

Chapter 6 – Durham, Regional and Global Strategies

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. To do so, we will pursue three key strategies:

- **Duke and Durham: The Neighborhood Partnership and beyond**
- **Increase our collaborations with regional universities and institutions**
- **Build and enhance international partnerships and programs**

Duke and Durham: The Neighborhood Partnership and beyond

Duke and Durham are inextricably linked. The economic vitality and quality of life in our city and its cultural, educational, and recreational opportunities are important to the university's ability to recruit and retain talented faculty, students, and staff. Duke contributes to Durham's life through the employment opportunities and medical services we offer and the cultural facilities and programs we provide. Recognizing our responsibility to be a constructive citizen of Durham, in 1996, the Board of Trustees endorsed the creation of the Duke-Durham Neighborhood Partnership, a structured alliance between Duke, the 12 neighborhoods surrounding its campus, and the seven public schools that serve them. The Neighborhood Partnership, supported by over \$10 million in the past five years, is based on fundamental principles of mutual trust, community empowerment, and collaboration. We commit to continuing to build the programs in the Neighborhood Partnership, with particular emphasis on K-12 education and youth development, neighborhood stabilization, support for our non-profit partners, and engagement of Duke students in the life of Durham.

Moving forward, the revitalization of downtown Durham and areas adjacent to Duke's Central and East Campuses will be a high Duke priority. We intend to build upon Duke's leadership as an anchor tenant in the American Tobacco Project in the heart of downtown, as well as Blue Devil Ventures and other downtown developments, which are estimated to have catalyzed more than \$400 million in downtown investment over the last five years. We will strengthen our partnership with Durham to help build the downtown area, West Main, and the 9th Street district, into vibrant places to live, work, shop, and enjoy cultural and recreational opportunities. This will require an increase in resources and administrative emphasis, as well as a more active role in partnering with the city, citizens and developers.

Creating the new Central Campus, one of the most significant projects in Duke's history, is a key component in our Duke-Durham relationship. The first phase of the project, due to open in the fall of 2009, is primarily a place for Duke students, faculty, and staff to live, study, and work. Yet, its success must foster, and is also dependent upon, the vitality of Duke's neighboring residential and commercial communities. Development of the Central Campus will need to complement Duke's broader strategy in Durham and Central Campus must be a resource for the cultural development of both the Duke and the Durham communities. The Nasher Museum will be an important component of the cultural complementarity. So too will the Center for Documentary Studies and the John Hope Franklin Center, both of which are expected to be located on Central, with their wide range of campus and community programs.

As an educational institution, Duke has particular interest in helping to improve the quality of education in Durham. The performance of K-12 education is a special area of opportunity, and Duke reaffirms its commitment to systematically engage members of its faculty and staff in the public schools and in related programs where Duke's expertise and resources can enhance the educational achievement of local youth, particularly in partnership neighborhoods. We also recognize that North Carolina Central University (NCCU) and Durham Technical Community College (Durham Tech) present opportunities for educational partnerships that can not only serve the needs of students at all three institutions, but can serve the Durham community. For example, NCCU and Duke are both making major investments in biotechnology, and these universities have been partnering with the Durham Public Schools to strengthen student performance with a focus on closing the achievement gap through Duke's Project HOPE and NCCU's Project CARE. Durham Tech works closely with Duke's School of Nursing and other programs to help ensure that the technical and literacy skills needed to sustain the continued strength and career advancement of Duke's workforce, and we will actively exploit such collaborations in the future.

Our greatest strengths and opportunities for partnerships to improve the quality of life in our community are in education and medical care, and we are committed to extend these to Durham in a more targeted way. Durham and its people will be a major focus – and a major beneficiary – of Duke's Global Health Institute. Duke is acutely aware that global health issues include local as well as distant challenges. The development of community-based health clinics, among numerous other Duke University Health System sponsored

programs serving Durham, is only one aspect of Duke's efforts to address health inequalities in our closest communities. Alleviating some of these inequalities through community partnerships and providing the necessary infrastructure, often in partnership with local government, will continue to be a priority for Duke's engagement.

Finally, we recognize that Duke is the largest employer in Durham. This gives us a particular responsibility to ensure that our policies and practices support our belief that working at Duke should be a positive experience, with employees treated fairly and encouraged to develop to the best of their abilities and talents. Over the next planning period, we will focus efforts on learning more about the experience of our employees and addressing issues that emerge so that Duke is not only Durham's largest employer but also its most respected.

Increase our collaborations with regional universities and institutions

As a nexus of major nationally ranked and historically important research universities, the region is able to attract a highly educated work force and provide an intellectual ambiance that fosters creativity and innovation. In addition to our growing partnerships with NCCU and Durham Tech, our proximity to UNC and NCSU facilitates faculty collaboration on an array of projects ranging from statistical modeling and child and family programs to government policy and the arts. As an indication of the extent of collaborative research, some 81 cross-institution subcontracts received \$30M in funding this past year. Students also have easy access to inter-institutional programs, resources, and facilities. They benefit from joint agreements that enable regularly enrolled students to take course work for credit at neighboring universities. In addition, we are intentionally developing programs such as the Robertson Scholars Program that build shared communities of students whose educational experiences are enhanced by access to more than one campus.

In addition to research universities, the region is also home to nationally recognized centers and institutes such as the National Humanities Institute, the Research Triangle Institute, the Renaissance Computing Institute, the Triangle Universities Center for Advance Studies, the North Carolina Biotechnology Center, the National Institute of Environmental Health Sciences, and the Environmental Protection Agency. These are complemented by the presence of major corporations such as GlaxoSmithKline and IBM. Duke has benefited significantly from this confluence of talent and research that drove the original founders of the Research Triangle Park to create the shared research venue that is now home to more than 36 companies employing some 38,000 workers. We cannot take the future of Research Triangle Park for granted, however, and Duke and the region will need to invest in its continual renewal and advancement.

Strategic partnerships between Duke, area universities, and these public and private institutions advance research and leverage resources otherwise not possible. Partnerships with the Research Triangle Institute enable the development and translation of knowledge generated by the university for societal benefit. For example, Duke, UNC, and RTI International have jointly developed the Triangle Center on Terrorism and Homeland

Security to address terrorism and homeland security. Faculty at Duke, UNC, and NCSU collaborate in the area of marine sciences. The Pratt School of Engineering and RTI have collaborated to create TechEval to evaluate and bring research products to market. The Institute for Genome Sciences & Policy has partnered with RTI to create a “biorepository” of medical samples, part of which will contain samples for the development of biologically-based assays for Chernobyl radiation exposure. Beyond the confines of the Research Triangle Park, Duke is actively engaged with such additional public and private partners as the Oak Ridge National Laboratory, a multi-program science and technology laboratory managed for the U.S. Department of Energy in which scientists and engineers conduct basic and applied research and development to strengthen the nation's leadership in key science areas. Finally, efforts are underway to build the North Carolina Research Campus in Kannapolis – just outside of Charlotte – that will house research laboratories from the Triangle universities, Dole Foods Research Labs, corporate research laboratories, and numerous biotechnology companies.

As we move forward, we seek to more systematically coordinate and leverage our inter-institutional partnerships and to increase regional partnerships that enhance our strategic initiatives. Many external funding agencies require multi-institutional or public and private collaboration, and we seek to take greater and more aggressive advantage of this funding type in support for our research endeavors. In particular, we hope to facilitate collaborations that address the region’s own challenges and opportunities, ranging from transportation and solid waste to water quality and health care.

Duke must also develop more tightly organized administrative leadership and a strategic plan for our regional partnership efforts. It continues to be important for Duke University to be involved in RTP and its efforts to assure future innovation and growth in the region. At the same time, new regional partnerships must be pursued. The creation of the North Carolina Research Campus in Kannapolis, in particular, provides a creative physical and intellectual model for the Triangle universities to engage in and one in which Duke should take a leadership role. This opportunity must be coordinated with ongoing and future efforts within RTP as both compete for faculty engagement, student recruitment, and institutional resources. Because of the growth of research centers within the state and the increasing importance of developing regional partnerships in support of the university’s strategic goals, now is the time to reconceptualize our approach and organize ourselves administratively so that we are able to take best advantage of opportunities in a deliberative and effective manner.

Build and enhance international partnerships and programs

The end of the Cold War, the acceleration of globalization, and the pervasiveness of the internet have fundamentally altered the scope of universities’ responsibilities, opportunities and challenges throughout the world. No longer can we prepare our students as if they are likely to pursue careers based in the United States, without much international contact or experience, and with little contact with colleagues from other nations and cultures. No longer can it be assumed that the best research will be done in

the United States and Europe and by scholars and researchers trained within our institutions. No longer is it the case that problems to which we apply our knowledge will be remote to our own concerns or that the solutions will be sought and sponsored primarily through governmental policies.

These changes have profound implications for the international strategy of the University with respect to its students, faculty and international reputation and presence. For students, preparation for the world requires substantial opportunities for cross-cultural encounters and the development of skills to navigate cultural interactions if they are to become citizens and professionals in an interdependent society. Five years ago, we introduced strategies to strengthen the international dimensions of a Duke education through increasing the percentage of international students on campus, developing interdisciplinary foreign language and area centers, enhancing study abroad opportunities, and developing educational partnerships with foreign institutions. These commitments have driven major progress during this period. International representation in the undergraduate incoming class grew from 1.5% in 1992 to 7% in the fall 2006 (the COHFE average is 6%). Graduate enrollments are now 35% international, on par with the national average, and there is significant representation of international students in our professional schools (e.g., Engineering 54%, Fuqua 34%, and Law 20%). In the 2003 and 2006 competitions for Federal Title VI awards, Duke was successful on six applications, more than were awarded to any of our peer institutions. The Duke liberal arts curriculum now requires that undergraduates to study a language and take courses in cross-cultural inquiry. Duke leads its peers in the percentage of undergraduate students that participate in study-abroad.

While we have made important strides forward, Duke's international reputation does not yet match its reputation in the United States nor reflect the quality of its teaching and research programs. If we are to meet our ambitious goals in research, teaching and service, this gap must be aggressively closed and Duke will follow three broad strategies.

Duke will work to attract the best faculty from around the world, both to enhance our teaching and research missions and to strengthen Duke's ability to be of service to the world. Our efforts to recruit foreign faculty must be fully commensurate with our commitment to recruit the finest researchers and teachers regardless of national origin.

Duke will work to attract the best international students – undergraduate, graduate, and professional – regardless of their ability to pay. This will require a commitment to increase the amount of financial aid funding available for foreign students. As we continue to grow the number of international students on campus – and to expand the financial aid to support more of them, regardless of need – we must increase the degree to which we support them through campus programs and take full advantage of our increasingly diverse student body through campus curricular and co-curricular programming. At the same time, we will increase opportunities for Duke undergraduate, graduate, and professional students to have foreign experiences. Exposure to other cultures is not the same as development of true knowledge and real cross-cultural understanding. Many of our students do not venture out of their cultural comfort zones,

studying abroad in places that are linguistically, economically, and culturally only modestly challenging. Accordingly, we will encourage study abroad in developing countries and to more fully prepare our students to take the best advantage of their overseas study experience and to foster greater and deeper engagements with fellow students and faculty upon return, we will seek to better integrate course work and study abroad.

Finally, we will seek new and innovative ways to bring our knowledge and experiences into foreign settings through strategic and beneficial partnerships. We will build on successful models such as Duke Corporate Education. This program was developed through the Fuqua School of Business, is ranked first in the world in providing on-site training to corporations world-wide, and has established collaborations with the Indian Institute of Management in Ahmedabad and the London School of Economics. Other successful models include the Duke Center for International Development, a leader in professional outreach and training to enhance world development; and the DukeMedicine partnership with the government of Singapore to establish a Medical School based on our medical education model. We are currently exploring establishing a public policy institute in India, a partnership between Fuqua and the Institute for Economy in Transition to develop an MBA program at the National Academy for the Economy in Moscow, and a collaboration between the School of Nursing and the Modi Institute of Education in India to oversee its curriculum. We will also pursue international collaborations focused on environmental issues.

To reach these internationalization goals will require that we rethink how best to organize our internationalization efforts. Much of our progress in the last decade has been accomplished by decentralized entrepreneurial activities by faculty and schools, sometimes encouraged by the infusion of central initiative and financial support from the Vice Provost for International Affairs. Future strategic initiatives, however, especially in the areas of international service and institutional building, will require greater coordination and targeted strategic and entrepreneurial effort. How best to organize ourselves to assure continued entrepreneurial initiatives on the part of our schools and institutes while increasing our capability for more centrally coordinated strategic undertakings is a major administrative challenge.