SAN FRANCISCO STATE UNIVERSITY

Division of Undergraduate Studies
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OPPORTUNITIES FOR FACULTY AND PROGRAMS FROM THE DIVISION OF UNDERGRADUATE STUDIES—SPRING 2015

1. CURRICULUM DESIGN MINI-GRANTS and DEMONSTRATION PROGRAMS

SF State has been awarded a major grant from the Teagle Foundation to support curriculum design that strengthens student learning and improves student retention and time to degree. Over the next three years, degree-granting programs planning major curriculum revisions will be invited to submit proposals for mini-grants of $8-10,000. Funds can be used to support departmental retreats, course development, student surveys and focus groups, student assistants, and/or any other resources or activities that will enable their curriculum redesign project. Proposals should be submitted to the College Associate Deans, who will send nominations to the selection committee; the first proposals are due **May 1, 2015** (see page 2 for proposal requirements).

This initiative also invites proposals from programs that have recently revised their curricula and improved student learning and degree progress as a result. Successful **Demonstration Programs** will receive $5,000 in unrestricted funds in return for their campus leadership. Representatives from these programs will participate in a campus-wide faculty learning community on curriculum design, share lessons and best practices from their curricular redesign experiences, and form the selection committee for the above Curriculum Design Mini-Grants initiative.

Programs that wish to be considered as **Demonstration Programs** are nominated through College Associate Deans and selected by a subcommittee of the Academic Program Review Committee (APRC) and Curriculum Review and Approval Committee (CRAC); self-nominations are encouraged. 1-2 page proposals should describe recent curriculum redesign projects that have resulted in program-wide change and improved results for student learning and degree progress; due to Associate Deans by **April 1, 2015**.

2. USING DATA TO UNDERSTAND AND ADVANCE STUDENT ACADEMIC PROGRESS

With funding from the CSU Office of the Chancellor, this initiative offers stipends of $1,200 to 15 faculty who participate in a faculty learning community on the use of data to understand and improve student academic progress. Over June and July, participants will meet four to five times to review campus data relating to student graduation and academic progress and offer recommendations about how they can be interpreted, shared, and acted upon at SF State. Interested faculty should send short letters of self-nomination to Associate Deans by **May 1**. Selections will be made by a subcommittee of the Student Success and Graduation Initiative (SSGI).

3. EVALUATING STUDENT LEARNING IN SFSU GRADUATION REQUIREMENTS

With funding from the CSU Office of the Chancellor, this initiative creates two teams of faculty to review portfolios of student work across two campus graduation requirements (Culminating Experiences and GWAR courses) and to develop rubrics that assess student learning and achievement. Participating faculty will join in one planning meeting and one half-day scoring session with colleagues; each will receive an honorarium of $500. Self-nominations are encouraged: please send short letters describing interest and relevant experience to Associate Deans by **May 1.** Selections will be made by a subcommittee of the University Academic Assessment Advisory Committee (UAAAC).

With funding from the Teagle Foundation's "Faculty Planning and Curricular Coherence" Project, San Francisco State is launching a new initiative in faculty-led curriculum design. By establishing faculty communities of practice within and across the disciplines, this initiative will identify and share the questions and processes that lead to successful curricular change in academic programs.

The Division of Undergraduate Studies is issuing a Call for Proposals for a series of mini-grants of $8-10,000 that enable degree-granting programs to undertake curriculum reforms in the major that structure student learning and academic progress in coherent and intentional ways.

The mini-grants can support curriculum revision and reform through a number of possible means: programs might propose a retreat to examine their curriculum or review student work; support for a faculty coordinator; deep assessment (such as student focus groups or alumni surveys) to supplement and interpret institutional research; and/or course development funds to redesign a set of linked core courses or create a faculty learning community focused on high-impact curriculum design.

Participating programs are asked to define the driving goals of their major, along with the curricular pathways that will lead students to meet them; to consider evidence of student learning in their broader discipline and local contexts; to confront and engage data on student achievement in their program and the university; and to follow up their curricular revisions with careful plans for implementation and assessment, focusing on student progress, engagement, retention, and learning. Finally, representatives of participating departments will join a campus-wide learning community on student learning and curriculum design and share their results with colleagues across the California State University system in a conference and publication at the end of the pilot period.

Participating departments will be held responsible for two deliverables. The first is a roadmap for the major that includes student pathways keyed to learning objectives that are clearly articulated and meaningful to both faculty and students. The second is a reflection on the process, goals, and outcomes of curricular design that they can share with multiple faculty communities.

Six mini-grants will be awarded in the first year (**proposals due May 1, 2015**) and twelve in the second year (with six awarded in **December, 2015** and another six in **May, 2016**), for a total of eighteen participating programs. Proposals should be sent to College Associate Deans; successful proposals will be selected by a faculty committee consisting of representatives from programs that have already implemented successful curriculum redesign projects ("Demonstration Programs").

In five to ten pages, proposals should address the following questions:

1. Why would curriculum redesign benefit undergraduates in your program at this stage?
2. What specific issues or observed challenges (i.e., student enrollment, academic progress, or learning) would this curriculum redesign aim to address, and how?
3. What support would enable your program to undertake this curriculum redesign? (Include a rough budget for any funding.)
4. How many faculty members in your program would be involved in the redesign project, and what would be the extent of their involvement?
5. What indicators would determine the success of your curriculum redesign?
6. Is your program willing to participate in a campus-wide community of practice to share the process and results of your redesign project?

Please send completed proposals to Associate Dean by **May 1, 2015**