The University of Arizona College of Pharmacy

Campus Coordination Committee (CCC)

Annual Report 2017-2018

The CCC was formed to address issues that result from managing two campuses at a distance and to ensure that the education provided to Doctor of Pharmacy candidates is substantively similar between the campuses. Phil Schneider led the committee till the end of 2017.

Committee Composition: Caitlin Cameron, Barbara Collins, Natalie Melchiorre, John Murphy, Peter Rottier, Philip Schneider, John Haydorn, Yana Fay, Tiffany Meija, Nate Evans

Items addressed during the year included:

- Development of a problem reporting form and spreadsheet that summarizes the problems, urgency, resolution status, person reporting, and general comments. General review of the document through the year led to these suggestions:
  o Reporting of issues will be the responsibility of CCC members
  o Students, faculty, and staff be made aware of the Campus Coordination Committee so that problems can be communicated and documented through the Committee members.
  o Pending action items reported prior to the development of the form were transferred to the new form for tracking purposes. A color code system be used to identify which problems have been resolved.

- Review of campus coordination issues from 2016-18 and their resolution level
  o Office hours
    ▪ Still somewhat of an issue for students in Phoenix because of inconsistency among various faculty as to how they will conduct office hours
    ▪ Zoom was suggested as a way to have office hours for students at a remote site and more faculty taking advantage.
    ▪ Students in Phoenix have been trained on the use of Zoom and have adapted by using e-mail and other communication platforms to interact with faculty outside the classroom setting.
    ▪ Because of increased visits to the Phoenix campus, faculty were encouraged to schedule office hours for Phoenix students when they are on campus. Scheduling conflicts with other classes need to be avoided and faculty should check with staff in Tucson or Phoenix to avoid this.
  o Camera/mat problems (faculty not using appropriately) – mostly resolved and continues to improve.
  o Polling issues – mostly resolved with the use of Poll Everywhere instead of clickers and is improving.
  o Campus descriptions / learning environment descriptions on COP website updated to more accurately reflect current student experiences. Specifically, information was updated to reflect that lectures are video-conferenced between the two campuses. Students on both campuses will have lectures on-site & VC’d to them. (i.e., letting
Tucson students know there will be recording and beaming of class activities from Phoenix to Tucson as well as Tucson to Phoenix

- Poor microphone quality in the Tucson classroom – resolved
- Interactive classes
  - Interactive classes are working better with push-to-talk microphones on both campuses.
  - Camera view should be changed from faculty to students during interactive class sessions. This can be done by the faculty in Phoenix, but has to be done from the control room by BioComm in Tucson. It would be good to have faculty control over this in Tucson too.
  - Cameras in Tucson do not zoom into students when they ask questions if the presentation is originating in Phoenix. When the presentation originates in Tucson, however, the cameras do zoom in on the students in Tucson.
- Tucson students objecting to classes being taught in Phoenix
  - Not an issue with P1 students in Tucson
  - Need to see if it still is for P2 students in Tucson
  - Website updates as described above help to inform prospective students of potential for classes to be taught from either campus
- Examinations
  - The policy not to permit content questions during exams has resolved the issue of communicating between campuses.
  - ExamSoft problems still require a phone call between campuses. Not resolved.
    - Program Coordinator in Phoenix to be trained in ExamSoft to assist with these issues
- Student volunteer opportunities in Phoenix (not as many health fairs, etc.) – partially resolved; continued monitoring needed
- Printing issues for Phoenix students (less access) – partially resolved; IT group asked to add information to orientation about setting up printers on student computers
- Location of IPPE rotation sites - resolved
- Camera not on the speaker for interactive classes on both campuses.
  - When faculty ask for camera adjustments in Tucson, there is a delay before the adjustment can be made. This results in disruption of the flow of activity on the campus to which the class is being beamed.
  - Camera adjustments in Tucson (view of the Tucson classroom) have to be made by BioComm. BioComm has been helpful in doing this when they are present in the classroom however they have to be present to make these adjustments.
  - Faculty planning interactive activity should be sure this is well outlined in advance and assure support BioComm support.
  - Since the use of active learning strategies is encouraged, a long-term strategy is needed to better support future interactive classroom experiences between the two campuses. BioComm in Tucson and Classroom Support in Phoenix should be part of this planning.
- Academic misconduct during quizzes
- Some examples included accessing the Internet or other sources of information during quizzes.
- There are not enough staff in Phoenix to support having a proctor in all of the classes where students are quizzed. This remains true.
- Camera monitoring could be pursued, but it is difficult to monitor student behavior that closely with this approach.
- Recording of students during quizzes for review by faculty was investigated as an option. It was found that this could not be achieved with the existing technology in the classroom & would require significant investment to implement.
- The rationale and need for quizzes to assess learning and/or prompt class attendance was discussed. It was agreed that experts from the Office of Instruction and Assessment could work with faculty to develop alternative assessment methods.
- The broader issue of academic misconduct at the College was also discussed. A new subcommittee has been developed and is working to address academic misconduct.

- Timing of student events in Tucson
  - Some organizations to which Phoenix students are members hold events in the early evening or at other times that make it difficult for Phoenix students to attend. Class times, attendance requirements of those classes, and travel time need to be considered when planning events for students. Student Council made aware but still is a problem occasionally.

- Student Council
  - While Phoenix students are represented, the leading officer of organizations reports during SC meetings. The likelihood of a Phoenix student being elected to the leadership position is somewhat challenging compared to a Tucson student, so it is imperative that Phoenix issues be raised. The student vice president for the Phoenix campus created a leadership transition meeting this year to facilitate transfer of knowledge to incoming organization liaisons. Monthly leadership meetings are planned for Fall 2018 to communicate what is discussed at Student Council meetings.

- Other business
  - IT vendors evaluated the classroom technology in rooms B 109 & B 111 Drachman Hall. There had been some issues with microphones that are not working. There is a different IT vendor for classroom technology in Phoenix where similar issues have been experienced.
  - A problem of having the classroom microphone in Phoenix muted in Tucson was reported. There should be no reason to do this, since push-to-talk microphones have been installed in the Phoenix classrooms. BioComm was be contacted about this.
  - A problem of linking the Tucson classroom to the wrong classroom in Phoenix during exams was reported. BioComm was contacted about this.
A new program coordinator (Nkiru Nwachukwu) was added to the Phoenix staff. She should be a helpful in adding important services and support to enhance campus comparability.

Conclusions

The committee will take the summer of 2018 off and recommence activities in August once the academic year begins.

New student members of the committee will be sought and should be in place by that time.

The committee believed that, since John Murphy was now in Phoenix, a Tucson faculty member should be added to the group.

With the final filling of the Phoenix campus with three large cohorts and the first year P3 courses will be taught to a large cohort on the Phoenix campus, diligence will remain necessary to ensure substantive similarity.

An orientation session for faculty unfamiliar with teaching from one campus to the other will be held in late summer. All appropriate individuals should be required to attend.

At some point in the future, the activities of the CCC should be transferred to the Assessment Committee for long term follow-up. This would likely be appropriate after the end of the 2019 spring semester, when three sets of classes will have completed didactic work.