As Donald R. Gerth observes in *The People's University: A History of the California State University*, the CSU’s early history shaped its present-day structure. Unlike the UC system, which started with the flagship campus at Berkeley and developed outward, the first CSU campuses sprang up organically by serving local regions: only later were they incorporated into a single entity, the California State University. Where the UC was built from the top down, the CSU began as a network: our structure is more horizontal than vertical, built more on relationships than on command-and-control.

Some of us were reminded of this at a recent CSU-wide conference, “High-Impact Practices Systematically” at CSU Fullerton, where SFSU—and DUEAP—were well represented by Metro and ICCE. Colleagues from all 23 campuses met to share best practices around a concern that unites us: how to help more of our students graduate with high-quality educational experiences. The differences between campuses fell away as we gathered inspiration from one another around our shared mission. Reflecting the CSU system’s inbuilt structure, we became a single network of educators serving students across our beautiful state.

In a similar spirit, we in the Division of Undergraduate Education and Academic Planning work most powerfully in networks: while each of us assumes specific roles and responsibilities, we rely on one another—and support colleagues across campus—to advance the educational excellence that lies at the heart of our mission.

This has been a year of building relationships and strengthening networks. Its defining accomplishments and initiatives—many that are described at greater length in this newsletter—include these highlights:

- Two new university-spanning units, the Metro College Success Program and the Institute of Civic and Community Engagement, joined DUEAP to strengthen our commitment to transformational learning and engaged scholarship;
- Two networked technology solutions, Courseleaf and Ad Astra Platinum Analytics, were adopted to align curriculum planning with student needs;
- A university-wide operational review of advising recommended a networked advising model to improve coordination among advisors and communication to students; its implementation will be supported by a gift from the Koret Foundation;
- The Writing Across the Curriculum/Writing in the Disciplines Program (WAC/WID) launched a faculty mentorship program and forged new partnerships with our tutoring programs, the Learning Assistance Program (LAC) and the Campus Academic Resource Program (CARP);
- With the support of grants from the Teagle Foundation and the Keck Foundation (described in this newsletter), faculty teams are collaboratively planning new curricula to promote student learning in the disciplines;
- Finally, the division celebrates our dear colleague, University Curriculum Coordinator Alex Katz, on her retirement. With her patience, wisdom, and unfailing good humor, Alex embodies the principle that great work grows from great relationships.

As neuroscientists remind us, learning is created not simply in the accumulation of neurons but through the connections between them: the stronger those connections, the deeper the learning. So it is with us: ultimately, our work is as good as our network.

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*Our Mission:* We are a division of students, faculty, staff and administrators working together as mindful advocates to support learning. We enhance undergraduates’ educational experiences and support their progress towards graduation through advising, tutoring, and other high-impact practices; we strengthen academic programs through curricular planning, development, and assessment; we sustain educational networks across divisions and disciplines, campuses and communities; and we hold the students we serve at the heart of our institutional mission.
General Education: Race, Activism and Climate Justice

Californians have a strong interest in climate change and a new General Education class in the Race and Resistance Studies addresses the issue in terms of climate justice by looking specifically on the impacts of climate change on low income and communities of color, developing nations, indigenous peoples and marginalized communities. RRS 276 – Race, Activism, and Climate Justice was developed and is taught by Phil Klasky, a long-time lecturer in American Indian Studies. This class fulfills the lower-division life science General Education requirement, as well as all four SF State Studies requirements: American Ethnic and Racial Minorities, Environmental Sustainability, Global Perspectives, and Social Justice. Students look at the latest scientific information on climate change and its effect on specific areas and cultures, and impact on living systems, both human and nonhuman. In describing both the need for and interest in this class, Klasky says “As a public educational institution, we have a responsibility to inform and prepare our students for the dramatic impacts of climate change, and promote the critical thinking skills required to understand and respond to the disparate impacts on different segments of the global community.”

The class sponsors a Climate Justice speakers series that is open to the public. Contact Professor Phil Klasky <pklasky@sfsu.edu> for more information about the speakers series.

Advising for Undeclared/Exploring Students

Choosing a major can be tremendously exciting and also a little overwhelming at the same time. In the Undergraduate Advising Center (UAC), we have professional academic counselors who specialize in advising SF State students who are either undeclared or exploring a wide array of academic majors. We recognize that undeclared and exploring students may need some guidance with investigating all of their academic choices and opportunities in college. Our advising services are designed to help students delve deeper into their strengths, talents and values, and to educate them on General Education and graduation requirements.

The UAC offers individual advising appointments, walk-in advising, and major exploration workshops to provide the necessary support for undeclared and exploring students to discover the right academic path for themselves. Academic counselors can also assist students with course selection, short-term and long-term goals, academic probation, campus resources, and much more. We hope you will spread the word and encourage students to regularly utilize our advising services to ensure proper preparation for major selection, career planning, and progress toward graduation.

The UAC is located in the Administration Building, Room 211. Please visit our website www.sfsu.edu/~advising for more information.

WAC/WID Roundtables for Faculty Who Teach Student Writing, March 28

The Division of Undergraduate Education and Academic Planning and WAC/WID (Writing Across the Curriculum/Writing In the Disciplines) started a new brownbag bag monthly roundtable.

The March workshop, “Managing the Paper Load: Meaningful and Less Labor-Intensive Ways of Responding to Student Writing,” was facilitated by Jennifer Trainor, Associate Professor in the Department of English Language and Literature. The workshop provided an overview of best practices in responding to student writing and discussed strategies for giving students effective feedback.

The final roundtable of the semester was held on April 25th and focused on facilitating peer feedback and revision in a hybrid writing course. Next academic year, we hope you will join us for one of these sessions. Contact Juliana van Olphen, Director of WAC/WID, or Peter Ingmire, Associate Director of WAC/WID, for further information.
ICCE Staff Spotlight

Jose Lopez Libertad is a Senior Program Coordinator at San Francisco State University’s Institute for Civic and Community Engagement (ICCE), where he works with his colleagues to promote and support academic service-learning, campus community partnerships, and civic engagement activities that inspire civic responsibility, enhance learning, and prepare students for a life of engaged citizenship. In addition to his role as the marketing and communications coordinator, Jose oversees the Institute’s student engagement and leadership programs.

Born in Santa Cruz, CA and raised in Salinas, Miami, Oregon, Mexpan (Nayarit, Mexico), and Tijuana, to name a few, Jose takes great pride in calling San Jose home. He is the youngest in the family and the first to graduate high school. Having been to 20 countries, Jose enjoys activities that bring balance and joy to his life, such as traveling, playing the guitar and participating in triathlons and marathons.

Jose attended San Jose State University where he received both a Bachelor of Arts in Sociology with a concentration in social change and a Bachelor of Arts in Social Science with a concentration in community change. He further proceeded in his academic endeavors by returning to San Jose State University and receiving a Master of Arts in Philosophy where he fell in love with Latin American philosophy and thought. Jose is currently pursuing a Doctorate of Education in SF State.

Curricular Design Program Grows

The Faculty-led Curriculum Redesign program continues to grow at SF State, adding six new programs: Art, Sociology, Apparel Design & Merchandising, Broadcast and Electronic Communication Arts, Social Work, and Child & Adolescent Development. In Spring 2016 representatives from these departments, and a dozen other hopefuls, participated in an enormously successful “Redesigning your curriculum for student learning and achievement” workshop at the Winter Faculty Retreat. The workshop was led by members of the eight departments of the first cohort of the program, and featured discussion about how to build a curriculum that facilitates student achievement through a collaborative process. Participants met in small groups and shared ideas and strategies for attracting students, enhancing their learning, helping them to progress through the major to graduation, and preparing them for careers and citizenship.

The Faculty-led Curricular Redesign program is organized through DUEAP and supported by funding from the Teagle Foundation. Like the curricular redesign process it is meant to encourage, the program is faculty-led and features a Faculty Learning Community that meets monthly to discuss challenges and strategies for revising curricula. A third round of proposals was recently selected. The departments have significant curricular revision goals that will benefit students. Please contact Trevor Getz (tgetz@sfsu.edu) for more information about the program or visit http://ueap.sfsu.edu/ugs/teagle.
San Francisco State has been awarded $500,000 from the Keck Foundation to develop pre-major pathways for pre-major students. This initiative proposes a structured approach to student academic coursework at the lower division, when students are most likely to withdraw (up to 35% of undergraduates leave SF State before completing their degrees). The “Causeways” initiative reorganizes the large-enrollment, pre-requisite courses that dominate lower-division curriculum into coherent pathways that incorporate personal career exploration and pre-major advising. Since these courses potentially count toward multiple majors in cognate fields, “Causeways” integrates them to allow students to progress toward their degrees while investigating academic options in the context of larger career goals. With this important balance of structure, guidance, and progress, we expect to strengthen retention of lower-division students while also helping them to make well-informed choices about their academic and career paths.

Beginning in summer of 2016 a faculty working group will assess the content, expectations, and student learning outcomes in gateway courses and coordinate common pre-requisites into shared pathways. Faculty leads from the relevant departments will then redesign introductory courses to emphasize relevant, active student learning, along with career and major exploration seminars that Causeways students will take together. We expect to pilot the Causeway in 2017-18 with two courses and one seminar each semester.

The Division of Undergraduate Education and Academic Planning is leading this effort, in collaboration with the Colleges of Health and Social Sciences (CHSS) and the College of Science and Engineering (COSE).

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**DUEAP: Who Are We?**

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