



A Global Vision for Duke University

Duke University Global Priorities Committee
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The Global Priorities Committee (GPC) is a faculty advisory committee whose membership comprises senior faculty members, six from schools with undergraduate bodies and six from professional schools.

Introduction

“Duke has long recognized that we cannot be a great university without being an international university.” This observation, from Duke’s 2006 strategic plan, *Making a Difference*, highlights Duke’s priorities of attracting the brightest faculty and students from around the globe and enabling them to develop the knowledge and experience needed to understand the world and address major global challenges. With the creation of the Office of the Vice Provost for International Affairs in 1994, the university formally recognized the importance of enhancing its globalization efforts. The creation of the Office of Global Strategy and Programs in 2010 reaffirmed its commitment to that goal. In the past 20 years, Duke’s globalization efforts have grown from individual activities by faculty and students to larger-scale initiatives that cut across disciplinary boundaries and involve innovative models of collaboration between schools and with global partners.

Given Duke’s aspiration to be a leading global university, there is a need to articulate for its faculty, students, staff, alumni and other supporters a global vision for the university and guiding principles for realizing that vision. This document presents the Global Priority Committee’s¹ perspective on these matters. It represents the distillation of two years of review and discussion of Duke’s current and proposed global programs,² and it was prepared in consultation with a wide range of faculty from across the university. It envisions Duke as a “three campus” university – a home campus in Durham, a world campus distributed across partnerships and sites around the globe, and a digital campus of research and teaching – with the three campuses engaging and enriching one another.

Although it is useful for some purposes to consider the distinct needs and features of each campus, the vision is for the three campuses to interact strongly. On its home campus in Durham, across its network of partnerships and sites abroad, and through its digital worldwide interfaces of teaching and research, Duke will enable faculty and students to learn about the human condition and the world we live in and to develop the knowledge and experience for addressing major global challenges. It will encourage faculty and students to inhabit the world imaginatively, to understand it deeply and to engage with it rigorously, and thereby prepare students for lives of purposeful and transformative global citizenship. Duke will be a university of and for the world.

Duke is already a very global university. Although Duke’s global activities are spread across numerous schools, institutes and centers, many of them share four features:

1. an integration of teaching and research,

¹ The drafting committee for this document was chaired by Jeffrey Vincent (Nicholas School of the Environment) and included Susan Alberts (Biology), Ian Baucom (English), Gary Gereffi (Sociology) and, in an ex officio capacity, Nora Bynum and Mike Merson (both with the Office of Global Strategy and Programs)

² This document does not cover patient-care activities of the Duke University Health System, whose global engagement is substantial and is closely connected to the research and teaching programs of the Schools of Medicine and Nursing.

2. an interdisciplinary approach,
3. a commitment to engagement (knowledge in the service of society) and
4. an emerging emphasis on low and middle income regions of the world, which complements Duke's long-standing partnerships in Europe, Japan and other high income regions.

This commonality is no accident. These four features result from strategic decisions made by the university over the past decade, and they are consistent with university policies and priorities enunciated in *Making a Difference* and Duke's current capital campaign, *Duke Forward*. Collectively, they distinguish Duke's global approach from the approaches followed by many of its peer institutions. They continue to make sense for Duke. The Global Priorities Committee advocates their use as guiding principles for the planning and prioritization of Duke's future global programs.

Unlike *Making a Difference* and *Duke Forward*, this document does not present a detailed plan that recommends specific programs and estimates their resource requirements. It is not a strategic plan. Nor does it advocate a few signature initiatives to serve as Duke's global flagships. Instead, it encourages Duke's schools, institutes and centers to pursue the global activities of greatest interest to their faculty and students, with the central administration supplying organizational support and resources, promoting the three campus vision and the four guiding principles and providing leadership in identifying global opportunities of value to the university as a whole.

Duke's Current Global Involvement

Faculty and students at Duke are already heavily involved internationally, to an extent that is probably unrecognized even by those who participate in the global programs of their own schools, institutes, or centers. These activities take many different forms and vary in their emphasis on teaching, research and service, as well as in terms of their integration across these functions and across disciplines.

Some of Duke's highest-profile initiatives of the past decade have been global in nature:

- The 2005 creation of Duke-NUS Graduate Medical School by Duke School of Medicine (SoM) and the National University of Singapore: Duke-NUS admitted its inaugural class in 2007 and has established world-class research programs in five signature areas.³
- The 2006 creation of the Duke Global Health Institute (DGHI), one of Duke's seven signature interdisciplinary institutes:⁴ DGHI has established priority partnerships in China, Haiti, India, Kenya, Sri Lanka, Tanzania and Uganda, where faculty pursue research collaborations, students participate in experiential field-based research

³ Cancer & Stem Cell Biology; Cardiovascular & Metabolic Disorders; Emerging Infectious Diseases; Health Services & Systems Research; and Neuroscience & Behavioral Disorders.

⁴ The other six are the Duke Institute for Brain Sciences; Nicholas Institute for Environmental Policy Solutions; Kenan Institute for Ethics; Duke Institute for Genome Sciences and Policy; John Hope Franklin Humanities Institute; and Duke Social Science Research Institute.

projects with Duke faculty and local mentors, and Duke medical residents and fellows undertake global health clinical rotations, research and training.

- The 2008 launch of the Fuqua School of Business's operations with partners in Dubai, London, New Delhi, Shanghai and St. Petersburg, which made it the world's first legitimately global business school: Residencies at these sites, in addition to Durham, NC, are required components of both the Global Executive MBA program, which was created in 1996 and the Cross Continent MBA program, which was created in 2000. A sixth international location, in Johannesburg, serves as a base for connections throughout Sub-Saharan Africa.
- The creation of DukeEngage in 2007, which offers Duke undergraduates the opportunity to gain meaningful service experience not only domestically but also internationally. Since its creation, DukeEngage has provided over 1,500 students with an international service experience, spanning over 50 nations on 6 continents.
- The current partnership with the city of Kunshan and Wuhan University in China to create Duke Kunshan University (DKU), which received preparation approval from the Chinese Ministry of Education in 2012. Initial programs at DKU will include a Master of Science in Global Health (DGHI), a Master of Management Studies (Fuqua School of Business) and undergraduate courses. Proposals for other graduate programs at DKU are in development. DKU will also open a global health research center and a conference center during its initial phase.

These are not the only examples of Duke's global involvement. A Duke education has become an increasingly global experience at all levels (undergraduate, graduate, postgraduate), and Duke's schools, institutes and centers have established many other global partnerships beyond the ones just described.

Global dimensions of a Duke education. In the early 2000s, Duke introduced strategies to strengthen the global dimensions of a Duke education by increasing the percentage of international students on its home campus, developing interdisciplinary foreign language and area centers, enhancing study abroad opportunities and developing partnerships with international institutions. International representation in the undergraduate incoming class has grown from 1.5% in 1992 to 11% in 2012, with students coming from approximately 60 countries. International undergraduate applications tripled in the past 10 years, and the yield grew by more than 10 percentage points. Duke's Talent Identification Program (TIP) has been expanded internationally to identify top students in India and other foreign countries who can be competitive for admission to Duke. International enrollments in Duke's graduate and professional schools have increased each year for the past two decades, reaching 23% across all schools in the fall of 2012; those students came from 88 countries. Duke now has more than 7,000 alumni living abroad and 47 international alumni clubs.

Exchange programs bring additional international students and scholars to Durham and offer overseas educational experiences to Duke students. Recent examples in Arts and Sciences include the signing of student-exchange agreements by the Physics Department

with Shandong University and Wuhan University in China and a student transfer program with Shanghai Jiao Tong University, also in China. The Law School has an exchange agreement with Sciences Po in Paris France. The Fuqua School of Business is a member of the Partnership in International Management, a global consortium of 58 business schools that brings about 120 exchange students to Fuqua every year and sends roughly the same number of Fuqua students to a partner school. Short-term, non-degree executive education programs offered by Duke's professional schools bring hundreds of additional international students to Durham each year. More than 500 international PhD-level researchers carry out research at Duke annually.

The Duke University Libraries established the International and Area Studies Department (IAS) in 1990 to respond to and support the university's internationalization. Librarians with extensive geographic and linguistic knowledge and experience, many with PhDs in relevant fields of study, have built strong collections of print and digital resources in a wide variety of languages from across the world, and offer specialized instruction as well as research and project consultations to Duke students and faculty. The libraries of Duke's professional schools also offer support for global engagement.

Through its Global Education Office for Undergraduates (GEO-U), Duke leads its peers in the percentage of undergraduate students participating in study abroad programs. Forty-three percent of the class of 2011 studied abroad, in some 40 countries. Duke has also piloted new models for undergraduate study abroad, such as Duke Immerse, Duke Intense Global and Global Semester Abroad. Many graduate and professional students also spend time abroad, thanks to exchange programs and the many fellowship and internship programs offered by its area studies centers (in particular, Foreign Language and Area Studies Fellowships [FLAS]), the Duke Graduate School, Duke's professional schools and its seven signature institutes. In the 2010 competition for federal Title VI funding of international and area studies centers, Duke received more awards than any of our peer institutions. Six Duke centers currently receive Title VI funding,⁵ and the university has four other non-Title VI centers.⁶ In 2012, Duke received a grant from the Mellon Foundation to expand the reach of international and area studies centers across campus.

International partnerships for research, service and education. Duke has more than 300 international partnerships, which vary greatly in size and scope. At one end are Duke-NUS and DKU, major initiatives that create a substantial physical presence in a particular location. Additional international partnerships of Duke's schools, institutes and centers beyond those already mentioned include:

- The Center for International Studies hosts the Association of International Education Administrators, which has nearly 400 members. The association is an important forum

⁵ Asian/Pacific Studies Institute, Center for Latin American and Caribbean Studies, Center for Slavic, Eurasian and East European Studies, Duke University Center for International Studies, Duke University Middle East Studies Center and Slavic and Eurasian Language Resource Center.

⁶ Center for Canadian Studies, Center for European Studies, Center for South Asian Studies and Duke Center for Islamic Studies.

for sharing innovations in international education and developing potential ties, and it also offers online training and place-based seminars.

- The Divinity School and several partners in East Africa have established the Great Lakes Initiative, which operates an annual leadership institute for Christian leaders in the Great Lakes region. It is now working to establish a similar effort in Asia. It also has partnerships with Renk Theological College in South Sudan and Seth Mokitimi Seminary in South Africa and programs in El Salvador and Mexico.
- The Franklin Humanities Institute hosts the Consortium for Humanities Centers and Institutes, which connects Duke to a global network of 180 research partners in the global humanities.
- The Law School offers summer institutes in transnational law with the University of Hong Kong and the University of Geneva and has forged new cooperation and exchange agreements with two leading law schools in China, at Tsinghua University and Shanghai Jiao Tong University.
- In addition to Duke-NUS, other major global activities of the SoM include the Duke Clinical Research Institute, which has conducted more than 37,000 studies in 65 countries; the International Partnership for Innovative Healthcare Delivery, a global network of healthcare innovators launched in 2011 with members in Bangladesh, Ecuador, India, Kenya, Mexico, Pakistan, the United Kingdom and several other countries; and partnerships with Medanta (The Medicity) and Tata Medical Center, both in India. The SoM created Duke Medicine Global in 2009 to spearhead the global extension of its education, research and patient care missions.
- The Nicholas School of the Environment collaborates with the School of Environment and Design at the National University of Singapore and Hassanudin University in Indonesia. With the Sanford School, it is helping Vietnam National University at Ho Chi Minh City establish a Master's program in Public Policy for Environmental Protection.
- The School of Nursing has established the Office of Global and Community Health Initiatives, with collaborations at 10 sites in the Caribbean, Latin America, Africa and China.
- The Pratt School of Engineering is partnering with the Swedish Royal Institute of Technology, the Aristotle University of Thessaloniki in Greece and the University of Liège in Belgium to offer a new international Master's program in turbomachinery aeromechanics. It has assisted Effat College, the only engineering school for women in Saudi Arabia, in developing academic programs in electrical and computer engineering. Its Center for the Environmental Implications of NanoTechnology collaborates with partners in Europe and Korea. The Duke chapter of Engineers Without Borders has provided Pratt students with service experiences in underserved communities in Bolivia, Honduras, Indonesia, Peru and Uganda among other countries.
- The Sanford School of Public Policy collaborates with the Indian Institute of Management in Udaipur and, through the Duke Center for International Development, with many developing country governments. It also runs a summer Program on Global

Policy and Governance in Geneva, which offers coursework and promotes internships with the many international organizations based in Geneva.

- Faculty members from across the humanities, social sciences, and natural sciences in Trinity College of Arts & Sciences lead many of the international partnerships of Duke's institutes and centers. The Center on Globalization, Governance & Competitiveness in the Social Science Research Institute is but one example. Other international partnerships abound in Arts & Sciences. Collaborations by Duke biologists, chemists, mathematicians and physicists with Chinese scientists at multiple institutions have been active for years and are becoming stronger, and collaborations on the wider global stage are also numerous. Duke biologists have collaborations in places as diverse as Nairobi, Kenya and Montpellier, France, and they conduct field research in a broad range of locales. The international reach of Duke's Mathematics and Statistics Departments is enhanced by Duke's affiliation with the Triangle-wide Statistical and Applied Mathematical Sciences Institute. Faculty members in African and African-American Studies, Economics, Linguistics, Neuroscience, and Psychology have research, educational, and service partnerships in countries as diverse as the Bahamas, India, Indonesia, Russia, South Africa, Tanzania, and the United Kingdom. In 2009, Arts & Sciences' Program in Education became the home of the International Center for Service-Learning in Teacher Education.

Duke's global partnerships increasingly involve multiple parts of the university. With six other universities, Duke is a founding partner of a major new initiative – the Higher Education Solutions Network – funded by the US Agency for International Development. Duke members of the initiative include Fuqua's Center for the Advancement of Social Entrepreneurship (CASE), the SoM's International Partnership for Innovative Healthcare Delivery, and DGHI, in collaboration with the Pratt School's Developing World Healthcare Technology Lab. Duke recently signed an MOU with a dynamic new private university in India, Shiv Nadar University, providing attractive partnership opportunities for faculty and students in Arts and Sciences, Duke's professional schools and TIP.

Proposals submitted to the Education & Research Innovations in China (ERIC) seed grants program administered by Duke's China Faculty Council in 2012 illustrate the wide dispersion of international interests across the university. The ERIC competition attracted proposals from faculty in the Departments of Biology, Cell Biology, Chemistry, Cultural Anthropology, English, Evolutionary Anthropology, Information Science and Information Studies, Neuroscience, Theater Studies and Women's Studies; the Schools of Business, Environment, Nursing and Medicine (Departments of Neurobiology, Ophthalmology and Surgery; Divisions of Cardiology and Surgical Sciences); DGHI; the National Evolutionary Synthesis Center; and the Asian and Middle Eastern Studies Program, the Medical Physics Graduate Program and the Thompson Writing Program.

Distinctive Features of Duke's Global Programs

Despite their diversity, Duke's global programs are increasingly characterized by four interwoven features: an integration of teaching and research, an interdisciplinary

approach, a commitment to engagement, and an emerging emphasis on low and middle income regions of the world. Individually, these features are not unique to Duke, but in combination they put a distinctive stamp on Duke's global approach and form a useful set of guiding principles for future global programs.

Integration of teaching and research. Duke-NUS Medical School and DKU are the most prominent examples of Duke global activities that integrate teaching and research, but there are many others. Students at all levels participate in DGHI's research projects both in Durham and abroad, and DGHI led the design of one of the country's first liberal arts majors in global health. In the Franklin Humanities Institute's Humanities Laboratories, undergraduate and graduate students work in research and teaching teams with faculty from Arts and Sciences, the Law School, the Nicholas School of the Environment, DGHI, the Duke Institute for Brain Science and other schools, institutes and centers. These teams produce innovative understandings of Haitian society, law, arts and medicine; the world histories and cultures of refugees and displaced persons; and global virtual environments. The Fuqua School of Business's six major international locations embed it in vital regions of the world and benefit both its teaching programs (e.g., its Global Executive MBA and Cross Continent MBA programs) and its research centers (e.g., CASE). Fuqua's research centers are designed to bring Fuqua students, faculty and alumni together with leaders from the corporate, social and entrepreneurial sectors to generate insights that fuel research and develop curricular and extra-curricular offerings that reflect current business challenges.

A novel element of Duke's new Bass Connections program is the creation of vertically integrated research teams that unite faculty with undergraduates, professional students, graduate students, postdoctoral fellows and visiting fellows and are tied to new courses and existing curricula. Global issues are highlighted in some of Bass Connections' five themes – Brain & Society; Information, Society & Culture; Global Health; Energy; and Education & Human Development – and all of its themes can include global projects. Two of the first Bass Connections projects are in the Global Health theme: the human health impacts of gold mining in Peru, and interpersonal violence and educational interventions in the Durham Latino community.

Interdisciplinary approach. Duke's interdisciplinary approach recognizes that the world beyond Durham cannot be viewed clearly through the lens of a single discipline and that solutions to global challenges require coordinated contributions by teams of researchers and practitioners from diverse fields. For example, understanding the human, social and environmental dynamics of world cities, the global histories of religion, the role of artistic traditions in shaping and lending meaning to public life in different societies, and the diverse philosophies of personhood, state organization and ethical obligation that pattern the cultures of the world demands insights from across the disciplines of knowledge. In response to this demand, *Duke Forward* highlights four major global challenges – Global Health, Medical Discovery and Patient Care, Energy and the Environment – and advocates interdisciplinary efforts to address them. And, the research teams for Bass Connections projects are required to connect not only across learning levels, but also across disciplines.

Duke's interdisciplinary global approach has been fostered by several features, which, if not unique to Duke, have been developed here to an unusual degree:

- The interdisciplinary nature of Duke's professional schools, all of which have internationally active faculty and students, international centers and programs and growing global partnerships.
- The creation of Duke's seven signature interdisciplinary institutes, most of which have a strong global orientation. A faculty joint hiring program has encouraged collaboration between the institutes and schools.
- Beyond the creation of the signature institutes, the administration's advocacy of interdisciplinary research and teaching through various programs in recent years that include the PFIRST (Problem-Focused Interdisciplinary Research-Scholarship Teams) Program; the ERIC grants program and a similar seed grants program administered by the Africa Initiative; and four new interdisciplinary initiatives (launched in 2012) which focus on Innovation and Entrepreneurship, Energy, Education and Human Development, and Information Futures; and the Bass Connections (announced in 2013). Some of these are explicitly global and all are open to global activities.

Commitment to engagement. *Duke Forward* observes that "In our increasingly complex world, the challenges and opportunities humanity faces are both vast and exhilarating." As just described, a desire to understand and address global challenges is a primary motivation for Duke's interdisciplinary approach, but engagement with societal issues is also important within individual disciplines. Whether within disciplines or across them, the combination of classroom education and academic research with societal engagement can enrich knowledge, understanding and lifetime preparation for students and faculty alike. Engagement is inherent in the missions of Duke's professional schools. The signature institutes, the four interdisciplinary initiatives and programs such as DukeEngage and Bass Connections, whose third "connection" is between the university and society, have made it easier for faculty and students from all parts of Duke to put their knowledge to the service of society.

Engagement is a two-way street: society benefits from the application of knowledge by Duke faculty and students; and Duke faculty and students benefit from the academic and experiential learning that comes from generating this knowledge and bringing it into the classroom. Examples that illustrate this bi-directional flow include:

- The Haiti Lab in the Franklin Humanities Institute, which merges research, education and practical applications of innovative thinking for Haiti's disaster recovery and the expansion of Haitian studies in the US and Haiti. In the lab, undergraduate and graduate students work with specialists in Haitian culture, history and language from the Departments of History, Romance Studies and other parts of Duke.
- On a DukeEngage project in Togo, a faculty member in Cultural Anthropology, African & African American Studies and Women's Studies is leading a group of students who are working with a local community organization that is attempting to stem the flight of youth from remote villages to the plantations of Nigeria and Benin. Through their

fieldwork, students explore alternative sources of youth income. Before their fieldwork begins, they participate in an independent study to learn about the country and region.

- Another Duke faculty member in Cultural Anthropology and Women’s Studies leads a DukeEngage project on migrant education at a middle school in Beijing. Two pedagogical initiatives complement the project: a fall-semester course on “Migrant China,” which includes a week that focuses specifically on the middle school and the Duke Engage project; and a spring-semester house course organized by the students, “Social Inequality in China: Education, Minorities and the Achievement Gap,” which grew out of their shared experience working and living with migrant children.

Developing regions of the world. The examples given on the preceding pages illustrate that low and middle income countries in Africa, Asia, the Middle East and Latin America and the Caribbean are of great and growing interest to Duke faculty members as locations for research collaborations and fieldwork, to students for thesis research, internships and study abroad programs, and to both for service projects. These countries are experiencing unprecedented increases in demand for higher education, and they have rising research capacity. They are home to a growing number of Duke students and faculty. They are the locations where the four global challenges highlighted by *Duke Forward* – Global Health; Medical Discovery and Patient Care; Energy; and the Environment – are the most intense and where engagement by Duke faculty and students can make an especially valuable contribution to societal well-being. Western countries have experienced some of the challenges these countries are facing, but solutions to many of them are not readily transferable. As such, these challenges represent not only enormous opportunities to provide assistance but also academic challenges of the first order. They also pose significant academic challenges through the need to understand human and natural interactions across multiple scales, from the truly global to the regional, national and local.

Duke’s activities in developing regions vary greatly, which reflects the great environmental, historical, cultural, demographic, economic and political differences that exist between and within these regions. Some activities focus on individual countries, while others seek to understand relationships between developing countries (e.g., China and countries in Sub-Saharan Africa) and between developed and developing regions (e.g., diaspora studies in the Department of African & African American Studies). Increased activity in these countries complements Duke’s long-standing partnerships in other, more developed parts of the world, such as Europe and Japan. Duke cannot claim to be “global” without being active in both developing and developed regions.

Duke’s Global Mission

Duke promotes acquisition of knowledge in the service of society through an expansive view of global citizenship, which embraces freedom of inquiry, innovation without boundaries, and strength through diversity. Duke does this by linking the closely knit community of learners on its home campus in Durham, North Carolina with a growing number of collaborative research and teaching partners around the world and by using digital tools to create accessible, interactive learning opportunities for faculty, students and

a worldwide audience. Duke is committed to interdisciplinary scholarship to find solutions to global challenges and the education of leaders to understand and address those challenges.

The Three Campus Vision

“Campus” derives from the Latin word for field and originally meant a closed or bounded space. It was first taken to name “the grounds of a college or university” in the eighteenth century. In the twenty-first century the “grounds” of university life have escaped these classic boundaries, expanding in pace with the broader dynamics of global interconnection and change. Where Duke once had a sole campus, it now has three campuses engaging, enriching and interacting with one another:

1. A home/founding campus in Durham.
2. A world campus distributed across sites and partnerships around the globe.
3. A global digital campus.

In pursuing its global mission, Duke will need to develop strategies that are simultaneously specific to each of these three campuses and designed to foster integration and synergies among them. Our goal should not be simply to expand from one campus to another, with the world and digital campuses just replicating what happens in Durham. Rather, as we pursue the particular global priorities of each, we should strive to set their overlapping fields of knowledge, teaching and civic purpose into ever denser and innovative exchange with one another: to create an integrated network of real and virtual knowledge nodes that span the globe. As we do so we will bring into being a three campus global vision for Duke, defined simultaneously by the particular strategies for each of these new fields of the university and by their unfolding pedagogical, research and social integration with one another. Key to that integration will be the educational and research flow of faculty and students across all three and, in particular, the internationalization of the faculty, student body and curricular offerings on the Durham campus. Collectively, the three campuses will form a single, global Duke.

The world at home: the Durham campus. As outlined in *Making a Difference* and reconfirmed by President Brodhead in his February 17, 2011 address at the Annual Meeting of the University Faculty, a fundamental starting point of Duke’s globalization strategy begins at home, through the university’s enduring educational commitment to expand the world horizons of its undergraduate and graduate students: “One function of universities has always been to de-provincialize us, to throw the world open for appreciation and discovery when we are at the age of maximum receptivity; and for each generation of students, the relevant horizon becomes wider. To continue to draw the best students and give them what they need, we must ensure that going ‘to Duke’ means initiating a mental journey into a broader world”

Key to this goal of constantly “throw[ing] the world open for appreciation and discovery” on the Durham campus are:

- Recruiting 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;
- Attracting the best international students – undergraduate, graduate and professional – regardless of their ability to pay;
- Developing the types of collaborative and vertically integrated research and educational programs (across departments, disciplines and schools) needed to address major global challenges and to train leaders who can take this work forward;
- Strengthening the university's long-standing curricular and research commitments to understanding the global richness and variety of history, culture, politics and society that have made the world we inhabit and shape the futures we face. Proposals to the 2012 seed-grants competition of the Africa Initiative illustrate the range of schools and departments that want to bring the world to Duke: from Music, History and the Divinity School; to Biology, Evolutionary Anthropology and the Nicholas School; to DGHI and SoM; to Economics, the Sanford School and the Fuqua School.

The strategy for the home campus should also include activities that consider how Duke's home city of Durham is influenced by global developments and provide opportunities for educational outreach and other involvement to members of the local community.

At home in the world: the world campus. Of equal significance to bringing the world home to students and faculty on the Durham campus are strategies for setting Duke's scholarly and pedagogical projects in place across the world and enriching those projects through collaborative research and educational exchange with international institutions, colleagues and students. There is no single form through which the university can pursue this mission of teaching and research in an interconnected, global age. Instead, Duke's world campus should continue to emerge as an unfolding, distributed network of projects and sites developed through its multiple partnerships around the globe, with an emphasis on locations where long-term partnerships can be established. These partnerships will be with other academic institutions, with government agencies, with civil society organizations and with businesses – all of which are already represented among Duke's partners in many countries.

Fundamental implications of the insight that “intellectual work is increasingly done collaboratively, in partnerships not limited by physical location” (President Brodhead, Annual Meeting of the University Faculty, February 17, 2011) are commitments to provide:

- High-quality overseas academic and service experiences for undergraduates, with expanded opportunities in developing regions;
- Improved opportunities and resources for Duke graduate and professional students to pursue study and research abroad (to be addressed in part by Bass Connections);

- Continued cultivation of research and teaching partnerships with a broad, diverse and distributed network of international institutions, particularly as opportunities afford, institutions in developing countries; and
- The opportunity to experiment with innovative curricula in different parts of the world.

Duke worldwide: the global digital campus. One of the key points in the discussion of increased globalization of research and teaching in *Making a Difference* was the observation that to speak of “globalization” was to speak of those “modern communications [which] connect scholars instantaneously and in real-time across borders, nations and the globe.” True in 2006, this is even truer now, and the third part of Duke’s global vision rests on the dramatic possibilities for innovative worldwide forms of teaching and research afforded by digital technology. As is the case with the physically expanding geography of the university’s world campus, Duke’s digital campus will not take a single form but will emerge through multiple strategic advances across the digital horizon.

Crucial means of forging and leading initiatives to connect and collaborate digitally around the world include:

- The cultivation of globally dispersed, interdisciplinary, digitally facilitated research collaborations that can bring together scholars from Duke’s home campus, its international sites and partner institutions, and extramural bodies to collectively address those “great human challenges” that a major world university is uniquely equipped and charged to engage (President Brodhead, Annual Meeting of the University Faculty, February 17, 2011).
- The funding of informational computing and data resources sufficient to enable the pursuit of these research initiatives.
- The continued development of digitally enabled, online forms of pedagogy capable of extending the insights of a Duke education to students and life-long learners across the globe and the equivalent development of innovative online forms of pedagogy capable of linking students enrolled at Duke to fellow learners across the globe.
- The cultivation of pedagogical initiatives on the university’s home campus and international sites designed to train undergraduate and graduate students as future leaders of a digitally connected world of knowledge, scholarship and research.
- The development of programs that encourage affiliation among members of the digital campus. Such programs will need to be spatially and intellectually diverse, while also persistent in time, so that individuals participating in them see themselves as part of the larger Duke community.

Online education is an activity with which Duke has long experience. When the Fuqua School launched the Global Executive MBA program in the mid-1990s, it was one of the first credible online degree programs in the nation. Other online programs were soon offered by the School of Nursing, Nicholas School of the Environment and other schools. Duke is also a member of Coursera, which offers over 300 Massive Open Online Courses (MOOCs) from

more than 60 universities in the US and abroad. MOOCs are non-credit and free. Through Coursera, 13 Duke faculty members from 5 schools and 11 departments developed and taught 11 MOOCs in 2012-13, with the largest enrollment reaching nearly 200,000, for a philosophy course. The home countries of registered students in these courses included almost every country in the world; two-thirds of the students were international, with India and Brazil being the top two countries students were from, aside from the US. Duke faculty have proposed 18 Coursera courses for 2013-14.

Synergy and integration. As Duke develops strategies for each campus, it will also constantly seek to advance their synergy and integration. This could occur in many ways:

- Recruiting faculty from countries around the world to Durham will enhance opportunities for global research collaborations and inter-institutional partnerships.
- Offering online courses will inform a global audience about Duke, supporting the university's effort to recruit the best students in the world.
- Developing programs at DKU that draw on diverse pedagogical approaches may lead to new approaches in the classroom that can be brought back to Durham, as has happened with the team-based learning concept at Duke-NUS (TeamLEAD).⁷
- Duke faculty teaching MOOCs through Coursera are already combining some online activities with their regular Durham campus courses, which brings global perspectives into their Duke classrooms and forges connections across participants that could strengthen global partnerships.
- Professional schools at Duke already offer degree programs that integrate instruction across two or, in some cases, all three campuses. The Master of Management Studies approved for DKU will continue this trend, with students spending three terms in Durham and two in Kunshan. Other Masters programs proposed for DKU are considering a similar dual-residency model, along with the use of digital technologies to allow joint coursework by Durham-based and DKU-based students.
- Integration of undergraduate instruction between the home and world campuses already occurs through study abroad programs administered by the Global Education Office, Duke Immerse, Duke Intense Global and Global Semester Abroad. Undergraduate courses at DKU will augment these opportunities.
- Future development of online pedagogy could facilitate greater integration of the three campuses at the undergraduate level. For example, Durham-based Duke students could interact with students from other countries, thus making classes neither entirely "at home" nor entirely "on the digital campus."
- DKU might benefit from digitally-based pedagogy to expand course offerings and expedite its transformation into a comprehensive university.

⁷ To learn more about TeamLEAD, visit <http://www.duke-nus.edu.sg/education/learning-philosophy>.

- Fostering new research programs at Duke-NUS, DKU, an African partner institution, or any node of Duke’s distributed research network will extend the frontiers of Duke’s signature commitment to interdisciplinary, collaborative scholarship and its core commitment to the development of knowledge in the service of global society.

Realizing the Vision

The three campus vision and four principles that accompany it imply a set of questions that should be asked by the administration and faculty when they are considering new global programs:

- How would the program relate to existing activities on all three campuses? Would it build on, improve, add to, or replace those activities?
- What benefits would it provide to Duke faculty and students, now and in the future? Would it take advantage of synergies among the three campuses? Would it help integrate activities across them?
- How much would it cost in both financial and opportunity-cost terms, with attention to all three campuses? Would it drain resources from existing activities? Would it be in a location where Duke is already active, which could make it more cost-effective and less risky, or in an entirely new location? If the latter, can costs and risks be reliably estimated and managed? Has a viable exit strategy been formulated in the event that the program no longer serves Duke’s interests?
- Would the program promote integration of teaching and research? an interdisciplinary approach? engagement with important societal issues? Would it enhance Duke’s involvement in developing regions of the world?

Many issues will arise as the three campus model develops. Not all can be foreseen, but they could include the following. A first issue is how large each campus should be and how size should be measured (budget, faculty, students, programs, courses). Related to this is how the expansion of activities on the world and digital campuses can be managed in order to strengthen the Durham campus as the iconic center of Duke. A second issue is when Duke should experiment with new activities on the world and digital campuses and when it should let other universities take the lead and learn from their experience. If Duke’s own experimental activities are the best way to collect information for evaluating promising opportunities on its world and digital campuses, it will need to balance the value of the information thus gained against the risks that the activities could fail to meet Duke’s quality standards and thus jeopardize its reputation. A third issue is when a bricks-and-mortar investment in the world campus is justified, versus relying on the facilities of local partners or digital interaction. Related to this is whether Duke should avoid, as a matter of principle, activities in foreign locations where the public and members of university communities enjoy fewer rights than in the United States, or whether it should place a high priority on such locations because its involvement could contribute to a strengthening of such rights, even if only in the long run. A fourth issue is whether the expansion of activities on the digital campus can avoid expanding the “digital divide” between developed and developing

countries, given that access to the Internet remains much lower in some of the latter countries despite rapidly rising connection rates. A fifth is how a sense of intellectual community can be created among faculty and students who are members of the world and digital campuses and how faculty and students across all three campuses can be made to feel part of a common Duke. This raises several related issues: whether faculty should be of different kinds and statuses on different campuses and with what implications; whether they should have the same rights and responsibilities; and what is the meaning of shared governance if Duke comes to think of itself as being in three spaces at once.

Integrating teaching and research across the university's expanding and overlapping campuses will, of course, involve some risks. Not everything we attempt will succeed. But the promise of a great and confident university rests on the knowledge that if we do not risk, we fail. Duke has never been afraid to lead. In this, as in all its endeavors, Duke will expand its leadership role and, more vitally, the opportunities and responsibilities of its own global citizenship in an unbounded world.