School of Nursing Faculty Council
Christine Kennedy, RN, PhD, FAAN, Chair

ANNUAL REPORT
2009-2010

Primary Focus Points for the Year:
• Involvement in the budget planning and budget reduction process; increasing efficiencies
• Revision of the master’s program curriculum
• Search for the new Dean
• School bylaw revision

Task Forces, Special Committees, and Sub-Committees:
• Dean’s Efficiency Workgroups
• UCSF Academic Senate Task Force Reviewing the Recommendations of the UC Commission on the Future

Issues for Next Year (2010-2011)
• Installation of the new Dean
• Continued involvement in budget cut planning
• Working out the pre-registration process with the Registrar
• Extending deadlines for grade submissions
• Monitoring School IT Issues

2009-2010 Members
Christine Kennedy, Chair (FHCN)
Meg Wallhagen, Vice Chair (Physio)
Pilar Bernal Del Pheils (FHCN)
Shari Dworkin (SBS)
Jane Hirsch (CHS)
Jill Howie Esquivel (Physio)
Susan Janson (CHS)
Joseph Mullan (SBS)

Ex-Officio Members
Kathy Dracup (Dean)
Zina Mirsky (Associate Dean)
Morgan Smith (Student Council)

Number of Meetings: 9 (2 canceled for furloughs)
Senate Analyst: Wilson Hardcastle
Systemwide Business

The School of Nursing Faculty Council took up the following Systemwide issues this year:

**Budget Cuts and Proposed Faculty Salary Cuts and Furloughs**
The Faculty Council reviewed and discussed proposals distributed by UCOP and the Chancellor throughout the year regarding the budget crisis and proposed reactions to the reduction in State funding.

**UCSF Academic Senate Task Force Reviewing the Recommendations of the UC Commission on the Future**
Pilar Bernal de Pheils of the School of Nursing Faculty Council served on the UCSF Academic Senate Task Force “Reviewing the Recommendations of the UC Commission on the Future”, specifically focusing on the two sections regarding “Size and Shape” and “Education and Curriculum.”

Links to the Commission and their recommendations, and the timeline and related reports and recommendations of the local task force reviewing and commenting on the recommendations of the Commission are presented on the Academic Senate website (http://senate.ucsf.edu) under Issues Under Review: UC Commission on the Future.

School Business

**Budget Adjustments**
Throughout the year the Faculty Council remained engaged and worked with both administration and the departments to address a variety of funding shortfalls as well cooperated throughout the year to address the ongoing and ever-changing, but always dismal, budget and funding climate.

**Masters Curriculum Revision**
In the September 18, 2009 meeting J. Hirsc reported on the summer work of the committee, who then published a narrated and interactive presentation to Moodle . On October 23, 2009 Judy Martin Holland, Jane Hirsch and Lynda Mackin of the Master’s Curriculum Revision Task Force led the members of the task force in giving a presentation regarding the ongoing revision of the Master’s Program to the full faculty.

After much review and discussion, the proposed revisions to the Masters Program curriculum were included in the Course Calendar and approved by a vote of the full faculty in its meeting February 19, 2010. (This authority version of this document is maintained by the Dean’s office and is not attached to this annual report.)

In the May 21, 2010 Faculty Council meeting, Jane Hirsch reported that two task forces will be formed and charged with evaluating the curriculum revisions which will begin implementation this coming Fall, and will continue to identify opportunities for connected teaching and the reduction of redundancies. Committee appointments will be made via Judy Martin-Holland in cooperation with department chairs, and in accordance with the usual committee appointment process.

**Pathways Implementation**
In the October 23, 2009 meeting Dean Dracup informed the Faculty Council on the progress of implementing the proposed six Pathways to Inter-professional Education program into the School of Nursing curriculum. Josh Adler, director of Ambulatory Practices and Associate Professor in the Department of Medicine, was been charged with overseeing the campus implementation of the Pathways program.
**Engagement in Faculty Governance**
On October 23, 2009, Chair Kennedy led the Faculty Council and the full faculty in a discussion on how the faculty of the School of Nursing could more actively and aggressively engage in the shared governance of the University. This discussion included improving morale and encouraging faculty to be engaged while being sensitive to the current over-demands on faculty time and resources. How do we continue to engage the hard-working faculty in the system work at hand, and continue the participatory/buy-in model in the somewhat strained atmosphere? Chair Kennedy inspired discussion regarding possible model changes in order to be successful, productive, effective, and in this time of reduced resources, exceptionally efficient.

**Post Employment Benefits**
School of Nursing faculty member Jean Ann Seago served on the Academic Senate Committee on Faculty Welfare and gave routine updates to the School of Nursing Faculty Council and the full faculty regarding the proposed changes and possible funding responses for the UC faculty post-retirement benefits. Most of not all of the budget materials J.A. Seago provided were considered confidential and are not attached to this annual report.

**Faculty Awards**
This year’s recipients of the SON Faculty Teaching Awards are:

Creating a Supportive Learning Environment: Fran Dreier  
Clinical Mentoring: Mark Hawk  
Educational or Curricular Innovation: Suzan Stringari-Murray  
Clinical Enrichment (Leave): Barbara Burgel  

No nominations were submitted this year for Overall Excellence or for Research Mentoring.

**Bylaw Revision**
Meg Wallhagen and Pilar De Pheils led the Faculty Council in a full update and revision to the School of Nursing bylaws, focusing particularly in the charge and membership criteria for the MS Program Council, the Research Committee, and the Faculty Practice Committee.

Ultimately, these proposed modifications were submitted to the Academic Senate Committee on Rules and Jurisdiction (R&J) for review and approval before submission to the full faculty in fall 2010. The communication and blacklined document requesting R&J review is attached to this annual report as Appendix 1.

The response from R&J expressing both its approval and suggestions for clarifying improvements is attached as Appendix 2.

**New Campus Course Pre-Registration**
Doug Carlson, Registrar, joined the Faculty Council on February 19, 2010 for a discussion and Q & A on the developing system for students to pre-register for courses four to six weeks in advance of the term, and related program-specific needs. D. Carlson welcomed and requested feedback on the proposed ideas and implementation concerns. The Faculty Council and the Registrar will continue to work together to best design this process and best benefit the faculty, students, and curriculum. The Faculty Council suggested that six-weeks in advance would be best for faculty and course planning, as well as student scheduling (particularly as most students working as clinicians need to request time off from employment six weeks in advance). The School will need to develop a mechanism for canceling courses with fewer than a mandatory minimum of students enrolled (this is not a decision or action taken at the Registrar’s office).
Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing

The Faculty Council reviewed and discussed the proposed document Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing (Appendix 3, as sent from MPC). It was noted that these policies should incorporate consequences consistent with School student policies, and should fall under the Associate dean for Academic Programs and Diversity initiatives. The Master’s Doctoral Program should not be identified as the managing body as their responsibilities are programmatic, rather it should fall to the department chair or specialty coordinator.

J. Hirsch is taking the lead on this initiative and noted other suggested language which will be incorporated into the next draft to make this policy an extension of existing School policy after review by the DPC. It was also noted that it is regrettable that such a code of conduct is necessary to be implemented, but recent events have indicated the necessity of such.

Condition of Information Technology within the School of Nursing

This year the School of Nursing Faculty Council reviewed the situation as presented regarding the disparate IT phenomena in the School of Nursing and made recommendations to the Doctoral Program Council and the Masters Program Council that this issues (Appendices 4 and 5) should be investigated in an ongoing fashion and reviewed and reported on again in the coming year.

WASC Review Reporting

The School of Nursing Faculty and the Faculty Council worked with Associate Dean Judy Martin Holland and Vice Provost Student Academic Affairs Joe Castro on the Educational Effectiveness Review Report for the Western Association of Schools and Colleges (WASC). The July 7, 2010 draft report is attached as Appendix 6 (53 pages).

Other Items

This year the SON-FC took up other long-term issues including the following:

- The Dean’s Efficiency Workgroups
- The CCNE survey and site visit
- The BRN review and site visit
- Extending deadlines for grade submissions

Task Forces and Other Committee Service

Pilar Bernal de Pheils of the School of Nursing Faculty Council served on the UCSF Academic Senate Task Force “Reviewing the Recommendations of the UC Commission on the Future.”

Going Forward

Ongoing issues under review or actions which the Committee will continue into 2009-2010:

- Installation of the new Dean
- Continued involvement in budget cut planning
- Working out the pre-registration process with the Registrar
- Extending deadlines for grade submissions
- Ongoing review of IT issues
- WASC Review
Appendices

This Annual Report is posted on the School of Nursing Faculty Council Web page on the Academic Senate Web site. Appendices are embedded into this PDF document.

Appendix 1: Communication from the School of Nursing Faculty Council requesting review and approval of proposed modifications to the School of Nursing Bylaws dated July 5, 2010.

Appendix 2: Communication from the Committee on Rules and Jurisdiction expressing approval of proposed modification to the Bylaws of the School of Nursing dated August 11, 2010.

Appendix 3: Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing

Appendix 4: Report from the Department of Family and Health Care Nursing: Summary of Experiences with Technology 2010

Appendix 5: Report from N262A Winter 2010: Experience Engaging Different Technologies


Appendix 7: SON Standing Committee Annual Report: Doctoral Program Council

Appendix 8: SON Standing Committee Annual Report: International and Global Health

Appendix 9: SON Standing Committee Annual Report: Masters Program Council

Appendix 10: SON Standing Committee Annual Report: Faculty Practice

Appendix 11: SON Standing Committee Annual Report: MEPN Program Council

Appendix 12: SON Standing Committee Annual Report: Research Committee

Appendix 13: SON Standing Committee Annual Report: Student Awards Committee

Appendix 14: SON Standing Committee Annual Report: MEPN Screening

Appendix 15: SON Standing Committee Annual Report: Doctoral Screening

Appendix 16: SON Standing Committee Annual Report: Recruitment and Retention pending

Appendix 17: SON Committee Annual Report: Diversity in Action pending

Senate Staff:
Wilson Hardcastle, Senior Analyst
wilson.hardcastle@ucsf.edu; 415/476-4245
School of Nursing Faculty Council  
Christine Kennedy, RN, PhD, PNP, Chair

July 5, 2010

Anne Slavotinek, MD, Chair  
Committee on Rules and Jurisdiction  
UCSF Academic Senate  
500 Parnassus Avenue, Box 0764

Re: Proposed revision and modifications to the Bylaws of the UCSF School of Nursing

Dear Chair Slavotinek,

The School of Nursing Faculty Council recently responded to requests from two of its standing committees to update the School bylaws as it pertains to their committees: the Research Committee and the Faculty Practice Committee. The School of Nursing Faculty Council took this opportunity to review the entire set of school bylaws and suggest updates and administrative corrections as necessary. While there are proposed modifications to other sections of the bylaws (largely clerical and administrative), the predominance of the modifications pertain to the membership and duties of the aforementioned standing committees. The School of Nursing faculty Council submits these modifications to the Academic Senate Committee on Rules and Jurisdiction for review and approval before submission to a vote of the full faculty.

Justifications

Part VIII. Faculty Council, Section 20 Meetings  
This section has been modified to allow more flexibility in setting the meeting schedule and to increase efficiency in these times of diminished resources.

Part IX. Standing Committees, Section 27  
This section has been eliminated to bring the Bylaws in accordance with standard practice.

Part IX. Standing Committees, Section 29.a  
This section has been amended to include reference to the standing Global Health Committee which was created in 2008, and to clarify the membership for the MS Program Council so that the council include two representatives from each department and the mandatory inclusion that one of these two members be a Nurse Practitioner, whose experience and expertise are necessary for the successful functioning of the master’s program council. The department of Social and Behavioral Sciences is exempt from providing a Nurse Practitioner as one of its members as it is not a clinical department, per se, and does not have a Nurse Practitioner program.

Part IX. Standing Committees, Section 29.b The Research Committee  
This section has been amended to include a representative from the Medical Center, who shall be appointed by the Dean of the School of Nursing. As it has been the practice of this committee, it is further codified that the Research Committee be responsible for identifying student delegates to the annual Western Institute of Nursing Conference.
**Part IX. Standing Committees, Section 29.d The Faculty Practice Committee**

This section has been amended to modify the membership such that faculty who direct the faculty practices be members of the faculty Practice Committee (ensuring relevant knowledge, experience and responsibility to the membership). The defined functions of the faculty Practice Committee have been amended to reflect the current activities and responsibilities of the committee.

Members of the Faculty Council are available to address the Committee on Rules and Jurisdiction should you have any questions or concerns regarding the proposed bylaw modifications. You may contact the School of Nursing Faculty Council via the Wilson Hardcastle in the Office of the Academic Senate, wilson.hardcastle@ucsf.edu, or you may contact me directly at christine.kennedy@nursing.ucsf.edu.

Respectfully submitted,

**Christine Kennedy, RN, PhD, PNP**
Chair, School of Nursing Faculty Council
PART I. FUNCTIONS

1. The Faculty of the School of Nursing shall govern and supervise the School in accordance with San Francisco Division Bylaw 95 (Powers of the Faculties).

PART II. MEMBERSHIP AND VOTING PRIVILEGES

2. The full Faculty of the School of Nursing shall consist of:
   a. The President of the University;
   b. The Chancellor at San Francisco;
   c. The Dean of the School of Nursing;
   d. All members of the Academic Senate who are members of the departments assigned to the School of Nursing;
   e. Faculty appointed in the Adjunct, Health Sciences Clinical Professor, Clinical Professor (Volunteer) and Professional Research series assigned to the School of Nursing.

3. Faculty functioning as the full faculty of the School of Nursing (FSON) have the privilege of the floor for discussion and may make and second motions, and may vote on issues pertaining to School of Nursing policy, unless a specific reference is made to the Faculty as a Committee of the Division (FCOD).

4. The Faculty of the School of Nursing (San Francisco), functioning as a Committee of the San Francisco Division of the Academic Senate (FCOD) shall consist of: [Senate Bylaw 45]
   a. The President of the University;
   b. The Chancellor at San Francisco;
   c. The Dean of the School of Nursing;
   d. All members of the Academic Senate who are members of the departments assigned to the School of Nursing.

5. When the Faculty is functioning as a Committee of the Division, only members of the Faculty who are voting members of the Academic Senate shall be eligible to vote and hold office (Senate Bylaw 45).

PART III. OFFICERS

6. Chair - The Chair of the Faculty shall serve as Chair of the Faculty Council and must be a member of the Academic Senate (Bylaws 14 and 15).
7. 
Vice Chair – The Vice Chair of the Faculty shall serve as the Vice Chair of the Faculty Council and must be a member of the Academic Senate. (Bylaws 14 and 15).

8. 
The Executive Office of the San Francisco Division provides professional, analytical, and administrative support; guidance; coordination; communication; and assistance (Division Bylaws 25). Its duties shall include: [En. 5/14/04]

   a. Maintaining proper records.
   b. Sending advanced notice (call) for meetings and presentations to the Faculty, in advance of any meetings, or adequate information regarding matters to be considered.
   c. Minutes of each Faculty Meeting.
   d. Conducting all elections that require mail ballots.
   e. Keeping a valid roster of voting members of the Faculty.

PART IV. DUTIES OF OFFICERS

9. 
   a. The Chair shall preside at all meetings of the Faculty and of the Faculty Council.
   b. The Chair shall consult with the Dean in arranging the agenda of meetings of the Faculty Council and the Faculty.

10. In the absence of the Chair, the Vice Chair shall preside at meetings of the Faculty and the Faculty Council.

PART V. MEETINGS OF THE FULL FACULTY

12. Meetings of the Faculty shall be held at least once a quarter and at other times as determined by the Faculty. A faculty meeting may be called by the Chair, Vice Chair, or upon written request of five voting members of the Faculty without regard to Senate membership.

PART VI. QUORUM OF FULL FACULTY MEETINGS

13. A quorum shall consist of twenty members without regard to series. If the Faculty is functioning as a committee of the Division, those twenty members must be members of the Academic Senate. [Am. 5/14/04]
PART VII. ORDER OF BUSINESS

14. The order and conduct of business of Faculty meetings shall be guided by the provisions of Divisional Bylaws 45, 50, and 55.

PART VIII. FACULTY COUNCIL

15. Membership:

The Faculty Council shall consist of the following members/representatives: [Am. 5/21/93, 5/20/94]

a. The Dean, considered an ex officio, non-voting member, or an alternate designated by the Dean;

b. Two elected representatives from each of the four departments within the School, at least one of who must be a member of an Academic Senate series. The other representative may be a member of the Clinical, Adjunct, or Research series; [Am. 5/20/94]

c. One graduate nursing student, who is a non-voting member, selected by the Nursing Student Council; [Am. 5/14/04]

d. When the Faculty Council functions as a Committee of the Academic Senate, only members of the Academic Senate may vote. Each department shall have one vote only. All other members and representatives of the Faculty Council may have the privilege of the floor for discussion. In all other matters, all members have full privileges. [Am. 5/20/94]

16. Officers of the Faculty Council and Faculty:

a. The Chair and the Vice Chair shall be chosen from among the elected voting Academic Senate members of the Faculty Council by all voting members of the Faculty Council at the first meeting of the fall academic term. [Am. 5/20/94 & 5/14/04]

17. Terms of Office:

a. The elected Faculty Council members shall hold office for a full term of two years beginning with the first day of September. They shall not serve for more than two consecutive full terms, except the immediate past Faculty Council Chair who may serve two additional years. [Am. 5/20/94 & 5/14/04]

b. The student member shall serve a term of one school year commencing with the Fall Quarter.

18. Nominations and Elections:
a. Election of officers

(1) The Faculty Council will annually elect a Chair and a Vice Chair. [Am. 5/20/94 & 5/14/04]

(2) These officers will serve for one year, and may be re-elected to no more than three additional consecutive years. [Am. 5/20/94]

(3) All voting members of the Faculty Council must have the opportunity to vote for the Chair, and Vice Chair. [Am. 5/20/94 & 5/14/04]

b. Members elected within departments

(1) Each department shall elect two representatives to the Faculty Council at the beginning of the spring academic term, staggering the elections so that one of the two representatives shall be elected one year and the other the next year. [Am. 5/20/94]

(2) Responsibility for nomination and election of the departmental representatives is delegated by the Chair of the Faculty to the incumbent departmental representatives. Each department may determine its own procedure for nominations and elections. [Am. 5/20/94]

(3) The incumbent representative will report the results of the election to the Chair of the Faculty. Each department will be accountable, upon request, to report its election process to the Faculty Council. [Am. 5/20/94]

19. Vacancy:

The Departments shall hold a special election to fill interim vacancies in the elected membership of the Faculty Council for unexpired terms of four months or more. Members elected to fill a vacancy shall take office at once and serve for the full remaining term. The person elected will be eligible to be elected subsequently to two full terms. [Am. 5/20/94]

20. Meetings:

The Faculty Council shall meet regularly monthly during the academic year with meeting dates to be determined by the Chair in cooperation with the Office of the Academic Senate. Additional meetings may be called by the Chair, the Dean, or any three members of the Faculty Council or upon written request of five members of the faculty, without regard to Senate membership.

21. Quorum:

A quorum shall consist of any five voting members, one of whom is an officer of the Faculty Council, and the Dean or Dean Designate.
22. **Duties and Powers:**

   a. In accordance with Division Bylaw 95 and in concert with the Graduate Council, the Faculty Council shall have the authority to administer the rules and policies established by the Faculty in the following matters: [Am. 2/93]

      (1) Approving petitions of students to graduate under suspension of the regulations.

      (2) Approving the award of degrees, certificates, and honors at graduation.

      (3) Exercising jurisdiction over scholastically disqualified students.

      (4) Dismissing students for causes other than scholastic disqualifications.

   b. The Faculty Council may act:

      (1) For the Faculty with respect to any subject delegated to it by the Faculty.

      (2) On any subject which in times of emergency or crisis merits Faculty Council action, and which lies within the province of Faculty powers delegated by The Regents.

      (3) To establish and maintain liaison with members of the Departments within the School of Nursing, with other Schools of the Division, and other Divisions of the Senate.

      (4) To appoint the Chairs and members of Standing Committees of the Faculty.

      (5) To establish Special Committees of the Faculty and appoint members to such committees. [Am. 2/93]

      (6) To receive proposed (new or revised) regulations or bylaws from Faculty members or Faculty committees. [En. 5/14/04]

      (7) To review the proposed regulations and bylaws for their conformity to the code of the Academic Senate. [En. 5/14/04]

      (8) To keep the Faculty informed of University wide and campus changes in bylaws and regulations and revise those of the School to conform to these changes as necessary. [En. 5/14/04]

      (9) To serve as a resource for the Faculty concerning bylaws and regulations. [En. 5/14/04].

All actions carried out under these provisions shall be reported to the Faculty at the subsequent Faculty meetings.
PART IX. STANDING COMMITTEES

23. Standing Committees shall be authorized by the voting members of the Faculty.

24. Members of Standing Committees shall serve a term of at least two years starting September 1 and ending August 31. The selection of members shall be staggered so that half of the members shall be selected one year and the other half the next year. [Am. 5/20/94]

25. Chairpersons and members of Standing Committees shall be appointed by the Faculty Council.

26. Each Standing Committee may appoint such sub-committees or ad hoc committees, as it deems necessary to conduct its business.

27. Each Standing Committee shall formulate standards and policies designed to secure prompt, continuous, and uniform fulfillment of its duties. Standards and policies shall be subject to review and approval by the Faculty.

28. Standing Committees shall give a report of their activities to the Faculty at least once a year.

29. Standing Committees shall be:

   A. The MS Program Council, MEPN Program Council, and Doctoral Program Council, Research, Recruitment and Retention, Faculty Practice and the International and Global Health Nursing Committee.

   (1) Membership:

      a. Unless otherwise required below, these councils shall each consist of a faculty member, without regard to Academic Senate membership, from each of the four departments, at least one student representative from the program addressed by each Council, and the Associate Dean for Academic Programs, ex officio. [Am. 2/93]

      b. At least one member of the MEPN Program Council shall be a Faculty of Record for a MEPN course. [En. 11/91, Am. 2/93 & 6/99]

      c. The MS Program Council shall include two representatives from each department, with the exception of Social and Behavioral Sciences which shall have one representative, and each clinical department must include a Nurse Practitioner as one of their representatives. [En. 5/10]
(2) In concert with the Graduate Council the functions of the MS Program Council, the MEPN Program Council, and the Doctoral Program Council shall be to: [Am. 5/91, 11/91, & 2/93]

a. review and approve courses for the Consent Calendar submitted to the Faculty for their approval;

b. plan, implement and evaluate the programs in Nursing leading to graduate degrees;

c. consider implications of policies and program development on recruitment and retention of students in programs in Nursing leading to graduate degrees;

d. develop guidelines for reviewing, and implementing, and/or discontinuing specialty areas; [En. 5/14/04]

e. communicate and consult with other Program Councils on matters affecting students across Programs or when addressing issues that affect multiple Program Councils; [En. 5/14/04]

f. review curricular issues and concerns cross program, department, School, and institutional lines. [En. 5/14/04]

B. The Research Committee

(1) Membership: [Am. 5/14/04]

a. The Research Committee shall consist of a one representative from each department in the School, one doctoral student, and one representative from the Medical Center to be appointed by the Dean. At least one member of this committee should be a member of the Academic Senate.

b. Each department representative should be a former or current principal investigator with an externally funded research project.

c. Ex officio members to this committee include a School of Nursing representative to the Academic Senate Committee on Research (COR) and the School of Nursing Associate Dean for Research.

(2) The function of the Research Committee shall be to: [Am. 5/14/04]

a. Advise the Office of Research on development and implementation of research policies and procedures to assist faculty research (such as HIPAA guidelines, Data Safety Monitoring Plans, etc.).
b. Conduct scientific reviews of intramural research proposals submitted by faculty in response to an annual School of Nursing Call for Proposals and make recommendations for funding to the Office of Research. The Office of Research will distribute and monitor the use of research funds and report appropriately to the Committee. [Am. 2/93]

c. Participate in scientific review process for UCSF campus-wide collaborative nursing research proposals.

d. Facilitate faculty research development activities by providing workshops, training seminars, and other mechanisms to improve the expertise in research methods [En. 5/91, Am. 2/93].

e. Facilitate recognition and professional awards to faculty for their contributions to research by:

   1. annually soliciting nominations for the Helen Nahm Research Lecture Award and selecting the awardee.

   2. working with the School of Nursing representative to the Faculty Senate Committee on Research (COR) to solicit nominations for annual Faculty Research/Clinical Lecturer awards.

f. Advise the Office of Research on administrative matters [En. 5/91, Am. 2/93].

   g. Solicit, review and choose students for support at the Western Institute of Nursing (WIN) conference.

C. Recruitment and Retention Committee

   (1) Membership:

   a. This committee shall consist of Faculty members without regard to Senate membership. Representation will include: one Faculty representative from each of the four departments; at least one student representative, the Associate Dean for Academic Programs, ex officio, and the Assistant Dean for Academic Services, ex officio. [Am. 2/93]

   (2) The function of the Committee on Recruitment and Retention shall be to:

   a. establish and monitor recruitment and retention of underrepresented Faculty and students. [Am. 2/93]

D. The Faculty Practice Committee [Am. 5/19/95]
(1) Membership:

a. The Faculty Practice Committee shall consist of five faculty following members, without regard to Academic Senate membership: one from each of the four departments of the School and one ex officio member representing School of Nursing administration. Two members of the Committee must be actively engaged in clinical practice: the directors of each of the School of Nursing’s faculty practices and one representative from each department that does not have a director of a faculty practice (if any); and one representative from the School of Nursing administration to be identified by the Dean. [Am 05/10]

(2) The functions of the Faculty Practice Committee shall be to:

a. Develop faculty practice policies that articulate the integration of research, teaching, practice, and service; Provide oversight of the faculty practice credentialing, risk management and performance improvement policies;

b. Prepare an annual report for the Dean;

c. Provide consultation and resources to faculty involved in faculty practices within each department, and Participate in the development of faculty practice policies that articulate the integration of research, teaching, practice, and service;

d. Provide final approval of all faculty practice policies;

e. Provide guidance to faculty and administration on the Compensation Plan in relation to faculty practice revenues; and

f. Review proposals for new faculty practices and provide recommendations to Faculty Council. [Section Am 05/10]

E. International and Global Health Nursing Committee

(1) Membership:

a. This committee shall consist of faculty members without regard to Academic Senate membership. Committee Membership shall consist of at least the following: one faculty representative from each of the four departments; one faculty representative from the Institute for Health and Aging; at least one student representative, and the Associate Dean for International Programs as ex officio. The Chair shall be appointed to serve as Chair for a term of two years.
The functions of the International and Global Health Nursing Committee shall be to:

a. Collaborate closely with the Associate Dean for International Programs;
b. Collaborate closely with the UCSF WHO Center Network;
c. Integrate international/global health nursing programs and activities into the fabric of the School;
d. Develop and oversee policy affecting international student placements;
e. Guide policy in the area of international agency/institutional affiliations;
f. Guide policy in the area of recruitment and retention of international MS and PhD students;
g. Provide leadership in developing intra and interschool collaborative research programs/networks; Chair or designee shall represent the School of Nursing on University or campus International and Global Health working groups as necessary;
h. Sponsor international speakers and programs;
i. Assist in identifying/publicizing grant opportunities for School of Nursing faculty and Dean’s Office and, in general, research possible sources of funding to enhance international/global health programming opportunities. [Am. 09/06]

PART X. SUSPENSION OF THE RULES

30. The rules of the Faculty may be suspended by vote of the Faculty, provided that no more than two voting members present object to such suspension. [Am. 2/93]

PART XI. AMENDMENT OF BYLAWS

31. Subject to the Bylaws of the Division, minor revisions to these Bylaws may be amended at any regular or special meeting of the entire Faculty Council. It is authorized to make editorial and conforming non-substantive changes in the Bylaws and Regulations with regard to numbering, headings, cross-references, organizational titles, details of style, and similar items. It shall report such changes to the organizations directly concerned, and publish them in the call for the next meeting of the entire Faculty (FSON). Minor revisions are of an editorial nature, and do not substantively change the meaning or intent of the by-laws. [Senate Bylaw 312 B] [Am. 5/14/04]

32. A proposal for a major revision of these Bylaws shall be voted upon by the entire Faculty (FSON) with a written ballot* at a meeting subsequent to the one in which this proposal has been presented to the Faculty.

* The term “written” shall include electronic transmission.
Communication from the Committee on Rules and Jurisdiction
Anne Slavotinek, MD, Chair

August 11, 2010

Christine Kennedy, RN, PhD, PNP, Chair
School of Nursing Faculty Council
Office of the Academic Senate, Box 0764

Re: Proposed Revision and Modifications to the Bylaws of the UCSF School of Nursing

Dear Chair Kennedy:

The Committee on Rules and Jurisdiction reviewed the Proposed Revision and Modifications to the Bylaws of the UCSF School of Nursing submitted July 5, 2010. The Committee approves these modifications with the recommendation that Part IX Section 29 be clarified with the attached language before submission for approval by the full faculty of the School of Nursing.

Sincerely,

The Committee on Rules and Jurisdiction
Anne Slavotinek, MD, Chair
BYLAWS OF THE FACULTY OF THE SCHOOL OF NURSING
(University of California, San Francisco)

PART IX. STANDING COMMITTEES

29. The Standing Committees shall be: The MS Program Council, MEPN Program Council, Doctoral Program Council, Research, Recruitment and Retention, Faculty Practice and the International and Global Health Nursing Committee.

A. Membership in the Standing Committees shall be governed as follows unless otherwise specified later in this Section:

(1) Standing Committees shall each consist of a faculty member, without regard to Academic Senate membership, from each of the four departments, at least one student representative from the program addressed by each Council, and the Associate Dean for Academic Programs, ex officio. [Am. 2/93]

(2) At least one member of the MEPN Program Council shall be a Faculty of Record for a MEPN course. [En. 11/91, Am. 2/93 & 6/99]

(3) The MS Program Council shall include two representatives from each department, with the exception of Social and Behavioral Sciences which shall have one representative, and each clinical department must include a Nurse Practitioner as one of their representatives. [En. 5/10]

B. The MS Program Council, the MEPN Program Council, and the Doctoral Program Council shall, in concert with the Graduate Council, perform the following functions:

1. Review and approve courses for the Consent Calendar submitted to the Faculty for their approval;

2. Plan, implement and evaluate the programs in Nursing leading to graduate degrees;

3. Consider implications of policies and program development on recruitment and retention of students in programs in Nursing leading to graduate degrees;

4. Develop guidelines for reviewing, and implementing, and/or discontinuing specialty areas; [En. 5/14/04]

5. Communicate and consult with other Program Councils on matters affecting students across Programs or when addressing issues that affect multiple Program Councils; [En. 5/14/04]

6. Review curricular issues and concerns cross program, department, School, and institutional lines. [En. 5/14/04]

Subsequent sub-sections will require their numbering to be adjusted accordingly.
The following qualifications amplify requirements found in the University of California Student Conduct Code. For admission, continuation and graduation in their programs, students must abide by the following specifications for behaviors and abilities. The term “student” pertains to all students enrolled in the UCSF School of Nursing. Potential students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application packets, during program orientation, and via the School’s website. In addition to this document, a document specifically developed by MEPN faculty and students for their use (Communication and Relationship Tips) can be found online.

**Communication**

Students must communicate effectively and sensitively with patients and their families, as well with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback. Classroom behavior is expected to be professional, civil and respectful, and electronic communication is expected to also be professional, civil and respectful. (Source: UC Student Code of Conduct)


**Cognitive**

Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs/areas of study.

**Behavioral/Emotional**

Students must possess the emotional health/maturity required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations. Students must demonstrate the emotional stability to function effectively under stress, and adapt to environments that may change rapidly without warning under unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students
must demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.

**Professional Conduct**
Students must possess the ability to reason morally and practice in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

**Motor and Sensory Skills**
Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or relevant activity in their chosen programs/areas of study.

**Reasonable Accommodation for Disabilities**
The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and Disability Resources for students. Contact: UCSF Office of Student Life, (415) 476-4318, [http://osl.ucsf.edu/](http://osl.ucsf.edu/)

Students who wish to request reasonable accommodations are encouraged to contact the Office of Student Life (see above for contact information) to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting accommodation is very important. The University has policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodation. To learn more about the process for establishing services through their offices, please contact the appropriate office.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodation. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note that we are not required to provide requested accommodation that would fundamentally alter the essential functions or technical standards of the program.
Process for Documenting Behavioral Issues

If and when a student does not meet expectations for these essential behaviors, the following will occur:

1. **Problematic behavior is documented:** Problematic behavior will be documented by faculty in the student’s file.

2. **Problematic behavior results in a formal warning and a contract with the student:** If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised of a warning, indicating that the student’s continuation in the program is in jeopardy.

   a) **Composing contract:** The student’s faculty advisor, in consultation with the Associate Dean for Academic Affairs, prepares an individual student contract that must accompany the warning letter identifying the behaviors to be demonstrated in order to meet the essential behaviors and thus remain in the program.

   b) **Master’s or Doctoral Program Committee approves contract:** The individual student contract is reviewed and approved by MEPN, MPC or DPC. The documentation of lapses in the essential behaviors must accompany the contract.

   c) **Student is apprised of warning and given contract:** An official of the academic program and advisor meet with the student to present the warning and individual student contract. After the student reads and signs the warning, (signature indicates that the student has read it), the warning is placed in the student’s academic file.

   d) **Contract is monitored quarterly:** The appropriate advisor/committee monitors the contract quarterly, and if not upheld by the student, the student will be dismissed.

Should it become necessary, the UCSF School of Nursing Grievance Procedure is outlined in the Student Handbook. ([http://nurseweb.ucsf.edu/www/ix-cs.shtml#stuhdbk](http://nurseweb.ucsf.edu/www/ix-cs.shtml#stuhdbk))

March 2010
University of California San Francisco
School of Nursing
<table>
<thead>
<tr>
<th>Technology/ Classroom/ Format</th>
<th>Experience</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms for large classes</td>
<td>Cole Hall: n = 225 students; impersonal, more challenging to encourage question and answer; HSW 303: n=165 students. Students had to sit on the floor every week. FOR asked for another classroom, but none was available.</td>
<td>No preparation for large class. Need 2 TAs, additional supports, seminars and small group experiences. No Pbox for recording in Cole Hall; Have Pbox in HSW.</td>
</tr>
<tr>
<td>Roster</td>
<td># of enrolled students was distributed in week 9 by Jilliam Lam. Asked to verify enrollment list for online evaluation. List was not accurate (fewer students than enrolled on moodle).</td>
<td>No formal course roster distributed. Enrollment was verified when final grades were assigned online.</td>
</tr>
<tr>
<td>Audio recording</td>
<td>SON encouraged using Elluminate for audio recording of lectures. Quality of audio was better with TAs small audio recorder than Elluminate. Didn’t post Elluminate.</td>
<td>Instructions on how to use Elluminate did not include which UCSF wireless network to use and how to connect using VPN and email.</td>
</tr>
<tr>
<td>Video recording</td>
<td>SON advised that video could be posted on Moodle. Borrowed video camera from library (no charge) to video key lectures. Video was not compatible with moodle since it can’t handle large files. Video was typically 1.5GB; the maximum file-size allowed on Moodle is 75MB. Had DVD of videos recorded by library and of high quality. Needed to convert old DVDs to newer, smaller format and divide files to be able to post them as a podcast. Took TA many hours to do this. No charge in the library.</td>
<td>Consulted with library and told to post videos as a podcast since it allows 150MB. Need FOR to complete paperwork to get a site to post the podcasts. Students need to register (once) to view podcasts if they have the correct software installed, e.g. iTunes. Quality was good, but not excellent. Students preferred to view video with audio rather than audio alone.</td>
</tr>
</tbody>
</table>
### Pbox

In week 7, FOR learned that HSW 300 has a Pbox and all lectures are recorded and stored. It took us 2 weeks to get in touch with the Educational Technology Services person (separate from the library’s CIT) who helped retrieve the video from the Pbox and TA posted the podcast link to them on Moodle. The quality was great – it included the slides and audio (no video of lecturer).

A great way to get fine quality video of slides and audio for free. The library edited the slides so earlier/irrelevant conversations were edited out. Pbox starts when laptop is connected to LCD.

### Articulate

Articulate used for clinical courses (N270) with success (Schapiro, FOR).

Great format since you can edit one slide at a time rather than other formats which do not allow editing from year-to-year.

### I Clickers

Fun to use. Need time to check them out and return them to ‘classroom support’.

Only able to use them in week 1 since the IClickers were reserved by other professors for all the other weeks of the course. Need to ask students to purchase IClickers if we will use them often or ask UCSF to purchase more OR install permanent Iclickers in large classrooms, such as Cole Hall.

### Exams on Moodle

N262A: Instructions on how to take exams in Moodle was provided to students during their orientation; FOR was not given instruction update and thus not posted for students; Major problems during exam period. Not told that system shuts down at 1AM until after exam was open for 7 days – notified CIT and XinXin.

Exams on Moodle

N262A: XinXin and Library responded to FOR questions after some problems with the midterm; Instructions were compiled for FORs to distribute to students after the midterm; Students need to use Firefox, scrolling within the exam can change answers, short answers must not include non-letter keys, and one question per page should be allowed for short answer questions.

N246: The computer lab staff won’t proctor exams anymore so FOR is getting scantrons and giving the exam in class. Will hand grade scantrons and not give an exam they can take at home on the computer. Students say the “honesty” policy doesn’t work.

N246 Symptom Assessment and Management: Required students to sign up in Computer Lab to take proctored exam. The times available for the exams didn’t work for a lot of students. Students left class to sign up for an exam time (delayed opening the signups for the final until after class, but some left early to get in line). FOR had to proctor several exams. FOR opened other times for exam so everyone could take it.
<table>
<thead>
<tr>
<th>UCSF Resource</th>
<th>System or technology</th>
<th>Contact Person</th>
</tr>
</thead>
</table>
| Library’s Center for Instructional Technology (CIT) | Podcast – able to post large files, videos  
Borrow video equipment  
Provide editing software  
Articulate recording room in library not available now due to construction. Need to record on your own now. | Brian Warling, Steven Williams & Ryan Brazell  
Contact via [http://www.library.ucsf.edu/services/cit/contact](http://www.library.ucsf.edu/services/cit/contact)vweb) or email: CIT Support CITSupport@ucsf.edu  
Reservation by FOR to get access for podcast.  
Pick up and return of video camera, Library 5th floor  
Editing of videos: 5th floor  
Chris Garrett in SON. |
| SON                               | Provides class on moodle and setting up exams  
Trouble shoot problems using moodle  
Assist with grading calculations within moodle. | Chris Garrett  
XinXin Huang |
| Educational Technology Services (ETS)  
Box 0702  
513 Parnassus  
MS Room B43  
415 476-4310  
Fax: 415-514-3735 | Reserve IClickers - email reservation only, cannot reserve in person at the office  
Provided help in editing PBox files, removing unwanted components. | Noel Baronia  
[Noel.Baronia@ucsf.edu](mailto:Noel.Baronia@ucsf.edu) (primary email to reserve IClicker)  
Benjamin Wallen  
[Benjamin.Wallen@ucsf.edu](mailto:Benjamin.Wallen@ucsf.edu) (back-up) |
<p>| DFHCN                             | Install computer program updates so all faculty can view videos on the library’s podcast site or moodles postings. | Maureen Leung |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Audio (TA player)</th>
<th>Video</th>
<th>Elluminate</th>
<th>Pbox</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Done</td>
<td>Quality</td>
<td>Done</td>
<td>Quality</td>
</tr>
<tr>
<td>1</td>
<td>X (M)</td>
<td>Fine</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>X (M)</td>
<td>Fine</td>
<td>X</td>
<td>No sound</td>
</tr>
<tr>
<td>3</td>
<td>X (M)</td>
<td>Fine</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>X (M, P)</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>X (M)</td>
<td>Pt 1: partial (battery)</td>
<td>Pt 2: good</td>
<td>X (P)</td>
</tr>
<tr>
<td>6</td>
<td>X (M)</td>
<td>Fine</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>X (M, P)</td>
<td>Fine</td>
<td>X (P)</td>
<td>Archive DVD; TA video live*</td>
</tr>
<tr>
<td>8</td>
<td>X (M)</td>
<td>Fine</td>
<td>X (P)</td>
<td>Archive DVD*</td>
</tr>
<tr>
<td>9</td>
<td>X (M)</td>
<td>Fine</td>
<td>X (P)</td>
<td>Archive DVD*</td>
</tr>
<tr>
<td>10</td>
<td>X (M)</td>
<td>½ lecture; Forgot to restart audio after break</td>
<td>X (P)</td>
<td>Archive DVD*</td>
</tr>
</tbody>
</table>

(M)=posted on Moodle  (P)=posted as podcast  Note: Did not use Articulate.*Editing done by TA on computer in the library. Softwares used: Handbrake, QuickTime, and VisualHub
Western Association of Schools and Colleges (WASC)

Educational Effectiveness Review Report

WASC Accreditation Steering Committee

Joseph I. Castro, Ph.D., Co-Chair
Vice Provost
Student Academic Affairs
and Special Assistant to the Chancellor

Sally J. Marshall, Ph.D., Co-Chair
Vice Provost
Academic Affairs
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Appendix*

Data Portfolio*

* These materials are available on the flash drive that accompanies this report.
ACKNOWLEDGEMENTS

This report was developed by the WASC Accreditation Steering Committee. The committee of administrators, faculty, staff, a postdoctoral scholar and a student leader made significant intellectual contributions to the report. The group’s continued strong commitment to strengthening UCSF educational mission is evident throughout the report.

The report also benefited greatly from excellent staff support. Special appreciation is accorded to Maria Blandizzi, Christopher Cullander, Carlos Jackson, and Veronica Nepveu from the Office of the Vice Provost of Student Academic Affairs and Valery Richardson for their valuable assistance.
INTRODUCTION

Institutional Context and History
The University was founded in 1864 as Toland Medical College in San Francisco. The campus affiliated with the University of California in 1873 to become the University of California, San Francisco (UCSF). UCSF is the only campus in the University of California system dedicated exclusively to graduate-level education in the life sciences and health professions. Professional training occurs in the Schools of Dentistry, Medicine, Nursing and Pharmacy. UCSF also educates students in graduate programs granting academic degrees in biological, biomedical, pharmaceutical, nursing social and behavioral sciences through the Graduate Division. In addition to these schools, UCSF has a medical center with two locations: Parnassus Heights and Mount Zion. A third location, a 289 bed women’s, children’s and cancer hospital complex at Mission Bay, is scheduled to open in 2014.

UCSF’s students, faculty and staff work to accomplish UCSF’s mission “advancing health worldwide.” The University’s goals underpinning this mission are to:
• Develop the world’s future leaders in health care delivery, research and education.
• Educate, train and employ a diversity faculty, staff and student body.
• Be a world leader in scientific discovery and its translation into exemplary health.
• Provide high-quality, patient-centered care leading to optimal outcomes and patient satisfaction.
• Provide a supportive and effective work environment to attract and retain the best people and position UCSF for the future.
• Serve our local, regional and global communities and eliminate health disparities.

In 2009 UCSF enrolled 2,900 students in its professional schools and graduate programs. The university has almost 19,000 full-time equivalent positions and employs 21,900 people. UCSF is the second largest employer in San Francisco and the fifth largest employer in the nine-county Bay Area.

Teaching and Learning
UCSF’s primary operations are its educational programs, clinical enterprise (UCSF Medical Center), and UCSF research institutes, centers and foundations. Its professional and graduate programs and the UCSF medical center and UCSF Children’s hospital are ranked among the best in the country by U.S. News and World Report. Admissions to all of its programs are very competitive and attract some of the most talented students in the country.

The School of Dentistry admits 80 students per year into a four-year curriculum that leads to the DDS degree; for each student admitted, the school received 19 applications in 2009. The School offers postgraduate programs in several dental specialty areas: dental public health, endodontics, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontology, prosthodontics and general practice residency.

In 2009, the School of Medicine received almost 6,000 applications for 150 spaces.
The school ranks among the top 10 programs in the U.S. in seven of eight medical school specialty programs, including first in AIDS medicine, second in women’s health, and third in internal medicine according to the *U.S. News and World Report*. The school received $418 million in NIH funding in 2009, second in the nation for medical schools behind John Hopkins University.

The **School of Nursing** ranked first in the nation in terms of NIH research funding every year from 2003 to 2008. The school offers more than 14 master’s degree specialties in nursing and an outstanding PhD program. Four departments of instruction and research are within the main School: Family Health Care Nursing, Community Health Systems, Physiological Nursing, and Social and Behavioral Sciences.

The **School of Pharmacy** has ranked first in the nation in NIH research funding for 30 consecutive years. The School provides professional degrees in Doctor of Pharmacy (PharmD) and pathways in Pharmaceutical care, Pharmaceutical Health Policy and Management, and Pharmaceutical Sciences. Out of a pool of more than 1,500 applicants in 2009, the school admitted 122 students.

The **Graduate Division** offers graduate degrees in the Biological, Biomedical, Pharmaceutical, Nursing, Social and Behavior Sciences. The division offers 22 degree programs, a high proportion of which are ranked in the top ten, nationally. Degrees offered include PhD, Master of Science, Master of Arts, Master of Clinical Research, and Doctor of Physical Therapy.

**Medical Center**

UCSF operates the UCSF Medical center, a 722-licensed bed tertiary care referral center with two major sites (Parnassus Heights and Mount Zion). The UCSF Medical Center and UCSF Children’s Hospital are world leaders in health care, known for innovative medicine and advanced technology. UCSF’s expertise covers virtually all specialties, including cancer, heart disease, infertility, neurological disorders, organ transplantation, and orthopedics as well as special services for women and children.

**Research Enterprise**

UCSF is one of the top biomedical research enterprises in the world. Scientists in basic research laboratories study the genetic, molecular, and cellular basis of diseases, while others carry out epidemiological, behavior, and clinical-research studies, all working to develop improved treatments and cures. The quality and breadth of this research has led to UCSF scientists being among the most prolific publishers of scientific discoveries worldwide. 1,757 patents have been issued to UCSF from 1977 to 2009; 602 patents have been issued to UCSF from 2000 to 2009, more than any other UC campus.

UCSF research focuses on treatment for such diseases as cancer, diabetes, HIV/AIDS, and infectious diseases; cardiological and immunological diseases; and such neurological conditions as Alzheimer’s disease and Parkinson’s disease. The University is a leader in such innovative areas as stem cell science, bioengineering, and pharmaceutical chemistry and was home to the co-discovery of the techniques of
recombinant DNA-splicing genes from one organism into another, a discovery that spawned a revolution in biology and the birth of biotechnology.

**Review of WASC Reaffirmation and Accreditation Process**

The reaffirmation and accreditation process officially began for UCSF in May 2007 when the Institutional Proposal was submitted to the Western Association of Schools and Colleges (WASC). The WASC Proposal Review Committee approved the Institutional Proposal in July 2007. The second step of the process, the Capacity and Preparatory Review (CPR) Report was presented to WASC in December 2008. The CPR site visit took place in February 2009 and the Site Team’s Report was approved by the WASC Commission in June 2009.

As was set forth in the Institutional Proposal and the CPR Report, along with guidance from the Visiting Team’s Report and the Commission’s Action Letter provided subsequent to the CPR visit, UCSF now presents the Educational Effectiveness Review (EER) Report. The UCSF WASC website [http://www.wasc.ucsf.edu] includes this report and appendices as well as all previous WASC related reports, appendices, and relevant communication from the Commission and the UCSF campus. The report was completed by the WASC Accreditation Steering Committee (Appendix X) and has been reviewed and is endorsed by appropriate faculty, staff, and student groups across the campus. CFR citation

The Educational Review Report will demonstrate that UCSF:

1. has continued to make visible and significant progress relative to the themes of learning environment; learning outcomes, and diversity;
2. has been responsive to the WASC CPR review team and Commission recommendations in the areas of learning outcomes, diversity, technology, and institutional research; and
3. has implemented numerous enhancements and improvements both responsive too and beyond the scope of the WASC review process.

The appendix includes substantial supporting evidence for the narrative included in the three thematic essays. In addition, an updated glossary of abbreviations is attached (Appendix X), a matrix identifying our response to the CFRs can be found in Appendix X, and the CFRs are cited in the narrative of the report. A final summary of our work is available in the Work Plan and Milestones chart and the WASC timeline (Appendices X and X).
LEARNING ENVIRONMENT

"UCSF’s educational technology mission is to create exceptional learning environments through the innovative use of educational technology and information systems and services. The vision includes harnessing the power of educational innovation and information technology to advance UCSF’s role as a global leader in health sciences education. Guiding values include service, collaboration, innovation, and scholarship."

-- UCSF Education System Advisory Committee Strategic Plan, June 2008

**WASC Commission’s Guiding Recommendation:** Mature the Center for Teaching and Learning by clarifying governance and operational support for the Center including technical support; engage all stakeholders in achieving the inter-professional goals of the center; realize research potential on learning outcomes; and identify student learning projects and outcomes. In order to ensure sustainability, leadership of the Center must develop a business plan and identify how to fund operations.

A. *Mature the Teaching and Learning Center by clarifying the governance and operational support including technical support; leadership of the Center must develop a business plan and identify how to fund operations.*

The Teaching and Learning Center (TLC) is a campuswide initiative to create a technology enhanced education environment. (CFR 1.2, 1.5) Funded by California State Proposition 1D, construction began in September 2008 but was halted due to the state fiscal crisis in December 2008. After a nine month delay work was restarted in 2010; the expected opening date is January 2011. The School of Medicine, the Library, and Student Academic Affairs are the lead campus units in organizing the TLC. Representatives from these units and from the Schools of Dentistry, Nursing and Pharmacy have been meeting for more than a year to develop operating principles, identify synergies, and develop budgets and funding models (or sources or proposals) to support the TLC. A draft Business Plan for the TLC can be found in Appendix X.

The TLC requires ongoing operational funding. A budget was submitted to the campus in March 2010 as part of a priority request by the Chancellor for educational technology and infrastructure. The Education Services Advisory Committee supported this effort as well by including these items in their annual budget request. The requested funds will add information technology staff for the new classrooms, expand the Kanbar Center’s simulation and interprofessional training services to all UCSF professional schools, and add student customer support for the Technology Commons. In June 2010, the Chancellor approved $438,000 for the first year and $542,000 in ongoing support for TLC operations. In addition to campus funding, TLC staff have worked with the UCSF Development Office on a plan for external support.

The Library Education Space Program Coordinating Committee has been charged with oversight for the Teaching and Learning Center from its inception. (CFR 4.1, 4.2)
part of the planning process a cross-school working group is constructing a five-year plan for simulation program development for the TLC (see attached charge). To date, the working group has developed cost models for clinical simulation activities, produced models to determine the capacity of the center and traffic flow, created a sustainable business plan and fostered learning activities across schools and programs. (CFR 3.6, 3.7)

B. Engage all stakeholders in achieving the interprofessional goals of the Center.

Interprofessional Education (IPE) is considered an important component of health professions’ curriculum and the TLC initiative. (CFR 1.4, 2.3, 2.11) IPE is defined as formal, planned “occasions when two or more professions learn with, from and about each other to improve collaboration and the quality of care”. IPE is intended to teach students the skills needed to fully collaborate and communicate proficiently in a way that prepares them for the teamwork required to succeed in today’s health delivery environment and to improve health outcomes. A 2008 report outlines UCSF’s progress toward achieving its goal of innovative and interdisciplinary education and discusses current inter-professional activities and opportunities for future expansion of IPE. [http://cit.ucsf.edu/grants/ucsf_ippe_report_2008.pdf](http://cit.ucsf.edu/grants/ucsf_ippe_report_2008.pdf).

Similarly, a cross-school Curriculum Working Group was launched in spring 2010 to plan short and longer-term education programming for the TLC (see Appendix X for working group charge).

An Instructional Grants Program funds innovative projects to improve teaching and learning at UCSF is focusing on new learning strategies that will utilize the TLC. Over the past two years the grants program was refocused requiring that proposals involve collaborators from two or more schools. The awards address one of the goals of the campus strategic plan: “to ensure that students and trainees are immersed in a culture that embraces interdisciplinary, interprofessional and transdisciplinary educational programs”. Funds can be used to cover faculty release time and other project costs. The following proposals supporting the IPE initiative were funded in the past two years:

Fiscal Year 2010-2011

- Chronic Illness Management by Interprofessional Learners using the Chronic Care Model: Medical residents, Nurse Practitioner Students, and Pharmacy Students in Teams to Improve Care of Adults with Chronic Disease in Weekly General Medicine Clinics (Nursing, Medicine and Pharmacy)

- Development and Implementation of High Fidelity Simulation Cases for Acutely Poisoned Patients (Medicine and Pharmacy)

Fiscal Year 2009-2010
• Patient Simulation to Promote Interprofessional Teamwork and Collaboration among Clinical Practice Level Students (Dentistry, Medicine, Nursing and Pharmacy)

• Designing an Interactive Curriculum for Third-Year Medical, Pharmacy and Nursing Students on Inpatient Geriatric Issues and Safe Transitions in Care (Medical, Nursing and Pharmacy schools)

In addition to the above projects the Student Learning section of this report has a detailed discussion of campus activities designed to create a culture of interprofessional education.

C. Realize research potential on learning outcomes and identify student learning projects and outcomes. (CFR 2.8, 2.9)

The TLC will play a key role in accomplishing this goal, as it will support both implementation and innovation in health professions learning, assessment, and scholarship. Program development that nurtures inquiry and discovery is well underway across schools and will have an enriched interface with current opportunities for student learning projects and outcomes to be shared at the campus level.

The Pathways to Discovery Program, open to all UCSF learners, is designed to facilitate motivated learners in developing the knowledge, skills, and experience to contribute to health beyond the care of individual patients. The five pathways are: a) clinical and translational research, b) global health, c) health and society, d) health professions education, and e) molecular medicine. These pathways represent areas of specialization including health research, curriculum and education theory development, policy and advocacy, and other interventions to improve health on a global scale. http://medschool.ucsf.edu/pathways/.

The School of Dentistry has embarked on a portfolio project for dental students who are learning dental surgical skills. Each student creates a portfolio of specific procedures, documenting the steps from diagnosis to completion, and providing evidence-based rationale for each activity. They also collaborate on-line to discuss the projects and understand differences in treatment philosophy.

Research Poster Sessions allow students in the School of Medicine who have received research funding to present their work. Other students who have completed research projects while in medical school are also encouraged to participate. Additionally a Dean’s prize for Research is awarded to students "who have the creativity and curiosity that is an essential characteristic of the great physicians and great scientists of the future.” http://medschool.ucsf.edu/studentresearch/deans_prize.aspx.

Do we need School of Nursing text?
All students in the **School of Pharmacy** must enroll in one of three specialty pathways (Pharmaceutical Care, Pharmaceutical Health Policy & Management, or Pharmaceutical Sciences) and must complete a research project associated with the specialization chosen. Most of these students will present their findings during scheduled poster sessions.

**Do we need Grad Division text?**

The first annual campuswide **Inter-School Research Festival** took place May 18-21, 2010 (Appendix X - article on UCSF Today re event). Sponsored by the Clinical and Translational Science Institute and the Pediatric Fellowship Program, the festival participants included students from the Schools of Nursing, Pharmacy, Dentistry, and Medicine as well as from the Pathways to Discovery Program, the Doris Duke Fellowship Program, the Office of Student Research, and the Pediatrics Subspecialty Fellowship Program. The event included symposia, a poster session (Posterpalooza), an inter-school Journal Club, and selected oral presentations. (CFR 2.8, 2.9).

**WASC Commission’s Guiding Recommendation:** Continue development of and communicate plans for a viable integrated information technology infrastructure, such that the academic, healthcare and administrative enterprises can be better served by stable, secure and coordinated information resources and state-of-the-art learning tools.

Since the last WASC visit the campus has made significant progress in updating the campus education infrastructure.

A. **Instructional technology initiatives for fiscal year 2009-2010.**

Two educational initiatives received campus funding in fiscal year 2009-2010 following recommendations from the Education Systems Advisory Committee (ESAC). (CFR 3.7, 4.2, 4.1) First, the Collaborative Learning Environment (CLE) received funding for one year. The CLE is used by all schools and graduate programs to provide a platform for learner-centered environments and collaborative activities. The CLE allows the schools and programs to customize learning modules using a combination of classroom and virtual teaching and learning methods. Working with the schools, ESAC developed a Five Year Roadmap (Appendix X) that outlines new functions critical to UCSF education programs including ePortfolios, Virtual Microscopy, Elluminate and a Curriculum Management System.

The second educational priority was content capture. In January 2010, the Chancellor approved funding to establish and support a new, robust content capture system for 11 classrooms including portable units to extend coverage beyond the 11 classrooms. The same system will be installed in the TLC classrooms. An analysis is underway to select the optimal system to meet the needs of the educational programs.

Also of note, the Office of Information Technology Services (formerly called the Office of Academic and Administrative Information Systems), the central campus information
technology organization, added wireless connections for all classrooms on Parnassus in late 2009.

B. Priorities for educational technology improvements 2010-2015.

In January 2010 Chancellor Desmond-Hellmann requested a report identifying short- and long-term priorities for the campus educational infrastructure. (CFR 3.6, 3.7, 4.1) The report builds upon the Education Systems Advisory Committee Strategic Plan that was completed in 2008 and the two initiatives that received one time funding in fiscal year 2009-10. In addition to funds to support the Teaching and Learning Center, ESAC presented four educational technology improvements to the Chancellor as high priority items. Of the four campuswide initiatives listed below the campus approved ongoing funding for Content Capture, CLE Operations and Upgrades, and TLC Operations. The fourth, a central IT help desk for students and trainees will be considered as part of a larger help desk for the entire campus community.

The newly funded Content Capture and delivery system will provide state-of-the-art functionality to capture audio, VGA output from computer to projector, and, in some classrooms, video. The system will allow students to review the captured content on the Web and, likely, to download the content to their computer or mobile device.

The Collaborative Learning Environment (CLE) provides core functionality for UCSF professional school and graduate programs to meet current and future curriculum needs. It is designed to support a learner-centered environment. The five-year roadmap outlining plans for adding new functions critical to UCSF education programs such as portfolios, curriculum management and content capture will require additional support and training for faculty and students. Funding for this initiative enables ongoing support for a centralized, integrated learning platform.

The Teaching and Learning Center (TLC) is the realization of the UCSF strategic goal to develop exceptional educational facilities and infrastructures to keep UCSF at the forefront of health sciences education. As described above, The TLC will provide a technology-rich environment in support of interprofessional and transdisciplinary learning programs at UCSF. The programs will focus on training future health professionals and scientists to become leaders in delivering high quality care to underserved communities.

In addition to these campuswide innovations, the School of Dentistry has now opened the Fleming Predoctoral Simulation Lab. The lab is designed to provide a simulation environment for dental students to practice skills before working on patients. Students watch demonstrations and then work on models under the close guidance of faculty. The high tech lab highlights the innovative research in the Dental School. The Lab was featured in an article in Wired magazine – Dentistry Goes Digital. http://www.wired.com/rawfile/2010/06/dental-school/all/1

C. Changes to Library learning spaces.
Along with the construction of the TLC, the Library is working on a project to open a portion of the Parnassus Library for 24-hour, 7-days-per-week use by students. (CFR 2.13, 3.6) A place to study, consult digital materials, and prepare for exams and papers after the library closes has been a long-standing need for UCSF students. This redesigned space is a response to reductions in library hours. Modifications to the Library’s Hearst Reading Room, a 3,500 square foot area off the entrance of the Parnassus Library, will permit unstaffed 24-hour use. The room will be open to UCSF students in phases as funds are raised.

The Hearst Room opened for Saturday use in February 2010 and 24-hour access is expected by late 2010. On the opening day in February one student commented, “One hour studying in the library is worth three hours at home.” Both the Library and Student Academic Affairs contributed initial funds to begin the project followed by a generous gift from the Hearst Foundation. In June, the Chancellor approved the use of some Registration Fee funds to help cover the cost of this important project. Additional funds are expected from alumni.

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

UCSF schools and academic programs add to the health professional education knowledge base in numerous ways. A compendium of UCSF scholarship and publications, *Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching*, is included in Appendix X documenting the contributions made by UCSF faculty, students and staff.

Initiatives in each school offer opportunities for faculty to promote curriculum innovation and scholarship in education. (CFR 3.2, 3.4, 4.5) Additionally, programmatic support for developing future faculty is robust.

The School of Dentistry provides faculty development for improving instruction using technology during noontime sessions. Timing is critical to permit maximum faculty attendance without interfering with clinic operations. Faculty have been trained this past year on the use of the Collaborative Learning Environment, Articulate Presenter for narrating PowerPoint lectures, and lecture casting in the classrooms. In addition, the Library provides on-line training to enhance the use of the CLE by faculty. Many dental faculty are also active members of the American Dental Education Association (ADEA) and participate in programs that contribute to curriculum development. The School has pioneered an integrated dental curriculum that has become a model for many and hosts visitors from various institutions who come to experience the developments. One such visit included the dean and five senior faculty and administrators from the Medical College of Georgia. Over a two-day time period the visitors interviewed course directors.
and began to develop a curriculum based on the UCSF model. Specific papers and presentations are detailed in Appendix X.

The School of Medicine sponsored the 3rd annual Faculty Development Day on February 23, 2010 open to all UCSF faculty. The focus was on implementation of electronic portfolios, demonstration of the UCSF portfolio platform and presentation of portfolio pilot projects. [http://medschool.ucsf.edu/workshops/pdf/PortfolioFlyer022310.pdf](http://medschool.ucsf.edu/workshops/pdf/PortfolioFlyer022310.pdf)

Through the UCSF Teaching Scholars Program, faculty selected in a competitive process can participate in a longitudinal experience to learn about education. Each scholar works on a project in that program and is mentored by one of the five UCSF School of Medicine educational researchers. Participants from other UCSF schools have successfully competed for slots in this program and its impact has been felt on programs across the UCSF campus.

The UCSF School of Medicine’s Academy of Medical Educators honors and rewards excellent teachers and provides service to the school and fellow educators. The Academy offersintramural grants, endowed chairs for physicians whose passion is teaching, mentorship and professional development and visiting scholar lectures. More information is available at [http://medschool.ucsf.edu/academy/](http://medschool.ucsf.edu/academy/).

The Office of Medical Education provides individual consultation for faculty undertaking educational scholarship. Additionally, it sponsors a weekly seminar, the Educational Scholarship Conference (ESCape), to mentor faculty in the development of their educational scholarship. Individuals request a consultation and materials are distributed to a large list of interested faculty. Participants can attend the physical meeting or join by conference call. Consultations include a review of ideas, abstracts, manuscripts and posters as well as practice opportunities for oral presentations. The website is updated weekly. Interested individuals can read a description of the program and view the consultations schedule at [http://www.medschool.ucsf.edu/edresearch/escape/](http://www.medschool.ucsf.edu/edresearch/escape/).

Grant programs are also available to encourage research into medical education. The Office of Medical Education funds two Medical Education Research Fellows every other year. These individuals spend one day a week developing their educational scholarship. The program description can be found at [http://www.medschool.ucsf.edu/edresearch/fellowships/](http://www.medschool.ucsf.edu/edresearch/fellowships/). The Office also provides seed funding via a competitive peer review process for faculty proposals to do educational research.

The Office of Medical Education also produces an Annual Report describing academic programs that contribute to the scholarship of teaching and learning. In 2008-09 School of Medicine faculty members, students, residents, fellows and staff gave 270 scholarly presentations or workshops on medical education locally, nationally and internationally, and published 62 peer reviewed journal articles. Additional faculty members received 88

The School of Nursing’s commitment to assessment, teaching-learning initiatives, and innovation and sharing best practices is best demonstrated through scholarship. School of Nursing faculty has generated over 75 journal articles and book chapters within the past three years and these are referenced in the Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching (Appendix X).

The topics range from innovative methods in teaching advanced practice nurse students to care for underserved populations to recruiting diverse students into graduate (MS and PhD) programs of study. School of Nursing faculty are also well represented at local, regional, and national conferences of specialty organizations as well as faculty specific conferences, where faculty present podium and/or poster presentations on various topics related to the education of pre-licensure and graduate students in nursing. Conferences such as those sponsored by the Western Institute of Nursing, the National Organization of Nurse Practitioner Faculty, and the American Association of Colleges of Nursing are well attended by School of Nursing faculty, where podium or poster presentations are made. The School of Nursing also produces a publication entitled “The Science of Caring” four times per annum. Two of the issues are devoted to highlighting exciting and innovative teaching, education, and practice strategies. The other two issues are focused on research discoveries.

The School of Nursing’s "Diversity in Action (DIVA)" Committee provides one example of how the School has contributed to generalizeable knowledge. The DIVA initiative has focused on increasing diversity-related content in the curriculum and in the learning environments of classroom and clinical settings. A series of six courses was developed by the DIVA Committee to assist faculty in incorporating diversity-related content into their courses, and to provide strategies for faculty to address potentially uncomfortable classroom and clinical-related situations related to diversity issues. These courses have subsequently become modules and all core course faculty are required to complete all six modules. The modules were developed on the basis of student input on the diversity content in the School’s Master’s curriculum and faculty requests to learn more about handling difficult student-faculty and student-student diversity issues when they arise. This work has been published in an issue of the Journal of Transcultural Nursing (2008). The modules have been extremely well-received by faculty. Assessment of the effectiveness of the modules is ongoing and a standard question related to incorporation of diversity-related content was added to the Master’s Student Exit Survey that is an ongoing monitoring of course evaluations.

In the School of Pharmacy newly appointed full-time faculty members have access to orientation and development sessions at the department, School, and campus levels which informs them of their teaching roles, research resources, responsibilities, and rights. Additionally, the School's three departments have established a Faculty Mentoring Facilitator Program to assure that newly hired assistant professors receive effective mentoring. A 2007 faculty survey conducted by the American Association of
Colleges of Pharmacy and the Accreditation Council for Pharmacy Education revealed that 80 percent of the School's faculty were satisfied that they have received adequate guidance on career development.

*Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching (Appendix X)* includes 46 entries from School of Pharmacy faculty or pharmacy students over the last six years. Included are textbooks, book chapters, and individual articles, as well as posters and presentations at various professional or educational association meetings. Although all students in the School are trained in the design and presentation of posters, a handful will choose a pedagogical project (experiences with an experimental coursework, methodologies, etc.) and will present at professional or educational association meetings. In order to acknowledge exceptional teachers, the School has established a slate of teaching awards, including the Long Award for Distinction in Teaching and a series entitled “The Apple Award” for instructors (faculty and students) who receive a rating of no less than 4.5 (on a 5 point scale) on any of the questions on the standard student evaluation of teaching forms completed quarterly by students.

In 2004 UCSF introduced the Preparing Future Faculty, modeled after the Preparing Future Faculty national initiative (http://www.preparing-faculty.org/). UCSF’s program was founded by a group of UCSF students and postdoctoral scholars who recognized a need to balance UCSF’s excellent training in research with better training in teaching. The program is designed to increase the value for and visibility of teaching training at UCSF, to broaden the opportunities for students and postdoctoral scholars to gain teaching experience, and to prepare them for the academic job search. The program includes a series of campuswide events, courses, a teaching apprentice program, and activities to prepare for an academic job search. http://career.ucsf.edu/pff/.

Emphasizing interprofessional education and harnessing technological advances, UCSF continues to implement improvements to its learning environment. The Teaching and Learning Center is at the forefront of UCSF’s advancement of these goals and represents a strong collaboration and clear commitment to student learning. In addition to the technological advancements represented by the TLC, the campus has implemented a multitude of other technology-based initiatives including the Collaborative Learning Environment, Content Capture, and the School of Dentistry’s simulation lab. The multitude of student learning projects and faculty teaching contributions also serve as excellent indicators of the productivity and broad impact of the learning environment at UCSF.
STUDENT LEARNING OUTCOMES

“Whereas the Flexner\(^1\) model (two years of basic science instruction followed by two years of clinical experience) has been rigorously maintained through the system of accreditation, medical education should now instead standardize learning outcomes and general competencies and then provide options for individualizing the learning experience for students and residents, such as offering the possibility of fast tracking within and across levels.”

--- *Educating Physicians—A Call for Reform of Medical School and Residency*, Cooke\(^2\), Irby\(^3\), O'Brien\(^4\), 2010

\(^1\) In 1910, Abraham Flexner articulated the current blueprint for medical education in North America.

\(^2\) Molly Cooke is a faculty member at the UCSF School of Medicine and leader of the Academy for Medical Education.

\(^3\) David M. Irby is Vice Dean for education and professor of medicine at UCSF School of Medicine where he directs undergraduate, graduate, and continuing medical education programs and heads the Office of Medical Education.

\(^4\) Bridget C. O'Brien is an assistant professor of medicine at UCSF School of Medicine and researcher in the Office of Medical Education.

**WASC Commission’s Guiding Recommendation:** Employ indirect methods (such as student surveys) as well as direct measures of student learning outcomes. Data from these assessments need to be collected, used in planning and resource allocation, and used to effect change. Continue to define global learning outcomes that distinguish a UCSF graduate irrespective of discipline.

A. Direct and indirect methods of measuring student learning outcomes, and evidence that they are used in planning and resource allocation, and used to effect change.

The WASC review committee requested that UCSF better specify the connections between objectives and learning outcomes through published educational objectives and demonstrate the extent to which these data are used to effect change (see Appendix 2c of the CPR, pages 4 and 10). Each School and the Graduate Division has addressed this recommendation. A brief description of the connections follows.

The **School of Dentistry** has a set of sixteen learning outcomes for graduates, termed competency statements, in accordance with national accreditation standards. The competency measures are linked to the specific competencies expected of graduates of the courses in the curriculum. This document has identified where the material supporting each competency statement is introduced, in what courses it is developed, and where in the curriculum it is measured. This has also given faculty the opportunity to view how the competencies fit into overall instruction. Faculty have initiated a
process to review and refine the competency statements in preparation of an upcoming Commission on Dental Accreditation review in 2012. The competency grid can be viewed in Appendix X.

The School of Medicine has its competencies benchmarked across the four years of the curriculum. The benchmarks are developed for each of the six competency domains and can be found at https://moodle.ucsf.edu/course/view/php?id=825 [not able to access link, log-in necessary]. Students are evaluated on meeting these benchmarks using school-generated evaluations and their own selected evaluations assembled in a portfolio and reviewed with an advisor and peers. The process is described at the link and the results are detailed in each student’s individualized learning plans.

The School of Nursing regularly collects course evaluation data from current students and satisfaction data from students, alumni, and employers. Methods include surveys of graduating students and alumni, group forums with employers, and analysis of administrative data such as graduation or comprehensive examination pass rates. Surveys focus on how well the didactic courses and clinical experiences helped students achieve individual student learning outcomes in courses and expected student learning outcomes of their program of study. Aggregate survey data and student outcome data are used to foster ongoing program improvement.

One example of how student feedback and survey data was used to improve a specialty program of study is demonstrated in the Acute Care Nurse Practitioner (ACNP) program. To ensure that the graduates of the program are successful in passing their national certification exam, the curriculum is regularly revised to assure it remains current by including topics included on the ACNP national certification exam. Initially, ACNP faculty integrated the blueprint published for the exam as part of the curriculum. Unfortunately, pass rates for our graduates were not as high as expected (greater than or equal to 90%).

The program faculty coordinator began surveying graduates to provide feedback on the program curriculum and their experiences with the exam. Overall, student response showed that the ACNP curriculum adequately prepares the student for the exam, but some students reported that several topics tested on the exam were not covered adequately as part of the curriculum. As a result, the areas of deficiency were examined and additional depth to the content provided in the Diagnosis and Treatment of Ill and Injured courses students take in fall and winter quarters. Subsequent to these changes the program graduate pass rate was reported as 100% on the ACNP national certification exam in 2008 and 2009.

The School of Pharmacy launched a more systemic and evidence-based process in 2009 for revising the existing education accreditation standards. This change recognizes best practices and resulted from an extensive review of the educational literature. Based on the findings, a draft was circulated to all faculty for review and comment and is currently in the final review and approval process. The revised
educational outcomes are grouped by domain areas derived from the Institute of Medicine’s 2003 report *Health Professions Education: A Bridge to Quality* that was written by experts across the health professions. It calls for students and working professionals to develop and maintain proficiency in five core areas: a) delivering patient-centered care; b) working as part of interdisciplinary teams; c) practicing evidence-based medicine; d) focusing on quality improvement; and e) using information technology. The total number of outcomes represents a balance between the need to be concise and achieving an adequate level of detail for mapping and assessment purposes. It is typical for research intensive, university-affiliated PharmD programs to develop 100 or more educational outcomes. Some of the more significant changes include detailed outcomes related to a strong basic and clinical sciences foundation for graduates. (See Appendix X)

of which the graduate students are also a part, has developed a common set of student learning outcomes for the qualifying examination and the doctoral dissertation and these are now published on the Graduate Division website (http://graduate.ucsf.edu/content/doctoral-degree). The Graduate Division has also adopted three more specific sets of evaluation rubrics developed in conjunction with educational consultant Barbara E. Lovitts, author of *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation* (Stylus, 2007). The evaluations are developed for the basic sciences, social sciences, and humanities. Evaluations are shared between the primary advisor, committee members and the student. Each graduate program is encouraged to tailor the rubrics specifically to the standards and requirements of their particular discipline and program. The rubrics are used to communicate more clearly the student learning outcomes required for each program. A pilot study has been initiated by representative programs from each of the three main areas (basic sciences, social sciences, humanities) in which rubrics will be completed by every student-advisor pair in the program. Data will be assessed by program and used for improvement. Upon successful completion of the pilot study, the collection and dissemination of rubric data will be extended to all of the UCSF graduate programs. (See data in Appendix X)

In addition, data are gathered through a variety of graduate exit surveys and alumni surveys in order to evaluate perceptions of learning outcomes. Each School and the Graduate Division have provided examples of surveys used to gather information from students and graduates regarding their perceptions of learning outcomes. (CFR 2.4, 2.7, 2.10) Data gathered from students and graduates is reflected back to Faculty Councils and curriculum committees so that changes and improvements can be incorporated in the curricula. Examples of changes are included in Appendix X.

B. Define global learning outcomes that distinguish a UCSF graduate irrespective of discipline.

The UCSF WASC steering committee, in association with the deans, associate deans, and the Academic Senate has agreed upon two global learning outcomes to be
measured and met by every UCSF graduate. These expectations for all graduates are “knowledge” and “professionalism.”

**Knowledge** refers to what is known through study or experience. It encompasses the following entities: information (a collection of facts and data), learning (knowledge gained specifically by schooling and study), erudition (profound, often specialized knowledge), and scholarship (the mastery of a particular area of learning).

**Professionalism** encompasses the set of skills, behaviors, methods, and standards that characterize a learned profession. An important component of professionalism is the practice of ethical conduct.

These outcomes are measured very specifically in each of the professional Schools and the Graduate Division and characterize a general expectation of every graduate. The global outcomes were proposed to the Academic Senate through its Faculty Councils and committees. The approval process has resulted in broad agreement of these concepts, and permitted each school and division to articulate appropriate measures. Although it is early in this process, faculty have agreed to this change and are implementing measurement strategies. Included in Appendix X are minutes of Senate meetings discussing and approving these global outcomes. Also included in the Appendix are preliminary plans and measures of the outcomes for each school and the Graduate Division. (CFR 1.2, 2.2, 2.3, 2.4, 2.6)

In addition to the WASC Commission’s Guiding Recommendations addressed above, the WASC Visiting Team asked that UCSF consider the need for alternative teaching strategies, demonstrate direct assessment of student performance, continue to foster a culture of interprofessional education, and continue to find ways to encourage graduates to pursue academic careers. These recommendations are addressed below.

C. **Identify the extent to which there is a need for alternative teaching strategies beyond the dominant mode of delivering material through classroom lectures.**

In general, teaching methods employed across campus include small group learning, case-based analyses, large group activities, seminars, and journal clubs. These activities are facilitated by lecture casting capacity, development of breakout locations for small groups and extensive use of the CLE (collaborative learning environment) to provide a breadth of educational materials for students to facilitate alternative learning strategies. (CFR 2.10, 4.8) A catalogue of teaching methods employed in the schools is included in Appendix X.

D. **Develop a demonstration of direct assessments of student performance through examination of students’ work products and documented assessment of students’ performance of a relevant task.** (CFR 2.4, 2.6)
All schools and the graduate division utilize direct assessments. The **School of Dentistry** provides extensive learning activities in clinical simulation environments and under supervision in the patient care clinics. These activities include both learner-directed practice and supervised clinical practice. Faculty use a variety of formative and summative evaluations to assist students in mastering these skills. Common assessments are a) evaluation of technical performance in the simulation environment, b) assessment of patient care activities on the clinic floor, and c) overall assessment of student performance by assigned faculty members done quarterly. In addition mastery of knowledge covered in each course is a requirement for successful completion of courses, and professionalism is a component of the academic evaluation of each student. Knowledge is transmitted through classroom and study activities and is measured using written tests and performance evaluations if appropriate. Professionalism has been defined by the faculty as “the level of ethical, legal and moral conduct in one’s field that an individual must adhere to in order to gain and maintain the trust of others.” Specific objectives are defined in the courses and student behavior is monitored. Students who do not adhere to the learning objectives receive professional evaluation reports and are subject to academic sanction, remediation, and possible disciplinary action.

The **School of Medicine** has an ongoing assessment of the six competencies both within and independent of courses. Independent of the courses there are annual benchmarks. In the first year, all students complete a performance assessment in a three station mini objective structured clinical examination (OSCE). The student receives professionalism, history, physical examination, and communication scores. Students also complete a portfolio assessing and reflecting on evidence related to actual performance in four of the six competency domains.

At the end of year two all students complete another performance assessment in a six station OSCE and receive scores as described above. At this same stage, all students sit for the first of the examinations for licensure, USMLE Step1. They also submit a portfolio detailing the remaining two competencies and reviewing the previous ones.

In the middle of the third year, students participate in a formative clinical performance examination of three cases receiving feedback from faculty observers as well as standardized patients. At the end of year three the students complete their last direct performance assessment with an eight station Clinical Performance Examination (CPX). UCSF participates in a consortium of all eight California medical schools to undertake this standardized assessment. The student receives scores in history taking, physical examination, and physician-patient communication.

Students in their fourth year will complete USMLE Step 2. This system provides a longitudinal assessment of student performance. Faculty members have created direct observation of skills that reflect other than medical knowledge within each course and clinical rotation. Examples of these range from peer assessment of anatomy presentation to brief structured clinical observation. Course-content requirements are
not specified except to ensure that across the curriculum the range of competencies are covered so as to address the previously described milestones.

The School of Nursing provides over 540 hours of clinical direct patient care with clinical faculty or clinical preceptor faculty on a one-on-one or two-on-one basis for 90% of students (all in clinical graduate programs). Additionally, clinical simulation is used for students who are in clinical programs. Students in non-clinical programs of study, such as Health Policy and Leadership, also have residency hours performed with a clinical faculty mentor. Clearly identified individual student learning outcomes developed by the student and faculty, prior to setting up the residency, are developed and monitored. Student projects such as quality assurance projects and drafting of a policy brief are evaluated by the clinical faculty and faculty mentor. Doctoral students not only develop scholarly papers related to their modal doctoral curriculum, but they are expected to write three papers for a qualifying exam, a research proposal, and a dissertation. The qualifying exam, proposal and dissertation are all completed working closely with faculty committees.

The School of Pharmacy requires that all students complete a series of advanced professional pharmacy practice experiences (APPEs), where students are assigned patients in actual patient-care settings and, under the supervision of preceptors, manage their therapy. Students are required to "work up" their patients, provide recommendations for therapy and monitor progress on a "patient-monitoring sheet" (see Appendix X Patient Monitoring Sheet—General Medicine). Student progress (or the result of their "work product") is recorded by preceptors on a standard evaluation form designed and utilized by the faculty in all appropriate APPEs. (See Appendix X UCSF Clinical Pharmacy Student Performance Evaluation.) This form also enables evaluation of the student’s development as a professional (e.g., “dresses appropriately, communicates well with patients, communicates well with other health care providers, maintains patient confidentiality, independent, but not autonomous, collaborative, respectful of others, uses tact and diplomacy, defends therapeutic decisions with appropriate rationale, takes responsibility for actions”). The preceptor presents the student with a copy of the form and the reasons for the various ratings are discussed.

The Graduate Division defines the acquisition of the global learning outcome of “knowledge” at two stages of the student’s development. The qualifying examination provides measurable evidence that the student is able to: a) critically read, understand, and evaluate current literature in the discipline; b) integrate and synthesize ideas within the field; c) demonstrate comprehensive knowledge of the literature in the field; d) critically evaluate empirical evidence; and e) demonstrate a comprehensive understanding of techniques critical to scholarship in the field.

The dissertation provides measurable evidence the student is able to: a) identify/define problems; b) generate questions and/or hypotheses; c) review and summarize the literature; d) apply appropriate research methods; e) collect data systematically; f) evaluate, interpret, and analyze a body of empirical data and evidence; g) discuss findings in the broader context of the field; and h) develop and sustain an evidence-based argument.
In terms of the global learning outcome of “professionalism,” Graduate Division students demonstrate that they are able to: a) conduct research responsibly and ethically; b) communicate clearly and effectively to specialist and non-specialist audiences; and c) produce publishable results.

Every graduate academic student is evaluated for his/her demonstration of achieving the global learning outcomes (knowledge and professionalism) at several stages of the academic career. First, in addition to completing a sequence of courses to fulfill the curricular requirements for the acquisition of knowledge relevant to the field, all academic graduate students take courses in research methods and ethical research practices to learn the standards of professionalism. Doctoral students take qualifying exams mid-way through their program (in the second, third, or fourth year). A committee of at least four faculty members review these written and/or oral exam (see Appendix X for examples of evaluation reports).

As discussed above, the dissertation provides the direct evidence that the student has mastered the learning outcomes that collectively indicate his/her understanding and incorporation of the global learning outcomes of knowledge and professionalism (see Appendix X for examples of UCSF PhD dissertations). And, finally, many students get a head start on their professional careers by getting their scholarly work published in academic journals (see Appendix X for examples of students’ journal publications).

E. Continue to foster a culture of interprofessional education.

From the moment of its inception as a campus solely devoted to health care and research in the late 1800’s, UCSF has nurtured the concept of interprofessional education. As the campus grew from two to four health profession schools, cross and interdisciplinary teaching as well as jointly taught classes became commonplace across the many decades. Indeed many of the major changes that took place within professional education, particularly pharmacy, medicine, and nursing, came about as a result of joint efforts of interdisciplinary teams and took place in multidisciplinary settings.

UCSF has continued to expand its interprofessional activities and has now completed the fourth introductory interprofessional day, held on September 30, 2009. In addition, groups participate in a continuing exercise where students blog on-line about discussion questions. The September interprofessional day was attended by 465 students, 97% of the first year students enrolled in dentistry, medicine, nursing, pharmacy and physical therapy. Students evaluated the experience and 84% of the 352 attendees who evaluated the program agreed or strongly agreed that the program was effective. (CFR 2.4, 2.5, 2.7, 2.8, 2.10) Add in appendices student evaluations, possibly script and agenda for day.

First year interprofessional activities were expanded in 2009-2010 to include a second interprofessional experience, held on January 25, 2010 to review and discuss patient communication issues in small groups in reaction to a UCSF produced video. In
preparation for this gathering, first year students were assigned questions monthly on the IPE and developed lively blogs among mixed groups of professional students. 445 students attended the second IPE day in January. Of the students who submitted evaluations, 87.8% agreed or strongly agreed with the statement, “Overall I feel this was an effective session.”

(Supportive evidence for appendix – 1) CLE records of blogging and 2) student evaluations, 3) possibly the script) A pre-survey on attitudes regarding working together in interprofessional teams was completed and will be followed up with a post survey at the end of the students’ first year of study. These data will inform us of longer-term attitude development following these interventions.

One project students completed utilized an interprofessional standardized patient. The students were pre and post tested on a previously validated attitude survey. Results indicated that the experience was associated with a significant improvement of attitudes toward team value and team efficiency. Another project focused on geriatrics education during patient care, GeriWard, to be initiated in 2010-2011 academic year. Selected third-year medical students, pharmacy students, and nursing students will be enrolled in the curriculum over the course of the academic year. The general course objectives include: 1) identify, learn and teach key geriatric competencies pertaining to the hospital setting; 2) implement clinical assessment tools in evaluating the elderly hospitalized patient on the wards; 3) work as a team consisting of interprofessional students to complete a clinical exercise; and 4) work as a team consisting of interprofessional students and demonstrate the ability to communicate effectively and collaborate with other healthcare professionals.

In addition to these continued efforts, several other notable advances have been made. The UCSF Library recast its instructional improvement grants to incorporate interprofessional education activities (full description on page X). In 2009 three grants were awarded for meritorious proposals that reached across disciplinary lines. Proposals were evaluated based on their interprofessional focus, innovation, sustainability, implementation, high impact, evaluation and cost efficiency. The titles of the successful proposals are listed in the report on page X. Documentation of these programs is included in Appendix X. Finally, the IPE team is in the early stages of working with a group of faculty to develop an interprofessional course on health policy to further engage students on this set of issues that is common to all the professions.

It is also important to highlight the increased interprofessional patient rounds occurring in the medical center. These are teams of medical and nursing students rounding on patients with clinical faculty in the medical center. Nursing students round with School of Medicine faculty and fulfill the role of the medical student, followed by medical students making rounds with School of Nursing faculty in the role of student nurse. This allows for new medical and nursing students in their first year to learn to participate in patient care from the perspective of another profession, to learn the value of the two disciplines, and to appreciate a different work effort as it relates to patient care.
As part of the ongoing efforts to emphasize interprofessional education, the deans met with the IPE team on February 27, 2009. They charged the Interprofessional Task Force to identify metrics to measure success (CRF 2.7), further communicate the advantages of the common academic calendar (CRF 2.4), connect with the Academic Senate and Academic Affairs regarding the scholarship of teaching for academic advancement (CFR 2.8), and explore how IPE efficiencies could save resources for the schools (CFR 3.5). Continued efforts described above have begun to address this charge. Also of note, Chancellor Susan Desmond-Hellmannn has created a Chancellor’s Task Force on Interprofessional Education chaired by the Vice Provost of Student Academic Affairs. The task force is developing a report that formulates a vision for interprofessional education for the next five years. The report will be submitted to the Chancellor in July 2010. The minutes of the meetings and Context Map are included in Appendix X.

In addition, the Vice Provost for Academic Affairs and the academic affairs associate deans have discussed the inclusion of faculty interprofessional education efforts as elements for promotion. With the concurrence of the Academic Senate Committee on Academic Personnel, a statement was added to the 2009 Annual Call, the document that highlights the changes to the academic review and advancement processes. It now states that “substantial teaching contributions that enhance interprofessional education (in particular, the development/enhancement of interprofessional curriculum) are encouraged and given recognition in the evaluation of a candidate’s qualifications for advancement. “

Students have responded well to the interprofessional elements of their education and understand and value the benefits to them as professionals and to their patients:

“We feel it was much more a reward than a burden. The fact that we had members of our team with at least a year’s worth of experience in nursing, medicine, pharmacy and public health allowed us to approach our tasks with a greater confidence than one or more of us had experience with the task at hand...because we are new to the field we probably approached our team with a greater willingness to learn from one another.”
– Team Kenya

“We deepened our insight into a totally different culture and learned to become more culturally competent. Living and working together as an inter-disciplinary team provided an opportunity to learn about the various aspects of health care, which would help us collaborate with other health professionals in our future practices.”
– Team Tanzania

In sum, interprofessional education is enjoying a great deal of momentum at UCSF. Adopting the common academic calendar in 2009 has cleared a number of hurdles for planning programs. Faculty and the IPE team are working to identify and expand curricular offerings that meet the needs of professional students, and evaluation efforts are ongoing. This momentum has set the stage for defining and measuring endpoints
that highlight the benefits for learners, faculty, patients, and the institution. (CFR 2.5, 2.7, 2.8, 2.10, 4.6, 4.8)

F. **Continue to identify ways to encourage graduates to pursue academic careers.**

UCSF recognizes the critical role of preparing future faculty members. Each schools’ plans have been enacted and have identified ways of recruiting young faculty and encouraging students to consider academic careers. The faculty mentoring program has flourished and now provides a variety of regular programming along with individual mentoring experiences. (CFR 3.1, 3.2) In addition, efforts continue in each school to offer opportunities to students that prepare them for academic careers. These efforts include teaching electives, the curriculum ambassador program, and particular mentoring programs. (CFR 2.9, 2.10)

The **School of Dentistry** has developed a number of elective activities to prepare students for academic careers. Faculty provide both elective teaching and tutoring opportunities and faculty-sponsored dental student organizations create activities that stimulate interactions between interested students and research-intensive and teaching-intensive faculty. In 2008, the School of Dentistry was awarded a T32 training grant by the NIDCR/NIH (National Institute for Dental and Craniofacial Research and the National Institutes for Health) to develop a combined DDS-Masters in Clinical Research degree track. This program is analogous to the Pathways program offered through the School of Medicine. In addition, the American Dental Education Association (ADEA) sponsors a national program to train and mentor future faculty members. The fellowship’s components include a day and a half summer fellow/mentor training session, biweekly collaborative meetings between fellows and mentors, faculty/administrator interviews, teaching practicum in four settings, career reflection essays, research practicum, and a poster presentation at the 2011 ADEA Annual Session. In 2010, two of the seven dental students from around the country selected for the year-long fellowship are at UCSF: Mahboobeh N. Bajestan mentored by Dr. Maria Orellana, D.D.S., Ph.D., M.Sc.; and Almut Ellwanger, mentored by Diane L. Barber, Ph.D., and Caroline H. Damsky, Ph.D. Each of these opportunities serves to assist students in understanding the responsibilities of an academic career and to gain experience in the aspects of academic life that distinguish it from a practice career.

Within the **School of Medicine** the Health Professions Education Pathway has become a well-developed course of study in medicine and students from other disciplines are now participating. Much of the learning activity is done independently and online which enhances opportunities for students from the other schools to participate. Currently the curriculum covers learning theory, teaching strategies, curriculum development, assessment, and leadership. Participants also complete a mentored legacy project. UCSF has established an extremely advanced academic and professional environment and as a result, serves as a model for those potentially interested in academics.

The **School of Nursing** received a significant 5-year grant from the Gordon and Betty Irene Moore Foundation to enroll and graduate doctorally prepared nurses, with a three-
year course of doctoral study, to assume nurse faculty roles in California upon graduation. Students were provided a generous stipend of $60,000 per year of study which allowed students to reduce their outside professional work and study full-time while in the doctoral program. Specific academic teaching courses and seminars were developed to support the students’ development of academic teaching skills and expertise. Currently two classes of Moore fellows are completing their doctoral education, one in spring 2010 and the other in spring 2011. At the end of the program over 55 new nursing faculty will have graduated from this initiative. The courses and mentoring received by the Moore fellows were offered to all interested nursing doctoral students, and will remain long after the Moore fellows have graduated.

Through role modeling and coursework the School of Pharmacy encourages its students to consider roles in academe. The School’s success in this regard can be measured in many ways, including the fact that its graduates hold a substantial number of faculty positions across the nation. In addition 276 of the School’s volunteer clinical faculty, 49.6%, are alumni. Over the last three years, roughly 64% of the School’s graduates have sought and been placed in residencies which are not required as a part of pharmacy education but serve as major sources for replenishing and building the clinical pharmacy faculties of the nation.

**WASC Commission’s Guiding Recommendation:** The Graduate Division must incorporate into the academic degree program review process both student learning objectives together with appropriately aligned assessments and the use of these assessments in program improvement, in much the same way that such assessments inform the accreditation process of the professional degree programs.

Each program in the Graduate Division undergoes external review every five years. Incorporated into the review is an assessment of student learning outcomes. In preparation for the review, each program is asked to identify specific learning outcomes for students at key stages of the program (e.g., qualifying exam, dissertation prospectus, research presentations, dissertation defense) and to explain the methods used to assess achievement of these student learning outcomes (e.g., aggregate annual reports of qualifying exam completions, acceptance of abstracts at national meetings, grants awarded, papers published, dissertations completed). The review team is then asked to evaluate the assessment methods and the outcomes data presented and to comment on how well the student learning outcomes align with both the discipline’s standards and the institution’s goals. Programs then incorporate this feedback into refining the curriculum, student support and advising services, and resource allocation. (CFR 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.6, 4.8) Refer to relevant materials in the Appendix

**WASC Commission’s Guiding Recommendation:** Contribute to the generalizable knowledge through the development of rigorous design and assessment of its many initiatives, thereby learning from our own best practices and contributing to the literature in health professions education.
Faculty at UCSF are engaged in research and dissemination of knowledge related to education, curriculum, interprofessional education and many other topics specifically related to the professions. The publication and presentation of the knowledge gleaned through this process provides convincing evidence that UCSF faculty are active participants in fostering improvements in education. (CFR 2.2, 4.7) A listing of publications, abstracts, and presentations by UCSF faculty is included in Contributions of UCSF Faculty and Staff to the Scholarship of Teaching Appendix X.

As described above, the schools and Graduate Division are actively employing various methods of identifying and measuring student learning outcomes. The data from the direct and indirect assessments is used for planning and has provided a stimulus for positive change. In addition to the school- and program-based outcomes, the WASC team, associate deans, and academic senate have agreed upon two global learning outcomes: knowledge and professionalism. Supportive of these learning outcomes, the schools and the Graduate Division continue to foster interprofessional education through jointly taught classes, student projects and grants, patient rounds, and special activities such as the campuswide Interprofessional Day events. Finally, the emphasis on professional competency is balanced by a strong commitment to preparing students for academic careers. Mentoring activities, elective courses, the Pathways program, and other similar efforts provide support and encouragement for students to consider academic careers. In sum, UCSF has made significant progress in standardizing learning outcomes and general competencies, while still allowing for the individualization of the learning experience.
DIVERSITY

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

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

As discussed during the Capacity and Preparatory Review in 2009, the Institutional Proposal stated that "UCSF is committed to being a leader in the effort by the University of California to enhance diversity across all its campuses." UCSF's efforts are rooted in a historical commitment to diversity. The efforts of the UCSF Black Caucus almost 40 years ago inspired the institution to build a more diverse faculty, staff, and student body. Since then, UCSF's professional schools have worked to keep pace with, and in some cases, have surpassed peer institutions in enrolling a higher proportion of underrepresented students. This success is especially noteworthy since UCSF is a post-baccalaureate university and there is a tendency for diverse representation to decline with advanced education. Although the State of California's Proposition 209 and the UC Board of Regents' 1995 decision to discontinue affirmative action have resulted in a lower proportion of underrepresented students, UCSF continues to actively engage in a wide array of efforts to promote diversity. (CFR 1.5, 1.6)

WASC Commission's Guiding Recommendation 1: Continue to pursue standard definitions of demographic data categories, as well as consistent methods for capturing them such that at students’ matriculation in the degree programs, data describing diversity categories are stored at the greatest level of detail that can provide useful data for subsequent re-tabulation of categories or disaggregation of data for various reporting and analytical purposes.

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

UCOP recently expanded the student race/ethnicity information that it collects in response to changes in federal reporting requirements, including new multi-race reporting requirements using federally prescribed roll-up rules. For the next few years, UCOP will continue to report race/ethnicity using its traditional single-reporting categories through use of a hierarchy or trumping scheme developed by UCOP and campus graduate division staff. This hierarchy has been accepted by all UC campus
Graduate Divisions, and will enable consistent reporting of the traditional single-race/ethnicity categories for the near future. United States and California census data was used to determine the broad categories (bolded) of under-represented students at UC, as well as the most underrepresented Hispanic and Asian sub-groups within the population of people aged 25 and older with at least a four-year college degree. These sub-groups are ordered with respect to the degree of their under-representation. No such system-wide hierarchy has previously existed for graduate student data, where the roll-ups have been determined by local campus practice.

Graduate Hierarchy - UCOP Categories

**African-American**: African American/Black

**Hispanic/Latino**: Mexican/Mexican American/Chicano; Other Spanish American/Latino

**American Indian**: American Indian/Alaskan Native

**Pacific Islander**: Native Hawaiian or Other Pacific Islander

**Asian**: Vietnamese; Filipino; Japanese; Chinese; Korean; East Indian/Pakistani; Other Asian

**White**: White/Caucasian

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

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

UCSF Human Resources collects demographic data on full- and part-time staff to comply with Federal reporting guidelines, including the Office of Federal Contract Compliance Programs (OFCCP) EEO-1 Report of the US Department of Labor. OFCCP currently requires Federal contractors to collect and maintain information about the gender, race, and ethnicity of their employees in five race and ethnic categories: Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaskan Natives. The EEO-1 categories are currently undergoing revision, and will add one new category
(“two or more races”) as well as dividing the category “Asian/Pacific Islanders” into two separate categories, “Asian” and “Native Hawaiian or other Pacific Islanders”. This data is used annually to create UCSF staff placement goals for under-represented minorities and women by job group.

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

In June 2007, UCSF completed a campus wide Strategic Plan. The vision statement specifically provides that "in advancing health worldwide, UCSF will ... build upon its commitment to diversity," singling out Nurturing Diversity as one of the seven strategic directions to be undertaken over the next five years. (CFR 1.5) The plan's diversity strategies include "creating a more diverse campus community, ensuring that UCSF continues to attract the best and most diverse candidates for all educational programs, and improving diversity among senior leadership." In addition, other strategic directions in the plan include an emphasis on diversity.

In Promoting a Supportive Work Environment, the strategic plan provides that to "groom and promote the next generation of UCSF leadership ... special attention must be paid to ensuring diversity among these potential leaders." This emphasizes the use of role models in enhancing diversity in the UCSF community. Toward Educating Future Leaders, the strategic plan states that to "prepare for growth in professional school enrollment. ... (we will) ensure that innovative educational programs that focus on diverse and underserved populations are accessible to more future health care professionals."

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

The ten points are summarized below:

- Implement comprehensive communication program and diversity webpage;
- Establish faculty database for conducting faculty searches;
- Implement best practices for faculty searches;
- Develop comprehensive plan for staff recruitment and retention;
- Develop comprehensive program promoting diversity among trainees;
- Develop preliminary set of proposals on accountability and incentives;
• Recruit director of academic diversity;
• Establish coordinated outreach program;
• Establish school-specific plans
• Incorporate recommendations from the Strategic Planning Initiative.

The campus has put in place an effective communication strategy, with a robust Diversity web site (http://diversity.ucsf.edu) that includes data indicating progress on diversity among students, trainees, faculty and staff.

With guidance and oversight by the Chancellor's Academic Diversity Committee, the Chancellor’s Office put in place an accountability structure in 2007 that requires annual reporting and a public presentation of diversity plans and progress in achieving goals. The most recent public reporting of diversity took place on April 13, 2010 with Chancellor Desmond-Hellmann and other senior leaders presenting an update on progress in achieving diversity goals and answering questions from the campus community. A description of that event can be found at: http://today.ucsf.edu/stories/ucsf-leaders-to-provide-status-report-on-academic-staff-diversity/

The Director of Academic Diversity has worked with the Office of Institutional Research to collect trainee demographics from each of the Schools. In addition, first generation to college students are followed with this system. (Revised CFR 2.11) The Graduate Medical Education Program has also implemented a new system that more efficiently captures demographic data. This data is included on both the campus Diversity web site and the OIR web site.

UCSF is also in a unique position to model cultural competency strategies across the health professions. Each of the professional schools includes formal training in cultural competency in its curriculum. Below are some examples of this important work.

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

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

Within the School of Nursing, all students are required to take a two to three unit
course on socio-cultural issues. In addition, several required core courses have identified learning outcomes with respect to cultural/racial/ethnic diversity.

The School of Pharmacy provides cultural competence training to students through various modalities including lectures, workshops, role-plays, and interactive exercises. Early in the curriculum students are introduced to the concepts of cultural competence (i.e., culture and health, health beliefs, health disparities, health literacy, low English proficiency) and students have the opportunity to discuss the impact culture has on a patient’s health and especially on how patients may communicate their health and medication needs to the pharmacist. In addition, students receive training on the proper techniques for using interpreters in the clinical setting. As students learn about medication therapy options the concepts of culture are integrated as important elements to consider when designing treatment regimens and recommendations. Students complete their clinical training during the final year of the program during which they apply cultural competence concepts learned while interacting with patients and other health care professionals.

[Proposed response for Graduate Division— Draft text language below:] The Graduate Division administers several diversity programs including the NIH/NIGMS-sponsored IRACDA Scholars in Science (ISIS) Fellowship Program for postdoctoral scholars and the Initiative to Maximize Student Diversity (IMSD) Fellowship for underrepresented minority graduate students; the NSF-sponsored Alliances for Graduate Education and the Professoriate (AGEP) "Postdoc Bootcamp" program; the UC Leadership Excellence through Advanced Degrees (LEADS) Program; and Summer Research Opportunities http://graduate.ucsf.edu/content/outreach-amp-diversity. In addition, a number of resources are made available to under-represented students or anyone interested in fostering diversity. These resources can be found on the Graduate Division website http://graduate.ucsf.edu/content/other-diversity-resources.

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

*(Need Chris Cullander and Renee Navarro to write up some text for this section)*

**Moving Toward a New Campus Organization for Diversity**

In December 2009, Bobby Baron, the Chair of the Chancellor’s Advisory Committee on Academic Diversity (CACAD) appointed a Subcommittee on Outreach and Diversity to review and analyze three recent reports and develop a single consolidated proposal to enhance outreach and diversity at UCSF consistent with the Chancellor’s strategic priorities under the leadership of co-chairs Joseph Castro, Vice Provost – Student Academic Affairs and Special Assistant to the Chancellor and Renee Navarro, Associate Dean Academic Affairs and Director of Academic Diversity.
The subcommittee reached near unanimous support for recommending that UCSF:
1) Establish a campus-wide diversity office;
2) Appoint a highly visible, senior level leader to lead the campus-wide diversity office who will report directly to the Chancellor;
3) Incorporate existing UCSF diversity programs and offices within the campus-wide diversity office;
4) Allocate sufficient new resources, including adequate staffing, to the diversity office to support collaboration among existing programs, initiate pilot programs, and provide seed money to leverage new sources of financial support for diversity and outreach;
5) Charge the new diversity office with the establishment of a campus-wide multicultural center; and
6) Charge the new diversity office with the establishment of a coordinated campus diversity plan covering students, trainees, staff and faculty that includes a comprehensive inventory of existing programs, a strategic plan for strengthening existing programs and developing new programs, and an institutional research framework for assessing program effectiveness over time.

The report’s recommendations have been endorsed by the CACAD, the Chancellor, and Executive Committee as long-term strategies to improve UCSF’s outreach efforts. The report can be found in Appendix X. Specific plans to address the recommendations included (CFR 1.5, 3.1, 3.2): a) increasing the coordination of outreach activities by the Director of Academic Diversity; b) expanding, enhancing, and financially supporting existing post baccalaureate programs for disadvantaged students interested in health science careers at all four schools; and c) supporting the establishment of new programs. Include text about next steps to implement Report’s recommendations.

Initiatives to Enhance Diversity

UCSF sponsors an array of initiatives that nurture and increase diversity. Some examples are described below:

A successful example of a campuswide outreach initiative that identifies disadvantaged students for all our professional schools and graduate programs is the Inside UCSF Program. This program, which recruits talented and diverse students from community colleges and four-year institutions, was successfully conducted between 1999 and 2004, then again in 2008, 2009 and 2010. Concurrently, we compare annual enrollment data for underrepresented students to average enrollment rates for all students, monitor for trends, and evaluate for contributory factors. For example, 2009 data indicate 34% of enrolled graduate students and 47% of enrolled medical students are from ethnicities considered to be underrepresented in science and medicine (American Indian, Asian, Black, and Hispanic) compared to 46% and 33%, respectively, in 2008. A similar plan is in place to evaluate factors contributing to differences in matching residency programs for underrepresented students in medicine (UIM) as compared to other students. 2008 data showed a 25% match rate for UIM compared to 34% for majority students. These rates have continued to converge, with a 26% match rate for UIM compared to 28% for...
non-UIM students in 2009, and 28% UIM match rate compared to 27% for majority students in 2010. Data for 2009 can be found in Appendix X.

Campus wide programs aimed at recruiting postdoctoral fellows and faculty who enhance our diversity include the Travelling Ambassador Program, in which Travelling Ambassadors representing UCSF attend national professional meetings, advertise open faculty positions at UCSF, and focus on making contact with potential applicants who would enhance the diversity of the campus. The ambassador provides information about specific UCSF faculty openings and obtains contact information from those individuals with whom they interact. The Director of Academic Diversity, Dr. Renee Navarro, coordinates the recruitment of potential candidates that have been identified by ambassadors, forwards announcements of new searches, and assists in identifying and training new ambassadors. A similar program for postdoctoral fellows, the University of California President’s Postdoctoral Fellowship Program, was established in 1984 to encourage outstanding women and minority PhD recipients to pursue academic careers at the University of California. The current program offers postdoctoral research fellowships in all fields, along with faculty mentoring and eligibility for a hiring incentive to qualified scholars whose research, teaching, and service will contribute to diversity and equal opportunity at the University of California. We also specifically have recruited fellows from this program as faculty members at UCSF (http://www.ucop.edu/acadadv/ppfp/faculty_app.html).

The UCSF Communications Program ensures that we are fully communicating the overall picture of UCSF’s diversity efforts, which includes our commitment to diversity, programs underway to support these efforts, and areas where we can improve. The Communications Program has played a major role in disseminating diversity efforts at UCSF, making them available to other campuses and serving as a model for the academic community. The Public Affairs Office, in collaboration with the CACAD, has made a strong effort to ensure that campuswide diversity events are covered and appropriately featured. A list of diversity communications for 2010 can be found in Appendix X (need to update Appendix 16 provided with the CPR report). Efforts to communicate and disseminate approaches to enhancing diversity are described briefly below. (CFR 1.1, 1.2, 1.5)

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

A diversity brochure focusing on UCSF’s commitment to diversity was developed and distributed beginning in 2008. The brochure was designed to reflect the look and style of the diversity website and to be used for recruiting faculty, staff, students, and trainees. It includes a statement from the Chancellor about diversity as well as links to important
websites for all of the groups.

Other recent accomplishments include a diversity listserv, a calendar of key annual events that UCSF representatives can attend and provide a booth and/or advertisements. Other methods to maximize diversity of our faculty is the Academic Demographic System, standardization of definitions and reporting, generic advertising, improvements to the search committee tools and the Academic Affairs website, and exit surveys for faculty who leave UCSF. (CFR 1.5, 3.2) More details on these activities are included below.

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

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

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

The Academic Affairs Website page (http://acpers.ucsf.edu/diversity/) has been updated to feature a Recruitment and Diversity header. (Revised CFR 2.8) The recruitment section has forms, policies, and best practices for conducting academic searches and is easily accessible to search committees and their staff. The diversity section includes important documents and resources related to diversity and a link to the UCSF diversity website. The New Faculty Orientation Program includes a section on “Who We Are” and Principles of Community. (Revised CFR 3.3)

An exit survey developed by the Academic Senate Clinical Affairs Committee has been expanded and sent to all faculty to determine reasons for leaving UCSF. This allows any differences among demographic groups to be identified and addressed. The movement from a paper survey to online input has increased the response rate from
less than 20% to greater than 60%.

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

**Diversify Postdoctoral Candidate Pool.** The Dean of the Graduate Division, Patricia Calarco, and Assistant Dean of the Graduate Division, Christine Des Jarlais, have defined principles for identifying a diverse pool of postdoctoral candidates. In collaboration with the Director of Academic Diversity, they also have developed guidelines to expand searches to increase the hiring of underrepresented individuals.

The last diversity action in the Institutional Proposal concerns accountability and incentives. Progress to date and plans are described below. (CFR 1.1, 1.2, 1.3, 1.5)

**Dissemination of Implementation Guidelines for APM 210.** The University of California Academic Personnel Manual policy governing faculty appointment and advancement (APM 210) was amended effective July 2005 so that faculty contributions to diversity would receive recognition and reward in the academic personnel process. (Revised CFR 2.8) The guidelines for evaluating contributions to diversity have been added to the Annual Call and the Academic Affairs website, distributed to department chairs, and discussed in the retreat with the Committee on Academic Personnel. (Revised CFR 2.8)

**Evaluation of the Stewardship Review Process.** Diversity is one component in the evaluation of the stewardship of a department or school. The Director of Academic Diversity is now able to provide departmental demographic data (including trend data) for the review. (Revised CFR 2.8)

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

**UCSF's Leadership Panel on Diversity.** A program highlighting challenges and plans for the future was first presented in 2007 by then Chancellor J. Michael Bishop and the executive leadership team. This event was originally requested by the Chancellor's Committee on Diversity and has been held each academic year since (Appendix X—Agenda for upcoming 2010 program).

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

**Staff Diversity.** UCSF has a long-standing commitment to hiring and retaining a diverse
staff. This commitment is evidenced by analysis of staff ethnicity and gender for the past five years (Appendix X). As part of that commitment, the Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD) produces an annual Affirmative Action Plan. The Affirmative Action Plan establishes goals and good faith efforts for addressing underutilization of women and minorities in staff and academic job groups. The plan is in compliance with federal affirmative action regulations. The 2009 Affirmative Action Plan is included in Appendix X.

As part of the campus Strategic Plan, UCSF launched an initiative in 2007-08 to nurture and increase staff diversity. This initiative had three goals: a) nurturing diversity; b) improving institutional climate and; c) promoting professional development. Each goal had strategies that the campus has implemented and continues to sustain. The individual goals and strategies are discussed below.

**Nurturing Diversity.** (CFR 1.5, 3.1) Training is provided for supervisors and managers on diversity awareness and best practices in outreach, recruitment and retention. To make trainings more accessible a new online course, “Foundations of Diversity for Supervisors,” has been created.

Through the University Community Partnership Program, the University has formed partnerships with 31 community-based organizations order to help improve the career opportunities for disadvantaged communities and identify and recruit new staff from diverse backgrounds. [https://partnerships.ucsf.edu](https://partnerships.ucsf.edu). Co-Director of UCP will provide additional text.

**Improving Institutional Climate.** (CFR 1.5, 3.4) New Employee Orientations are held bi-monthly to welcome new staff to UCSF and help integrate them into the organization more quickly, familiarizing them with its structure, values, mission and culture. In 2009, 756 new employees attended the orientation. The University conducts employee opinion surveys every two years to assess employee satisfaction and organizational climate. This analysis is then shared with key institution, department, and unit leadership in order to address any institutional climate concerns. When employees leave the university the campus conducts exit interviews to assess the institutional climate and attempt to identify any factors that may enhance or impede our diversity efforts.

AAEOD conducts in-person diversity training workshops for employees and supervisors. Over 1,500 staff and other members of the campus community participate annually in these workshops. Topics include cultural awareness/humility, managing diverse teams, and conflict prevention and resolution.

UCSF has recognized more than 850 staff, and other members of the campus community, who contribute to the positive climate for diversity through the Champions of Diversity program, the Diversity and Affirmative Action Best Practices awards, and the Chancellor's awards, including the Martin Luther King Jr., Status of Women, LGBT Leadership, Public Service, Exceptional University Management and UCSF Medal.
Support Awards [http://diversity.ucsf.edu/champions/](http://diversity.ucsf.edu/champions/). Additional information about the Chancellors' Awards can be found in Appendix X.

**Promoting Professional Development.** (CFR 1.5, 3.3, 3.4) In the fall of 2008, UCSF launched a Leadership Development Program to enhance current leadership capacity and to create a diverse pipeline of future senior leaders. The Leadership Development Program consists of two academic year-long development programs for emerging and senior leaders, the Leadership Academy and the Leadership Institute. The program is designed to ensure organizational success through sustained development of current and future leaders. In 2009 and 2010 we have been able to develop approximately 20% of the leadership population, including substantial representation of people of color, women, and Lesbian, Gay, Bisexual and Transgender staff in the areas of collaboration, communication, strategic planning and decision making [http://leader.ucsf.edu/](http://leader.ucsf.edu/).

In the spring of 2009, Human Resources launched a Career Development Initiative to support staff in advancing their professional careers. A website ([http://careerdev.ucsf.edu/](http://careerdev.ucsf.edu/)) was created to provide staff access to career development pathways and resources. A series of career development workshops served over 200 UCSF staff and Human Resources is in the process of creating career paths and defining associated development activities to advance staff in their professional fields.

**Plans to Further Strengthen Diversity Efforts**

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

The subcommittee reached near unanimous support for recommending that UCSF:

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

The report's recommendations have been endorsed by the CACAD, the Chancellor, and Executive Committee as long-term strategies to improve UCSF's outreach efforts. The report can be found in Appendix X.

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

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

“I believe that we should be held accountable by parents, by students, by taxpayers, by employees, by the Legislature. If someone asks... about a specific research program or asks about diversity or asks about new technology – whether it's worth the cost and what are you getting out of it – I think we ought to be able to give an honest answer, backed up by empirical data, and that is my view. My motto... 'In God we trust – all others bring data.”

“Proving the Value of Higher Education,” speech by UC President Mark Yudof to Commonwealth Club of California, Nov. 17, 2008

| WASC Commission’s Guiding Recommendation: | Provide resources to establish and appropriately staff the institutional research office on a permanent basis, and create a central data resource at its disposal such as a data warehouse extracted from the student information system, to enable consistent and effective support for campus data reporting and analytical needs. |

Institutional research has proven to be a critical element to all areas of the WASC review and to the university’s ongoing commitment to plan, measure, and improve the educational effectiveness at UCSF. At present, institutional research is distributed between several campus administrative units at UCSF, primarily the Office of Institutional Research, the Graduate Division, the Admissions Offices and the Offices of Student Affairs for the professional programs, and the program administration for the graduate academic programs. Budget and Resource Management, Human Resources Information Systems, and Campus Life Services also have some institutional research functionality with respect to student data. All these units provide timely responses to strategic data needs, and the data and analyses that they provide are regularly used to inform decision-making and in institutional review. (CFR 4.5)

The WASC review team recommended that the UCSF administration create a central data resource at its disposal such as a data warehouse extracted from the student information system, to enable consistent and effective support for campus data reporting and analytical needs (CFR 4.3, 4.4, 4.5).

The UCSF Office of Institutional Research (OIR) in Student Academic Affairs was formally re-established in fall 2009, and is staffed by a full-time Director and a half-time analyst. The OIR is the source for validated student and trainee data and both periodic and ad-hoc reports and analyses that are provided to campus leadership and Public Affairs, the UC systemwide office, and the U.S. Department of Education and to other clients. Student learning assessment at UCSF takes place at the program level, however the OIR plans to institute a campus climate and student satisfaction survey modeled on the University of California Undergraduate Experience Survey (UCUES) in
the near future, and is working with Student Experience in the Research University (SERU) staff to implement this initiative. The Office of Institutional Research has also taken a lead role in the WASC affirmation of accreditation and was able to move UCSF to ‘Specified’ degree level approval in October 2009.

The majority of data used by the OIR is currently obtained from the data systems of the Registrar and Student Financial Aid, with additional data provided as needed from Services for International Students and Scholars, the Office of Student Life, and Student Health and Counseling Services. An arrangement has been made with Institutional Research at the University of California Office of the President (UCOP) to create a data warehouse for the UCSF campus as part of the Decision Support System (DSS) currently under development at UCOP (see Appendix X, correspondence from Kathleen Dettmann, Director of Institutional Research at UCOP). The expectation is that this will eventually become the primary means of campus data reporting and analysis.

The Director of the OIR is a member of UCOP’s Decision Support System Student Data Business Requirements Work Group that is in the process of developing business requirements and functional specifications for DSS Phase II - Student and Instructional Data. Once these requirements and specifications are completed in late July 2010, the next step will be to build the data model for the first release of Phase II as well as to develop data dictionaries and a glossary of business terms. The DSS will make it possible to integrate data system-wide as well as incorporate data from external sources, and (where appropriate) will provide users in the University community with direct access to data from many of the University's major administrative systems.

The Office of Institutional Research web page (oir.ucsf.edu) publishes student data and provides links to campus, faculty, staff, and UC systemwide data, including UC Accountability. Google Analytics tracks use of the web pages. There is an ongoing review of the OIR that includes a comparison of data collection methodologies, a critical examination of performance indicators for the campus, creation of partnerships with other institutional research-related units on campus, and active outreach to existing and potential constituencies.

Graduate Division Institutional Research/Information Technology (IR/IT) provides data for program review and grant applications, is responsible for the administration of various surveys, responds to Federal, State, UC systemwide, and campus information requests, and implements and oversees the graduate school application process. Staffing consists of the Director of IR/IT and one staff member. The data for program review and grant applications is obtained from Student Financial Aid and the Office of the Registrar. Graduate Division IR administers the NSF-NIH Graduate Student Survey and the Survey of Earned Doctorates (the SED), UC systemwide’s triennial Graduate Student Survey, the UCSF Survey of Doctoral Experiences, and the CGS/GRE Survey of Graduate Enrollment and Degrees. This unit supports the Graduate Division web pages (graduate.ucsf.edu/), but does not have a web presence itself.
Each graduate professional program at UCSF has its own Admissions Office and the Graduate Division administers admission to graduate academic programs. Data on applicants and offers made (number, gender, race and ethnicity) is transmitted to the Registrar in the late fall or early winter of each academic year, and information regarding the preparation and selectivity of applicants is maintained at the program level. Admissions Office staffing varies by program, and there is an admissions webpage for each professional program and for the Graduate Division. As noted earlier, student assessment takes place at the program level and is conducted by each Office of Student Affairs for the professional programs. Assessment data is used internally to track student progress and to fulfill programmatic accreditation requirements. As a rule, student assessment in the Graduate Division is done during program review.

Other units that work with student data include the following:

- The Institutional Analysis (IA) unit in Budget and Resource Management has three FTE, and is charged with conducting analyses relevant to decisions regarding the funds to support building projects, including instructional space. Institutional Analysis publishes an in-depth UCSF Institutional Profile each year that includes student data (http://brm.ucsf.edu/finance/2517-DSY.html)

- Human Resources Information Systems tracks part-time student employees serving as technical, laboratory or office assistants. This data may be useful when looking at persistence and time to degree for some programs. Student data is also reported when students take staff trainings.

- Campus Life Services (CLS) has a marketing group that does research regarding the use and potential use of CLS Services (including housing, shuttle service, recreation, arts and events, childcare and retail on campus) by the campus community. They regularly use surveys and focus groups to obtain feedback on existing services and identify future needs. Since some of their survey questions concern student satisfaction, the Office of Institutional Research will be working with CLS to avoid repetitive questions and survey fatigue on the part of students.

Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning. (CFR 4.3)

Report will go out for review without this section completed.

Suggestions for narrative and links to address two paragraphs above:
- Office of Student Life, particularly learning and disability resources
- Financial counseling information in SFS
• Graduate Division website, as source of general information about graduate study at UCSF
• Academic Affairs, particularly the information about appointment and advancement in faculty series

The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy. (CFR 4.4)

**Suggestions for narrative and links to address paragraph above:**

- OIR webpage as source of verified student data on admission and enrollment
- Graduate program review process - possible appendices about this are:
- Description of procedure to establish new graduate programs in Compendium

The WASC review team also recommended that the Registrar's Office and deans of admissions continue to pursue standard definitions of demographic categories, as well as consistent methods for capturing them such that at students' matriculation in the degree programs, data describing diversity categories, such as ethnicity, are stored at the greatest level of detail that can provide useful data for subsequent re-tabulation of categories or disaggregation of data for various reporting and analytical purposes (CFR 3.7, 4.3, 4.5). [Need narrative to support that this has occurred]

UCSF’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions. (CFR 3.7) [Need narrative to support that this has occurred]

UCSF, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology. (CFR 4.7)

[Concluding paragraph to be written once essay is complete]
NEW ENHANCEMENTS TO STUDENT SERVICES

“We make sure we have the most talented faculty possible, to train the best and brightest students and trainees and make an impact in this world. These young adults are so talented, so diverse, so smart and so dedicated to do great things for the world. They are filled with hope and optimism and tenacity.”


The Student Academic Affairs (SAA) Team and campus colleagues are working diligently to address two significant challenges that are priorities in the UCSF Strategic Plan.

First, SAA is identifying and implementing new ways to better serve the ever-changing needs of UCSF students inside and outside the classroom. Rapid advances in technology provide new opportunities to serve students’ needs faster and more efficiently than in the past. New technologies have been implemented to streamline student systems, especially the financial aid and registration systems. The recent creation of an endowment has also enabled the campus to sustain advances made in improving student classrooms. New and more complex health needs of students, especially in the realm of mental health and counseling, have prompted an increase in access to a wider range of health services as well as to enhanced wellness and support services.

Second, the SAA team is working with faculty, staff, and students throughout the campus to better coordinate existing programs and design new initiatives that increase the diversity of our students. The establishment of a new expanded partnership with San Francisco Unified School District is a very important component of the effort to strengthen local educational pathways serving P-12 students from diverse backgrounds. By enrolling and graduating more students from underrepresented backgrounds, UCSF will help to increase the diversity of the next generation of health care leaders while expanding access to care in many of California's underserved communities.

Each of the new enhancements described below have addressed one or both of the SAA goals for improved services to students and increased diversity within the UCSF student population.

**Technology Enhancements**

In 2009-10 the Student Financial Aid Office introduced a 100% on-line application process to continuing students for the first time. The office also implemented new software allowing for automated aid awards, eliminating the need for manual and repetitive input. Offer letters are now generated on-line and available for student
retrieval at any time, and electronic signatures were implemented on all promissory notes, allowing students to instantly complete the paperwork from home or school.

Other technological enhancements include the expansion and promotion of electronic deposits for all loan funds, leading to a dramatic decrease in the number of paper checks being issued and safer and more efficient distribution of funds to students. Finally, Student Financial Aid is working with the Controller’s Office to create and implement a student Accounts/Receivable system that is scheduled to go live in August 2010.

In addition to the technological enhancements, Student Financial Aid hired a new staff member to implement and manage a holistic debt-management and budget-planning program to educate students on ways to minimize debt and explore loan repayment options upon graduation. The program also provides workshops in conjunction with both individual school intersession programs and as part of the Student Enrichment Series sponsored by SAA.

The Office of the Registrar significantly improved services in 2009-10 by launching a new web site to provide information to students in a logical, easy-to-navigate format. In the same year, on-line grade reporting for faculty was implemented. Currently 99 percent of grades are reported on-line, allowing students faster access to their grades.

To enable employers to verify degrees of our alumni quickly, the Office of the Registrar implemented on-line degree verifications through the National Student Clearinghouse. In addition, 30 years of course catalogs were electronically archived. Finally, the Office of the Registrar's implementation of an e-check system for fee payments reached maturity, with 77 percent of students paying fees by e-check.

In addition to the Financial Aid and Registrar improvements, Student Academic Affairs, in partnership with Capital Programs and Facilities Management, upgraded 35 classrooms with new carpet, paint, or flexible furniture. These improvements significantly enhanced the learning experience for our students. Student Academic Affairs also installed modern technology in classrooms, raising every classroom to at least a baseline level of technology for instruction. The reliability of equipment and the delivery of support services to instructors were improved and SAA piloted a system to capture lectures electronically and provide these recordings to students. A larger-scale deployment of a robust lecture capture system is funded and is in progress.

**Student Academic Affairs Websites**

In an effort to continuously enhance the effectiveness of student services, Student Academic Affairs (SAA) launched eight new websites in April 2010. The goal of the redesign initiative was to create functional, accessible, user-friendly, student-focused websites for all of Student Academic Affairs.

Highlights include user polls, multimedia content, departmental calendars, up-to-date forms and brochures, expanded search features, as well as campus-wide resource
listings. Student Academic Affairs looks forward to continuing the expansion of web-based services and information as an integral feature to serving students.

Graduate Student Health Insurance Plan (GSHIP)
In October and November 2007 the Vice Chancellors of Student Affairs and the Council of Graduate Deans expressed their interest in exploring a UC systemwide perspective for graduate student health insurance. In response, then Executive Vice President, Katherine N. Lapp, convened the UC Graduate Student Health Insurance Plan (GSHIP) Workgroup in August 2008. The committee’s charge was to undertake a fresh examination of the structuring of graduate student health insurance at the University of California. Although this issue has been examined previously, a rigorous market-based analysis was deemed necessary to determine the challenges and opportunities of a systemwide plan, including identification of areas where costs can be reduced and competitive advantages gained.

The University of California (including UC Hastings College of the Law) had 11 separate insurance plans for approximately 40,000+ insured graduate and professional students. These plans generally provided coverage for services beyond the primary care that is available in the campus’ student health and counseling centers through an insurance network. The plans varied substantially by campus with respect to benefits, premiums, administrative oversight, and cost containment. The cost differentials reflect variations in plan design provisions, covered student health and counseling center services, carrier provided discounts, care management arrangements, administrative fees, as well as regional and funding requirements.

The Workgroup was co-chaired by Joseph I. Castro, Vice Provost for Student Academic Affairs at UC San Francisco and Jeffery C. Gibeling, Dean of Graduate Studies at UC Davis. The workgroup’s recommendations were threefold: to contain costs, increase benefits, and stabilize GSHIP plans. Hewitt Associates, a consulting firm that has a dedicated operation to higher education, was retained to assist with the actuarial analysis. The committee met from October 2008 through June 2010 and distilled its findings into ten recommendations that resulted in a number of changes that are responsive to the stated goals.

First, a University-wide policy has been implemented that requires proof of health insurance coverage as a non-academic condition of enrollment for all University graduate students, consistent with its earlier action for undergraduates. The University has purchased “best in class” contracts for medical, dental and vision coverage from vendors with strong services and financial guarantees within each line of coverage rather than consolidating these services with one vendor. Contracts with Anthem and Delta Dental were signed in June 2010. The University self-insured the medical plan, fully-insured the dental and vision benefits, and contracted for administrative and marketing support.
Augmentations to benefits include a systemwide insurance plan to cover dependents and an optional extension of health insurance benefits upon completion of the degree program or during an approved leave of absence. Lastly, students who study/conduct research at a UC campus other than their home campus will be allowed to seek care via GSHIP throughout the state of California and abroad.

These structural changes to GSHIP resulted in a 10.7% reduction of the GSHIP fee for UCSF students for the upcoming 2010-2011 academic year. Annual increases in insurance premiums for UCSF students have been up to 10% more or more each year prior to this major change.

**Mission Bay Student Resource Center**
The student population continues to grow at Mission Bay. By fall 2010 there will be over 700 graduate students assigned to academic programs and approximately 300 UCSF graduate and professional students living in Campus Housing. The University anticipates substantial growth at Mission Bay for the next five to ten years. With the addition of new laboratory space and with the new hospital opening within the next five years, the number of students on that campus will grow exponentially.

The mission of the Student Resources Center at Mission Bay (SRC) is to add value to the quality of student life at Mission Bay and aid in the recruitment and retention of students. The Center is projected to open in December 2010 and will house the office of Student Services at Mission Bay and the Graduate Student Association (GSA).

The SRC will provide a highly visible and accessible center that promotes UCSF student services and student participation in diverse co-curricular programs and events. The Center will also deliver support and resources for student-initiated activities, provide on-site support for the GSA and other student groups, and serve as a center for organizing and delivering academic and career development programs and community building events.

**Office of Career Planning and Development/Graduate Division Internship Program**
The Graduate Student Internships for Career Exploration (GSICE) program is the first internship program in the nation geared toward placing basic science graduate students into internships in both traditional and non-traditional scientific fields, including biotech/pharmaceutical industry research, business relating to science, patent law, science policy, and science education.

The internships offer full-time placement for a three-month period and occur year round (fall, winter, spring, and summer academic quarters). The student interns are senior-level doctoral students from UCSF all trained rigorously in the basic sciences. Internships are project-oriented designed for the advanced capabilities of a PhD-level student. ([http://gsice.ucsf.edu](http://gsice.ucsf.edu))

**UCSF/San Francisco Unified School District Partnership**
The San Francisco Unified School District's (SFUSD) new strategic plan has articulated the charge of the UCSF/SFUSD Partnership: “To close the achievement gap by eliminating the predictive power of demographics. For far too long demographics, specifically the socio-economic, linguistic, and racial backgrounds of children have often been closely correlated to their success in school.”

UCSF also recently approved its own strategic plan, which calls for a greater and deeper engagement with the K-12 community. The UCSF/SFUSD Partnership is an opportunity to operationalize the goals expressed in each of our respective strategic plans. The Partnership has a two-fold purpose: 1) To support SFUSD students and educators by harnessing the clinical, educational and research resources of UCSF; and 2) To prepare the citizens of tomorrow and expose them to health sciences careers.

The Partnership will focus on science education, college readiness and clinical services via intensive work with five schools within the southeast sector of San Francisco. UCSF has a significant presence in this part of the city, which can be leveraged to support the partnership. In addition, this region demonstrates the greatest need and opportunity for a focused effort to bear positive results. In addition, the program serves a pre-school program, two elementary schools, two middle schools and one high school. Proceeding in this way will enable UCSF to create a deep, meaningful partnership with children and families who live within the same “neighborhood” of the city.

The SFUSD strategic plan states, “The changes we demand require that we relinquish pretense and embrace the simple truth that we all have to learn how to serve students and their families more effectively.” Serving students more effectively will mean developing a more engaging science curriculum so that students are excited about learning. It will require addressing the physical and mental health needs of students so that they will be able to learn. And notably, strategies will be implemented to engage the families of students as their active participation can make a huge difference in helping students meet their educational goals.

Serving all students more effectively will require UCSF and SFUSD, both individually and collectively, to be transparent about those areas where new learning and strategies are needed. This process of learning will inevitably transform both organizations for the better and lead to a deeper and more meaningful partnership.

**Student Aid Initiative**

UCSF is a recognized world leader in health sciences education. This excellence depends on sustained quality in clinical, research, and educational programs. Without the ability to retain top students, the ability to retain faculty is also jeopardized.

Unfortunately, the cost of the exemplary education provided by UCSF is rising. Student fees continue to increase dramatically and private and public peer institutions offer more generous financial aid than UCSF has been able to offer. As a result, growing numbers of top candidates decline UC in favor of competitors with better aid packages. The rising costs are also affecting the university’s service mission. Increased debt levels
require students to pursue high salary jobs, fewer graduates can afford to work with underserved populations, and finally, fewer graduates will pursue academic career paths.

It is important to note that these rising costs may hamper efforts to recruit and retain underrepresented minority students. Fee increases adversely affect low-income, out-of-state, and international students. Top candidates of diverse backgrounds are courted by peer institutions offering better aid packages. In order to sustain excellent health science education—of which diversity is a vital part—the University is launching the Student Aid Initiative.

Professional and PhD/Master's students are the top priority for support. The next priority are trainees: postdoctoral fellows, residents, clinical fellows, and certificate programs. Scholarships are the primary goal, providing free money awarded primarily to professional and masters-level students to assist with educational expenses incurred while earning a degree at UCSF. Fellowships providing similar dollars for doctoral students, post-doctoral and clinical fellows, and residents is also a top priority. The secondary priority are awards that do not fit in the Scholarship and Fellowship categories, including funds awarded to students and fellows to recognize specific academic achievements, and to support academic endeavors such as summer research opportunities.

A strong case can be made to invest in the University. The return on investment for scholarships/fellowship gifts is significant. In addition, new health professionals, scientists, and researchers add millions to the economy. The University is placing an emphasis on building an endowment, however some donors will restrict gifts to current operational use. The majority of gifts will go to specific schools, departments, and programs, with some institution-wide funds as well. While these funds are being raised, a concurrent lobbying effort is underway to reduce or maintain current fees and secure governmental support for education.

Numerous opportunities exist for donors to support the initiative, from funding a single student through their educational program to naming programs and schools, to providing matching endowment funds. An extensive and exerted effort is underway to identify donors and prospects and the University anticipates much success from this initiative.

The initiatives described above are examples of the concerted and ongoing effort in recent years to enhance the student experience at UCSF through improved student services and support. Technological advances in Student Financial Aid and the Office of the Registrar, coupled with information-rich and user-friendly websites, have made the transactional and business functions of student life less burdensome. At the same time, improved and more affordable health insurance and health services have been realized and direct student services and activities will soon be implemented at the Mission Bay site. These enhancements support and improve the learning environment,
contribute to achieving the stated learning outcomes, and lead to improved retention and well-being of UCSF’s diverse and talented student population.

CONCLUDING REMARKS

UCSF has maintained its position at the forefront of health sciences education and has demonstrated an ability to respond to the growing demand for health care professionals and life scientists. The mission of “advancing health worldwide” is actualized within each of the Schools, the Graduate Division, and the Medical Center. While selectivity of admissions, national rankings, and NIH funding are just a few recognized measures of excellence, the University will always continue to strive to surpass its achievements in the areas of education, research, service, and health care delivery.

To plan for and measure the University’s continued quest for excellence, the campus has endorsed and implemented multiple planning, assessment and review measures—many of which have been enhanced by the WASC re-accreditation process. The benefit of these augmented processes and measures is already being realized in advancements to the quality of teaching, learning, research, service, and patient care at UCSF.

The Teaching and Learning Center, UCSF’s flagship initiative, is on track to open in January 2011 and represents the manifestation of the campus commitment to interprofessional education and innovative learning strategies. Instructional technology initiatives and improvements to library and classroom learning spaces also reflect the University’s commitment to a continuously enhanced learning environment.

As this report has highlighted, numerous measures are in place and utilized throughout the campus to assess student learning outcomes at the program and school level, as well as within the context of global learning outcomes. The WASC review process has inspired improvement and growth in the use of assessment in all areas of the university. As demonstrated in the preceding narrative, students, faculty, staff and patients have benefitted from these assessments and subsequent changes.

As a critical element for the enhancements described above, and a measure of continued excellence, UCSF continues to place diversity as foundational to all campus goals and initiatives. Recent efforts have strengthened the campus’ effectiveness in recruiting and retaining a diverse community of students, trainees, faculty and staff. At the same time, we acknowledge that more work must be done and we are putting in place an organizational structure that will further strengthen our efforts.

The success and commitment to ongoing excellence at UCSF will be more readily studied, understood, and reported via the improved capacity for institutional research. Likewise, students have experienced more accessibility to information and ease in
transactional activities, as well as increased access to programs and services, as a result of numerous new enhancements to student services.

Finally, the schools and academic programs have made repeated and significant contributions to the generalizeable knowledge—contributions that have enhanced UCSF’s best practices while also contributing the literature and practice of health care education well beyond the limits of our own campus. The compendium of UCSF scholarship and publications, Contributions of UCSF Faculty, Staff and Students to the Scholarship of Teaching (Appendix X) provides an overview of the many and diverse contributions of the University.

UCSF’s ability to continuously strive toward its mission and goals has been affirmed and supported by the WASC reaccreditation process. Through the process of this thorough and intensive self- and peer-review, we have come to better understand our strengths and identify specific and meaningful ways to enhance our educational effectiveness. During this review, we have strengthened our educational infrastructure in ways that will have a long-term positive impact on the students, faculty, staff, patients, and community members affiliated with UC San Francisco.
APPENDICES

Learning Environment
1. Business Plan Draft for the Teaching and Learning Center
2. Teaching and Learning Center – Simulation and Classroom Working Group Charges
3. Link: 2008 IPE report [no content at link]
4. Charge for Education Programming Group for TLC
5. Link: Research Poster Session
6. Article on Research Day
7. Link: Pathways Program
8. Link: Preparing Future Faculty Initiative
9. Link: Career Preparation site
10. CLE 5 Year Road Map for Education Systems Advisory Committee
11. Compendium of UCSF Scholarship and Publications
12. Link: Faculty Development Day Portfolio Flyer
13. Link: Medical Education Office ESCape program
14. Link: Grant Program through the Office of Medical Education
15. Link: Academy of Medical Educators
16. Office of Medical Education Annual Report

Student Learning Outcomes
17. Appendix 2C of CPR
18. Map of Competencies and Curriculum
19. Link: Moodle (to outline competencies
20. SOP PharmD educational outcomes
21. Data from Graduate Division Pilot Study
22. Examples of changes made as a result of exit survey results
23. Catalogue of Teaching Methods
24. Patient Monitoring Sheet
25. UCSF Clinical Pharmacy Student Performance Evaluation
26. Introductory Interprofessional Day evaluations, agenda and script
27. Evidence for 2nd Interprofessional Day
28. Instructional Improvement Grants
29. Task Force meeting minutes
30. Examples of Mentored Legacy Projects

Diversity
31. Link: Strategic Plan for 2007
32. 10 Point Diversity Initiative
33. UCSF Report of the Subcommittee on Outreach and Diversity, 3/31/10
34. Link: Postdoctoral Fellowship Program
35. Diversity Communications (update Appendix 16 from CPR)
36. Link: Academic Affairs Website  
37. Agenda for Leadership Panel on Diversity  
38. Analysis of Staff Gender and Ethnicity – 5 year  
39. 2009 Affirmative Action Plan  
40. Link: Community Outreach Internship Program  
41. Link: List of current champions of diversity  
42. Information about Chancellor awards  
43. Link: Leadership Development Program  
44. Link: Career Development website  

**Institutional Research**  
45. Letter from Kathleen Dettman  
46. Link: Institutional Analysis profile  

Others citations:  
Report to the Chancellor on Education Technology Infrastructure March 15, 2010  
Educational Infrastructure Report, April, 2010  
School Diversity Reports  
Science Magazine nomination- UCSF recognized as a great place to work  
Updated Data Exhibits: Headcount by Degree, Gender and Ethnicity; Admissions by Gender and Ethnicity; Preparation Selectivity by Levels; Admissions Activity by Level; Degrees Granted by Degree Level  
Curricular link and map  
Program review information  
2008 - 9 CACAD Annual Report
DPC accomplishments/ actions Fall 2009- Spring 2010

1. Modal curriculum review with FOR for modal courses
   a. Recommend changes in theory courses
   b. Recommend change in sequence of 2 courses
      i. Move N229 Philosophy to Fall 1st year from Winter
      ii. Move N269 Health Systems to Winter 1st year from Fall
2. Doctoral Student forums
   a. Qualifying exams
   b. Funding for dissertation research (4/28)
   c. Community of Scholars 4/23/2010
3. Faculty forum (4/30): Proposal Defenses Outline
   a. Review draft with all faculty
   b. Include final outline in the student handbook
4. Theory courses
   a. Recommend all doctoral students take N202A Theory Dev in Nursing Fall 1st year
   b. Recommend that doctoral students take a theory course in their specialty area as an ANS or regular course; Doctoral students who take MS level theory courses should have a break-out session with only doctoral students or separate one-unit ANS
   c. Convened a meeting of doctoral theory course FORs to discuss changes in modal curriculum (6/23/10)
5. Doctoral Program Evaluation
   a. Include 3 year trend analysis in the review of modal courses to identify changes in student evaluations over time in addition to the annual review of a course
   b. Include faculty evaluation for modal courses that had the same FOR for 3-5 years in every 5 year DPC review of the modal courses, since student evaluations are the only evaluations available to the committee
   c. Toni Burrell will track which modal courses have the same FOR over 3-5 years and compile the 3-year trend analysis report
   d. Create a faculty feedback form for courses taught by same FOR for 3-5 years. The feedback form will be included in the DPR 5 year review of modal courses
6. Special accommodations
   a. Recommend that all syllabi include a statement about accommodations for students with disabilities
   b. Reviewed docs for students who need accommodations and give feedback to Shirley Manley
7. Dissertation – three paper option discussed; Need to update information in student handbook; Include copyright information also. To be discussed Fall, 2010.
8. Other
   a. Future ideas for DPC and faculty forums: quals requirements, dissertation outline to support new proposal defense outline
Faculty Standing Committee on International & Global Health

2009-2010 End-of-the-Academic-Year Report

Committee Members:
Carol Dawson Rose (Chair) – CHS
Susan Chapman – SBS/IHA
Nancy Donaldson – PN
Lisa Thompson – FHCN
Lin Zhao – student
Sally Rankin (ex officio, Associate Dean for International Programs) – FHCN
Cathy Bain (ex officio, Director of International Academic Services) – CHS
Yvette Cuca (committee staff) – CHS

Introduction. The Committee met five times over the course of the year, and also gave a Hot Topics presentation to the full faculty on May 21, 2010. A copy of the presentation, with notes about the subsequent discussion, will be distributed to all faculty.

International Experiences for Students. The difficulties related to arranging and funding international experiences for students remain significant: getting course credit; registering for classes; paying summer tuition and the fact that summer tuition goes to the department; liability coverage for students who might be touching patients; student safety while abroad; developing fixed sites where UCSF students go, rather than having a “boutique” approach; language issues; BRN requirements; and many others. There are a number of opportunities on campus, but these need to be disseminated to students who are interested. In addition, students have to realize that they have to be committed and work hard on developing these opportunities for themselves.

The Committee continued to refine two documents to provide standardization regarding international experiences, to serve as guidelines for both students and faculty advisors, and to ensure that students fully understand their responsibilities when going abroad: General Guidelines for International Learning Experiences for Those in Registered Student Status in the UCSF SON; and International Learning Experiences Contract. The Committee is also refining a document of emergency contact procedures for students studying abroad.

Chris Stewart, who is on the Steering Committee of Global Health Sciences, came to discuss various campus-wide opportunities that exist or are in development. These included: Pathways Program, Clinical Scholars Program, Masters in Global Health, Frameworks Program, Four Universities Consortium, Leadership in Global Health, Unplanned/Emergencies program. He has been trying to get all of the UCSF schools more involved in the global health education, and is looking for ways to collaborate. Links to these programs will be included on the website.

Communications. SON is engaged in a number of international projects, but this information is not always disseminated. The Committee installed a bulletin board on the 5th floor specifically for international and global health issues. We plan to populate the bulletin board with reports from students about past experiences. It will be updated approximately twice a year. The Committee planned to develop a website for sharing information about funding for international
projects, research, and opportunities for student international experiences. This has been temporarily put on hold until the format for the new SON website is complete. The Committee has communicated with the website team the need for a section on the SON website for our page.

**Faculty Appointments.** The Committee is looking into how to streamline the process of appointments for SON volunteer faculty. Volunteer faculty located at international sites could facilitate student international experiences and serve as on-site UCSF faculty supervisors.

**Curriculum Sub-Committee.** A sub-committee was created to address international and global health curriculum issues for SON. For example, SON faculty members have been asked to teach in Global Health Sciences courses, but SON students are not allowed to take those courses. The Committee conducted a survey of faculty for courses across UCSF that address I&GH issues, in order to identify major topics addressed (eg. health disparities, infectious disease), and whether the courses are open to SON students. Results of the survey were presented at the Hot Topics.
Accomplishments/Activities:

- Completion of course renumbering project for improved clarity: Skills Labs, Practica and Residencies now all have the same base course numbers, with individual suffixes for specialties
- Completion of Skills Lab leadership/coordination issues. Victoria Keeton (FHCN) assumed responsibility for coordination of operations; new billing system in place
- Ongoing course approvals and core course evaluations each quarter
- Coordination of effort around CCNE/BRN accreditation visits held in Feb 2010
- Draft preparation, review and completion of Essential Professional Behaviors document, to be used for new student orientation and placement on website to publicize our expectations around civil and respectful professional behaviors
- Masters Program Curriculum Revision Task Force (MSCRTF): active involvement in Task Force, approval of new courses, hosted discussion around technology and TA needs for next academic year, and approved task forces for next year to coordinate new curriculum evaluation and “connected teaching” issues
- Monthly discussion/resolution of any issues from student representatives
- Ongoing discussions around needs for student writing resources, including new version of APA and TurnItIn, for assistance with potential plagiarism issues
- Discussion and approval:
  1. Formal minor in Oncology Nursing
  2. Requirement for MEPN graduates to obtain RN license before entering MS program
  3. Requirement for minimum TOEFL score, and requirement for students to take TOEFL exam if English is not their first language, regardless of time in US
  4. Ability to offer courses for .5 units, rather than current 1 unit minimum, if used judiciously and appropriately
  5. Online course form preparation
  6. Modal curriculum waiver for Health Policy MS specialty
School of Nursing Faculty Council
Christine Kennedy, RN, PhD, PNP, Chair

Annual Report from the Faculty Practice Committee
August 9, 2010
Submitted by Pilar Bernal de Pheils

The major accomplishments for the FP Committee was the merging of the FPC with the Faculty Practice Executive Committee, the latter, designated by the Dean few years ago, with the primary responsibility of determining all requirements for credentialing faculty clinical practice with patient care responsibility. Over the last 2 years, with very few exceptions, all SoN faculty is now meeting all credentialing requirements established by our Committee, which mirrors very closely with credentialing requirement from the Medical Center.
MEPN Program Council Report  Summer 2010

This was a relatively quiet year for the Committee. Summer/Fall evaluations were very good. During these quarters MEPN students have sometimes had rocky adjustments to the immersion into nursing, and the foundational courses have been tricky to teach. FORs for these courses were congratulated on their stellar efforts. Issues for the year:

- Revisited step-outs. Economic situation still rough, entry level RN jobs scarce in Bay Area: much harder for MEPN grads to find jobs, especially if it is known that they are returning to grad school, translating to fewer step-outs. Those who DO step out and find a job generally stay out for longer than a year, due to commitments to RN employers. For the Masters specialties that do not require step-outs for certification purposes, there is still variation from discouraging to tolerating or even encouraging stepout.
- Reviewing NCLEX failures, Committee supported requiring students to take practice exam (HESI), as this exercise has identified most students at risk of failing, MEPN Program pays for practice exam, and failure rates impact not only students, but programs (students who fail cannot start Masters program on time) and School’s reputation.
- Reviewed language proficiency language on MEPN application, made suggestions to “operationalize” applicants’ self-assessment of skills (e.g. ability to engage in complex psychosocial discussions without an interpreter, rather than just “fluent”).
- Plan to have a transition meeting between academic years 2009-2010 and 2010-2011 in order to “hand off” to incoming chair AND facilitate selection of student rep before Fall Quarter begins.

Respectfully submitted,

Naomi A. Schapiro, RN, PhD (c)
Clinical Professor and outgoing MEPN Program Council Chair
July 8, 2010

TO: Christine Kennedy, Chairperson, Faculty Council
    Wilson Hardcastle, Academic Senate

FROM: Marguerite M. Engler, Chairperson

RE: SON Research Committee Final Report for 2009-2010

Members: Marguerite M. Engler, Chairperson (PN), Mary Blegen (SON rep to Campus COR), Kit Chesla (FHCN), Roberta Oka (CHS), Janet Shim (SBS), Daphne Stannard (UCSF Medical Center), Kathy Lee (ex officio), Elena Richard Flowers (student representative), and Sharon Lee (staff)

The School of Nursing Research Committee met five times during the 2009-2010 year. We conducted the following primary activities: Call for nominations and selection of the Helen Nahm Research Lecture Award recipient, award of doctoral student travel support for the Western Institute of Nursing (WIN) conference, and call for applications and selection of intramural research grant awards for School of Nursing faculty. During each activity, the committee reviewed and modified procedures as needed.

1. Helen Nahm Research Lecture

Nominations for the Thirtieth Helen Nahm Research Lectureship were received and reviewed. The committee unanimously selected and recommended to Dean Kathleen Dracup that Dr. Wendy Max receive the award and present the 2010 lecture.

2. Doctoral Student Travel Support

Six School of Nursing PhD students were recipients of travel awards provided by the SON Dean's Office this year. Three Nursing PhD students, Deborah Africa, Naomi Alston, and Gayle Kipnis, had their abstracts selected for presentation at the Western Institute of Nursing's annual conference. Three Sociology PhD students, Martine Lappe, Elena Portacolone, and Jennifer Singh, received travel awards as well. Total of this year's travel support for doctoral students amounted to $1,949.39.

3. Intramural Research Projects

Following are faculty intramural research proposals selected for funding by the Committee:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Project Title</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Chaufan</td>
<td>A Pilot Study to Assess Environmental and Socioeconomic Barriers to Healthy Nutrition and Active Living in a Low Income Latino Neighborhood</td>
<td>11,996</td>
</tr>
<tr>
<td>Roberta Oka</td>
<td>Multifactor Risk Reduction for Optimal Management of Peripheral Arterial Disease</td>
<td>11,918</td>
</tr>
</tbody>
</table>
The Committee revised the Proposal Reviewer form for intramural projects which can be utilized next year.

During this past year, the committee reviewed the status of intramural projects that were funded over the previous seven years. It was noted that of the 29 awards made over these years, two projects were never activated, and only seven PIs submitted the required final report. Sharon Lee, per request of the committee, sought final reports from all previous recipients who are still SON faculty members. As a result, seven additional final reports were collected during the year.

The committee also suggested that, for evaluation of this program, it would be helpful to know how many of these intramural projects led to extramural funding. Hence, a three-page Intramural Research Award Follow-up Survey was created for distribution to PIs.

A one-year No Cost Extension was also approved for Susan Robinson to complete her study funded in February 2009 entitled “Outpatient Factors in Medication Safety.”

4. Recommendations for 2010-2011 SON Research Committee

a. Year-End Expense Reporting for Intramural Research Projects

In view of the challenging economic times for UCSF, the Committee identified the need for: [1] requirement of a detailed expense report for funded intramural projects; and [2] return of excess funds from awarded intramural projects (which may then be used for additional intramural projects). Therefore, a new Expense Report form was created, and it was sent to the three PIs who received funding this year.

b. Story Idea for Science of Caring Publication

To highlight the success of intramural projects, the Committee also recommends that a feature story be included in the annual Science of Caring to demonstrate how important the award was in impacting a PI’s career development.

c. Electronic Link to Intramural Research Projects

It was also recommended that the School of Nursing website include abstracts and/or links to PIs of intramural research awards to highlight important research funded by the School of Nursing.
August 1, 2010

To: Christine Kennedy  
Faculty Council Chair

From: Karen Duderstadt  
Chair Awards Committee

Re. Committee Report for June 30, 2010

Award Committee Members for 2009-2010: Barbara Burgel, Brad Aouizerat, and Marcia Wertz

The Committee had a large number of applicants and candidates to consider for the Awards this year and worked particularly hard on streamlining the process. To that end, we revised the application forms for several of the awards and clarified requirements for faculty who were nominating students for the Awards.

Dr. Aouizerat completed a statistical analysis on the larger groups of applicants for the Committee to assure a fair distribution of the Awards. The Committee will have excellent leadership from Dr. Aouizerat in the coming academic year. Thank you for the opportunity to serve as Committee Chair.

Following is the final list of awards bestowed during the 2009-2010 academic year:

MS Award Recipient: Kari Radoff  
Award: $500

Alumni Award Recipient: Corey Fry  
Award: $1000

Distinguished Dissertation: David Pickham  
Award: $1000

Dissertation Title: Prevalence of & Predictors for QT Internal Prolongation and Adverse Outcomes in an Acutely Ill Cohort: The QTIP Study

Graduate Division Health Sciences Fellowship Awards

The Committee made 33 Awards totaling $318,000. Awards this year ranged from $2000 to $15,000 per student for the academic year. The awardees amounts are listed below:

Candidates Awarded $15,000-12 students

Candidates Awarded $12,000- 1 student
Candidates Awarded $9000-9 students

Candidates Awarded $6000-7 students

Candidates Awarded $4000-1 student

Candidates Awarded $2000-1 student

Osher Awards

This year the Committee had a total or $45,000 to be awarded for the Osher candidates. There were a number of qualified applicants for the award, and the Committee reviewed candidates for overall qualifications as well as level of funding from other sources. This year the Committee bestowed Awards on three students.

Candidates Awarded $15,000-3 students

Anagnos Scholarship

The Anagnos Scholarship is open to all students although the award focuses on the support of men pursuing graduate nursing studies. This year there were a number of qualified candidates-both men and women-carefully considered for the Award. The final candidates were two male students highly deserving of the Award. A total of $16,000 was awarded.

Candidates Awarded $8,000-2 students

Submitted by: Karen Duderstadt
cc. Office of Student Affairs, Committee Members
MEPN Screening Committee
for the 2010-2011 MEPN Class

The application deadline was moved from October 1 to September 1, 2009. This allowed the members of the screening committee to read the 412 applications in a timely manner. The committee met 11/19/09 and 11/20/09 to determine the 168 candidates to be interviewed. Interviews took place in January 2010; each candidate was interviewed by a UCSF faculty member and a nursing clinician. The Nurse Clinicians represented many areas of nursing including acute care, the community, home care, and psychiatric nursing.

Following the interviews by faculty and clinicians, the committee recommended the admission of 84 MEPN students for 2010-2011, with alternates.

We reviewed the screening tools and processes and made recommendations to the MEPN Program Council for coming years.

Sheila Proctor, RN, MS, MPH
Assistant Clinical Professor
Chair Person, MEPN Screening Committee for the 2010-2011 MEPN Class
University of California San Francisco  
School of Nursing  
Doctoral Admission Screening Committee  
ANNUAL REPORT for 2009-2010

Committee Members:  
Sally Rankin (Chair)  
Kathy Lee (FHCN)  
Oisaeng Hong (CHS)  
Mary Blegen (CHS)  
Erika Froelicher (PN)  
Nancy Stotts (PN)  
Ruth Malone (SBS)  
Judy Martin-Holland (ex-officio)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Meeting Dates:</td>
<td>The Doctoral Admission Screening Committee (DASC) met on the following dates:</td>
</tr>
<tr>
<td></td>
<td>January 8&lt;sup&gt;th&lt;/sup&gt; 1-3pm</td>
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<tr>
<td></td>
<td>January 22&lt;sup&gt;nd&lt;/sup&gt; 1-3pm</td>
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<tr>
<td></td>
<td>January 29&lt;sup&gt;th&lt;/sup&gt; 9-Noon</td>
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<tr>
<td></td>
<td>February 5&lt;sup&gt;th&lt;/sup&gt; 10-Noon</td>
</tr>
<tr>
<td></td>
<td>February 26&lt;sup&gt;th&lt;/sup&gt; 9-Noon</td>
</tr>
<tr>
<td></td>
<td>The DASC completed all their work and decided to cancel the meeting scheduled for March 5&lt;sup&gt;th&lt;/sup&gt;.</td>
</tr>
<tr>
<td>Admission Goal/Applicants:</td>
<td>The DPC recommended an admission goal of 30 doctoral students with a goal to reach a cohort of 25.</td>
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<tr>
<td></td>
<td>Thirty-seven (37) applicants (initial round: 32, second round: 5) applied to the doctoral program. The applicant pool included 4 minorities, 15 internationals (Mexico, Thailand, South Korea, Taiwan, Israel, China), 1 permanent resident (Hong Kong), 4 males, 2 MS to PhD applicants, 5 BSN only, 2 re-applicants, 2 military applicants and no RN to MS applicants.</td>
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<tr>
<td></td>
<td>The total number of applicants who applied to the PhD program this year was the same as in 2008-09.</td>
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<td></td>
<td>The DASC admitted 29 applicants (12 CHS, 7 FHCN, 6 PN, 4 NURS/SBS). A total of 7 have withdrawn for a variety of reason's mainly financial. The final admits is 22.</td>
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<tr>
<td></td>
<td>Susan Kools, a member of the DIVA (Diversity in Action) and a member of the Recruitment and Retention committee, spoke to the DASC in regards to the importance of diversity when screening and selecting a cohort. She</td>
</tr>
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</table>
emphasized that diversity not only includes race, ethnicity and culture of a person but also religious, spiritual, political, gender orientation and physical differences. The DASC agreed with Susan and was glad to have this discussion before reviewing files.

### Review Screening Procedure Changes:

The PhD FINAL deadline is February 1\(^{st}\). Applicants were notified in early March via email as to whether they were accepted or not. They were also notified of the amount of GDHSF money awarded to them.

As in year’s past, the DASC agreed to not allow alternate list for this year.

The DASC was reminded of the standing “no deferral policy” that was approved by DPC starting as of 2009-10.

### PhD Application Changes for 2010-11:

The DASC discussed changes to the PhD application for 2010-2011. Specifically, they would like to ask not only what languages an applicant can speak but also what their primary language is. In addition, they would like for the applicant to identify their proficiency not only for the other languages they speak but for English as well.

Another change recommended by the DASC to the PhD application was to require applicant’s reference writers to submit not only the letter but also the rating. The DASC felt that it was important to have both when reviewing the applicant’s file.

### Screening Tool Revisions:

There was a discussion at the Jan. 8\(^{th}\) DASC meeting about admitting applicants who have less experience but show potential. The committee agreed this was important to consider. A few suggestions were discussed on how to address the issue of admitting applicants with less professional experience.

1) Use the MEPN program as way to funnel in students into the PhD program
2) Recruit directly from our MS program

J. Martin-Holland suggested that if professional experience is looked at with less emphasis, then the screening
The committee should revise the screening tool to reflect this. The committee decided to redistribute points to help those who are at a disadvantage for having less experience but show potential for contribution to nursing. See recommended screening tool changes below:

**Screening Tool Change**  
**Section II**  

<table>
<thead>
<tr>
<th>11a) Goals – Content</th>
<th>Clarity in goal formulation, congruity with background 14 change to 10 pts.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>11c) Goals – Potential</th>
<th>Potential for Contribution to Nursing 5 change to 9 pts.</th>
</tr>
</thead>
</table>

The reference letters are another place where points can be assigned for *Potential for Contribution to Nursing* on the screening tool.

Lastly, the DASC agreed to delete the row on the last page of the screening tool that says *Action [ ] Advance/Interview* since they did not use this portion as they reviewed the applicant.

**TOEFL Changes for 2010-2011:**

A new TOEFL recommendation has been established for 2010-2011. The new rule is that all non-native English speaker applicants must take the TOEFL exam. C. Bain saw problems with students who were not required to take the TOEFL since the language of instruction for their degree was English. She hopes with the new TOEFL policy she will see fewer students struggle.

She is looking at possible changes in the minimal TOEFL score since some students have struggled who have entered with this score. No changes or decisions were made but this will be an issue to discuss for next academic year.

**Graduate Dean’s Health Sciences Fellowship Monies:**

The Student Award Committee allocated approximately $260,000 for incoming students. The DASC was able to fund all incoming students for 2010-11 with this money.
The DASC was informed that the NIGMS & Edlund Fellowships would be offered for the 2010-11 AY.

The DASC recommended the following students to the following awards:

<table>
<thead>
<tr>
<th>AWARD</th>
<th>NOMINEE</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cota-Robles</td>
<td>Rupinder Deol</td>
<td>Kit Chesla</td>
</tr>
<tr>
<td></td>
<td>Susan Forsyth</td>
<td>Ruth Malone</td>
</tr>
<tr>
<td>Edlund</td>
<td>Mariah Bianchi</td>
<td>Kit Chesla</td>
</tr>
<tr>
<td>NIGMS</td>
<td>Evelyn James</td>
<td>Mary Barger</td>
</tr>
</tbody>
</table>

Award Recipients for 2010-11:
Rupinder Deol   Cota-Robles
Susan Forsyth   Cota-Robles
Evelyn James    NIGMS

T32's & T42's Award Recipients for 2010-11:
Nancy Beam      T32
Kevin Joiner    T42
Sahar Nouredini T42

See Attached Doctoral Applicant Summary:

Minutes submitted by: Toni Burruel
Approved by: Sally Rankin, Chair
8/26/10