

**Executive Summary**  
**The New School of Public Policy at Duke University**  
**Strategic Plan**  
**Transforming Lives, Building a Better World:**  
**Public Policy Leadership for a Global Community**

**The Challenge**

The global community of the twenty-first century demands smart, pragmatic, and ethical leaders—a new generation of men and women empowered through academic training, real-world experience, and character to build a better world. These leaders must be equipped both to serve the public and to guide the businesses and nonprofit organizations that help shape government decisions and actions.

**The Vision**

Duke University is seizing the opportunity to meet this challenge through the creation of a new school of public policy. For three decades, the Terry Sanford Institute of Public Policy has earned its reputation for excellence in interdisciplinary research, teaching and policy engagement. Transformation into a school will greatly strengthen the institute through enabling initiatives that further develop its greatest resources: its faculty and its students—undergraduate, professional, and PhD. Status as a school will facilitate efforts to collaborate with the School of Law, Nicholas School of the Environment and Earth Sciences, Fuqua School of Business, Pratt School of Engineering and School of Medicine as the faculty seeks to be a catalyst and resource for activities throughout the university that bear on public policy broadly defined. Increasing their size will enable the faculty to help realize one of the most important goals of the university’s strategic plan: to achieve a broader, deeper engagement in public life and to apply their knowledge and creativity—and that of their students—to major public challenges. By connecting the resources and human capital of a great international university with the global community, the creation of a new school will exemplify Duke’s commitment to put knowledge in the service of society.

To fulfill the potential of the new school, the faculty will double through targeted appointments that will help give Duke international leadership in a number of critical areas of public policy. Our vision consists of five components, each articulated in terms of a fundamental challenge to which we, as a school, in collaboration with the broader Duke community, are seeking to respond.

**The 1st. and most important component involves Students:**

What is the Challenge?

The 21st Century needs smart, pragmatic, ethical leaders equipped, through academic training, real world experience and character, to build a better world, to serve the public and to guide the private and non profit sectors that help shape government decisions.

How will we meet this challenge?

*By increasing financial aid*, which will enable us to recruit the best students without regard to need, and *by increasing a faculty with a passion for research and teaching* that will strengthen our ability: to provide students with the analytical skills they need, to guide student research, to deepen student engagement in trying to solve real world policy problems, to provide better mentoring, and more extensive leadership training, and, ultimately, to transform exceptional students into leaders prepared to meet their responsibilities for building a better world and fulfill their responsibilities as citizens of the global community

## **The 2nd. Component of our vision focuses on Environment and Energy Policy**

What is the Challenge:

The world is experiencing unprecedented environmental change, and human beings, not nature, are the most significant agents of it. In addition to climate change, a related issue of equally urgent concern is the failure of the international community in general, and the United States in particular, to develop energy policies that are sustainable.

The engine that drives global warming is our addiction to nonrenewable resources: we are burning oil, coal, and natural gas far more quickly than the earth can replenish its supply of the fossil fuels that power our cars, heat and cool our buildings, and help create both economic growth (which is good) and international instability (which isn't). Failing to conserve existing resources and use them more efficiently, failing to find alternative sources of energy, failing to help poor countries develop without accelerating environmental damage, and to failing check climate change, will have a profound impact on our planet and our lives.

Among the consequences of these failures is the continuing and increasingly problematic involvement since World War II of the United States in the Persian Gulf. The continuing instability of the Persian Gulf region, coupled with the increasing demand for oil in the developing world, conflates the environmental, energy and security crises that will dominate the global agenda over the next decades.

How will we meet this challenge?

Duke's responses to the environmental and energy crises (and, indirectly, to the imperatives of national security) will come from scientists and engineers at Nicholas and Pratt who are able to understand how we are altering our world and what we can do to sustain it; and working in tandem with policy analysts at Sanford who can devise and work to implement policies that will lead to wise stewardship of the earth and its resources.

The School of Public Policy is part of Duke University's Program in Environmental and Energy Policy, which makes it a critical collaborative partner in a multi-school initiative that is designed to sustain the environment by turning sound science into effective policy.

The new school will focus on three related areas: Global climate change, energy policy, and environmental health. These areas, undergirded by a broad interest in water policy, are a priority for the Nicholas and Pratt schools, as well as Fuqua and the Law school, and the deans of these schools, with us, are committed, through the coordinated hiring of faculty, to make Duke an international leader in translating scientific understanding in these areas into international policies that can mitigate the dire consequences of global warming; national policies that develop a cost-effective, sustainable energy policy; and statewide policies that reduce sickness and death from pollution by improving water quality in North Carolina.

### **The 3rd. component of our vision concerns Health Policy**

#### What is the challenge?

America faces a health-care crisis of staggering proportions. Mushrooming health costs consume 15 percent of the gross domestic product, the highest rate in the world. More than 45 million Americans go without health insurance, and a growing number of employers cannot afford to cover their workers. The system is failing, and America must find a way to fix it, at a cost the nation can afford. Medicare's actuaries (who historically are prone to underestimation) are now projecting that by 2075, the typical Social Security check will be entirely absorbed by the estimated premium and out-of-pocket costs faced by a typical Medicare beneficiary. According to the CBO, if health spending per person continues to grow over the next 75 years at the same rate it has during the past 30, US spending on health care will reach 99% of GDP by 2082. Comptroller General of the GAO (until 2008) David Walker has said that these issues are among the absolutely most critical challenges we face and that Congress seems unable to do anything about them.

#### How will we meet this challenge?

The new public policy school will seek solutions to the health-care crisis by building on the work of scientists and physicians who will continue to advance our understanding of disease and how to prevent and treat it; by helping design and implement policies that promote **efficiency** in our fragmented system; by working to secure **universal protection** against catastrophic medical bills; by seeking to **reduce socioeconomic disparities** in both health and health care, and by encouraging Americans to **live healthier lives**. These areas are an established priority of the Sanford Institute. They are also critical concerns of the Global Health Institute, the School of Medicine's Department of Community and Family Medicine, the Center for Genome Ethics, Law, and Policy, and the Fuqua School's Health Sector Management program. Partnering with these and other leading schools and programs, the School of Public Policy will serve as a major locus of health policy research on Duke's campus; a source of evidence-based guidance for improving access to quality health care for racial and ethnic minorities in North Carolina; and a national leader in such areas as understanding how an aging population will effect Medicare and Social Security.

## **The 4<sup>th</sup> component of our vision addresses the consequences of globalization.**

### What is the challenge?

The redrawing of traditional boundaries between domestic and international policy in the era of globalization means that we need to revisit old assumptions about the roles of governments, non-governmental actors, and international organizations in creating public value, and to reexamine their place in a changed global community. All of the great issues of our day—whether they involve the economy, the environment, health or security—now cross boundaries in an interdependent world where nations no longer have the same mastery over their own fate. Individuals are part of an increasingly global community, with all the implications that membership in that community entails; our fates, in brief, are interrelated and interdependent, and require international cooperation from all of us.

*We face a crisis of governance* that requires new thinking about the roles of intergovernmental organizations such as the UN, the WHO and the IMF, and the opportunities for assisting developing countries in building their governance capacity.

*We face a crisis in development*, and with three-quarters of the world's expanding population living in developing countries, our fate is linked with theirs. Unless we can work collectively to find a sustainable path to development, tackling poverty, disease, environmental degradation and political oppression, we risk destroying ourselves and the planet.

*We face a crisis in global health*. Throughout the world, poor health is not just a consequence of poverty, but also a profound cause of it. Unless we can come to grips with the ravages of diseases that plague the developing world, and unless we can address the widespread need for access to adequate health care, there is little hope for solving the development crisis.

*We face a crisis in security*. In the aftermath of 9/11, there is little question that our thinking about security is outdated and much of our intelligence, military, and foreign policy institutions are ill-suited to the new challenge. Clearly, we need better understanding of the nature and sources of the new security threats and much better insights into how to counter them.

How will we meet this challenge? By collaborating with other partners who share our priorities (the Law School, the Nicholas School, the Nicholas Institute of Environmental Policy Solutions, The Fuqua School of Business and the Global Health Institute), and hiring faculty that complement our respective strengths, the new public policy school will seek to make Duke an international leader in translating scientific, medical and technological advances into policies that can address shortcomings in global governance, eliminate health inequities, build a global economy that is just and sustainable, and make the world more secure.

## **The 5<sup>th</sup> and last component of our vision concerns social policy**

What is the challenge? The social challenges facing the United States are enormous, both in their magnitude and their complexity. The gap between rich and poor families is larger than that of any other advanced country. Disparities in income and education are associated with well documented disparities in education, health and access to the criminal justice system. Existing racial and ethnic disparities, meanwhile, are being intensified by waves of new immigrants that challenge the fabric of local communities, while our educational system is failing to educate large numbers of poor and minority students to the levels required of an increasingly global and knowledge based society.

Many of the critical challenges facing the residents of North Carolina are also the problems of the South, of the nation and of communities around the world. These challenges—strengthening education for all children, combating poverty, promoting better race relations, and improving the quality of life for all Americans—have been at the heart of the Terry Sanford Institute’s concerns from its inception, and remain central to its concerns today.

To help maximize Duke’s impact on the most important social policy issues of the day, the new public policy school will focus more intensively on the areas in which its distinguished current faculty has already made significant contributions: education policy, poverty, child and family policy, racial and ethnic disparities, aging, and social deviancy. These areas are priorities for three active research centers within the university: the Center for Child and Family Policy; the Population, Policy and Aging Research Center; and the Social Science Research Institute. Partnering with these nationally recognized centers, the new public policy school will help make Duke a national leader in translating outstanding research in these critical areas of social policy into better schools, stronger families, and a higher quality of life for Americans at all levels of society.

To address most effectively the range of interrelated social problems, the School of Public Policy will concentrate much of its research on North Carolina. The state embodies many of the challenges that dominate the national and international policy agendas. It provides a rich laboratory for research, education, and policy solutions that will become models for other states and other countries.

This, then, is our vision, complemented by important centers involving leadership, international development, communications, strategic philanthropy and civil society.

Newly hired scholars and practitioners will help their colleagues partner with other faculty in Duke’s top-ranked graduate and professional schools in addressing challenges in these areas, making the collective effort greater than the sum of its parts, focusing the fruits of many fields of research on pressing contemporary problems. They will share the defining characteristics of the existing faculty: a commitment to path-breaking collaborative research on policy issues that cross disciplinary lines; a spirit of entrepreneurship and experimentation; and a passion for teaching and mentoring that

reaches across educational levels, connecting students and faculty with one another and with the real world.

The number of students currently graduating from Sanford—approximately 280 every year—will not increase. Rather, supported by financial resources dedicated to student aid, the school will enhance the quality of an already outstanding student body, recruiting and enrolling bright men and women who show early promise of both scholarship and leadership. The school's expanded faculty will offer these students a greater variety of courses and in-depth areas of concentration; training in ethics, democratic values, and global leadership that cuts across the curriculum; and closely mentored independent study. Through greater opportunities for internships, service learning and entrepreneurial challenges, students will put their skills and knowledge to work in real-world situations, and make significant contributions to the problems they encounter, while gaining experience that will be critical to their personal development. Transformed by their Duke experience, graduates of the School of Public Policy will enter the global community uniquely prepared to put knowledge in the service of society and to lead the next generation of the 21<sup>st</sup> century.