COMMUNICATION FROM THE COMMITTEE ON EDUCATIONAL POLICY

David Teitel, MD, Chair

Symposium of Leaders
Tuesday, May 21, 2002

The Symposium of Leaders was an initiative of the Academic Senate Committee on Educational Policy organized in recognition of the need to promote cross-school interaction, review the allocation of resources (such as management and delivery of classroom scheduling, equipping classrooms with adequate resources) and provide a coordinated view of issues around the development and implementation of Distance Learning at UCSF. The Symposium took place on Tuesday, May 21, 2002 and afforded educational leaders from the Schools of Nursing, Pharmacy, Medicine, and Dentistry, Graduate Division, and Library the opportunity to discuss current barriers to cross-school integration, the interface between the Schools and the Registrar’s Office, and Distance Learning opportunities, and to identify potential actions and reachable goals.

Outlined in this document is a summary of the discussions which took place at the Symposium. After an initial introductory session, the discussions occurred in three working groups, each of which focused on one of three areas for potential integration:

Integration of Educational Courses Across Schools
Allocation of Resources
Distance Learning

Each group defined specific actions, outlined below in table form, which will be addressed as future Agenda items in the Committee on Education Policy and other Senate Committees over the next several months. Additionally, in order to develop a mechanism to ensure follow-up to the areas identified during the Symposium, a time line was developed and individuals or groups were identified to carry out specific actions. The Committee on Educational Policy expects to utilize the information developed at the Symposium to formulate its Agenda of activities in future Academic Years. The Committee expects many of the Symposium participants to remain active as solutions are developed and will send out regular reports to all Symposium participants on the progress in each area.

Please direct questions regarding the Symposium of Leaders to myself (tel: 476-8488; email: dfteitel@pedcard.ucsf.edu), the Academic Senate Office, or In-coming Education Policy Committee Chair Patricia Benner (tel: 476-4313; email: benpat@itsa.ucsf.edu).

Sincerely,

David Teitel, MD
Chair
COMMITTEE ON EDUCATIONAL POLICY  
Symposium of Leaders – Review of Day and Summary of Actions  
May 21, 2002 – UCSF Alumni House

**Introduction and Welcome**

David Teitel, MD, Chair of the Committee on Educational Policy welcomed participants to the Symposium. He noted that the Committee on Educational Policy is a standing committee of the UCSF Academic Senate and serves the campus by both proactively and reactively addressing issues related to Education Policy at UCSF. Chair Teitel informed participants that the Committee had focused its work in 2001-2002 on the examination of current cross-school educational interactions as defined by the three subject areas below.

1. Integration of Educational Courses Across Schools  
2. Allocation of Resources  
3. Distance Learning

Chair Teitel expressed hope that this Symposium would provide participants with a forum to discuss current barriers to cross-school integration, to identify solutions, and to develop goals for the implementation and funding of these solutions. Participants were informed that the Symposium would be divided into three discussion groups which would focus on the three areas of possible interaction outlined above. Each group would be lead by members of the Committee on Educational Policy and would be charged with recommending specific cooperative actions and with identifying a timeline for the implementation of these initiatives.

**Group 1 – Integration of Educational Courses Across Schools**

**Group Leaders**: Education Policy Committee Members Patricia Benner and Rebecca Turner

**Group Participants**: Charles Bertolami (Dentistry), Helen Loeser (Medicine), Molly Cooke (Medicine), Bill Shore (Medicine), Meg Wallhagen (Nursing), Robert Ignoffo (Pharmacy), Barbara Sauer (Pharmacy), Nancy Stotts (Nursing)

**Current Situation**: There is currently an effort underway nationally and internationally to increase interdisciplinary science and learning. Past attempts at achieving this at UCSF have been highly challenging. It is widely held that cross-school collaboration would offer enhanced student learning and better patient care and that cost-effectiveness and conservation of scarce resources in a time of budget constraints may be an additional benefit. However, questions remain about how and where to target these efforts at UCSF.

The group identified three areas in which cross-school integration may be achieved:

1. **Teaching of didactic courses.**  
   There is currently little collaboration in the teaching of courses across schools.

2. **Teaching of clinical courses and skills.**
There is currently little collaboration when teaching clinical skills necessary to the education of students in each of the four schools of Medicine, Dentistry, Nursing and Pharmacy.

3. **Facilitation and dissemination of information regarding international programs.**
There is currently a lack of coordination of information for students and faculty about international projects and initiatives related to health care which decreases cross-school participation in international projects and initiatives.

**Recommendations:**
Following extensive discussion, the group identified three broad areas in which collaborative initiatives may be developed:

1. Identification and development of didactic and basic science courses amenable to interdisciplinary and cross-school teaching.
2. Identification and development of clinical courses amenable to interdisciplinary and cross-school teaching.
3. Development of a centralized information and coordinating center for international projects and initiatives.

Group members discussed specific actions related to the three areas outlined above which could be achieved with little change to existing programatic infrastructure and with limited funding. The members grouped “action items” and suggested leaders for follow-up work including dates for follow-up and implementation. These action items and corresponding leaders and dates are summarized in the table below. It is anticipated that much of the work of the Committee on Educational Policy in 2002-03 will be determined by follow-up work related to the action items listed in this table.

**Group 1: Action Items for Integration of Educational Courses Across Schools**

<table>
<thead>
<tr>
<th>Action</th>
<th>Leader</th>
<th>Follow-up Date</th>
<th>Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING OF DIDACTIC COURSES</strong> Identify and develop portable teaching modules that can be inserted into curricula (e.g. dental consultation, elder care)</td>
<td>Group 1</td>
<td>September, 2003</td>
<td>Committee on Education Policy (CEP)</td>
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<tr>
<td><strong>TEACHING OF CLINICAL COURSES AND SKILLS</strong></td>
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<tr>
<td>1. CCPC initiatives: review and support Diabetes interdisciplinary module develop other modules (e.g., asthma, hypertension)</td>
<td>CCPC (led by Molly Cooke &amp; Susan Janson)</td>
<td>July 31, 2002</td>
<td>CEP &amp; Group 1 of the Symposium</td>
</tr>
<tr>
<td>2. Develop initiative for cross-school Clinical Skills Center</td>
<td>Patricia Benner &amp; Academic Senate Staff</td>
<td>December, 2002</td>
<td>CEP</td>
</tr>
<tr>
<td>3. Recommend interdisciplinary teaching become a high-priority funding area</td>
<td>Patricia Benner &amp; Academic Senate Staff</td>
<td>September, 2002</td>
<td>CEP &amp; CoCl</td>
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<tr>
<td>4. Collect information about Children's</td>
<td></td>
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<tr>
<td><strong>Health Hut Project and Homeless Clinic as a matrix/model for interdisciplinary development of student driven projects</strong></td>
<td>Bill Holzemer &amp; Helen Loeser</td>
<td>December, 2002</td>
<td>CEP</td>
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</table>

| **DEVELOP INFRASTRUCTURE AND SUPPORT TO INTEGRATE AND DISSEMINATE INFORMATION ON INTERNATIONAL PROGRAMS** To include website, counseling services, clearinghouse for student-led initiatives etc. | Bill Holzemer & Helen Loeser | December, 2002 | CEP |
Group 2 – Allocation of Resources

Group Leaders: Education Policy Committee Members Mike Winter and Kimberly Topp

Group Participants: Kathy Healy (Medicine), David Irby (Medicine), Zina Mirsky (Nursing), Cindy Watchmaker (Pharmacy), Robert Tanner (Registrar’s Office), Jina Shamim (Registrar’s Office), Mike Strizich (Registrar’s Office), Mike Webb (Registrar’s Office), Patricia Calarco (Graduate Division), Cliff Atkisson (Graduate Division), Pamela Den Besten (Dentistry)

I. Classroom Scheduling

CURRENT SITUATION

Registrar’s Office sends letter to each school providing deadlines for the 3 quarters

After the Schools submit their requests, 4-6 weeks lapse until classrooms are scheduled

Core courses are scheduled first, rotating through the Schools’ requests for parity
   Scattered lectures are scheduled next
   Small group meeting rooms are scheduled next
   Last groups to be accommodated are continuing education, off campus groups, etc.

Confirmations are sent back to schools via FAX, and classroom scheduling information is posted on the website

PROBLEMS IDENTIFIED

• Many faculty assume “historic ownership” of specific lecture times and locations making it difficult for new courses to be scheduled.
• Faculty and students all want “prime time” (10am-2pm) for their courses.
• In some cases the historic reasons for a specific class (including small conference) time no longer exists but scheduling of courses continues in a rigid fashion.
• Schools are provided incorrect initial information
• Numerous errors occur, including double booking, lack of adequate equipment, incorrect room size, hazardous classroom conditions (lighting, seating)
• Schedules outside of classrooms are not accurate.
• Web site is often not up and running
• In an emergency situation (2 classes standing in front of one room) a call reaches a voicemail box
• Not clear that the person assigning the rooms has a good working knowledge of the room size and facilities available

AVAILABLE OPTIONS

• Implementation of patterned schedule of classes (e.g. M, W, F, on the hour scheduling), rather than continue a scattered schedule
• Implementation of “firm” schedule of core courses
• Improvements in AV equipment
• Send out room requests earlier
• Publish date when classroom arrangements may be viewed on the website
• Introduction of an emergency phone number for classroom support, always answered by a staff person
• Communication between Schools to identify day(s) that might be best for small group teaching
• Examine possibility of using rooms at the Library for small group teaching overload
• Development of hierarchical system to allow Registrar staff to elevate issues/discussions to the next higher level within the Academic community and thus, prevent the staff from being arbiters
• Develop an on-line database of all available classroom and seminar locations including room size and available resources to assist in matching accommodations to meet teaching needs.

II. Course Catalog

CURRENT SITUATION

• Online catalog is not getting updated regularly
• Courses are transmitted to the Academic Senate Committee on Courses of Instruction (CoCI) very late or sometimes too late to review and approve prior to class actually beginning.
• Courses are posted late on the Registrar’s Office website, resulting in low student enrollment
• No automatic method exists to audit the “use” of listed courses.
• Faculty do not have access to the on-line study list that students use when registering for courses.
• Course Catalog is not “linked” to the on-line study list.

AVAILABLE OPTIONS

• Established a fixed schedule for Schools to transmit new or deleted courses or course changes to Registrar based upon a published schedule of meeting dates for the Courses of Instruction Committee.
• Request quarterly updates from each school to Registrar’s Office to facilitate website updating
• Identify Senate and CoCI requirements (clear definition of charge of Committee will be highlighted on Academic Senate Website)
• Implement of automatic audit system
• Increase amount of descriptive information provided for each course
• Facilitate faculty access to the registration process to allow faculty members to see what the students see (to include password protection, different levels of access)
• Implement search function in web course catalog

III. Academic Calendar
CURRENT SITUATION

Single calendar from the Office of the President (OP) distributed to the Schools, but each School alters the calendar
Graduate Division follows Office of the President calendar
Registration and study list filing follow the Registrar’s calendar

AVAILABLE OPTIONS
Implementation of single, cross-School calendar

Group members discussed the available options related to the three areas outlined above which may feasibly be achieved in the near future. Members grouped action items and identified leaders for follow-up work and dates by which follow-up and implementation should occur. Action items are summarized in the table below.

Group 2 – Action Items for Allocation of Resources

<table>
<thead>
<tr>
<th>Action</th>
<th>Leader</th>
<th>Follow-up Date</th>
<th>Oversight</th>
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</thead>
<tbody>
<tr>
<td>Classroom Scheduling</td>
<td>Classroom Utilization Advisory Group from Schools &amp; Academic Programs</td>
<td>Release Advisory Group &amp; Mike Winter, (CEP)</td>
<td>October, 2002</td>
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<tr>
<td>Establish Classroom Utilization Advisory Group from Schools &amp; Academic Programs</td>
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<td>• Revise policy and procedures for classroom scheduling/reservations.</td>
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<td>• Revise Classroom Reservation Form</td>
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<tr>
<td>• Create academic year-long classroom calendar for core courses, events, etc.</td>
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<tr>
<td>Classroom Resources</td>
<td>Classroom Resources</td>
<td>Cliff Attkisson</td>
<td>October, 2002</td>
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<tr>
<td>1. Expand resources – staff and scheduling software system</td>
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<tr>
<td>2. Improve AV equipment for small classrooms with established support and IP connectivity</td>
<td>Cliff Attkisson</td>
<td>October, 2002</td>
<td>CEP &amp; Registrar</td>
</tr>
<tr>
<td>Course Catalogue</td>
<td>Course Catalogue</td>
<td>CoCI and CEP</td>
<td>July, 2002</td>
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<tr>
<td>1. Appoint Catalog Task Force of CoCI</td>
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<tr>
<td>2. Improve Course Proposal/Revision Process:</td>
<td>Academic Senate Office &amp; Catalogue Task Force</td>
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<td>• Template for creation/revision with examples on website</td>
<td></td>
<td>October 2002</td>
<td>CoCI &amp; CEP</td>
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<td>• Comprehensive and accurate catalogue on website with PDF versions</td>
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<td>• Develop inventory &amp; update process</td>
<td></td>
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<tr>
<td>• CoCI meeting dates and deadlines for course submissions/revisions on website</td>
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Group 3 – Distance Learning

Group Leader: Education Policy Committee Chair David Teitel and Donald Curtis
Group Participants: John Takayama (Medicine), Kevin Souza (Medicine), Harry Hollander (Medicine), Rosemary Plank (Nursing), Janice Humphreys (Nursing), Donald Kishi (Pharmacy), Ken Lem (Pharmacy), Brian Warling (Library)

**Current Situation:**

Curricular and data resources at UCSF include:
- University-wide: WebCT
- School based: medRocket
- National: HEAL

Groups participating in Distance Learning initiatives include:
- Joint IT Governance Web Subcommittee (Identity and Web Applications groups)
- WIG (WebCT Implementation Group)
- Academic Senate Distance Learning Task Force
- Library’s Center for Instructional Technology (CIT)

The group discussed possible areas in which further initiatives in distance learning could be developed. Participants recognized a need for:
- Definition of faculty needs (education and support)
- Development of outreach initiatives for faculty
- Creation of methods of evaluation of effectiveness of online materials
- Development of peer-review system to ensure that faculty who develop and teach online courses are given adequate credit when considered for promotion
- Creation of a campus-wide image database (with Joint Web IT Governance Web subcommittee) to include decisions regarding a standard database structure (Java, Helios, home-grown)
- Creation of a cross-School advisory group to interface with the Library’s Center for Instructional Technology.

**WebCT Overview – Brian Warling (Library)**

Brian Warling gave a brief overview of WebCT and the services offered by the Center for Instructional Technology. Full information on WebCT can be found at: [http://cit.ucsf.edu/](http://cit.ucsf.edu/).

**HEAL Overview – Kevin Souza (School of Medicine)**

Kevin Souza described the national initiative to develop a digital multimedia database for healthcare education (HEAL – Health Education Assets Library) and discussed the ways that UCSF may both access that database and create an internal database that would utilize the HEAL metafile structure and interface with HEAL. Information on HEAL can be found at [http://www.healcentral.org/index.htm](http://www.healcentral.org/index.htm).
Development of Action Items

Following extensive discussion, group members developed action items and identified leaders for follow-up work including target dates for implementation as included in the table below:

Group 3 – Action Items for Distance Learning

<table>
<thead>
<tr>
<th>Action</th>
<th>Leader</th>
<th>Follow-up Date</th>
<th>Oversight</th>
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<tbody>
<tr>
<td>Faculty Development and Support</td>
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<tr>
<td>1. Create policy report on importance of, &amp;</td>
<td>CEP &amp; Distance Learning Task Force</td>
<td>September 2002</td>
<td>CEP</td>
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<tr>
<td>issues regarding, faculty development</td>
<td>Gail Persily</td>
<td>6-12 months</td>
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<td>2. Create CIT Advisory Group, including</td>
<td>CIT Advisory Group</td>
<td>6-12 months</td>
<td>CEP</td>
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<td>former CAP &amp; CEP members</td>
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<td>3. Publicize and promote faculty initiative</td>
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<td>to faculty, deans, and Chancellor</td>
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<td>Centralize Digital Educational Assets</td>
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<tr>
<td>1. Create policy report to support HEAL</td>
<td>Kevin Souza</td>
<td>June 2002</td>
<td>CEP</td>
</tr>
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<td>implementation at UCSF, in library</td>
<td>Library IT group</td>
<td>July 2003</td>
<td>Library Committee &amp;</td>
</tr>
<tr>
<td>2. Develop and maintain centralized asset</td>
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<td></td>
<td>Advisory Group</td>
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<td>database and link to HEAL</td>
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