

**Global Priorities Committee**  
**Report on activities, 2018-2019**  
**Kirsten Corazzini (Committee chair)**

The Global Priorities Committee (GPC) is an advisory committee to the Vice President and Vice Provost for Global Affairs and to the Provost. The GPC is charged with reviewing and refining Duke's global strategy and assessing university and academic programs and activities operating globally, both when they are being created and in monitoring their ongoing performance.

The committee is comprised of 12 faculty members: six from schools with undergraduate bodies and six from the professional schools. It meets monthly and reviews a wide range of topics relevant to Duke's global mission. Below is a summary of those topics covered by the GPC in the 2017-2018 academic year.

**Duke Office of Global Affairs and Drafting Guiding Principles**

During this academic year GPC spent a majority of its efforts focused first on drafting a vision statement for global at Duke. A subcommittee consisting of members Weinthal (chair), Corazzini, Stern, Udayakumar, and Zanalda (with Eve Duffy as ex-officio member and Colette Watt in a supporting programmatic role) was initially charged by President Price to think "boldly" about such a task. The subcommittee met with various stakeholders across campus to understand challenges related to decentralization, fundraising, engaging alumni on global issues, and integrating the humanities into global efforts.

Following a stakeholder engagement session of the working vision statement document, and with input from the EVP Jennifer Francis, GPC extracted the underlying core, guiding principles supporting the originally drafted vision statement. These guiding principles are now the focus of the effort, reflecting core principles to frame discussions about global efforts. These draft principles have been approved by the committee as a draft, and represent the committee output from this effort. It is expected that these principles will be refined and elaborated as the committee continues to engage in its advisory work in the upcoming 2019-2020 academic year.

These are attached for your consideration and review.

**India Office**

GPC continued advising the Office of Global Affairs (OGA) on the establishment of the India Office in Bangalore. Progress over the last year is as follows: an Executive Director for the office was hired and began work in May 2017; the office was publicly launched in September 2017; a physical office space was determined and will open in April 2018; and a faculty advisory committee was formed. GPC will continue to advise OGA as it moves forward with establishing a non-profit entity in India that can accept local donations.

**Updating GPC working structure**

As we reported last year, GPC continues to update its meeting structure to make it a more effective and focused body. It has met only on an as-needed basis to further efforts on the guiding principles document, to consider portfolios of established global programs, specific global projects that have potential significant impact, and any other high profile global activities. With the knowledge that for the near future OGA will continue to function with its existing structure, it will continue to report to the Provost and EVP Francis. As such, GPC will continue to evolve its working structure to strengthen its effectiveness and efficiency. A Sakai site was established to enhance communication with committee members, and we will revisit agenda-setting processes to ensure a more inclusive approach to engaging committee members and key administrative sponsors. GPC will hear directly from the AVP on operating matters, provide input on how to best deploy discretionary funds, vet incoming fellows' proposals, and work to provide clear guidance on the office's globally-based activities.

## **Duke at Home in the World**

The committee provided guidance to OGA on a month-long series of global events that take place in November 2018. The events highlighted Duke's global engagement and its local impact by featuring events across the campus, serve to foster collaboration across units; and serve as an opportunity for stakeholders at Duke to critically examine what it means to engage globally. OGA has formed a faculty planning committee with representation from each school to garner campus-wide involvement. The events occurred in November and were an unmitigated success.

## **Research and Programs**

Throughout this academic year, GPC has received reports from a number of global initiatives and programs on campus.

1. The committee heard from Amanda Kelso, Director of Global Education (GEO) and Assistant Vice Provost for Undergraduate studies. She described credit-bearing study away carried out through her office, which includes US-based programs and domestic exchanges with Spellman and Howard. This is the fifth year of Kelso's term and the search for her position was guided by a vision created during the director's search; she hopes to generate a new five-year plan this year. GEO works with 1100 Duke students a year, predominately by semester (60%), with more students abroad in the fall and summer (40%). In addition to a risk and safety officer, GEO also has created an academic internship coordinator, to find high quality internships and research projects for interested students. In terms of the global vision statement, Kelso advised clarity on defining the global experience, which can include experiences in the US with international groups.
2. Don Taylor on faculty culture in relation to Duke as a global university. Taylor and the committee distinguished between an international campus presence vs. the need to continue to advance an inclusive, Durham-based campus culture that is welcoming to the world. GPC identified a connection between the guiding principles and any Academic Council discussion of faculty ownership in creating culture of mutual respect.
3. Ravi Bellamkonda, Dean of the Pratt School of Engineering, presented Pratt's first year design class. Created to begin to address issues of the curriculum reflecting the 'bold thinking and engagement' that characterizes the typical Duke undergraduate student, and of issues of inclusion, adversely affecting populations underrepresented in engineering. Students work in teams and receive their projects from clients. The work is interdisciplinary (have Trinity writing fellows involved), helps students generate solutions to complex, 'messy' questions, and gives participants an entrepreneurial confidence they can build in to their careers. Emerging outcomes are wide-ranging and positive, such as increasing connections of engineering across campus and community, enhanced student resilience to failure, and teamwork. The committee discussed the ways in which this program exemplifies global, including facilitators and barriers to scale across campus to include non-Pratt students and with international partners.
4. Ed Balleisen, VP for Interdisciplinary Studies and Professor of History reported on the RIDE report on doctoral education at Duke. He stressed the importance of

specifying frameworks that will integrate the global community within Duke graduate students to engage with their research and the world. He noted that graduate advising must evolve in line with the global networks and global teams within which doctoral students chart a path on the basis of multiple perspectives and different points of view, and emphasized that depth is no longer adequate in graduate training and that depth must occur in the context of broader developments, such as global fluency.

To conclude, GPC has had a very active year. There is a growing wide array of global efforts and of global collaborations taking place among the different units at Duke. GPC continues to encourage feedback from members of Academic Council on topics that GPC should consider in its meetings.

**GPC Working Draft of  
Guiding Principles for Global at Duke  
April 2019**

**Sense of Global Connection**

Foster in all university constituents a sense of global connection, which allows one to understand with depth and breadth the global contexts in which we all live and work. To think deeply, sensitively, and responsibly about our work in global contexts, for the purpose of transcending boundaries between local, regional, and transnational engagement for awareness of and sensitivities to global contexts and connections.

**Global Fluency**

Ensure global fluency for all members of the Duke community, to recognize and engage with difference across space and time in framing scholarly inquiry. To instill forms of cultural, historical, and literal—that is, linguistic—fluency to collaboratively accomplish groundbreaking, life-long learning and scholarship that moves across linguistic, cultural, historical, social, economic, and political boundaries, differentiating between mechanical and cultural acts of translation. This global fluency approaches interactions with humility and with the goal of advancing inclusive scholarship and working with partners in a mindful way.

**Working and Thinking Across Borders**

Engage with the intellectual and institutional challenges of working and thinking across borders, for earnest scholarly engagement and critically reflective practice in a global environment that constantly calls on tools and perspectives from and across fields of knowledge in an increasingly complex and challenging world. To explicate core problems and whatever possibilities and barriers there are to addressing them, through transnational research, teaching, and partnerships, that both informs, and is informed by, local and regional context.

**Understanding of One's Place in the World**

Understand one's place in the world, as a student and a scholar, through deep, sustained, and humble commitment with other places, peoples, and cultures, not as a set of goals to be achieved, but as a constantly evolving attitude: a way of thinking and being in an increasingly interconnected world that acknowledges issues of power, privilege and positionality, and does not privilege any one way of communicating, learning, and understanding the world.