

Preface

10/16/2015

Over the past two decades, Duke has made a strong commitment to fostering excellence in all areas of academic life. The University has created a transformative and institutional identification with interdisciplinarity, it has embraced civic engagement as an educational hallmark, and it has imbued its research and educational efforts with a global perspective. With its dedication to need-blind admissions, Duke has significantly improved the affordability of undergraduate education, and we can speak with pride of Duke's increasingly talented and diverse undergraduate, graduate and professional students. Finally, we have made significant investments in our academic infrastructure by building key facilities and impressively renovating others. All of these strategic developments have undergirded the hiring and retention of excellent faculty, the creation of new institutes and centers, and the launch of innovative undergraduate, graduate, and professional programs.

In short, Duke has invested heavily in people, programs, facilities and infrastructure in an effort to foster interdisciplinary research and teaching, engage students in immersive service opportunities and expand its global reach. Still, Duke, known for its "outrageous ambitions", can do more to further advance the University's research, teaching, and societal missions. While overlap among these three missions has always existed, we are now compelled to better and further integrate them in order to reach new levels of distinction. The key to this integration lies in growing, connecting, and empowering communities to enhance the creation, delivery and translation of knowledge. Achieving this goal requires Duke to draw on its distinguishing characteristics, namely its willingness to experiment, its demonstrated ability to rapidly innovate, and its unusually collaborative environment. In essence, Duke is a place where faculty and students can readily find partners to innovate in both scholarship and pedagogy and where that innovation has strong institutional support. As we move forward, Duke can build on its remarkable achievements by drawing on these strengths to fuel within our institution an ever more vital and robust community of scholars and learners – faculty, graduate and professional students, and undergraduates alike – that will solidify our stature in the first rank of American higher education and at the forefront of making a difference in the world.

The planning context

While expanded access to information in the 21st century has transformed how universities deliver knowledge, a focus on placing information in its historical, cultural, societal, political, scientific and technical context must be intensified. Context has and will always be provided by deep scholarship, however, the collection of scholars at a university provides an unparalleled opportunity for the exchange of ideas from a multitude of disciplines, perspectives and histories. In fact, the greatest advantage of a research university is the co-location of a community of scholars and learners invested in, and mutually enriched by, the university's intellectual mission. To significantly advance Duke's scholarly mission, we must now foster broader and deeper communities of scholars who collaboratively encounter, investigate, analyze and critique ideas, arguments and solutions.

Framework for Discussion and Development of Duke's Strategic Plan

Such communities also have the capacity to reach productively beyond the university walls. In the past decade, we have built global programs, while at the same time, placed institutional priority on local involvement. Often these initiatives have not been connected. And yet, today's communities face complex changes and challenges that cross boundaries and borders. From climate change and urbanization to refugee flows and crises of governance, local challenges mirror global challenges. Thus, the traditional emphasis on place-based external engagement must now be supplemented by attention to the continuum of challenges from the nearby to the distant. As a university of consequence, we must link communities working together—locally, nationally and globally—to address common, pressing issues.

Fundamental to the achievement of these goals is world-class scholarship. Our teaching and engagement must be enriched by research conducted on the Durham campus and at all points where Duke intersects with the broader world. Whether that scholarship is disciplinary, multidisciplinary or interdisciplinary, our faculty need support for research that, according to Duke's mission statement, "advances the frontiers of knowledge and contributes boldly to the international community of scholarship." These aspirations also rest critically on our ability to nurture a university community that is accessible, diverse, and committed to a culture of engagement. Excellent programs, classes, and intellectual communities will result only if we welcome talented scholars to our community that represent the full range and richness of human experience.

Moving forward

Over the last year, the Strategic Planning Steering Committee held many discussions with faculty, staff, and students regarding Duke's future. These conversations generated a consensus that having developed a strong foundation of interdisciplinarity, globalization and knowledge in the service of society, Duke is now poised for increased connectivity—both across Duke and between Duke and the broader world. The widely shared aspiration is for Duke to now create even stronger linkages among its research, educational and service missions; among its learning communities interested in the collaborative exploration of ideas and action; and among its local and global programs rooted in the challenges and opportunities that span geographically distant locales. Building these stronger connections will allow us to take maximum advantage of the structures, initiatives, and educational and research programs that now define Duke University, and will move us to our next chapter.

The aspirations described above provide a framework for discussing the broad university-wide goals described in the following pages. Accompanying each goal are examples of programs that Duke *could* pursue, drawn from the rich pool of suggestions that emerged during the committee's campus-wide discussions. Specific programs, initiatives and priorities to be included in the strategic plan will be developed through discussions with all interested Duke constituents over the coming year.

Goal 1: Enrich the student experience by bolstering intellectual communities

Background: Since the last strategic plan, Duke has launched several innovative undergraduate programs that have deeply engaged segments of the student body, both inside and outside of the classroom. We want to take the best of that innovation and make it a central part of our undergraduate education so that deep intellectual engagement is a normative experience for every student. Many of these innovative programs have not been available to graduate students despite the fact that their educational and professional opportunities during and following their study at Duke could be enhanced through analogous curricular and co-curricular innovations. Furthermore, the involvement of professional students in university-wide programs has also been limited.

Moving forward, Duke will:

- Provide a new educational framework for undergraduate, professional and graduate students. Ensure that all students have opportunities to participate in robust learning communities, translate the work of the university through entrepreneurship and civic activities and connect their own research to public scholarship.
- Expand integrative programs that foster collaborations of faculty and students at all levels and focus on discovery, learning and the practice of intellectual inquiry and curiosity.
- Increase research opportunities that build upon integrated teams of faculty, graduate, professional and undergraduate students.
- Cultivate pedagogies that expose all students to a range of research methods and skills and that give them an understanding of how scholars generate, cultivate, propagate and evaluate ideas in a variety of disciplines.

For example, Duke could:

Better integrate its signature interdisciplinary (e.g., Bass Connections) and disciplinary programs and make explicit links to senior and masters theses and doctoral dissertations.

Extend and enhance programming currently available only to merit and/or selective scholarship students (e.g., A.B. Duke Scholars and The Graduate School Society of Duke Fellows).

Develop better integrated joint degree programs between the graduate and professional schools, including the health professions programs.

Strengthen advising and academic support for undergraduate, graduate and professional students so they can strategically and deliberately sequence educational experiences to maximize their intellectual engagement.

Create immersive learning experiences for undergraduates, as well as graduate and professional students, to delve deeply into research questions, such as a new Spring Break program modeled on intensive, single-course January terms offered by liberal arts colleges.

Sustain programs that encourage faculty and students to gain proficiency in multiple languages and formats (including digital media, the use of social media, and writing for broader publics) for sharing their research both with and beyond their communities.

Provide a compelling vision for the graduate master's programs and develop and implement a plan based on this vision and the recent Master's Report from The Graduate School.

Goal 2: Develop a truly diverse, inclusive and vibrant Duke community

Background: To advance Duke's scholarly mission, faculty and students need to engage more deeply with the full range of knowledge that prepares them for challenges that they cannot anticipate, for the breadth of people with whom they will interact and for life in an unscripted world. Thus, our learning communities must allow for multiple perspectives, histories, and experiences and, as a university community, we must recognize diversity as a key tenet for new ideas and creativity. While we have made remarkable strides at diversifying our student populations, our success on the faculty front has not kept pace.

Moving forward, Duke will:

- Build the broad and diverse faculty community that underpins all scholarship, teaching and service.
- Expand the recruitment of talented and intellectually engaged undergraduate, graduate and professional students from a wide array of backgrounds.
- Encourage full participation in, and contribution to, the Duke community, regardless of race, ethnicity, gender, religion and sexual orientation.
- Facilitate dialogue between and across university communities on pressing and challenging issues. Promote conversations that prompt faculty and students to question what they know.
- Maintain our commitment to undergraduate need-blind admissions.

For example, Duke could:

Support collaborative endeavors among schools, centers, institutes and initiatives that expand opportunities for students and faculty to explore issues from a variety of disciplines, perspectives and histories.

Create campus-wide intellectual events that provide a common experience for, and attract the participation of, undergraduate, graduate and professional students from across schools.

Increase the affordability of graduate and professional student programs.

Build a comprehensive program to support low income and first-generation students.

Implement the recommendations of the Faculty Diversity Task Force. For example:

1. Create an Office for Faculty Diversity and Inclusion responsible for the implementation of university-wide faculty-oriented diversity and inclusion efforts.

2. Ask each school/department/division to create a Faculty Diversity Standing Committee.

3. Ask each school/department/division to develop its own diversity plan collaboratively with its Faculty Diversity Standing Committee and the Vice Provost for Faculty Diversity and Inclusion.

Goal 3: Deepen the capacity of the Duke community to address challenges and identify solutions that cross boundaries and borders

Background: Internationalization has been an institutional priority for Duke's research mission for over two decades. At the same time, Duke has been a strong contributor to the local community through a multitude of programs. Duke faculty have expressed a strong desire to connect their research to local innovation and entrepreneurial efforts and to key societal issues that have a local and global dimension. The value of Duke's scholarship can be amplified by engagement with local, national, and global communities and by working with communities to maximize the relevance of that research to their needs.

Moving forward, Duke will:

- Draw on its intellectual strengths, the proximity of its schools, centers, and institutes, its partnerships with other local universities and its uniquely collaborative environment to better understand and ameliorate challenges that cross boundaries and borders.
- Ensure that a problem-solving ethos is informed by understanding histories, traditions of thought and culture in ways that provide an informed context and a questioning of assumptions.
- Partner with Durham and communities throughout the Southeast to innovate, address issues and spread ideas to other localities.
- Build on its investments around the world to foster a global network of learning and research and to receive the benefits that network yields.

For example, Duke could:

Deepen our leadership in complex, challenging fields where Duke has strengths and opportunities:

- *Local and global health*
- *Race and inequality*
- *Climate change and sustainability*
- *Diaspora, migration, and human trafficking*

Increase and coordinate innovation and entrepreneurship; involve students and faculty in private and public innovation in Durham and the Southeast; and link these efforts more closely to the classroom.

Establish centers of excellence in key geographic areas as platforms for faculty scholarship around the globe.

Expand programs, such as the Humanities Lab of the Franklin Humanities Institute, that emphasize the Arts and Humanities as unique sources of knowledge and practice that are rooted in historical analyses and distinctive modes of interpreting and understanding culture, society and politics worldwide.

Develop accelerated and gap programs, including new 4+1 programs; consider adding a research year in which students work in local, national or global communities on mentored research projects.

Develop global online programs, including those with partner universities.

Make Duke a central site for the discussion, experimentation and development of new forms of disseminating and sharing knowledge.

Better leverage alumni networks to provide career advice and internship opportunities for all students.

Goal 4: Foster and support the excellence of Duke faculty as leaders of the University's intellectual communities

Background: As expectations of the University's research, teaching and service missions coevolve, so too do the demands placed on faculty. Duke needs to ensure that all faculty are supported, recognized and rewarded for the work they contribute to the University's current needs. A central pillar of robust intellectual communities at Duke is excellence in faculty research across the board. To build on this, we must place enabling resources and infrastructure in the hands of faculty and extend the University's emphasis on mentoring to the faculty community.

Moving forward, Duke will:

- Affirm the place, importance and interdependence of disciplinary, interdisciplinary, and multidisciplinary scholarship; recognize and support the critical contributions made by intellectual communities that address and practice different forms of scholarship, ranging from the arts to the quantitative sciences.
- Catalyze the formation of faculty communities that engage in novel research.
- Promote the effective integration of strong faculty research with effective teaching.
- Create, expand and support classrooms, workshops, studios and other spaces that facilitate active learning and the interaction of students and faculty.
- Increase social spaces and facilities where faculty and students can connect and interact.
- Expand our investment in technologies that connect faculty and students across place and time.

For example, Duke could:

Determine how high quality research, teaching, service and community involvement can be rewarded in faculty appointments, promotion and salary.

Create a structure for evaluation and promotion that acknowledges the increasingly diverse forms of scholarly production and dissemination of knowledge.

Provide pilot funding for the creation of efforts and projects at the intersection of schools, institutes and centers.

Create policies and funding mechanisms that encourage the participation of faculty across schools, institutes and centers.

Increase resources for faculty development, particularly as it relates to mentorship, leadership, collaboration and pedagogical innovation.

Design strategies for building research profiles and navigating careers over the faculty lifespan; strengthen programs for the mentoring of faculty at all levels.