ARTS & SCIENCES STRATEGIC PLAN UPDATE

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Trinity College of Arts & Sciences is a vibrant community of scholars engaged in research and education, an international community that is diverse in cultural backgrounds and intellectual interests, and a dynamic community that provides gateways for both the self and the world beyond. Our mission emphasizes the advancement of knowledge and learning, enriched not only by disciplinary depth, but also across disciplines and within newly emerging fields. 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. Our strategic plan continues to be guided by three fundamental goals: to develop Duke’s distinctiveness as a nationally recognized leader in emerging fields and traditional disciplines; to enhance Duke’s ability to offer the type of educational experiences through which students are empowered to learn, expected to change, and encouraged to lead; and to provide an appropriate infrastructure to support the development of Arts & Sciences.

I. THE PLANNING ENVIRONMENT

Although we continue to affirm the vision and goals of the 2006 Arts & Sciences Strategic Plan, the various contexts in which we will pursue them have changed dramatically.

The Fiscal Context: The resources necessary for building and sustaining our mission and goals have been significantly reduced, both in endowment income and in yearly giving (Annual Fund). With regard to the Arts & Sciences endowment income, the three-year rolling average now includes a -26% rate of return that will carry forward and impact the A&S budget for the next two years. In FY 2009, the Annual Fund was $3 million less than budget and still has not fully recovered. The reduction of the Provost’s Strategic Investment Plan (SIP II) start-up funding has resulted in an additional $2 million in expenses that Arts & Sciences must absorb, and the remaining walk-down of SIP II strategic funding will negatively impact the 2011-12 budget. As we look to next year, the 10% increase in fringe benefit costs and the possibility of a faculty and staff salary raise pool pose further challenges. In addition, just to maintain the current number of graduate students, A&S will have to increase subvention to the Graduate School. All of these factors, combined, argue against any “business-as-usual” strategy and require new models to ensure that Trinity College of Arts & Sciences can sustain and advance its excellence in a constrained resource environment. To address these issues, the following are being implemented:

- Trinity College of Arts & Sciences administration has reduced its staff by 5 FTE’s and 2 academic deans.
- Across Arts & Sciences as a whole, we have reduced, or will be reducing, the number of bi-weekly and monthly staff by 40 or more by June 2010.
- We have pursued a shared staffing resource model to continue to support departments in their academic missions.
We have reduced the rate of spending on faculty research accounts by 15%.
We have reduced departmental operating budgets over 10% in two steps.
We have actively pursued an instructional review process for under-enrolled courses taught by non-regular ranks.

The Faculty Context: Since 1999, the Arts and Sciences tenure-track faculty has grown by 15%, with the highest rate of growth in the ranks of full professors (23%). Tenured associate professors have increased over the period by 20%, while tenure-track assistant professors have decreased by 8%. Growth has been uneven across the three divisions, with the social sciences accounting for 45% of the increase (controlling for the loss of Public Policy). This is consistent with the choices of our undergraduates: 58% of declared majors are currently in the social sciences. The humanities have accounted for 31% of the increase in the faculty, while the natural sciences represent 23% of the growth.

Relatedly, while the majority of the tenure track faculty is under age 60 (75%), older age-groups have increased since 1999: age 60-64 by 21%; age 65-69 by 41%; and age 70 or over by 140%. These trends indicate an “aging” of the faculty with a rank distribution skewed toward tenured full professors, who account for 55% of the tenure track faculty, while assistant professors account for only 18%. These figures, of course, reflect successful past recruitment, which has filled the tenured ranks both through internal promotion and through strategic hiring of established scholars with distinguished reputations. The aging of the faculty is, like overall growth, unevenly distributed across the A&S divisions. It is most pronounced in the humanities, where 32% of the faculty are over 60 years of age, compared with 26% in the social sciences and only 15% in the natural sciences.

The ranks of non-tenure track regular rank faculty members have grown by 52%, from 89 in 1999 to 135 in 2009. Much of this growth consists of converting non-regular rank faculty to the lecturer, professor of the practice, and research professor ranks, and is consistent with our strategy of reducing our reliance on visiting/adjunct instructors. Such conversions are also relatively budget-neutral.

The diversity of the faculty has increased overall, but unevenly across A&S divisions and also racial/ethnic/gender groups. Across all divisions, the percentage of female tenure-track faculty has increased since 1999 from 33% to 42%. Similarly, we have increased the percentage of Black faculty from 5% to 6% of the tenure-track faculty during the same period. (The ratios of White to Black faculty are 10 to 1 in the humanities; 15 to 1 in the social sciences; and 52 to 1 in the natural sciences.) Total Hispanic tenure-track faculty have remained constant at 12, while total Asian faculty have almost doubled, from 31 to 53.

Economics force us to face the reality that we have reached our targeted goal in the Arts & Sciences faculty size, and we will seek no net faculty growth over the next five years. This will severely constrain our ability to conduct new searches, especially since we can confidently forecast only single digit departures per year through retirements in each of
In order to achieve depth in targeted areas, we may wish to redeploy departures from one department to build strength in another, thus altering the widespread belief that lines “belong” to the departments where they reside.

- Over the last five years, we have differentially invested in established faculty leaders in many units, and such appointments have been costly, but necessary to build the leadership cohort to attract younger scholars. As we move forward in 2010 and beyond, our limited hiring will generally be more focused on younger, emerging scholars. We will seek to nurture our junior faculty and retain our most stellar faculty.
- All A&S departments will continue to work closely with the Office of Institutional Equity to identify strategies for recruiting and retaining diverse faculty.
- We are unsure how the faculty retirement incentive program will impact total number of faculty and will replace retirements very selectively.
- Retirements and other departures combined may not exceed a total of more than 10 per year for the next 5 years; thus, 10 is the average number of searches we expect to conduct during this planning period. Through joint searches and collaborations with University institutes, we should still be able to meet our strategic objectives and also achieve budget savings. Arts & Sciences is well-positioned to recruit the most outstanding scholars from around the world, particularly at the assistant professor rank, which has been the most challenging in past competition with peer institutions.

The Student Context: Over the planning period, our undergraduate population has continued to change in important ways. There has been an impressive increase in the number and quality of applications to Duke, from 16,747 in 2003-2004 to 22,850 in 2008-2009. Applications to the Graduate School have also increased during this time period. Paralleling the expansion of the student body as a whole, the Trinity undergraduate numbers grew from 5,308 in 2003-2004 to 5,456 in 2008-2009. The male to female ratio was identical in those two snapshots: 53% female and 47% male. The diversity of the student body during that time, however, has increased significantly, with 39% students of color in 2003-2004 as compared to 46% in 2008-2009. Of particular note is the increase in the numbers of Asian/Pacific Islanders from 13% in 2003 to 23% in 2008-2009. There were 266 international students in 2003-2004, while 298 in 2008-2009.

The top five majors have remained the same departments during that time, with only slight variations in order: in 2008-2009, those were Economics (528 majors), Psychology (481 majors), Biology (454 majors), Public Policy (422 majors), and Political Science (354 majors). This uneven distribution of majors in the social sciences has placed strains on the availability of some courses and dissatisfaction with parts of the

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1 Based on signed retirement agreements as of December, 2009: 5 to retire in 09/10; 9 in 10/11; 7 in 11/12; 3 in 12/13; 5 in 13/14.
2 A close analysis of enrollment trends will be essential to this process, although we certainly do not intend for the distribution of our faculty solely to reflect student choices.
advising system (Economics and Public Policy, in particular). Consistently over this period, some 85% of Trinity students graduated with more than a single major (i.e., major minor, certificate, and combinations). In 2003-2004, some 257 students earned an interdisciplinary certificate, while that number in 2008-2009 was 337.

During the period of the plan, we have worked to engender a greater *culture of research* by nearly doubling the number of undergraduates pursuing undergraduate research (from 29% in 2003 to 47% in 2009) and similarly those pursuing graduation with distinction with a senior thesis (from 12% in 2001 to 23% in 2009). These increases, in part, are attributable to a generous grant from The Duke Endowment to support research initiatives and to involve graduate student mentors through the Vertical Integration Program, which links students with faculty and graduate students in team-based research.


As we move forward, we will pursue the following strategies:

- We continue to support need-blind admissions and Duke’s institutional priority on diversity.
- We will continue to protect and build Duke’s signature programs, such as the Focus Program, and each department has been asked how they will contribute to this program and other multidisciplinary initiatives.
- We will continue our emphasis on undergraduate research and work with the Provost to insure a several year funding transition from The Duke Endowment.
- We will continue to seek ways to enhance, and provide cohesiveness to, the major.
- We will emphasize and assess student learning in the major.
- We will seek to better connect experiential programs, such as DukeEngage with the Trinity curriculum.
- We will seek to strengthen advising in the major, and, in particular, those with large major numbers (e.g., Economics and Public Policy).
- We will continue to collaborate with the Graduate School to recruit and train the most outstanding graduate students and to develop programs to prepare them to be competitive scholars and teachers.

II. School Academic Priorities

As indicated in the 2006 Academic Plan, Trinity College of Arts & Sciences will continue to be known for, and distinguished by:

- *Committing to the liberal arts: foundational disciplines and interdisciplinary scholarship and education*
- *Enhancing Duke’s global presence and global programs*
• **Defining and leading intellectual paradigms that create knowledge and translating knowledge to the benefit of society.**
• **Developing new learning opportunities that engage students in a community of scholars**

These foundational priorities will be implemented in complementary ways in each of the three divisions, both across and within departments and programs, as noted in the natural science, social science, and humanities divisional strategic plans. In a research university, graduate education is a critical element of our mission; thus, we will collaborate with the Graduate School in aligning our strategic plan with its own.

**THE STRATEGIC PLAN FOR THE NATURAL SCIENCES**

In today’s world, no liberal arts college can serve the education of their students without imparting a familiarity and modicum level of expertise in the natural sciences. Arts & Sciences seeks to develop the natural sciences division as a central core of experimental, theoretical, and mathematical teaching and research that is cutting-edge in its own right and provides a base of expertise for other school and institutes within the University to collaborate. Our strategy is to: 1) incrementally build departmental faculty in areas where cross and interdisciplinary research will be facilitated between departments, centers, and other schools and institutes; 2) support two A&S-centered initiatives: the **Primate Genomics Initiative** and the **Center for Theoretical and Mathematical Science** as cross-disciplinary intellectual centers without walls and with educational and research components; and 3) to promote an undergraduate educational enterprise that is reflective of cutting-edge research. Our strategy is well integrated into the University strategic objectives of interdisciplinarity, international, and knowledge in the service of society.

A central feature of our strategy focuses on the initiatives in Primate Genomics and the Center for Theoretical and Mathematical Sciences. Across Duke’s various schools and institutes, over 50 faculty are working in primate research areas, from the genome to the mechanics of bone structure regulating gait. The Primate Genomics Initiative is charged with building on this broad scope of activity. The appointment of Anne Pusey as chair of Evolutionary Anthropology brings to Duke a relationship with the Jane Goodall Institute, which also provide new synergies with the Lemur Center. Under Pusey’s leadership, we plan additional faculty appointments in Evolutionary Anthropology, which has a growing undergraduate demand, as well as planning some infrastructure improvements, such as a curated fossil area.

The Center for Theoretical and Mathematical Science working group has been charged with identifying new problems and directions to take in defining emerging areas of importance and new paradigms. This group is intended to foster collaboration with experimental laboratories and also provide a theoretical and computational foundation for existing problems under laboratory investigation. Furthermore, it is to develop an approach for hiring new faculty in theory and applied mathematics that is not necessarily centered on specific departmental faculty searches. This cross departmental approach to
faculty recruitment has been successful recently, and we expect that the Center will foster new collaborations and successful research proposals.

A third theme that crosses departmental boundaries is Energy. Here the development of Energy as a natural science priority strongly depends on the recruitment of a senior scientific figure to serve as a leader for Duke energy-related activities in the sciences.

Interdisciplinarity is a priority and is supported through our faculty hiring plans. For example, we see Nicolas Buchler’s joint appointment in Biology, Physics, and IGSP through an interdepartmental/institute search committee as a model for future joint University appointments. We will strengthen our ties with the National Evolutionary Synthesis Center (NESCen) and Computational Biology and Bioinformatics (CBB)/Institute for Genome Sciences and Policy (IGSP) with the appointment of Allen Rodrigo, a computational biologist, as director of NESCen and Professor of Biology. Further collaboration with the Duke Institute for Brain Sciences (DIBS) is developing with a joint search underway with Psychology & Neuroscience, and initiatives with the Duke Global Health Institute are underway. We will continue to explore the recruitment of a senior scientist for an anticipated position in Computer Science, with fractional appointment in Pratt’s Department of Electrical and Computer Engineering and a secondary appointment in Mathematics.

Our commitment to providing state-of-the-art undergraduate education is central to our strategic plan and closely coupled with our research activities. We have submitted a $2.2 million proposal to the Howard Hughes Medical Institute to launch Inquiry across Scale: From Genes to Cognition, an undergraduate interdisciplinary program that will transform undergraduate biological sciences education by emphasizing collaborative inquiry across scale in emerging areas of scientific research. This proposal will provide strong support for our newest undergraduate major in Neuroscience, a collaboration between the departments of Biology, Psychology & Neuroscience, and the Duke Institute for Brain Sciences. The neuroscience major was launched in fall 2009, and we will need to continue to develop the upper-level offerings. Successful collaborative faculty searches (Biology, Neurobiology, DIBS) have resulted in two new appointments (Bhandewat and Volkan) that support the initiation of this new major.

Physics will implement a biophysics major (supported by joint Biology/Physics/IGSP appointment Buchler), and Biology and Chemistry will implement foundational changes in the first two years of the major requirements. Statistics and Mathematics continue to see increased demand for their offerings, and Math is investigating new modes of delivering their lower level courses.

Participation in undergraduate research and honors thesis remains a primary objective supported by Arts &Sciences, The Duke Endowment, Howard Hughes (Biology, Psychology & Neuroscience), Beckmann Scholars (Chemistry), and NSF (Mathematics). Undergraduate research is solidly grounded on the research activities of the faculty, and in many cases involves vertical integration between faculty, postdoctoral fellows,
graduate students, and undergraduate researches (formalized in the Howard Hughes Vertically Integrated Partners programs of Psychology & Neuroscience and Biology).

Numerous individual faculty have ongoing international collaborations. An example of institutional international collaboration is the High Energy Physics group’s participation in the Large Hadron Collider (LHC) project sponsored by CERN, the European organization for Nuclear Research (Geneva, Switzerland), which will involve our newest physics faculty member (Arce).

The metrics for progress on the Natural Science Strategic Plan will be gauged by regular and repeated external departmental reviews. In addition, they will include departmental rankings, external research funding, and faculty recognition. Faculty recruitment strategy involves slow growth/replacement at the junior level and only National Academy of Science or equivalent level for senior faculty. Recruitment of minority faculty, including women, remains a top priority, and we will work with search committees to cast the widest possible net for applicants. Recent success (Durrett) and current targets suggest that the Mathematics department is most susceptible to upward mobility in the rankings, and that will help guide our ongoing strategies. External funding is significantly up in Biology, Chemistry, Statistics, Physics, and Psychology & Neuroscience.

THE STRATEGIC PLAN FOR THE SOCIAL SCIENCES

Arts & Sciences seeks to develop the social sciences as a strong Duke foundational core that affords productive linkages with the humanities, the natural sciences and the professional schools (e.g., Sanford, Divinity, and the School of Medicine) through joint appointments and interdisciplinary programs associated with the University’s signature institutes.

With regard to faculty development, we have committed to recruit and retain outstanding scholars at the frontiers of the quantitative and interpretive social sciences. The quantitative social sciences, represented primarily in Economics, Sociology, Political Science, and Psychology & Neuroscience, have gained favorable visibility in their disciplines for their contributions in quantitative methods and mathematical modeling (e.g., econometrics, mixture models, network analysis, game theory); large field studies of diverse populations on several continents (e.g., China in East Asia, Indonesia in South Asia, Mexico, New Zealand); surveys of social, economic and political attitudes and behaviors (in U.S. and Western Europe); longitudinal analyses of panel studies in the U.S. and other countries; experimental studies of health, cognitive and social development; and field studies of social behaviors of children and adults across cultural contexts. A substantial share of these efforts is already interdisciplinary as well as international in scope, with the continuing objective to increase synergies across departments and institutes.

The interpretive social sciences are largely represented in Cultural Anthropology, History, African and African American Studies, and Women’s Studies (although present in the other departments). These faculties have distinguished themselves in critical,
historical, cultural and ethnographic examinations of identity and social exclusion, typically focused on problems of race, ethnicity, gender, sexuality, religion, nativity and/or citizenship and community, and their intersectionality. Recently, these programs are incorporating approaches in performance and visual studies (particularly in African & African American Studies and Women’s Studies). Joint faculty affiliations across these units are common, and collaborations with the quantitative disciplines/sciences and the humanities, respectively, are being fostered through the institutes: for example, the Social Science Research Institute is developing an ethnographic core with outside funding to link ethnographers with quantitative researchers studying in US and other national contexts. The Franklin Humanities Institute offers another resource for research collaboration and curriculum development in the interpretive social sciences, and planning is underway to develop humanities laboratories linking faculty, graduate students, and undergraduates. In addition, the Kenan Institute appoints both quantitative and interpretive social scientists to develop its ethics research and curricular programs.

With regard to interdisciplinarity and internationalization, the signature institutes and center affiliates with multiple ties across social science departments include: the Social Science Research Institute and its Center affiliates (e.g., The Duke University Population Research Institute; the Center for Race, Ethnicity and Gender in the Social Sciences; the Duke Institute for Interdisciplinary Social Psychology); the Duke Global Health Institute; the Kenan Institute for Ethics; the Duke Institute for Brain Sciences; the Institute for Genome Sciences and Policy; and the Franklin Humanities Institute. These institutes are actively engaged in program development with social science departments at all levels. For example, the Population Research Institute and the Global Health Institute comprise an overlapping network of population researchers, epidemiologists, and ethnographers from several departments in Arts & Sciences, Sanford, and the School of Medicine who collaborate in research, graduate training and undergraduate curriculum development. Their projects include global population aging, family change, the impact of natural disasters on population migration across regions, economic development and population dislocations in China, and population health (including HIV/AIDS epidemics) under varying conditions of economic development and population dislocation. To link such social science initiatives with the natural sciences, the Population Research Institute is currently searching for a biodemographer in cooperation with several social science and natural science departments. Similarly, the Institute for Genome Sciences and Policy has proposed joint hiring in the social sciences in the next two years and has identified African and African American Studies, Cultural Anthropology, Economics and Sociology as potential partners for recruiting faculty in areas such as personal genomics, the economics of translational medicine, and the genomics of indigenous populations across regions. Economics is cooperating with Global Health in a search for a Health Economist specializing in developing countries. The newest initiative in the Social Science Research Institute focuses on network analysis as it applies to the natural (brain sciences, neuroeconomics, mathematics, physics) and social sciences (international relations and trade, epidemics, labor markets, political movements, and friendship/confidante relationships) with faculty from several departments in Arts & Sciences, Fuqua, Nicholas, Sanford, and Medicine (as well as other universities in the
region). Finally, African and African American Studies plans to expand its Africanist resources to facilitate greater access to African language instruction.

The logic of these strategies is to foster interdisciplinarity, while continuing to strengthen the core of the foundation disciplines under conditions of economic constraint. Current proposals to strengthen linkages further include joint appointments of emerging scholars, masters and joint advanced degree programs, and undergraduate curriculum developments that foster not only cross-disciplinary exposure but also formative experiences outside of the classroom and experiences that promote a culture of inquiry and research. As noted above, recruitment at the frontiers of the disciplines will place priority on junior searches. Masters programs and some online education may provide new revenue options, such as the Program in Education’s proposal for an Institute for School Administration. Other possibilities include the potential partnership between Cultural Anthropology and the Medical School for a joint Ph.D. program.

Social science departments are actively reviewing their curricula at both undergraduate and graduate levels to reflect the progressive lines of disciplinary inquiry, to align undergraduate and graduate study in ways that increase synergies between them and guided by faculty involvement, and to provide research and out-of-classroom experiences that encourage the application of knowledge to real world problem-solving. A common approach across social science departments to align graduate training with undergraduate teaching is to link teams of faculty and graduate students with undergraduates, especially in research and capstone or honors courses. This vertical integration approach already serves to enhance undergraduate mentoring and graduate student training in the larger departments. More than 25% of undergraduate majors in the social sciences receive significant mentoring from faculty assisted by graduate students. MA and joint doctoral programs are also being considered in some departments (e.g., Cultural Anthropology). Service learning and internship opportunities are well-established in several departments (e.g., Sociology, Psychology & Neuroscience, Education, African and African American Studies), and the Program in Education is the new home for the International Center for Service Learning in Teacher Education.

The metrics for progress on the Social Sciences Strategic Plan will be reflected in regular and repeated external departmental reviews. In addition, they will include changes in department rankings, growth in external research funding, and awards and honors to faculty. Faculty diversity and interdisciplinary relationships with other units will bring added value. Graduate student placements will also provide an indicator of program quality. At the undergraduate level, the percentage of growth in student honors theses and research mentorship arrangements will be treated as indicators of the establishment of a culture of inquiry.

**THE STRATEGIC PLAN FOR THE HUMANITIES**

Arts & Sciences strategies for the humanities continue along the lines expressed in the 2006 plan with some changes of emphasis. We are now poised to launch several initiatives around *global humanities* that would feature the stated Duke priorities of
internationalization, interdisciplinarity, and translation. Global humanities are the logical outcome of several successful themes from the last plan, including visual culture, arts in context, and transcultural studies. Global humanities change the traditional liberal arts curriculum toward a 21st-century, hands-on perspective that situates the university squarely within the world of today—and tomorrow. Humanities disciplines always taught students how to interpret texts, investigate traditions, and appreciate art, all of which constitute the bricks-and-mortar of the development of the human being as cultural, artistic, philosophical, and literary. However, today’s world also expects civic engagement and vocational guidance, humanitarian intervention and technological innovation. Our philosophers teach bioethics, and our literature scholars teach students to engage with questions around immigration and religious identity. New technologies have vastly enhanced instructional capabilities and research potentials: we can provide students with a specialized knowledge of digital humanities, virtual archaeology or give them the tools to create experimental documentaries as a form of learning and exploration. All these features connect with politics, history, and citizenship as dimensions of overall educational excellence that combines practicality and idealism into a seamless whole. The humanities have extended themselves from critique, philosophy and literary studies into performance studies and digital production and innovation.

We have made major strategic hires in the last few years in the philosophy and practice of new media (Hansen, Hayles, Seaman), bioethics (Norman, Sreenivasan, Sinnott-Armstrong), genre theory and cultural studies (Armstrong, Chow, Holland, Moten, Tennenhouse, Johnson), religion (Morgan and Hassan), and Romance Studies (Dubois, Jenson, Rodriguez-Garcia). In arts and performance, we have made strategic hires (Brody, Conceison, Waeber) and hope to recruit an outstanding faculty member for the development of the Dance Program and a poet of national and international reputation to fill the Reynolds Price Chair. There are new conversations and collaborations with the humanities around genomics and medicine as well as in visual studies and practice and the sociology and philosophy of new media. For these reasons, we suggest that the new circumstances and challenges of globalization have revealed the emergent potential and also the beginnings of a transformation of the core humanities disciplines. At the same time, the humanities remain the most powerful resources for the critique of any strategy of globalization that does not take into account the wider world, with its economic and political problems, the divides of education, opportunity, and under-development, and the challenges of ecology and sustainability. The humanities are where we turn for our values, and our sense of what we owe posterity.

The challenges posed by global humanities will lead to a transformation of humanities education with Arts &Sciences at the forefront. Knowledge in the service of society can only be effective long-term through a renewed attention to translation. Language learning and teaching are one of the humanities’ mainstays. Nowadays, there is a significant increase in our Spanish, Chinese, and Arabic language programs, even as we do not ignore crucial but less commonly taught languages, whether these be Haitian Kreyol, Rumanian, or Wolof. We teach linguistics and Slavics, as well as English literature and creative writing, with great success. Meanwhile undergraduate humanities
honors theses and double majors are at an all-time high, reaching our overall target of 25%.

Some major innovations in new gateways include the Romance Studies gateway, the Asian and Middle Eastern Studies gateway, and the Cultural Studies gateway courses proposed by a German/Literature collaboration, all of which are pilot models. We also anticipate close collaboration between Arts & Sciences faculty and the Franklin Humanities Institute’s proposal for Humanities Labs. The recent expansion of the FHI as a signature institute has led to multiple collaborative research opportunities involving faculty and graduate students, and going forward, increasingly with undergraduates as well. The ongoing revitalization of the curriculum in the humanities departments will create new models for vertical integration in the humanities, while reconceptualizing the career options for humanities majors, and broadening its reach through program such as FOCUS, DukeEngage, and Global Education. Finally, several departments are considering new interdisciplinary as well as career-oriented forms of connecting undergraduates with the best research as well as new ways of rethinking the MA (whether as 3+2 or 4+1 models) and building on existing successes, such as the J.D-M.A between Philosophy and the School of Law. The exciting Experimental Documentary Arts MA proposed by the Visual Studies Initiative and the current MA in Religious Studies could also be followed in the next phase by career-oriented MAs that take as their focus Dance/Performance Studies, Archaeology/Museum Studies, Philosophy/BioEthics, Digital Humanities, and Arts/Management.

Thus, the humanities disciplines unlock all three of Duke’s major initiatives across the disciplines. Translation, or unpacking the cultural dimension of knowledge in the service of society before any direct implementation, has been explored with great subtlety by linguistic, literary, and cultural analysis. Internationalization is founded on the bedrock understanding of social and religious differences that make up human multiplicity. And interdisciplinarity is found in the play between the measurable human wisdom of the disciplines and uncalibrated interdisciplinary discoveries. In all their multiple endeavors, the humanities connect the disciplinary to the interdisciplinary, the local to the international, and the artistic to the scientific. Going forward, we hope to focus on junior hiring, (especially given the humanities faculty demographic that currently has 32% of existing faculty over 60 years old) and building the potential for collaboration across the University with both the professional schools and individual departments.

As was the case in the natural and social sciences, the metrics for progress on the Humanities Strategic Plan will be gauged by regular and repeated external departmental reviews. In addition, success in the humanities at the faculty level will include changes in department rankings, growth in external research funding, and faculty awards and honors. Faculty diversity and interdisciplinary relationships with other units will bring added value. Graduate student placements will also provide an indicator of program quality. At the undergraduate level, the percentage changes in student honors theses and research mentorship arrangements are measures of the establishment of a culture of inquiry. Finally, a significant leading indicator will be the reversal of what has been nationally a slow but steady decline in humanities enrollments through innovative
course design, gateway courses, and vertical integration that emphasizes collaborative research groups and teaching.

III. The intersection of school priorities with the academic aspirations of the signature institutes

As noted above, we have worked to align the school priorities with broader University themes and priorities in recruiting outstanding faculty. This process has been accomplished in strong collaboration with University institutes; for example, in conjunction with the Kenan Institute, we recruited three newly chaired professors in applied ethics and, in collaboration with the Duke Institute for Brain Sciences, we recruited superb younger scholars and developed the new transdisciplinary major in neuroscience. Over the next planning period, we anticipate the continuation of hiring that bridges across departments, or across schools, or across departments and institutes, wherever possible and appropriate.

Other aspects of our partnerships will require careful re-evaluation. This is especially true as we look at research-based centers to play a role in undergraduate education. One natural and valuable role that centers provide is increasing the pool of research mentors. In more formal curricular roles, the situation is more complex. For example, we will need to carefully reexamine certificates and the mix of Trinity’s offerings. Some small certificates have an unsustainably high cost per student, while other larger programs require redesign to ensure scalability and high quality. It may even be time to examine the role of certificates vis-à-vis interdisciplinary minors.

IV. School and cross-school efforts relating to the broad university themes: creating coherence and distinctiveness in the undergraduate experience, placing knowledge in the service of society, and strengthening the role of the arts within the University and the distinctiveness of the undergraduate experience

Many of these issues were addressed in the divisional plans, but we want to stress that a distinctive opportunity for Duke students is to develop their own intellectual passions, guided and mentored by faculty who are world leaders in the intellectual area of student interests. At Duke, foundational classroom learning can lead seamlessly to independent research and guided experiential learning. As we move forward, we need to bridge support from The Duke Endowment to meet and strengthen the growing demand for undergraduate research. This alignment of faculty research and student opportunities broadens the ways in which faculty teach and prompts the need for several changes in Arts & Sciences’ traditional majors and curricula, ranging from sequencing of courses via the ongoing course renumbering initiative to creating new gateways and pathways, and innovative course enhancements. In addition, creating optimal connections between classroom and experiential learning will benefit each.

Over the course of the past decade, some high impact teaching has migrated from regular rank faculty to non-regular rank faculty, as for example in departments with a high level of course buyouts. As we move forward, we have revisited the faculty buyout policy, and
we plan to reexamine and reduce the reliance on non-regular rank instruction in the undergraduate experience. As a first step, we have adopted the principle of eliminating courses taught by non-regular rank faculty with student enrollment below 8, resulting in a savings in the instructional budget. Further steps in this direction should result in substitution of additional non-regular rank faculty by regular-rank faculty or advanced graduate instructors, the latter providing support to the Graduate School.

Duke is developing an especially strong commitment to knowledge in the service of society, which has implications for faculty development in valuing both foundational and translational research. Thus, there are several multidisciplinary and multi-school initiatives that address key social issues and the contributions Duke can make in resolving them. Such priorities are reflected in our external development priorities, led by our faculty development via newly endowed chairs. Some specific programs highlighted in this category, but are not limited to, financial economics, addressing new and ongoing realities in financial markets, energy and the environment, and broad issues of entrepreneurship.

A signature Duke program for undergraduate engagement is DukeEngage. For DukeEngage to reach its maximum potential, however, there must be greater connection and coherence with students’ academic and classroom experience. Three promising fronts that we have developed with some success are aligning specific Focus Program clusters with specific DukeEngage experiences, creating hybrid study abroad/DukeEngage programs, and offering a for-credit course in conjunction with Student U, a domestic DukeEngage program. In a free-market society, sustained societal improvements, whether local or global, can depend on return on entrepreneurial investments. Consequently, Arts & Sciences, in collaboration with other schools, has a strong commitment to foundational and experiential entrepreneurship education.

In any given semester, we offer 25 Service Learning courses with the explicit goal of connecting civic engagement to the curriculum. In 2008-2009, the Service Learning Program logged 16,540 hours of service with community partners. Our successful service learning programs exemplify our commitment to use knowledge in the service of society.

With regard to the arts, the creation of the Office of the Vice Provost for the Arts offers an opportunity for deepening student engagement with the arts. We have worked closely with the Vice Provost in areas ranging from theatrical productions and the Visual Studies Initiative. It remains a challenge, however, for some of our most artistically talented students to identify a critical mass of a nurturing artistic community.

It is important to note that the Strategic Plan for Undergraduate Education is to be developed by Steve Nowicki, Dean and Vice Provost for Undergraduate Education, and the Undergraduate Education Strategic Planning Committee. While that committee has had initial discussions, key items for consideration include sustaining our signature undergraduate programs, such as the Thompson Writing Program and the FOCUS program. The latter offers particular challenges with the tension between departmental
teaching and reduced funding as well as the high cost of professional school faculty participation. Also under consideration are ways to provide a more coherent path through the major (or any form of concentrated study), funding models for cross-school and institute efforts, and the possibility of creating a Virtual Teaching and Learning Center through a reinvigoration of the Bass Society.

V. International partnerships

International efforts have been partly addressed through the divisional plans. With regard to undergraduates, Duke is an acknowledged leader in global undergraduate education. Our Office of Global Undergraduate Education for Undergraduates (formerly the Office of Study Abroad) serves some 49% of Trinity students, the highest percentage of any of our peers. We should measure our success, however, not solely by numbers but by the transformative impact of such programs on our students’ intellectual and social growth. Our “Duke-In” Study Abroad programs offer excellent models for studying away from our home campus.

Moving forward, unique opportunities, such as the School of Medicine’s initiative in Singapore, will deserve special attention. Trinity will also seek to partner with Fuqua and other schools and signature institutes in the creation of masters-level programs which develop both new learning experiences for our students and new revenue sources for our programs. As an example, we may well explore 4 + 1 options in Kunshan around themes, such as arts/arts management, entrepreneurship, and demography, which are of special interest to our Chinese partners.

VI. Academic infrastructure requirements such as facilities, information technology, and libraries

To launch any new initiative, we will need the Provost’s support for facilities and infrastructure. The completion of the French Family Science Center, as well as the construction of other science laboratories, has been integral to sustaining excellence in both research and teaching. Substantial improvements in the technologies and methodologies supported by this updated infrastructure, as well as the overall lab designs, have fostered a closer, and more collaborative community of science learners. Over the past two years, the Provost’s financial support has allowed us to launch a “classroom modernization” program, which has greatly enhanced the technology, ergonomics, and overall learning environment for faculty and students. Based upon the success of the Link in Perkins Library, we anticipate a demand for an analogous space on East Campus. Newly created spaces, such as the renovated Friedl Building and the Smith Warehouse, as well as open landscape environments and building floor plans, have further promoted the use of shared functions, office resources, and community collaboration.

With regard to our human infrastructure, as noted above, we are reviewing all Arts & Sciences staffing to see where gains may be made to increase efficiency and reduce total workforce. We have moved to create synergies among existing units wherever possible; for example, we are implementing a combined business service staffing model for
smaller departments housed in the Friedl building. We anticipate similar economies with reconfiguring business managers housed in similar physical locations. In the area of IT support, we have created desktop services teams supporting geographically proximate departments (East Campus/Smith Warehouse team, West Campus/Trent Hall team) to facilitate effective and efficient methods for responding to service requests and user needs. In addition, IT positions in Psychology & Neuroscience and Sociology were combined due to the proximity of the departments as well as similarity in both departmental needs and service offerings. We also recommend reviewing IT support for centers, institutes, and other units (John Hope Franklin Center, the Social Science Research Institute, and Documentary Studies) to determine whether a more effective use of IT positions in these areas could be implemented. For the remaining departments with IT staff providing decentralized services, additional review will be undertaken to judge where effective collaboration could support more shared services.

With regard to libraries, in the modern electronic environment, the role of libraries continues to evolve. Ultimately, we would hope to obtain cost reductions through optimal information sharing technologies.

VII. Conclusion

The Arts & Sciences plan represents the thoughtful engagement of our faculty as they developed the departmental and programmatic plans, which subsequently have been fully vetted by the Arts & Sciences deans. In addition, the plan incorporates feedback from department Chairs, Directors of Undergraduate Studies, the Trinity deans, the Trinity leadership group, the Executive Committee of the Arts & Sciences Council, and it has been published on our website. Despite constrained circumstances, our resultant plan charts an ambitious agenda. The Duke community of faculty, students, staff, and alumni has been broadly supportive of Duke’s plans for continued development and realistic about the constraints under which we operate.

Our plan commits Duke to continued leadership in research and in transmitting knowledge through the best possible educational opportunities for our students. We will continue to deepen the excellence of our faculty and broaden its demographic base by strategic hiring, albeit in reduced numbers. In all our activities, we recognize that altered financial circumstances require reexamination of our existing modes of support for all activities, including partnerships within and across schools. We have been working with departments and programs to identify priorities and invest our resources strategically so that Arts & Sciences can maintain its forward momentum on our trajectory of excellence and continue making the most positive difference in the local, national, and global communities.