In Attendance: Georgia Binnington, Bill Bottom, Patrick Burke, Alicia Chatten, Lucy Chin, Karen Coburn, Jan Duchek, Gina Frey, Solome Haile, Nikki Izhakoff, Kyle Jeter, Joseph, Jez, Chris Kroeger, Richard Loomis, Steve Malter, Jessica Rosenfeld, Jennifer Smith, Kenneth Sng, Lori White, Rob Wild, Tristram Wilson, Gerhild Williams, Jojo Yee

Guests:  
Joy Kiefer, Associate Dean and Director, Undergraduate Research  
Jamie Kolker, Associate Vice Chancellor and University Architect

**Design and Construction Update**

**Olin Library Transformation**  
Jamie Kolker

- **Project Schedule**
  1. Construction Start: May 2016  
  2. Completion: Spring 2018

- **Projects Components**
  - **Thomas Gallery / 7,300 SF**
    - Central corridor
    - Building entrance from the north
    - Display and secure exhibit cases for Special Collections
  - **Newman Tower / 2,500 SF**
    - Collections and display space
    - Additional Whisper Café seating
    - Sky Room
  - **Excavation and Renovation / 21,600 SF**
    - Level A: Exploration Center (collaborative work space, maps, exhibition)
    - Library services (Data/GIS, Digital Library Services)
• Level B: Special Collections and University Archives vault
  - Whispers Café / 8,500 SF
    • New serving area and expanded interior seating

Renovation by Level
- Level 1 (proposed)
  • North Entry
    Prior to renovation, patrons entering via the south entrance would hit a dead end. The new entrance way on the north side will encourage connection to the Forest Park Parkway bridge, leading to the Loop.
  • Thomas Gallery and Tower Exhibition
  • Declaration of Independence
  • Expanded Whispers Café

- Level 2 (proposed)
  1. Risa’s Landing

- Level 3 (proposed)
  1. Sky Room

- Level A (proposed)
  One level down
  1. Exploration Center
  2. Teaching Spaces
  3. Staff Offices

- Level B (proposed)
  Two levels down
  1. Special Collections
  2. University Archive Vault

Bryan Hall & the Forest Park Parkway Bridge

- Project Schedule
  1. Construction Start: May 2016
  2. New Forest Park Parkway Bridge Open: August 2017
  3. Construction Complete: January 2018
The renovation of Bryan Hall includes a complete gut of the building. The renovation will provide Chemistry with new improved labs; graduate spaces and office spaces. This is the beginning project to improve the aesthetics of the north face of our campus.

The project is also responding the pedestrian and bicyclist conflicts. The new walkway will feature segregated bike and pedestrian passes over the bridge which will be safer and easier for people to use.
Enhancements to the East End of the Danforth Campus

- Project Schedule
  2. Construction Start: May 2017
  3. Construction Complete: May 2019
  4. Final Plantings Complete: December 2019
  5. McKelvey Hall Design: 2017-2018
  6. McKelvey Hall Complete: 2020

East end enhancements will include 5 new buildings, an addition, and a two level underground parking garage which will hold 790 cars.

The project will encourage connections between all schools and most significantly between Engineering, Art and Architecture.

Current view looking west.
<table>
<thead>
<tr>
<th>Projected view looking west.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry A. and Elvira H. Jubel Hall</td>
</tr>
<tr>
<td>- Mechanical Engineering &amp; Materials Science.</td>
</tr>
<tr>
<td>Anabeth and John Weil Hall</td>
</tr>
<tr>
<td>- Sam Fox Graduate Programs</td>
</tr>
<tr>
<td>Kemper Art Museum Expansion</td>
</tr>
<tr>
<td>- Additional gallery and lobby space</td>
</tr>
</tbody>
</table>
The plans for the transformation of the east end of campus have expanded to include an additional academic building for the School of Engineering. McKelvey Hall will be located south of Preston M Green Hall and will house the Department of Computer Science & Engineering.

**DISCUSSION**

Is something happening to the Beaumont Pavilion in the Brookings Quad? There has been discussion about whether or not it will remain after the east end project is complete. The pavilion is currently used for commencement and other events held in the Quad. There are no plans to change anything at this time, but may be evaluated as venues for events may evolve after 2020.

Will the incline on the Forest Park Parkway overpass be improved? Yes. It will be up to code for accessible access and be much easier to maneuver. It will also be designed to help encourage bicyclists to slow down.

What about safety along the passage between the library and the Loop? The library and its entrances will be as monitored and controlled. Hopefully more people and more activity using the thoroughfare will deter crime. Blue lights will still be in place, and improved, consistent lighting.

How will developing the east end of campus foster collaboration with the rest of the Danforth Campus?
- The hope is that the Hub Pavilion will foster collaboration, as well as the landscape.
- There are plans for Art and Architecture to collaborate more with Engineering.
- This is going to be a beautiful front to the campus -- but if there are not a lot of students and activity it will not be a vibrant place. One of the issues that needs to be addressed is how we activate this end of campus so that it has lots of people and lots of activity.
- Engineering has potential for additional collaborations taking place across campus, including with Business, Sam Fox, Arts & Sciences.
- The goal of the landscape is to knit together the entire campus.

Undergraduate Research

Joy Kiefer

The Office of Undergraduate Research (OUR) was founded in 2005. Joy took over the directorship of the office in 2010-11. She has worked to stabilize the existing structures and processes, and innovate and build from this foundation based on assessment data.

The logo for the Office of Undergraduate Research is the “impossible triangle” within a starburst. To some, the triangle evokes the challenge of puzzles to be solved or the eternal research question “How does that work?”

The website was revamped in 2012. Students’ input was sought, including participation in numerous focus groups, to help understand students’ needs.

OUR focused on transforming the culture on campus to help everyone understand that research is important for all undergraduates.

OUR discovered that between 2010 and now there was a change in the kind of student awareness that they had not seen in 2005. In 2005 the university considered itself
innovative to have an office of undergraduate research office. We were at the cutting edge. At that time, undergraduate research was not “a thing” in social sciences or humanities. It only took place in natural sciences. By 2010, research had become a cultural happening taking place across campuses nation-wide. All disciplines were involved. Institutions were promoting research to their incoming students as an opportunity to engage in their undergraduate experience at a deep level.

OUR came to realize that students knew about research and that they wanted to participate in it, but they didn’t know how to get started. OUR developed the “Getting Started” webpage ([http://undergradresearch.wustl.edu/getting-started](http://undergradresearch.wustl.edu/getting-started)) to answer some of the student’s questions.

1. Learn about the benefits of undergraduate research.
2. Identify their area of academic or research interest.
3. Find a member of the faculty to serve as their advisor or mentor.
4. Investigate possibilities for academic credit or funding.

One of the key programs is the Summer undergraduate Research Award.

The program focuses on research that happens outside of the life sciences.

There has been a tremendous amount of growth over the last five years.

The office supports all disciplines, all schools and all undergraduates.

Two years ago the life sciences were integrated into the Undergraduate Research office.

The program was restructured to partner OUR with biology. The partnership has been very successful.
In 2016, students were asked what they would have done without a research financial award.

Many worthy projects go unfunded because of lack of funding.

Awareness needs to be built about the importance of undergraduate research funding.

To find out more specifically about the benefits of summer research, in 2016 OUR asked students to share their most valuable outcome for their summer experience.

Students reported that they developed a positive relationship with a university researcher.

This is a great opportunity to get students connected with faculty and experts in the fields of their study. The experience builds adaptability, flexibility, collaboration, organizational skills and perseverance.

In summary, research is a very meaningful experience for our students.

DISCUSSION
What is the impact on the students’ post grad pathway?
70% of students funded by the Summer Undergraduate Research Award have gone on to do graduate work.

What percentage of faculty will match funds?
The exact percentage wasn’t available. There is a lot of goodwill and a large percentage of faculty do cost-share with OUR. There are some faculty that are just starting out that don’t have the funds. OUR wants to work with those faculty too.

The Office of Undergraduate Research is doing a great job!
From a faculty perspective, there are two things that are difficult with research students: time and money. For a good student, we find the time. Regarding the money, grants are either fixed or have decreased. It costs 4 to 5 thousand dollars for every student who works in his/her lab, whether it be during the summer or the academic year. That number does not include a stipend. You are absolutely right. OUR is consistently capped at 40-42% because of lack of funding. If we are a hallmark of undergraduate research, which we are, then we need to think more forwardly about where we can get sustainable funds.

One thing that other schools are doing, is offering credit for research. This allows the schools to get tuition funds for the credits.

The humanities are only now getting into the challenges of funding undergraduate research. Getting into the consciousness of the campus administrators, leadership and department heads will help.

How do you define “research”? Do research papers, capstones fall under “research”? With the pulse data, research is more loosely defined then it was in the past. Now it encompasses a faculty mentor experience. Whether the students understand that it can be inside the classroom or outside the classroom is questionable. OUR defines research how the disciplines defines it. Using that definition, the majority of undergraduates would have participated in research during the four years.

Have any students present tonight been involved in research?

- Yes. She participated in undergraduate research for three of the last 3 ½ years. Her faculty mentor was able to provide some funding for housing for the summer. She did research in the Department of Neurology at the Med School and also in Psychological Sciences for credit.

Does the OUR sponsor research, such as a month-long summer program, that is not associated with a department or a faculty mentor? No. The OUR funding guidelines say that the project needs to be a faculty mentor project. That being said, OUR is sometimes able to off-set the cost of travel if the student’s mentor makes a case for how the research will advance their discipline.

Why is research down over the years in Engineering? It isn’t down. The reporting isn’t capturing the research numbers. The questions are not worded right on the Pulse survey to capture all research.

**Day of Dialogue** 

Lori White

The first Day of Dialogue three years ago emerged from events of Ferguson. The Day of Dialogue was an opportunity to bring the campus together to talk about issues of diversity and inclusion.
The second Day of Dialogue was held last year. The university committed to bringing the campus together again to talk about issues of diversity and inclusion.

The third annual Day of Dialogue is scheduled for **February 22-23, 2017**. A draft schedule was distributed to the Council. One side listed the schedule, the opposite side shared details about some of the speakers and program elements.

The focus this year will be on class. The theme is “Finding Common Ground”. Discussions will also include all that has happened around this contentious election. Are there places where we can find commonality around some of the issues that we are confronting?

The keynote speaker, Janice Murikitani, is a poet, dancer, activist and educator. The Wednesday, February 22, 5:00 – 6:30 PM talk will take place on the Med School campus. The Med School is just a short Metro ride away. The Danforth Campus community is encouraged to attend.

Thursday's events will be held on the Danforth Campus. Each session is designed so that you can go to one session or multiple sessions. Each session is purposely designed to stand on its own so that attendees can attend without having to have attended a previous session.

On Thursday, attendees will be viewing a PBS film called “People Like Us”. The film is focused on issues of class and how those play out in different communities in the United States. Mark Rank, the Herbert S. Hadley Professor of Social Welfare, will moderate a panel of 3 or 4 faculty members to comment on the film through the lens of their discipline.

**A Mosaic of True Stories**, which will follow the film, “Recounts real experiences of students, staff and faculty in the form of 2-3 minute monologues.” “Each story is real and is anonymously told by someone else. In addition to those stories selected for the monologues, our hope is to invite all on campus who are interested to submit their story for inclusion in a post Day of Dialogue publication.”

A panel of regional college presidents and chancellors will discuss “how can institutions of higher education here in St. Louis do more to collaborate on really making an impact on the region with regard to issues of class and diversity.” The panel will be moderated by Chancellor Wrighton.

The placeholder for the last session of the afternoon is currently titled “So what, now what?” This will be an action-a-thon, which is an opportunity for people to work in small groups to discuss ideas that can be put into action. Teams can come together and present ideas. There will be funding available to act on the ideas.

Please mark your calendar for February 22 and 23.

The complete **Day of Discovery & Dialogue – 2017** schedule can be found at: [https://voices.wustl.edu/day-discovery-dialogue-2017/](https://voices.wustl.edu/day-discovery-dialogue-2017/)
DISCUSSION

“People Like Us” is a two-hour movie. Will there be time to view the entire movie? Segments of the movie will be viewed.

Classroom Scheduling

Jennifer Smith

There are two major drivers.

1. The efficiency of space utilization.
   Do we need to put classroom space in the new buildings? Can we use the current classroom space more efficiently? There are certain times throughout the week when many classrooms are empty. Could we go some distance toward filling those classes?
   Popular times for classes are 10:00 AM – 2:00 PM, Monday through Thursday. Space is locked up during these times. Everything is full.

   Classes are far more open before 10:00 AM and after 2:00 PM, Tuesdays through Thursday, as well as on Fridays.

   The question is, in part, could we be utilizing the pre10:00 AM and post 2:00 PM more effectively. This is the issue we are facing.

2. In-demand classes being offered at the same time (10:00 AM – 2:00 PM).
   Many students say that all of the classes they want to take are offered at the same time. This issue is impacting students more than the physical space constraint.
   The differences in the actual course times have become an issue. Such as offering MWF, 9-10 and 10-11 classes, but also offering classes on the half-hour (i.e. 9:30 – 10:30). The classes offered on the half-hour block students from being able to take the classes on the hour.

How common is it that courses being offered at the same time (or overlapping times) presents a significant problem for you in achieving your academic goals?

What are the barriers to using pre-10:00 AM and 3:00 PM – 6:00 PM?

- Athletics practices take place in the 3:00 – 6:00 PM times.
- It is assumed that the dominant factor to pre 10:00 AM is that neither faculty nor students want to be up at that time.

The administration would like to hear from students to see how these challenges could be resolved.

Comments

- Sam Fox Issues
  - Many students in Sam Fox are pursuing other majors and minors.
    - The 10:00 AM to 2:00 PM A&S class times are challenging for Art students. Studio times for the Art School are 8:30 – 11:30 AM, 1:00
– 4:00 PM, 4:30 – 7:30 PM and 6:00 – 9:00 PM. Students are locked into those times. Juniors and seniors in the art program are also locked into all day on Friday. Adding a minor outside of Sam Fox, such as a biology minor, can be especially challenging. Most of the biology classes and science classes are offered on M/W/F, 10:00 AM – 2:00 PM, which makes it difficult to be part of those classes. The Friday classes are especially challenging because of the Friday art seminar classes which includes studio time. Art student have to leave the Friday seminar classes to attend the A&S Friday classes.

- The studio hours at Sam Fox are set according the space available. They only have a certain number of studios to be used by all of their students. First year art students taking calculus may have to skip their 4:30 – 7:30 art classes to take night exams in A&S. Sometimes students miss a 3-hour art class 2 or 3 times a semester.

- Regarding the question, "What are the circumstances under which you would take an 8:30/9 AM class?" You may want to rephrase that question to, "Do you like taking early morning classes?".

- Why are some exams held in the evening?
  - Courses that have multiple sections require more classroom space for exams. Some of the large classrooms are only available during the evening.
  - Faculty should be cognizant of student’s daytime class schedule.

- Why are most classes not held on Friday?
  - Many Business School classes require group work. Students can be involved in three or four groups. Much of the group work takes place on Fridays.
  - WashU has a culture of keeping Fridays open. It is also a cultural that classes don’t begin until 10:00 AM. Is this a culture on all campuses? There needs to be a fundamental shift in thought to change the culture. Unless an early class or a Friday class is mandatory, students won’t take it.

- Students don’t sign up for early morning classes which is especially challenging for junior faculty.

- The university may need to schedule the required classes for a major in the early morning. This just may be the only way we get students to attend classes before 10:00 AM.

- The Business School schedules classes pre 10:00 AM and after 2:00 PM. Twenty-five percent of their freshmen are in an 8:30 AM class.
- There are benefits to both 1 hour classes and 1 ½ hour classes. The 1 ½ hour classes allow time to delve into a lengthy discussion.

- Section schedules often crossover on the same days (ie. 11:30 – 12:30 and 11:00 – 1:00 PM). When you want to take classes in different sections such as a biology class and a finance class, the time clashes on both sections. Could class schedules be defined by majors? Some major's classes would be offered on Tuesday/Thursday. Others on Monday/Wednesday. Alternating times might solve the problem? It used to be that you could only offer 1-hour slots of M/W/F and 1 ½ hours on T/T. Some classes organically extended to 1½ hours on M/W.

- Maybe the M/W/F 1½ hour classes could be scheduled before 10:00 AM or after 2:00 PM.

- Leaving Fridays open allows for students in small programs to meet with professors. Especially if there are only one or two professors in the program.

Dean Smith and Provost Thorp recently began chairing a Committee on Undergraduate Education. One of the first items discussed was interdisciplinary teaching. Many faculty are teaching in that direction. This is an issue of time use, class use, the ability to cross not only departmental lines, but school lines. The roadblocks discussed tonight can be an issue.

Dean Smith will take comments back to Dennis Martin and others involved in classroom scheduling.

**CAMPUS PULSE**

Future topic suggestions

Invite Mark Taylor, dean of the Business school, to speak at a UGC meeting.