CAT), such as next-generation sequencing. In 2013, the lab was awarded a \$100,000 gift from David Botstein, winner of one of the inaugural Breakthrough Prizes in Life Sciences, to be used as an endowment to support ongoing costs (e.g., service contracts, maintenance, consumable supplies, etc.).

In late 2014, UCSF will add a significant amount of educational space with the opening of Mission Hall on the Mission Bay campus. Mission Hall will house graduate programs in global health and epidemiology, and will also provide administration support space to the UCSF Medical Center at Mission Bay. The first floor of Mission Hall will be largely devoted to a learning commons, which will include technology-enhanced classrooms, separate collaborative and quiet study spaces, library services, and a student services center.

UCSF 2025:

On September 9-10, 2013 the UCSF community participated in a strategic planning exercise to answer the question, “What if you could map the future of UCSF in just 36 hours?” in order to generate ideas from our broad community. Ideas about new data sharing, collaborating and distance learning, using digital tools to enhance clinical practice and expanding partnerships across UCSF and around the world all emerged from the social gaming experience designed to envision the future of UCSF in the year 2025. More than 2,500 individuals representing schools, affiliates and departments from across the University posted 24,700 ideas from their offices, conference rooms, campus common areas, and from their homes and several countries around the world.

Five key themes emerged:

- Negotiate new partnerships: Collaborate on health data, leverage resources within and across the UC system, build the bio-Silicon Valley and partner with K-12;
- Pioneer new funding models: Develop expertise in baby boomers, master crowd funding, and explore new currencies for exchange;
- Rethink research and publication: Lead in simulation, revamp the publishing process, create shared platforms for protocols and develop strength in translating basic research;
- Re-envision health sciences education: Create open learning systems, strategically leverage massively open online courses, and get creative about space;
- Transform patient care: Move precision medicine upstream, highlight human connection in community, and innovate technology infrastructure for learning and patient-centered care.

Of interest in this report are the ideas generated around health sciences education. These include greater use of instructional technology and a focus on interprofessional core competencies and course content. Technology can be leveraged to front-load foundational content before students from the different professional schools come together as interprofessional teams in the clinical learning environment. The flipped classroom model is already being utilized to replace lecture classes with active learning sessions. Additionally, contemporary use of advanced technology is leading to the application of more learner-centered educational strategies.

4) Continuing Diversity Initiatives

Continuing attention to clarification and full implementation of roles of key diversity leaders, mentoring of underrepresented minority faculty and staff in critical career pathways, and innovative pipeline strategies (CFRs 1.5, 2.10, 2.12, 3.1).

Clarification and full implementation of roles of key diversity leaders

In December 2010, Chancellor Susan Desmond-Hellmann appointed Dr. Renee Navarro to be UCSF's first-ever **vice chancellor of diversity and outreach**. Vice Chancellor Navarro reports directly to the chancellor and serves as a member of the Chancellor's Executive Cabinet. In May 2011, many diversity-related efforts were consolidated into the new Office of Diversity and Outreach (ODO), including Affirmative Action, Equal Opportunity and Diversity, Sexual Harassment Prevention and Resolution, and the LGBT Resource Center. Dr. Navarro also oversees University Community Partnerships, created in 2005 to support and grow partnerships between UCSF and San Francisco Bay Area community organizations, and the Multicultural Resource Center (MRC), which opened its doors in summer 2012 (<http://mrc.ucsf.edu/>). The MRC is centrally located on the Parnassus campus in the space adjacent to the Student Services Center. The Center's mission is to promote a campus culture of inclusion and equity, cultural competency, and inter-professional collaboration, and to nurture the pipeline in the recruitment and retention of faculty, students, and staff. It also serves as a study lounge and venue for registered campus organizations and provides programming for personal and professional development.

Vice Chancellor Navarro also has two team members who work on the analysis and evaluation of data and programs: Dr. Elizabeth Ozer, director of research and assessment, and Alan Carpenter, data specialist who works in coordination and collaboration with the Office of Institutional Research. The organization chart for the ODO is available at: <http://diversity.ucsf.edu/about>.

The Office of Diversity and Outreach (ODO) convenes a quarterly meeting of diversity leaders in the Graduate Division and the four professional schools to enhance best practices and coordinate efforts across the campus. The ODO provides some resources to support these outreach efforts. An important pipeline program is the **joint Post-Baccalaureate Certificate Program** (<http://saa.ucsf.edu/iphe-postbac>) in which students interested in careers in medicine, dentistry, and pharmacy spend a year in a structured program of academic preparation and mentored development to increase their preparation for health professional school.

In the **Graduate Division**, Dr. Michele de Coteau is the assistant dean for diversity and outreach, and she is assisted by an outreach programs coordinator. The assistant dean (AD) manages and coordinates all of the graduate student diversity outreach and recruitment programs and initiatives at UCSF and serves as the primary liaison to the graduate programs diversity committee, the Office of Diversity and Outreach, funding agencies, undergraduate institutions, and other associated organizations. The AD enlists faculty and students to recruit at national conferences including the Annual Biomedical Research Conference for Minority Students (ABRCMS) and the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). The AD oversees a number of diversity programs within the Graduate Division, which include the Summer Research Training Programs (SRTP) and the NIH-NIGMS Initiative for Maximizing Student Development (IMSD). The AD's responsibilities include development and grant writing at the federal, state, and private levels for extramural resource support of outreach and diversity programs, and coordination of competing and non-competing renewals of NIGMS/IMSD, NSF REU, AMGEN, and Genentech awards. She serves as primary campus contact with the program directors from these agencies. The AD coordinates the Annual Retreat in Building Community for all first-year PhD students each fall. Faculty, students, and staff participate in this event which includes a diversity

workshop, exercises, and small group discussions. In the winter and spring quarters, the AD partners with the graduate program administrators and the UCSF SACNAS chapter to develop diversity initiatives for recruiting and welcoming underrepresented students who come to UCSF for applications interviews.

There are two positions in the **School of Medicine** dedicated to diversity and outreach: the director of the Office of Outreach and Academic Achievement, which targets applicants to medical school, and the director of diversity in the Office of Graduate Medical Education, which targets medical residents and clinical fellows.

The Office of Outreach and Academic Advancement provides programs that educate undergraduate and post graduate students about medical school admissions, and provides mentoring and support programs for UCSF medical students in an effort to promote the School of Medicine's commitment to diversity and to increase the pipeline of students from diverse backgrounds into the medical profession. The office is also committed to increasing the number of students from disadvantaged and underrepresented backgrounds who will ultimately work in underserved communities. The director is Dr. Alma Martinez; she is supported by a full time associate director and two part-time administrative assistants. Some of the programs run by Dr. Martinez and her staff are:

- MedLink: a student-run outreach program for local high school students
- Sunnyside High School Doctor's Academy annual visits: a collaboration with Fresno area magnet high schools to provide students with visits to UCSF
- Community college outreach Visits
- Pre-med group visits to UCSF campus
- Pre-medical advisor workshop

The director of diversity for the UCSF Office of Graduate Medical Education (GME), Dr. Rene Salazar, is responsible for developing and implementing strategies to enhance the recruitment and retention of diverse post-graduate trainees (residents and fellows) in the School of Medicine. Activities include: representation at annual recruitment meetings such as Student National Medical Association (SNMA) and Latino Medical Student Association (LMSA); the UCSF Visiting Elective Scholarship Program (VESP) to encourage and support fourth-year medical students who are underrepresented in medicine (UIM) or are interested in working and conducting research with diverse populations to complete a clinical elective at UCSF; and GME Second Look Event, which invites UIM applicants back to UCSF for a second look to hear panel discussions with UCSF campus leaders and current UIM residents and to meet with faculty and residents.

Outreach and diversity efforts are directed in the **School of Dentistry** by Dr. Linda Centore, chair of the Diversity Committee, and James Betbeze, director of admissions; in the **School of Nursing** by Dr. Judy Martin-Holland, associate dean for academic programs and diversity; and in the **School of Pharmacy** by Vice Dean Sharon Youmans. These positions are charged in their respective schools with overseeing the development and implementation of strategic plans that affect diversity and the status of underrepresented minorities at the school; ensuring the success of programs intended to strengthen the school's diversity and its culture of understanding, inclusion, equity, and respect; soliciting input from students, faculty, staff, and alumni through advisory groups or other forums; collaborating with other health professional schools and UCSF and UC-System wide organizational leadership to coordinate communication, outreach activities, partnership initiatives and resources; and maintaining open communication within the school as it relates to diversity activities and initiatives and the UCSF campus community.

There are several additional key diversity and outreach positions at UCSF. One is the director of the Early Academic Outreach Program (EAOP), Don Woodson. The EAOP program, supported by the UC Office of the President, in collaboration with San Francisco Unified School District, helps prepare students at underserved schools in San Francisco to increase the number of students achieving a college education with a focus on health and life science. The second position is the co-directorship of the Science and Health Education Partnership, Katherine Nielsen and Rebecca Smith. This program is a collaboration between UCSF and the San Francisco Unified School District to support quality science education for K-12 students and to encourage students to consider careers in science and the health professions. The third is the director of First Generation Support Services, Dr. Neesha Patel. This program fosters a supportive community for UCSF students who are the first generation in their family to graduate from college (and many of whom are from underrepresented minority backgrounds). The fourth is the director of the LGBT Resource Center, Larry Lariosa. The LGBT Resource Center serves as a campus-wide resource for faculty, students, and staff. The goal of the center is to provide education, information, support, and advocacy services to our campus community. The fifth is the director of the multicultural center. (This position was previously held by Mijiza Sanchez; a search is currently in progress for her successor). The Multicultural Resource Center provides programming for personal and professional development to:

- Cultivate community at UCSF
- Foster collaboration between faculty, staff, and students
- Create a safe space for learning about diversity and inclusion broadly
- Create a safe space for engaging in productive discussions around diversity and inclusion
- Provide a safe space for personal reflection and growth.

All of these diversity leaders work together in partnership and collaboration with one another and with the academic program directors and admissions directors to maximize UCSF's efforts to attract, support, and retain a diverse student and trainee population in the graduate and professional programs.

Mentoring of underrepresented minority faculty and staff in critical career pathways

In 2013, the Chancellor's Council on Faculty Life was renamed the campus Council on Faculty Life, to reflect its expanded scope. The council is made up of 21 faculty from all academic ranks, series, and major campus sites; its members represent scientists from all disciplines as well as clinician educators. The council is housed within the Office of Academic Affairs and offers the following programs: Faculty Development Day, Wellness Grand Rounds, Faculty Development Program, Faculty Leadership Collaborative, and Faculty Mentoring Program.

One of the central goals of the Faculty Mentoring Program, established in 2006, is to increase faculty diversity through improved mentoring of underrepresented faculty. Mentoring facilitators have been appointed in each department to work with the director of faculty mentoring to oversee all aspects of the mentoring program. New and junior faculty in the schools of dentistry, pharmacy, medicine, and nursing with appointments of more than 50% are eligible to participate in the mentoring program. All eligible faculty are paired with "career" mentors: senior faculty responsible for providing career guidance and support. Career mentoring meetings takes place at least twice yearly. A robust evaluation of the program is ongoing and mentoring awards have been established. A curriculum is being developed to improve mentor and mentee skills and knowledge. Faculty mentoring activities must be documented on the CV and are part of the core criteria when faculty are reviewed for promotion at UCSF.

For staff, the Academic Business Officers Group (ABOG) pairs experienced UCSF managers from academic departments and units, central administration, and the medical center with up-and-coming staff members seeking to learn more about management and leadership and to better understand UCSF's organizational culture. The program provides a framework in which staff members cultivate contacts and increase their network of peers. The group also finds peer support and enhanced effectiveness as they plot their personal growth and career paths at UCSF. The Learning and Development Division of Human Resources provides classes and workshops for staff to improve their individual performance. HR has also launched a new website, called Career Development at UCSF, designed especially for staff (<http://ucsfhr.ucsf.edu/index.php/careerdev/>).

The staff subcommittee of the Council on Campus Climate, Culture and Inclusion (4CI) has proposed a UCSF Staff Sponsorship Program to promote a culture of inclusion at all staff levels by enhancing the environment for advancement of individuals who are part of groups underrepresented in leadership roles at UCSF. The objectives of this program are 1) to advocate for an inclusive environment for all staff by promoting events and opportunities that stimulate interaction and learning at all levels, 2) to promote staff engagement and retention by providing career paths to engage members and to retain interest in career and professional advancement, and 3) to attract and encourage diverse talents at all staff levels by intentionally identifying, grooming, and tracking high performing individuals who are parts of groups underrepresented in leadership roles. This program is scheduled to be launched as a pilot in fall 2014.

Innovative pipeline strategies

Students

UCSF endeavors to get students interested in science at an early age and to encourage them to pursue STEM majors in college. To this end, UCSF supports two academic outreach programs in the San Francisco Unified School District (SFUSD). The first, **Science and Health Education Partnership (SEP)** (<http://biochemistry.ucsf.edu/programs/sep/>), has been in operation for more than 25 years. SEP's programs support teachers' understanding of science and how to teach science effectively; enable K-12 students to develop sustained relationships with UCSF scientist role models; and provide opportunities for UCSF volunteers to learn how to communicate science effectively with diverse audiences. UCSF volunteers include doctoral students, professional students (enrolled in UCSF's medical, dental, or pharmacy schools), postdoctoral fellows, and staff researchers.

SEP programs include: 1) Classroom-based Scientist-Teacher Partnerships, which bring together K-12 teachers and UCSF volunteers to co-plan and co-teach a series of investigative science lessons; 2) Summer Teacher Training Institutes, which build participating elementary school teachers' understanding of and confidence to teach the District's adopted science kits; 3) Individualized Lesson Coaching and Materials Support, which includes access to a lending library of hands-on science materials; 4) High School Intern Program, which brings SFUSD high school students from minority or disadvantaged backgrounds to the UCSF campus to conduct original biomedical research under the guidance of a UCSF scientist mentor; and 5) the Bay Area Science Festival (BASF), a week-long annual celebration of science, technology, math and engineering. Most festival events are free and open to the public. In 2013, BASF drew over 70,000 people to more than 50 events that were held throughout the region – making it the fourth largest science festival in the United States.

The second program, the **Early Academic Outreach Program (EAOP)** (<https://cep.ucsf.edu/>), is an academic preparation program established in 1976 by the University of California to expand postsecondary education opportunities for California's educationally disadvantaged students. UCSF

EAOP has been active in SFUSD for the past 14 years. UCSF EAOP staff provide academic advising, college knowledge, academic enrichment, and entrance exams to help students qualify for and attend college. The staff work collaboratively with families, educators, schools, and communities to provide pre-college students with the environment to be successful. Each summer UCSF sponsors the Program for Investigation and Training for Careers in Health (PITCH). Offered to incoming juniors from SFUSD, the program offers a three-week curriculum that facilitates exploration of careers in health care and science. Students are mentored by current UCSF students on a research project while also receiving academic advising.

The Office of Diversity and Outreach sponsors an annual outreach program for undergraduate students from underrepresented backgrounds called **Inside UCSF** (<http://diversity.ucsf.edu/InsideUCSF>). Each spring, approximately 100 underrepresented undergraduates come from around the United States to spend a recruitment weekend at UCSF. The purpose of their visit is to discover what it would be like to be a UCSF graduate or professional student, to learn about UCSF's academic and professional programs, and to meet UCSF students and faculty members. Students are identified from a diverse national pool of students nominated by their undergraduate advisors.

UCSF's [Graduate Division](#) has developed a number of initiatives to increase interest in UCSF PhD programs by racial and ethnic minorities as well as educationally- or socio-economically-disadvantaged students. These include:

The UCSF Summer Research Training Program (SRTP): Established in 1985 and funded by NIH, NSF, UC Office of the President, Howard Hughes Medical Institute, AMGEN, and Genentech, this program has become a national model. SRTP encourages underrepresented or educationally disadvantaged undergraduates from across the nation to pursue research careers in biomedical, biological, and behavioral sciences. The program provides 50-70 students with a unique hands-on research experience that enhances their competitiveness for graduate school. Enrolled students spend 10 weeks working with UCSF faculty members on research projects; the program culminates in an oral presentation and a poster session of their research. Students are provided with a co-curricular academic enrichment seminar series, a Graduate Record Examination (GRE) preparation course, and networking activities. <http://graduate.ucsf.edu/srtp>

University of California Leadership Excellence through Advanced DegreeS (UC LEADS) is a UC-wide two-year scholarship program that began in 2000 for UC undergraduates who have experienced some form of educational disadvantage. It strives to improve admission to PhD programs, particularly in the UC system, by providing students with research experience both during the academic year and in the summers, stipend support, travel costs to conferences, and a GRE preparation course. Since UCSF has no undergraduates, our campus provides the summer research experience for students enrolled at other UCs. <http://www.ucop.edu/graduate-studies/initiatives-outreach/uc-leads.html>

UC-HBCU Initiative: The UC-HBCU Initiative (begun in 2012) is a UC system-wide initiative that seeks to improve the representation of African-American students in University of California graduate programs, particularly PhD programs, by investing in relationships and efforts between UC faculty and Historically Black Colleges and Universities. UCSF has established the UCSF-Tuskegee Partnership in Bioengineering, in which undergraduates from Tuskegee University in Alabama participate in the UCSF Summer Research Training Program and conduct research in the laboratories of UCSF bioengineering faculty. Further, the UCSF Principal Investigator, Dr. Tracy McKnight, collaborates with Tuskegee faculty to prepare these students for acceptance into PhD programs. <http://www.ucop.edu/graduate->

[studies/initiatives-outreach/uc-hbcu-program](#)

Conferences/Organizations: Each year, the UCSF Graduate Division sends staff and sponsors students and faculty to attend the Annual Biomedical Research Conference for Minority Students (ABRCMS), the annual meeting of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS), and the UC Leadership Excellence Through Advanced Degrees Annual Symposium. In 2012, UCSF established a SACNAS chapter (<http://ucsf.orgsync.com/org/sacnas>) on its campus; the Graduate Division works with this group on retention strategies for students from all ethnic backgrounds.

Recruiting Visits: Each fall, faculty from graduate programs in biomedical sciences travel to 10-12 University of California and California State University campuses with high proportions of Hispanic students to give seminars and meet with undergraduates who are interested in careers in biomedical research. These outreach efforts are key to attracting a diverse applicant pool to our programs.

National Institute for General Medical Science (NIGMS) R25 Initiative for Maximizing Student Development (IMSD): In 2014 UCSF was awarded its fifth competitive renewal of this multi-year grant. The over-arching vision of UCSF's IMSD Program is to improve the academic and research competitiveness of underrepresented minority students and facilitate their progress toward careers in biomedical research. With the imperative that "once an IMSD Fellow, always an IMSD Fellow," the IMSD Program provides "co-curricular" academic experiences that enhance and enrich the regular graduate curriculum and broaden Fellows' perspectives and marketable skills over their entire time as a graduate student. To ensure academic achievement, Fellows participate in IMSD monthly meetings, mentoring sessions, and academic enrichment activities. The students utilize the resources of the Office of Career and Professional Development and attend joint events with IRACDA Scholars in Science (ISIS) postdoctoral fellows. UCSF has operated this program since 1997.

ISIS Postdocs (NIGMS K12 Institutional Research and Academic Career Development Award (IRACDA) Scholars in Science): This postdoctoral training program combines a traditional mentored postdoc research experience with an opportunity to develop teaching skills through mentored assignments at San Francisco State University, a minority-serving institution, and provides full salary support in years two through four of the postdoctoral appointment. Another goal is to promote linkages between UCSF, a research-intensive institution, and SFSU, a minority-serving institution, to encourage further collaborations in research and teaching. UCSF was first awarded this grant in 2007, and it was competitively renewed in 2012. <http://postdocs.ucsf.edu/postdoctoral/isis>

Each of the four professional schools at UCSF has developed a set of programs and initiatives designed to expand the pipeline of applicants from diverse backgrounds. All four schools (and the Graduate Division) participate in the annual Inside UCSF program, described above. The schools of medicine, dentistry, and pharmacy collaborate on the **Interprofessional Health Post Baccalaureate Program**. Begun in 1999 and designated in 2011 as a graduate certificate program, this interprofessional post baccalaureate program for disadvantaged students interested in medicine, dentistry and pharmacy provides academic assistance, learning style assessment, and a practical working knowledge of the process of applying to and matriculating to professional schools. The goal of the program is to help participants from disadvantaged backgrounds increase their science GPA, maximize their MCAT/DAT scores, and improve their professional school applications and interviewing skills. Students receive education and training on health care issues in an interdisciplinary setting. Students come from disadvantaged backgrounds, with 23% African-Americans, 32% Latinos, 9% Pacific Islanders, 1.5% Native Americans, and 2.5% from Cambodian and Hmong backgrounds. The medical school acceptance rate for

students who have applied is 92%, the dental school acceptance rate is 90%, and the Pharmacy acceptance rate is 70%. <http://saa.ucsf.edu/iphe-postbac>

Additional innovative pipeline initiatives in the schools of medicine, dentistry, nursing, and pharmacy include:

MedLink: This is a UCSF medical student-run program that identifies inner-city students from disadvantaged backgrounds to participate in academic enrichment and college preparatory activities. The students meet over one Saturday per month from January through May and have a one-month intensive summer experience. High school students are selected from San Francisco and Oakland schools. Medical students provide academic enhancement activities including hands-on science activities, assistance with college applications, writing of personal statements, and direct mentorship. In 2012-13, MedLink worked with 136 high school students. <http://meded.ucsf.edu/outreach/medlink>

Admissions Workshop: This workshop is designed to assist pre-medical students understand the admissions process. There are opportunities to hear from the director of admissions and the dean of UCSF Medical School Admissions, and to hear about the application process from medical students and from various members of the admissions committee. In 2012-2013, there were 250 participants, of whom 82 were URM students.

Community College Outreach Visits: Campuses are chosen because they have large numbers of URM and disadvantaged students in attendance. At each annual visit, SOM staff meet with students and give them information about careers in health care professions. In 2012-2013, 120 community college students participated in UCSF visits at San Francisco City College, Contra Costa College, Diablo Valley College, Laney College, and Ohlone College.

Undergraduate Campus Recruitment Visits: The School of Medicine outreach faculty director and staff visit local undergraduate institutions to discuss medical school admissions and outreach programs with students. In 2012-13, presentations were made at UC Berkeley Career Center, California State University East Bay, and San Francisco State University

College student group visits to UCSF: The School of Medicine Outreach Office organizes school groups and premed student organizations visits to UCSF to learn more about medical school. Groups visiting the UCSF campus in 2012-2013 were Mills College, UC Berkeley Pre-Med Honors Club, UC Merced, UC Davis AMSA, California State University-East Bay, UC Santa Cruz AMSA, Diablo Valley College Chemistry Club, San Francisco State University, San Francisco City College, Los Medanos College, American River College. In all, 261 students visited UCSF under the auspices of this program.

Sunnyside Doctors Academy, Caruthers, and Selma Doctor's Academy High School programs: The School of Medicine has an on-going relationship with three magnet high schools in the San Joaquin Valley. These students are from disadvantaged communities and come from an area of California that historically has low high school graduation rates for students of color. Students visit UCSF every year to participate in a day-long curriculum that includes a pathology lab workshop, a panel of students from all the professional schools, and a tour of the UCSF Medical Center.

Conference Attendance for outreach/recruitment: UCSF faculty, staff, and medical students attend local, statewide, and national meetings. Students and faculty bring materials about UCSF School of Medicine admissions and outreach programs, and they field questions from conference participants. In

2012-13 SOM purchased and staffed tables at the following conferences: AAMC Annual Meeting, San Francisco; SNMA Region One meeting in San Francisco; SNMA National Meeting; LMSA National meeting in Florida and Region One meeting in San Diego; SUMMA Conference at Stanford University; AAIP national meeting in Santa Clara; American River College meeting. These conferences are targeted specifically toward students underrepresented in medicine and disadvantaged students. Over 800 students were reached during these events.

Graduate School Information Days: The School of Dentistry (SOD) is represented at these annual fall events at all UC campuses, many CSU campuses and some California Community Colleges. These campuses represent an important segment of “feeder schools,” and many have very diverse student populations. Establishing a presence at these events is important for UCSF’s ability to make connections with potential applicants and their mentors and advisors. The SOD has strengthened ties with Mt. San Antonio Junior College in Southern California, which has a Hispanic enrollment of 45%, with many transferring to four-year institutions.

Spring recruitment fairs dedicated to the health science professions: These include events at UC Irvine, UC Los Angeles, UC Riverside, UC San Diego, San Diego State University, and a particularly large event at UC Davis with a renewed emphasis on dentistry – the 11th National Pre-Med & Pre-Health Professions Conference. The SOD is represented on student panels, admissions workshops, admission dean’s panels, and as guest speakers.

Pharmacy Information Days: These programs are held each spring in San Francisco, Fresno and Los Angeles and offer specific opportunities for students to learn about the curriculum, admissions, and the pharmacy profession.

Fresno-area Pharmacy Outreach Program: Since 2002, the School of Pharmacy (via its Fresno-based faculty) has partnered with School of Medicine’s Fresno-based Latino Center for Medical Education and Research (LaCMER; <http://www.fresno.ucsf.edu/latinocenter/>) to provide targeted outreach for underrepresented junior high school, high school, and college students with an interest in the health professions. LaCMER, through its Junior Doctors Academies (<http://www.fresno.ucsf.edu/latinocenter/jdaabout.html>) and Doctors Academies (<http://www.fresno.ucsf.edu/latinocenter/daabout.html>) and in partnership with unified schools districts in the central San Joaquin Valley, provides a health professions pipeline program that reaches underrepresented students. The School of Pharmacy provides all pharmacy-related content/opportunities within the Junior Doctors and Doctors Academy programs. These efforts reach approximately 500 underrepresented students annually in the pipeline. Annual events and opportunities are delivered for each cohort within the programs and at the different junior high and high school campuses.

Master’s Entry Program in Nursing (MEPN): Founded in 1991, this program serves as a pathway for students with an undergraduate degree outside of the profession of nursing to become a nurse through an intensive, accelerated 12-month program, and to enter our MS program in the specialty of their choice. The MEPN program maintains URM diversity numbers in the range of 37% to 47% and is a crucial component of the School of Nursing’s efforts to increase the number of URM health professionals. This year the SON was successful in obtaining \$50,000 from the Robert Wood Johnson Foundation to support URM students in its MEPN program with scholarship funding and co-curricular activities.

RN to MS Pathway Program: This program operates in partnership with John F. Kennedy University in the East Bay and Golden Gate University in San Francisco. It is an innovative pathway program targeting the associate degree-prepared nurse for entry into our MS program. The majority of California's RNs are educated at the associate degree level and the majority of those nurses are URM. The program's goal is to foster advancement of the URM RN workforce to MS preparation and subsequently into roles such as primary care providers (e.g., nurse practitioners) and other advanced practice nursing roles.

Staff

UCSF also strives to expand the pipeline for underrepresented minorities in staff positions. Recruiting staff in Human Resources collaborate in outreach initiatives to build a presence in local underrepresented communities and to partner with community organizations that provide job forums at which UCSF can communicate its career opportunities. UCSF HR staff have participated in and made presentations at diversity career events. Other efforts have included presentations to community-based organizations that are working to develop a specific clientele, including underrepresented minorities, veterans, and individuals with disabilities.

The UCSF **Temporary Employment Program (TEP)** plays an important role in providing valuable experience through internship programs specifically targeting underrepresented minority groups. This program employs approximately 30 interns per year for four-month paid internships. Many of the interns continue on in longer-term temporary assignments or are hired into full-time positions.

Faculty

UCSF is working on several fronts to increase the number of faculty from underrepresented groups. The vice chancellor of diversity and outreach, as the director of career development for the Clinical and Translational Science Institute (CTSI) at UCSF, has initiated a faculty development program to increase the diversity of clinical and translational research faculty at UCSF with a focus on outreach as well as nurturing the internal pipeline. Key elements of this program include mentor development, traveling ambassadors, sponsorship of professional development opportunities, unconscious bias education, and a robust effort to increase the number of minority supplements held by UCSF investigators. Faculty outreach includes the **UCSF Traveling Ambassador Program**, which utilizes trained faculty ambassadors to serve as contacts to potential faculty candidates who are committed to nurturing diversity and excellence. As part of the program, faculty are reimbursed for travel expenses to attend national meetings in return for making connections with potential candidates, providing information about specific UCSF faculty openings, and obtaining contact information from those individuals with whom they interact. Candidate information is housed in a database to be matched to faculty vacancies.

The **Academic Demographic System** was developed to track all faculty searches and applicants. Applicants are sent an electronic demographic survey and responses are collected in the system. The system enables search committees and UCSF leadership to monitor the diversity of applicant pools and to view current workforce demographic data. This system is currently being replaced by an entirely electronic faculty application system, UC Recruit. The vice chancellor for diversity and outreach is notified of new academic searches for the purposes of providing education and resources to the search committee on best practices. Additionally, the vice chancellor is notified prior to the offer of interviews to evaluate the pool of candidates and to provide input, as necessary, on the need for further diversification.

A **Faculty Search Toolkit** is available to all search committee chairs and provides the necessary procedures for attracting a diverse and qualified applicant pool. The vice provost for academic affairs

and the vice chancellor for diversity and outreach together monitor all faculty searches to ensure that diverse search committees are appointed and that efforts are made to attract diverse applicant pools. The VCDO meets with department chairs and committees that have open searches focusing on those departments with unmet affirmative action goals.

The Campus Council on Faculty Life (CCFL) sponsors a leadership development program for faculty who are interested in leadership development. This program began in 2005-06 in response to a survey that found a need for more opportunities to support and advance faculty careers. Since its inception, 135 UCSF faculty have completed the full 10-day program and 76 have completed shorter versions. The programs are led by the Coro Center for Civic Leadership, a nationally recognized leadership training organization. Opportunities to network with other graduates and leaders and to participate in leadership activities are periodically offered to program graduates.

<http://academicaffairs.ucsf.edu/resources/leaders.php> and

http://academicaffairs.ucsf.edu/ccfl/faculty_leadership_collaborative.php

This year, the School of Medicine launched a strategic initiative designed to enhance the recruitment and retention of faculty from groups traditionally underrepresented in medicine. Supported by \$6 million in funding over six years by the dean of the School of Medicine, this program is led by a chairs and directors council, with the following directive:

The UCSF School of Medicine Chairs and Directors Council on Diversity (CDCD) is charged with developing, implementing, and monitoring programs to increase the culture of diversity and inclusion in faculty within the School of Medicine. With support from the vice dean for academic affairs for the School of Medicine and the vice chancellor for diversity and outreach and their offices, the CDCD will work to:

- 1) Establish a chairs' and directors' strategic initiative, with specific goals and timeline that improves the SOM's success in recruiting and retaining a faculty that is diverse and inclusive.
- 2) Identify and implement best practice strategies across all departments, centers, and institutes to ensure that all faculty searches begin with a diverse pool of candidates and proceed to optimize the ability to recruit candidates that meet UCSF's institutional needs and improve UCSF's culture of diversity and inclusion.
- 3) Identify search, departmental, and institutional metrics to measure and continuously improve upon the success of efforts to achieve a faculty culture of diversity and inclusion.
- 4) Devise and implement a communication and engagement strategy on the importance of faculty diversity, the strategies for improving the culture of diversity and progress towards institutional goals.
- 5) Recommend and implement principles and a process for the use of Dean's Strategic Diversity and Inclusion Investment Funds.
- 6) Recommend accountability strategies for use by the dean to ensure that the strategic initiative is a priority for chairs and directors.
- 7) Collaborate with the educational mission to ensure a robust pipeline of potential faculty.
- 8) Monitor and report on the state of the strategic initiative for a diverse and inclusive faculty twice annually to the dean, to the Council of Chairs and Directors, and to the Council on Campus Climate, Culture and Inclusion.

Since its inception in March 2014, the dean's funds have already been used to support the recruitment of two minority faculty into a clinical department.

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Changes in key personnel since the WASC Action Letter of March 7, 2011

1. Susan Desmond-Hellmann resigned as chancellor effective March 31, 2014 to become the CEO of the Bill and Melinda Gates Foundation; Dean of the School of Medicine Sam Hawgood was named to serve as interim chancellor and was appointed chancellor in July 2014.
2. Vice Chancellor of Finance Eric Vermillion retired as CFO on July 1, 2013, and those duties were assumed by Senior Vice Chancellor of Finance and Administration John Plotts
3. Patricia Calarco retired as dean of the Graduate Division; Elizabeth Watkins was appointed April 1, 2012.
4. Joseph Castro left his position as vice chancellor of Student Academic Affairs at UCSF to become president of CSU-Fresno; Elizabeth Watkins was appointed August 1, 2013, while continuing as graduate dean. This dual appointment has led to greater efficiencies in the provision of services and resources to students at UCSF.
5. Mary Anne Koda-Kimble retired as dean of the School of Pharmacy; Joe Guglielmo was appointed April 1, 2013.
6. Sally Marshall retired as vice provost for academic affairs; Brian Alldredge was appointed November 1, 2013.
7. Elazar Harel retired as campus chief information officer; Joe Bengfort, CIO of the UCSF Medical Center, was appointed September 1, 2013. With this appointment, IT services for the campus and the medical center have been combined.
8. Chris Cullander, director of the Office of Institutional Research, was appointed as WASC ALO on June 8, 2013, replacing Joseph Castro, who had served in that capacity previously. Upon Dr. Cullander's retirement in May 2014, Registrar and Director of Student Information Doug Carlson was appointed as WASC ALO, as of June 1, 2014.

At the system-wide level, Janet Napolitano became the 20th president of the University of California system in September 2013. Bruce Varner succeeded Sherry L. Lansing as chairman of the University of California Board of Regents on July 1, 2013.

Major new programs

In 2013, UCSF launched a joint degree program with UC Berkeley, the Master of Translational Medicine (MTM).

In 2014, UCSF launched its first predominantly on-line degree program, the Master's of Science in Healthcare Administration and Interprofessional Leadership (MS-HAIL).

Modifications in governance structure

After the resignation of Joseph Castro, then-Chancellor Susan Desmond-Hellmann and Executive Vice Chancellor and Provost Jeffrey Bluestone decided to combine the administration of the Graduate Division and Student Academic Affairs under a single leader, Elizabeth Watkins. Units were combined for

greater operational efficiency, but each division retains its unique identity, matching the services provided by equivalent units on the other UC campuses.

Challenges

Perhaps not unanticipated, a significant challenge faced by UCSF is the skyrocketing cost of housing in San Francisco for students, faculty, and staff. To begin to address this issue, UCSF has planned new housing developments on both the Parnassus and Mission Bay campuses, which will almost double the housing portfolio (from 920 units to 1,772 units capable of housing 2,616 individuals).

Significant financial results

In September 2013, UCSF announced the \$60 million Discovery Fellows Program, the largest endowment for graduate students in the history of the University of California. The endowment was established by a \$30 million cornerstone gift from venture capitalist Sir Michael Moritz and his wife Harriet Heyman. The first \$25 million was matched by funds from the Chancellor's Office, and the remaining \$5 million will be raised by dollar-for-dollar matching funds. As of July 31, 2014, \$4.8 million have been secured toward this goal. The funds are used to support first and second year students in the basic science PhD programs at UCSF.

Concluding Statement

Instructions: *Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.*

UCSF appreciated the feedback on its educational programs from the WASC review team in 2011 and used the accreditation process and the action letter as launching points for the expansion of existing programs and the development of new initiatives to improve the campus's performance in the areas of building institutional research infrastructure, assessing learning and using data, enhancing information technology, and continuing diversity initiatives. We welcomed the opportunity afforded by this Interim Report to catalog these myriad efforts and to describe the progress made in the three years since receipt of the 2011 WASC action letter.

As a graduate-only, health-sciences-focused, research-intensive university, we are especially mindful of the importance of the four areas targeted in the action letter and addressed in this interim report. Our establishment and build-out of the Office of Institutional Research as a collaborative entity has greatly enhanced the campus's ability to collect, aggregate, analyze, and report key statistics and metrics of educational effectiveness, including admissions and enrollment data, demographics, time-to-degree and completion rates, and exam pass rates. These data are now fully accessible to the public via easy-to-navigate websites. Our program review process has been updated to incorporate student learning outcomes into program self-study, external review, and feedback to programs for curriculum improvement. The Graduate Division has led national efforts to track career outcomes of its graduates, and these outcomes data are being used by the programs to continuously improve students' learning and preparation for careers post-graduation. UCSF has made multimillion dollar investments in the modernization of IT infrastructure on campus, the construction of state-of-the-art education spaces, and the development of governance structures for all campus IT needs and initiatives. Finally, we have established strong leadership in the area of diversity and a culture of collaboration across schools and administrative units. These leaders have established effective models for mentoring underrepresented faculty and staff, and they have developed, expanded, and supported a wide variety of innovative strategies to grow the pipeline for a diverse student body and workforce at UCSF.

We look forward to continued progress in these areas as we proudly carry out our mission to advance health worldwide through innovative health sciences education, discovery, and patient care.