

Appendix I

Executive Summaries of School Plans

School of Arts & Sciences Executive Summary

We envision Arts & Sciences as a vibrant community of scholars engaged in research and education. Our school is characterized by a love of learning within this community, which extends from freshmen to graduate students to faculty and staff. We represent an international community diverse in cultural backgrounds and intellectual interests, and we provide gateways for discovery of both self and the world beyond.

Our mission emphasizes the advancement of knowledge and learning, rich not only in disciplinary depth, but also across disciplines and within newly emerging fields of knowledge. We create opportunities for members of our community to make a difference by promoting knowledge in the service of societies, with sensitivity both to the diversity of cultural expression and to the ethical dimensions of our enterprise.

Arts & Sciences will be known for, and distinguished by:

- **Creating and promoting interdisciplinary and international scholarship and education, while sustaining foundational disciplines**
- **Defining and leading emerging disciplines and intellectual paradigms that create knowledge and promote the translation of that knowledge to the benefit of society. Among the approaches to translation, we specifically foster ethical awareness and civic engagement.**
- **Developing new learning opportunities that build on these paradigms and create student engagement in the context of a community of scholars**

Arts & Sciences serves as the hub of Duke and is among the most complex of its schools. Our centrality suggests that any strategic plan has to be mindful of connections with our sister schools, and our complexity has led us to seek a common understanding of emerging intellectual opportunities. With significant faculty input, we have organized the intellectual drivers of our plan along seven broad themes that cut across traditional boundaries of scholarship and institutional organization: Arts in Context; Brain, Mind, and Behavior; Global Health and Human Welfare; Individual and Collective Ethical Behavior; Integration across Scale in the Sciences; Transcultural Studies; and Visual Culture. These themes articulate developing research paradigms that offer associated learning opportunities for our students, from gateway courses through undergraduate mentored research. They reflect the changing nature of intellectual work and provide new templates for research and educational collaborations as well as new models for resource allocation.

The Strategic plan for Arts & Sciences is guided by three fundamental goals:

- Goal 1: Develop Duke’s Distinctiveness as A Nationally Recognized Leader in Emerging Fields and Disciplines**
- Goal 2: Enhance Duke’s Distinctiveness As A Leader In Inquiry-Based, Interdisciplinary Education**
- Goal 3: Provide an Appropriate Infrastructure to Support the Development of Arts and Sciences**

Divinity School Executive Summary

OVERVIEW

The Divinity School of Duke University is a professional school, formally related to the United Methodist Church, that educates and trains women and men for a variety of Christian ministries in the church, the world, and the academy. In so doing, the Divinity School aims to form moral and intellectual character and to create a community of reflective theological discourse.

The Divinity School has an outstanding reputation and is highly respected among theological schools in the world. With this reputation comes, we believe, a responsibility (a calling, even) to help shape the landscape of theological education and all that it touches—pastors, congregations, communities, seminaries, and universities with an interest in theology, the church, and other religious institutions. The deep need for faithful leadership in the church, the world, and the academy is now intersecting in significant ways with the school’s increasing capacity to shape such leadership by the life, death, and resurrection of Jesus Christ. The Divinity School’s distinctive vocation is to equip students, clergy, and laity for faithful leadership and for critical reflection on the church, in service to the claims of Christ and in a dramatically changing global culture.

INTRODUCTION

As we plan within the Divinity School as well as across Duke University, it is imperative that we attend to the broader ends of education as they are embodied in both intellectual excellence and moral character. Even as the Divinity School is enriched by the academic and cultural resources of Duke University, we also enrich the academic and spiritual ethos of a university whose mission is to foster *Eruditio et Religio*. With this mission in mind, it is the aim of the Divinity School to heed the Gospel’s summons to be transformed by the renewing of our minds. This transformative renewal is a defining characteristic of discipleship, which is another way of naming the broader ends of education as they are conceived within the Divinity School.

By definition, discipleship requires leadership, and over the next decade a particular kind of leadership will be necessary if the Divinity School is to advance both its own mission and the mission of the University. For the purposes of this strategic plan, we have identified this leadership as “transformative.” Such a designation is in keeping with our previous strategic plan, *Transforming Ministry*, in which we emphasized the transformative character of our work as a professional school that trains people who have identified ministry as a vocation. In this plan, we shift the emphasis from ministry as such to the leadership that is an integral component of the transformative character of ministry.

Vitally faithful, highly effective Christian congregations make a transformative difference in their communities, and we are convinced that effective pastoral leadership strengthens such congregations. Over time, profound synergies develop between effective

pastors and vital congregations, creating ever stronger contexts in which pastors, congregations, and wider communities flourish. We are equally convinced that ineffective pastoral leadership weakens congregations and stunts the transformative potential that congregations hold for the health of wider communities.

We believe that supporting and sustaining transformative leadership is crucial, whether we are focused on congregations or on other institutions. Over the next ten years, Duke Divinity School is poised to exercise significant influence in equipping leaders of religious institutions, as well as religious leaders of nonreligious institutions, with important theological insight and skills for their vocations. In this regard, we seek to be an active participant in fulfilling Duke University's overall goal, articulated in the charge to the 2005–06 planning steering committee: "to be among the small number of institutions that define what is best in American higher education. Certainly Duke can learn from other institutions, but we must also set our own sights and help set the standards for others. This is what leadership means."

ASPIRATION AND DIRECTION

Duke Divinity School aims to be an agent of transformation for the church, the world, and the academy. Part of this aim is embodied in our aspiration to be consistently evaluated as one of the premier institutions of theological education in the world. However, achievement in attaining educational excellence in our formal degree programs is only one part of our aspiration. More broadly, our aim toward excellence can be defined by four complementary measures: (1) our academic research and teaching; (2) our preparation of men and women for leadership in the church and other institutions, both through our degree programs and through lifelong learning; (3) our engagement with major issues in church and society; and (4) our role in strengthening the broader academy, especially in theological education.

FIVE-YEAR GOALS FOR THE DIVINITY SCHOOL

The Divinity School will focus its energy and initiatives over the next five years on achieving the following goals:

1. Enhance the faculty through aggressive recruitment and retention, especially by developing our intellectual strengths;
2. Strengthen our recruitment and formation of students for transformative leadership in their ministries;
3. Create programs and practices to sustain and develop the Divinity School staff;
4. Develop a major initiative focused on forming leaders for the church, the world, and the academy, especially through a new Th.D. program, and develop other postgraduate and custom education programs designed to strengthen pastoral, congregational, and institutional leadership;
5. Cultivate the Wesleyan tradition through initiatives in scholarship and curricula, student recruitment, leadership development, and strategic partnerships;

6. Advance key program initiatives in the areas of Theology and Health Care (particularly the ICEOL), Pastoral Leadership, Reconciliation, and the “houses of studies” programs, focusing on cultivating synergies among the programs, especially in areas of leadership development, constituency relations, strategic planning, and operations management;
7. Develop initiatives and relationships that contribute to, and enhance, the University’s emphases and broad themes;
8. Increase strategically our use of information technology through enhanced staff, integration of technology into teaching and learning, and programmatic outreach with diverse external audiences;
9. Create long-term financial strength and stability for the Divinity School’s overall budget, including aggressive fund-raising for priorities and enhanced financial aid for students.

STRATEGIES FOR GOAL ACHIEVEMENT

Goal 1: Enhance the faculty and develop our intellectual strengths

Strategy 1: Develop a long-term plan for replacing distinguished faculty who will retire in the next five years.

Strategy 2: Look intentionally, in each faculty search, for faculty who can enrich our strength in one or more of the intellectual areas we have identified as key for our intellectual leadership, and also be mindful that peaks of excellence are not static.

Strategy 3: Develop a clear rationale for the use of “practice of” appointments.

Strategy 4: Implement “alternative course load” strategies to support our work with external constituencies.

Strategy 5: Streamline the faculty’s committee responsibilities and provide additional support for research.

Strategy 6: Cultivate the emerging leadership of younger faculty through mentoring and the creation of structured opportunities.

Strategy 7: Strengthen our commitment to doctoral education, both through the shared Ph.D. program and through the new Th.D. program.

Goal 2: Strengthen our recruitment and formation of students

Strategy 1: Strengthen our Admissions Office with more visible off-campus recruiting and a focus on the Th.D. program.

Strategy 2: Develop new criteria for evaluating applications for admission, especially for our M.Div. program, to focus on capacities for leadership.

Strategy 3: Improve our financial aid offerings.

Strategy 4: Improve the ethnic diversity of the student body.

Strategy 5: Improve our recruitment and formation of United Methodist students, and support and enrich the denominational diversity of Duke Divinity School.

Strategy 6: Foster greater coherence and synergies among our programs of field education, spiritual formation, and the curriculum, focused especially on forming leaders for the church, the world, and the academy.

Goal 3: Sustain and develop the staff

Strategy 1: Cultivate staff leadership.

Strategy 2: Encourage participation of all employees in the school's vision and mission.

Strategy 3: Be attentive to the development needs of all employees.

Strategy 4: Develop more structured arenas for the staff to develop collegial relationships and opportunities for cross-cutting collaborations.

Goal 4: Develop a major initiative focused on forming leaders

Strategy 1: Implement and develop fully our recently approved Th.D. degree program.

Strategy 2: Develop an initiative for Thriving Rural Communities that will be a national model for the role of the church in strengthening rural America.

Strategy 3: Develop strategic partnerships that will advance leadership education for the church.

Strategy 4: Continue to build models for formative education and offer them to wider audiences.

Strategy 5: Develop a comprehensive national program that would represent for Christian leadership the kind of pioneering "branding" that is often associated with Harvard Business School's executive education programs and the Kennedy School of Government's work with public sector professionals.

Strategy 6: Develop a communications plan for increasing our visibility in transformative leadership, especially through enhanced use of the Web and other information technology.

Goal 5: Cultivate the Wesleyan tradition

Strategy 1: Strengthen scholarly contributions by nurturing synergies within the Divinity School faculty, offering leadership to Wesleyan scholars around the world, and enhancing the curriculum.

Strategy 2: Become more intentional about recruiting and forming students for leadership in the Wesleyan tradition.

Strategy 3: Offer programs designed to improve the quality of leadership within traditional United Methodist structures.

Strategy 4: Identify and cultivate strategic partnerships to advance the Wesleyan tradition.

Goal 6: Advance key program initiatives in transformative leadership

Strategy 1: Design a process to ensure that each program initiative is planning strategically each year.

Strategy 2: Develop an ongoing structure for the interrelations of these projects with one another.

Strategy 3: Adapt existing models of training, development, and formation for the needs of new constituents and on specific issues.

Strategy 4: Enhance the leadership development of the people involved in the program initiatives themselves.

Strategy 5: Ensure that these programmatic initiatives are linked to, and support, the intellectual work of the faculty and teaching in the classroom.

Strategy 6: Cultivate synergies in programmatic initiatives by creative and compelling communication with external constituencies.

Goal 7: Contribute to, and enhance, Duke University emphases

Strategy 1: Contribute to the undergraduate experience by offering courses, research opportunities, and international travel opportunities.

Strategy 2: Enhance the translation of research for the service of society through programmatic development as well as scholarly reflection on the intersections of knowledge and practice.

Strategy 3: Strengthen the role of the arts by developing initiatives within the Divinity School as well as participating in, and hosting, events sponsored by the larger University.

Strategy 4: Contribute to interdisciplinarity by building on our intellectual strengths in theology and health care, cultivating our partnership focused on the environment, deepening our connection to ethics initiatives, and initiating relationships related to reconciliation and leadership.

Strategy 5: Strengthen the Divinity School's internationalization as an integral feature of our own mission, as well as by participating in larger University strategies.

Strategy 6: Enhance the Divinity School's diversity, focusing especially on strengthening the presence of African Americans, while also enhancing the presence of Latino/a and Asian faculty, staff, and students.

Goal 8: Increase strategically our use of information technology

Strategy 1: Design a plan for the optimal use of technology that serves our mission.

Strategy 2: Invest in information technology staff.

Strategy 3: Invest in new technology.

Strategy 4: Utilize fully and maintain our current technology.

Strategy 5: Integrate these enhanced uses of information technology into the school's overall plans for communications.

Goal 9: Create long-term financial strength and stability

Strategy 1: Develop a model for recalibrating the tuition that needs to be charged to Divinity School students, and the financial aid added to support those students, in order to enable the Divinity School to meet its core expenses for the future.

Strategy 2: Enhance significantly our fund-raising for financial aid, both through enhanced annual fund giving and by exceeding our \$10 million endowment goal in the Financial Aid Initiative.

Strategy 3: Secure significant new funding in both expendable and endowment gifts for the core purposes of the Divinity School, including our major programmatic initiatives, endowed professorships, and other key activities of this strategic plan.

Strategy 4: Manage the budget carefully for cost savings and synergies, while simultaneously looking for potential new revenue streams.

CONCLUSION

Duke Divinity School is poised to exercise transformative leadership as an institution. We believe that this leadership is significant for the United Methodist Church and the wider church, for the Carolinas and the wider world, and for Duke and the wider academy.

Our strategies for the next five years aim to transform conceptions of ministry and leadership by emphasizing the need for rigorous education, strong formation, and engaged social witness. Further, we believe that our goals and strategies will enable us to emphasize the ways in which ministry transforms people's lives—and the ways in which lives so transformed can themselves become transformative; this is what transformative leadership is about.

This is a critical time for theological education, and for Duke Divinity School. If we keep our sights high, we believe that we have an opportunity to build on strength and pursue a compelling vision. We hope to achieve the goals we have identified and to move even more ambitiously into the future, ever in service to the claims of Christ.

Fuqua School of Business Executive Summary

The Fuqua School of Business at Duke University has achieved a top-tier status among business schools worldwide. While rankings fluctuate up and down, Fuqua is widely perceived as a leading business school in research and teaching. The overarching goal for the School over the next five years is to build upon what we have achieved to date and to solidify a position for Fuqua as one of the best business schools in the world. As a school, Fuqua is dedicated to advancing the understanding of management through research, putting research knowledge at the service of business and society, and providing the highest quality education for business and not-for-profit leaders worldwide. Sustained excellence in terms of management education, research, and the advancement of management practice has been the school's mission and will continue to be so for the next five years.

Success of the Fuqua School of Business should contribute to the overall mission of Duke University to excel in education and research. The school also wishes to be an outstanding partner of other schools and departments at Duke University, including providing intellectual leadership whenever possible. This collaboration with other schools and departments at Duke is not only a worthy goal but also an important source of competitive advantage for the Fuqua School of Business. Such work with other units at Duke has been a contributor to the school's success in the past, and it is likely to be an even stronger factor in the school's success over the next five years

Section I sets forth the ten major goals for The Fuqua School of Business. These are:

1. **Faculty Enhancement.** Balanced excellence in research and education begins with the recruiting, developing, and retaining of faculty members who can do path-breaking research and provide the highest quality “professional” educational experiences for Fuqua’s students. Over the next five years, the most likely areas to move into the top 5, and the most likely areas to have major impact, if successful, are finance and strategy.
2. **Enhancements to Current MBA Programs.** As a professional school, Fuqua seeks a leadership role in management education, and in the advancement of management practice. The second major goal over the next five years is the enhancement of our educational programs, with a continued emphasis on innovations in education. A sense of educational innovation has been a source of strength for the Fuqua School of Business, and the School does not want to lose its competitive advantage as an innovative business school. We cannot move into the very top ranking of business schools (Top 5) by simply mimicking those schools.
3. **Partnerships within Duke University.** A priority over the next five years is to expand the already strong relationships with the rest of Duke

University. One of the strengths of Duke University is the opportunity and encouragement it provides for partnerships across schools and departments.

4. **Build the Doctoral Program.** A top-tier doctoral program that produces groundbreaking researchers and future leading teachers is a hallmark of the truly great business schools. Over the past few years, the Ph.D. program has grown from 47 students to 80 students in 2005/06. The School plans on continuing to grow the program to the level of 100 students,
5. **Strengthen Academic Centers.** One benefit to the academic centers is that they tend to be interdisciplinary drawing upon faculty across areas within the school and between Fuqua and other schools. We anticipate even greater emphasis on interdisciplinary research and teaching over the next five years. As noted, centers also further strengthen our ties with other schools across Duke.
6. **Grow Non-Degree Executive Programs.** Non-degree executive education at both Fuqua and Duke CE continues to have a very strong upward trend. We need to build off the strengths of Duke CE and executive education at Fuqua to continue this trend.
7. **Growth in Executive MBA Programs.** The School needs to continue to enhance what we do in delivering Executive MBA programs. Over the next five years we may add one or two sections to our Executive MBA students. Most likely this addition will involve some form of our successful Cross-Continent MBA format. This may be done in partnership with a business school located in some other part of the world, such as our current dual-degree program with Frankfurt University.
8. **Build the Global Presence and Brand.** Fuqua strives to be a leader for Duke in building the university's global brand and presence, working in conjunction with many other parts of the university. Increasingly, Fuqua will need to prioritize and then implement initiatives in different parts of the world. These initiatives will likely involve degree and non-degree educational programs along with research programs
9. **New Classroom, Office, and Library Building.** Whether it is due to growth in programs, academic centers, or quality enhancements, Fuqua needs more space. Currently, Fuqua has wonderful facilities that are operating beyond full capacity. The Fox Student Center and the Magat Center for faculty are two excellent new additions to the physical plant at Fuqua. In this area the School's relative youth has been an asset. However, Fuqua has not built any new tiered classroom space since 1989, and the limits on classrooms, particularly large classrooms, is hurting the

School's ability to deliver the highest quality educational experience for our students. Classroom space is cramped, and our library is outdated. We are also out of space to bring in faculty visitors and to adequately staff our academic centers.

10. **Financial Balance.** Fuqua depends substantially more on direct tuition and executive education dollars to fund its activities than other top business schools. While our endowment continues to grow rapidly, we rank lowest in the Top 10. Offsetting the smaller endowment to some extent are our excellent physical facilities. The goal in the coming years is to have Fuqua's endowment grow to \$200 million by the end of 2009.

Section II offers an assessment of the external and competitive environments, such as changes in demand for the MBA degree, globalization, technology, ethics, economics, and the role of non-degree executive education.

Section III outlines Fuqua's strengths and weaknesses. The strengths range from our increased faculty depth and breadth, innovation, global perspective, interdisciplinarity, facilities, and quality of professional staff. Weakness that are identified are our endowment, global recognition, and rankings issues.

Section IV provides the action plans for Fuqua. These include faculty deepening and productivity, innovation in our MBA programs, heightened relationships with the rest of Duke University, and our long-term facilities plan.

Section V illustrates our measures of progress, such as our monthly performance reports and our metrics for our various goals.

Section VI ends with our summary and conclusions.

Our Tables and Appendices give excellent quantitative data on how the school has advanced in recent years as well as give assessments by our academic areas and diagrams of our new classroom and library building.

Graduate School Executive Summary

The preparation of this strategic plan is occurring coincident with a change in leadership of the Graduate School. Central to this strategic plan is the recognition that the quality of faculty and graduate students at a research university are inexorably intertwined and that strengthening the Graduate School will enhance the quality and activities of the entire University.

Overarching goal: Establish research-oriented graduate education as a leading priority in the University's agenda and enhance its stature and recognition both within and outside the University.

- 1) Strengthen the ability of the Graduate School to recruit and retain high quality graduate students by modifying the Graduate School formula to assign all tuition and fee revenue paid by students to the Graduate School, so that this revenue can be devoted as much as possible to support of students and their graduate programs.
- 2) Establish the Graduate School as a high priority for financial aid fund raising, with a particular emphasis on obtaining funds to endow such aid for graduate students in fields without significant access to external sources of student funding, such as research and training grants. (This could come through School or field-specific endeavors, such as finding endowment to directly support the Humanities, and/or through broader strategies such as working with the Development Office to create a naming opportunity to endow the Graduate School.)

Specific goal 1: Recruit and retain the most talented and ambitious graduate students.

- 1) Establish and maintain competitive financial support packages (stipends and health insurance and health fees) in all fields so that students admitted to graduate study at both Duke and peer universities can make their choices based on interest and programmatic fit rather than on financial considerations.
- 2) Double the number of James B. Duke fellowships to enable Duke to compete effectively for the top 20% of its pool of admitted Ph.D. students.
- 3) Increase the number of summer research awards in the Humanities and Social Sciences to enable entering students in those areas to have two years of guaranteed support, as is the standard at our peer universities.
- 4) Expand the availability of first year fellowships in all areas of the Graduate School.
- 5) Improve diversity by enhancing recruiting efforts, support programs, and the pipeline for underrepresented minority students.
- 6) Develop attractive and academically sound interdisciplinary training programs that build upon the diversity and strength of Duke University as articulated by the Strategic Plan.

Specific Goal 2: Prepare graduate students for successful futures in a rapidly changing, increasingly diverse and global environment by developing new academic programs, improving or expanding existing programs, and by continually reviewing the quality of all graduate programs at Duke.

- 1) Develop new and/or enhance existing graduate programs to complement the University strategic plan:
 - a) Explore new configurations and/or joint Ph.D. programs with UNC-CH) in German Studies and in Slavic & Eurasian Studies.
 - b) Create a new Ph.D.-granting program in Coastal Systems Sciences and Policy.
 - c) Examine new programs that will admit students for Ph.D. study in areas such as Neuroscience, Cellular Systems Biology, Biological Structure & Design, and Translational Biomedical Research.
 - d) Explore new Graduate Certificate Programs in Individual & Collective Ethical Behavior, Neuro-Economics, Latino(a) and Hispanic Studies, and Global Health and Human Welfare.
 - e) Increase the level of graduate student participation in the scholarly activities of the Franklin Humanities Institute, the Social Science Research Institute, and the existing certificate program in African and African-American Studies.
 - f) Consider granting the graduate certificate program in Women's Studies the ability to admit students.
 - g) Expand the M.D.- Ph.D. program.
 - h) Find ways to consolidate and to simplify the admissions process in the Biological and Biomedical Sciences.
 - i) Explore how thrusts in Cellular, Molecular and Environmental Imaging and in Materials, Devices and Integrated Systems will impact existing graduate programs.
- 2) Work with Schools to see that sufficient funds are available to meet needs for graduate student support in departments and programs that are particular strategic priorities for the University.
- 3) Improve the process of program review at Duke and participate in the forthcoming assessment of U.S. research doctorate programs by the National Research Council.

Specific goal 3: Develop and enhance programs that ensure student success.

- 1) Secure a dedicated physical space for a Graduate Student Center as part of a broader effort to lessen the sense of isolation felt by many graduate students and to develop a sense of community among the students.
- 2) Develop a family leave policy and expand child care support.
- 3) Expand Career Counseling and Professional Development efforts.
- 4) Develop more structured teaching programs and enhance the training in pedagogy for all graduate students.
- 5) Broaden the scope of training using cutting-edge instructional technology.

- 6) Develop Web-based resources for tracking student progress and for submission of electronic theses and dissertations.
- 7) Expand the scope of services to international graduate students and to increase the opportunities for more international training experiences for all of our graduate students.
- 8) Develop programs to improve faculty mentoring.
- 9) Continue and expand Duke's ground-breaking program in Responsible Conduct of Research.
- 10) Continue to provide leadership in the national effort to increase the rate of degree completion for Ph.D. students.

This strategic plan is submitted at a time when the Graduate School is at the largest size in its history, is highly diverse in terms of both international and U.S. minority students, and has become increasingly selective for students who apply to its programs. Reputational rankings of the great majority of its graduate programs have shown significant improvement in the past decade, and there has been particular strengthening of the area in which Duke has been traditionally most weak, the Physical Sciences and Engineering. The Graduate School of Duke University has played a prominent role in efforts to improve graduate education nationally in the past decade, and is now broadly recognized for its leadership in this area. There are always problems and challenges, to be sure, but the Graduate School, with limited resources, has managed to accomplish a great deal in the last ten years, and is now poised, at this time of transition in its leadership, to continue its trajectory, and that of the entire University, toward the level of excellence in graduate students and their research and educational activities that faculty at a top level research university have every reason to expect.

Law School Executive Summary

This Plan charts a course that reflects Duke Law School's own vision of quality – one that is particularly collaborative, interdisciplinary, community-minded, and relevant to the world. It builds on areas of excellence identified in Strategic Plan 2000-2005: science- and technology-related fields (such as intellectual property, biotechnology, telecommunications, environment, and health); international and comparative law; constitutional law; and business and finance. These areas have seen an explosion of new faculty, centers and interdisciplinary programs, law journals, clinics, and academic programs. Strategic Plan 2006-2011 continues to focus on defining excellence at Duke on its own terms, taking advantage of the Law School's current momentum, its extraordinary synergies and special strengths, and its entrepreneurial energy.

The five-year goals in this plan all support a characteristic Duke identity. Thus, for example, the search for additional excellent faculty will emphasize support for Duke's unique interdisciplinary strengths and goals. The Plan's student initiatives recognize and expand Duke Law School's extraordinary community, placing particular priority on student mentorship, the development of student leadership skills (through the distinctive "Duke Blueprint"), and the cultivation of opportunities for closer student-faculty research and "Capstone" experiences. The new Duke Environmental Law and Policy Clinic will draw on and enhance collaborations with the Nicholas School of the Environment and Earth Sciences, and other clinical opportunities will build on Duke's unique Neighborhood Partnership Initiative. New academic centers in leadership, and international and comparative legal studies, will help transform some of the Law School's special strengths into signature Duke programs. The Law School's Arts Project will support a new Duke University interdisciplinary focus in the arts. In these and other ways, this Plan charts a course that may not be unique in each and every separate component, but together defines an excellence that is Duke's own.

The highlights of the Plan's major goals are as follows:

Faculty

1. The Law School will recruit 10 new faculty with the primary objective of increasing the School's overall quality and reputation, supporting University interdisciplinary initiatives, and increasing the number of minorities and women on the faculty.

Students

2. The Law School will expand opportunities for upper-class students to engage in intensive writing projects under the close supervision of faculty, including advanced research projects, focused practice-oriented experiences, "Capstone" projects, research colloquia, and other student-faculty collaborations.
3. The Law School will build on the "Duke Blueprint" to improve counseling and mentoring for students and generate further programs to develop and reinforce student leadership skills and professional values.

4. The Law School will promote judicial clerkships, with a goal that 20 percent of students in each graduating class obtain judicial clerkships; increase opportunities for JD students to obtain international employment and for international LLM students to find law positions in the U.S.; and step-up its mentoring of Duke students and graduates interested in academic careers.
5. The Law School will continue to develop as robust a set of community-centered clinical offerings as circumstances and resources permit, including a new Duke Environmental Law and Policy Clinic in collaboration with the Nicholas School of the Environment and Earth Sciences, and a new Children's Law clinic.
6. Among the measures to be considered to improve the Law School's interdisciplinary programs are a shorter JD/MBA program option, a new SJD program with an interdisciplinary focus, and new joint-degree programs with foreign universities. The Law School will improve supervision and counseling for students in existing JD/MA programs, and enhance recruitment to the University's JD/PhD programs. It will also consider specialty certificates in intellectual property, business, and environmental studies for international students.

Infrastructure

7. The Law School will create a Center on Leadership and Professionalism to further Duke Blueprint goals among students and deepen ties to alumni.
8. The Law School will form a Center for International and Comparative Legal Studies to reinforce Duke's breadth in international studies and its identity as a school in which a range of international studies methods and perspectives flourish.
9. The Law School will complete library renovation and landscaping projects currently in the planning stages. It will also add an atrium on the Towerview/Science Drive corner that will provide necessary public space and transform this intersection into showcase space for the University.
10. The Law School's Arts Project will become an interdisciplinary focal point for scholarly, policy and artistic discussions on campus about the role of intellectual property and technological constraints on how artists shape the projection and distribution of culture.

Nicholas School of the Environment and Earth Sciences Executive Summary

With rising human population and the desire of all humanity for a comfortable, healthy lifestyle, the Earth is experiencing increasing stress to the physical, chemical, and biological systems that sustain life on our planet. Extinctions of species are leading to widespread threats to the integrity of ecosystem function, which provides clean air and water, food, fuel, and fiber to all of us. There is no greater challenge facing humanity than to attain harmony with the global environment and to provide a sustainable future for the diversity of life on Earth.

The mission of the Nicholas School of the Environment and Earth Sciences is to provide unsurpassed environmental leadership through interdisciplinary education, research and outreach.

- **Education:** *to train the next generation of environmental leaders and scholars through undergraduate, graduate and professional programs.*
- **Research:** *to understand basic earth, ecological and environmental processes, including the interactions of humans with their environments.*
- **Outreach:** *to inform society of critical environmental challenges and develop solutions based on objective analysis using natural and social science and thoughtful assessment of public values.*

During upcoming years, we will:

1. Achieve faculty and programmatic excellence for our work in:
 - a. Conservation Biology
 - b. Ecosystem Science and Management
 - c. Energy and Environment
 - d. Environmental Economics and Policy
 - e. Environmental Health
 - f. Global Change
 - g. Marine Science and Policy
 - h. Water Resources,

which represent the major environmental challenges that will determine a sustainable future for life on this planet.

2. Build strong relationships to the Nicholas Institute and to other Schools at Duke University, to capitalize on the importance of interdisciplinary approaches to solve environmental problems. Linkage to the Nicholas Institute will ensure that the research and analysis by faculty and students in the Nicholas School are translated and made available to the corporate, government, policy and media sectors of society.
3. Increase our enrollments of undergraduates and professional masters students, so that the best and brightest minds can be brought to bear on the solution to environmental problems and to understanding the importance of the natural environment to human welfare.

Pratt School of Engineering Executive Summary

Engineers solve problems. The mission of the Pratt School is to prepare our students to address the complex problems associated with a growing and global society. Extraordinary success at carrying out our mission will require bold, creative and innovative educational programs.

Our vision for the educational program is one that integrates the great cultural subjects (biological and physical sciences, mathematics, history, political science, social science and the arts and humanities) into a rigorous, accredited engineering curriculum. The curriculum will foster the joy of discovery and experiential learning through hands-on laboratory instruction, team-based project classes, participation in engineering competitions and independent research supervised by the world's best faculty and staff. It is this kind of learning environment that will equip our students with the intellectual agility to contribute to the betterment of our global society, while enjoying productive and rewarding lives in their chosen careers.

Our goal is to be recognized as a distinguished school of engineering (top 15 undergraduate and graduate), thereby strengthening Duke University's overall brand and solidifying Duke's position among the very best universities in the world.

To carry out our mission, realize our vision and achieve our goal, we must dramatically change the way engineering education is traditionally taught in this country. And the stakes have never been higher in terms of retaining our international leadership in technology and innovation. With significant investments by Duke, our friends, faculty and alumni, we are well positioned to provide this new educational experience for our students. To fully succeed in educating what we call "dynamic engineers", we need to do these things well:

- **Integrate** the great cultural subjects into our rigorous technical curriculum
- **Build** modern laboratory facilities to foster experiential learning
- **Focus** our research on solving important problems that require the collective and coherent action of a diverse and technically savvy team.
- **Leverage** the great professional schools that surround us in addressing multidisciplinary research and educational opportunities.

If we can do these four things better than anyone else, we will be the most distinguished school of engineering in the world, and the rankings will follow.

An objective of the School is to be recognized externally as a distinguished engineering educator. Though we are not tailoring our programs to pander to external rankings, it is important to be aware of what metrics are used by, say, the US News and World Report to rank graduate programs (which has a positive influence on our undergraduate ranking as well). By USNWR, in order to achieve a top 15 ranking over

the next five years, we will need to:

1. **Double our research expenditures** from approximately \$35M to \$70M. Research expenditures account for 25% of the overall.
2. **Double the size of our master's graduate program and increase our PhD students** to more than 3.5 PhD students per faculty member, these metrics account for 25% of the ranking.
3. **Recruit (or have inducted) one or two more National Academy of Engineering members**, this accounts for 7.5% of the ranking.
4. **Promote our accomplishments in engineering research, education and outreach.** The annual opinion poll of leading academics and industrialists accounts for 25% of the overall USNWR ranking.

In light of our mission, vision and goals, as well as the objective to be externally recognized as a distinguished school, we plan to make these strategic investments over the next five years:

1. **Hire fifteen to twenty** outstanding, NAE or potential NAE “star” faculty. Invest five of these faculty lines in the existing departmental disciplines, and the rest in School and University-wide research initiatives:
 - a. Materials – particularly biologically inspired materials and metamaterials
 - b. Photonics – focusing on biophotonics and imaging
 - c. Energy and the Environment – sustainable and renewal resources
 - d. Nanomedicine – including drug delivery and implantable devices
2. **Build infrastructure** (80,000 net assignable square feet) and staff to support the doubling of our research expenditures, and the proposed Duke Materials Science Institute, the new initiative in Environmental Solutions, our rapidly expanding Master's programs, and the experiential, hands-on learning laboratories for our undergraduate courses, team-based projects and competitions and independent research.
3. **Finish the upfit** in the Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences including the Shared Materials Instrumentation Facility the vivarium and bioengineering initiative research space, and the first year engineering innovation instructional courses space.

Strategic Priorities

Research. During the next five to seven years, we plan to hire 15 to 20 new faculty which should help us to *double* our research expenditures thus increasing our impact on

solving problems important to society. Our recruitment strategy will focus on attracting the rising “stars” at the advanced assistant professor, associate professor or full professor (NAE) level. We will continue to hire faculty in our four, cross-School strategic initiatives (material science, nanomedicine, photonics, energy and the environment) that overlap and support the University-wide initiatives in imaging, global health, earth and ocean science and engineering, and materials. The interdisciplinary leaders of these initiatives have been tasked with choosing important problems to research that are uniquely suited for Pratt to explore and whose solution will have a major impact on the field, industry and society.

Undergraduate Curriculum and Education. We need to complete the restructuring of our engineering curriculum to start with problem-focused courses in the freshman year, and integrate liberal arts, experiential learning opportunities and independent research in themes that are aligned with our strategic research initiatives.

The facilities for teaching our upper division laboratories that accompany each course in our curriculum are woefully inadequate. Through our curricular revision efforts of the past five years, our laboratories are beginning to integrate lecture and laboratory assignments that provide hands-on experiential learning opportunities for our students. We are also integrating liberal arts subjects that will equip our students with skills required to become leaders in research, corporate, government or nonprofit industries. Finally, as the size of the student body grows (undergraduates by 25% and graduate students by over 50%), we recognize that our student/faculty ratio will increase. This will make it challenging to provide the kind of individual advising and career mentoring we pride ourselves on giving, particularly in our larger majors such as biomedical engineering. To address these goals and challenges we will need to invest in:

Infrastructure. The space, administrative staff and IT support for Pratt personnel has been historically very limited. The opening of the 322,000 sq. ft, \$97M Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences (CIEMAS) has been a tremendous boost to the quantity and quality of research space available to Pratt. However, as we increase the faculty, staff and student body we will need to:

- **Finish** the Shared Materials Infrastructure Facility (SMIF), and characterization labs on the first floor of the Fitzpatrick Center (West Wing) as well as the basement of the East wing to support the bioengineering and curriculum revision initiatives. We estimate the cost of upfitting these two spaces to be an additional \$20M dollar investment.
- **Construct** 80,000 net assignable sq. ft to house the EXCEL space, expand our research in the core disciplines and the cross-school initiatives (materials science, nanomedicine, photonics, energy and the environment) and to support the planned expansion of the undergraduate class (by 200 net students) the master of engineering management program (doubling in five years) and the increase in PhD students and postdoctoral fellows that will be derived from programs established by the 15 to 20 new faculty hires.

In addition to physical infrastructure, Pratt is in need of additional administrative staff and technical support staff for IT and teaching laboratory support, grant preparation and general administration help for our faculty. In order to achieve our goal to be recognized as a distinguished school of engineering, we need to be able to support our faculty, students and staff at the level that will allow them to compete with the very best universities in the world.

Graduate Program

We aim to increase our graduate student program in the next five to seven years by doubling our master's students to over 200 students and increasing our PhDs to more than 3.5 PhD students per faculty. In addition, we will continue to increase the quality as evidenced by increasing the average GRE scores to over 750 and being more selective (reducing our acceptance to application ratio to less than 20%).

International Partnerships and Collaborations

A distinguished school requires recognition beyond our immediate borders. Partnerships and collaborations with other countries allow us to learn about other cultures and problem solving methods that will help us attain our goals and ambitions. Our students will benefit greatly from the enhanced cultural appreciation and respect gained from study abroad and or international research collaborations. In the next five years we need to:

- Form an international bioengineering partnership with a prominent university or universities in Asia.
- Grow our photonics and material sciences initiatives into international institutes
- Continue to support Effat College in their efforts to establish a school for educating women in engineering in Saudi Arabia, and research projects in Israel.
- Achieve 50% of our engineering students in substantive study abroad programs (with new partners in Asia and Europe identified).
- Continue to support Engineers without Borders, Engineering World Health and MEM programs to expand our global outreach.

Outreach and Visibility

In order to publicize our accomplishments and thereby help identify Pratt to the outside academic and industrial opinion leaders, we plan to:

- Create a Pratt School distinguished lecture series
- Host more regional, national and international meetings at Duke
- Publicize our activities through the Dean's memo, the monthly Pratt Press, the bi-annual DukEngineer, the Annual Pratt Progress Report and the Annual Department Newsletters. Focus on getting press in the tier one media outlets.

- Promote our students for Rhodes, Fulbright, Marshall, Goldwater, Postgraduate, NSF and other prestigious fellowships and recognition awards.
- Initiate three fellows of research society nominations per year for the next five years per discipline or department.
- Make two faculty nominations per year for national society awards.
- Facilitate the nomination of two faculty per year for five years to the NAE.

We believe that our success in translating research advances into new products, processes and spinoff companies also assists in bringing recognition and good visibility to our engineering School and to the University. Over the next five years, the following goals in entrepreneurship will be achieved:

- Renew the Coulter translational program in engineering medicine;
- Enhance the MEM program by developing entrepreneurial classes and real-world product design cases into the curriculum
- Provide an institutional focus for entrepreneurship at Duke
- Foster the culture of entrepreneurship at Duke through the Duke startup challenge and by coordinating the many cross-school programs that exist and touch on this area of intellectual activity.
- Work with inventors to spinout ten new companies.

Development/Finance

In order to fund these School priorities, we have a plan to raise >\$175M over the next five years. The goals for this plan include:

- Securing an eight figure gift to fund the EXCEL building.
- Receiving >\$25M from internal resources (Provost SIP funds, etc)
- Forming a Strategic Planning Executive Committee (SPEC) to help raise the resources to fund the plan
- Continuing to raise >\$25M per year in the following “buckets” :
 - o Annual fund (\$15M over five years)
 - o Corporate gifts (\$25M over five years)
 - o Financial Aid Initiative (\$10M plus \$10M match from TDE)
 - o Endowed Professorships (15 @ \$2.5M)
 - o Planned giving (\$20M over five years)

Summary

The Pratt School of Engineering at Duke University will be recognized as a distinguished undergraduate and graduate school by doing three things well: integrating the liberal arts and experiential learning opportunities into our technical curriculum; doubling our research expenditures; and building our brand by focusing the research and curriculum on solving important problems that will make a positive impact on society.

School of Medicine Executive Summary

Decades of hard work by dedicated physicians and scientists, along with capable and often inspired leadership, have placed the Duke School of Medicine among the nation's best. Now, on the 75th anniversary of our beginnings, we are faced with choices that will define our course for at least the next 10 years. Our shared vision is that we place equal value on high achievement in five fundamental categories of activity – inquiry, discovery, translation, adoption and service – each of which cuts across our core missions of education, research and patient care. Each specific element of our plan has an underlying premise grounded in an assessment of current strengths and emerging opportunities. This plan has been crafted from the contributions of hundreds of individuals working for almost a year, and has been refined during two months of intensive conversations that have involved a large proportion of the Medical School community. It blends the vision of senior leaders with ideas and aspirations arising from faculty, students and staff, and has been designed with flexibility to accommodate the unexpected.

Because women and men of Duke should have bold (yes, “outrageous”) ambitions, we should be satisfied with nothing less than a leading role among the world's best academic medical centers. Our Strategic Plan should ensure that members of our faculty will gain international distinction, and that our students – MD, PhD and Masters degree candidates, as well as post-graduate residents and fellows - should be selected and prepared for leadership in a rich diversity of career pathways. To do this, our plan emphasizes first and foremost the *People* of the School of Medicine, focusing resources in new ways to attract and retain the finest faculty and learners. The second major dimension of our Strategic Plan calls a carefully selected number of new thematic initiatives (*Programs*) designed to seize current opportunities for Duke to lead, and a structured program of reinvestment in our existing departments, institutes and centers. Other provisions are made also to provide the best possible physical environment (*Places*) in which our faculty, staff and students will work and communicate.

People:

- **Because** we have a unique curriculum and philosophy of medical education, Duke should be the place where **self-directed learning** reaches its pinnacle. We will accomplish this by curricular innovations using the most advanced educational technologies and adult learning techniques, by investment in **new scholarships** to expand our MD/PhD program and to empower MD candidates into leadership paths, by new measures to attract the best PhD candidates, by **new degree-granting programs** in global health, computational medicine, and molecular medicine, and by new measures to facilitate career development of faculty focused primarily on education. We also will seek creative ways by which the School of Medicine can enrich the quality of the undergraduate experience at Duke.

- **Because** the quality of the faculty is the single most defining element of any academic organization, we will designate a number of senior faculty members as **Duke Medicine Distinguished Investigators** and the most promising junior investigators as **Duke Medicine Scholars**, providing exceptional levels of financial support at pivotal career stages for those judged to be engaged in research of exceptional quality. We will support our most gifted teachers and clinical role models through **Master Clinician/Teacher** awards. We will create a **Faculty Enrichment Fund** to supplement our regular funds flow mechanisms in special circumstances of need or opportunity. The individuals selected to receive such focused support will include both current faculty and those recruited to bring new strengths to Duke. These awards will be distributed in keeping with the balanced excellence that is one of our distinguishing features as an academic medical center, nurturing basic scientists, translational investigators, patient-oriented researchers and master clinicians with equal fervor.
- **Because** we have achieved a leadership position among academic medical centers in the **diversity** of our student body and in faculty leadership positions, we will move forward to gain advantage from this position by increasing the diversity among our other learners (residents and fellows) and among our junior faculty ranks. Reward systems and accountability of decision-makers will be structured to ensure progress toward this goal. Similar attention will be given to the inclusion of women in leadership roles, an area where we have not yet achieved leadership status.

Programs:

- **Because** we believe that advances in medicine are driven by greater understanding of fundamental biological principles, we commit ourselves to empower our faculty and their students to exceptional levels of **achievement in discovery biology**. Our current assessment suggests we have recently lagged in meeting our potential in this area, and we will accept nothing less than top tier performance. Women and men of Duke should do breakthrough research leading to solutions of the most important scientific and social questions of our time. We will promote such achievement through new mechanisms of faculty support (Duke Medicine Distinguished Investigators and Scholars – vide supra), by financial redesign (vide infra), and by providing all of our researchers with a markedly enhanced level of core laboratories and shared instrumentation support. These will be organized within a new centralized management unit – the **Duke Medicine Shared Research Facilities Office** – under the auspices of the Dean, and will include substantial new investment of space and funds for laboratory animals, academic imaging, large scale analyses of DNA, RNA, proteins or metabolites, and other services selected as priorities by the faculty. Finally, we will support discovery biology as a component of several new thematic initiatives that build upon current strengths of our faculty in some of the most important emerging areas of biomedical research: **Biological Structure & Design, Stem Cell Biology & Regenerative Medicine, Mind & Brain, and Global Health**.

- **Because** we have achieved a leadership position in clinical trials research, an emerging leadership position in genomic medicine, and exceptional balance in the distribution of the activities of our faculty across basic, translational and patient-oriented research, we commit ourselves to use this stature and expertise to transform the practice of medicine within our own clinics and hospitals. Duke should be the setting in which the best scientific evidence is brought to the bedside through the most advanced information systems, interpreted by the most powerful analytical and statistical methods, and most rapidly and effectively brought to bear on decisions that affect the lives of patients. We should be a place where the quality and safety of medical care is measured and improved with a depth and precision that is unmatched. A new organizational superstructure – the **Duke Clinical and Translational Science Institute (DCTSI)** - will be created to accomplish this, effectively linking the activities of a number of existing and newly created units.

The DCTSI and its component programs will drive the reduction of new medical technologies to practice, promote measurable improvements in the health of our fellow citizens of Durham, and make personalized medicine a reality through functional partnerships among the Duke University Health System, the Duke Clinical Research Institute (DCRI), the Duke Institute for Genome Sciences and Policy (IGSP), physicians from our clinical departments, computational medicine experts and new units created as part of this Plan. A centerpiece of this effort will be a unique **Duke Translational Research Institute (DTRI)**, providing our faculty with the necessary tools to move their ideas and discoveries forward to practical applications in new technologies for prevention, diagnosis and therapy of disease. In addition, the DCTSI will include an invigorated department of Biostatistics and Bioinformatics, a newly empowered Health Outcomes Research team, new facilities for early stage human trials of new technologies, a unified and upgraded facility for academic imaging, a biorepository for human tissue samples, and clinical research databases linked seamlessly to patient information systems of the Duke University Health System.

- **Because** the inexorable forces unleashed by globalization increasingly will have profound effects on the pattern of diseases we face and on the nature of health care services we provide, we propose that Duke should step out front of other academic medical centers in assimilating and affecting the future course of globalization as it relates to medicine. Through the creation of the **Duke Global Health Institute**, we will provide our students and faculty with unique opportunities to make advances in science and technology relevant to the most formidable problems of global health (e.g. HIV and emerging infections), to generate new ideas powerful enough to influence policy makers, and to serve disadvantaged populations both here and abroad. Two important elements within the Global Health arena will be the **Human Vaccine Institute** and the **Duke–NUS Graduate Medical School in Singapore**.
- **Because** the Duke Medical School enjoys exceptionally close relationships of both a geographic and collegial nature with other academic programs of Duke University, we will form partnerships with other Schools with unprecedented enthusiasm. These

will include joint recruiting of new faculty, and a carefully selected number of **shared programmatic initiatives** in Global Health, Biological Structure and Design, Mind & Brain, Translational Research and Biomedical Ethics & Humanities. In addition we will build further on existing partnerships that are thriving under the auspices of the IGSP and Medicine-Engineering Partnership.

- **Because** we are entering a time in which, for the foreseeable future, the major historical sources of economic support for schools of medicine (margins earned from clinical operations and NIH grant funding) will be constrained, the manner in which we handle funds internally should be determined not by historical precedent but by transparent and rational principles. Thus we are embarked on the first comprehensive **Financial Redesign** of the internal economy of the School of Medicine. Its purposes are to inspire the trust and loyalty of the faculty by the simplicity, clarity and correctness of its principles, and to focus resources on those activities that provide the greatest return in all of the currencies (i.e., not just financial) by which we judge our achievements. We believe we can gain competitive advantage over peer institutions in lean times just as we have done over the past several years of relative prosperity, if we raise standards of accountability and focus.

Places:

- **Because** our academic campus in aggregate lacks a coherent identity and fails to facilitate faculty interactions in the manner we should expect, we propose renovations to aggregate teaching space into a **Duke Medicine Learning Center**, as well as renovations and new construction of research facilities to create a series of **Research Quadrangles** that feature gathering areas for intellectual and social exchange among our faculty and students. These will be closely coordinated with new patient care facilities under a **Master Facility Plan** for Duke Medicine. Changes to our physical campus are intended to provide greater visual excitement and tangible identity to the academic programs of the School, to facilitate contact among the people of the School of Medicine, and to maximize opportunities for the faculty to aggregate their laboratories as they would choose.
- **Because** the reputation of Duke Medical Center as a premier site for health care has been built largely by exceptionally skilled clinical specialists caring for adult and pediatric patients, we will invest in partnership with DUHS in a series of **Disease Specialty Centers**. These will focus on areas of greatest medical need, such as cancer, cardiovascular disease, neurological and musculoskeletal disorders, obesity/diabetes, children's health and wellness/integrative medicine. Through a combination of new facilities for patient care, new organizational structures to provide patient-centric service, and links to clinical and translational research activities, we will establish a series of such centers in a stepwise manner. This will allow patients to access care at Duke more simply and easily, and provide our physicians with a working environment geared for efficient clinical practice and improved support for their academic work.

These are the appropriate activities of a great School of Medicine, and this is what we can do at Duke if we can build a consensus of support for this plan from faculty, leaders, trustees and supporters. It is our intent that future observers will look back on the decade from 2006 through 2015 as a time of remarkable people doing extraordinary things at the Duke University School of Medicine.

School of Nursing Executive Summary

The Duke University School of Nursing has emerged from the brink of complete closure in the early 1980s to a school that is ascending the national rankings, is able to recruit some of the most talented and well-respected nursing faculty in their specialties, and is poised to assume its rightful place among the top schools of nursing within the US. Following the closure of the School's traditional undergraduate nursing program in 1984, the School underwent an understandable exodus of intellectual, financial, and affiliation-related support from the School. In the intervening years, the School's leadership faced the daunting responsibility of redefining the School for the future and reengaging the support of the University, the professional community, and the alumni base. At the time the BSN program closed, the decision was made to focus the limited resources on the development of the graduate program (MSN), assuming that the preparation of advanced practice nurses would have a significant impact upon care delivery models within the Duke University Health System (DUHS). In the twenty years since that closure, the graduate program enrollment has grown from fewer than 50 students to over 350 matriculants.

Strategic initiatives implemented in the latter part of the 1990s placed greater emphasis on the development of nursing research. DUSON's portfolio of funded research has grown from practically nothing to exceed \$3 million annually, a figure associated with an NIH funding ranking of 23rd. The strategic plan for the next five years outlines plans for DUSON to further increase research productivity, reaching NIH top 10 status and, more importantly, translate findings from our research to improvements in nursing care outcomes.

In the year 2000, the School of Nursing initiated a strategic plan to carry through 2005 outlining the need for growth: growth of faculty, of programs and degrees offered, of students, and of space. Strategies were designed that would lead to that growth. These strategies were successful and led the School toward: 1) successfully proposing a doctoral program in nursing, to begin in Fall 2006; 2) launching an accelerated BSN program for non-nurse college graduates; 3) receiving its first NIH research infrastructure-building Center grant; and 4) transforming the faculty to include research-productive experts able to conduct cutting edge research and prepare future leaders in nursing research; and 5) successfully proposing and funding a new 59,000 square foot building to be completed in July 2006.

The proposed plan builds from the successes realized in the previous five-year period. In October 2004, Catherine L. Gilliss (BSN '71) was recruited to Duke in the capacities of Dean and Vice Chancellor for Nursing Affairs. Under her leadership, the faculty and senior staff have participated in a series of facilitated discussions. The process has led to the identification of four strategic objectives supported by multiple goals for the next five year period.

Given the rapid growth of the school's faculty and staff, the community has devoted much effort during the 2005-06 year to building an enabling infrastructure and addressing operational improvements. A series of operational problems was identified, and four were identified as priorities. The four initial priorities included: 1) developing a process to manage the recruitment, selection and orientation of new faculty and staff hires; 2) developing a process for identification, assignment, management, and evaluation of student clinical placements; 3) developing a process for database management and integration; and 4) developing a process to manage teaching workload. Four work groups were established to address these areas and improvements are underway. Additionally, during this same year, DUSON has established a number of enabling structures, including The Office of Global and Community Health Initiatives, The Office of Faculty Affairs, the Office of Research Affairs, and the Office of Academic Programs; we also have hired 14 staff and 11 faculty members.

Our core strategic planning group (now consisting of the administrative leaders in the School – Dean, Associate Deans and Program Chairs) met in October with the chairs of these process improvement teams to review their progress. This, the first of our planned quarterly reviews, provided an opportunity to review progress, metrics for evaluation and, in some cases, to revise the charters initially provided to the work groups. We will continue to monitor the progress on these needed improvements.

Our strategic objectives will allow us to enhance what is an already strong school in our three mission-important areas. We have identified intellectual peaks of excellence that make DUSON distinct. In support of our education mission, our School is recognized on campus and nationally as a leader in distance-based nursing education. We also aspire to be a leader in simulation-based education. Our commitment in this strategic plan to the use of technology to enhance all that we do will create the most obvious outcomes in the areas of distance-based education and the use of simulation.

Related to our knowledge development mission, we intend to become the model for the collaborative translation of research discoveries into nursing care delivery improvements, in terms of both quality and efficiency. Our linkages with DUHS, existing and to be developed, and our commitment of resources to the development of our research support infrastructures found in this plan will enable us to achieve translational nursing research prominence. In particular, the DUSON faculty includes experts on early and late life, care at the end of life, informal caregiving, chronic illness, nursing informatics, and health services research. The proposed Strategic Plan for the NINR/NIH (2006-10) will focus on the development of research funding in each of these areas and the adoption of new technologies for better health care. Given our relationship to Duke Health Technology Solutions (DHTS) and the Pratt School of Engineering, we believe we will be superbly poised to address the new set of priorities.

Our faculty has historically expended significant effort toward the support of our service delivery mission, but the derived benefits have not always been obvious. We plan to develop business models in collaboration with other Duke organizations (DUHS and the PDC, for example) that allow our impact to be more significant and measurable in the

area of clinical practice improvements. We have the opportunity to create joint appointments between our faculty that leverage our strength and create additional capacity for our Health System and clinics to accept more patients who are in need of Duke Medicine's expertise. Nationally, examples of this linkage which have been created in a financially sustainable manner are few, and we are not aware of existing models demonstrating long-term success at academic medical centers of our prominence.

We also plan to take a leadership role for Duke in the reduction of health disparities locally and nationally. This goal cross cuts and supports all three of our mission areas. Our strategic plan calls for the expansion of our recently established Office of Global and Community Health Initiatives, and also requests related funding support.

