

Committee on Educational Policy
Jennifer Perkins, DDS, MD, Chair

ANNUAL REPORT

2019-2020

Primary Focus Points for the Year:

- Comprehensive Access
- Standardized Testing
- Impact of COVID-19 and movement to online learning

Issues for Next Year (2020-2021)

- Teacher evaluations
- Quality of online education for students
- Dismantling institutional racism
- Individual school curriculum changes/concerns

2019-2020 Members

Jennifer Perkins, DDS, MD, Chair, (Dentistry)

Jose Gurrola, MD, Vice Chair, (Medicine)

Danielle Brandman, MD, MAS, (Medicine)

Steve Braunstein, MD, PhD, (Medicine)

Mary Lynch, DNP, MPH, RN, PNP, FAAN, (Nursing)

Lijun Ma, PhD, (Medicine)

Xiaokun Shu, PhD, (Pharmacy)

Lydia Zablotska, MD, PhD, (Medicine)

Permanent Guests

Micquel Little MLIS, MBA (Began June 2020)

Number of Meetings: 7

Senate Analyst:

Amber Cobbett through April 2020

Claire Olivier beginning May 2020

Systemwide Business

Teaching Evaluations

A task force was created to focus on the concerns regarding student bias and negative feedback. CEP was requested to provide their input. Members shared their concerns around the faculty evaluation process. Since every school does evaluations separately it can be challenging to benchmark, and potentially presents a greater risk for faculty when they go to CAP with their files for review. Member Lynch shared CEP comments with the task force. This issue will continue to be explored by CEP in the upcoming 2020-2021 academic year.

Student Fees

A new task force was created because of concerns of extra fees and inconsistencies that are occurring beyond regular student expenses. CEP invited the Student Financial Service Director at UCSF to their discussion. Every two years the financial aid office does a student survey to ensure the standard budgets posted are up to date and accurate. The next one will be in Fall, 2020. During the discussion it became apparent that there was not a clear, well known policy that governs this topic for each school. Each committee member asked their own school's student affairs or admissions office about additional fees led by the following questions: Where is the central repository for all fees? How is this information publicized? Are there efforts to be transparent with students? Who makes the decisions about extra fees and who collects them? Members reported back to CEP and the Academic Senate sent out a letter regarding the issue of extra fees. UCEP has asked for more specific data from all campuses.

Comprehensive Access

CEP discussed the report from the Working Group on Comprehensive Access (WGCA) with a particular focus on the training of students and trainees. CEP acknowledged the complexity of the ethical issues surrounding Options 1 and 2 in the report, acknowledging the concern that some WGCA members expressed, notably that UC providers and trainees, including students, may feel distress while working at facilities with policy restrictions on care. That said, however, CEP members also reiterated the observation made in the WGCA report that it is not unusual for UC providers and trainees to be in non-UC clinical settings that have some form of institutional restriction on care, including insurance restrictions, and thus it is not possible to adopt a UC principle that requires all affiliations to allow all UC personnel to perform all services and procedures at any non-UC institution. In other words, from a training perspective, this is essentially a non-issue, as a trainee would never to be sent to a hospital, which adhered to the ERDs, in order to complete a training rotation in OB-GYN. CEP sent a letter with these comments to Senate Chair Majumdar. UCSF submitted its own comments, arguing for a third option, where each proposed affiliation would be evaluated based on its own merits and limitations. UCSF also recommended that a framework for evaluating, establishing, and monitoring affiliations takes the depth of the affiliation into consideration.

Standardized Testing Task Force Report

CEP commented on the Standardized Testing Task Force Report. Members agreed with many of the conclusions and recommendations of the report. CEP endorsed a number of recommendations contained within the report that hold the potential to either increase the admission of underrepresented minority (URM) students or improve their outcomes (e.g., graduation rates), or both.

Divisional Business

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

WASC Accreditation:

Vice Chancellor for Student Academic Affairs, Elizabeth Watkins spearheaded these efforts and came to present to CEP. The report was vetted by the WASC Steering Committee and is due in August 2020. There are two aspects to the reports – 1) a response to WASC regarding compliance standards; and 2) a collective campus project as part of the thematic pathway accreditation. The campus project is an extension of the career outcomes project in the Graduate Division to all of the Schools. The WASC accreditation visit at UCSF is in October 2020. Individual schools go through their own accreditation process separately, however schools will lose their accreditation if UCSF does not receive this accreditation. The professional schools are tasked with creating a framework for how they could start collecting career outcome data moving forward. CEP Chair Perkins sits on the WASC Committee.

Chancellor's Fund:

Members approved travel funds to be transferred to COVID-19 research.

COVID-19 and Online Education:

There had been discussions early on in the academic year at the systemwide level about moving towards more online instruction. There has been pressure to make UC more accessible, though most of the

discussions related to the undergraduate campuses. Moving towards fully online undergraduate programs is becoming a national reality. Previously, the only exclusively online program at UCSF was the Doctorate in Nursing Practice (DNP) program. However, all of this changed due to COVID-19. Committee members discussed various aspects/implications of “expanded education,” as classes moved online. Topics included:

- How substantial the impact of moving to expanded education has been for students has seemed to vary based on year.
- Major space and resource constraints impacting new and returning students.
- The ethical concerns of teaching remotely.
- The impact on faculty who are being asked to teach remotely, especially those who have childcare needs, and are also at risk to lose their jobs.
- Certain schools will have more of an infrastructure that can absorb some losses. However, the impact from COVID-19 will be a three-five year recovery.
- COVID-19 related option for students to seek S/U grading instead of letter grading for courses starting in Spring Quarter 2020.

The following actions were taken:

- Senate Executive Director Todd Giedt and Sharmila Majumdar, Chair of the UCSF Academic Senate met with the Education Programs Branch of Emergency Operations Center Working Group to request their approval to bring 113 dental students to campus this summer for exams. Chair Perkins met over zoom with each of those students. These fourth-year students must be in the lab to complete a competency exam in order to graduate.
- Based on the concerns brought up in CEP discussion, committee member Mary Lynch spoke at a CFW meeting to share faculty stressors regarding remote learning and faculty potentially losing jobs.
- Budgetary concerns: CEP members spoke to their schools regarding IT resources needed by their schools, students’ response to remote learning, and expectations for next year. This information was reported back to member Mary Lynch who shared this information with the Equitable Recovery Task Force.
- Due to discussions during CEP, a SOM committee member spoke to her department chair regarding concerns of the faculty. This resulted in a survey being sent to SOM faculty to understand how they have been impacted. SOM’s new faculty are mostly younger women and/or people of color, because SOM had specifically recruited them to diversify their department. To the question, “what would be most helpful to you,” new faculty responded: administrative support. The department chair and vice chair decided to reconfigure administrative support so that these new faculty could have access to five to eight hours of support each week. This provided an example of how schools can work creatively to support their staff even while under budgetary constraints.

DIT Awards

Due to COVID-19, the DIT/DIM awards needed to be re-configured. CAP asked CEP to create teaching questions that could be asked in a zoom interview with the DIT awardees. CEP provided the questions for this interview which will occur during the online award ceremony in Fall, 2020.

Task Forces and Other Committee Service

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

Chair Perkins: WASC Committee

Mary Lynch: UCEP, Executive Council, Education Programs Branch of Emergency Operations Center Working Group, Equitable Recovery Task Force, Teaching Evaluation Task Force

Going Forward

Issues for Next Year (2020-2021)

- Teacher evaluations
- Quality of online education for students
- Dismantling institutional racism
- Individual school curriculum changes/concerns

Senate Staff:
Claire Olivier, Senate Analyst
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