

Duke University

Arts & Sciences Council Minutes

Meeting #4 (December 10, 2009)

Welcome

Council Chair Ruth Day called the meeting to order.

Minutes

- Updated copy of November minutes provided
- No additions or corrections
- Minutes approved

Updates & General Information

ECASC Vote Results

- Congratulations to Sharon Holland
- She represents the Humanities on the Executive Committee of the A&S Council (ECASC)
- Her primary appointment is in English (plus African and African American Studies as well as Women's Studies).

A&S Priorities Poll – Follow-Up

Follow-up on topics with high priority ratings in the Priorities Poll:

- 1) Informal conversation hour after the meeting today
- 2) Student Research Support – presentation today
- 3) A&S Budget & Priorities Committee – update soon

More to come. Other suggestions welcome.

Pass/Fail Proposal

Since last Council meeting

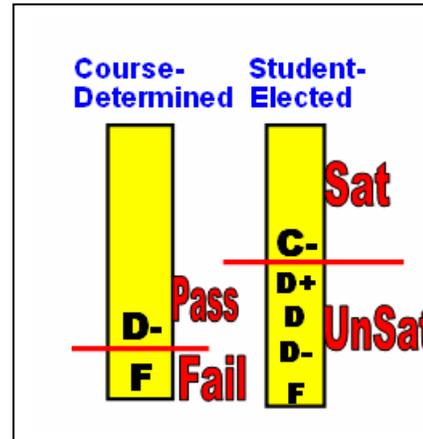
- Discussions about remaining issues with ECASC, 5 academic deans, Registrar, Duke Student Government, faculty, Academic Standards Committee chair
- Status of loose ends discussed last time:
 - some issues resolved with high agreement
 - other issues not resolved, need more work
- New issues emerged; require policy decisions, not just implementation decisions

Remaining Issues

1) Number of non-graded course systems

- Having both the current P/F and new S/U system is confusing

- Especially since they have different properties
- e.g., cut-off of getting the “bad” grade:



- Question: could we have a single system for both course-determined and student-elected courses?

2) How a “U” gets counted in the GPA

- Not specified in the proposed policy
- Several ways to do this
- Grading policy must be determined by faculty

3) New Policy vs. Underload Policy

- Sample problem (of several):
 - a given student might want to take a course-determined P/F, student-determined P/F, and an underload in the same semester
- Possible implications include general academic standards, continuation requirement, transcript weakening

Next Steps

- The Academic Standards Committee will:
 - be reconstituted (streamlined version)
 - focus on 3 main issues (listed above)
 - provide revised proposal in February
- Final Council vote in February or March, in time for student bookbagging for fall semester classes
- Thanks to Peter Feaver, committee chair for going forward with the new plan
- Thanks for all who have worked on this complicated issue

On the Horizon

Several initiatives are under discussion. Some or all may come before the Council in the future. Here is a brief preview.

Expanded Council

- This is the Arts & Sciences Council
- We focus on both undergraduate and faculty issues
- Other units have undergraduate majors, e.g.,
 - Nicholas School of the Environment
 - Sanford School of Public Policy
- The interests of majors in other units are not represented on the Council
- Therefore we are discussing adding faculty representatives from these units to the Council
- They would vote only on undergraduate issues
- Coming soon – proposed bylaws changes, to include these new representatives

QS Review

- Quantitative Science (QS) is one of several course codes
- Is it working as originally intended?
- A subcommittee of the Curriculum Committee is being formed to examine how QS is working

China Initiative

- The Fuqua School of Business is going forward with a program in China
- There are no plans for an undergraduate program at this time, but may be considered in the future

Student Research Support: Current & Future Status

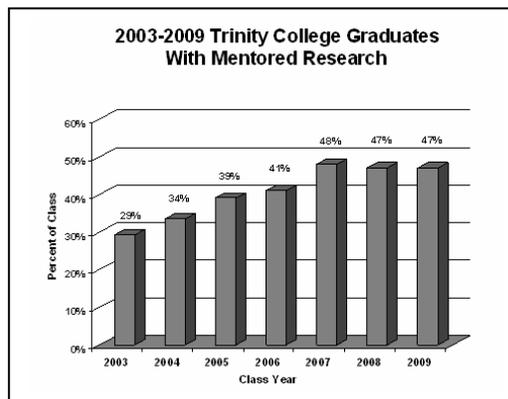


Mary Nijhout
Senior Associate Dean,
Trinity College

We have been monitoring undergraduate research since the beginning of Curriculum 2000. Research independent studies were initiated with Curriculum 2000. Prior to that we had independent study, not necessarily research. We count the number of students in research independent study those who have received a research award or participates in a research program offered here on campus by one of our departments or by my office, the Undergraduate Research Support Office.

Mentored Research

Here are results for the percent of each graduating class that participated in mentored research -- not just taken a methods course but actually been involved in independent study with a faculty member or received a research award with a faculty sponsored research project. The goal was set in 2003 to reach 50% of the graduating class. In 2002, we had 15%. Now we are not yet to 50% but we have come close.



I was hoping that the new initiative with graduation with distinction outside the major might push this up to 50%. This year we only have two students in that program so it is not going to get us there. We count enrollments in independent studies, winning an undergraduate research support award, or some sort of fellowship.

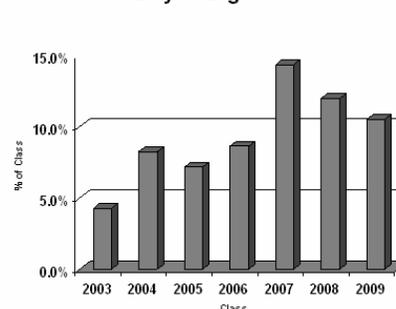
Mentored Research by Division

For data by first major, Humanities rose consistently to 2007, Natural Sciences started high and continued to grow, and Social Sciences also grew. But 2008 was a problem. We did not see that progressive growth we had hoped to see. Maybe this is due to something that happened in the summers. [Additional details in slide set posted on the A&S Council website for this meeting].

Summer Research

There had been growth in summer research participation (fostered by funding we obtained from various grant proposals). But when "Duke Engage" started, almost all of our summer programs saw a reduction in the number and quality of applications. We have not seen that rich summ

Summer Undergraduate Research Involvement
Trinity College Students



Research Contexts

For the class of 2008, 47 percent of the class had had at least one mentored research experience. 32 percent had had that experience only in courses – independent study, a senior thesis, or a distinction course. 2% of the class

had their research experience outside a course -- one of the fellowship programs or another kind of research experience. 13% has actually had a tandem approach, a program or fellowship combined within dependent study.

Funded Research Programs

These funding programs prolong the research experience. They help the students get started on a really rich research experience, continue it with funding, and continue it probably in the senior year with Graduation with Distinction. Even though the bulk of the undergraduate research is done within a course context, the research programs that we offer are important for the students and are important for our goal of reaching 50% of the class.

To encourage these projects, we offer assistance to faculty to hire students as research assistants. Several departments do this on their own and the Undergraduate Research Office offers up to \$400 a semester to hire a student assistant. And a faculty member can hire more than one such assistant. Sometimes the funding goes to a lab for supplies or it might go to an art project that needs special printing or something. Typically grants are less than \$1000. In the summer, we are more generous. We try to provide funding so that a student can live in place while they participate in their research. Some students use these projects to travel abroad if appropriate to their work. Here funding levels are around \$1500 to \$3000.

We also invite students to join group programs such as the Howard Hughes program that invites 25 students into an 8 week biomedical research project. Here funding has usually been in the range of \$3000 to \$5000. These kinds of programs early in a student's career can lead to a 3 -4 year experience and that student can become a very productive researcher.

Sources of Funded Programs

There is great diversity in programs [see Appendix and slide set on the A&S website], from both Duke (e.g., our academic advising center, institutes, centers, and departments) and national sources (e.g., National Science Foundation REU grants -- Research Experience for Undergraduates).

Duke Endowment Funding

For the last four years, Arts and Sciences has been the recipient of a generous grant from the Duke Endowment for enhancing undergraduate education and a large piece of that grant is reserved for undergraduate research projects. (Former Dean) Bob Thompson invited students to apply for these funds to increase the percentage of majors in research.

Department Programs

Departments have developed very creative ways to increase research opportunities for their students (e.g., methods courses, expanded senior distinction seminars, paid mentors from the professional schools). For example, Psychology & Neuroscience has been hosting 30 students per summer in a program where undergraduates are mentored by graduate students who are mentored by faculty (an idea originated by Math and Chemistry). Those of us who administer the programs are in good communication to insure consistency and coherence across departments and programs.

Council Discussion

Beth Holmgren (Slavic and Eurasian Studies): How competitive are the summer research grants?

Dean Nijhout: For the undergraduate research support dean's fellowships? We don't get enough applicants, especially since 2007. We gave 30 to 40 awards last year for maybe 80 applicants. We had some study abroad funding that we did not use.

Leslie Digby (Evolutionary Anthropology): Could you speak on the status of the Duke Endowment as well as the URS funds?

Dean Nijhout: The Duke Endowment funds have specifically paid for department based projects. They also contribute to the undergraduate research support program. That grant was supposed to terminate this year. We hope that it might continue for another year. We have pending renewal on the Howard Hughes grant. We were just refunded on our Mellon grant. We expect to have provost funding for another year out of the strategic initiative program.

David Malone (Program in Education): Could you say a little about what you perceive to be the benefits of undergraduate research for the undergraduate student. Is there a recognizable pattern for the students who do this post graduation? What about students who win national awards?

Dean Nijhout: I am going to answer first from the perspective of the University. It does not make sense for

students to enroll in a research university without engaging in that activity. The institution is not doing its undergraduates any good to exclude them from the faculty scholarship that is going on. From the student's point of view, the benefit is in the independent work that is being done and the mentoring of the faculty. A student may begin research in a very dependent state. The goal is for that student to become less dependent through the mentoring process. It is one of the best learning experiences a student could have.

Ruth Day (Chair): We can have a personal commentary on that from Kendyl Tash.

Kendyl Tash (undergraduate major in Psychology & Neuroscience): Research has played a huge role in my undergraduate experience. I just filled out an application for an internship and it was the major item. It has provided me with a very unique skill set.

Steve Nowicki (Dean, Undergraduate Education): Thanks to Dean Nijhout for her accomplishments in this program. Not only are the numbers good, but the quality of the programs is good. How hard would it be to track research employment? About 1/3 to 1/2 of the students in my labs are on work-study. If you could track these kinds of endeavors, it might put you over that 50 percent level.

One of my goals is to track research employment. I have not been very successful. I came away from my early queries saying that there are not that many work-study research positions at Duke.

Lee Baker (Dean of Academic Affairs, Trinity College): There might be a way to get Duke to automatically record these.

Dean Nijhout

There are a variety of situations and these will be hard to trace.

Lee Baker: You can begin to see that undergraduate research is integral to an education at Duke. It is a signature piece and we continue to make it a priority. More importantly if you listen to the funding streams, the University has prioritized this through the Duke Endowment as well as the Provost's strategic initiative program. If you are trying to decide whether to go to a liberal arts college or a research institution, this is the type of program that pushes the boundary in education. We have been talking about education in the 21st century. It probably won't be the sort of classic lecture situation we have had. It's going to be

outside of the classroom. It's going to be on an individual basis. We are on the cutting edge of that.

Dean Nijhout has done an excellent job in leading these programs. Unfortunately for us, she is retiring and turning her attention to other tasks.

[Dean Baker also expressed his appreciation to Dean Nijhout for her support as he undertook his current position.]

[Blackboard](#)
[& the eLearning Roadmap](#)



Ed Gomes
Associate Dean,
Trinity Technology Services

Blackboard

Blackboard software is very popular and highly utilized on campus. It is a primary learning management system and I am here to talk about that. Here with me are Yvonne Belanger (CIT) and Samantha Earp (OIT), who do much of the work related to Blackboard. Also here is Lynne O'Brien (CIT).

The Blackboard license is due to expire in Spring 2012. We recently went through an upgrade to Blackboard 8 from Blackboard 6.3. The reasons for the upgrade are that we gained some functions and our old system had grown out of compliance in terms of having Blackboard support. The jump has been successful and I have heard no complaints about the upgrade. The upgrade brought the redesign of the grading center and also the discussion boards. If you go to the blackboard.duke.edu site, you will find information about these. People have responded that they are very happy about them.

Andrew Janiak (Philosophy): We tried to find out about uploading from the grade center to other systems and people at OIT and CIT had no idea how to do that. They said it is quite difficult. For me and the people I represent, this is a major concern. I am wondering if, in the future, we can simplify that.

Dean Gomes: Contact CIT at duke.edu. They are the people who should be able to help.

Lynn O'Brien (CIT): There is a way but it is complicated.

Ron Grunwald (Biology): Do you have any sense on Blackboard usage in terms of numbers or percentages? How many students log in to Blackboard on a daily basis? How functional and how useful is the system?

Yvonne Belanger (CIT): Most students are in at least one course that uses a Blackboard site. We looked at regular rank faculty over the past two years. In one study, we found about 80 percent of faculty turned on at least one of their sites to students. The courses that were not on Blackboard tended to be small seminars where it was easy to see why they might not need a course website. For the vast majority of undergraduate courses in Arts and Sciences and Engineering, Blackboard is useful. The professional schools also use it except Fuqua which has its own system. In a given semester, there are about 1600 or 1700 course websites represented in Blackboard that are active.

Lee Baker: I tried Blackboard 8. I am an end user. There are so many bells and whistles. Have we been able to leverage our assessment needs for the college with the many capabilities of Blackboard?

Yvonne Belanger (CIT): I think the answer is "no." Blackboard has a separate product which is meant to address that problem. We have looked at whether implementing that would be the right thing but it would mean implementing other parts of the Blackboard system that we are not interested in. This is something we should seriously look at.

Lee Willard (Senior Associate Dean): The University has adopted a system WEAVE online as its assessment tool throughout the university for various purposes so DUS's and administrators can use this system.

Lee Baker: Is there any way to tie these two systems together?

Lynn O'Brien (CIT): Both systems are proprietary and do not strive for compatibility. Each vendor wants to do the whole task for you. Looking to the future, Duke may want to have a system that has more developmental opportunities.

Ruth Day: Perhaps there should be a workshop to discuss this.

Next we would like to hear about the eLearning Roadmap.

eLearning Roadmap

Dean Gomes: When we talk about what is next with Blackboard, we want to put it into the context of elearning. What are the elearning tools that are being used on campus and where do we want to go with this?

Blackboard is going to want us to move to version 9. You think version 8 is complicated. Version 9 has a completely different looking interface. We are evaluating elearning technologies across the board. What are people doing now to do their instruction, to contact their students, to manage their data -- the whole story from presenting your content, to grading your content, to putting those grades into PeopleSoft.

What do people do on campus? We are gathering this information developing some user profiles from the student side and the faculty side to try to understand how people teach and learn here at Duke and then to make a recommendation to senior leadership. Should we be moving to Blackboard 9? Should we be using alternate technologies out there? We have been meeting with faculty and asking what they are doing and how they are doing it.

Samantha Earp (OIT): One of the things we want to do is not wait to the end of the year and in one fell swoop tell you this is what we hear. As we go through meetings with faculty and small group meetings in departments. we want to share what we are hearing. The handout we have given you is one take on the stories we have been given. It is important to have this engagement throughout the year and not just at the end.

Susan Rodger (Computer Science): One thing with Blackboard is that the materials are shielded from the rest of the world. A lot of people in computer science put our material on web pages so everyone can see them and see what we are doing with our class. We use Blackboard for putting up grades and things like that. Blackboard hides them. Remember that MIT, for example, is making all their courses open.

Dean Gomes: We have heard a lot about that particular issue in the conversations we have had. People are interested in presenting materials so the rest of the world can see them. Others will say "I don't want to share this with the rest of the world." We are trying to find a solution to support both of those needs. The question is can we get that to exist in a single tool or do we have to continue to support a hybrid model where if some things are public, this is where you put them, and for things that are private, this is where you put them. I am not sure that Blackboard 9 is any more capable of

supporting this. We have to find a solution that supports both needs.

Yvonne Belanger (CIT): Most faculty seem to have a desire to have some pieces of the course materials available to the outside for students who are course shopping or major shopping. So finding ways to have more granular control where one can say "I am fine with my course description and faculty profile being public but the rest of my course site I would like to have hidden." Some students will say "I want to be able to search Blackboard courses that I am not enrolled in and see whether I am interested in them." There are faculty who want to provide technology that facilitates that.

Another thing that can happen is faculty want the student work to be visible. They want to showcase student's work and they want people outside of the course collaborating with students in the course. They want tools to support that. If Blackboard 9 does not meet that need, then it will be a problem.

Luciana Fellin (Romance Studies): What happens to archived material?

Dean Gomes: Part of our timeline of deliverables is once we have made a recommendation and a decision is actually made, this group is going to work with the folks who manage those backend systems to figure out how to do the implementation and that includes what we do with existing data. Other schools have gone through this process. Some have said we are not going to migrate that stuff. We are going to ask you to go get it if you want it. Others have decided they wanted to migrate it all into the new system.

To learn more about these issues, go to <http://www.elearning.duke.edu>. We want to have as many meetings as possible to get your feedback.

Yvonne Belanger (CIT). You can also give feedback on the website.

Close of Meeting

Chair Ruth Day thanked everyone and adjourned the meeting. Informal discussion continued in an end-of-semester celebration and social hour.

Respectfully submitted,

Alan Biermann
Executive Secretary

Appendix (Dean Nijhout's Presentation) [more details in slide set on the A&S Council website]

Undergraduate Research Support Programs

<u>Award Name</u>	<u>Organization</u>	<u>#/Year</u>
<u>Dannenberg Awards</u>	Academic Advising Ctr (premajor)	10-15
<u>Asian/Pacific Studies Institute</u>	APSI (summer)	2-5
<u>Trinity College Research Forums- Biol. or Neural Sci</u>	Biology, Psych/Neuro, Trinity	30
<u>Jacqueline Anne Morris Memorial Fellowships</u>	Child & Family Policy	5
<u>Undergraduate Overseas Summer Awards</u>	DUCIS (summer)	~5
<u>Davies Fellowship Economics</u>	Economics	1-3
<u>Distinguished Research Assistantships</u>	Economics	Several
<u>Research in Practice Program</u>	Economics	Several
<u>Stay in Focus Follow-up Grant</u>	Focus	Several
<u>Global Health Fieldwork and Research Grants</u>	Global Health Institute	~20
<u>Summer Research Opportunity Program (SROP)</u>	Graduate School	~15
<u>Research Service Learning</u>	Hart Leadership Progr	~15
<u>Jim Bernstein Health Policy Scholars</u>	Health Policy	2
<u>Anne Firor Scott Award</u>	History	6
<u>Wilson Fund for the Support of Thesis Students</u>	History	Several
<u>Genome Sciences and Policy Fellowships (REU)</u>	IGSP (summer)	* 15
<u>Mellon Undergraduate Awards for Summer Research</u>	Latin Am & Caribbean St (summer)	12-14
<u>Latino/a Issues in United States</u>	Latino/a Studies	2
<u>Bookhout Research Scholarships</u>	Marine Laboratory	2
<u>Estuarine and Coastal Marine Sciences (REU)</u>	Marine Laboratory	* 3
<u>Rachel Carson Research Scholars</u>	Marine Laboratory	Several
<u>PRUV Mathematics</u>	Mathematics (summer)	5-6
<u>Organiz for Tropical Studies (REU)</u>	OTS (summer)	* 10
<u>Triangle Universities Nuclear Laboratory (REU)</u>	Physics/TUNL (summer)	* 10
<u>Ralph Bunche Political Science Inst at Duke (REU)</u>	Political Sci (American Pol Sci Assoc - summer)	* 20
<u>Pratt Research Fellows Program</u>	Pratt School of Egr	50
<u>Mechanisms of Behavior - Neuroscience (REU)</u>	Psychol & Neurosci (summer)	* 7
	* Program accepts non-Duke undergraduates	
<u>Benenson Awards in the Arts</u>	URS Office	20
<u>Mellon Mays Undergraduate Fellowships</u>	URS Office	10
<u>URS Assistantships (\$400/semester)</u>	URS Office	40
<u>URS Independent Study Grants (\$400/semester)</u>	URS Office	130
<u>URS Travel Grants (\$400 conference travel)</u>	URS Office	35
<u>Deans' Summer Research Fellowships</u>	URS Office (summer)	30-40
<u>Howard Hughes Research Fellows Program</u>	URS Office (summer)	25
<u>Howard Hughes Vertically Integrated Partners Program</u>	URS Office (summer)	10