



Committee on Educational Policy
Elisabeth Wilson, M.D., M.P.H., Chair

ANNUAL REPORT

2012-2013

Primary Focus Points for the Year:

- Development of online education at UCSF
- Policy for online course submission
- Faculty development in the use of educational technology
- Student Support – Students Experiencing Academic Difficulties (SEAD) Task Force

Task Forces, Special Committees, and Sub-Committees:

- Tamara Alliston, UC CEP representative
- Abbey Alkon, Online Education Coordinating Group (J. Castro, Chair)
- Abbey Alkon, UCSF representative, Blue Ribbon Panel of Online Instruction Pilot Project
- David Irby, Students Experiencing Academic Difficulties Task Force

Issues for Next Year (2013-2014)

- Ongoing development and exploration of the online education system at UCSF
- Systemwide Faculty development at UCSF: teaching strategies, online platforms
- Self-sustaining programs: fees, evaluation, sustainability
- Academic due process – policy on students experiencing academic difficulties

2012-2013 Members

Elisabeth Wilson, Chair (Medicine)

Don Curtis, Vice Chair (Dentistry)

Abbey Alkon (Nursing)

Tamara Alliston, UC CEP (Medicine)

Susan Hyde (Dentistry)

David Irby (Medicine)

John Maa (Medicine)

Lynda Mackin (Nursing)

Nancy Nkansah (Pharmacy)

Permanent Guests

Tina Brock, Chair, Committee on Educational Policy (Pharmacy)

Judy Martin-Holland, Associate Dean, Academic Programs and Diversity Initiatives (Nursing)

Harry Hollander, Chair, Committee on Curriculum and Educational Policy (Medicine)

Gail Persily, Director, Learning Technologies and Education Services (Library)

Number of Meetings: 9

Senate Analyst: Kathleen Dargan

Systemwide Business

The Academic Senate Committee on Educational Policy (CEP) took up the following Systemwide issues this year:

- Online Education

Divisional Business

This year, the Academic Senate Committee on Educational Policy took up the following issues related to the San Francisco Division:

Students Experiencing Academic Difficulties (SEAD) Task Force Introduction

– Renee Navarro, Vice Chancellor for Diversity and Outreach

Vice Chancellor Navarro described the overall purpose and structure of UCSF's SEAD Task Force. She explained her role on the SEAD Task Force as well as her commitment to helping students experiencing academic difficulty navigate the UCSF system. The Task Force has created four working groups: Anticipation and Early Identification; Due Process; Remediation Strategies and Leave of Absence; and Secondary issues. The committee discussed the need for clear and concise procedures for both students and faculty. A draft recommendation is scheduled for presentation to Joe Castro in January 2013.

Students Experiencing Academic Difficulties (SEAD) Task Force Update

– Catherine Lucey, Vice Dean of Education

– Elizabeth Yap, Office of the General Council

Dr. Catherine Lucey and Elizabeth Yap focused their follow up SEAD Task Force discussion on current student academic support and grievance processes. Renee Navarro, Catherine Lucey and Joe Castro appointed three working groups to make recommendations regarding: 1) early identification of students that are struggling academically and may need assistance; 2) remediation strategies; and 3) academic dismissal and student grievance procedures.

Dr. Lucey discussed refining and/or redesigning the grievance policies and asked the Committee on Educational Policy to consider whether a smaller group should be convened to work with the Office of General Council and the School of Medicine to further define the process from the Academic Senate perspective.

To aid in the analysis of the current student academic due process, Elizabeth Yap from the Office of General Counsel, reviewed relevant cases.

The current UCSF procedures (San Francisco Division of the Academic Senate Bylaws, Appendix VII), found on <http://senate.ucsf.edu/0-bylaws/stugr.html>, are different than other UC schools and have been described as confusing, overly legalistic, not transparent, overly lengthy (9-12 months) and adversarial, per CEP member Dr. David Irby, former Vice Dean of Education in the School of Medicine.

Dr. Irby described the concerns related to the current due process:

- Composition of the committees, which may include students and faculty members from other schools
- No reference to technical standards in deliberations about students experiencing academic difficulties
- Overly legalistic process

- Process differs from other UC campuses
- Time-line, jobs and responsibilities are confusing
- Unclear Bylaws

The goal of a change in bylaws is to make the entire process transparent to students and supportive of the schools' responsibilities to graduate only those who achieve graduation competencies and are capable of succeeding at the next level of training or practice.

General guidelines for the new grievance policies will likely include the following: school screening of each student's progress toward and approval for graduation (no change); school review of students experiencing academic difficulties with power to dismiss failing students (ad hoc grievance committee with students and faculty members from other schools eliminated); and appeal to the dean of the school on procedural grounds only (eliminating the further appeal to the Academic Senate). CEP will complete the bylaw revisions in the coming academic year under the leadership of David Irby and with the assistance of Elizabeth Yap from the UC Office of General Counsel.

Changes to ADVANCE

- Helen Loeser, Director of the Academy of Medical Educators

Helen Loeser presented a draft proposal advocating for the inclusion of educational scholarship in the faculty promotion process. The proposal requests the inclusion of a standard section in the next version of ADVANCE that would allow faculty in each of the schools to adequately document their work in a more inclusive and standardized way, to assure educational accomplishments and scholarship beyond traditional publications are included in their review by referees or promotions committees.

The outline of mechanisms for accomplishing the proposed enhancements gives a clear pathway to providing the necessary components as standard sections within ADVANCE.

Following the Committee's discussion, a request was made for revision of the proposal to include or clarify the points below:

- Train faculty as well as promotions committees/chairs on how to use this new section of ADVANCE
- Assure completion of this new section is optional
- Make sure that representatives from all schools are included
- Include a place for faculty development certificates (if appropriate)
- Get buy-in from schools early on with assistance from CEP members

With the inclusion of these revisions in the attached document, [AME Proposal](#), the Committee on Educational Policy supports the request for improvements to the ADVANCE system.

The proposal was submitted by Dr. Loeser. The Committee on Educational Policy (CEP) wrote and submitted a letter of support, and CEP members were encouraged to discuss the proposal with their school leadership. The proposal was submitted to the Office of Academic Affairs for discussion by the Steering Committee.

Supporting and Advancing Teaching at UCSF

- Helen Loeser, Director of the Academy of Medical Educators**
- Cynthia Ashe, Manager of the Academy of Medical Educators**

Helen Loeser was invited to describe the Academy of Medical Educator's (AME) activities in the School of Medicine and discuss potential replication or sharing of its most effective components by and with other schools at UCSF, based on interest or need. The AME was established in 2000 as part of a focused effort to revitalize the SOM teaching mission in parallel with and supportive of a concurrent curriculum

reform initiative. Its mission is to support and advance the teaching mission of the UCSF SOM and the people who carry it out, with specific goals to enhance the status of teachers; promote and reward teaching excellence; foster curricular innovation; and encourage scholarship in medical education.

Discussion focused on:

- Joint advocacy for the use of the Educator's Portfolio in advancement and promotion processes.
- Faculty development, including the Academy's Teaching Observation Program (TOP), for which an on-line training module is being developed; educational technology workshops offered by the library; and key educational skills workshops offered by SOM's Research and Development in Medical Education (RaDME).
- The AME's Innovations Funding intramural grants program.
- Joint Interprofessional Funding (AME and IPE) – Call in early September 2013.

Faculty Development in Technology

- Gail Persily, Director of Learning Technology and Education, Library

In 2011-12, the Committee on Education Technology recommended that UCSF develop a high-quality learning environment to provide a comprehensive, campus-wide approach necessary to effectively prepare faculty to use technology for on-line courses. The lead for this would be the Library in coordination with the Kanbar Center and the School of Medicine's faculty development program.

Faculty Development for Educators

- Helen Loeser, Director of the Academy of Medical Educators

Pat O'Sullivan, Director of Research and Development in Medical Education (RaDME), runs a series of faculty development skills workshops. She works closely with the Academy of Medical Educators and the Center for Innovation in Interprofessional Education. Pat O'Sullivan and Helen Loeser have convened a Faculty Development Advisory Group whose members include faculty from all schools. The goal is to disseminate information about these workshops to faculty and enhance their value by creating a faculty development certificate program that would be recognized during promotion. The three certificates being rolled out are in general teaching, clinical teaching and teaching simulation, with each having 8 required workshops. Certificates would be awarded upon completion of the core workshops.

CEP discussed the faculty development proposal with Helen Loeser, [Teach for UCSF Proposal Announcement.docx](#) and offered the following suggestions:

- Include faculty from other schools in the development of the program
- Make sure the content of sessions (including case scenarios and references to the curriculum) includes other health professions, not just medicine
- Integrate sessions into the existing mentoring structure and new faculty development workshops
- Extend the train the trainer program to all schools
- Get Department Chairs on board so that they will encourage and recognize faculty participation in certificate programs
- Be sure this aligns with recommended changes in ADVANCE to better reflect educational scholarship and leadership
- Include assessments of the workshops

Helen Loeser noted that these workshops are, in part, driven by standards and accreditation bodies that need to assure all teachers and residence know the objectives; evaluations and assessments are the same across the board.

Launch for this would be fall 2013.

Upon receipt of the revised proposal for the certificate program, the Committee on Educational Policy will submit a letter of endorsement.

Coursera and MOOC Course Review

– Joe Castro, Vice Chancellor for Student Academic Affairs

– Karen Butter and Kari Stewart

Joe Castro explained that the Coursera Advisory committee decided to do an open call for courses to ensure fair treatment of competing proposals for limited funding and resources. Three courses have already been rolled out.

Enrollment per course ranged from 21,909 to 55,686. Completion rates of all enrollees ranged from 4.3% to 10.1%. Completion rates for students who went as far as attempting the first assessment are much higher – 37% to 41%.

Future plans for course content brought up the question of how Coursera courses could impact UCSF courses, e.g. using content developed for Coursera in UCSF courses, impacting how faculty approach their UCSF courses.

There was a request for clarification between Coursera courses and Moodle Courses. Coursera courses are MOOCs (massive open online courses) available to anyone. Moodle is an electronic platform for the UCSF curriculum and restricts access to enrolled students, although guest access is available as needed.

CEP concerns about non-degree online courses are listed below. Responses from Dr. Castro's team are in brackets:

Courses:

1. Reviewing course content.
 - A. Concern for course redundancies. [There will be course redundancies.]
 - B. Possibility of fast-tracking course review and approval process. [UCSF's Committee on Courses of Instruction will not review courses designed for Coursera unless there is a change to include this in a UCSF program.]
 - C. Aligning policies for review of traditional and Coursera courses. [Currently the deans sign off and it goes to the Coursera Advisory Committee. There needs to be additional discussion on this issue.]
 - D. Center for Interprofessional Education (IPE) review of Coursera courses with possible review by the schools. [The Center is developing a curriculum review committee.] NOTE: COCOI is working on the review process with the CPE.
 - E. Online courses that don't meet UCSF standards could have a negative impact on UCSF branding. [Branding is not yet an issue, but will be followed by Joe Castro's office.]

2. Faculty/Resources:

- A. Allocation of faculty time as an UCSF educational resource. [Faculty must obtain permission from the Department Chairs (in the SOM) or deans in the SOP, SOD, SON. This can be difficult for learners if faculty is unavailable.]
- B. UCSF resource allocation for online education. [Instructor of Record will require technology experience.]
- C. Instructional design support. [Faculty creating online Coursera MOOC course will receive \$5,000 plus the assistance of an instructional designer.]

Committee Recommendations for MOOC Coursera Courses

- Faculty development for Coursera instructors
- Dissemination of information to all faculty
 - o RFP will help to do that

- Panel on Coursera in Fall, CEP to support
- Online portal – CEP could review content, include data
- Develop a generic course evaluation for courses that include online content– data collection to find out how it is being used, received, where faculty are spending time, where content gets used afterwards, etc.
- Given overlap with online courses, should align with statewide definitions and % time (50 vs. 80), look into WASC.

Three MOOCs launched in January 2013 are being offered through Coursera’s on-line course technology. Over a dozen other courses and subjects have been proposed by UCSF faculty. A call for Coursera course proposals was introduced in the spring. With the cost of each approximately \$70,000, the committee discussed recouping the cost of these and future courses as well as the need to advertise the availability of these on-line certificate courses.

Faculty Development in the Use of Educational Technology
- Joe Castro, Vice Chancellor for Student Academic Affairs

Vice Chancellor Joe Castro presented an update on the innovations in education underscoring the Chancellor’s Educational Goals to attract and support the most talented and diverse trainees in the health sciences. He noted that the issue of faculty development in the use of educational technology, a major concern for the Committee on Educational Policy, has been fully funded for a three-year initiative.

The three methods of on-line education and the benefits of each were discussed:

1. Course, Certificates and Degree Programs – Self-supporting
2. Massive Open Online Courses (MOOCs) – Possible source of revenue
3. Online Training Platform – CTSI

The Masters in Health Administration and Interprofessional Leadership (MS HAIL) program, reviewed by the CEP in 2011-12, was launched in fall 2013.

Interprofessional Education

– Scott Reeves, Director, Center for Innovation in Interprofessional Education (IPE)

Scott Reeves presented a year in review for the Center for Innovation in Interprofessional Education (IPE) Center, noting that they had just held a retreat in December with its newly appointed staff. Their new website is available at: <https://interprofessional.ucsf.edu/>.

With funding from the Chancellor, Medical Center, and Deans of the Schools, the center is coordinating yearlong sessions, bringing together facilitators for 60 events that help students learn about roles and responsibilities. There are also 12 interprofessional faculty development sessions being offered this year.

Task Forces and Other Committee Service

This year, members of the Academic Senate Committee on Educational Policy served on the following Academic Senate task forces or other campus committees as representatives of CEP or the Academic Senate.

- Chair Alkon is a member of the Blue Ribbon Panel on the Evaluation of Online Instruction Pilot Project (OIPP) that reviews undergraduate online courses at UC.
- Tamara Allston, UC CEP representative
- Abbey Alkon, Online Education Coordinating Group (J. Castro, Chair)
- Abbey Alkon, Coursera Advisory Committee

Going Forward

Ongoing issues under review or actions that the Committee will continue into 2012-2013:

- Revision of bylaws regarding student grievances for academic dismissal
- Interprofessional courses and programs
- Instructional technology
- Systemwide development of online education initiative
- Faculty development

Senate Staff:
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Proposal to the Committee on Educational Policy

ADVANCING EDUCATORS

June 19, 2013

BACKGROUND

- The introduction of ADVANCE has improved the promotions process by providing an all-electronic platform for the submission of promotion materials. However, there is concern that the platform does not afford educators an opportunity to fully represent their accomplishments. Many educators believe that ADVANCE does not request or adequately allow documentation supporting the range of their scholarship as educators. Although some of this information can be included as supplemental documentation that is uploaded onto ADVANCE, that supplemental information may not be routinely reviewed by referees or by promotions committees since it is not part of the core ADVANCE packet.

PROPOSAL

- The Academy of Medical Educators (AME) is advocating for faculty who define themselves as educators with scholarly accomplishments in education. The AME proposes that the next version of ADVANCE provide sections in which benchmarked educational accomplishments and scholarship beyond traditional publication are included as core (similar to standing sections now available for faculty mentorship), which can be completed as relevant. This will also serve to demonstrate that education is a core mission of the University.
- We propose that each of the Schools at UCSF, through CEP, support improvements to ADVANCE to enable educators to document their work in more inclusive and standardized ways. We believe that the academic work of educators should be included in standard sections, rather than through supplemental documentation, in ways that allow reviewers to better understand the contributions of those faculty members.

MECHANISMS for ACCOMPLISHING PROPOSED SCOPE OF ENHANCEMENT

- We suggest that the ADVANCE Project Team review the Educators Portfolio (now used for promotion of educators in some departments within the School of Medicine) and key features important to each school, such as faculty development certificates, to determine how relevant components can be included as standard sections within ADVANCE.
- The iterative and collaborative work that this proposal will require is something that members of the Academy of Medical Educators are eager to support and participate in; CEP members endorsed representation from all schools in this work.
- This proposal, if accepted, will also generate substantive opportunity for faculty development, from training faculty to make best use of this section to ensuring that promotions committees are well prepared to assess the documentation. Again, the AME and CEP confirmed interest in collaborating on this undertaking with relevant units and programs.

Teach for UCSF

Faculty development is an important activity to help our clinicians and scientist to be the best educators they can be. At UCSF we offer an extensive array of faculty development workshops to provide development as educators. However, the offerings can be overwhelming and faculty may benefit from an organized way to approach their own development. To this end, the Office of Research and Development in Medical Education would like to launch the Teach for UCSF certificate program. This program is available to all current and future (includes graduate students, residents and fellows) faculty at UCSF. The program currently consists of three certificates: general teaching, clinical teaching and teaching with simulation. A certificate would serve as evidence to a supervisor of an individual's commitment to teaching and/or could be an expectation prior to undertaking certain teaching roles.

The plan is that each certificate would require completing specified workshops, demonstrating a level of competence and reflecting on future plans. All of this work can be done within the context of a workshop since practice of the expected skills is a component of the workshop. Faculty would be able to take four years to complete a certificate. Certificates require from 16 to 32 hours of workshops. Workshops may be used to fulfill requirements for more than one certificate.

We will be looking forward to recruiting current UCSF faculty from all schools to be faculty members in this program.

This program should enrich the teaching capacity of all UCSF faculty and we look forward to endorsement from the Committee on Educational Policy.