

## Chapter 4 – Academic Goals and Strategies to Build Distinction

We went through our planning process determined to increase our effectiveness in a changing, challenging environment while building on our enduring themes and distinctive identity. But for this to be *strategic* planning, we have to know what's strategic for Duke and our schools and to direct our efforts and resources accordingly. First, it is strategic to attend to the renewal of core academic strengths and core facilities as our foundations. Second, it is strategic to ensure that we complete what was begun during the last planning phase, ensuring that new facilities achieve their programmatic goals, newly created programs achieve their potential, and projects on the drawing board are completed. Finally, it is strategic to move into carefully chosen new fields of inquiry and teaching with high academic promise and social relevance. Investing our energies and resources along these lines will enable us to reach a new level of sustained excellence that further and distinctively defines Duke within top-tier of academic institutions.

Our goals are both strategic and coupled to realistic and flexible financial planning, which gives assurance that planning strategies can be implemented. The six strategic goals of the academic plan are:

**Goal 1: Increase the Capacity of our Faculty to Develop and Communicate Disciplinary and Interdisciplinary Knowledge**

*We will create a Faculty Enhancement Initiative to hire, retain, and reward the faculty at all levels, and do so in a targeted manner that builds strength in our departments, schools, centers, and institutes.*

**Goal 2: Strengthen the Engagement of the University in Real World Issues**

*We recommit to our flagship interdisciplinary programs and will advance new academic initiatives that build upon distinctive university strengths and enduring themes, particularly knowledge at the service of society.*

**Goal 3: Attract the Best Graduate and Professional Students and Fully Engage Them in the Creation and Transmission of Knowledge**

*We will strengthen our graduate programs and more fully integrate and support graduate students within the academic community.*

**Goal 4: Foster in Undergraduate Students a Passion for Learning and a Commitment to Making a Difference in the World**

*We will continue to develop an undergraduate experience that deeply engages our students and faculty; enables students to respond to the rapid changes in knowledge production, transmission, and application; and prepares them to be citizens of the global community.*

**Goal 5: Transform the Arts at Duke**

*We will raise the level of the arts on campus, enhancing programming, expanding curricular opportunities, supporting cross-disciplinary research, improving facilities, and providing ongoing leadership.*

**Goal 6: Lead and Innovate in the Creation, Management, and Delivery of Scholarly Resources in Support of Teaching and Research**

*We will ensure that the University Libraries and Information Technology provide transparent and seamless access in support of our academic goals.*

The central administration has targeted a strategic investment pool of \$208.8M in support of strategies to achieve our desired programmatic goals. In addition, \$40M has been targeted to assist the development of the School of Medicine and its collaborations across the campus. Additional capital investments also support strategic plan goals.

## **Goal 1: Increase the Capacity of our Faculty to Develop and Communicate Disciplinary and Interdisciplinary Knowledge**

The university's first obligation is to attract, nurture, and retain faculty of the highest excellence, where excellence is understood to include both powerful intellectual creativity and the eagerness to stimulate and support the creativity of students. Our identity is, and will continue to be, driven by the quality of our faculty. We are determined further to raise the intellectual expectations for current faculty and the intellectual caliber of future faculty through strategic appointments in areas where Duke has differential advantages, as identified in both school and university plans. This requires not only recruiting competitively for the absolutely best faculty but also retaining our best scholars when they are being recruited by peer and more highly ranked institutions. We must find ways to break through in our efforts to hire the most outstanding faculty in our priority areas, which, in part, will be the product of the quality of the resources we offer, the programs we mount, and the collaborations we build. But above all, it will be the product of the strategic aspirations of our schools, departments, and interdisciplinary programs; their self-confidence in seeking the best; their patience in attracting them; and of the capability of the administration to back these aspirations with the appropriate resources.

This, in turn, will require not only strong administrative encouragement and steadfast will, but also a sharp strategic eye, a commitment to invest primarily in the strategic priorities presented in our institutional, school, and institute plans, and an ability to build collaborative hires where desirable. And it will require as well some adventurousness, a willingness to take intellectual risks. We will compete for, and be competitive for, the best faculty by identifying and supporting hires that realize our aspirations.

The partnership between the schools and central administration needs to promote the best hiring, allow faculty to make the most of their talents, and assure appropriate rewards so that we retain our best faculty. Together we will target and develop faculty members who are already, or can be expected to become, recognized researchers with national and international impact, who inspire students and set examples for their colleagues in their teaching, and who, through their leadership – both within the schools and campus wide – enhance the research and learning environment for all within the university. We further commit to work with school deans to assure we support efforts to enable faculty to strike a balance between teaching, research, and service. Engagement in interdisciplinary efforts, informal mentoring and service responsibilities, and forging new ways to provide educational experiences are demanding more of faculty time each year. As the responsibilities of faculty evolve, it is essential that expectations and compensation are consistent with these efforts and university priorities.

To enable schools to be responsive to recruitment opportunities that advance either their strategic goals or university-wide initiatives, to retain our best faculty – tenure and non-tenure track, and to nurture those on steep upward trajectories, we will create the **Faculty Enhancement Initiative**. This initiative will enable strategic hiring in an anticipative way: rather than hiring faculty as vacancies occur, schools will be able to make

accelerated appointments against expected retirements, planned future growth, and committed, but not yet fully funded, endowed chairs. The initiative also pays attention to current Duke faculty and provides support to enable them to realize their maximum potential in teaching and research.

Strategies for the Faculty Enhancement Initiative include:

- **Enable accelerated and cluster hiring for school and university strategic priorities**
- **Support strategic hires through startup funds**
- **Foster shared searches between schools and institutes and centers**
- **Promote diversity through faculty hiring, retention, and program development**
- **Facilitate the integration of research and teaching**
- **Develop leadership skills in tenured faculty through mentoring**
- **Provide initial support for programs, institutes, and centers that advance university strategic priorities**
- **Facilitate cutting-edge research through support of shared facilities**

#### **Enable accelerated and cluster hiring for school and university strategic priorities**

The centerpiece of this initiative will be to provide bridge funding to encourage hiring in areas of strategic importance, thereby accelerating the process of faculty renewal. The first criterion for accessing these resources is that the hire substantially contributes to a strategic objective of the schools and/or institute, in the latter case bringing to life the intersections between school priorities and the signature university themes. Additional possibilities include whether the hire could facilitate an important change in the direction of a discipline; bring important collaborations to the department, program, or institute; leverage resources; or bring cutting-edge research on a pressing problem into the classroom. In any case, a necessary condition is for the hiring unit to have strong leadership and a clear vision of what it is trying to achieve.

Hiring costs will be directly mortgaged to anticipated growth, future retirements of current faculty lines, or new endowed chairs committed but not yet fully funded. The actual number of lines available annually will vary based on the availability of support and the rate at which mortgaged positions are closed. The Provost's support ends when the slot budgeted in the school becomes available; the school or department then will be fully responsible for the line. In this way, resources from the central administration will be leveraged to accomplish long-term goals more quickly and effectively.

#### **Support strategic hires through startup funds**

Providing startup support is one of the major budgetary challenges faced in hiring faculty, particularly in science and engineering. Often the school has the faculty line, but is unable to meet the startup requirements needed to attract to Duke a faculty member of

the highest distinction. To enable schools to recruit the very best faculty, the Provost's office will create a startup fund, from which significant contributions to the one-time startup support for strategic hires can be made. This startup support is also available to those hired using the bridging support mechanism described in the previous section.

### **Foster shared searches between schools and institutes and centers**

We have realized the significant benefits of recruiting faculty into positions that are shared across schools, because such hires attract faculty to Duke who reinforce our vision for interdisciplinary and cross-disciplinary research and teaching. Much of Duke's interdisciplinary efforts are represented by outstanding institutes, including the Institute for Genome Sciences & Policy, the Social Science Research Institute, the John Hope Franklin Humanities Institute, the Kenan Institute for Ethics, and the Nicholas Institute for Environmental Policy Solutions. To advance our signature programs more successfully we must more closely coordinate and consider their aspirations and programmatic needs along side those of the schools.

The Provost recently created the Academic Leadership Council, comprised of the deans of the schools and the directors of institutes that embody university strategic priorities. This group will advise the Provost on annual plans for cross-school and school-institute searches that enhance school, institute, and university strategic initiatives. Early consultation and planning are crucial in interdisciplinary hiring. Achieving this requires, first, that all school's annual hiring plans explicitly address their contribution to Duke's commitment to interdisciplinarity; and, second, that institutes develop their own annual hiring plans for consideration in concert with school plans. Memoranda of understanding are the central mechanism for aligning expectations among the partnering units, must be an integral part of the recruitment process, and must clearly articulate the teaching and service responsibilities of such hires. The "home" of faculty hired remains within a department structure, and the salary will ordinarily be budgeted by the schools involved.

### **Promote faculty diversity through hiring, retention, and program development**

Diversity in our faculty is essential to our success in each and every area we seek to develop. Close attention to hiring and retaining a diverse faculty requires commitment at all institutional levels, ranging from senior administrators and deans to department chairs and search committees. Through focused leadership and training, mentoring, policies, programs, and rewards, we seek to infuse our community more fully with the complete range of perspectives and potential of human difference, including racial, ethnic, linguistic, gender, sexual orientation, physical abilities, geographic backgrounds, religious affiliation, and political convictions. Moreover, because the themes of interdisciplinarity, internationalization, and diversity are often intertwined, we believe that accelerated and cluster hiring will significantly increase our diversity as well as deepen our strength in programmatic areas, broaden the perspectives among our faculty and create a more inclusive university culture and environment.

Duke has witnessed the results of the 1993-2003 Black Faculty Strategic Initiative to recruit African-American faculty, an initiative that more than doubled the number of black faculty. We advance our priority of diversity through a number of mechanisms, including the Faculty Diversity Initiative, which uses central resources to encourage and enable the hiring of women, minority, and minority women faculty in fields where they are underrepresented. The current plan reaffirms this commitment and through outreach and recruitment sets the goal to achieve a net increase of 25 faculty from underrepresented groups over the next five years. We will also continue to press forward on measures to attract, mentor, and support women in science.

The availability of Ph. D. applicants from under-represented groups in certain fields remains a significant issue. To enhance the pool of potential faculty members, we will create a fund to hire post-doctoral fellows from under-represented groups. We will also make special efforts to recruit graduate students from historically black colleges and universities and like places from which we can increase our pool of diverse candidates.

Hiring by itself, however, will not be sufficient. Retaining these faculty members, assuring their ability fully to pursue their research and teaching programs, and building community will also be critical. Minority, women, and minority women faculty members often face demands on their time exceeding other faculty members because they are asked to serve as representatives on multiple committees and because, in addition to their normal advising activities, they are sought out as informal advisors and mentors by minority students. Better accounting for and rewarding these important activities for all faculty will be an administrative priority as will promoting faculty research programs that bring disciplinary and interdisciplinary tools to bear on issues of race, culture, gender, and ethnicity.

Administrative oversight of these activities will be the responsibility of the newly created Vice Provost for Faculty Diversity and Faculty Development.

### **Facilitate the integration of teaching and research**

Undergraduate education occupies a central place in the vision of Duke University and expectations for our faculty. The Faculty Enhancement Initiative must encourage and support the balance between – or perhaps more aptly put, the integration of – undergraduate education and research. For faculty currently at the university, we must provide opportunities, in addition to the normal sabbatical leave, for deepening research, fostering collaborations, learning new methodologies, and creating new courses within and across schools. Through use of strategic resources, several university-wide institutes, such as the Social Science Research Institute, are developing faculty fellows programs. Such collaborative programs impact research through joint grant proposals and interdisciplinary work, as well as advance curricular offerings through development of new first-year Focus clusters and interdisciplinary courses.

Technology and its effective educational applications can also serve as the means for creatively integrating faculty research and teaching. Expanded use of educational

technology allows faculty to bring their own, real-world research projects, data, and experiences into the classroom, thereby strengthening their ownership of the teaching enterprise and making it more personally meaningful. Technology connects students more directly to faculty scholarship, fostering greater engagement with the culture of research. We seek to pursue thoughtful applications of educational technology and to lessen the view – and rewards for the view – that research and teaching are separate and competing endeavors.

### **Develop leadership skills in tenured faculty through mentoring**

The university seeks to have and develop skilled intellectual leaders and to engender an environment in which faculty who are capable of becoming such leaders actually do so. This depends, in part, on mentoring. The university has recently launched a new university-wide Mentoring Initiative that articulates best practices for faculty members, chairs, deans, and central administrators along a continuum. This initiative places emphasis on the role of the chair in creating a local environment in which mentoring can flourish and the roles of the dean and the provost in promoting and monitoring a climate and mentoring culture supportive of all faculty members.

While schools, institutes, and departments currently provide an array of mentoring programs for assistant professors, the same is not true for associate and full professors. Moreover, associate professors are at a point in their careers that is particularly conducive for developing campus leadership, both through scholarship and service opportunities. Increased attention to mentoring of this cohort would enhance continued productivity and greater engagement in the institution. In addition, mentoring full professors may help maintain their peak momentum, support their scholarly and educational activities, and encourage them to collaborate in new and strategic ways.

Responding to the recognized need for greater faculty mentoring, the university will require review of all associate professors as part of the annual salary evaluation. This review will entail a meeting with department chair, or in the smaller schools the appropriate representatives from the Dean's office, so that faculty can receive feedback enabling them to better achieve their maximum potential in research, teaching and service. Moreover, part of this evaluation must address prospects for promotion, thereby enabling schools and the administration either to mentor faculty in areas that could be strengthened or to proactively promote faculty on steep positive trajectories.

As is the case at other universities, Duke struggles with the proper balance of reward and recognition for research, teaching and service. It remains imperative to recognize, however, that faculty can – and do – contribute to the university through a variety of efforts. In recent years, young faculty have tended to place a large emphasis on research, reflecting their experiences as graduate students or postdoctoral researchers. It is our collective obligation to help young faculty develop a balanced portfolio, and this requires mentoring by peers, department chairs, and deans. For those more advanced in their careers, the administration should encourage those whose research activities are less productive to strengthen their university contributions through teaching and service,

accompanied by proper institutional recognition and support for excellence in these efforts.

### **Provide initial support for programs, institutes, and centers that advance university strategic priorities**

Over the last decade, the University has institutionalized its ability to provide seed support to start programs, institutes, and centers that deepen our commitment to cross-school partnerships and advance interdisciplinarity. Duke's flexibility to enable faculty to develop such programs plays an important part in the recruitment and retention of our best faculty and to the ability of our students – both graduate and undergraduate – to gain first hand experiences in cutting edge research.

To ensure our continued capacity to support the creative energies of our faculty in the creation of future signature programs, institutes, and centers, we will develop and implement mechanisms by which the schools will assume the support of successful centers after initial central funding. The Provost's Common Fund and new strategic Faculty Enhancement Initiative funds will provide sources of seed support for faculty groups interested in developing new programs, institutes, and centers. The Provost's office will evaluate proposals for new programs, institutes, and centers, in consultation with the Deans, Institute Directors, and Academic Programs Committee, based upon how the proposed program, institute, or center builds on demonstrated leadership and enhances the intersections between school priorities and the signature university themes. The number of programs, institutes, or centers started annually will vary based on the availability of support and commitments to ongoing efforts, will, in general, be supported for an initial four year period, assessed during their third year, and, if successful, renewed contingent on the development of a walk-down model from central to school support.

### **Facilitate cutting-edge research through support of shared facilities**

The equipment and facilities needed to perform research often exceed what an individual faculty member can acquire, sustain, or optimally utilize. This predicament has been largely limited to science and engineering; it is reflected by such facilities as our Shared Materials Instrumentation Faculty, the NMR Center, the Duke Comprehensive Cancer Center, the Institute for Genome Sciences & Policy, the Interdisciplinary Initiative in Social Psychology Experimental Labs, and the Shared Cluster Computing Resource. Today, however, as the Franklin Center's Technology Center makes clear, sophisticated, technology-intensive facilities are needed in all disciplines for faculty research and scholarship. The creation and development of shared resources is often difficult because of faculty preferences for dedicated facilities, the hesitancy of schools to subsidize one another, and the lack of current financial mechanisms to provide an infrastructure for shared resource partnerships. Through the Faculty Enhancement Initiative, however, the central administration will seek to provide leadership in developing the critical mass of faculty in strategic areas needed to justify and sustain targeted core facilities, whether high end instrumentation for science and engineering or multi-media visualization and

digitization facilities for the arts and humanities. We will also work to provide increased resources for critical, shared facilities, although faculty startup funds available through this initiative can be used towards the purchase of shared instrumentation, potentially leveraging both school and external funding.

Future demand for shared resources is likely to increase, with near-term needs in science and engineering accentuated by current climate of federal funding. The university cannot support all requests for shared facilities but will need to prioritize support activities that bring distinction to our core values and strategic goals. To make such determinations, we will establish a Shared Facilities Oversight Committee, reporting to the Vice Provost for Research, to define the process by which faculty can create shared facilities, prioritize requests for such facilities, recommend the appropriate initial investment, and evaluate proposed business plans to assure long-term viability.



## **Goal 2: Strengthen the Engagement of the University in Real World Issues**

Top-tier private research universities have a remarkable similarity among their academic initiatives, and original, successful, ideas proffered by one or several are often quickly developed and nurtured by others, increasing institutional competitiveness. Our strategy must be to go beyond this traditional mold, to differentiate ourselves within the top group of schools by our capacity to innovate and lead, to seize opportunities that capitalize on our unique strengths. In this plan, we seek distinction and distinctiveness by creating and nurturing signature academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation, applying knowledge to societal issues, and providing students with the skills to succeed and lead in these areas.

School plans describe a rich array of academic initiatives that represent strategies for enhancing existing peaks of excellence and establishing new ones. In some cases, an individual school is the home of an initiative because of the school's high concentration of faculty connected to that area. In other cases, initiatives provide interdisciplinary and international opportunities, involving faculty both within a single school and collaborations between schools in a university-wide effort. As part of the Faculty Enhancement Initiative we have committed to provide initial support for programs and centers that advance university strategic priorities. It is our hope that some of these, over time, develop into signature initiatives that advance Duke's distinctiveness.

Complementing the new institutes and centers supported by the Faculty Enhancement Initiative, we seek to define and advance our goal to engage in real world problems by pursuing two key strategies:

- **Recommit to successful signature initiatives, enabling them to achieve a new level of excellence**
- **Launch two new initiatives that take advantage of the unique strengths of our campus and further our strategic institutional themes**

### **Recommit to successful signature initiatives, enabling them to achieve a new level of excellence**

We reaffirm our commitment to our signature initiatives: the **Institute for Genome Sciences & Policy**, the **Social Science Research Institute**, the **John Hope Franklin Humanities Institute**, the **Kenan Institute for Ethics**, the **Nicholas Institute for Environmental Policy Solutions**, and the **Sanford Institute of Public Policy**. These signature initiatives serve as models for other universities and require continued and enhanced support. These programs will shape faculty development opportunities through the Faculty Enhancement Initiative, serve as magnets for attracting the best graduate

students, enhance undergraduate educational opportunities, and foster interdisciplinary “vertical integration teams” of faculty, post-docs, graduate and undergraduate students, and practitioners.

**The Institute for Genome Sciences & Policy:** The creation of this institute in the last strategic planning period resulted from Duke’s recognition of the need to build bridges among researchers, clinicians, policy experts, and scholars based in virtually all of Duke’s schools to ensure that the next generation is broadly trained in the range of experimental, quantitative and social disciplines needed to successfully address the challenges represented by the Genome Revolution. Since its formal launch in 2003, the Duke Institute for Genome Sciences & Policy (IGSP) has become a multi- and interdisciplinary network of centers, research programs, and educational activities that together form an integrated, campus-wide approach to advancing aspects of the Genome Revolution and to addressing its implications for science, health, and society.

In the next planning period, we will put the IGSP on a solid budgetary foundation. As we move forward, the IGSP will expand opportunities for both classroom and inquiry-based learning for undergraduates, redouble efforts in computational and quantitative science and engineering, and seek meaningful partnerships with schools and departments that have not yet been fully engaged. In addition, the institute will define interdisciplinary projects that will engage partners across campus, develop integrated, interdisciplinary space to facilitate efforts that bridge both science and policy, and expand outreach to the public and around the globe. Through scientific discoveries and engaging in the policy decisions that surround genomic science, the IGSP will play a major role in advancing Duke’s commitment to place knowledge in the service of society.

**The Social Science Research Institute:** Founded in 2003, the Social Science Research Institute (SSRI) catalyzes pioneering research and methods across the social and behavioral sciences. The SSRI provides an integrated set of research facilities focused on the collection, assessment, analysis, and transmission of data at the frontiers of social and behavioral sciences research. The SSRI supports initiatives that foster the development of interdisciplinary teams devoted to creating and disseminating new knowledge within areas that promote excellence among Duke scholars, are relevant to policy, and hold intellectual importance.

Three years into its development, the SSRI is poised to achieve excellence and distinctiveness through an ambitious series of interrelated efforts that connect research – both basic and applied – and teaching. Noteworthy among these are the SSRI Faculty Fellows’ Program, its series of peer-reviewed conferences, and the SSRI’s proposed interdisciplinary initiative in social science statistics, designed to provide graduate and undergraduate students with quantitative skills needed to work at the forefront of social and behavioral research. Understanding how to create, evaluate, and transmit new knowledge is essential if our students are to become leaders in academia, industry, science, and management, and the SSRI programs support and train scholars at all levels so that they have the skill sets to assume these roles.

**The John Hope Franklin Humanities Institute:** The John Hope Franklin Humanities Institute (FHI) was founded in 1999 to be an interdisciplinary center dedicated to supporting the humanities. The institute encourages serious humanistic inquiry across a wide range of disciplines throughout the university and fosters an awareness of the centrality of the humanities to a broad, historically grounded university education. Through an array of innovative programs, the FHI seeks to encourage conversations, partnerships, and collaborations that stimulate humanistic research, writing, and teaching.

Building on the legacy of Dr. John Hope Franklin and affirming that humanistic scholarship can and should inform and enrich present debates, policies, public discourse, and community life, the FHI will seek to stake out a more directly engaged public role for the Duke humanities. Among its advancement strategies, the FHI will enable more opportunities for unrestricted faculty research fellowships in residence. To diversify the cultural scope of Duke's curriculum and further infuse interdisciplinary and inquiry-based learning into undergraduate education, the FHI will also devote considerable effort to curriculum development, such as interdisciplinary gateway courses for humanities majors and team-taught by distinguished senior faculty.

**The Kenan Institute for Ethics:** From its beginnings in 1995, the Kenan Institute for Ethics (KIE) has grown into one of the most active and respected ethics centers in the country. A university-wide initiative housed under the Provost's Office, the Institute supports the study and teaching of ethics and works to infuse moral deliberation, commitment, and courage into the fabric of Duke and beyond. The KIE has already had a significant impact both as an ethics "think and do tank" and has served the university in many ways as a consultant, facilitator, and convener for ethics-related activities across the curriculum and in campus life.

Enhancing Duke's undergraduate experience and placing knowledge in the service of society require us to reflect on the core values and purposes of creating and transmitting knowledge. The KIE is uniquely positioned to lead such discussions as it focuses its attention on three core areas: moral development, organizational ethics, and civic and global ethics. In its second decade of work, the KIE seeks to recruit a cluster of ethics scholars with joint appointments between the Institute and another department or school; to expand curricular opportunities in ethics and develop approaches to evaluating and improving ethics teaching and practice; and to launch a cluster of ethics-related programs focused on campus life. The institute will also continue to promote ethics in K-12, higher education, and business.

**The Nicholas Institute for Environmental Policy Solutions:** The Nicholas Institute for Environmental Policy Solutions (NIEPS), launched in the fall of 2005, is to be the translational arm for environmental research on campus, and by doing so, to become a unique and distinct broker in the often divisive debates that characterize the arena of environmental policy. The environmental policy dialogue has become polarized, with most participants perceived to be aligned with one or other political party. The NIEPS will work to catalyze progress on environmental problems in ways that work toward a

consensus or common understanding of the problems, thereby reducing adversarial debate.

The NIEPS builds on the strength of the Nicholas School. Nicholas faculty are enthusiastic about interdisciplinary cooperation across campus and working collaboratively on policy-relevant projects. Because of the close partnerships between the NIEPS and various schools, the institute's work will have the credibility that comes from an exhaustive faculty review process, yet be produced on a schedule that comports with the decision-making cycles of government, industry, and other institutions. Drawing on faculty expertise and its core group of professional staff, the institute will focus on the translation of this knowledge to guide decision makers in the public and private sectors. Because the institute's ability to access the relevant decision-makers will evolve from leveraging established relationships; a permanent presence in Washington, D.C., the location of many of the environmental debates with which the institute will concern itself, will be strategic. Not only will this enable the faculty and staff associated with the NIEPS to build and maintain relationships with policymakers, but it will afford important research learning opportunities for undergraduate and graduate students interested in environmental policy.

**The Sanford Institute of Public Policy:** The Sanford Institute, founded in 1994, has brought Duke distinction through its innovative approaches to fuse disciplines and address complex policy questions, paired with active engagement in real-world policy issues. During the planning process, a task force explored the critical question of whether our core values and strategic goals would be better served by creating the Sanford School of Public Policy. Given the strength of Sanford's current faculty, the quality of its instructional programs, the productivity of its research centers, and the extent of its facilities, investing in a Sanford School of Public Policy would significantly enhance Duke's capabilities as a national and international leader in the field of public policy.

A Sanford School would create a concentrated home of expertise, teaching, and research that could be a catalyst and resource for activities throughout the university that bear on public policy broadly defined. This furthers Terry Sanford's vision of an enterprise that would serve to improve the quality of decision-making in society through an innovative, experimental, interdisciplinary curriculum that integrates analytical rigor with ethics and service learning; that emphasizes research, teaching, and engagement; and that develops centers to interface with the outside world. The synergies between centers and teaching programs provide a rich educational environment for Duke students, while mentorships and internships engage Duke students directly in the world's problems, nurture their interests in trying to solve them, and, in the process, help develop their critical reflection and leadership abilities.

A Sanford School would contribute to our commitment to internationalization and help students recognize the impact of globalization, that all of us are citizens of an increasingly interdependent world, with all the responsibilities that this citizenship entails. Educating students to understand these responsibilities – in areas such as the environment, health, development, demography, the relationship between media and

democracy, and broad issues of social policy and international security – increases the importance of maintaining the analytical rigor that has always been part of Sanford’s mission. But this educational mission also requires that Sanford broaden the earlier framework to include a less parochial, more interdependent world, and that it seek to effect a closer integration between analytical methods and the more diverse social and cultural contexts within which those methods can be applied to real-world problems.

### **Launch two new initiatives that take advantage of the unique strengths of our campus and further our strategic institutional themes**

In addition to reaffirming and strengthening the above six current signature programs, we will develop and make major commitments to two new interdisciplinary signature initiatives: the **Global Health Institute** and the **Institute for Brain, Mind, Genes, and Behavior**. These two new institutes build on Duke’s strengths and exemplify the integration, collaboration, and connection of knowledge to real-world problems.

**The Global Health Institute:** Duke’s Global Health Institute will address one of the most important problems of our time: the health disparities both in our local community and worldwide. Global poverty, mal-distribution of resources between developed and developing nations, lack of infrastructure in developing countries, global climate change and environmental pollution, all contribute to the inability of societies to deal with problems that adversely affect global health. Adding to these factors are immigration from developing countries, military health issues, bioterrorism, biologic agent threats, and naturally emerging, new infectious diseases. Health issues are now global in scope, both in terms of disease prevention and therapy, and research on infectious diseases and the applications of that research require an equally global dimension.

We see in these global health challenges a particularly promising opportunity to expand our research and educational programs, with potential that will directly allow Duke students and faculty to contribute to global health. Global health is not only a moral imperative but also a key to global stability. As a result, the world’s governments and multilateral institutions have begun to commit serious resources to address global health issues.

Duke’s Global Health Institute will bring together interdisciplinary teams to work with partners to solve highly complex health problems and to train the next generation of global health scholars. With the fundamental goal to improve the human condition, this program could be solely focused on the medical center and health system. We recognize, however, that the ability to affect strategies for improving global health requires not only understanding transmission and prevention of diseases, but how different cultures view their health concerns, how medical realities are embedded in psychosocial, historical, demographic, economic, legal, management, and political contexts, how to best relate the advances afforded by modern medicine to a variety of cultures, and how human impact on the environment affects disease. The humanities and their ability to examine and convey understanding about cultures are essential; indeed, science divorced from an understanding of human cultures and their interactions is unlikely to effectively improve the human condition.

**The Institute for Brain, Mind, Genes, and Behavior:** Increasingly, researchers must meld different – and often historically unconnected – disciplines if they are to develop an understanding of the human brain, mind, and behavior. Duke is well positioned to become a dominant force in the study of brain, mind and behavior, if we coordinate activities on campus and build on the collective strength of our interdisciplinary teams to address the field’s most important problems. To do so, we will create a new institute for interdisciplinary research and scholarship that can respond quickly to new developments and research trends at the intersection of brain sciences, behavioral sciences, and genomics. This effort builds upon our departments, such as philosophy, psychology, psychiatry, and neurobiology, as well as interdisciplinary centers, such as the Brain Imaging and Analysis Center, the Center for Cognitive Neurosciences, the Conte Center for the Neuroscience of Depression, the Center for Neuroeconomic Studies, the Center for the Study of Aging and Human Development, and the Institute for Genome Sciences & Policy. Taking advantage of these collective assets and empowering collaborative work among these units, we will mount distinctive efforts in imaging brain structure and function, examining the co-variation of genetic variability with behavioral traits and cognitive competences, the development of drugs that alter mood or enhance or diminish memories, relating brain function to ethical and moral behavior, and relating economic decisions to brain states. The institute will also assume a translational function so that interdisciplinary research is applied to issues of health and/or policy, as appropriate.

### **Goal 3: Attract the Best Graduate and Professional Students and Fully Engage Them in the Creation and Transmission of Knowledge**

Graduate and professional students play critical roles in the generation of new knowledge in cutting-edge fields. They also play an important role in our institutional priority of increasing the “vertical integration” of research, a model by which faculty, postdoctoral fellows, graduate students, and undergraduates collaboratively interact in research teams on pressing problems. For these reasons, we seek to integrate and support these students more fully in the academic community.

Because of differences between the needs and demands of the different professions (e.g., Law, Business, Medicine), there is no one-size-fits-all strategy to achieve our goals for graduate student recruitment, training, and development. We do, however, affirm the commonality of purpose in research-based Ph.D. programs: to educate the future intellectual leaders of society, develop new knowledge, build bridges between different fields of knowledge, and enhance the intellectual life of university faculty and students. Accordingly, we will pursue three strategies to enhance the role and development of graduate students:

- **Increase our distinction by attracting the best students to our signature programs**
- **Train future leaders in both disciplinary and interdisciplinary methodologies**
- **Continue to strengthen the infrastructure for graduate and professional student development**

#### **Increase our distinction by attracting the best students to our signature programs**

The quality of the faculty and graduate students are inextricably intertwined, and we must not overlook strengthening our graduate programs if we are to realize our institutional aspirations. The best students seek universities that have an excellent faculty and cutting-edge programs, and the best faculty are drawn to universities where they can work with the brightest and most motivated students. In addition, graduate students play an important role in undergraduate teaching, as teaching assistants, partners in independent research, and role models and personal mentors. Thus, increasing the vibrancy and vitality of our graduate programs enhances the quality of all facets of our academic community.

We have made strides in developing a rich array of graduate programs. The quality of our programs, however, varies considerably. Moreover, our stipend levels have fallen below the median of our peer institutions. As we move forward, we must continue our efforts to enhance graduate student diversity. We must also redress the financial situation, raising

stipend levels at least to median levels, doubling the number of James B. Duke fellowship awards for incoming graduate students, and significantly increasing the number of summer research awards in the humanities and social sciences. It will not be possible to enhance all programs simultaneously; thus, we must use a strategic eye to build or create programs that take advantage of our strengths and leverage our differential advantages. For our strategic academic initiatives to flourish, we must make targeted efforts to attract graduate students of exceptional intellectual promise.

### **Train future leaders in both disciplinary and interdisciplinary methodologies**

Graduate and professional training must address that more baccalaureate students than ever are continuing for graduate degrees, more employers are requiring technological sophistication and advanced training, and the expansion of knowledge within and between disciplines is requiring more study than ever before to solve important and complex problems. To train future teachers and leaders to be able to meet these challenges requires not only building disciplinary depth but developing the skills to synthesize different types of knowledge and apply them to real-world problems. While it will be important to sustain disciplinary strengths, there is increasing demand for programs that cross the traditional boundaries of disciplines and departments, programs involving scholarship that has traditionally been classed as “applied” rather than “basic”, and programs geared to the needs of specific clientele.

### **Continue to strengthen the infrastructure for graduate and professional student development**

With the influx of more international graduate students, women, students from historically underrepresented groups, students with young children, and individuals who increasingly do not fit the traditional model of a full-time, residential graduate student, we must increase our efforts to provide a stronger infrastructure. Duke places a high value on listening to, and addressing the needs of, graduate and professional students. The Graduate School has played a leadership role in developing programs, such as Training in Teaching, Preparing Future Faculty, English for International Students, and Training in Responsible Conduct of Research. Collaborative efforts, such as the *Power of their Presence* production and the *Where Your Presence Matters* video, help orient students about what it means to be a Duke graduate student. The success of the Graduate Student Research Day and the Dean’s Award for Excellence in Mentoring have affirmed the place of the graduate students in the life of the university. The Professional Schools have all placed a strong emphasis on leadership and community. In this next phase of our institutional development, we will redouble our efforts to understand and address all segments of the graduate and professional student population, particularly international and under-represented students. We will continue to work aggressively to create an environment that more completely supports all students’ social, emotional, and academic needs.

## **Goal 4: Foster in Undergraduate Students a Passion for Learning and a Commitment to Making a Difference in the World**

Building upon efforts over the past ten years, Duke University is on a path toward creating a premier educational experience for undergraduates, one that is distinctive for engaging the resources of a research university in furthering undergraduate learning and connecting to real world issues.

Three values inform our planning for undergraduate life: integration, engagement, and community. Each of these is intended to promote achievement, excellence, a passion for learning and the intellectual, social, and ethical values and skills among our students that can best prepare them for the world into which they will enter and mature.

We seek to build a more integrated experience for an undergraduate that provides greater continuity between and among the various aspects of students' lives at Duke. We will focus on making transitions and seamless connections between the East Campus experience and the upper-class years, majors and disciplines, the classroom and co-curricular pursuits, students and faculty (and those in between, graduate/professional students and post-docs), the liberal arts and engineering, and college and life after college.

We seek to foster student engagement so that undergraduates assume greater ownership and responsibility for their education rather than seeing it as a means to an end. If students are more fully engaged, they will get more out of their courses and will want to build, through the study of particular subjects, the skills that facilitate critical inquiry throughout their lives. We seek to help our students become active learners and involved citizens and to maximize the benefits that come from close interaction with faculty and peers.

We must place institutional priority on community, on students' connectedness to others as well as to the city in which they are located. Community balances both group benefits with individual needs and wants and a Duke identity with the many personal identities based on demographics and interests. We seek to capitalize on the diversity of our varied constituencies by affirming and engaging the value of difference and creating an environment that promotes civility and respect even as ideas are promulgated – and challenged – in an energizing give and take.

Over the past ten years, we have worked to develop a more robust undergraduate experience. Over this period we have developed East Campus as a first-year community and implemented a new residential plan for upperclass residential life. We have implemented a new curriculum, both in Arts & Sciences and in the Pratt School of Engineering, that raised the bar for students and faculty and that takes greater advantage of the special resources afforded by a research university.

We are currently undertaking initiatives to make mentored research experiences and graduation with distinction through excellence in senior honors thesis work more

normative for undergraduates and to make learning within and outside of the classroom better integrated. These individual and small group learning experiences better prepare our students to become intellectual leaders in their chosen careers by equipping them with the intellectual independence and skills to meet the challenges of a life environment in which the analytical and ethical challenges are multiple and rapidly changing.

While we are proud of our accomplishments, we are not content to rest where we are; rather, we must continue to work to establish a culture of inquiry and develop a greater sense of community. In doing so, we must adapt to the changes in knowledge production, transmission, and application that are occurring in the work of the academic community. We must increasingly focus on creating opportunities for experiential learning, such as service learning, internships, field-work, and research service learning. Adaptation also requires creating dynamic spaces, such as workshops and studios, that facilitate the discovery and learning processes and provide the necessary social context for making meaning of complex information. And we must take care to build a campus culture that is respectful and open to the contributions of others with varied backgrounds and experiences.

In advancing our undergraduate experience, we will pursue the following four strategies:

- **Establish inquiry-based and interdisciplinary learning as the distinctive signature of undergraduate education at Duke University**
- **Use our developmental model as a method for integrating and evaluating curricular and co-curricular initiatives**
- **Create increased opportunities for experiential learning and civic engagement**
- **Develop programs to improve campus culture**

### **Establish inquiry-based and interdisciplinary learning as the distinctive signature of undergraduate education at Duke University**

To advance Duke's distinctiveness in undergraduate education, we must more closely align our scholarly and undergraduate educational activities in dynamic areas of faculty and institutional strength. Inquiry, discovery, and the application of knowledge are increasingly interdisciplinary and collaborative processes, and we seek to more closely link interdisciplinary faculty scholarship to undergraduate education. In this process, we will take greater advantage of our professional school faculty and real-life, problem-based, learning opportunities as well as technology. We will promote interdisciplinary teaching and learning by expanding the Focus program, creating course clusters, and developing a wider array of certificate programs around strategic interdisciplinary themes.

We must also recognize this important interdisciplinary dimension in how we organize student learning. Traditionally, undergraduate education has been characterized in two dimensions: general education and the major. Increasingly, we know the importance of three categories of knowledge, all of which are important in the ideal educational process: general education, in-depth knowledge in a field or major, and interdisciplinary knowledge, which is synthesis of separate intellectual domains. Accordingly, departments must examine their majors and course offerings to ensure that they are appropriately designed and sequenced and that they contribute to the university's emphasis on interdisciplinarity. Institutes and centers should make their own particular contributions to the undergraduate curricula and, where appropriate, so should professional schools. As a part of this process, departments and programs may need to redistribute resources to appropriately balance general education, disciplinary, and interdisciplinary learning.

We believe strongly that research experiences are no longer just preparation for graduate school but rather preparation for leadership in the knowledge-based economy. Research experiences require faculty mentorship. We seek to recruit, support, and retain faculty who integrate their research with their teaching and mentoring, who wish to have an impact on the intellectual and personal development of undergraduates, and who will be catalysts for change in the faculty and student cultures. We seek to double over the next five years the number of students participating in substantive undergraduate research. Increased engagement in research should also lead to an increased number of students excelling in the senior honors thesis work, measured by those that graduate with distinction. To do so, we will support faculty teaching with facilities and other resources, re-evaluate our reward systems, and recruit faculty mentors more widely across the full array of Duke's schools.

### **Use our developmental model as a method for integrating and evaluating curricular and co-curricular initiatives**

Our approach to undergraduate education is based on the understanding that intellectual, personal, and social maturing is a progressive process, involving transitions that are often transformative. Fostering this developmental process is the task that can serve to integrate academic, residential, and social life. As Duke students develop over their four years, we must enable them to take increasing ownership and responsibility for their own education and social behavior. While the diversity of our students precludes a single approach to, or model of, the Duke experience, we seek to be more intentionally guided by a progressive model – from the first to fourth year – of students' cognitive, psychological, and social growth. At the same time that we foster a student's growth toward independence, we will ensure that knowledgeable and compassionate mentors are part of the process so that students gain the benefit of the mentoring and guidance that experienced adults can provide.

The first year is an inward-looking, transitional period, where students are acculturated to the primary values of the academic community – integrity, freedom of inquiry and expression, respect for individual difference, reliance on reason and evidence, and

competition of ideas. Students develop the foundational knowledge, skills, and dispositions needed to be active participants in the community, including how to join an intellectual conversation, formulate and support an argument, make claims in public space, and go beyond tolerance to an affirmation of the value of difference. The first year is a time for students to begin to figure out who they are and to be taken seriously for the quality of their thoughts and ideas.

The sophomore and junior college years are a time for building particular intellectual, personal, and leadership competencies and a depth of knowledge through majors, interdisciplinary study, and experiential learning (e.g., study abroad, service learning, research, and internships). This is also a time for deepening social entrepreneurship and civic engagement by learning how to link academic inquiry to the social good, and developing the capacities for discernment and commitment.

We will place special emphasis on the sophomore year because, as is the case nationwide, the sophomore year is not currently as robust as the first or latter years: some of the sense of community built on East Campus is lost with the move to West Campus, classes for many are appreciably larger, and choosing a course of study and a major brings challenges. A key strategic goal will be to reconceptualize the sophomore year in light of specific developmental challenges and to provide curricular and co-curricular opportunities targeted at making this decisive year more meaningful. We will work with departments and programs to develop courses more responsive to this cohort, and we will collaborate more closely with student affairs to increase co-curricular opportunities that align with sophomores' developmental needs and capabilities.

The senior year refines and consolidates intellectual and personal skills and transitional in the move to greater autonomy and self-regulation. Our efforts to create Central Campus as a culminating and transitional space reflects this final stage of undergraduate development. As we seek to further enhance the undergraduate experience, we will work to more expressly map new initiatives and programs onto this multi-year student development model so that undergraduates are supported as they grow intellectually and personally throughout the course of their Duke experience.

### **Create increased opportunities for experiential learning and civic engagement**

The developmental model for undergraduate education emphasizes our institutional priority of fostering engagement on the part of our students with the wider world. This experience is important for the development of students' identities as they learn how to link inquiry to the social good and strengthen their capacities for discernment and commitment. Because learning is most effective when it is active, problem-based, and collaborative, we seek to focus more clearly on experiential learning inside and outside the classroom. We seek to provide increased opportunities for students to reflect on ideals and values and to find their own paths toward meaningful community engagement.

We will build on the work of the Hart Leadership Program and the Kenan Institute for Ethics, which have taken national leadership roles in the development of research service

learning. Through the newly established Council on Civic Engagement and our “Learning to Make a Difference” website, our new Global Health Institute, and opportunities for experiences abroad, we commit to enhancing opportunities for students to learn how to connect inquiry to the social good. The Civic Engagement Council works to maximize the impact of faculty, students, staff, and alumni to identify, understand, and address areas of public concern and to coordinate community interactions that have evolved over time through academic affairs, community affairs, and student affairs.

Two specific steps have already been taken. A “Learning Through Service” office is being established to provide an infrastructure to support both service learning and research service learning programs and the necessary faculty commitments and community partnerships. This office reflects the transition from primarily externally grant-supported initiatives to core support for community-based experiential pedagogy. In addition, Student Affairs is currently rethinking the role of the Community Service Center in our efforts to make civic engagement a cornerstone of the Duke undergraduate experience.

### **Develop programs to improve campus culture**

The culture of the campus outside the classroom is a critical component in developing the intellectual, social and ethical qualities of our students. We must, therefore, dedicate substantial attention and resources to assuring that campus culture supports the values we seek to promote. While we have engaged in various initiatives over the past ten years to address issues of campus culture, we intend to sharpen our focus on issues of the relationship between the non-curricular opportunities and choices we offer our students and the ones they seize or make on their own, and the broader culture of learning and individual and community development we seek to foster. This focus must include issues of difference and respect, campus and community, race and gender, but also how individuals form and live by their own values and act responsibly consistent with them.

The Campus Culture Initiative, launched in April 2006, will help us develop a clear vision of the values and behaviors that should guide Duke students in their relations with others. We will examine educational practices inside and outside the classroom; evaluate the ways students develop personal responsibility, social responsibility, and civic engagement; and assess how students relate to each other and other members of the campus and community across bounds of race, gender and other social divisions. In the course of our work, we will support and align curricular and co-curricular opportunities, including programs in residential and social life, to help students gain greater perspective on their actions and to foster greater empathy for others.

As we seek to improve campus culture, we will be aided by efforts to bring a greater wholeness to our administration of undergraduate education. Initial steps include more integrated oversight by the Provost, who has established an Undergraduate Leadership Group that brings together, on a regular basis, leaders in academics, athletics, and student life, and a restructuring of the Board of Trustees committees to allow for more comprehensive consideration of issues related to a Duke undergraduate’s experience.



## **Goal 5: Transform the Arts at Duke**

The arts are vital to reaching the fullness of human experience and achieving a well-rounded education. They give intellectual and emotional texture to daily life and create community through the sharing of concerts, exhibitions, readings, and productions. The arts are, therefore, fundamental to Duke's teaching and research mission, providing historical and cultural insight, offering diverse perspectives on human behavior and concerns, and affording students opportunities to experience artistic creation and production. Over the years, Duke – as other comparable research universities – has struggled to create an environment where the arts are central to the university and where they are clearly valued and widely supported. In promoting this revitalization of the arts, we seek to integrate the creative and interpretative dimensions of the arts, so as to encourage closer interaction between theory and practice, the intellectual and the avocational.

The opening of the Nasher Museum of Art in 2005 is a milestone in the university's full recognition of the importance of the arts. Since its inauguration, it has become a major cultural force, serving as a destination for the campus as well as the wider community. As we have come to learn, a dynamic campus arts scene is essential for recruiting and retaining the highest quality undergraduate, graduate, and professional students, and for attracting the most outstanding faculty and researchers, who often seek to live and work in an environment where the arts are of the highest quality.

As we move forward, we will focus on five areas:

- **Enrich the student experience in the arts**
- **Increase faculty strength in the arts**
- **Build national and international arts programming**
- **Create vibrant arts facilities on all three campuses**
- **Strengthen arts leadership**

### **Enrich the student experience in the arts**

Students find the arts in a variety of ways and at different times in their lives. Some come to Duke with years of experience and well-developed talent in the arts, while others have had little exposure. Our strategy for enriching the undergraduate arts experience is to create multiple avenues for students to deepen their understanding of the arts, while increasing their engagement in artistic creation, performance, and related activities.

In the curriculum, the Provost will work with the Deans to increase the number and variety of courses in the arts. These will include additional courses that connect the arts to the humanities and other disciplines and intellectual currents, that give students a broad

overview of one or more arts disciplines, or that give students experience in the practice of the arts (such as acting, creative writing, or photography). In keeping with Duke's strength in interdisciplinary study and research, we will support new certificate programs in the arts (such as the recently approved program in cultural policy and arts management) and research into the intersections between arts, society, and technology, which bring together students and faculty in multiple schools such as Arts & Sciences, Business, Divinity, Medicine, Engineering, or Law.

Outside the classroom, we will increase support for student-directed and student-initiated arts activities. Such investment not only shows the university's support for students giving expression to their cultural experience, but also helps create future traditions that will contribute to making for a more richly varied student scene. To facilitate these sorts of activities, we will build new arts spaces in or near residential units, as older living and social spaces are renovated on East and West Campus, and as new spaces are constructed on Central Campus.

### **Increase faculty strength in the arts**

A flourishing campus arts scene needs both resident and visiting artists who are well connected to the practice of their disciplines and who complement faculty development in artistic fields. Resident faculty artists provide ongoing mentoring, instruction, and inspiration for students. Visiting artists provide students (and resident faculty) with the stimulation of fresh ideas and the daily connection with professional worlds beyond the Durham campus. To transform Duke into an attractive place for outstanding artists, we will undertake a series of initiatives.

Resident faculty artists need to perform or exhibit their work in locations away from campus; both the artist and the university benefit when faculty work is shown in New York, London, or other centers of the arts. To encourage resident faculty artists to lead active professional lives with national and international dimensions, we will develop a leave program that takes into account the realities of the artist's schedule and ensures the integrity of instruction in the classroom while the artist is away from campus. This program will be competitive and include short as well as long term leaves. In addition to performing or exhibiting work off campus, faculty may use their leaves to develop new work on campus, when possible, in collaboration with other resident or visiting artists, and new facilities will be designed for this purpose.

We will develop a new and substantial visiting artist program to support the work of resident artists and bring innovative and distinguished artists to campus for short or long term residencies. Support will include the necessary infrastructure, such as administrative support, stipends, commissions, housing, faculty oversight (to ensure collaboration across disciplines and schools), and new facilities on Central Campus.

## **Build national and international arts programming**

Duke has traditional and emerging areas of strength in university-level arts programming that serves the wider community. Over the next planning period, we seek to be recognized for national and international excellence in our arts programming. Stronger investment toward this goal will heighten our standing and visibility and attract more students and other members of our community to cultural events on campus.

The Nasher Museum of Art is rapidly moving forward to achieve its goal of being one of the finest university museums in the country. To fully realize the Nasher's promise, we will provide support for its operation and programming so that it can partner with major museums in attracting the highest quality of exhibitions, such as the upcoming Velasquez exhibit in conjunction with the Museum of Fine Arts in Boston.

The Center for Documentary Studies (CDS) has established a strong identity as an artistic and social consciousness at Duke and has developed a national reputation as a destination for serious documentary artists and students. We will support its closer academic links with Trinity College, particularly in the development of a new digital media lab on Central Campus. With the possible move of CDS to Central Campus, we will seek to increase collaboration between CDS and other parts of the university, while supporting its efforts to maintain its strong links to both the local, national, and international communities.

Duke Performances has witnessed a 300% student attendance increase since it introduced its discount ticket program two years ago, and over the past decade it has grown in importance as a cultural force on campus. Just as the Nasher brings some of the finest visual art to campus, Duke Performances is positioned to play a similar role in the performing arts. Over the next five years, we will increase support for its programming, encourage national and international partnerships, and plan and implement major improvements in facilities.

Duke's location in Durham offers special opportunities that we will capitalize on during the planning period. We will strengthen our growing partnership with the internationally acclaimed Full Frame Documentary Film Festival, which has yielded new course offerings and increased student internships and fellowships. Likewise, our relationship with the renowned American Dance Festival (ADF) – in residence on the Duke campus each summer since 1978 – will be examined to see if both ADF and Duke might benefit from academic year residencies of ADF's talented choreographers and dance companies (perhaps in partnership with Duke Performances). Finally, we will work to forge closer ties between Duke and other vital arts programs in Durham, supporting community-based arts programs in the public schools and other arts education initiatives, and encouraging collaborations and student engagement in the larger community.

## **Create vibrant arts facilities on all three campuses**

Duke seeks to transform each of its three campuses – Central, East, and West – with vibrant new and renovated arts facilities. On the new Central Campus, several arts programs and departments will be brought together in distinctive new facilities. Central will be the home for the Department of Art, Art History and Visual Studies, the Program in Film/Video/Digital, and possibly the Center for Documentary Studies. Also under consideration are facilities for creative writing, dance, digital music, theater, and a visiting artist program; a film theater is envisioned that will serve both the academic programs as well as the wider community. In planning these facilities, we will ensure that there are strong southward pedestrian connections to the Nasher Museum.

East Campus will become a center for dance, theater, and particularly music. We began implementing this strategy in the summer of 2006 when the Branson Building was renovated as the home of the Brody Theater. In the near future we will both transform Baldwin Auditorium into a first-class concert hall for music and address other needs of the Music Department, which may involve modest renovations in the Biddle Music Building and the Nelson Music Room in the East Duke Building. Finally, the historic Ark will continue to be used as a dance rehearsal and performance space.

West Campus is the home for creative writing and our major facilities for artistic performance. The opening this fall of the new West Campus Plaza began the process of renovating a series of surrounding buildings. As part of this project, Page Auditorium will be re-imagined and rebuilt as a modern performing arts hall, which, when complete, will complement the performing arts facilities of the Reynolds, Sheaffer, and Griffith Theaters, forming a performance complex in the heart of West Campus.

Throughout all three campuses – and with particular emphasis on Central – we will build or identify informal and flexible spaces for student arts activities, spaces that can be re-made according to the evolving needs of students. Such spaces might include coffeehouses for readings or performances, “garage” spaces for musical rehearsal and performance, and studios for dance and theater rehearsals.

## **Strengthen arts leadership**

A sustained effort to take the arts to a higher level at Duke requires effective leadership and coordination, and we will implement administrative structures to guide and oversee our arts initiatives, working closely with the Dean of the Humanities, the Council for the Arts, and faculty, particularly faculty artists. The administrative leadership must also enhance university-wide arts communication, fundraising, and audience development.

## **Goal 6: Lead and Innovate in the Creation, Management, and Delivery of Scholarly Resources in Support of Teaching and Research**

Indispensable to our academic mission, Duke's libraries and advanced technological environment must remain nimble and responsive to the changing needs of faculty and students. Faculty and student expectations for easy and immediate access to information resources of all types will increase dramatically as teaching, learning, and research become more interdisciplinary, collaborative, and interactive. If Duke is to be a leader in scholarly and pedagogical innovation, we must acknowledge and support the key role of our libraries and information infrastructure, especially in light of rapid technological change.

To do so, we will pursue the following three key strategies:

- **Coordinate and expand library resources and services to maximize support for interdisciplinary initiatives, teaching, learning, and research**
- **Exploit digital technology to provide convenient, seamless access to scholarly resources**
- **Enhance Duke's information and instructional technology resources**

### **Coordinate and expand library resources and services to maximize support for interdisciplinary initiatives, teaching, learning, and research**

The interdisciplinary initiatives that increasingly characterize Duke will not succeed without deeper and more visible collaboration among all campus libraries, i.e., those of the Perkins system and the professional schools. All libraries share the responsibility of supporting and serving the broader campus information needs and new academic initiatives, many of which cross not just departmental, but also school lines. It is essential that the libraries develop a shared vision and mission; maximize communication; pool knowledge, resources, and perspectives; and create common policies and efficiencies to provide the highest level of service and satisfaction to the wider Duke community and its component parts. To do so, we must strengthen and preserve collections, reorganize staff to serve interdisciplinary centers, and expand instruction programs in cross-disciplinary areas. Strong library collections and convenient access to them – services that not only respond to needs but anticipate them – and inviting facilities will attract and help retain excellent faculty and students.

Capitalizing on the success of Bostock's new library spaces and the von der Heyden Pavilion, completing the Perkins Project, and defining the scope of our other library facilities will be critical in the coming years. Including flexible teaching spaces will enhance the centrality of the libraries and further integrate technology with information resources. With the relocation of materials and services to a new Central Campus library facility in support of the study of visual culture, Lilly Library will realize its full potential

as a first-year gateway to library collections and services. A planned expansion of the Library Service Center will allow for the ongoing transfer of selected low-use print materials to an offsite facility.

The traditional organization of library collections, services, and facilities around individual academic departments and programs is not effective for supporting an interdisciplinary environment. The Duke Libraries must integrate science and engineering collections and services into the Perkins/Bostock complex, creating a truly interdisciplinary library. Satellite library resource centers will complement Perkins/Bostock in various campus locations, and more effective collaboration of services and collections will be needed across all campus libraries.

### **Exploit digital technology to provide convenient, seamless access to scholarly resources**

“Library” is a rapidly evolving concept that connotes easy access to information and scholarship in multiple formats and languages, expert personal assistance, and technological tools that facilitate teaching, learning and research. The library is both a physical – and virtual – place of tremendous importance to the university’s intellectual life as it connects people to ideas, images, data, and an array of other resources. Librarians, facilities, and collections all play a critical role in supporting the scholarship and education of faculty, graduate students, and undergraduates.

Library users increasingly expect simplicity, immediate rewards, and more independence in locating and using information. We will work to present online library resources through a simple web interface, provide integrated and portable access to library content, invest in extensive e-journal legacies to provide convenient access to more scholarship in digital form, and integrate library content more fully with course management systems and other teaching and learning tools. Because undergraduates increasingly undertake challenging original research assignments that necessitate rapid access to primary sources and data, we will work to build distinctive subject and special collections and innovate in instruction and outreach.

### **Enhance Duke’s information and instructional technology resources**

Duke has undergone an enormous transformation over the last decade, becoming a progressive leader in the innovative application of technology to education and the efficient modernization of administrative systems. Extensive and reliable technology infrastructure – from telephones to computer networks, financial systems to course management systems, email applications to web-based portals – is essential to the university enterprise. When designed, implemented, and maintained properly, this complex infrastructure should be invisible and taken for granted. To maintain this level of reliability and transparency, however, this infrastructure cannot be neglected, and priority must be placed on assessing potential vulnerabilities while mitigating risks.

The University’s technological infrastructure and support capabilities must be responsive to the need for high-speed connectivity in support of videoconferencing and the

transmission of massive amounts of data across organizational, institutional, and geographic boundaries. Likewise, that infrastructure must support high-performance computing, along with robust storage and back-up services that provide protection without limiting access to data.

Expanded use of educational technology will empower faculty and students by ensuring that faculty time spent on course preparation and delivery is used for the most important activities in teaching: engaging students actively in the learning process, supporting curricular goals, and closely linking teaching and research. To enhance Duke's leadership in education, we must provide faculty and students with resources and services that are easy to use and well-matched to their needs. Duke students, having grown up in a networked world, arrive on campus with high technology expectations. They regard visual media as their vernacular, multitasking as a way of life, and working in teams as their preferred mode of learning. Faculty, on the other hand, need to be adept at and trained with using new technologies. Thoughtful, innovative uses of technology will encourage active, inquiry-based learning, foster communication and interaction, and maximize opportunities to learn inside and outside the classroom. Technology will also play an important role in increasing our international perspective, facilitating service learning, and preparing students for lifelong learning.

Faculty and students expect to collaborate with equal ease with peers across campus or the nation, and technology will play an increasingly critical role in the expansion of global learning. We will work to build a technology support structure responsive to these demands, one that provides a consistent baseline of classroom technology, offers increased support for teaching innovation and experimentation, and preserves digital resources through central data storage, digital archiving, and backup services.