Strengthening the Core (SCORE)  
Academic Innovation Funds  
Promoting Innovation in Graduate Education

https://vpge.stanford.edu/fellowships-funding/score

**SCORE** **Academic Innovation Funds** help faculty and graduate students scrutinize long-existing practices and test new approaches for graduate education. Among the emerging challenges are reconfigurations of disciplinary boundaries, shifting demographics of the graduate student population, and new technologies that change the way knowledge is shared and developed. Additional financial resources can support the reflection and experimentation necessary to respond effectively. We also continue a pilot program to provide support to create new courses or redesign existing credit-bearing academic courses. Courses must be primarily for graduate students and advance innovation in graduate education. See the webpage for detailed information regarding applications. Proposals for new **SCORE** awards will be considered on a rolling basis as needs emerge.

**Prior ****SCORE** projects are listed alphabetically by department or program:**

**Anthropology:**

**Supporting Empathy Lab (Anthro 379) Course**
This interdisciplinary arts/anthropology course introduces social science and humanities students to hands-on methods from visual and performing arts. This lab-based class examines the ways in which various disciplines and art forms conceive of, and tell stories about, the experiences and stories of others. [2014-15; 2015-16]

**Culture, Minds, and Medicines Seminar Series**
Interdisciplinary seminar about human health and suffering involving faculty, students, and postdocs from the School of Medicine and several Humanities & Sciences departments, combining humanistic and scientific perspectives on research and the nature of data. [2016-17]

**Applied Physics:**

**Special-Purpose Equipment for Interdisciplinary Lab Course**

**Modernizing Applied Physics 305 Nonlinear Optics Laboratory**
Design and build an optical frequency comb laboratory module to provide students hand-on experience with this Nobel prize-winning experiment and techniques. [2012-13]

**Biology:** **TA Training, Mentorship, and Small Grants for Students’ Research**
(1) Implemented a comprehensive program including TA Training, a TA Handbook, student peer mentoring, and panel presentations. (2) Created a small grant competition for first-third year students, freeing students’ dependence on advisor’s funding for tangential, but novel lines of research. [2008-10]

**Biomedical Informatics:** **Development of New Course on Data-Driven Medicine**
Piloted the innovative use of cloud computing on the Amazon EC2 platform for a computationally-intensive course (BIOMEDIN 215), using a large public health data set of Medicare data. [2011-12; 2016-17]

**Biosciences Cluster:** **Redesign Biosciences Graduate Curriculum**
Support for students working with the Faculty Committee on the redesign of the biosciences curriculum, such as creating mini-courses, interdisciplinary courses, and career development workshops. [2012-13]
Center for Spatial and Textual Analysis (CESTA):
“Humanities + Design” Research Lab
Participation by graduate students in the Mapping the Republic of Letters project, including mentoring undergraduates. Costs shared with Schools. [2012-13; 2013-14]

Digital Humanities Graduate Research Fellowship
Support for curriculum associated with the year-long Digital Humanities Fellowship, specifically for guest speakers and for Fellows to travel to conferences to present their research. [2015-16; 2016-17]

Chemistry: Hands-on Career Development Course with Outside Speakers
Revived and improved a career development course to teach students about the range of career options for PhD chemists, assess paths most appropriate to their skills and strengths, and discuss issues specific to women, underrepresented minorities, and international students. [2008-09; 2009-10]

Civil and Environmental Engineering and School of Law: Roble Living Laboratory for Sustainability at Stanford (ROLLS) Initiative
Support for the launch of the ROLLS Initiative in Roble Hall, specifically support for the graduate student speaker series, Hard Earth (in partnership with Residential Education). [2016-17]

Division of Literatures, Cultures, and Languages (DLCL):
BiblioTech Program
Follow up activities from the 2011 BiblioTech Conference and support for the 2012 conference. The BiblioTech Program promotes the broader relevance of doctoral work in the humanities in the 21st century, specifically helping students pursue career paths outside of academia in the Silicon Valley. http://bibliotech.stanford.edu/ [2011-12; 2012-13]

Graduate Student and Faculty Collaborative Teaching in the Humanities
Graduate students collaborate with Stanford faculty members in the delivery of undergraduate courses in the humanities, coupled with a shared discussion about the teaching experiences and recent literature on student learning. [2013-14; 2014-15; 2015-16; 2016-17]

Graduate Symposium on Medieval German Studies
Support for graduate students to attend the Stanford and UC Berkeley hosted research symposium on medieval German studies, to take place May 2017. [2016-17]

School of Education: Educational Leadership Degree Program: Evaluation and Revisions
The Policy, Organization, and Leadership Studies (POLS) master’s degree program was evaluated. Assessed and improved curriculum, capstone project, duration of the program (currently 9 months), alumni support and recruitment of students. Possible spill-over effects on other GSE MA programs. [2008-09]

Emmett Interdisciplinary Program in Environment and Research:
Improving the E-IPER Joint MS Curriculum for Professional Students
Make curricular improvements to joint degree program for law and business students. Revise required course, Environmental Science for Managers and Policymakers (OIT 540) and develop a new required course, the Joint MS Capstone Seminar, in which students complete and present their final projects. [2009-10]

Navigating Interdisciplinary Waters
Develop and offer a series of workshops to help students be more effective pursuing explicitly interdisciplinary graduate programs. Topics include “The Interdisciplinary Job Market” and “Working with an Interdisciplinary Committee.” [2010-11]
English:

**Introducing PhD Candidates to Job Opportunities in Private Schools and Community Colleges**
Day-long mini-conference featuring community college and secondary teachers who hold PhDs, primarily from Stanford’s English Department. Included panel presentations and informal consultations between current students and panelists. Videos of presentations are online: https://english.stanford.edu/information-for/graduates [2011-12]

**How to Get a Postdoc Conference**
Mini-conference for humanities students on postdoctoral opportunities, including presentations on “The Postdoc and Current Career Patterns” and “The Postdoc Application and Selection Processes” featuring a variety of outside speakers. Videos of presentations are online: https://english.stanford.edu/information-for/graduates [2012-13]

**Landing a Job at a Liberal Arts College**
Half-day mini-conference on how to effectively apply for faculty positions at teaching-focused and liberal arts colleges. Videos of presentations are online: https://english.stanford.edu/information-for/graduates [2014-15]

**Graduate Seminar Technology Consultant**
Technology consultant for graduate seminar in Transnational American Studies. [2012-13]

**Redesign Graduate Student Professional Development in Light of Diversifying Job Market**
Redesign department’s “Introduction to Graduate Studies” course and develop programs for students to explore a variety of career options to respond to the diversifying job market for humanities’ PhD students. [2013-14; 2014-15]

**Preparing Future Professors: Teaching Mentorship Exchange for PhD Students**
Graduate students matched with faculty mentors at San Jose State University from their fields, whom they shadow for one quarter. Students meet weekly in a practicum seminar. Costs shared with School and Center for Teaching and Learning. [2012-13; 2013-14]

**Writing Intensive Seminar in English (WISE)**
For graduate student WISE mentors to develop and teach a required course for English majors designed to develop their skills in writing, research, and literary analysis in a small group. Provides a key part of English graduate student training and professionalization. [2015-16]

**Environmental Earth System Science: Core Course Development**
Development of course in core curriculum, Measurement in Earth Systems, integrating classroom, field and laboratory settings. [2012-13]

**Geophysics: Graduate Student Education in Geophysics: Rethinking the Curriculum**
(1) Developed a single, year-long team-taught course in which most faculty participate. Brings new students from divergent academic backgrounds up to appropriate level. (2) Explored alternatives for qualifying exam. [2008-09]

**History: Creating Your Research Agenda**
Workshop for advanced humanities doctoral students to develop and explain long-term research agenda. [2014-15]

**Humanities and Arts Cluster:**

- **Humanities PhD Journalist Project**
  Provide humanities graduate students training in writing general-interest news stories and outlets for publishing stories in campus outlets such as the Stanford Report. Costs shared with School. See http://shc.stanford.edu//humanities-phd-journalist-project [2012-13; 2013-14; 2014-15; 2015-16; 2016-17]
**Humanities House Graduate Student Facilitators**
A pilot for graduate students to serve as facilitators of undergraduate workshops and discussion groups in the new humanities-focused dorm, Humanities House. [2015-16; 2016-17]

**Immunology: Immunology Boot Camp**
Restructure orientation for new doctoral students in immunology with an intensive week-long program. [2012-13; 2013-14]

**Law: Stanford Colloquium on Incarceration and Crime**
Launch the Stanford Colloquium on Incarceration and Crime, a monthly convening of faculty and graduate students from a variety of departments who have an interest in criminal justice issues; led by the Stanford Criminal Justice Center. [2015-16]

**Linguistics:**
- **Graduate Curriculum Review and Revision**
  Overhauling the graduate curriculum to reflect the new empiricist direction of the field. Bringing in several distinguished visitors to help in curriculum redesign. Visits bookended by two half-day departmental retreats. [2008-10]
- **Gender in X: Where X is Linguistics**
  Monthly discussion group for women graduate students about issues related to academic careers. [2012-13; 2013-14]

**Modern Thought and Literature: Interdisciplinarity in the Disciplinary University Conference**
Mini-conference featuring MTL alumni working as university faculty speaking on the complexities of positioning interdisciplinary projects in the current academic climate. [2014-15]

**Music:**
- **Symposium: Pedagogical Praxis and Curricular Infrastructure in Graduate Music**
  Two-day symposium to analyze current state and consider reform of graduate music composition pedagogy. Featuring distinguished faculty from around the country presenting formal papers as well as informal. Presenters also served as jurors in a master class with Stanford graduate student composers. [2011-12]
- **NeuroMusic Laboratory Course Development**
  Develop materials to use the new NeuroMusic lab for teaching about neuroscientific research in music cognition, music-related rehabilitation, and education. The interdisciplinary courses (Music 215 & Music 415) integrate motion data for behavioral observation and audio-visual feedback. [2013-14]
- **Fundamentals of Computer-Generated Sound: Core Course Revision**
  Revise first course of 3-course core sequence to accommodate and challenge students with a wide range of backgrounds. [2014-15]

**Neurosciences Institute: Writing Collaboration Between NeuWrite West and the Neurosciences Institute**
For graduate students to work with professional writers and writing coaches to write articles and blog pieces about Neuroscience Institute research, based on interviews with faculty. [2015-16]

**Philosophy: Graduate Education in Philosophy: Self-study & Identify Implications**
(1) Self-study of the graduate program led to a plan for next steps. (2) Pilot of a dissertation seminar for students in the fourth or fifth year in which advanced students presented their work to each other. [2008-09]
**Political Science: Graduate Laboratory for the Study of American Values**  
Supporting survey research conducted by graduate students in several social science fields on values and attitudes of the American public through creating the omnibus Stanford Survey of American Values to which students can insert questions. Provide methodological training through courses. [2012-13]

**Psychology:**  
**The Psychology of Pedagogy: The Scholarship of Teaching and Learning**  
Develop “Psychology of Pedagogy” course for Winter Quarter 2014. Students will work in teams to develop original research proposals designed to test specific hypotheses related to pedagogy. Small research grants awarded to some teams to carry out projects subsequently. [2013-14]

**Teaching Development Workshops**  
Ongoing series of workshops and peer support to improve teaching skills (e.g., course & syllabus design, leading effective discussions, building a teaching persona) and professional development topics (writing teaching statements, applying teaching experience and skills to jobs within and outside of academia). [2014-15]

**Public Policy: Integrating Science, Technology and Policy Education**  
Creating quarterly science policy roundtable discussions to build relationships between graduate students in STEM fields and policy practitioners. [2014-15; 2015-16]

**Sociology: Innovative Research Training via Projects & Collaborative Workshops**  
(1) Developed 5-6 weekly workshops taught jointly by groups of faculty to promote collaborative mentoring. All grad students are required to participate in one or more workshops. (2) A competitive research funding pool of modest start-up funds for projects that help students connect with more faculty members and explore possible dissertation projects. (3) Department-wide conference at which students on the market present mock job talks. [2008-10]

**Stem Cell Biology and Regenerative Medicine: Development of Core Course**  
Development of didactic and lab-based course, Stem Cells in Human Development: From Embryo to Cell Lineage Determination (StemRem 201) aimed at providing comprehensive information in an interactive, team-building environment that uniquely combines hands-on laboratory exploration with rigorous theoretical frameworks. [2012-13]

*Updated November 2016*