ANNUAL REPORT
2008-2009

Primary Focus Points for the Year:
• Involvement in the Budget Planning and Budget Cutting Process
• Revision of the Master's Curriculum
• Student Access to Campus Courses
• Increasing Advisor Quality to SON Students

Task Forces, Special Committees, and Sub-Committees:
• Masters Curriculum Task Force
• Task Force Reviewing the Proposal for the Development Office Funding Model
• Dean’s Budget Work Groups

Issues for Next Year (2008-2009)
• Continued involvement in budget cut planning
• Continued planning for the Master’s curriculum revision

2007-2008 Members

<table>
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<tr>
<th>Linda Chafetz, Chair</th>
<th>Ex-Officio Members</th>
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<tr>
<td>Christine Kennedy, Vice Chair</td>
<td>Kathy Dracup (Dean)</td>
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<td>Nancy Donaldson (Physio)</td>
<td>Zina Mirsky (Associate Dean)</td>
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<td>Jane Hirsch (CHS)</td>
<td>Maloo Bayog (Student Council)</td>
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<td>Mary Lynch (FHCN)</td>
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<td>Robert Newcomer (SBS)</td>
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<td>Joseph Mullan (SBS)</td>
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<td>Meg Wallhagen (Physio)</td>
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Number of Meetings: 10
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, including possible salary reductions and furloughs.

School Business

**WASC Review and Accreditation**
In the October 17, 2008 meeting Joe Castro, Associate Vice Chancellor Student Academic Affairs and Judy Martin Holland, Associate Dean for Academic Affairs reported the status of the UCSF WASC accreditation to the Faculty Council. Presentation slides are attached as [Appendix 1](#).

**Academic Senate Task Force on Sustainability**
Norman Oppenheimer, Member of the Academic Senate Task Force on Sustainability, presented the draft recommendations of the task force to the Faculty Council for review and comment ([Appendix 2](#)).

The Faculty Council offered their support for the initiatives suggestions such as classroom recycling bins. The Faculty Council’s questions included topics regarding the success of the current recycling program, public behavior and education, medical and technological material recycling, medical packaging waste, educational modules and identifiable organizations and accountability for sustainability efforts on campus.

N. Oppenheimer encouraged the faculty to take this issue to their departments and to share their thoughts and comments with the task force via e-mail to him or the analyst Heather Alden.

**Budget Involvement at the School and Campus Level**
At the School level, Dean Dracup or Associate Dean Mirsky reported on budget cuts and budget planning at each meeting of the Faculty Council, and involved the Faculty Council in the budget planning process and kept the faculty informed as much as possible. SON faculty served on the Dean’s budget work groups and also provided reports to the Faculty Council. Budget planning documents were provided throughout the year, and as they were in constant flux and may contain confidential information are not attached to this Annual Report.

Kit Chesla, Chair of APB reported on the business and workings of the Committee on Academic Planning and Budget. Minutes from APB meetings are [online](http://senate.ucsf.edu) on the Academic Senate website.

The Office of Finance has a new website at [http://budget.ucsf.edu](http://budget.ucsf.edu) which features a great deal of budget information. The [UCSF Budget Review](http://budget.ucsf.edu) and the [Final 2008-2009 Budget Update](http://budget.ucsf.edu) are posted on the website, and faculty were strongly encouraged to review these documents.

**Student Access to Campus Courses**
In the February 13 meeting, Chair Chafetz reported on the Continuing discussion with David Gardner and Jeff Lansman regarding student access to campus courses and the issue of paying for courses in other schools (email from Jeff Lansman is attached as [Appendix 3](#)). The Graduate Council is looking at this issue vis a vis access to self-sustaining programs. At the Coordinating Committee meeting, Chair Chafetz asked that they expand this examination to address access to cross-school course access. Support from the faculty Council will help the SON representatives on the Graduate Council, and the Graduate Council, to move forward and effect change on this issue. Chair Chafetz and Mary Lynch (who
sits on the Graduate Council) surveyed the faculty and communicated their findings to the Graduate Council to push this item forward for redress.

At the March 13 meeting, the Faculty Council continued its investigation of issues and concerns surrounding UCSF student access to courses across departments and across schools. Information from student representative M.L. Bayog was shared with Mary Lynch who sits on the Graduate Council which is considering this issue. J. Hirsch reported that she has feedback from her department to be distributed to the Graduate Council. Other departments were encouraged to submit their feedback on this concern to the Faculty Council and the Graduate Council (via Faculty Council member Mary Lynch).

**Continued Discussion Student Advising Concerns**
Student representative M.L. Bayog provided the Faculty Council with notes regarding student concerns regarding student advising services in the School of Nursing (Appendix 4). Faculty Council members who took this to their departments reported from discussions on this issue. Discussion was considered necessary and productive. The issue of distance learning/distant students was also discussed.

The Faculty Council discussed options for action, and decided that it would be best for the departments who have not discussed this to do so. Faculty will report back to the Faculty Council, who may take more action, which might include communications to Judy Martin Holland, the MEPN Council and the Doctoral Program Council.

**Curriculum Revision**
The Faculty Council received regular updates from administration and the Masters Program Council regarding the curriculum revision process and progress.

At the May 15 meeting of the full faculty, JoAnne Saxe & Lynda Mackin, Co-Chairs 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 faculty. Discussion followed.

The faculty expressed specific concerns regarding details that need to be addressed, explained, revised prior to possibly implementing the revised curriculum in the fall. Some faculty expressed the need to understand how the proposed plans will work together, specific objectives, and outcomes before they could support rolling out this plan in the fall.

The faculty requested time for more discussion and work with the MPC over the next year and vote at a later date as to when to implement the new curriculum. MPC will communicate more details to the faculty and express a call for a vote as to the next course of action sometime after the June 3 MPC meeting).

**Reconsidering the DNP Program**
Nancy Stotts of the Doctoral Program Council led the Faculty Council in a discussion of the reexamination of a DNP program, and if a new task force should be formed to examine the current national climate and local issues regarding forming a DNP program. The question has been raised state-wide if the DNP is good or bad for the profession. This issue is being discussed in relationship to a proposal within the California State University system. Chair Chafetz suggested that there should be a discussion of what the DNP contributes to health care, and its importance in the system and in the endeavor has implications to its value to the profession. Extensive discussion followed.

**Motion:** The Faculty Council shall, at the request of and in agreement with the Doctoral Program Council, appoint a task force to reexamine the Doctorate of Nursing Practice degree and to make a recommendation to the faculty regarding if the UCSF School of Nursing should form such a program.

**Vote:** The motion passed unanimously.
It was decided that the Faculty Council shall invite the members of the previous task force to serve if they are interested. Additional members will include other and senior faculty representatives (representing diverse interests of the School), a student representative and a representative from the Faculty Council. Jane Hirsch will serve from the Faculty Council and Masters Program Council.

Considering the current activities of the School and the campus, it was decided that this task force would be appointed in the summer, but will not be asked to convene until fall 2009.

At the May 15 meeting of the Faculty Council, the DPC withdrew its request for the appointment of the DNP task force.

School of Nursing Teaching Awards
This year's recipients of the School of Nursing teaching Awards are:

- Overall Teaching Excellence Award: Adele Clarke
- Excellence in Creating a Supportive Learning Environment: Barbara Hollinger
- Excellence in Clinical Mentoring: Jean Taylor-Woodbury
- Excellence in Research Mentoring: Geri Padilla
- Excellence in Educational or Curricular Innovation: Annette Carley
- Clinical Enrichment: Gerri Collins-Bride & Lynda Mackin

Informational Presentations
DIVA (The Diversity In Action Group) Report
Susan Kools gave an information presentation regarding the diversity modules and the major activities of DIV this year (Appendix 5). Howard Pinderhughes followed up with the next steps.

Report from the Library: Collaborative Resources for Faculty
M. Mizejewski from the Library gave an informational presentation regarding campus collaborative resources (Appendix 6).

Update on SON Instructional Technology
Chris Garett gave an informational presentation regarding the instructional technology and resources available to Nursing faculty (Appendix 7).

School of Nursing Student Access to Student Scholarships
Pat Calarco addressed the Faculty Council regarding educational fees and funds intended to support students (known as Return to Aid Funding, student aid, needs money, et alia) and issues related to student access to scholarships and support mechanisms supported by student fees. Currently, all of this money is used to support the professional schools/students, and by traditional campus practice (but not written policy) School of Nursing students are discouraged from applying for or are denied access to this “free money” support. P. Calarco and Dean Dracup are providing education regarding and seeking support to rectify this inequity.

Task Forces and Other Committee Service
This year, Robert Newcomer served as the representative of the School of Nursing Faculty Council on the Academic Senate Task Force Reviewing the Proposal for the Development Office Funding Model. The work of this task force is ongoing.
Going Forward

Ongoing issues under review or actions which the Committee will continue into 2008-2009:

**Revision of the Masters Program Curriculum**

Based on feedback from during the May 15, 2009 meeting of the full faculty, the Curriculum Review Task Force will continuing its work and will provide new proposals to the Faculty Council and the full faculty in the fall.

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**: Slides from the WASC Accreditation update presentation (September 2008)

**Appendix 2**: Recommendations from the Task Force on Sustainability (October 28, 2008)

**Appendix 3**: E-mail from student representative M.L. Bayog regarding student access to campus courses (February 10, 2009)

**Appendix 4**: Comments from student representative M.L. Bayog regarding student advising (February 2009)

**Appendix 5**: DIVA Diversity Modules presentation (February 2009)

**Appendix 6**: Resources for Collaborative Teaching presentation slides (February 2009)

**Appendix 7**: School of Nursing Educational Technology presentation slides (February 2009)

**Appendix 8**: School of Nursing Faculty Council Attendance Record 2008-2009
UCSF WASC Reaffirmation of Accreditation 2006-2010

WASC
Western Association of Schools and Colleges
Needed for Department of Education Funding
Occurs every 10 years

Why we are here today

• Review WASC Accreditation Process
• Discuss Current Stage – Capacity and Preparatory Review
  – Report due December 2008
  – Site Visit in February 2009
• Engage in discussion of actions taken and planned
WASC Accreditation Steering Committee
2008

• Joseph Castro, PhD, MPP, Chair, WASC ALO
• Sally Marshall, PhD, Co-Chair
• Sergio Baranzini, PhD
• Harold Bernstein, MD, PhD
• Karen Butter, ML
• Patricia Calarco, PhD
• Chris Cullander, PhD
• John Fecondo
• Eileen Grady, PhD
• Bree Grillo-Hill, PhD
• Helen Loeser, MD, MSc
• Judy Martin-Holland PhD, MPA, RN, FNP
• Edward Murphy, MBA, MPH
• Jean Olson, MD
• Patricia O’Sullivan, EdD
• Dorothy Perry, PhD

Student Academic Affairs
Academic Affairs
Senate Education Policy
Senate APB
Library
Graduate Division
School of Pharmacy
Graduate Student Association
Senate Courses of Instruction
Postdoctoral Scholars Assoc.
School of Medicine
School of Nursing
Staff Council
Senate Executive Committee
School of Medicine
School of Dentistry

Office of Student Academic Affairs

Capacity and Preparatory Review (CPR) Report

• Demonstrate capacity to carry out actions recommended in Institutional Proposal
• Demonstrate adequate preparation for the Educational Effectiveness Review in 2010

Office of Student Academic Affairs
CPR Report

• Introductory Essay
  • Campus process to develop report

• Reflective Essays on Three Themes
  • Learning Environment
  • Student Learning Outcomes
  • Diversity

• Concluding Essay
  • Preparation for Educational Effectiveness Review

Office of Student Academic Affairs

Theme 1 – Learning Environment

• Guiding Question
  – What are the optimal organizational structures to
    sustain and promote excellence in teaching and
    learning in our academic health sciences
    environment?

• Overview
  – Educational space and technology lags enrollment
    and best practices
  – Opportunities at Parnassus and Mission Bay
  – Library as learning center
  – Organizational structure – support for education
  – Recruitment/retention of faculty, trainees and staff

Office of Student Academic Affairs
Theme 1 – Learning Environment

• Actions Taken (Partial List)
  – Establishing New Teaching and Learning Center
  – Implemented Classroom Improvement Initiative
  – Implementing New Wireless System for Classrooms
  – Implementing New Learning Management System -- Moodle
  – Established Educational Systems Advisory Committee and Completed Strategic Plan
  – Planning New Educational Space at Mission Bay
  – Enhanced campuswide system – data acquisition and dissemination

Office of Student Academic Affairs

Theme 2 – Student Learning Outcomes

• Guiding Question
  – What are the optimal curricular structures to effectively prepare students for contemporary challenges in the health professions?

• Overview
  – Students isolated from other programs – lock step curricula- need interaction
  – Challenge - educate leaders/faculty – large proportion will retire in 10-15 years

Office of Student Academic Affairs
Theme 2 – Student Learning Outcomes

- Actions Taken (Partial List)
  - Established task force - interprofessional education
    - Assessed current efforts, recommend strategies
    - Assessing learning outcomes from current programs
  - Implementing initiatives that support interprofessional education
    - New online course schedule – Fall 2008
    - New common academic calendar being reviewed for 2009-10
    - Pathways to Discovery Initiative
  - Inspiring students to follow academic career
    - Assessing current efforts and barriers

Office of Student Academic Affairs

Theme 3 - Diversity

- Guiding Question
  - What are the optimal strategies to enhance campus wide diversity of faculty, trainees, and staff and to promote inclusiveness of all backgrounds and perspectives?

- Overview
  - UC Diversity Statement
  - UCSF commitment
  - UCSF history, Early acceptance, Black caucus, Proposition 209
  - Current efforts (e.g. New Diversity Initiative)

Office of Student Academic Affairs
Theme 3 - Diversity

- Actions Taken (Partial List)
  - Hired new Director of Academic Diversity
  - Created inventory of academic outreach programs and recommended strategies to strengthen and expand these programs
  - Launched new UCSF Diversity Web Site
  - Return of Inside UCSF
  - Establishing system of incentives/accountability
    - Databases
    - Outcome measures

Office of Student Academic Affairs

Campus Engagement

- Accreditation Steering Committee
- Presentations to Faculty Councils, Staff and Student Groups
- UCSF WASC Accreditation Web Site November 2008
- UCSF Today Articles

Office of Student Academic Affairs
What we want from you

- CPR report focuses on 3 themes – Learning Environment, Learning Outcomes and Diversity
- WASC will conduct site visit in February 2009 and some of you will be asked to participate
- We will return in 2010 to discuss final stage in process – educational effectiveness review

Office of Student Academic Affairs
Communication from the Sustainability Task Force  
Tom Newman, MD, MPH, Co-Chair  
Elena Fuentes-Afflick, MD, MPH, Co-Chair  

October 28, 2008  

David Gardner, MD  
Chair, UCSF Academic Senate  
500 Parnassus Avenue, Box 0764  

Re: Recommendations for Improving Sustainability at UCSF  

Dear Chair Gardner,  

Thank you for appointing a Sustainability Task Force. Members of the Task Force view the increasingly dire projections about the effects of global climate change, environmental degradation and resource depletion with urgency and alarm, and believe that UCSF, as a leading health science campus, must demonstrate aggressive and visible leadership in reducing the environmental impact of all of our activities.  

The Sustainability Task Force has met six times since February 2008 to discuss faculty recommendations to improve environmental sustainability at UCSF. In addition, subcommittees met to address campus-wide issues, clinical and laboratory sustainability, and a sustainability curriculum. As a result of our discussions, we make the following recommendations:  

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**Academic Senate Sustainability Task Force Recommendations**  

1. Create a sufficiently-funded central Sustainability Office and website to propose, support, track and publicize sustainability efforts at UCSF.  
   a. We urge this immediate and substantial financial investment in improving UCSF sustainability because:  
      i. The campus demonstrates its priorities with funding decisions. Investing in sustainability acknowledges that the work is too important to be left for the ‘free time’ of busy faculty, who have many other responsibilities.  

2. Encourage campus leadership to *shift the culture at UCSF toward sustainability*, including mandating participation in a brief online educational module covering specific resources and behaviors to improve sustainability at UCSF.  

3. Support faculty efforts to improve sustainability in all their individual activities, including an Academic Senate policy encouraging faculty to reduce business travel.  

4. Encourage and support innovations to improve sustainability in all buildings and facilities occupied by UCSF personnel, including UCSF Medical Center, SFGH and leased space.  

5. Support the inclusion of sustainability into the curriculum at UCSF  

We present further information for each recommendation below:
ii. Experience at other campuses suggests that the initial investment will more than pay for itself with savings in energy and other resource use.

iii. Publicizing our efforts and successes will help our image in the community and will increase our pride in working and studying at UCSF.

b. A priority for initial funding should be an internal UCSF catalyst fund to pay for efficiency improvements (see Harvard Green Campus Loan Fund as a successful, self-sustaining example, or the more recent Cal Climate Action Fund). There should be mechanisms for part of the cost savings achieved through reduced resource use to be returned to the fund until the initial funding is restored (after which time the savings could be retained by the initiating unit), and for payment into the fund as an alternative to retail carbon offset purchase (see below), as is currently being done at UC Berkeley.

c. Publicize current UCSF sustainability efforts and achievements, and ways in which they can immediately contribute to the sustainability effort (e.g. where to recycle, compost etc.)
   i. Create a website with a “How do I…..” section.
   ii. Provide an email address where UCSF faculty and students can ask questions.

d. Include a mechanism for students, faculty and staff to make suggestions and report problems, as well as a mechanism for prioritizing, tracking and acting upon those suggestions. Examples of such suggestions include:
   i. Distribute laboratory test and imaging results via secure electronic means rather than sending paper reports.
   ii. Charge less for parking small cars than for parking large cars.
   iii. Install motion sensors or timers for light switches.

e. Provide a mechanism for members of the campus community to volunteer to participate in UCSF sustainability projects.

f. Provide a web forum or wiki to solicit and discuss sustainability ideas and to serve as a source of ideas for anyone interested in reducing work-related consumption of energy and other resources.

g. Create (or link to) training modules targeted toward specific constituencies, e.g., students, nurses, administrative staff, wet-lab researchers.

h. Increase support for videoconferencing; and implement a web-assisted conference call system that should be free across all UCSF campuses, and preferably also free for nationwide conferences.

2. Encourage campus leadership to shift the culture at UCSF toward sustainability, including mandating participation in a brief online educational module covering specific resources and behaviors to improve sustainability at UCSF.

   a. University leadership should send regular messages on sustainability goals and accomplishments to faculty, staff and students, as is currently done by the Chancellor and Deans for events such as appointments to the National Academy of Sciences or our NIH funding ranking.

   b. A well-produced, brief educational module focusing on specific behaviors to improve sustainability and the resources available to help with these efforts will educate the campus community and further demonstrate the commitment of campus leadership to this issue.

   c. In addition to the campus leadership, there is a need to recruit high-profile faculty to serve as public voices promoting more sustainable clinical or laboratory practices.

   d. The campus and medical center should post signs that encourage recycling and other desired behaviors (as are currently seen in the Medical Center for hand washing) in proximity to ubiquitous recycling bins.

   e. There is precedent for this sort of cultural change. Sexual harassment, cigarette smoking, and breaches of confidentiality are examples of behaviors that were tolerated in the past and now have become culturally unacceptable. Overconsumption of resources and failure to recycle could be initial targets of cultural change.
3. Support faculty efforts to improve sustainability in all their individual activities including an Academic Senate policy encouraging faculty to reduce business travel.
   a. Work-related travel makes the largest contribution to the carbon footprint of most faculty and many staff. A single round trip to the East Coast generates 1-2 tons of CO₂ per passenger, which is about as much as the annual per capita household electricity use in California. Thus, we recommend that the Academic Senate draft a policy, to be endorsed by the Chancellor, encouraging faculty to reduce business travel when not necessary for achieving their professional goals. This will help raise awareness and will also be useful to faculty who can cite the policy when asking for alternatives to business meetings, such as web-assisted conference calls, when feasible.
   b. Find and disseminate information to help faculty identify funding sources that can be used by faculty who want to offset the climate impact of travel, preferably by donating to the UCSF Sustainability Fund. Advocate that funders allow expenditures to offset climate impact for all the travel they fund. Include in the online training (item 2.b. above) basic information about carbon offsets, including their low cost (often less than 5% of airfare, or less than the value of the frequent flyer miles).
   c. Send a message to the National Institutes of Health (NIH) and other agencies with a position statement that faculty may use to support their efforts to replace NIH-related travel with asynchronous electronic review, or video or teleconferences (similar to the institutional support provided for scholarly communications in open-access venues).

4. Encourage and support innovations to improve sustainability in all buildings and facilities occupied by UCSF personnel. Including UCSF Medical Center, SFGH and leased space.
   a. Create a UCSF green certification program for clinics, inpatient units, research laboratories and offices, using the US Green Building Council LEED program as a model.
   b. Collaborate with others (e.g., the Global Health and Safety Initiative) to identify the most sustainable practices, products and vendors and negotiate volume discounts.
   c. Efforts to improve sustainability in the clinical setting should include examining the services we provide, how we do so, and their dollar and environmental costs. To this end we recommend a renewed focus on efficiency, including:
      i. Resurrect the Office of Clinical Resources Management or equivalent, to support faculty in re-engineering projects for greater efficiency and sustainability.
      ii. Make the cost of services (such as laboratory tests, pharmaceuticals, imaging studies and hospital days) readily accessible to clinicians.
      iii. Popularize a tool that estimates the environmental impact of common discretionary behaviors and activities, such as travel and consumption of specific foods.
   d. Efforts to improve sustainability in research laboratories should focus on more efficient use of laboratory supplies, chemicals, and energy. Examples of such improvements include:
      i. Promote reuse of laboratory supplies through centralized dish-washing and autoclave facilities. Emphasize potential cost savings for individual labs.
      ii. Organize, standardize and promote laboratory recycling. Recycling of all plastics is allowed, but many laboratories have no access to recycling bins. Educate laboratory personnel about what can be recycled and provide standardized recycling containers and infrastructure.
      iii. Implement a functional chemical and supplies exchange program.

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1 CO₂ from travel is available from a variety of Carbon Calculators (see Thomas Newman's Focus the Nation presentation, slide 22, available at: http://www.parking.ucsf.edu/transportation/focusthenation/FTN%20PDF/Acheiving%20Sustainability_Jan08.pdf.) California per capita electricity usage and resulting carbon output are from http://www.physics.uci.edu/~silverma/actions/HouseholdEnergy.html.
iv. Identify energy-inefficient equipment such as old refrigerators and freezers and implement a program to replace such equipment.

v. Reexamine chemical and biological waste handling to reduce unnecessary environmental impact of current procedures.

5. Support the inclusion of sustainability into the curriculum at UCSF.
   a. Identify key sustainability topics for UCSF students (see appendix for examples).
   b. Identify components of the existing curriculum in which sustainability may be taught, such as Interprofessional Education and Pathways to Discovery, recognizing that adding instructional time to the existing school curricula may not be feasible.
   c. Create opportunities and infrastructure for students to participate in campus sustainability projects and teaching. Projects could be suggested by the Sustainability Office and students could work with faculty to develop solutions and improvements.

Should you have questions or need more information, please contact Co-Chairs Tom Newman (newman@epi.ucsf.edu) and Elena Fuentes-Afflick (efuentes@sfgpheds.ucsf.edu).

Sincerely,

The Academic Senate Sustainability Task Force

Elena Fuentes-Afflick, Co-Chair  Paul Green
Tom Newman, Co-Chair  Steve Hulley
Christian Apfel  Merlin Larson
Peter Bacchetti  Tim McCalmont
Paul Brakeman  Karen McCune
Sheila Brear  Bruce (BJ) Miller
Christine Cheng  Norm Oppenheimer
Gurpreet Chopra  Susan Ryan
Madhavi Dandu  Rossana Segovia-Bain
Durba Dutta  Arianne Teherani
Laura Esserman  Ellen Weber
Gwen Essex  Torsten Wittmann
Christina Foushee  Tracey Woodruff
Stanton Glantz
Appendix: Examples of possible specific learning objectives for students

1) Knowledge

a) Climate change
   i) Be able to summarize at least 3 lines of evidence that significant global climate change is occurring and 2 lines of evidence that human activities are a significant contributor
   ii) List at least 4 projected health impacts of global climate change
   iii) Quantify the extent to which impacts of climate change are likely to disproportionately affect poorer countries, while causation is greater from richer countries
   iv) Define and contrast ADAPTATION and MITIGATION strategies and give 3 examples of each
   v) Be able to estimate approximate contribution to greenhouse gas (GHG) footprint of individual activities including driving, flying, dietary choices and residential energy consumption
   vi) Define carbon offsets and explain reasons for wide range in pricing
   vii) Define and contrast inter-country, intra-country and intergenerational equity
   viii) Explain the concepts of Global Burden of Disease and Comparative Risk Assessment
   ix) List 3 significant projected impacts of climate change on the SF Bay Area

b) Toxics
   i) List 2 major types of persistent pollutants and give 2 examples of each
   ii) Explain bioaccumulation and biomagnification of pollutants
   iii) List 3 types of adverse health effects of persistent pollutants
   iv) Explain the role and limitations of biological monitoring for human exposure to toxic chemicals
   v) Describe approaches and pitfalls associated with risk communication with individuals, groups, and the general public
   vi) Explain the concept of environmental justice and the core principles for addressing environmental injustice
   vii) List the major health effects associated with ambient air pollutants including ozone and particulate matter
   viii) List the major classes of toxic chemicals that are used in hospitals and the best available control strategies to protect workers, patients, and the environment
   ix) Explain the roles of local, state and federal health and environmental agencies, and the major laws under which they operate

c) U.S. Healthcare in global context
   i) Be able to contrast individual vs. public health approaches to improving health
   ii) Understand historical, economic and cultural factors leading to greater focus on individual approaches in the US, compared with other countries
   iii) Know approximate total, % of GNP and per capita healthcare spending in the US compared with other countries
   iv) Know common measures of public health, and how the US ranks compared with other countries.

d) Activism
   i) List 3 examples of health professional or scientist activism that have led to improvements in public awareness of health problems and their solutions
   Identify the activities in your specialty with the greatest environmental footprint.

2) Attitudes

a) Appreciate the need to make significant changes in how we live and work
b) Willingness to engage colleagues and neighbors in discussions of sustainability
c) Sense of responsibility as a health professional to model sustainable behaviors and engage in policy discussions about sustainability
d) Interest in considering choices about what we do clinically, as well as how we do it, in order to reduce the environmental impact of our clinical activities

3) Skills:

a) Find and use a GHG calculator on the web
b) Passionately but politely suggest ways of enhancing sustainability in the home and workplace
c) Practical sustainability project: Teams of students will work with the sustainability office to select a prioritized project and form a work team to effect changes.
Hi Jeff,

This is a follow-up to the discussion in CC this morning. I will send more detailed input after the SON faculty Council meets on Friday, but since your committee meets on the 11th, I wanted to clarify our concerns about campus-wide access to classes. In our last Faculty Council meeting, we discussed the specific issue that you raised: access to self-supporting classes and our students' needs for Biostat and Epi courses. However, we also discussed the issue of fees to departments or programs for students in academic courses.

These are the types of arrangements that David explained: replacement of FTE or supplementation of faculty time needed to accommodate extra students. I know that in the past this has been a practice to avoid duplicating classes. For example, if a basic physiology course in the medical school is also offered to fill a parallel requirement for pharmacy students, there might be a charge to pharmacy. This is based on the fact that extra students, or extra sections of classes, are costly in terms of faculty time. However, we questioned whether these policies are uniform across departments and whether they should apply to small groups of students.

As an example: In a SON department, a faculty member requested that a small group of students (9) be allowed take a course offered in another department. This was to prevent costly duplication and to avoid the kinds of professional "silos" that obstruct interdisciplinary education on this campus. She was told that charges can follow an "effort metric", or in one school, a "per student/per unit" stipend to support non-academic instructors. All of this was open to negotiation.

We do not necessarily oppose any inter-department or interschool arrangements to support extra teaching, but we ask if there is a consistent campus policy on this issue. We also ask if policies can be re-examined in light of current budgetary restrictions and efforts to improve teaching efficiencies. In addition, as in the case of self-supporting programs, we ask this about impact on efforts to promote interprofessional/interdisciplinary education on this campus.

Thanks for giving this your attention.

Linda
We have been approaching the issue of access to classes within the limited context of the self-supporting masters programs. This is for a very practical reason: as more of these degree programs are formed, graduate council is in a position to insure at an early stage that provisions are in place to accommodate matriculated students from other degree programs at UCSF as well as providing scholarship or other support for highly qualified students who wish to enroll in the program, but may be unable to pay.

However, I completely agree there needs to be consistent, campus-wide policy regarding interdepartmental and interschool access to courses across all programs at UCSF to improve teaching efficiencies and foster interdisciplinary education. I will bring this up as a point of discussion at graduate council tomorrow. My feeling is we may want to have a task force to study this larger, more complex issue as I don’t know very much about historical arrangements that are now in place. Any information, you could provide us regarding SON experience would be very helpful.

best regards,

jeff
To: UCSF School of Nursing Faculty Council Meeting  
From: Maria Lourdes “Malou” Bayog, Nursing Student Representative  

Re: Advising  

1. There doesn’t seem to be a standard on advising: although individualized attention to each student may be the ideal, and that students are adult learners, it seems guidelines are needed. Jane Hirsh noted that she’d look at the faculty handbook for what it says about advising.

Some examples of topics are:  
   a. Amount and length of meetings in a quarter between the student and their advisor. Although it’s not necessary to handhold students, there have been complaints that advisors are unavailable when the student has a problem.
   b. Goal-setting for the student’s academic trajectory: some students are unclear of what is needed by a certain timeline. For Masters students, they are surprised to find out that comps are due in April, PhD students aren’t sure when to take what class and which trajectory they should be following. Some students have their academic timeline planned; some don’t realize that they need to have one.
   c. When to take classes in case the student is unable to follow the recommended/required class schedule. Not all advisors know what is the minimum requirement and which classes take credit for the requirements of the school (e.g. different classes can be taken to satisfy the cultural competency requirement in the Masters program. Students may not have to take the class written in their specialty curriculum).

2. How does a student break off a student/advisor relationship without “burning a bridge? Besides other students, whom does the student turn to for advice about getting a new advisor?

3. Who does the student go to in order to hold their advisor accountable? I know that it is to the Associate Dean of Academic Affairs, which is Dr. Martin-Holland, but students may not be comfortable in telling her and talking about their advisor.
Diversity Modules Report

DIVA Group Members
- Michael Adams
- Yewoubdar Beyene
- Glenna Dowling
- Kathleen Dracup
- Holly Kennedy
- Susan Kools
- Judy Martin-Holland
- Zina Mirsky
- Erica Monasterio
- Howard Pinderhughes
- Carmen Portillo
- Gino VanGundy, Admin Support

Diversity Representatives for Search Committees
- Pilar Bernal de Phiels
- Karen Duderstadt
- Rani Eversly
- Jill Howie-Esquivel
- Amy Levi
- Audrey Lyndon
- Liz Macera
- Rosanna Segovia-Bain
- Suzan Stringari-Murray

Acknowledgements
- Holly Kennedy
- Amy Law
- Michael Adams
- Zina Mirsky
- Kathy Dracup
- Gino VanGundy

DIVA Mission
- To create and nurture a climate in which everyone feels welcome and can participate and learn
DIVA Charge

• 2006 Diversity Retreat, SON Curriculum Diversity Project
  ➢ Diversity is not well-addressed in the curriculum.
  ➢ Faculty lack comfort in the classroom around issues of diversity.
  ➢ Shortfall in incorporating diversity in the educational environment.

Preparing Ourselves for a Diverse Community

Objectives
1. To develop a culture of humility within the learning environment in the SON.
2. To ensure that all faculty have the tools and comfort to engage issues of diversity.

Modules Structure

• Developed 6 modules
  ➢ 5 face to face, process-oriented
  ➢ 1 online application
• Each conducted 2 times to facilitate faculty involvement

The HEALS Approach

• Halt
• Engage
• Allow
• Learn
• Synthesize
1. Facilitating Emergent Classroom Discussions, Part 1
   - Attendance = 28
   - The module met stated objectives. $\chi=4.72$ (range= 3-5)
   - The presentation successfully communicated the HEALS strategy. $\chi=4.69$ (range= 3-5)
   - The presentations successfully communicated how to implement the HEALS strategy in the classroom or clinical setting. $\chi=4.42$ (range= 3-5)

2. Including Diversity in Your Syllabus/ Course
   - 26 self-registered
   - 22 completed readings, followed additional links to information on diversity
   - 5 completed all 3 assignments

3. Facilitating Emergent Classroom Discussions, Part 2
   - Attendance = 31
   - The module met stated objectives. $\chi=4.67$ (range= 3-5)
   - The presentations successfully provided tools to set the classroom tone. $\chi=4.56$ (range= 3-5)
   - The role plays provided opportunities to implement the HEALS strategy. $\chi=4.44$ (range= 3-5)
   - The learning obtained will help me to address emergent and/or exclusive conversations in the classroom or clinical setting. $\chi=4.6$ (range= 3-5)

4. Embracing Diversity in the Clinical Setting
   - Attendance = 29
   - The module met stated objectives. $\chi=4.94$ (range= 4-5)
   - The presentations successfully provided tools to embrace diversity in the clinical setting. $\chi=4.88$ (range= 4-5)
   - The learning obtained will help me to address emergent and/or exclusive conversations in the clinical setting. $\chi=4.88$ (range= 4-5)
5. Mentoring Across Difference

- Attendance = 28
- The module met stated objectives. \( \chi = 4.62 \) (range = 3-5)
- The presentations successfully provided tools to facilitate mentoring relationships. \( \chi = 4.5 \) (range = 4-5)
- The role plays provided opportunities to consider issues that may arise in the mentoring role. \( \chi = 4.5 \) (range = 4-5)
- The learning obtained will help me to better engage in mentoring relationships. \( \chi = 4.59 \) (range = 3-5)

6. Diversity in Research

- Attendance = 24
- The discussions stimulated thinking around conceptual approaches to research with diverse communities. \( \chi = 4.61 \) (range = 3-5)
- The discussions successfully provided strategies for working with diverse communities. \( \chi = 4.42 \) (range = 3-5)
- The discussions successfully provided strategies for working with diverse research teams. \( \chi = 4.42 \) (range = 2-5)
- The discussions raised my awareness of measurement issues that need to be considered when planning a research project. \( \chi = 4.47 \) (range = 3-5)

Faculty Comments

“The DIVA team provided excellent tools for beginning to think about how to address culturally sensitive situations in multidisciplinary health care situations.”

“Listening to actual examples that have happened makes the issues more real and worthwhile to deal with.”
"I love the open and honest discussion about the “unspeakable.” Thanks!"

Suggestions to Improve

- Needed more time for discussion.
- More role plays/role plays in small groups.
- Give more time to discuss our feelings about student comments.
- Offer research/clinically-oriented modules to specific faculty groups.

Future Topics

- Practical strategies with difficult students.
- Dealing with politically correct students – and faculty.
- How to get at unconscious bias.
- Keep the dialogue going. Faculty are hungry for this.
- Facilitate practice.
- Extending this as a class for students.

Next Steps
Collaboration at UCSF

AND SOME TOOLS TO FACILITATE IT

Michele Mizejewski
Emerging Technologies Specialist
UCSF Library
February 13, 2009

Collaboration

- **collaborate** (v): to work together with others to achieve a common goal

- Who is collaborating?
  - Researchers
  - Clinicians
  - Teachers
  - Students

- Technology tools can make it easier to connect with colleagues regardless of location
Tools for Collaboration

![Icons for various tools]

See: [http://library.ucsf.edu/research/collaboration/](http://library.ucsf.edu/research/collaboration/)

A Few Examples...

- **RefShare**
  - Share RefWorks references globally for collaborative research

- **Wiki@UCSF**
  - Easy-to-edit web sites for sharing files and writing collaborative documents

- **BiomedExperts**
  - The first literature-based scientific social network
What Are We Missing?

- What are your needs around collaboration
- Which tools do you use?
- Which would you like to learn more about?
Contact Us

Michele Mizejewski
Emerging Technologies Specialist
UCSF Library
mizejewski@library.ucsf.edu

OR

Send us feedback from the link on the Collaboration Tools web page
State of the Art:

**UCSF SON Educational Technology**

Presented by Chris Garrett, MAED
Director, Educational Technology
February 13, 2009

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## Campus-Wide Initiatives

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>COST</th>
<th>PRIORITY</th>
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<tr>
<td>CLE Core Implementation</td>
<td>$175-250k / year</td>
<td>High</td>
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<tr>
<td>Service/Help Desk</td>
<td>$250k / year</td>
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<td>Content Capture</td>
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<td>ePortfolio</td>
<td>$2k</td>
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<tr>
<td>Virtual Microscopy</td>
<td>$4k initially; $2k / year</td>
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<tr>
<td>Classroom Power Upgrade</td>
<td>$30k / classroom</td>
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Sponsored by ESAC – to be submitted for budget consideration
**Campus-Wide Initiatives**

- Simulation Center – building suspended due to state budget crisis
- Ilios Upgrade – moving ahead
- Educational Technology Certification Program – moving ahead

**CLE Core Implementation**

- School of Nursing leads in conversion
- All catalog courses have a course site on Moodle
- Moodle Prologue and Hands-On Moodle are offered monthly
- One-on-One Coaching Ongoing
- New workshops now being offered:
  - Moodle Groups
  - Moodle Quizzes
  - Moodle Gradebook
## CLE Core Implementation

**WINTER 2009 – 73 Course Sites – 27 Active – 37%**

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## CLE Core Implementation

- Goal for Spring 2009 = 50%
- WebCT to be decommissioned in Fall 2010
- No new courses in WebCT
- Diminishing support for WebCT
Service / Help Desk

- Current
  - Help desk for SOM weekdays 8am – 5pm
  - No help desk for SON
- Proposed
  - Extended hours
  - Help desk campus-wide
  - Exploring outsourcing

Content Capture

- Recording equipment to be installed in most classrooms
- Recording is automatic
- PodCasts available almost immediately
- Pilot to begin very soon
### Other Campus-Wide Initiatives

- CLE Enhanced – Integration of additional tools in addition to Moodle
  - ePortfolio
  - Learning Object Repositories
  - Student / Faculty Websites
- Event Calendaring
  - Consolidated Campus Schedules
  - Integration with CLE and Outlook

---

### Other Campus-Wide Initiatives

- ePortfolio
  - Required for medical education
  - Pilot to begin soon
- Virtual Microscopy
  - High resolution scanning
  - Pilot in progress
- Classroom Power Upgrades
  - Desired by students
  - Voted as low priority by ESAC
  - Other alternatives being studied
Other Campus-Wide Initiatives

- ETCHSS – Educational Technology Certification for Health Sciences Scholars
  - Capacity building
  - Primary audience: Staff, Analysts, TAs
  - Faculty and Students welcome
- Illios Upgrade
  - Content Management System
  - Developed by UCSF SOM

Other SON Initiatives

- Web-Conferencing
  - Elluminate
  - Adobe Connect
- Video-Conferencing
  - UCSF/UH Project
  - iClickers
  - Digital Video
  - Prof-Cast
  - And much more
**T4 Education Technology Series**

- Best Practices
- CLE / Moodle
- Emerging Technologies
- “How-To”

- Quarterly Schedule – April thru June coming soon.

---

**Educational Technology Team**

- **SON**
  - Chris Garrett
  - Xinxin Huang
  - Nicole Wolfe
  - Deborah Africa
  - Victoria Albina
  - Edward Liu

- **CIT**
  - Steven Williams
  - Ryan Brazell

- **IRTS**
  - Classroom Support

- **SOM**
  - Kevin Souza
  - Chandler Mayfield
Thank You!
## Attendance Record 2008-09
### School of Nursing Faculty Council
#### Linda Chafetz, RN, DNS, Chair

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Senate Staff:
Wilson Hardcastle, Senior Analyst
wilson.hardcastle@ucsf.edu; 415/476-4245