

## **Executive Summary**

Starting in the fall of 2004, Duke University has engaged in an intense period of strategic planning. Over this period, schools, institutes, and centers assessed their strengths and weaknesses, provided strategies to enhance their activities, and identified the infrastructures and resources necessary for success. As an institution we have thought creatively and ambitiously about how we could strengthen academic units to achieve their aspirations, build on our institutional priorities, and create synergies across school boundaries. We have ensured that we have the management processes and incentives to target current resources on critical academic priorities and to use our central strategic initiative funds to maximum institutional advantage.

The prologue frames a new paradigm for higher education and how Duke's distinctive advantages position us for leadership.

Chapter 1 discusses the history and trajectory of the university, our distinctive identity and ambitions, and the areas we most need to target for improvement. It is only in this context that our goals and strategies can make sense. Duke's ambition is targeted not towards rankings but rather towards achieving a place of real leadership based on substantive contributions to society through the education we provide, the research that faculty pursue, the lives our graduates lead, and our direct involvement in making our local community a better place to live and work.

Chapter 2 undertakes an analysis of the planning environment in which Duke must operate; one that is common to all universities, but through which we must forge our own unique path, taking advantage of our own particular ambitions and institutional strengths. The common environmental challenges and opportunities include: increased demand for public trust and accountability; increased globalization of research and education; rising costs of education and financial aid; changing patterns in federal research funding; keener competition for faculty, students, and financial resources; changing definitions and methods of teaching and learning; rapidly changing means of information access and learning spaces; renewed call for ethical reflection and commitment; and heightened expectations by undergraduates and their families for personal services and co-curricular programs.

Chapter 3 defines our enduring themes – interdisciplinarity, knowledge in the service of society, centrality of the humanities and interpretative social sciences, internationalization, diversity, and affordability and access – and their implications as hallmarks for our plan. Our distinction rests in how these themes are manifested in our everyday activities, how they build on school and departmental strengths, and how they work together, enabling us to realize our collective institutional vision.

Chapter 4 details strategies to achieve the following six goals:

- **Increase the Capacity of our Faculty to Develop and Communicate Disciplinary and Interdisciplinary Knowledge**

*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.*

- **Strengthen the Engagement of the University in Real World Issues**

*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 put forth a rich array of academic initiatives that represent strategies for enhancing existing peaks of excellence and establishing new ones. 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 new centers 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** and the creation of two new initiatives: the **Global Health Institute** and the **Institute for Brain, Mind, Genes, and Behavior**. These signature initiatives serve as models for other universities. These programs will shape faculty development opportunities through the Faculty Enhancement Initiative, serve as magnets for attracting the best graduate students, and offer exciting educational opportunities for undergraduates.*

- **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. We 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.*

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

*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 will 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.*

- **Transform the Arts at Duke University**

*From Duke's founding, the arts have been an expression of university life, bringing together members of our community for concerts, exhibitions, and productions, and giving intellectual and emotional texture to daily experiences, both on campus and in the medical center. Over the years, however, Duke – like other comparable research universities – has struggled to create an environment where the arts are clearly valued and widely supported. As we move forward we will enrich the student experience in the arts, increase faculty strength in the arts, build national and international arts programming, create magnificent arts facilities on all three campuses, and strengthen arts leadership.*

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

Chapter 5 presents the plan for facility infrastructure necessary to support the academic goals. Investments in facilities enable the work of our faculty and students and help create a distinctive campus environment. Through new construction, renovation, and reuse, we must ensure that our facilities are up-to-date and constantly evolving to support the changing needs of our faculty and students. Continuing to develop the facilities on Duke's campus – on Central, East, and West – is essential if we are to create the kind of distinctive community we envision. The centerpiece of the facility plan in *Making a Difference* is the redevelopment of Central Campus as a vibrant intellectual and residential community. The development of Central Campus as a coherent place connecting East and West offers a transformational opportunity in the life of Duke University.

Chapter 6 presents strategies to strengthen and leverage local, regional, and international partnerships. As a vibrant research university where knowledge is pursued and translated for the good of society, Duke is committed to enhancing and drawing from the communities of which it is a member. Large numbers of our faculty, staff, and students live in Durham, and the quality of life that its citizens enjoy and the economic vitality of our city have special importance to Duke. The Triangle region faces many challenges and presents many opportunities; some occasioned by rapid growth and changing demographics, others a function of changes in the area's economic foundations, still others by the presence of outstanding universities with which to partner. The development of the Triangle and state has significant implications for the research, the economics, and the quality of life members of our community share. North Carolina and the Triangle have one of the highest concentrations of international companies in the nation, particularly in critically important high-tech fields where Duke has or is developing significant expertise. The internationalization of the region echoes ever increasing globalization in many other areas, and global challenges now have consequences for our daily lives in ways we never before imagined. Engagement in these local and global communities provides exceptional opportunities for teaching and learning and for connecting knowledge to real world problems. Duke, therefore, gives high priority to reaching beyond its campus and to strengthening local, regional, and international partnerships.

Chapter 7 summarizes our financial plans, including approximately \$1.3 billion of programmatic and capital expenditures in addition to ongoing operating budgets in support of the priorities in the plan.

Chapter 8 describes our assessment strategies to ensure that our initiatives are on track and that the university as a whole is achieving the short term goals and long term aspirations the plan is meant to support.

Taken together, these eight chapters lay out the principles, goals, and strategies for advancing Duke University as a distinctive top-tier private research university. Our goals reflect our ambitions, and we seek and appreciate the guidance and encouragement of the Board of Trustees in carrying out these ambitious objectives.