



UCSB CROSSROADS:

**INTEGRATING INTERDISCIPLINARY RESEARCH
AND TEACHING IN GRADUATE EDUCATION**

A CALL FOR PROPOSALS

Deadline: January 16, 2015

Sponsored by:

Graduate Division
Division of Social Sciences
College of Engineering
Bren School of Environmental Science & Management
Office of Research

Division of Humanities and Fine Arts
Division of Mathematical, Life, and Physical Sciences
Gevirtz Graduate School of Education
Office of Instructional Development

Introduction

UCSB Crossroads aims to provide doctoral students with a year-long interdisciplinary research experience that is then extended into the undergraduate classroom through curriculum development and closely mentored teaching. The program is titled *UCSB Crossroads* because it allows for multiple intersections: of disciplines; of research and teaching; and of faculty members, graduate students, and undergraduates. UCSB Crossroads is sponsored by the UCSB Graduate Division, together with the Office of Research, the Office of Instructional Development, and the Deans of the College of Letters and Science, the College of Engineering, the Gevirtz Graduate School of Education, and the Bren School of Environmental Science and Management.

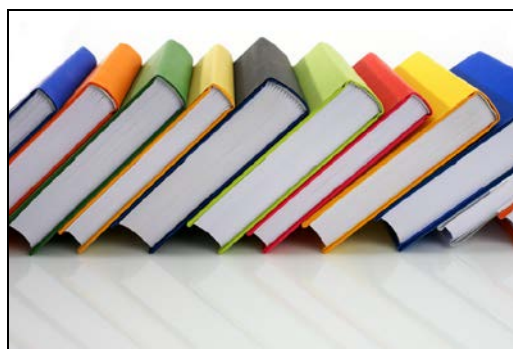
The central idea behind UCSB Crossroads is that faculty members and doctoral students collaborate on one or more year-long research projects through the auspices of a team-taught graduate seminar; the research then gets translated into the undergraduate classroom (or, for appropriate fields, the professional Master's classroom). Thus, a goal of the Crossroads program is to enhance undergraduate learning through the infusion of research into the curricula.

Crossroads projects should involve three (or more) faculty members from at least two departments. Each project will provide one year of support for three to five doctoral students as Crossroads Fellows. For two quarters they will

receive fellowship support from the Graduate Division and for one quarter they will be supported as TAs or Associates, with funding provided by the Dean of the participating academic College or Division.

Proposals should be submitted via email to graddeans@graddiv.ucsb.edu, no later than 5 p.m. on Friday, January 16, 2015.

Any questions about this call for proposals, the proposal preparation process, and whether a particular project is likely to be suitable for support under this program should be addressed to graddeans@graddiv.ucsb.edu. Proposers are also encouraged to discuss potential projects with the dean of their division, school, or college.



Program Description

The research seminar will be year-long, allowing for in-depth cross-disciplinary study. All three faculty members will fully participate during all three quarters. Seminars should be open to enrollment by (and attractive to) other graduate students, in addition to the Crossroads Fellows. The seminars should provide educational benefit to the students as part of their training as scholars and educators, and should fully engage the



students in the conceptualization, design, execution, and presentation of the research. Projects should be able to be fully completed within three quarters, with deliverable outcomes due by the end of spring quarter.

The project requires the Fellows to extend the research into the classroom for one quarter of teaching. This could be done in a number of ways and may involve multiple courses. Some interesting ideas include:

- Students acting as TAs in an established course taught by one or more participating faculty members;
- Students acting as TAs in a new, large lower-division GE course that is topic-driven and allows exploration of the topic from a range of disciplines;
- Students serving as Associates for advanced undergraduate seminars;
- Students serving as TAs in courses designed for professional Master's students.

Proposers are encouraged to be innovative and to consider other alternatives. Proposals will be judged in part on their level of predicted impact on undergraduate and professional Master's education at UC Santa Barbara. Successful proposals will demonstrate

careful articulation between the research seminar and the undergraduate classroom and include a plan for curriculum development and teaching mentorship. The timing of the teaching quarters should be justified in regards to the goals of the project; if any of the teaching is early in the project, explain how the objective of infusing research into the classroom will be met.

Research Component

- Projects must be *topic-driven*, *innovative*, and *collaborative*, bringing together diverse faculty and students. There should be a clear statement of the added value of having team members working together. In some cases projects might lead to a single co-authored work; in other cases participants might produce multiple works that are coordinated and cross-referring around a common theme or problem. In the latter case, the proposal should describe how conceptual integration and active collaboration will be maintained among all participants. The research performed by the Fellows should be substantially additional to the dissertation work they would already be doing under the direct guidance of their individual faculty advisors. Priority will be given to broad-based interdisciplinary projects of interest to students from multiple departments.
- Projects may be associated with current research centers or focus groups, but this is not a requirement. Projects based upon existing collaborations should demonstrate that they are doing

something substantially new (e.g., engaging another discipline, addressing a new question, etc.).

- Projects may be seen as seed grants that feed into competitions for extramural funding. Potential long-term campus impacts should be discussed in the proposal.
- Up to \$3,000 per project may be available for program support related to the research area. For example, projects might request funds to bring invited speakers onto campus to participate in the seminar and give a public lecture, to rent film or other media, or to support activities that allow for the dissemination of the results of the research to the wider community. Such programs should both directly benefit the students in the course and provide a public event or events that will be interesting to a substantial campus audience. These funds can be requested as part of the proposal, if desired activities are known; alternatively (or additionally, up to the total budget limit), such funds can be requested during the project year as the faculty and students collaborate to refine the project. Any funding request must be accompanied by a budget justification that describes how the funds will be used and how that use will enhance the educational goals of the project.
- Up to \$1,000 per Fellow may be available to support research activities associated with the project (these can be pooled to assist an entire project). These funds can be requested as part of the proposal, if desired activities are known; alternatively (or

additionally, up to the total budget limit), such funds can be requested during the project year as the faculty and students collaborate to refine the project. Any funding request must be accompanied by a budget justification that describes how the funds will be used and how that use will enhance the research goals of the project.

- Proposers are encouraged to discuss their project ideas with their department chairs and divisional deans, as well as with the dean of the Graduate Division.

Faculty and Fellows

- Three faculty members – from at least two different departments – must serve as primary instructors. The three-quarter research seminar is year-long and team-taught; participation counts as one course for each faculty member’s teaching load. The undergraduate course may also be team-taught, if justified by projected enrollments.
- If any faculty member has substantial administrative duties or is already on a teaching overload, describe how his or her participation in the Crossroads project might be impacted by the existing workload.
- Each project can support three to five Crossroads Fellows, who are enrolled in Ph.D. or MA/Ph.D. programs.¹
- The number of Fellows must be aligned with the projected enrollment in the undergraduate/professional-masters course(s), such that the TA:student ratio is

¹Both P1 and P2 status

comparable to the norm for classes in the department/college/division.

- Graduate students already slated to be supported through central fellowship funds may participate as Fellows. During the third quarter of the year, they will be expected to hold a teaching position and their third quarter of fellowship support will be shifted to the following year.
- Fellows will be selected by the faculty members subsequent to receiving the award, following a selection process to be described in the proposal. Proposals should demonstrate the availability of appropriate graduate students, bearing in mind that the students need to meet all the requirements for central fellowship eligibility,² in addition to having academic interests that match the topic of the project. Also be cognizant of the fact that each Fellow needs to be qualified to teach one of the undergraduate or professional master's courses, and that the TA and Associate allocations may be restricted to students from the same college or division as the course.
- The research projects should be designed to function as significant components of the Fellows' graduate programs, so should complement and fit well into the structure of the graduate requirements of the home departments. In some cases the courses might count toward the students' degrees, in others the

² See <http://tinyurl.com/gdeligible> for details. In brief, students must be in good academic standing (<http://tinyurl.com/gdstanding>), be registered in at least 8 units per quarter, and not be on leave of absence.

research might form the backdrop for theses or dissertations, result in qualifying papers, or establish the research background that is likely to lead to such work. Due to differences in patterns of research engagement across disciplines, Crossroads Fellowships might be appropriate at different stages in student careers. Proposals should state the level of anticipated Crossroads Fellows and why the fellowships will be beneficial for students at the proposed stage.

- Crossroads Projects should contribute to the Fellows' growth as professional scholars, and lead to work appropriate for conference presentation and/or potential publication.

Proposals should include a plan for the professional development of the Crossroads Fellows. For example, they might integrate student presentations into the design of the seminar, include plans to develop graduate writing skills within the disciplinary genre, incorporate funding searches and instruction in grant writing, or identify conferences or other venues for research presentation. Proposers are encouraged to contact graddeans@graddiv.ucsb.edu to discuss how to integrate resources currently being offered by the Graduate Division into the professional development plan.

Teaching Component

- Proposals should address the thematic articulation between the research seminar and the proposed undergraduate or Master's courses, as well as the integration of research and teaching.

- Not all Fellows in a given project are required to have the same teaching experience. For example, a more advanced graduate student might be an Associate, while more junior fellows serve as TAs.
- Funds can be requested for up to \$1,000 to be used for development of new curricula, pedagogical models, or undergraduate research projects. Proposals that integrate innovative pedagogies and foster active student learning outcomes are strongly encouraged. Examples might include, but not be limited to: case-based learning, projects, and team-based learning. These funds can be requested as part of the proposal, if desired activities are known; alternatively (or additionally, up to the total budget limit), such funds can be requested during the project year as the faculty and students collaborate to refine the project.
- The proposal should describe the general topic of the course(s) and the types of pedagogical innovations that are expected to be developed.
- If the project requires the creation of a new course, it is the responsibility of the faculty PIs to get the course approved and, if appropriate, designated as satisfying a General Education requirement, once they are notified of the award.
- It is expected that faculty and Fellows will collaborate on identifying, planning, and developing the instructional enhancements and pedagogical innovations for the course(s). This should include developing a plan to evaluate the effectiveness of these enhancements and innovations; groups are encouraged to meet with staff from Instructional Development for assistance in formulating effective evaluations.
- Proposers are encouraged to discuss new course ideas with Carl Gutiérrez-Jones (Acting Dean of Undergraduate Education for the College of Letters and Science), Glenn Beltz (Associate Dean for Undergraduate Studies in the College of Engineering), or Satie Airamé (Assistant Dean for Academic Programs in the Bren School), as appropriate.
- If new courses will be created, or TA commitments to existing courses will be expanded, then the proposers should discuss their plans with the relevant divisional or college dean(s) as well as their department chairs.

Evaluation

- Each set of PI's will be required to submit a final report on the project, including lists of research outcomes, statements of how the project contributed to the Fellows' growth and professional development, sets of course materials and/or description of student projects coming out of the course, description of pedagogical innovations, and course evaluations for the graduate and undergraduate courses. Any plans to continue research in the project area and/or to build on the collaboration should also be discussed, together with any long-term campus or broader impacts.

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PROPOSAL COVER SHEET

PROJECT TITLE: _____

FACULTY PI # 1

NAME: _____ EMAIL: _____

DEPARTMENT: _____ CAMPUS PHONE: _____

FACULTY PI # 2

NAME: _____ EMAIL: _____

DEPARTMENT: _____ CAMPUS PHONE: _____

FACULTY PI # 3

NAME: _____ EMAIL: _____

DEPARTMENT: _____ CAMPUS PHONE: _____

EXPECTED NUMBER OF CROSSROADS FELLOWS: _____

SPRING COURSE

TITLE: _____

CHECK ONE: EXISTING COURSE NEW COURSE

GE COURSE (Y/N)? EXPECTED ENROLLMENT _____

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PROPOSAL NARRATIVE

Please address the following areas in your narrative:

1. **DESCRIPTION OF RESEARCH COMPONENT** (*2 pages max*). Describe the topic, the format of the research collaboration, and the deliverables to be produced. The proposal should make the case for why this is an important topic and an innovative approach, and why it benefits from collaboration. How do the faculty complement one another with regard to their topical and methodological expertise? What roles will the faculty and fellows play in the research project? How will they ensure that the deliverable is produced on time?
2. **LINK TO GRADUATE EDUCATION OF FELLOWS** (*1 page max*): How will the graduate education of the Fellows be enhanced by participating in the project? (Please address both intellectual development and professional training.) Will their work on the project contribute to their dissertation or other graduate milestones?
3. **DESCRIPTION OF UNDERGRADUATE/PROFESSIONAL MASTER'S COURSE COMPONENT** (*1 page max*): If a new course, describe the goals of the course; if an existing course, describe how it will be modified. How does the course integrate with the research goals of the project? How will undergraduate teaching be enhanced? Provide a brief curriculum plan. In addition, discuss the curricular impact of the course and list any course requirements that it will fulfill. Provide justification for TAs based on projected enrollments and discuss the extent to which the TA:Student ratio fits divisional or college norms.
4. **A DESCRIPTION OF THE PROCESS BY WHICH FELLOWS WILL BE SELECTED**, and an indication of the total number of graduate students who are likely to be interested in the course.

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PROPOSAL CHECKLIST

Be sure to include the following in your proposal:

- Cover Sheet
- Narrative proposal
- 2-page CV from each faculty PI
- Letters from all associated department chairs confirming that the Crossroads course will be part of each faculty member's teaching load for the 2014-15 academic year, requesting TAs in cases where they are not already part of the department's normal allocation for an already existing course, and committing NRST for the Fellows in their TA quarter if required. If new TAs are being requested, the chair's letter should justify this enhancement of instructional resources, evaluating the likely enrollment, and discussing the role of the course within the department's overall curriculum.
- A budget for curricular development, research funds, or program support, if applicable. Include both the amounts requested and a justification.

Assemble all pieces of the proposal into a single document (PDF or Microsoft Word), and submit via email to:

graddeans@graddiv.ucsb.edu, no later than **5 p.m. on Friday, January 16, 2015.**

Any questions about this call for proposals, the proposal process, and whether a particular project is likely to be suitable should be addressed to graddeans@graddiv.ucsb.edu.