

June 28, 2002

To: David Irby
Vice Dean for Education,
School of Medicine, UCSF

From: The School of Medicine Classroom Committee
Steve Hulley [chair], Tony DeFranco, Kathy Healy,
Bonnie Maler, Susan Masters, Pete Ralston, Lowell Tong

Re: Immediate steps to address the problems in classroom scheduling
and support

This is the first of two reports, proposing rapid urgent solutions to the problems in classroom scheduling and technical support that interfere in important ways with the quality of the educational experience of our students and with the effectiveness of our faculty. A second report will address longer range solutions that involve increasing the number of classrooms that are available.

This report is based on 5 meetings of the committee and draws on our own experience; on a review of relevant correspondence and reports from the past several years; on interviews with key people in the Office of Admission and Registrar (OAR) including Cliff Attkisson, Mike Strizich, Jina Shamin, and Yung Nguyen; on a site visit to view the classroom scheduling computer system; on a meeting with Dorothy Bainton; and on a final meeting with Cliff Attkisson and Dorothy Bainton.

The problems in classroom scheduling and support are documented by numerous letters over the past several years between SOM teachers, SOM deans, Cliff Attkisson and the Chancellor. Here is our analysis:

- There has not been a high level professional registrar with the experience and skills needed to organize and manage the situation;
- The staff assigned to classroom scheduling have been inadequate in number, and there has been a high turnover;
- The staff assigned to classroom support, while more stable and widely appreciated for their technical skill and friendliness, have been too few in number and at times difficult to reach so that urgent problems in starting a class have gone unattended;
- The software for classroom scheduling is old and inadequate. The system relies on handwritten requests and responses (leading to double booking, inappropriate sizing and other errors); is rigid in the large amount of advance notice required and in the window that can be scheduled (limited to one quarter at a time); has inadequate search features; and does not optimize keeping the same room from week to week or keeping the pattern from one year as the default for the next;
- The business model needs review; the recharge revenue (which has declined, ironically, as computer projection systems have been installed with a commensurate increase in client control) charges individual SOM courses for something the institution should provide; most important, the current institutional support is inadequate.

The SOM Classroom Committee recognizes a number of adverse circumstances beyond the control of the OAR that have contributed to the classroom problems:

- The number of classrooms is entirely insufficient for the growing demand caused by the new curricula that have recently been implemented;
- Competition for this space between the SOM and other Schools, and within the SOM has created a lack of clarity about priorities;
- The OAR is inadequately funded to address these problems.

The Committee also recognizes that the OAR has tried to correct these problems, has been effective in funding and acquiring modern computer projector equipment for many of our classrooms as well as the safeguards needed to prevent theft, and has prepared thoughtful analyses of campus needs for new classrooms. However, in the decade that it has been responsible for classroom scheduling and tech support, the OAR has a consistent pattern of not developing the staff or computer systems needed to address the problems and growing needs.

Accordingly, the SOM Classroom Committee recommends the following:

1. We endorse the analysis and recommendations pertaining to our charge that are contained in the April 2, 2002 letter to Associate Vice Chancellor

Attkisson from Deans Bertolami, Debas, Dracup and Koda-Kimball (attachment).

2. We recommend that the Chancellor be asked to undertake and give high priority to a major structural upgrade of the OAR which would include:
 - The hiring of a high level and experienced registrar. While strength in sophisticated computer technology is a plus, the most important qualities to be sought are a successful background in academia and, especially, demonstrated managerial competence and vision. This person should report directly to the Associate Vice Chancellor for Student Academic Affairs, and the Search Committee should include a representative from each School, e.g., the Directors of Student and Curricular Affairs.
 - A revised business model with a considerably enlarged budget, in which recharge accounts play a limited role (limited to users who are not part of the main UCSF curriculum), and which provides adequate and stable staff (e.g., 2 full time classroom schedulers at the AA III level, 4 full time technical support staff, and one supervisor at the analyst level) with improved mechanisms for accessing staff when they are urgently needed and a charge to proactively assure that projection equipment is working at the beginning of each day;
 - A computer-savvy team charged with the rapid design and implementation of a proven modern software program for classroom scheduling that will electronically communicate scheduling requests and decisions, have adequate search features accessible to users, maximize the ability of a given course to use a single room for all its sessions, maximize small group flexibility while retaining the scheduling pattern from one year as the default for the next, etc. The proposed new system should be approved by the education technology coordinators of the Schools and by an information technology expert from the Library. The system should be on a fast track so that the target date to begin functioning would be January 1, 2003.
3. We recommend that the Dean ask each Department to make all conference rooms under its purview available for general use (via the scheduling system) a minimum of two 2-hour segments per week, at constant times each week that are useful to the new curriculum based on a distribution of the most needed times created and periodically updated by Ramu Naggapan, the SOM Curriculum Coordinator. This would be a temporary measure that would be discontinued within 5 years with the construction of adequate classrooms. It could either be done within the SOM, or campus-wide.
4. We recommend that progress in all of these matters be evaluated by your office in six months, and then annually. As a tool to facilitate this, it may be

useful to design a system that would maintain a record of the occurrence of problems in classroom scheduling and support.



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**COMMUNICATION FROM
THE SCHOOL OF PHARMACY FACULTY COUNCIL
C.C. Wang, PhD, Chair**

A handwritten signature in black ink, appearing to read "C.C. Wang", with a long horizontal stroke extending to the right.

July 11, 2002

TO: J. Michael Bishop, MD
Chancellor and University Professor

FROM: School of Pharmacy Faculty Council

SUBJECT: Problems with Classroom Scheduling, Grade Recording and Support Services

Dear Chancellor Bishop,

The Faculty Council of the School of Pharmacy would like to register its concern regarding significant problems relating to services provided by Student Information Systems and the Office of Admissions and Registrar. The issues and concerns are many and our frustration level has peaked, thereby necessitating this letter. Many of our faculty members have complained about problems relating to classroom scheduling and the processes relating to student grades.

We are aware that some of these problems are being examined by the Academic Senate Education Policy Committee, however because these problems are so acute and have such a negative impact on the School of Pharmacy faculty and staff, we feel compelled to bring these matters directly to your attention.

Classroom problems include:

- Regular occurrences of "double booking" of classrooms.
- Assignment of classrooms that do not accommodate class size or need.
- Classrooms lacking equipment necessary to teach the class.
- Classrooms with unclean chalk boards and/or missing chalkboard/white board supplies.
- Classrooms with broken or hazardous chairs.
- No emergency communication system in place for faculty to communicate problems when double booking or other classroom problems exist (calls placed to classroom scheduling typically go to voicemail), leaving faculty to figure out a work around or having to cancel classes for lack of a place to teach.

Grade Filing problems include:

- Inaccurate and untimely posting of student grades.
- Posting of Grades is so delayed that the School of Pharmacy has had to create a shadow system to track student's grades.

Posting of grades is erratic – Core course grades are often posted first, even when an elective course has been completed in quarters prior to the completion of the Core course.

Elective course grades are severely delayed – taking up to one year to post, resulting in an “NR” recorded on student’s official record.

Grade changes or corrections are not recorded promptly.

The computer system that allows schools to view student grades requires three different log-ins to get to the appropriate screen. This must be repeated for each quarter viewed.

It is unfortunate that the operational staff in the Registrar’s Office must bear the brunt of faculty and student complaints. In fact, from our point of view, many of the problems outlined stem from an inadequate data processing infrastructure that does not appear to take the end-user (students or faculty) into consideration.

We recognize that resources are limited and that there are no simple solutions to these issues. We also hope that our clear delineation of the problems we are encountering will lead to a concerted effort to rectify this dismal state of affairs.

We would not normally write directly to you about an issue of this nature. However, we believe the situation has reached a critical point and that the “cost” of the inefficiency is being borne by the faculty at an unreasonable level. The Registrar’s Office has been consistently unresponsive to our complaints and, as a result, we have no alternative but to bring these concerns forward. The faculty of the School of Pharmacy is willing to do their share in working with the Registrar’s Office and the Academic Senate Education Policy Committee to find solutions to these issues and to insure that reliable and timely services are provided to the campus community.

Respectively submitted,

FACULTY COUNCIL SCHOOL OF PHARMACY

C.C. Wang, Chair
Patricia Babbitt
Christopher Cullander
Pamela England
Stephen Kahl
Kathryn Phillips
Lorie Rice
Martin Shetlar
Candy Tsourounis
Michael Winter
Katherine Yang

Cc: MaryAnne Koda-Kimble, Dean, School of Pharmacy
Dorothy F. Bainton, Vice Chancellor Academic Affairs
Daniel Bikle, Chair Academic Senate
David Teitel, Chair, Education Policy Committee
Patricia Benner, In-coming Chair, Education Policy Committee
Daniel Bikle, Chair, Academic Senate
Linda Ferrell, Chair, School of Medicine Faculty Council
Sally Rankin, Chair, School of Nursing Faculty Council
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July 23, 2002

DEAN CHARLES N. BERTOLAMI
DEAN HAILE T. DEBAS
DEAN KATHLEEN DRACUP
DEAN MARY ANNE KODA-KIMBLE
COORDINATOR ROSLYN TUTTLE
DIRECTOR KATHLEEN HEALY
DIRECTOR JEFF KILMER
DIRECTOR CYNTHIA WATCHMAKER

Dear Colleagues:

I write to address the criticisms, concerns, and recommendations that you presented in your letter to me regarding Student Information Systems (SIS) and the Office of Admission and Registrar (OAR). I acknowledge the importance and seriousness of the matters addressed in your letter. I want to assure you that I am taking deliberate and specific actions to mitigate problems identified, improve quality and responsiveness of services, improve satisfaction with services, speed the production of desired system capacities, and measurably improve the exchange of accurate information between Student Academic Affairs (SAA) and your offices. I share fully your commitment to the achievement of highest quality information support services to students, staff, and faculty.

In response to your concerns, I have undertaken several initiatives and set specific goals that are aimed at immediate near-term resolution and ensuring that strategic benchmark goals are established in consultation with the schools and the faculty.

In specific, and with reference to the points made in your letter, I have taken or will take actions in the following areas:

Improvement of Service Orientation

I have held individual interviews with all supervisors and other key staff members to define steps to be taken and standards to be followed in ensuring significant improvement in service orientation. These interviews have been reinforced in leadership staff meetings focused on a team approach to service provision and problem-solving. I have communicated my expectation that services must be timely and provided with courtesy in a collegial, problem-solving manner. I have underscored my requirement that communication with the schools and the

graduate programs must be responsive, timely, and must be initiated to keep the campus well-informed. I have asked departmental leaders routinely to seek consultation and constructive criticism of our work. I am confident that there is commitment from my staff to meet these standards and I know that you will benefit from improved manner of service as we complete the Fall Quarter admission and registration process.

With regard to the SIS staff, I have specifically asked each individual and the director to involve end user staff systematically in all phases of system development, testing, initial implementation, and final "roll-out." They have also been instructed to provide me on-going updates on the results of these efforts. I have agreement that this due diligence will occur and request immediate personal notification from you if this is not the case.

Changes in Staff Reporting Relationships

Effective July 2002, the Registrar functions and personnel will report directly to me as Associate Vice Chancellor for Student Academic Affairs.

Searches for Key Personnel

I will be pleased to request participation of school representatives to serve on search committees for key personnel in the future and will greatly appreciate their contribution to the process. This will, as you specifically requested, include the process of searching for a permanent UCSF Registrar during the coming year.

Ensuring SIS Reliability and Standardization of User Access

During the past months, the refurbishing of the Student Information System (SIS) office suite has been completed. The major goals of this refurbishment were to provide temperature controlled environment and secure environment for the SIS computing systems and dedicated equipment. This has been achieved in S140, along with

- Installation of a direct SIS electrical power connection to the main UCSF power grid to ensure reliability of power to SIS servers and reduce extraneous interference with power access;
- Progressive separation of SIS server functions to provide dedicated server attention to the varying information and transactional needs of students, faculty, and staff. SIS servers now are differentially supporting (as indicated and appropriate) various major functions such as operational data base management, web applications, printing, calendar and scheduling, email applications, and report production; and,
- Purchase of uninterruptible power supply systems that have extended our server and networking hardware system alternative power supply to levels sufficient to keep us operational through all but the most severe campus power loss scenarios.

During June 2002, I authorized the

- Purchase of two servers to be dedicated to the admission/registration process and student records;
- Purchase of two additional servers dedicated to system development and testing in order to reduce interference with operational business (all new servers will be installed over the summer months and will be operational thereafter);
- Formulation and pursuit of a joint plan with Enterprise Network Services (ENS) to enhance the network availability, responsiveness, and security of our server systems;
- Purchase of additional uninterruptible power supply systems as needed; and,
- Purchase of various software upgrades to enhance SIS system functionality and reliability.

In addition, I have requested a review of all browser functionality in SIS and SAA to ensure that system users can expect to have a standardized browsing and web interactive experience when conducting business with SIS and SAA (provided that the client browser is at least Internet Explorer Version 5.0 *or* Netscape Version 4.5 — these versions are our minimal standards due to functionality required for transactional interaction with SAA web sites.). This review and the upgrades will be completed during the summer months following consultation with the student affairs officers and subsequent testing by those most concerned with this facet of our work. A possible exception to this type of upgrade will be in areas where there is complex interaction with the underlying database in a function slated for more thorough overhaul later in the year.

Finally, I have requested SIS to develop a methodology for assessing and publishing findings about system reliability including statistics related to service interruptions, system failures, length and cause of down time, and specification of client complaints and other feedback. A similar system was developed a few years ago related to campus network operations and reliability. I do not have a specific time frame on this objective to provide you at this time but my intention is to have an approach developed during Fall Quarter 2002 — with iterative enhancements in place throughout the next academic year.

Improvement of SIS Functionality for Students, Staff, and Faculty

Over the past year, SIS staff has focused on achieving progress in areas identified as key next steps by student affairs leaders within the four schools. Designated as “The Admitted Student Project” and “The Transcript Project,” these efforts were funded by the campus by recommendation of ASAC. In addition, the campus has funded a future directions planning project focusing on current state analysis and strategic planning. The long-range planning project will be completed during the next several months and will provide a design and time-table for long-range SIS

development. The Phase I goals of the two targeted projects have been achieved yielding functionality desired and needed by students, staff, and faculty:

The Admitted Student Project takes its name from its initial focus on accelerating the point of initial support for a new student by the OAR and by the Student Information System. Students entering prior to Fall 2001 were supported almost entirely by school based student affairs staff until they received their initial registration packet in mid-August. Multiple communication streams and synchronization efforts were required among the schools, Student Health Services, Student Financial Services, Information Technology Services, the campus library, and the student (applicant). The major accomplishment of the initial phase of this project was to consolidate the information about new students much earlier and much more completely than ever before. The result has been a near complete elimination of the need for separate processes to establish new student records in each central service office. Student Health and Financial Services records as well as GALEN, VPN, and "itsa" email accounts are now established automatically upon electronic notification to OAR that an applicant has been admitted to UCSF as a new student.

Staff using the New Student web site can view the status of each student with respect to whether or not all requirements for registration have been met. The prospective student interacts with the web site to check on requirements and to provide updated contact information.

The Transcript Project was motivated by the need for school based student affairs staff to have ready access to a number of printed reports in an "on demand" mode of retrieval. The most prominent of these reports is the student transcript. The initial phase of the project has yielded a thoroughly redesigned transcript. The "official" version printed at OAR includes special security paper. The project to date has also yielded software and report production systems designed to retrieve information about all of those students and only those students for which the requesting individual has appropriate viewing rights.

Phase II work on both of these projects is now underway. The primary goal of Phase II is integration. Existing screens used by the OAR are being brought into conformity with the processing and presentation model introduced for the new student in Phase I. Refinements are being added to both. Further integration is targeted between the processing model and the reporting model. In the past there were many aspects of the student record that were visible to the OAR in real time but to school staff only as paper reports that were produced and distributed at specific infrequent intervals. Upon completion and refinement of this work during the current academic year, there will be an easy flow from viewing data for an individual or group, to processing data to creation of lists of students with particular sets of attributes, and to creating reports and action items such as letters and email distributions related to the current selected list or individual.

Features available for either existing students or for newly admitted prospective students will be available for both groups. Security and selection features available for either online viewing or processing purposes or for reporting will be available for both. A prototype of this model with a minimal feature set is available now with a targeted production date of August 22. New sets of features will be added at approximately bi-monthly intervals throughout the Fall and Winter quarters.

Class/Grade Rosters. Development of systems to support electronic class/grade rosters was a specific goal of "The Transcript Project." A set of useful tools was developed specifically to support these applications during the early second phase of the transcript project. SIS staff will orient student affairs leaders and staff in the use of these important tools. These tools are ready for testing by student affairs personnel during August and will be available for routine use during Fall Quarter.

Implementation of Electronic, Web-based Course Grade Posting

I am taking the following steps to address three key challenges related to electronic course grade posting by faculty:

Preparatory Work and House-keeping. I have established an additional dedicated resource within the OAR to research and mitigate all historical outstanding problems associated with student grades. This work began in mid-July and will continue through the month of August. In this project, all historical missing grades and mis-posting of grades will be rectified. This work will allow the OAR to fully focus on timely reporting and posting of Fall Quarter grades. One full time staff member and one part-time staff member are working on this effort. Oversight and leadership is being provided by Professor and Associate Dean Pat Calarco (in collaboration with Interim Registrar Jina Shamim). This special task group will also, during the same time-frame, address the needs of the course catalog so that this document will reflect campus needs. Recommendations and suggestions regarding these matters should immediately be addressed to Pat Calarco and Jina Shamim.

Implementation of Web-based Grade Posting. As of the end of September 2002, the OAR's contract with an external vendor supporting grade posting will be discontinued. Beginning with the Fall Quarter 2002, a web-based procedure for grade posting will be implemented by OAR. OAR staff will post grades and verify grades using the web screens. This important step toward electronic posting by faculty, will allow OAR and student affairs staff to evaluate the input screens and make refinements prior to roll-out to faculty through the campus intranet. Testing of this methodology will also be extended to involvement of the faculty so that the product is user-friendly and easy to use. It is expected that faculty will be able to provide course grades for students taking courses during the Winter Quarter 2002-03. This step will be phased so that faculty members can migrate to this new method of assigning grades over time.

Adoption of Authentication and Verification Standards. I have hoped for over two years that the campus (and the University as a whole) would have

adopted a strong authentication methodology to facilitate electronic grade reporting, library use, and other critical campus service systems reliant upon use of the campus intranet and the internet. This has not yet happened. The OAR must have verification that grades are being posted by faculty members of record and electronic signatures must be demonstrably valid and current. Absent the strong methodology promised by the Office of the President, we must evaluate alternative approaches that are acceptable until the campus adopts a universal standard applicable to a wide range of uses. During the Fall Quarter, I will consult with the schools, the graduate programs, and academic senate leaders and committee chairs to determine which of several electronic authentication options are deemed to be acceptable. If the University-wide methodology is an option by that time, it will be my recommendation of choice to be implemented effective Winter Quarter for use in electronic filing of grades by faculty who choose to participate in electronic filing at that time.

UCOP Corporate System Reporting

Please be aware that, over the past several years, our SIS resources have been significantly stretched by a proliferation of reporting requirements that come to the campus as unfunded mandates. I mention this fact not to deflect criticism for failure to meet school needs but to indicate that these externally imposed demands are real, have great import for our students, and may be hidden from your day to day experience of SIS responsivity and productivity. These required distractions promoted by the external environment have thwarted exclusive focus on campus-based needs. The most significant of these initiatives was required by the Federal Tax Reform Act of 1997. SIS staff was required to develop methods to extract detailed financial information in a specific format for exchange through a third party intermediary with the IRS, students, and sometimes their parents. Another federal mandate resulted in the development of a specific interface between SIS and the payroll system in order to ensure that students who were also sometimes employees would receive appropriate relief from FICA withholding.

Within the UCSF campus there are several similar current projects, some related to the establishment of identity for ITS and the library services mentioned above, some related to the building of the campus wide authentication system or other ASAC infrastructure projects, and some unrelated to either. Again, the point is not to deflect criticism, but to bring to your attention some of the ways in which our costs keep increasing at the possible expense of more visible efforts. Each of these projects requires a large initial effort, but perhaps more importantly, each also requires significant ongoing attention.

Classroom Scheduling

Additional staff was added during June and July to schedule the core and elective curricula for Fall Quarter 2002. This work was completed on July 15th and meetings were scheduled for the week of July 22nd with representatives from each school and the graduate academic programs. These meetings were structured to

review a proposed scheduling solution and receive consultation about ways to optimize the classroom schedule. Following these meetings, the schedule will be finalized for the Fall Quarter. Every effort has been and will continue to be made to accommodate the needs of the schools and the graduate programs given the facilities available for assignment. Once the Fall Quarter classroom schedule is completed to the satisfaction of all, scheduling staff will provide written confirmation of the schedule to faculty members and take additional measures to ensure that scheduling conflicts do not occur.

Identification and Adoption of New Classroom Scheduling Software

A review of alternatives to the existing classroom scheduling software indicates that software available from CollegeNet may be a strong next step for the UCSF campus. No decision has been made and all feasible alternatives must also be considered. The software packages, "Schedule25" and "Resource25," classroom scheduling and event management systems that are well-designed, have a strong installed base, and a good track record of ongoing support and development by the vendor. I will invite representatives from the schools and the graduate programs to review the attributes of this strong option and to consult with the OAR in the process of selection of software as we move forward to a final decision. The opportunity to review the CollegeNet products will take place within the next several weeks. It is my hope to begin use of a new scheduling and event management tool for construction of the Winter Quarter class schedule.

Classroom Maintenance and Facilities: Assessment of Needs and Planned Action

During the summer months of 2002, I have undertaken a detailed review of the physical status of all general assignment classrooms. This work, done in collaboration with George Obana of Facilities Management, has yielded a plan for classroom facilities enhancement. The plan addresses aesthetics (paint, carpet or floor covering, lighting, window shading and curtains, etc.), furnishings, safety, access factors, equipment, and technology. Resources are secure to mitigate identified problems and to upgrade equipment and technology as needed and required. Implementation of the upgrade and refurbishment plan has begun on a priority basis designed to have minimal impact on the scheduled use of the rooms. The data and findings of this comprehensive classroom facilities need assessment are available for review and comment. Please inquire with Jina Shamim and address additional comments and recommendations to her. Major problems will be rectified prior to the initiation of Fall Quarter and additional maintenance and improvements will continue throughout the Fall Quarter, during evenings and weekends as much as possible.

Classroom Technology

Technology enhancements are also in progress to enhance faculty use of the classrooms during the Fall Quarter and beyond:

Network Connectivity in the Classrooms. By Fall Quarter 2002, wireless connectivity will be installed within reach of all general assignment classrooms on the Parnassus campus. Dynamic network addressing will also be available within all classrooms having installed wired links to the campus backbone. This capacity (DHCP) allows computers using TCP/IP to obtain protocol configuration parameters automatically through the campus network. These wireless and DHCP resources are being installed in collaboration with Enterprise Network services Director Mark Jenkins. All classrooms, except rooms U506, C130, C417, and C517, now have installed network (wired) connections. Wired network connectivity can be extended to all classrooms where wireless resources are deemed insufficient. Classroom C130 is already targeted for wired network connectivity.

Technology in Smaller Classrooms. Much effort has been made to equip larger classrooms and lecture halls with LCD video projectors, sound systems, VHS, etc. Similar needs exist in the smaller classrooms. The classroom facilities need assessment completed this summer documented these needs and there is now a plan to provide upgrades to the fullest extent feasible. I have prioritized upgrading to reflect the immediate need to support the significant increase in small group teaching. By the beginning of Fall Quarter, all small group general assignment classrooms will be equipped with SVHS VCR equipment. Existing VCRs will be replaced as needed so that all rooms have VCR equipment with automatic tracking adjustment to assist faculty in the use of the equipment. The VCR equipment will be complemented as needed with amplification and audio speakers. In addition, overhead projectors and video screens will be replaced as appropriate and needed. Also, during or prior to the Fall Quarter, LCD video projectors (or upgraded monitors as appropriate for the size of the classroom) will be installed in all of the small-sized general assignment classrooms. In addition, classroom support will carry an inventory of major equipment (VCRs, video projectors, etc.) so that replacement of failed equipment can be rapidly accomplished. MCSi, an external contractor with a strong reputation for skilled, quality service, will assist with classroom technology installation and maintenance. Finally, I will put into place, beginning with Fall Quarter, a system for communicating with classroom support personnel on an urgent basis. Details about this enhancement will be published prior to the beginning of the quarter and will be available in each classroom.

student.ucsf.edu/classrooms

A classroom website has been constructed. Go to: **student.ucsf.edu/classrooms**

The UCSF classrooms site is designed to serve the needs of classroom support and classroom scheduling. As we progress in its development, the site will include more extensive information about the availability and use of technology in the

classrooms, updates on technology improvements, notice of opportunities for orientation and training vis a vis classroom technology, and mechanism for feedback related to problems encountered or maintenance needs. This site will also be positioned to support classroom scheduling. However, the specific relationship to the proposed scheduling and event management software must await selection and implementation of new systems. The site will be updated throughout the summer to reflect the changes and improvements now being implemented in classroom facilities and the technology being added. It is now timely to review the site and provide suggestions and recommendations for ongoing development. [Please convey your thoughts to Michelle Won (476-9716 or to won@saa.ucsf.edu)]. The site has not yet been widely announced to provide time for enhancements and to firm up links with other sites. An opportunity for a discussion of the current status and future of the site with campus representatives will be scheduled during August.

Classroom Support

Three challenges mandate the development of a new model for UCSF classroom support: space compression, geometric increases experienced in the cost and maintenance of technology, and the complexity confronted in the use of desired technology. A new model for classroom support will require a radically different business plan and financing mechanism. The faculty and the schools clearly want a dedicated resource to support the implementation of the formal curriculum. The existing recharge model is failing because technology is increasingly pre-installed in the classrooms. By Fall Quarter, this shift will be virtually complete. There is little left to recharge but expertise in the use of equipment. As we get better at implementing a standardized user interface for classrooms technology and provide training and orientation needed by faculty, the needs for expertise will take second place to the ongoing need to keep an increasingly complex technological classroom environment running and interconnected.

I have indicated to each of you in various ways that my office is not currently funded to provide this level of classroom support. For the Fall Quarter, I am doing my best with the limited resources that I have to provide the level of service that is needed and deserved by the faculty. In so doing, I am trying to meet the needs and level of service requested by the campus. To achieve desired classroom support levels for the curriculum long-term, I will need additional campus resources for that purpose. I will also surely be asked by the campus to increase revenue streams from all other users of the general assignment classrooms on a re-charge basis for internal users and on a fee for service basis for external users. The greater the amount of permanent campus funding, the lower the cost to non-curricular users of the classrooms. I am building such a business plan for discussion early in the Fall Quarter. I will need your support in the finalization of this plan and in the recommendations to the campus leadership that will ensue.

Academic Senate Chair Bikle
Members, Academic Senate Coordinating Committee
Vice Dean Irby
Associate Dean Pat Calarco
Associate Dean Fontaine
Associate Dean Daniels
Assistant Dean Cullander
Chair and Professor Hulley (and LCME subcommittee members)
Professor Ernster
Professor Colby
Director Strizich
Interim Registrar Shamim

How can you help in the achievement of our mutual goals?

I greatly appreciate your offer of support in the timely resolution of all matters that you have raised in your letter. As you know, the areas that I supervise have not benefited from measures to soften the budget cuts experienced by the campus in the early 1990s. Aside from merit increases for salaries and range adjustments that helped technical personnel, Student Academic Affairs has not benefited from the implementation of or increase in professional fees that have helped the schools recover. The OAR and SIS services that we provide cannot be sustained and improved with out some meaningful relief.

In my response to your letter, I have attempted to address all of your concerns and to state clearly the steps I am taking to mitigate the problems and get things moving in the correct direction. The current and intended actions that I have described are mostly near-term and specific. For the short-term items, I intend to give you a report in October about my progress in achieving the goals specified in the various action areas.

For the longer term, you know that additional resources will be needed to provide compensation for classroom support personnel, to purchase (and install and maintain) expensive equipment in the classrooms, and to implement the long-range development goals for the Student Information Systems. I am currently developing the business plan for classroom support and will be asking you to review and comment on that specific proposal. Currently, expense challenges related to classroom equipment costs and technology maintenance are somewhat in hand. However, this will change as technology evolves and additional requirements related to management of video transmission emerge during the coming year. Finally, the long-range development plan for SIS will require ongoing new resources, as have all other major campus information system components. Your help will be needed in making the case for resources in all three areas. I will continue to keep you informed about these future needs.

I hope that you find this letter to be responsive and encouraging.

Sincerely,



Clifford Attkisson, Ph.D.
Dean of Graduate Studies and
Associate Vice Chancellor for Student Academic Affairs

cc: Chancellor Bishop
Vice Chancellor Bainton
Vice Chancellor Barclay
Chairs, Faculty Councils (all Schools)

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August 6, 2002

C. C. WANG, Ph.D.
Chair
School Of Pharmacy Faculty Council

I write in response to your letter dated July 11, 2002, related to classroom scheduling, classroom conditions and support, and grade recording. I am aware of the circumstances and conditions described in your letter and appreciate their centrality and importance to faculty who rely on the classroom environment as a principal locus of their academic endeavors.

Associate Vice Chancellor Attkisson has discussed these matters with me and Vice Chancellor Bainton over the past several months. We all acknowledge the need for systemic change in the way classroom scheduling and support services are provided as well as new services to faculty that are required by technological changes. In a recent letter to the Deans, Dr. Attkisson has addressed the necessity for improvement in the various areas specified in your letter. He also has indicated a variety of actions that are now being taken to mitigate immediate problems and ensure that longer-term problems also are effectively addressed. I have asked Dr. Attkisson to distribute a copy of his letter to you for review. You will be pleased to learn that plans are in place for extensive classroom maintenance during the next several months that include attention to the physical environment, furnishings, safety measures, basic equipment, and installation of necessary technology.

Dr. Attkisson's plan also includes near-term attention to the problems associated with grade filing and posting. Movement to a web-based grade filing system for use by faculty will be initiated during the 2002-03 academic year following implementation of a strong campus electronic authentication procedure.

I know that Dr. Attkisson is committed to resolution of the problems that you have raised and is available to receive additional suggestions. His immediate and long-range plans involve opportunities for consultation with the faculty and school student affairs leaders. In addition, the establishment of a Classroom Utilization Advisory Group represents an important opportunity for joint analysis and planning for faculty. This Academic Senate joint committee will include representatives from Student Academic Affairs, senate leaders and faculty members, and

representatives from the schools. Its charge will be to address policy and procedure for classroom scheduling of the academic curriculum and related matters.



J. Michael Bishop, M.D.
Chancellor
University Professor

cc: Vice Chancellor Bainton
Vice Chancellor Barclay
Dean and Associate Vice Chancellor Attkisson
Senate Chair Bikle

*P.L.,
we really do want
to fix this!
M*



Tamara Maimon, Director
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San Francisco, California 94143-0764
(415) 476-3808 Fax (415) 476-9683

Daniel Bikle, M.D., Ph.D., Chair
Leonard Zegans, MD, Vice Chair
Jeanine Weiner-Kronish, MD, Secretary
Jean Olson, MD, Parliamentarian

COMMUNICATION FROM THE SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, PhD, Chair

October 3, 2002

Cliff Attkisson, PhD
Dean of Graduate Studies
Associate Vice Chancellor
MUE 200W
Box 0244

Dear Dean Attkisson,

The School of Pharmacy Faculty Council would like to thank you for your July 23, 2002 letter regarding Student Information Systems and the Office of Admissions and Records. We are very encouraged that improvement is being made and look forward to receiving a report on the developments as suggested in your letter for distribution in October.

We also would like to invite you to a faculty council meeting to discuss further your progress and how the faculty council can assist to achieve the goals outlined in your letter. Our next meetings are Thursday, October 17 and Thursday, November 21. Could you attend for 30 minutes between 2:30 and 4:00 PM on either date? If these dates are not possible, please suggest other some others that may fit your schedule.

Please feel free to contact me at 476-2543 with any questions you might have.

Sincerely,

A handwritten signature in cursive script, appearing to read "Betty-ann Hoener".

SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, Chair
Lisa Kroon, Vice Chair
Lorie Rice, Secretary
Brian Alldredge
Leslie Benet
Christopher Cullander
Pamela England
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Mary Ann Koda-Kimble
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Adara Louis
Gary McCart
Candy Tsourounis
C.C. Wang
Michael Winter
Katherine Yang

Cc: Daniel Bikle, Senate Chair
Patricia Benner, Committee on Educational Policy Chair



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COMMUNICATION FROM THE SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, PhD, Chair

October 3, 2002

J. Michael Bishop, MD
Chancellor
513 Parnassus Avenue, S-126
Box 0402

Dear Chancellor Bishop,

The School of Pharmacy Faculty Council would like to thank you for your August 6, 2002 letter regarding Student Information Systems and the Office of Admissions and Records. We are very encouraged that progress is being made and look forward to the improvements. We have invited Dean Attkisson to a faculty council meeting to share with us his progress and discuss how the faculty council can assist in achieving the goals for Student Information Systems and the Office of Admissions and Records as outlined in his July 23 letter.

Sincerely,

SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, Chair
Lisa Kroon, Vice Chair
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Cc: Daniel Bikle, Senate Chair



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COMMUNICATION FROM THE SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, PhD, Chair

October 3, 2002

Cliff Attkisson, PhD
Dean of Graduate Studies
Associate Vice Chancellor
MUE 200W
Box 0244

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Cc: Daniel Bikle, Senate Chair
Patricia Benner, Committee on Educational Policy Chair

October 29, 2002

COLLEAGUES IN THE SCHOOLS AND GRADUATE ACADEMIC PROGRAMS

Re: Curricular Scheduling for Winter Quarter 2003

Course scheduling (including formal courses, grand rounds, journal clubs, and major academic lectures) for Winter Quarter 2003 is now underway. The scheduling process will follow the successful model used for scheduling the current Fall Quarter. This process involves iterative consultation with the schools and the graduate academic programs and results in a "best fit" solution given the available general assignment space and classroom technical resources.

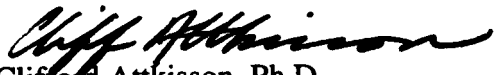
The general scheduling steps now in progress are:

1. Requests for general assignment space were invited during September 2002 and were due October 11, 2002. Requests have now been received from all sectors of the campus and are being vetted for completeness, accuracy, and consistency with prior request patterns from each campus sector. In addition, SAA is giving special attention to: (a) professional school courses requiring increased access to small group teaching venues; and, (b) graduate academic courses requiring video conference services related to the opening of Genentech Hall.
2. A three person SAA work group is now modeling the final schedule with successive iterations of a "best-fit" to determine how existing resources can optimally map to the demands for space that have been received. As in the process that yielded the current Fall Quarter Schedule, the "best-fit" solution will be discussed provisionally with the schools and the graduate academic programs to determine acceptability and to generate ideas for improvement. Adjustments will then be made and further consultations will be sought as needed. The Winter 2003 schedule will then be finalized and published after consultation by December 10th.
3. Scheduling for classroom and auditorium space at Genentech Hall will be undertaken collaboratively with a resource at Mission Bay. General assignment space at Mission Bay will be available for non curricular purposes only after the Winter Quarter curricular needs are established and scheduled. Curricular needs will not be displaced for non curricular purposes.
4. As in the scheduling process for Fall Quarter 2002, the existing resources will not meet all needs for small group teaching space. Departmental and other campus space will be required to meet these needs and this scheduling will be undertaken in a de-centralized manner involving negotiation between those needing space and the stewards of the space. Significant ambient and technological improvements in small group general assignment space to be completed by January 1, 2003, will

make existing small group space much more attractive and useful to the faculty and students.

5. During Winter Quarter 2003, at least four venues will be available for video conference services: S161, N225, N217, and one of the following (an HSW lecture hall, N729, or N721). In addition, a small classroom or the equivalent will be rigged for schedulable academic consultations between faculty and students at Parnassus and Genentech Hall.
6. Winter Quarter 2003 scheduling will be undertaken with full adherence to the principle of "fairness of access" by all campus sectors to available teaching space. The expected supply of video conference venues at the Parnassus Campus will be more than sufficient for Winter Quarter demands. Therefore, video conference requirements for Winter Quarter 2003 are not expected to significantly impact access to any campus room by any campus sector.

Sincerely,



Clifford Attkisson, Ph.D.

Dean of Graduate Studies and

Associate Vice Chancellor for Student Academic Affairs

cc: Chancellor Bishop
 Deans
 Vice Chancellors
 Associate Deans (Academic Affairs)
 Associate Deans (Student Affairs)
 Graduate Academic Program Directors and Administrators
 Professor and S/P Faculty Council Chair Hoener
 Directors (Student Affairs)



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COMMUNICATION FROM THE SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, PhD, Chair

November 15, 2002

Cliff Attkisson, PhD
Dean of Graduate Studies
Associate Vice Chancellor
MUE 200W
Box 0244

Dear Dean Attkisson:

Thank you for agreeing to attend our Faculty Council meeting on Thursday, November 21 at 3:00 PM to discuss your progress on issues related to classroom scheduling and facilities.

We recently distributed two surveys to faculty members and students in the School of Pharmacy regarding their experiences with classroom scheduling and facilities. The results are enclosed for your information. I would like to point to the significant number of students who have skipped class due to uncomfortable classrooms and who have rated an instructor negatively due to difficulties in scheduling rooms for classes. In addition, over half of faculty members surveyed responded to problems with double-booking of rooms, inadequate assignment of rooms, different rooms assigned to a class, lack of supplies, and loss of class time due to facilities problems.

The Faculty Council would like to support your efforts in addressing these concerns and is eager to hear from you on how to resolve these issues.

Please feel free to contact me at 476-2543 with any questions you might have. I look forward to our meeting next Thursday.

Sincerely,

SCHOOL OF PHARMACY FACULTY COUNCIL

Betty-ann Hoener, Chair
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Michael Winter
Katherine Yang

Cc: Dorothy Bainton, Vice Chancellor-Academic Affairs
Daniel Bikle, Senate Chair
Patrick Fox, Chair, Committee on Academic Freedom
Deborah Greenspan, Chair, School of Dentistry Faculty Council
Regis Kelly, Executive Vice Chancellor, Research
Howard Pinderhughes, Chair, School of Nursing Faculty Council
Patricia Robertson, Chair, School of Medicine Faculty Council

School of Pharmacy Student Survey on Classrooms

QUESTION	YES RESPONSES BY YEAR			NO RESPONSES BY YEAR			UNDECIDED RESPONSES BY YEAR			YES TOTAL	NO TOTAL	UNDE-CIDED TOTAL
	1st year	2 nd year	3 RD year	1st year	2 nd year	3 RD	1st year	2 nd year	3 RD			
1. The classrooms at UCSF facilitate learning.	86	55	32	27	2	21	5	8	4	173	50	17
2. I have skipped class because the room was too crowded or uncomfortable.	17	29	19	100	54	35	1	1	4	65	189	6
3. I have rated at least one instructor negatively because the room schedule made him/her seem disorganized.	N/A	16	14	N/A	66	43	N/A	2	4	30	109	6
4. I wish more instructors would teach with Power Point slides.	24	44	26	85	34	24	9	6	8	94	143	23
5. I wish more instructors would teach using the chalkboards.	53	36	16	55	41	35	10	7	7	105	131	24

School of Pharmacy Faculty Survey on Classrooms

In the last year, have you had problems with the following:	YES	NO	UNDECIDED
a. double booking of classrooms	12	16	2
b. assigned rooms too small for the scheduled class	14	14	2
c. different rooms assigned for each class meeting	18	11	1
d. classrooms lacking necessary equipment/supplies	22	6	2
e. loss of class time due to equipment failure/lack of response by classroom support personnel	22	5	3
f. late notice of room assignments	12	16	2
g. difficulty in scheduling extra class sessions(i.e. exam reviews)	13	12	5
h. do you have reason to believe that these kinds of problems have negatively impacted your teaching evaluations?	12	14	4