

Application for UCSC DCG Funds
Submit to the Academic Senate Office, c/o Susanna Wrangell
(swrangel@ucsc.edu)
by December 19, 2014 or March 20, 2015

Proposals must be approved by the department or program chair and Dean. They are due in the Academic Senate Office by Friday, December 19, 2014 or March 20, 2015 at 5 p.m. submitted by email to swrangel@ucsc.edu.

1) Proposed title for Disciplinary Communication Grant (DCG)?

Teaching Support and Assessment for Pilot Version of "History 100: Skills and Methods"

2) Department/Program:

History

3) Amount requested:

Pilot Year with 1 Quarter Support of History 100	\$11,508.19
Pilot Year with 2 Quarters Support of History 100	\$23,016.38
Pilot Year with 3 Quarters Support of History 100	\$34,524.57

4) Number of students affected:

All newly declared History majors (100-130/year)

5) Overview of the program's DC requirement:

Currently the History Department's DC requirement is fulfilled when majors take one or more exit seminars, or more rarely, when students pursue the two-quarter senior thesis option.

6) What is proposed?

In addition to the exit seminar, the department plans to add another disciplinary writing course to serve as the gateway to the major. The department has found that our students enter the major needing very basic training in writing and research, and accordingly find it difficult to work at the advanced level preferred for exit seminar or thesis courses. To nurture disciplinary practices from an earlier point, we have decided to develop a "History Skills and Methods" course that will be mandatory for all newly declared majors from fall of 2015. In this course, rather than focusing on historical content tied to a particular time

or place, as most history courses do, History 100 will focus on skills: formulating research questions, finding and analyzing primary sources, building bibliographies, and citing sources appropriately.

In the critical initial year of this foundational course, which would be offered once a quarter, we propose hiring additional graduate teaching assistants, one per course. These teaching assistants would play the following crucial roles: 1) support the instructor in providing close and frequent guidance and feedback on writing and basic research skills; 2) help assess effectiveness of online teaching modules for citations and research currently under discussion with librarian Annette Marines; and 3) contribute to an assessment process needed for pedagogical improvement and determining the most effective long-term labor arrangements. Given the importance of the professional training this would offer graduate students, we propose the title "Teaching Fellow" for these students, so their contributions can be highlighted on their CVs. Said teaching fellows would be selected based on an evaluation of the strength of their writing skills by a sub-committee composed of the faculty instructor and members of the Undergraduate Education Committee.

7) What problem will this proposal solve?

Close work with students early in their major is the objective, labor resources are the problem, and both concerns drive the proposal above.

While the department supports making History 100, the Skills and Method course, mandatory for all majors, it is concerned about sustainability in terms of labor. We would like to keep the course size down to the 30-40 student range in order to maximize attention and feedback for the students. Since this course will be serving from 100-130 students a year, this means the course should be offered three times over an academic year. The proposed structure adheres to the pedagogical principle that small classroom engagement at an early stage lays the groundwork for later success.

The pilot period for this course is one that will demand a particularly high level of labor investment, as we will need to engage in both instruction and close assessment of effectiveness. In order for our pilot Skills and Methods course to get off the ground quickly and effectively, additional labor resources are essential, yet faculty are already pulled in many different directions and teaching assistantships for the department are decreasing in the coming year.

8) How does the DC fit within your program's learning outcome goals?

The History Skills and Methods course will foster basic research skills and disciplinary writing for all History students, which they will continue to develop in all their upper division classes and exit seminars.

9) Detailed budget: (you may attach additional spreadsheet)

Table A: Costs For One Teaching Assistant

California tuition	\$3740.00
Campus fees	\$355.86
Health insurance	\$1233.00
Teaching assistant salary	\$6179.33
Total for 1 teaching assistant	\$11,508.19 (CA resident)

Table B: Scalable Cost of TA Support for History 100 (Skills and Methods)

His 100 Pilot Year	First Quarter	TAship cost	\$11,508.19
His 100 Pilot Year	Second Quarter	TAship cost (cumulative)	\$23,016.38
His 100 Pilot Year	Third Quarter	TAship cost (cumulative)	\$34,524.57

10) Assessment plan. How will the effectiveness of this change be measured?

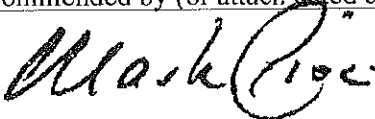
History's Undergraduate Education Committee will annually assess the Skills and Methods course as follows:

- Debrief with course instructors and teaching assistants
- Assess coursework produced by the students through departmental rubrics
- Assess students with survey forms for one to two years
- Consult with Writing Program, library, and potentially COT, regarding shared concerns

11) Sustainability. How will this innovation be continued without DCG funding?

As the university increases enrollments and our department further develops its transferable skills component, our sustainability depends on access to teaching assistants, whose engagement in both instruction and assessment during the formative period of this new foundational class will be invaluable for its long-term success. The more support the project has in the initial stage, the easier it will be for the foundational instructors to think through how to make it sustainable in the long run.

Recommended by (or attach dated email approval):



Dept. Chair or Program Director

12/18/14

Date

W. A. Lerman
Dean

12/18/14
Date

Approved by CEP October 15, 2014