THE BASS CONNECTIONS MODEL: 
INTEGRATION OF RESEARCH, TEACHING & ENGAGEMENT

Interdisciplinary research teams tackle complex societal challenges defined by three core connections:

1. Across areas of disciplinary expertise
2. Across learner levels (undergraduate, master/professional, doctoral and medical students)
3. Between the academy and the broader world
<table>
<thead>
<tr>
<th>Project Teams</th>
<th>Courses</th>
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<tbody>
<tr>
<td>• 55 teams in 2022-23: 570 undergraduates; 214 graduate students; 160 faculty leaders; 40 teams w/ external partners</td>
<td>• ~ 50 affiliated courses incorporating collaborative, project work</td>
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<td>• Collaborative Project Courses Faculty Fellows Program</td>
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<tr>
<th>Summer Research Experiences</th>
<th>Linked Experiences &amp; Capstone Work</th>
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<tbody>
<tr>
<td>• Story+</td>
<td>• Student research awards</td>
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<td>• Data+</td>
<td>• DukeEngage, DukeImmerse</td>
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<tr>
<td>• Summer Neuroscience Program</td>
<td>• Master’s projects</td>
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<tr>
<td>• Global Health Student Research Training Program</td>
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</tbody>
</table>
6 Interdisciplinary Themes

- Race & Society (@ SSRI)
- Brain & Society (@DIBS)
- Energy & Environment (@NIEES)
- Information, Society & Culture (@ Rhodes iiD)
- Health Policy & Innovation (@Duke-Margolis)
- Global Health (@DGHI)

+ Bass Connections Open
THEME LEADERS & ADMINISTRATORS

**Brain & Society**
Len White (Neurology)
Nicole Schramm-Sapyta (Duke Institute for Brain Sciences)
Sarah Grace Engel (Bass Connections)

**Energy & Environment**
Luana Lima (Nicholas School of the Environment)
Bryan Koen (Nicholas Institute for Energy, Environment & Sustainability)

**Information, Society & Culture**
Robert Calderbank (Computer Science; Rhodes iiD)
Phil Stern (History)
Meghan O’Neil (Bass Connections)
Kathy Peterson (Rhodes iiD)

**Global Health**
Charlie Nunn (Evolutionary Anthropology)
Lysa MacKeen (Duke Global Health Institute)

**Race & Society**
Tyson Brown (Sociology)
Sarah Grace Engel (Bass Connections)

**Health Policy & Innovation**
Beth Gifford (Sanford School of Public Policy)
Tiffany Chan (Margolis Center for Health Policy)

**Central Program Office & Open Teams**
Ed Balleisen (Vice Provost for Interdisc. Studies)
Laura Howes (Director)
Meghan O’Neil (Assistant Director)
Sarah Dwyer (Director, Interdisc. Communications)
Sarah Grace Engel (Program Coordinator)
GENERAL OPERATING PRINCIPLES FOR TEAMS

• **Length:** 9 to 12 months (with possibility of continuing)

• **Course credit:** Tutorial or research independent study
  • Exceptions: advanced graduate students; no-credit options
  • Workload = 12 hours per week
  • **Grading practices and rubrics**

• **Team structure:** Intact team vs. sub-team models

• **Team meetings:**
  • At least once a week
  • **Set time in advance!** (try to avoid spanning multiple class periods)
  • Space

• **Project managers**
ELEMENTS OF TEAM SUCCESS

1. **Foundation setting**
   - Start on IRB early
   - Resources to help students get up-to-speed
   - Assignment to jump start the year
   - Team building

2. **Shared, clearly defined goals and roles for the project**
   - Team charter; engage students in goal-setting/problem-solving
   - Expect student initiative/ownership but provide scaffolding
   - Team and individual goals

3. **Clear expectations for participation and engagement**
   - Project goals and expectations template & Team charter
   - Grading rubric
   - Team ground rules
ELEMENTS OF TEAM SUCCESS

4. **Regularly scheduled and well-organized meetings**
   - Use time to tackle group issues; not just reporting out/lecture
   - Assign shared ownership of meetings; roles
   - Action items and follow-up

5. **Team leader engagement and partnership**
   - Team leaders attend meetings
   - Team leaders communicate shared messages to students

6. **Layered mentorship/leadership roles for graduate students (or advanced UGs)**
   - Project managers
   - Sub-team leads
   - Technical leads

7. **Opportunities for reflection and presentation**
   - Blogs, journals, portfolios
   - Formal and informal presentations
OUTPUTS & OUTCOMES

• Your team defines success
• Failure (of outcomes) is an option
• Outputs and outcomes are wide-ranging:
  • New service delivery models and processes
  • Publications, policy/white papers
  • Conferences, events, symposium
  • Prototypes
  • Algorithms
  • Data collection/analysis
  • Exhibits
  • Websites
  • Grant submissions
  • Oral histories
BASIC EXPECTATIONS

• Successful recruitment of at least 5 students (inc. undergrads)
• Meet student selection deadlines
• Faculty leaders should be regularly engaged; Project managers should complement not replace faculty engagement
• Inform your theme of any travel involving students
• Notify us of roster changes
• Communicate with us about issues and successes
• Follow standard academic policies
• Stay within budget
• Recognize Bass Connections in publications, conferences, etc.
• Participate in the Bass Connections showcase
• Participate in evaluation survey and report on outcomes
A NOTE ON COMMUNICATIONS

• Refer to “Bass Connections” – not BASS

• Please do recognize the team’s connection to Bass Connections in public facing work

• Welcome to use our logos but take care not to represent the views/recommendations of your team as that of Bass Connections or Duke University as a whole

• Don’t send outreach messages represented as being from “Bass Connections” directly (distinguish by using your team name)
STUDENT RECRUITMENT

- Student applications: Jan. 17 to Feb. 13
- Bass Connections Student Fair: Jan. 25
- Application review/interviews: Feb. 14 to March 7
- First round offers: by March 8
- Students respond to offers/offers to waitlisted candidates: March 8-30
- All student selection completed: by March 31
STUDENT INQUIRIES: QUESTIONS TO PREPARE FOR

• What types of skills/backgrounds are you seeking for the team?
• What roles do you envision for students? How will students contribute?
• When and how will the team meet?
• Does your project include summer research? **If yes:** Is it mandatory?
• Does the project include travel? **If yes:** Will all students have the opportunity to travel? When will travel take place?
• Do you have paid roles for graduate students (e.g., project manager/TAs)?
• Do I have to participate the whole year? What if I’m studying abroad?
• Will I receive credit? What is the time commitment?
SETTING EXPECTATIONS EARLY

- Set a meeting time before forming the team or before student registration
- Consider using interviews to provide students a “realistic job preview”
- Consider a spring kick-off meeting
- Set clear expectations for attendance at meetings and participation on the team
- Don’t oversell
FINANCE

• Funding period: July 1, 2023 - June 30, 2024

• Themes will provide a designated fund code

• Transactions processed by faculty’s home departments

• Students generally set up on department payrolls – standard rates and payroll processing (see hourly rates for all students)
  • May not pay and offer credit for same work
  • Advise discussing offers to PhD students w/student’s DGS/DGSA

• May not charge unbudgeted faculty/staff time w/out approval

• Unspent funds will be returned at end of year; extensions available for continuing work with students

• Be mindful of asking students to incur expenses
RESOURCES

- Team Resource Center
- Grading and Crediting Guidance
- Student & Team Leader Policies & Expectations
- Project Manager Trainings & Resources
- Grant support: Office of Campus Research Development or SOM Office of Research Development

- Duke Libraries:
  - Workshops
  - Subject matter and research specialists
  - Data consulting; Data visualization & digital project support

- Social Science Research Institute:
  - ModU (videos on social science research methods)
  - Data security and management
  - Workshops and custom training/consulting