The Committee on Educational Policy was called to order by Chair Kearney on December 9 at 3:35 p.m. in room S-30. A quorum was present.

Chair’s Report
Review of Communication Going to Academic Senate Chair in re UEETF Response (Attachment 1)
The Committee voted to approve the report with the revised language from Chair Kearney.

VOTE: The language was accepted unanimously.

Division Meeting (December 3, 2009)
Chair Kearney went over the Division Meeting and administrative efficiencies being targeted, by way of reducing furlough duration. He posed a question to the Chancellor as to if such efficiencies are achieved, will those savings be kept within each school; the Chancellor did not have an answer.

Post-Employment Benefits
Chair Kearney discussed the letter going to Larry Pitts and the current situation in re post-employment benefits and the UC retirement system. Larry Pitts has been invited to attend meetings in January 2010.

Approval of Minutes from November 4, 2009
The minutes from November 4, 2009 were approved with edits to attendance. They will be posted to the Senate website by the Senate office.

Update on Interprofessional Education (IPE) Task Force – Phaedra Bell, Dorothy Perry, and Kimberly Topp, Task Force Members

Background
Task Force Members updated the committee on IPE Day and the Task Force’s mandate. The Task Force of Associate Deans was formed in 2003 to “achieve small steps toward greater interdisciplinary education at UCSF.” (See Attachments 2 & 3: Task Force Presentation & Task Force Report 2008.)
Task Force Findings
The Task Force (TF) started by looking at all of the barriers to interprofessional education. Once those were clear, they asked members to be creative and come up with ways to go around, or think beyond the barriers. The TF reports to the Deans from each school: an annual TF report is given to each Dean for feedback and receive directions from them. Currently, the TF is working on metrics and goals. The 2008 IPE Report will be made available to the CEP committee.

The TF goals need to be, by their definition, more focused on the benefit of IPE and how to compensate faculty for teaching in a different school. The issue arises not so much with faculty FTE but with how students register for it. The TF is speaking with Deans to recognize interprofessional education and faculty who do such work, i.e. translational work and mentoring. Chair Kearney asked if clerkships were explored as an avenue for IPE work.

The TF advised that Monday afternoons are still kept clear for interprofessional education. There is hope to move such courses to other days.

Separately, the Library has an Instructional Improvement grant to conduct an “Interprofessional Standardized Student” focus. That will roll out January through March 2010 and is designed to be an interprofessional approach to a patient with chronic disease. In 2009, the focus will expand to include use of the Teaching & Learning Center.

Primary goals for 2009-2010: A second IPE Day with an online IPE presence for students to meet and discuss and expand. The last IPE day was held in September 2009.

Discussion
CEP suggestions included picking a course that had common interests/affects across all schools: i.e., conflicts of interest (as part of the bigger topic of ethics). The intention would be to open up the ideation of the coursework to reach all students and not a single discipline. One possible solution could be a two- or three-hour presentation for 500+ students at one time. The TF has explored that option but as of yet, there is still no room on campus that holds 500+ students at a time other than the Millberry Union gym.

Other CEP inquiries included suggesting that IPE work be mandatory at some of the schools, and structuring student portfolios to have an IPE component.

The TF advised that CEP can support the IPETF by continuing to pass along ideas for exploration.

Presentation on the SIM Center – Michael Quirk and Manny Pardo
Michael Quirk presented on the Simulation (SIM) Center, currently funded through the Kanbar Center for Simulation and Clinical Skills education. The SIM Center purpose is to create a centralized learning center where health professions students develop competence in

- Clinical procedures;
- Physical exam skills;
- Communications and team skills; and
- Telemedicine consultation and presentation skills.

Karen Butter, Chair, Campus Technology Learning Center Operational Task Force, advised of the charge regarding the SIM Center: “to think about and create new teaching activities that utilize the smart classroom technology and team-based learning activities.”

It will be housed in the Library, in the section currently undergoing remodeling. As funding is through State Proposition 1D, the funding was put on hold December 2008 with funding restored September 2009. A soft opening and move-in date is December 2010, and a tentative opening is mid-spring 2011.
The Center is equipped with technology-enhanced ("smart") classrooms, each designed to hold four teams of six students. At present, the SIM Center is using the V-Line computer program for this.

Student ID cards will be swiped for room access, which will indicate to the system that a School of Nursing or School of Pharmacy student has entered, and bring forth those modules which are applicable to those students. The system will also allow baseline stats on a mannequin, for example, and then as the case progresses, the mannequin’s stats will change. The first pilot is the interprofessional exercise with Maria Wamsley and Nursing students 3 days a week. Another simulation will be with the Nursing midwife students.

The SIM Center can potentially be linked via telemedicine with clinics. The intention for SIM was for students to get the post-encounter communication about how they worked during the procedure, not to be involved with live telemedicine. UC Davis has more developed telemedicine due to need with the outlying rural medical centers. All four schools will have access to the SIM center; at present, cost for use is being determined. Scheduling and booking will be through the Classroom Scheduling.

**Discussion of the UC Commission on the Future: Education Curriculum Working Group Priorities**

The Committee reviewed the proposed priorities and raised the following questions:

Members felt that the definition of Academic Quality should be foremost, with Educational Effectiveness following. Once those are determined, everything else can become measured in comparison to those umbrella definitions and standards; at present, it is too vague while others are very detailed. Once that overall landscape is defined then what can be done, and the cost effectiveness of those efforts, can be determined.

It was also felt by CEP that the UC System at present doesn’t have an IT infrastructure to support Educational Effectiveness; that such IT systems are being developed but until they are, and can be aligned with the definition of UC Academic Quality. In addition, professional schools are looking at a different form of measurement and definition of quality than undergraduate schools: what is the common denominator between them all that constitutes UC Systemwide Academic Quality?

For UCSF-specifically, the CEP suggestion was to return to interprofessional teaching (courses and methods that were taught in the 1970s) as a way to also save costs. Common content can be addressed in fewer courses, and supplemented by robust online sites, that satisfy everyone at a variety of UC campuses.

**Updates from the Schools**

Forgone due to time.

**Update from the Library**

None.

**Old Business**

None.

**New Business**

Sergio Baranzini spoke to the WASC accreditation process; in the next meeting, he will be presenting the current status and where we’re going. One of the WASC recommendations was to come up with a distinct characteristic of the UCSF student – what does each have in common? The Committee will think about for the next meeting. Vice Provost Joe Castro will also be invited to attend January’s meeting.

Chair Kearney adjourned the meeting at 5:01 p.m

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