Redesigning Our Majors Symposium

Program

August 19th, 2017
C. Chavez Student Center
San Francisco State University

Sponsored by
The Division of Undergraduate Education and Academic Planning
and The Teagle Foundation

THE **TEAGLE**
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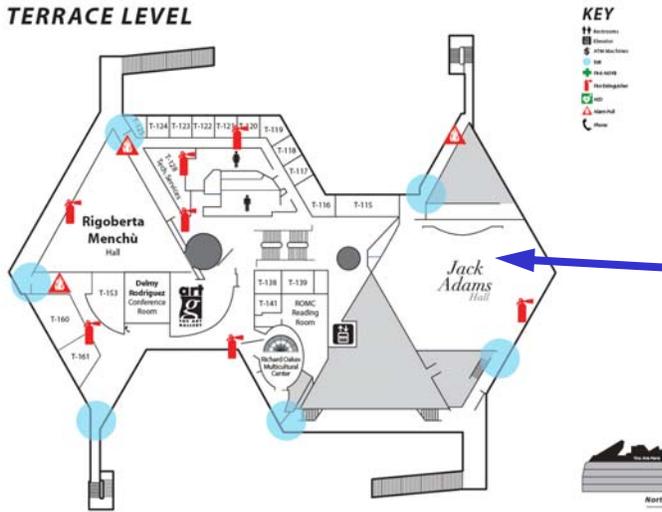
Campus map

Legend

P: Parking garage ($7 per day)

S: Symposium location – C. Chavez Student Center

M: MUNI bus and rail stop, with connections to BART and all areas of the city

     M light rail line to/from downtown San Francisco

     #28 and #57 bus to/from Daly City BART station

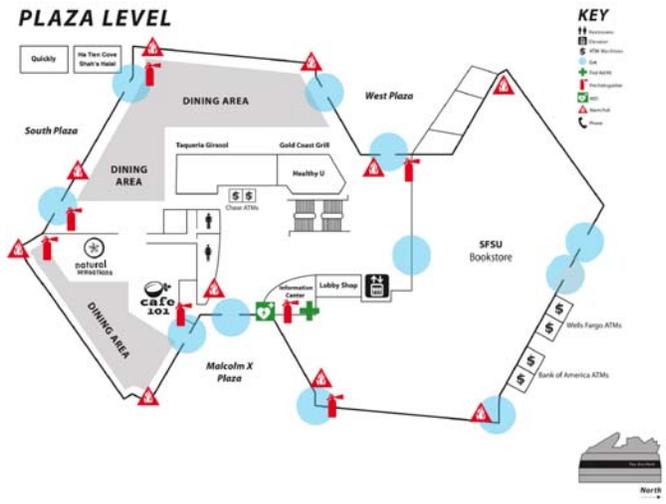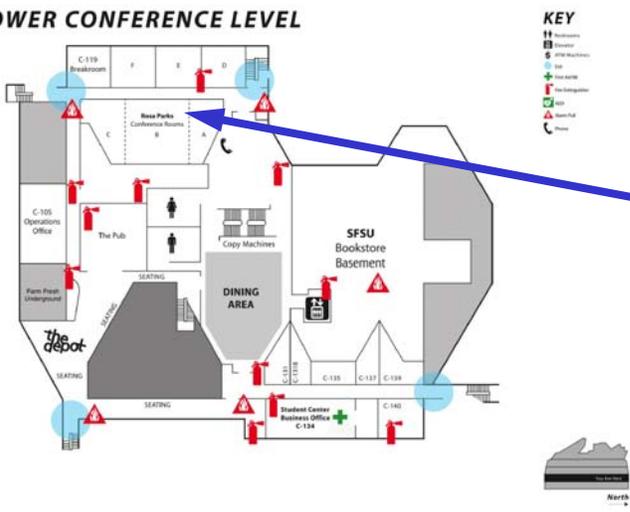## C. Chavez Student Center map

Jack Adams Hall (two levels above the plaza level) is the venue for registration, breakfast, lunch, concurrent panels, and the symposium closing.

The plaza level includes ground-level entrances to the building.

The Rosa Parks A/B/C (one level below the plaza level) will host concurrent panels/discussions.

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Speaker introductions

Lori Beth Way, is the Interim Dean of Undergraduate Education and Academic Planning at San Francisco State University. She came to SF State most recently from Emerson College, where she served as the senior advisor for undergraduate education. In this capacity she worked closely with chairs and faculty on campus-wide assessment, program review and curriculum development. Prior to her work at Emerson, Dr. Way was a faculty member for 14 years in the Department of Political Science at California State University, Chico, where she exercised leadership in the Academic Senate and played an instrumental role in the design and implementation of Chico's new General Education Program.

Jennifer Summit, is the Interim Provost and Vice President of Academic Affairs at San Francisco State University. She joined SF State as the Dean of Undergraduate Studies in 2013. She led the creation of the new Division of Undergraduate Education and Academic Planning, which includes general education, writing in the disciplines and writing across the curriculum, student academic support and advising, curriculum development, student learning assessment, the Metro College Success Program, and the Institute for Civic and Community Engagement. Summit also led the campus wide Student Success and Graduation Initiative Task Force. She was previously at Stanford University from 1995 - 2013, where she was a professor of English and served in multiple administrative and leadership capacities. A widely-published scholar of medieval and early modern English Literature, Dr. Summit has received major fellowships and awards from the National Endowment for the Humanities, the American Council of Learned Societies, and the Modern Language Association.

Trevor Getz is Professor of African History and Chair of the History Department at San Francisco State University. He is the author of ten books on world and African history, and has won several awards for his research, including a Fulbright Scholar Award in 2008. At SF State he served as the chairperson of the Academic Senate, and he now serves as the Facilitator of the Faculty Learning Community for the Teagle Foundation grant.

9:00 – 10:30AM: Crossing traditional curricular borders (Jack Adams Hall)
Moderator: Sheldon Gen

Art   **Gwen Allen, Gail Dawson, Mike Arcega**

The field of contemporary art has changed in recent years. Artists today are no longer "painters" "photographers" "ceramicists" and so on, but first and foremost "artists" who draw on a variety of media and materials to realize their concept. For many years, the SFSU Art Department has been divided into isolated media -specific areas. We are now redesigning our curriculum and writing a new Mission Statement and new Program Learning Outcomes to bridge these different areas and create opportunities for students to work across and between media in ways that reflect the state of the contemporary art world. This has the additional benefit of better utilizing resources, space, facilities, and faculty. We are also redesigning a separate Art History B.A. to reflect the emergence of art history as an academic discipline in its own right.

English   **Sugie Goen-Salter**

The English Department currently offers five programs within two degrees: a BA in English with four concentrations (Literature, English Education, Linguistics, and an Individual Major) and a BA in Technical and Professional Writing. Throughout much of our department's history, these programs have tended to operate quasi-independently, with faculty and students grouped into one particular concentration or the other, with little curricular overlap. From feedback we've collected, we know that students tend to experience little sense of belonging or connection to the whole of the English Studies discipline. The aim of our redesign is to unite these various programs into a single English BA degree that provides students with common core requirements and shared learning outcomes, while also providing them a strong disciplinary foundation from which to pursue specialized knowledge in a concentration.

Public Affairs & Civic Engagement   **George Barganier, Liz Brown, Sheldon Gen, Tony Sparks**

In 2012, the School of Public Affairs and Civic Engagement (PACE) was established as part of a university -wide reorganization. Four departments and programs originally merged to form the school, and a fifth joined in 2016. PACE now delivers 4 undergraduate degrees in environmental studies (BA and BS), criminal justice studies (BA), and urban studies and planning (BA). (It also delivers 2 graduate degrees, which are outside the scope of this presentation.) The strong interdisciplinary themes of public affairs and civic engagement provided the cohesion among these diverse fields, and are the bases of the school 's mission. Starting from that point, the school embarked on a 2+ year process to integrate the undergraduate curricula, in order to develop student and faculty synergies between the degree programs, and to find administrative efficiencies in delivering the curricula.

Earth & Climate Sciences   **Dave Dempsey, Petra Dekens**

In Fall 2015, the Department of Earth & Climate Sciences implemented a new Earth Sciences B.S. degree program that integrated and replaced two separate B.S. programs, in Geology and in Atmospheric and Oceanic Sciences. The implementation followed a year and a half of sometimes difficult planning, negotiation, and compromise among faculty from disciplines with distinct principles, methodologies, and professional conventions and traditions. We were driven only grudgingly to integrate our programs by chronically low enrollments in the Atmospheric and Oceanic Sciences B.S. program and severe budget cuts to the University during the Great Recession that began in 2008, but some of us drew consolation and encouragement from an ongoing national and international trend toward integration of Earth sciences programs to solve complex problems requiring interdisciplinary expertise, such as climate change. This presentation tells the ongoing story and lessons we've learned from the development of a common core and capstone of our new Earth Sciences B.S. program.

9:00 – 10:30AM: Focus on skills and competencies (Rosa Parks A/B/C)
Moderator: Erik Rosegard

Biology   **Christopher Moffatt**

Our curriculum revision process is based on the NSF proposal for Vision and Change in Undergraduate Biology Education. Vision and Change describes five core concepts and six core competencies that Biology majors should master by the time they graduate. Our goal was to 1) evaluate how well each of the current BS concentrations prepared students to master the core concepts and core competencies of Biology; 2) create a set of assessable programmatic student learning outcomes (SLOs) for Biology that were aligned with these core concepts and competencies; and 3) use these new programmatic SLOs to revise the BS concentrations so that the outcomes envisaged by Vision and Change are adequately addressed by each concentration using fewer units than they currently require.

Child & Adolescent Development   **Rene Dahl**

The curricular scaffolding and alignment process in which the department engaged prior to receiving the Teagle curriculum redesign grant will be described briefly, because it served as the foundation for the Teagle work. Most of the Teagle work centered on revising the department's mission statement and program learning objectives, which derived from our previous work on student competencies. Now our work continues with analysis of the upper division core courses to identify where we meet the program learning objectives and in what ways. It will continue as we examine the upper division core course to align and scaffold them with each other.

History   **Laura Lisy-Wagner, Trevor Getz, Felicia Viator**

How does a department in the Humanities area revise a long-established curriculum in a changing disciplinary environment, in the face of shifting student demand, with the objectives of increasing student learning and success? How can we use evidence of student needs and outcomes? How can we enable faculty to lead and tailor a program to our expertise while still agreeing on a shared set of competencies and knowledge for our major students? These are the questions that faced the SF State History Department in Fall 2016. We want to share the lessons we've learned, the mistakes we've made, and the achievements we think we have reached over the past year. We think our experiences will be relevant not only for other History departments, but also for other programs in allied disciplines who believe that we have an important role to play in the education of citizens and want to use evidence to collaboratively improve the curriculum we offer and the outcomes our students achieve.

10:45AM – 12:15PM: Faculty ownership and shared governance during curricular redesign (Jack Adams Hall)
Moderator: George Barganier

Apparel Design & Merchandising   **Connie Ulasewicz**
The aspect of revision that will be presented revolves around the challenges and benefits of our changing faculty involvement. For Spring 2016, we had three full time tenure-track faculty and four part-time lecturers who had previously met to discuss the potentiality of their involvement in this curriculum redesign, and had expressed strong interest and desire to be a part of the process. For Fall 2017, we had one full time tenure-track faculty and seven part-time lecturers, three of whom were first time teachers in our program. (Our one full time faculty member was the grant writer, facilitator, and a full professor in the program.) The challenges to be shared will be the variations in ideas for program learning outcomes and student learning outcomes between our 2 cohort faculty groups, and the need for additional revisions to work 'completed'. The benefits to be shared are the expertise gained by apparel industry specialists in our Fall 2017 cohort, and the ability to align our programs to meet industry demands that our new faculty were fluent in. The Fall 2017 self-facilitated faculty retreat was actually added on to enable each ADM faculty to have their voice heard concerning how to meet industry standards for our students' job preparation knowledge in our program and student learning objectives. Faculty, part and full time, have a sense of ownership with the classes they teach and potential change and disruption with course revisions can be difficult to openly accept. Strategies for inclusion and discussion will be highlighted throughout the session.

Sociology   **Clare Sears, Alexis Martinez**
The Sociology department began a multi-stage process of curricular revision in Fall 2016. The current Sociology curriculum, last updated in 1997, requires undergraduate students to complete 42 units of core and elective courses. The Sociology core is a series of five courses that must be taken in sequence, over a period of four semesters. In addition to the core, students take Sociology elective courses on a diverse range of topics. Students are required to complete one Sociology elective course focused on inequalities in the United States (Area 1) and one Sociology elective course focused on global inequalities (Area 2). The remaining electives, which represent approximately four courses, can be any Sociology course of a student's choosing.
We are leading the curricular revision efforts by engaging tenure track and lecturer Sociology faculty in a series of conversations, held during department meetings over two semesters, to revise the department mission statement and program learning objectives. Following these revisions, we will hold small working groups with Sociology faculty to align course syllabi with new program learning objectives. Small working groups will be organized by core course type (GWAR, theory, methods and analysis, Areas 1 and 2). Faculty will then discuss and adopt substantive changes to the curriculum at a group retreat to be held off campus in Spring 2017. To further inform our decision making about changes to the Sociology curriculum, we will gather data from two sources: 1) a survey administered online to Sociology alumni, and 2) a survey administered online to current Sociology students and designed by Sociology students in a research methods core course. We will present our data, experiences with engaging faculty in a collaborative process, and substantive changes to the Sociology curriculum.

Communication Studies and School of Design   **Christina Sabee**
Curriculum revision efforts in both the Communication Studies department and the School of Design included a focus on the vision/mission of the department -- asking critical questions about our students and our hopes for them upon graduation. Getting faculty to agree on the goals that we have for our

programs -- not just program learning objectives, but ideal goals is challenging and time consuming, but critical. Using these goals to guide continuing discussions about new approaches to curriculum, along with using systemic questioning and frequent assessment and pilot projects, was helpful in bringing our faculty to the table for strong collaborative work.

This presentation focuses on moving from agreement of ideal program goals to creative planning and solution generation. Using the mantra, Fail Big to Learn More, we can use systemic questioning to break down the challenges we've had with our current curriculum and look toward idea generation that focuses on the ideal goals that we outlined. Focusing on the experiences of ourselves and our students, and leaving aside the constraints that we often feel from administration, Communication Studies and Design were able to creatively address many of our concerns about major change, and the programs are currently at very different stages of this process. The methods of communication and continued positive focus, also seemed to allow for communication across rank in the governing faculty and a deeper understanding of the importance of different areas of our discipline.

Health Education   Mary Beth Love

The curricular redesign process in the Department of Health Education is now in its fifth year. This session will identify the challenges and rewards of a later stage of a curricular redesign - the importance of faculty ownership and identification with the broader values that underlie that curriculum. To accomplish this requires that faculty widen their perspective and responsibility beyond the three unit course they teach to how that course fits into the entire curriculum and how it contributes to what is ideally the unique focus of their degree program. It is in this state that faculty move beyond the required skills and competencies to address the cross-curricular themes that shape and give personality to a Department's unique niche in the field they occupy. For example, the Public Health faculty at SF State focus our curriculum not on the individual's health but rather the social structures and environments where people live, work, and play. We assert that this is the most effective and just strategy to improve both individual and community health. The collective embrace of the ecological model underscores the faculty's, thus the curriculum's, integration of health as a human right and compassion as a guide for public health change interventions. Given our commitment to the ecological approach, we ensure that our curriculum requires that students learn and apply it across both the MPH and BS courses. In keeping with our commitment to social justice, we also integrate and scaffold the curriculum so that it fosters skills in community-based participatory planning, communication, cultural competence, and leadership/collaboration. Only after the earlier stages of curricular redesign could we tackle who we are as a faculty together and how our shared values and commitments in public health define the curriculum faculty teach and the niche we occupy in preparing students to become public health professionals.

10:45AM – 12:15PM: Focus on curricular components (Rosa Parks A/B/C)
Moderator: Liz Brown

Prerequisites: Chemistry & Biochemistry   **Jane DeWitt**

It is not unusual for courses in science majors to follow a very strict prerequisite structure. Course prerequisites are in place because course material in later courses builds on prior knowledge taught in earlier courses. Student success in a given course, such as the 2nd semester of a full year sequence, is thought to be very dependent on what students learned in the prerequisite course. A lack of student success in a particular course is often attributed to poor preparation provided by the prerequisite courses. If student success in a program depends on students having the "right" knowledge from a prerequisite course to succeed in a given course, then we should identify the "right" knowledge to make sure our curriculum is connected across prerequisites and students don't fall into gaps between classes. An investigation of the prerequisite structure of courses can provide an opportunity to verify whether or not a particular course is truly required as a prerequisite. This may result in restructuring the content of a course to reduce identified knowledge gaps, or it may result in a restructuring of the curriculum itself to modify the pathway to graduation. The Department of Chemistry and Biochemistry at San Francisco State University engaged in an evaluation of the prerequisite linkages between courses to identify any gaps in knowledge between a prerequisite course and the classes that require those prerequisite courses. In doing so, we generated detailed course learning outcomes in multiple courses across our curriculum and shared those outcomes widely with faculty and lecturers. Many faculty also developed prerequisite expectations to describe what it is they expect students to know and/or be able to do as preparation for their course. Conversations about prerequisite knowledge help faculty in both courses understand if adjustments in content are needed to bridge any gaps between the courses.

Student assessment: School of Design   **Heidi Dunkelgod, Joshua Singer**

Developing and applying a multi-dimensional model of reflection leveraging the e-portfolio literature, the presentation defines a design discipline-specific model of assessment created for San Francisco State University's School of Design. The model hypothesizes that program success, instructor success, and student success equate when program learning outcomes are well-evidenced within student design portfolios. The model intends to motivate an authentic (multi-dimensional) reflection of teaching and l earning performances. Prompted by student artifacts (assignment results), reflection occurs within a programmatic context about the student performance; about the assignment brief performance; and about the course performance. In application, both students and instructors are engaged by building a student ethos of project revision though the iterative and discipline-specific method of Design Process, and by instantiating this reflective practice across the teaching of the curriculum. This intends to increase student agency simultaneous with greater instructor awareness of their role advancing overall program effectiveness. Adoption is prompted via an optional and modifiable instructor tool kit designed to guide student summarization of project results (portfolio presentation). Beyond the convention of primarily showing the finished artifact, this entails the student's reflective expression of her chronology of design thinking and project development—an indicator of various and cumulative performances, some discipline-specific, some not. Strategic drivers for the model include increasing undergraduate retention through awareness of the Major; improving individual post-graduate preparedness; and developing program competitiveness. Possible tactical curriculum modifications (pending at the time of this writing) push both technical skills and cumulative learning outcomes downstream; use student artifacts to better understand and define student learning and teaching effectiveness; and assess program effectiveness in

an external (competitive) context. The fundamental structure of the discipline specific model may be generalized to any department deploying ePortfolio as a mechanism to correlate existing levels and types of assessment.

1ˢᵗ/2ⁿᵈ year experience and community   **Amy Kilgard, Mindi Golden, Javon Johnson**
college alignment: Communication Studies

Communication Studies spent 2 years developing a plan for curriculum revision in the Communication Studies major that addressed three major goals: 1) providing an intuitive pathway for students to follow toward a BA in Communication Studies, 2) including strategies for the development and retention of 1ˢᵗ year and 2nd year students, and 3) including thoughtful strategies to manage increasing enrollments in a popular major. We focused on redistributing our curriculum to allow for the inclusion of lower division courses in the major, and worked to articulate those as best we could with CA Community Colleges. We increased the flexibility of choice for many of our students who might have specific interest areas or particular scheduling needs. We allowed for a few basic requirements to serve as a scaffold for building academic skills such as basic communication skills and writing skills that prepare our students better for upper division coursework. We believe that the new structure allows for a clearer pathway and better enrollment management for our future majors.

1:45 – 3:15PM: Revision strategies (Jack Adams Hall)
Moderator: Trevor Getz

Use of big data: School of Design   **Heidi Dunkelgod**

This presentation illustrates ways of collecting information about post graduate performance using publicly available and California State University data sets. The purpose of the data-driven approach is to establish an objective, rank-neutral departure point for faculty discussion and prioritization of curricular revision. Using case study methodology, the effort demonstrates how San Francisco State University's School of Design correlated undergraduate course selection and performance data to employment trajectory and salary levels for five years of graduates. The collected data is considered "big data" for its variety (i.e., range of data types and sources). The study includes, but is not limited to, cross reference of student GPA, preparedness based on difficulty of class selection (election of non-required internships, election of non-required design studio experiences, election of non-required production of a design portfolio), employment trajectory in the field (initially and over time), types of employment within the discipline, and wages earned within these types as well as allied roles. Although still in process at the time of this writing, we are beginning to ascertain how individual undergraduate course curation ultimately produces patterns of post-graduate success. Findings are expected to influence program advising and program structure without necessarily requiring program expansion (i.e., increase of program budget). Findings may be generalized beyond Art and Design disciplines.

Collaboration: Hospitality and Tourism Management   **Susan Roe**

Internal and external forces can influence changes in hospitality management program curriculum (Lattuca & Stark, 2009). These forces can result in program revisions that can support and encourage student success. Involving the learning community in the revision process can yield strong learner-centered outcomes. Four basic fundamentals can assist in the process: build shared trust, build shared motivation, develop a shared language and concepts, and finally identify research based guidelines to orient efforts toward a common goal (Angelo, 1999). Kezar (2006) conducted an analysis of successful universities had adopted a philosophy that to achieve a particular kind of learning environment and to meet the organization's mission, collaboration was necessary. Utilizing collaborative strategies to engage a variety of stakeholders, including faculty, in the curriculum revision process can be vital to the updating of program learning outcomes as well as to integrating them into the overall curriculum. Facilitating collaboration requires organizing individuals around a common purpose that is congruent with desired outcomes (Mashek & Nanfito, 2015). Driscoll and Wood (2007) identify several key requirements for student learning outcomes suggesting they should be specific to institutional level and/or program level, be clearly expressed and understandable by multiple audiences, prominently posted at or linked to multiple places for student familiarization, updated regularly, and receptive to feedback or comments on the quality and utility of the information provided. This workshop is relevant to conference participants as it can assist hospitality faculty and administrators with a clear method to revise and better utilize program and course student learning outcomes. Involving faculty in a comprehensive review of program and course student learning outcomes can result in a more cohesive, current, and relevant curriculum which better prepares graduates for ideal industry careers. The session begins with a review of the literature describing outcomes based assessment and then presents tactical methods for learning outcome revision.

Dynamic process: Kinesiology   **David Anderson, Marialice Kern**

The Department of Kinesiology's curriculum revisions were initiated to take advantage of the exciting period of growth and transition within the discipline of Kinesiology and nationwide efforts to

identify and standardize the knowledge and skills that Kinesiology graduates should possess. The revisions were also a necessity in the Department because of the extraordinary increase in the popularity of our major, the long period of time that had passed since our curriculum and program learning outcomes (PLOs) were revised, enrollment imbalances in our concentration and thematic emphasis areas, and curricular bottlenecks that impeded time to graduation. The Department's revision strategy was to appoint a curriculum design coordinator to collect and synthesize information from faculty members in the Department, solicit input on specific issues from faculty members at regular meetings throughout the year, and lead discussions about the curricular changes at a departmental retreat. The coordinator was responsible for ensuring that the curricular changes were made and implemented and evaluated relative to their impact on academic learning, academic progress through the major, and student awareness of career opportunities. The original plan was to review and revise the SLOs for all courses in the major as a way to identify the core knowledge and skills that needed to be captured in the PLOs. Revising the SLOs was deemed a necessary step toward defining meaningful PLOs and revising the Department's mission statement. The plan was modified, however, because the "bottom-up" approach proved unwieldy and too difficult to manage. Reviewing current SLOs for all courses within the major proved especially problematic because of the various ways in which faculty members had written their SLOs and the sheer volume of data that had to be processed. Our presentation will focus on the pros and cons of abandoning our original curricular revision plan.

1:45 – 3:15PM: Redesigning accredited programs (Rosa Parks A/B/C)
Moderator: Sheldon Gen

Business   **Jay Lee**
      Recently, there is a timely discussion about strategic management education by the Academy of Management Learning & Education. (http://aom.org/Publications/AMLE/Call-for-Papers--Strategic-Management-Education--Navigating-Between-Different-Approaches-and-Learning-Impacts.aspx) According to the Academy of Management Learning & Education's recent special edition call for papers, three major topic areas are the following: 1) The Role and Place of Theory in Strategy Education; 2) Social Responsibility and Strategy Education; and 3) Analysis, Decision Making, and Implementation. I would like to further elaborate these major topic areas for curricular innovation and change and attempt to develop the discipline-specific curriculum map that would be a good fit for my institution. Strategic management is a capstone course for many business undergraduate programs that focuses on the integration of the functional areas of an organization and requires students to determine strategic direction, strategies, tactics, and policies at all levels of management. Typically, the course covers some of the most fundamental challenges companies face as they strive to gain and sustain competitive advantage. These include creating and defending attractive market positions, entering and exiting product and geographic markets, and managing technological change. To further enhance the students' learning experience, I would look at different pedagogy methods and how students learn to apply widely used frameworks and theories to address these challenges. In particular, the five forces framework explains how characteristics of industries affect profitability and helps managers identify opportunities to exploit or influence industry structure to their advantage. The resource-based framework describes how firms profit from their unique tangible and intangible assets, and can be used to evaluate alternative strategies for leveraging them. Ultimately, this discussion of curricular innovation and change will provide a platform for students to gain an awareness of social and ethical implications of strategy education.

School of Social Work   **Jocelyn Hermoso, Susanna Jones**
      Curriculum redesign was undertaken in response to a variety of situational factors: First, the launching of the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE), the accrediting body of social work baccalaureate and graduate programs in the country. The CSWE outlines nine competencies that shape curriculum and drive assessment. Further, one primary goal of social work education is that students must demonstrate knowledge, skills, and values of the nine core competencies by the time they graduate. Second, both the BASW and MSW programs are up for reaffirmation (reaccreditation) in 2018. The context in which the social work profession is situated provided further rationale for redesigning the curriculum. Poverty and income inequality continue to be social problems which communities throughout the Bay Area experience. The alarming rate of gentrification, the displacement of low-income families, and increasing tensions between communities of color and law enforcement are just some effects of rising poverty and inequality. It was thus an opportune time to redesign the BASW curriculum to be more responsive to such challenges.

Communicative Disorders   **Betty Yu, Laura Epstein**
      Programs that must meet accreditation standards are challenged to develop accreditation-based linkages between standards and curriculum that make meaningful differences in the education of students. These linkages must also support the vision and mission of the accreditation agency, the program, the college, and the university. Our Teagle grant enabled us to explore and develop such

linkages in ways that truly benefit all of our students. For example, we were able to explore ways in which accreditation could facilitate the provision of stronger academic support and guidance for students who are ethnic minorities, and for first-generation students. These students are at higher risk for feeling unsuccessful or isolated in college. We were able to link accreditation to the provision to a broader range of post-graduate options for all of our students, including those that choose not to pursue a career in speech-language pathology. Accreditation standards are so complex and demanding that they further challenged us to seek academic supports for our students throughout our university. The supports that we learned about through our Teagle process include Undergraduate Advising, Metro, Educational Opportunity Program, and the Disability Programs and Resource Center. There are many others that the CD Program is learning about and incorporating in to our curriculum in an on-going basis. The Teagle Grant further helped us to begin to integrate these supports in to our curriculum in ways that respond to both accreditation and educational needs of students.

Notes