

Global Priorities Committee
Report on activities, 2021-2022
Russ Morgan (Committee Chair)

The Global Priorities Committee (GPC) is an advisory committee to the Vice Provost for Global Affairs and the Provost. This year, the Provost issued a charge to GPC to conduct a comprehensive review of Duke's international and area studies centers.

The committee is comprised of 12 faculty members: six from schools with undergraduate bodies and six from the professional schools. It meets monthly and reviews a wide range of topics relevant to Duke's global mission. Below is a summary of those topics covered by the GPC in the 2021-2022 academic year.

Review of the International and Area Studies Centers

GPC spent the entirety of this academic year conducting a review of the international and area studies centers at Duke. The goal of the review was to find innovative ways to expand the reach and breadth of area studies at Duke. The Committee focused on the following key areas: Strategy & Structure, Resource Allocation, Faculty Development Across Disciplines, and Student Engagement. The review process included several phases, which are outlined below:

Background and Scoping

GPC members were provided with materials and background information on the international and area studies centers. Eve Duffy, Associate Vice Provost for Global Affairs presented summaries of the histories of each area studies center and Title VI funding at Duke. Paige Burton, Associate Vice Provost for Finance and Administration, provided an overview of each center's budget.

Each center Director provided GPC members with a brief report on the activities, mission and priorities of their respective center. GPC members were also provided with each center's budget memo and budget for FY '23.

Center Director Survey

GPC members were tasked by the Chair to develop a survey that would be sent to the Director of each area studies center. To accomplish this task, the Chair divided the members into four subcommittees to draft survey questions related to the following areas: Strategy & Structure, Resource Allocation, Faculty Development Across Disciplines, and Student Engagement. GPC met as a whole to review each subcommittee's questions and finalize the survey. A copy of the survey is attached in Appendix 1.

GPC members were provided with the survey responses from each center Director, and Eve Duffy presented a summary of key takeaways to the committee.

Subcommittees

After reviewing the survey responses from the center Directors, Russ Morgan, GPC Chair, determined that it would be necessary to focus the current review process on three centers in order to provide the Provost with a set of initial recommendations by the end of the spring semester, with the option to continue the review process into the next academic year.

The Chair divided members into three subcommittees and charged each subcommittee with drafting an initial set of recommendations to the Provost. Each subcommittee met independently with Russ Morgan and Eve Duffy. The first subcommittee included Marc Deshusses, Liliana Paredes and Gavin Yamey, who examined the Duke Islamic Studies Center (DISC) and the Duke University Middle East Studies Center (DUMESC). The second subcommittee included Mike Bergin, Craig Burnside, Eleanor Stevenson and Amanda Kelso, who were tasked with reviewing the Duke Asian/Pacific Studies Institute (APSI). The third subcommittee included Sarah Bermeo, Dalia Patino-Echeverri, Phil Stern and Krishna Udayakumar, who reviewed the Duke Center for International and Global Studies (DUCIGS). At this point, the DISC/DUMESC and the APSI subcommittees have presented their recommendations to GPC for final approval. The DUCIGS subcommittee recently completed an interview with the center Director and is incorporating that discussion into its final recommendations.

To conclude, GPC has focused its efforts entirely on the review process this academic year. Due to the scope of the Provost's charge, GPC may continue this effort into next year. GPC welcomes input from members of Academic Council regarding future directions.

Appendix 1: Center Director Survey

Dear Center Director,

As you know, the Global Priorities Committee is undertaking a review of the international and area studies centers, as well as the initiatives within DUCIGS. This review is meant to strengthen and enhance the ways that the centers interact with each other and will partners across Duke. As a first step in this process, the committee asks that you review and answer the questions below, with as much specific information as possible. The more information you provide, the better positioned we are to assess how your center contributes to larger Duke goals. Please also feel free to add additional inputs at the end of each section if you feel special strengths or achievements have not been exposed through this process.

The committee will follow up with additional inquiries, including, but not limited to, interviewing selected staff of the centers and stakeholders.

We ask that you complete this report by January 10th, 2021, by COB. Please reach out to Eve Duffy (eve.duffy@duke.edu) if you have any questions or concerns.

1. Structure and Strategy: These questions seek to understand how your unit's mission aligns with university strategic goals, and how you are positioned in terms of funding, staffing, and oversight to achieve those goals.

- What is the current governance and structure of your center/initiative?
- Please share your unit's vision, mission, goals, targets, and strategic plan if available.
- How do your unit's vision, mission, and goals align with Duke University strategic [priorities](#)?
- How does your unit support the mission and impact of DUCIGS?
- Please summarize engagement with other units within DUCIGS and across Duke more broadly.
- Please summarize your unit's accomplishments over the past 2-3 years in research, education, engagement, and any other priority areas.
- What 2-3 examples of impact are you most proud of?
- What do you need, if anything, to meet your unit's current goals?
- Other than an increase in unrestricted funding, what changes would facilitate your unit's mission and goals being met even more successfully?
- Are there any additional opportunities your unit can capitalize on?

2. Resource Allocation: This set of questions is divided into three sub-sections that are designed to help us understand how your unit funds and executes its activities.

2.1. Resource Sources

With these questions, the committee aims to gain a snapshot of your budget, and determine where there are strengths, where there are limitations, and whether spending aligns with stated missions and goals.

- What are the key sources of funding for your unit? A breakdown of funding by large source categories would be helpful. As part of this please break out the following sources:
 - The Provost
 - Tuition revenue (and source)
 - Office of Global Affairs (OGA) discretionary
 - Arts and Sciences (A&S)
 - Federal grants
 - Endowments/quasi-endowments
 - Gifts
 - Other

- To what extent do overlaps with existing university activity provide implicit funding for your unit? For example, does your unit rely on teaching/advising that is cross-listed and paid for within A&S, Sanford, etc? Or does your unit ask faculty to serve on specialized committees or chair programs? In turn, what are non-funding sources that you provide that benefit faculty, schools and units?

2.2. Resource Uses

- How does your unit use resources? (Staff costs, faculty costs, workshop-related costs, awards, etc.)
- Do you have some funds or endowments that are tied to specific uses? What percentage of your overall budget do those funds make up?
- How much funding does your unit provide for faculty research and/or activities annually?
- What are the sources of funding for faculty activities and are they sustainable?
- On average, how many faculty members are funded per year by your unit and what is the typical size of an award?
- What percentage of your budget goes towards faculty development?
- In what school, institute, or unit do most faculty receiving funds from your center reside?

2.3. Impact of Resources on Overall Mission

- How well do your sources of funding align with your unit's priorities?
- Are there important funding issues that constrain your unit, or hamper it in achieving its mission?
- How much year-to-year variance do you have in sources and uses of funding and what drives that variance?
- Is there any key aspect of your unit's "resources", broadly defined, that we have not raised in the previous questions and you would like to mention?

3. Faculty Development Across Disciplines: These questions seek to determine the breadth of faculty engaged with your work across the university, and to inquire whether there are areas

where you could provide additional support. In turn, the committee would like to explore how faculty might better engage with your unit.

- How many regular rank faculty (TT and non-TT) have been actively affiliated with your unit over the last three years? Active affiliation includes the following: participation in events, giving lectures, mentoring students, receiving funding, and/or serving on committees.
- How does your unit promote collaboration across units for interdisciplinary research, teaching, and other academic activities (e.g., Duke Engage, Study Abroad, Duke Immerse)?
- How are faculty made aware of funding opportunities?
- How does your unit promote and support faculty research or teaching on global challenges?
- Does your unit have the ability to provide faculty with protected time from internal funds?
- Does your unit provide research support or other support for faculty working in the field (assistance with translation, understanding of local customs, histories)? (e.g. this might include providing translation services or identifying such services; connecting with local partners; assisting in setting up sites, payments, HR issues?)
- Does your unit have a list of faculty or institutional affiliates in their global region?
- What mechanisms could cause more faculty to engage with your unit?

4. Undergraduate Student Engagement: Duke undergraduates are at the heart of the Duke experience. These questions seek to determine how your unit supports and engages undergraduate students. What is your mission for student engagement, how do you assess students' engagement, and what funded and unfunded activities support student learning?

- Over the past several years, what types of activities have taken place in your unit that were aimed specifically towards undergraduate students?
- What was the average number of undergraduate students served by those events?
- How much funding has your unit allocated directly to undergraduate students and for what types of activities (fellowships, scholarships, travel courses or field work, etc.)?
- What additional activities have undergraduate students participated in with your unit (i.e. lectures, film series, workshops, etc.)?
- Does your unit have an articulated mission that involves undergraduate students?
- Does your unit's website or literature feature student testimonials or stories of participation in your unit's activities or programs? If so, please provide links and/or attachments.

5. Graduate Student Engagement: With the university's commitment to 12-month funding for graduate students, the committee is keenly aware of the need for continued support of their work. How does your unit support graduate students in funded and non-funded ways, and how do you track and assess that support?

- Over the past several years, what types of activities have taken place in your unit that were aimed specifically towards graduate students?
- What was the average number of graduate students served by those events?
- How much funding has your unit allocated directly to graduate students and for what types of activities (fellowships, scholarships, travel courses or field work, etc.)?
- What additional activities have graduate students participated in with your unit (i.e. lectures, film series, workshops, etc.)?
- Does your unit have an articulated mission that involves graduate students?

6. Global Engagement: The Duke Strategic Plan asks all of Duke to engage with local and global communities, and to interact with alumni and enhance their relationship with Duke's campus. How does your unit contribute to creating community locally and globally?

- How does the center/initiative facilitate global engagement by faculty?
- How does the center maintain and grow relations with alumni in the global region the center covers?
- How does the center engage and serve the Durham and NC communities?
- How does the center position Duke's area studies in the United States? Globally?
- Does the center maintain relations with local, national, and international formal and informal networks with common intellectual interests? Name/describe these networks.
- How does the center archive memories of its local, international, and global engagements? How does it make this archived memory/history available to the larger community?
- How does the center contribute to transversal and multidisciplinary dialogue within the university and beyond?