

May 13, 2008, updated September 17, 2008

**Joining Worlds:  
Enhancing our Students' Capacity for Global Citizenship  
Duke University Quality Enhancement Plan**

**Rationale for Plan**

In the 21<sup>st</sup> century, a citizen of any one country actually has dual citizenship with the world. Working and living collaboratively with people from diverse cultures will be a characteristic of Duke students' lives after graduation. It will also be a necessity if they are to co-exist with others on this shrinking planet. Further, students—whether citizens of the United States or other countries—need to understand their place in, and their obligations to, the world in which they live.

Duke University must prepare its students to live and work with people from countries with varying customs, laws, geographies, and beliefs, not only in communities within the United States but across the globe. Duke students will live in a world in which the United States is both competing and cooperating with other nations to increase human capital in intellectual, economic and other domains. They will live in a world of heterogeneous environments requiring that they understand other peoples' histories and cultures. They will need to have empathy for others, to possess the skills needed for communication with individuals and groups of different languages, customs, and backgrounds.

Duke graduates will live and work in places dramatically different from where they grew up and went to school. Many of them will enter careers that take them to locations around the globe or involve them in work with national and/or international ramifications. In addition, the United States workforce has become more diverse as boundaries between countries and their workers become more fluid. Whether in the local workplace or through technology, Duke students will increasingly interact physically and virtually with others from around the world.

The present and foreseeable future requires that Duke students refine their abilities to engage successfully with the different peoples and situations of the world. They must be attentive to the potential negative and positive effects people can cause by moving across boundaries with different values, social structures, economic systems, and cultural mores. Duke University should prepare its students to travel from place to place neither too "lightly," without meaningful engagement, nor too "heavily," with fixed assumptions about the rightness of the perspectives they bring to unfamiliar circumstances. In short, Duke University needs to ensure that it prepares its students to embrace mobility and flexibility as both a necessity and a good, for both themselves and others.

Finally, knowledge is increasingly gained by interdisciplinary study and teaching. This can be accomplished through collaboration between disciplines, expansion of

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disciplinary self-definition, and/or emerging interdisciplinary programs. Part of the impetus for these interdisciplinary approaches comes from the complexity of the challenges facing the globe and the variety of approaches needed to address these challenges. Duke University needs to ensure that it is creating the opportunities and building the skills to enable its students to access, generate, and transmit knowledge in this complex future, and must recognize that these opportunities occur in settings within and outside the traditional classroom.

The time is right for Duke University to undertake a global citizenship initiative on a broad scale, through its Quality Enhancement Plan. Duke's strategic plan, "Making a Difference" (2006), articulated goals involving internationalization, interdisciplinary studies, experiential learning, and knowledge in service to society. Duke is invested in many global initiatives across the institution—including, most recently, DukeEngage<sup>1</sup>—and enjoys many international partnerships that could be used to enhance its efforts. Duke has increased its number of international students in recent years, especially on the undergraduate level, and its number of international faculty as well. Over 40% of Duke students already study abroad. Many of the elements for a global citizenship initiative are already in place. *However, Duke now lacks both a common, broad-based learning experience highlighting global issues and the opportunity to explore such issues in different parts of the world in one integrated, focused program; in addition, the elements currently in place are not well enough integrated to maximize their benefits for students or to take advantage of the talent across Duke's many schools.* Efforts at greater focus and integration will deepen students' preparation for studying, working and researching abroad. These efforts will help students integrate their time abroad with on-campus or in-Durham experiences. Duke will more fully emphasize and utilize the vertical integration of teachers and learners, and will create more horizontal integration of curricular and co-curricular learning. Finally, Duke will strengthen its "brand" as an institution intentionally preparing its undergraduate students for global citizenship.

In these gaps we are not alone: Derek Bok, in *Our Underachieving Colleges* (2006), laments that for all the strides that institutions of higher learning have made in seeking to build global citizenship, "still lacking on most campuses . . . is a thoughtful, comprehensive plan to combine these opportunities into well-integrated programs that can be fitted in with all the other legitimate aims of a rounded undergraduate education" (pg. 240). A QEP concentration on enhancing our students' capacity for global citizenship arises from and complements Duke's strategic planning and focuses on well-established issues of importance to student learning. This is what SACS requires of the QEP; it is what we require for ourselves.

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<sup>1</sup> The DukeEngage program provides funding for Duke undergraduates who wish to pursue an intensive (minimum of eight weeks) civic engagement experience anywhere in the world. Through DukeEngage, students apply what they have learned in the classroom to address societal issues at home or abroad. Not only do students tackle real-world problems, but they develop the valuable skills and self-knowledge that evolve from spending time in an immersive service experience.

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### **Components of Global Citizenship**

The **outcomes** of a globalization initiative should result in Duke students developing:

- Awareness of significant contemporary issues and their global scope;
- Appreciation for the history, values and priorities of individuals and groups in other regions and cultures, and the factors that influence these perspectives;
- Empathy for people from different backgrounds;
- Adaptive communication skills across regions and cultures;
- The ability to work and live interdependently within other cultures and with those of other cultures;
- Appreciation for the impact that their study abroad has had on their perspectives, values and goals;
- A view of themselves as both a national and a world citizen;
- Bonds within the student body through shared experiences in these domains.

The **skills** students will develop or enhance through this initiative include:

- Language
- Listening
- Sensitivity to other cultures
- Teamwork
- Resourcefulness
- Ethics/values/attitudes

### **Components of the QEP: Curriculum, Co-Curriculum, and Integrative Infrastructures**

To achieve these outcomes, Duke University proposes a three-component QEP: two of the components are curricular, addressing relevant content areas in the form of (1) a new academic winter forum and (2) a globally diverse study abroad opportunity, and the other is an infrastructure improvement, addressing the need for more holistic advising. Synergies will be achieved through all three aspects of the QEP.

Both the curricular and infrastructure aspects of the QEP contain components deemed critical by the QEP committee: creating common experiences around “big ideas”; integrating the professional schools more firmly into undergraduate life; capitalizing on the interdisciplinary initiatives at Duke University to address real-world challenges; fostering “vertical integration” of faculty, graduate and professional students, and undergraduates, and weaving international students more tightly into the fabric of university life. The QEP will take Duke to the next level in its international and global outreach both by creating a new, shared forum and by seeking to integrate already-existing pieces more effectively.

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### **Curriculum: Enhancing the Global Knowledge Base Through a Winter Forum**

The curricular element of the QEP is a 2.5 day forum to be held immediately before the January start of the spring semester, to educate students, though learning in a variety of formats, around an important global challenge and to help prepare students during the subsequent semester to do related travel and project work if they wish. Inspiration for such a conference model derives from such events as the Renaissance Weekend<sup>2</sup> and the Duke Forum on Faith<sup>3</sup>—events designed to provide intellectual content, stimulation, and a forum for debate. Holding such an event in the inter-term period is an entirely new experience for Duke University; if successful it could grow into a true winter term.

The forum will feature three keynote speakers related to the content of the forum (see below for content), perhaps one from outside the University and the other two from among Duke's notable faculty, including from the graduate and professional schools. In each of the three full-days of the program, students will attend two smaller sessions/workshops led by relevant faculty. Social events will provide further informal opportunities for interaction and collaboration between students and faculty. On the model of "Visible Thinking,"<sup>4</sup> the forum for collective presentation of undergraduate research, this global forum might contain poster sessions on students' global experiences. These sessions will help presenting students reflect upon their experiences, integrate students actively into the forum, and encourage forum attendees to engage in their own global (ad)ventures. When relevant, students' co-curricular experiences will be integrated into the forum as a whole, including DukeEngage, interest groups, and others.

All Duke students—undergraduate, graduate, and professional—may apply for enrollment in this program.<sup>5</sup> Undergraduates may earn a half-credit for the forum provided that the curriculum and format are approved by the Trinity College Curriculum Committee; some may pursue independent study in the subsequent semester, and/or participate in the Global Issues study abroad program. (See following section.) A non-credit possibility will be considered as well. Graduate and professional students may also serve as TAs in the sessions. In addition to the faculty actively involved in planning and presentation, faculty and staff from the University will be encouraged to attend and to share their expertise.

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<sup>2</sup> For a description of this event, its history and goals, see <http://www.renaissanceweekend.org/>

<sup>3</sup> The Forum on Faith, a program of the Duke Divinity School, is a yearly retreat described as a "learning community for study, reflection, and conversation. . . . provid[ing] the basis for ongoing relationships, study, growth and reflection. . . ." on questions of faith and Christian practice.

<sup>4</sup> See <http://www.aas.duke.edu/trinity/research/VisibleThinkingInformation.html> for information on "Visible Thinking."

<sup>5</sup> Participation in this forum as a prerequisite for the global issues study abroad program, is under consideration.

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This forum constitutes a “university curriculum” in three senses: it will not be based in a particular department; it is “vertically integrated” in including participants who are faculty, students on all levels, and staff; and it intentionally employs the talents of Duke’s graduate and professional faculty regardless of their school or departmental affiliation.

[Further details/process are being developed; see additional document.]

### **Content Areas and Sample Topics for In-Depth Examination of Contemporary Global Issues**

- Environment
  - Threats to the global environment
  - Creating sustainability in a developing world
- Health
  - Health care in developed, developing, and undeveloped nations
  - The spread and cure of disease
- Social and Economic Development
  - The changing roles of rich and emerging markets in the global economy
  - Technology and its impact within and between societies
- Difference and Identity:
  - Mass media
  - Maintaining cultural and regional identity in a shrinking world

Each content area includes at least these common elements:

- Ethics
  - The clash of ethics across cultures, and the impetus toward global ethical standards (e.g., human rights)
  - Law and custom in varying societies
- Technology
  - As a medium for exchange
  - As a change agent

We propose a different topic or emphasis each year, or perhaps two topics per year, so that students may “cycle” through them during their four years as undergraduates.

### **Curriculum: Enhancing the Global Knowledge Base Through a Global Issues Study Abroad Program**

As a follow-up to the winter forum, or as a stand-alone program, Duke will develop a new study abroad program in spring semester to enhance the global experience of our undergraduates. Utilizing the planned state-of-the-art conference centers under development by the Fuqua School of Business—with classrooms, sleeping accommodations with 180 beds, and a working library—this program will focus on a particular complex issue (as noted in the previous section) in three or four different areas

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of the world. The Fuqua School's planned facilities in China (Shanghai or close to Shanghai), India (New Dehli), Russia (St. Petersburg), and the Middle East (Dubai) will serve as the program's sites, thereby offering a diverse set of locations for the study of global challenges. Infrastructure support will be provided by the permanent employees located at these Centers; "local talent" now being nurtured as associates of the Centers will add teaching and co-curricular dimensions. A cadre of Duke faculty will serve as directors of the issues-based undergraduate program and will develop the curriculum and related activities as well as accompany the students. Graduate and professional students will also be involved. The Centers will open in June 2009.

Students will spend six weeks or so at each of two Centers, studying a global theme in comparative perspective. The program will develop participants' understanding of the particular contexts in which countries and regions experience world challenges, and deepen their understanding of interdisciplinary approaches to addressing these challenges.

[details to be fleshed out; see additional document]

### **Integrative Infrastructures: Closing Gaps Through a Global Advising Program**

Duke University offers a rich array of global experiences to its undergraduates: for example, a sizeable percentage of our students study abroad; a new and popular program, DukeEngage, supports service work around global issues, both domestically and internationally; the first- and second-year Focus program contains many global themes and sometimes includes a travel component; and such interdisciplinary initiatives as global health engage undergraduates in formal and informal programs.

As with most institutions around the country, however, Duke does not have a holistic approach to its global opportunities. As Derek Bok puts it,

[s]pecialists call for more of everything—more international courses, more education abroad, more language training, more foreign students. Still lacking on most campuses, however, is a thoughtful, comprehensive plan to combine these opportunities into well-integrated programs that can be fitted in with all the other legitimate aims of a rounded undergraduate education (Derek Bok, *Our Underachieving Colleges*, 240).

### **The Global Advising Program:**

The QEP proposes the creation of a Global Advising Program (GAP, as in "minding the gap" or "closing the gap") to promote the many global opportunities already existing at Duke; to help students tie together the various initiatives in which they have engaged or have an interest in engaging; and to work with other constituencies here and abroad to develop globally-focused internships for undergraduates.

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GAP will involve a cadre of five to ten professional advisors specially trained to be knowledgeable about global opportunities developed on and by this campus as well as those offered by venues beyond Duke. These opportunities include *programs*, the most obvious at Duke being DukeEngage and study abroad but running the gamut to include those offered by the professional schools as well, through such offices as the School of Nursing's Office of Global and Community Health Initiatives (OGACHI). These opportunities also include *services*, like those provided by Career Services and the Alumni Office's international coordinator.

The Global Advisors will investigate and publicize global study, service, and internship opportunities. They will work closely with advisors of students before the declaration of the major and help to train Directors of Undergraduate Studies to be more effective in tying global experiences to the department and the major. They will be proactive in promoting the development of new programs, especially internships. And they will work one-on-one with students over multiple years as a stable set of advisors and mentors, to guide students in accessing resources, deciding on goals and plans, and tying together their curricular and co-curricular activities in a meaningful way.

The GAP program will be housed in the Advising Center.

### **Incorporation of International Students into Campus Life and Culture:**

Though not a separate component of the QEP per se, the integration of international students is an area for attention and will be addressed in each of the three major components of the Plan. Duke has an ever-growing number of undergraduate international students and a large cadre of graduate and professional students from abroad. These students are at present not well enough integrated into campus life and culture, to the detriment of domestic and international students alike. They play few mainstream leadership roles at Duke and their voices often go unheard. Domestic students typically do not consider that International House activities are for them. As a means of enhancing global citizenship for all, the QEP committee considered a more intentional approach to closing this gap. Some of the possibilities noted below might be incorporated into the Plan:

- Create a mentoring program connecting domestic and international students
  - Could be done through the language courses, with official ties:
    - a “co-curricular cultural coordinator” – an international student who discusses course material, takes class to films followed by discussion, and engages in similar activities enriching the curriculum and course.
    - one-on-one mentoring around countries or areas of study.
- Utilize international students to help prepare domestic students for study abroad and DukeEngage (Int'l House has approached Mlyn)

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- Consider a residential dimension to diminish segregation of international students and encourage exchange:
  - attend to housing segregation that occurs after first year
  - Consider random housing on new campus.
- Enhance social interactions
  - Create an international center near the global advising center, with coffee shop and programs (on model of Mary Lou Williams Center)
- Develop teams of domestic and international students that work together on projects.
- Involve international students in the Winter Forum by having them fill special roles.
- Consider ways in which to have international families serve as leads to internships, host guides for study abroad students, etc.