

Trillium Student Research Initiative (TSRI) - Faculty Application - Due Feb 16th

Program Purpose

By its signature on the American College and University Presidents' Climate Commitment, and through the University Climate Action Plan, Duke has committed to take actions that will make *"climate neutrality and sustainability a part of the education and other curricular experience of all students."* Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. This must be achieved in a manner that is ecologically sound, socially just, and economically viable. To this end the Education subcommittee of Duke's Campus Sustainability Committee has defined **sustainability literacy** as the following:

To achieve sustainability literacy, a student should:

- Know about the interconnections and interdependency of ecological, social, and economic systems. They should demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities and cultures at local, regional, national, and global levels.
- Be engaged in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environment
- Be prepared to use the above knowledge and skills to apply them in the service of society in solving climate and environmental issues and to incorporate these principles in their professional and civic life.

Program Description

The TSRI has been developed to support this goal of sustainability literacy and is designed to provide resources for faculty to create new courses or adapt existing courses to focus on the elements suggested above. Applicants will be primarily assessed on how well their curriculum idea aligns with the vision for sustainable and environmental coursework at Duke University.

The initiative will provide selected faculty with a student researcher up to 11 weeks over summer 2020. This student researcher will assist faculty with relevant research for course material and help draft exams, homework, and class activities. Faculty and students will be selected and matched by Sustainable Duke through a dual application process. The TSRI faculty will have the opportunity to provide final feedback on the student selection.

Faculty Expectations

- Provide vision and set expectations for course development during the internship
- Meet with TSRI student at least once per week (more if required) to discuss progress and provide necessary feedback (note: phone calls and videoconferencing are permissible)
- Provide access to course development resources
- Provide space for TSRI student to work, if needed. However, students could work remotely if amenable to project needs.

Student Expectations

- Develop course materials per TSRI faculty vision
- Meet with TSRI faculty and Sustainable Duke to report on progress

Sustainable Duke's Expectations

- Provide funding for TSRI student for 11 weeks, 35 hours/week
 - \$12/hr for undergraduate, \$14/hr for graduate
- Meet with TSRI student bi-weekly to discuss progress
- Meet with TSRI faculty monthly to discuss progress
- Gather feedback from faculty and TSRI student

Program Preferences

The Trillium Student Research Initiative gives preferences to the following types of courses (please note these are not requirements):

- Courses targeted at undergraduates and level 500 or below
- Large, introductory courses
- Course that incorporate a [Campus as Lab](#) model - where students and faculty utilize Duke's physical campus or Triangle area as a learning tool to explore real-world issues while tackling institutional sustainability challenges
- Interdisciplinary courses that link multiple fields of study in the effort of exploring sustainability issues

TSRI Program Testimonial

I worked with a student, Bella LeTourneau (T '19), to develop a new course, Land and Literature. As part of a brand new DukeImmerse program, this course had many moving pieces and Bella's research support made a big difference. I was deeply impressed with Bella's work ethic, her investment in supporting my research and her peers' learning, and the perspective she brought from her own disciplines, which were different from my own. TSRI was a great opportunity to connect with and mentor a student, and to forward my own research and teaching goals.

- **Saskia Cornes, assistant professor of the practice at the Duke Franklin Humanities Institute**

Please send an email with answers to the following questions to sustainability@duke.edu by February 16th. Feel free to reach out with questions/clarifications.

Course Background:

1. Please provide a draft proposal for the desired course. Be specific about course learning objectives, class size, if the course would be cross listed, designations it fulfills (i.e. service learning), and expected final products from students. If applicable, make sure to highlight methods to incorporate Duke's [Campus as a Lab](#) program.
2. If you are changing curriculum of a previous course you have taught, please be specific about the reasoning and benefits of the change.

Student Qualifications:

1. Please list any relevant qualifications, experiences, or requirements that you would like a potential student researcher to have.
2. Would you prefer or expect for the student to be on-campus for the summer?