THE SEARCH

Duke University, one of the nation’s leading research universities, seeks a leader with outstanding scientific and administrative experience in global health, to serve as the next Director of the Duke Global Health Institute (DGHI).

DGHI has an expansive vision: to achieve health equity for vulnerable groups and individuals around the world. It works to prepare global health leaders through world-leading interdisciplinary education programs; it seeks innovative solutions to the world’s most pressing global health challenges by conducting research, designing policies, and implementing evidence-based interventions; and it partners for change by engaging international and local organizations in locally grounded, collaborative projects. DGHI values humility, compassion, respect, cultural sensitivity, collaboration, diversity and inclusion, and commitment to impact. In its new DGHI Director, Duke seeks a leader who embodies those values and who will serve as a vital partner to academic, health system, and community principals in the development and execution of the Institute’s strategy and the fulfillment of its mission. The Director must couple a deep commitment to academic and research excellence with significant and sophisticated technical and managerial experience. The Director should also demonstrate an ability to lead diverse teams with trust and transparency, to work collaboratively with other senior leaders at Duke and on a global scale to thoughtfully adapt to changing educational and research needs, and to provide forward-thinking strategic financial counsel to ensure the longevity of ongoing public health projects and the Institute as a whole.

The DGHI Director is a critically important appointment for Duke. The pandemic and the past year have tested the ability of the global health community to respond to the moment. COVID-19, however, does not represent the only example of how a dramatic shift in conditions can reshape health needs around the world. Many pressures, including the rapidly shifting demographics of low- and middle-income countries, increased attention to structural racism and colonization on a global scale, changing patterns in disease burdens, the role of technology and innovation, and the existential threat of climate change, represent shifts in the global health environment. The next Director must guide DGHI through these emerging and evolving challenges to continue the Institute’s pioneering leadership in the study, scholarship, and practice of global health.
The position reports directly to the Provost of the University, the Chancellor for Health Affairs, and the Dean of the School of Medicine and is advised by a distinguished Advisory Board. The Director also works closely with trustees and senior leaders across the University to advance DGHI’s mission.

EXPERIENCE & QUALIFICATIONS

The search committee recognizes that no single candidate will bear all the ideal qualifications, but it seeks candidates with many of the following qualities and characteristics:

- An intellectual leader among the faculty, who can be expected to have the highest aspirations in developing and fulfilling the University’s research and education mission in global health;
- An inspirational leader with a track record for mentorship and helping others to grow to greater levels of excellence;
- A forward-looking thinker interested in guiding the Institute to not just meet but lead future academic needs and trends;
- An energetic and conscientious administrator broadly familiar with the governance and organization of universities and experienced in creative solutions;
- A strong advocate for the University’s research mission in the context of the University’s strategic commitment to advancing excellence through diversity, providing a transformative educational experience, and strengthening Duke’s capacity to address global challenges;
- A strong proponent for interdisciplinary research and a portfolio of global research projects;
- A collaborator with fellow faculty, deans, the president, provost, chancellor, and other colleagues across Duke Health and Duke University in promoting University research priorities;
- An effective fundraiser with demonstrated success in this area;
- An excellent developed business sense useful in generating new net revenues in an academic setting for investment in DGHI;
- Both a consensus builder, as well as a decision maker;
- An earned terminal degree with experience in the academy and prior executive-level leadership or substantial managerial experience; and
- A preeminent University citizen.
APPLICATIONS, NOMINATIONS, AND INQUIRIES

Duke University has retained Isaacson, Miller to assist in this search. Please direct all inquiries, nominations, referrals, and applications in strict confidence to:

John Isaacson, Chair  
Sean Farrell, Partner  
David Chy, Associate  
Isaacson, Miller  
DGHIdirector@imsearch.com

Duke University prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, age, or genetic information. Duke is committed to recruiting, hiring, and promoting qualified minorities, women, individuals with disabilities, and veterans.

THE DUKE GLOBAL HEALTH INSTITUTE

About the Institute

In the last generation, Duke University has emerged as an internationally renowned research university, consistently leveraging its assets to achieve remarkable results and influence. It prizes a holistic student experience, linking student research and globally engaged work with a highly articulated curriculum. It feeds an entrepreneurial culture, raising funds and investing strategically to galvanize faculty and staff. It fosters and nurtures collaborations that cross the typical academic boundaries, bridging the arts and sciences, excellent professional schools, and a formidable academic medical center, all co-located on the same campus. Duke’s history and carefully curated culture have fed the Duke Global Health Institute, and DGHI is a manifestation of Duke’s success.

Formed in 2006 with a strategic investment from the University, DGHI is one of Duke’s earliest and most successful university-wide institutes. It embodies Duke’s commitment to cross-university interdisciplinary work and sparks innovation in global health research and education, a field identified by Duke as important for the University and essential for our increasingly global society. The Institute emerged early as a leading player in global health instruction and research nationally, drawing strength from knowledge and resources across the University, including Duke’s large, growing, and eminent medical center.

Hundreds of DGHI faculty, staff, and students lead over 250 global health-related research projects, spanning a wide range of academic disciplines, with faculty-led projects ongoing in 33 countries and student-led projects in 17 countries, including the United States. In several of these countries, DGHI has built longstanding, bilateral collaborations with local institutions and
organizations, including Duke-affiliated partners such as Duke Kunshan University in China and the Duke-NUS Medical School in Singapore. DGHI has a strong and sustained commitment to translating lessons from global settings to U.S. populations and vice versa, with a particular focus on health disparities.

In the 2019-2020 fiscal year, DGHI faculty and affiliates led global health-related research projects that received new or renewed funding totaling more than $121 million. DGHI operates an approximately $31 million annual budget, including $18 million in sponsored projects, $7 million in University support, $2.5 million in gifts and endowment income, and $3.5 million in tuition and fees.

DGHI employs 111 staff and 166 faculty members, including 93 primary and secondary appointments, 63 affiliates, and 10 adjuncts. Its faculty members hold appointments in nine Duke schools: Medicine, Arts & Sciences, Public Policy, Engineering, Environment, Nursing, Divinity, Law, and Business. Eleven percent of faculty members hold primary appointments in DGHI, 60 percent in Duke Health, and 29 percent in other campus schools. The Institute enrolls 259 undergraduate students (130 majors and 129 minors), 77 master’s students, and 24 doctoral scholars, fellows, and certificate students.

DGHI has built a strong suite of academic programs to distinguish the University in the training of the next generation of global health leaders and has invested in a series of centers of excellence that have driven faculty research. A full list of programs and centers can be found in the appendix of this document.

**OPPORTUNITIES & CHALLENGES**

*Inspire faculty, staff, and students toward a shared vision and articulated strategy for DGHI’s leadership in global health*

The world struggles to deliver health care comprehensively and equitably in high-, low-, and middle-income countries. As nations build their health systems, bridging public and private investment, they grapple with the effective use of their health care knowledge and their human and financial resources. The field of global health has responded and emerged rapidly, capturing the interest and imagination of governments, health system leaders, investors, and advocates.

As circumstances change, the practice and study of global health requires innovation and flexibility to respond to both longstanding and newly emerging health threats alike. Global health faces many pressures: the rapidly shifting demographics of low- and middle-income countries, local health inequities and disparities, altered economies, changing patterns in disease burdens, the growing importance of non-communicable diseases, the universal neglect of mental health issues, the role of technology and innovation, and the existential threat of climate change. The next Director of DGHI must be an exemplary servant-leader who inspires and guides the
Institute’s faculty, staff, and students toward a shared vision and an articulated, informed, and impactful strategy.

DGHI launched a broad portfolio of research, including seven centers of excellence, to rigorously explore some of the critical challenges in global health. Today, roughly a third of the faculty are focused on these research centers, with the rest in highly varied projects. With substantial investment, DGHI is primed for a visioning exercise and a strategic review. In a changing world and an increasingly competitive setting with many universities participating, DGHI will need to pivot and adapt to new demands and realities—ensuring DGHI’s enduring leadership in the drive toward achievement of health equity for vulnerable groups and individuals locally and worldwide.

*Catalyze deep and genuine interdisciplinary research collaborations across the Duke ecosystem of schools, departments, and administrative systems*

Innovative, interdisciplinary, and collaborative research is at the heart of DGHI’s unique approach to global health. Its faculty span medicine, the arts and sciences, public policy, engineering, environment, nursing, divinity, law, and business. The Director of DGHI must be a sterling University citizen, experienced in the ways of the academy, who engages the full breadth of Duke’s academic disciplines, honors their traditions, and inspires their interests.

The Director must partner with deans, chairs, directors, and other institutional leaders to both bolster existing relationships and conceive new and exciting collaborations. All tenure-track faculty members at Duke are appointed in disciplinary departments in the schools of the University. Though it may appoint regular-rank faculty, DGHI, as an institute rather than a school, must engage the schools and departments across Duke and promote collaborations and synergies to extend the vision of DGHI.

In addition, the Institute spans a wide range of administrative procedures and faculty employment. Arts & Sciences faculty have different expectations from their professional school colleagues. The medical center and the medical school are much larger entities with radically different revenue streams and employment practices. DGHI spans all these complexities, and the Director must catalyze the ambitions of faculty members across the campus spectrum and track through different administrative systems to match monies, share personnel, and launch programs. The Director must be both a University citizen and an administrative impresario.

*Prepare the next generation of practitioners and scholars for evolving global health challenges*

DGHI’s unique, multidisciplinary academic programs distinguish Duke’s excellence in the education and training of the next generation of global health scholars and practitioners. As the world’s health challenges morph, and as the center of gravity moves decisively toward local and decolonized control, the Director must ensure that DGHI’s curricula and pedagogy keep pace with
emerging and evolving challenges on the world stage and that DGHI trains an appropriately international student body, an effort that will require significant additions to financial aid.

As the field develops and as health assumes an ever larger position in public policy, in both high-income and low- and middle-income countries, the new Director must refine its programs and articulate Duke’s uniqueness to prospective students and fellows.

**Nurture a climate and culture at DGHI that embodies diversity, equity, and inclusion**

DGHI lives in a largely colonized world, but one that DGHI strives to help actively decolonize—where local leadership increasingly defines its constituency’s future. The Institute believes that diversity, defined globally, will catalyze essential new ideas and positive transformation of systems. The Institute embraces the significance and impact of diversity, inclusion, equity, and belonging; engages faculty, staff, and students in local and global learning opportunities; examines existing policies and procedures; and seeks to embed diverse and equitable practices in all aspects of daily work. From the dismantling of systemic racism and rising income inequality throughout the United States to the decolonization of global health, the new Director must champion diversity and active engagement among DGHI’s faculty, staff, and student body and advance efforts to promote a culture and climate of inclusion and equity at the Institute and beyond.

**Foster external relationships to position Duke as a preeminent thought leader in global health**

Duke’s international presence closely follows DGHI’s footprint across continents and national boundaries. As new health threats unfold, the next Director must make sure to form and maintain linkages with a wide host of actors responsible for responding to tomorrow’s global health issues, including government, non-governmental organizations, academia, and private industry. DGHI also recognizes that global is local and that its approach to global health includes focuses on vulnerable populations in the Durham community, as well as those throughout North Carolina and the southern United States. The forthcoming Director will be a key partner to local, regional, and national actors.

**Fundraise and efficiently manage and marshal resources for a large and complex academic enterprise**

With a multimillion-dollar budget, a substantial research portfolio, and several hundred students and personnel spanning nine schools, the Director of DGHI oversees one of the most consequential academic enterprises at Duke. This next leader must astutely steward and deploy DGHI’s existing resources while also thinking strategically and proactively about additional revenue sources. The Institute has an annual allocation of roughly $5 million from the medical school and the University, and there are investment resources saved for future use, but any successful director must marshal additional funds. A portion of indirect cost recovery on grants comes to the Institute. Revenue from master’s-level programs and professional education flows
back to the Institute, as it does to the schools. There are revenue opportunities in the educational mission, but success must also depend on philanthropy. A new Director must compellingly advocate for DGHI’s mission and be a public ambassador and advocate for global health, making the case to philanthropic donors for the value of the work. New revenues are essential to the ambitions of the Institute.
APPENDIX

DGHI EDUCATION AND RESEARCH

DGHI Academic Programs

Undergraduate Programs
At the undergraduate level, DGHI offers a global health co-major, which is paired with another major, and a global health minor, as well as an accelerated bachelor’s/master’s program. All three programs emphasize the ethically informed study of health disparities experienced by people around the world. In addition to their coursework, students engage in study abroad programs, fieldwork experiences, and interactions within the global health community.

Master of Science in Global Health
The Master of Science in Global Health (MSc-GH), offered jointly by the Graduate School and DGHI, attracts a small cohort of diverse students from around the world and focuses on identifying and assessing current and emerging global health challenges; the influence of environmental, economic, social, and political determinants of health; culturally and ethically informed research methods and technologies; and health policy and systems at local, national, and international levels.

Graduate Certificate
A Global Health Graduate Certificate provides opportunities for highly motivated graduate and professional students from across Duke to engage in the field of global health through a combination of coursework, field-based experience, and engagement with peers and faculty.

Doctoral Scholars
Duke doctoral students with a deep interest in global health may apply to the Global Health Doctoral Scholars program, which offers the opportunity for dynamic intellectual exchange, faculty mentorship, and rigorous dissertation research on a global health challenge. Doctoral scholars receive 50 percent of their academic-year stipend for one year and may receive funding for a second year upon successful application for continuation.

Medical Students, Residents, and Fellows
DGHI and the School of Medicine also offer numerous opportunities for medical students and trainees to understand and address global health issues as they pursue their medical studies. The Third-Year Global Health Study Program is a centralized resource for information, mentors, funding, and research opportunities related to global health for Duke medical students. The Program helps identify, coordinate, and find funding for research projects focused on reducing health disparities in low- and middle-income
countries, as well as providing mentoring at Duke and abroad. Sample well-established research partnerships exist in Moshi, Tanzania; Eldoret, Kenya; and Galle, Sri Lanka. The combined MD/MSc-GH allows students to complete both programs in a total of five years.

The Global Health Pathway for Residents and Fellows provides Duke residents and fellows opportunities for intensive global health training tailored to their specialty. Partner subspecialties range from emergency medicine to infectious diseases to radiation oncology and many more. This Pathway is designed for individuals interested in an academic research career in global health.

The Hubert-Yeargan Center for Global Health provides Duke residents opportunities to participate in eight-week clinical/service elective rotations with global partners in under-resourced settings. These elective rotations emphasize clinical service, observerships and teaching.

Postdoctoral Fellowship
DGHI has hosted postdoctoral fellows from a range of fields since its founding. Fellowships provide unique opportunities to understand and address global health issues.

DGHI Centers and Labs

Center for Global Reproductive Health
The Center for Global Reproductive Health seeks to become a leader in global reproductive health; foster expertise within the Duke ecosystem on policies, programs, and innovations in reproductive health through rigorous research; and build educational partnerships and strong relationships with partner countries.

Center for Global Women’s Health Technologies
The Center for Global Women's Health Technologies (GWHT) aspires to make cancer diagnosis, prevention, and treatment more accessible and more effective for women worldwide. The Center, since inception, has catalyzed new research activities and the development and commercialization of several technologies that advance prevention and treatment of cervical and breast cancer. By placing women at the center of healthcare solutions, GWHT leverages technology to create sustainable ecosystems of change.

Center for Health Policy and Inequalities Research
The mission of the Center for Health Policy and Inequalities Research is to improve health of individuals and communities, locally, nationally, and internationally, by addressing health inequities through interdisciplinary policy-relevant research, interventions, and evaluations.
**Center for Policy Impact in Global Health**

The Center for Policy Impact in Global Health aims to improve global health by addressing major strategic questions to inform evidence-based policy change. It envisions that targeted health policymakers, at national and global levels, make decisions informed by the Center’s work that improves the health of the poor.

**Global Digital Health Science Center**

The Global Digital Health Science Center seeks to close health disparities using digital health. It designs, tests, and disseminates effective digital health interventions to populations who need them most. The Center is guided by the hypothesis that ensuring access to critical health information and interventions in an increasingly connected global society will improve health outcomes and contain healthcare costs.

**Global Health Innovation Center**

The mission of the Global Health Innovation Center (GHIC) is to study and support the scaling and adaptation of innovations and related policy reforms to address critical health challenges worldwide. GHIC links global health, health policy, and health innovation efforts across Duke University.

**Hubert-Yeargan Center for Global Health**

The mission of the Hubert-Yeargan Center for Global Health is to develop the next generation of globally-educated, socially responsible healthcare professionals dedicated to improving the health of disadvantaged populations.

**DUKE UNIVERSITY**

**History, Mission, and Trajectory**

Duke University’s shared values — respect, trust, inclusion, discovery, and excellence — are the foundation of the University’s culture. They guide and inform the strategic direction of the institution, as Duke seeks to adapt to and shape the course of a changing world.

Since its founding as a university in 1924, Duke has been dedicated to a liberal and broad-based education at the undergraduate, graduate, and professional levels and the ethical pursuit of knowledge that advances humankind. The University invested in undergraduate education from the beginning but initially served a largely regional student body. It developed its professional schools and health care system early in its history. The combination positioned Duke for growth. It was excellently led, and in the space of slightly more than one generation, it emerged nationally and globally, attracting an ever stronger student body, a distinguished faculty, a loyal and generous alumni body and is, today, universally regarded as one of the leading research universities and academic medical centers in the world.
Since the 1960s, Duke has become increasingly diverse, and building a more inclusive campus community is a major priority for the University. Over the past several decades, Duke has sought to diversify its faculty, staff, and student body, acknowledging the importance of these efforts in creating a rich intellectual community of scholars and teachers from different cultural, ethnic, racial, and religious backgrounds.

The University offers a distinctive educational identity that integrates undergraduate teaching with a collaborative research culture, with fifteen associated Nobel Laureates and fifty Rhodes Scholars. It fosters a diverse, inclusive, and exceptionally talented campus community, boasting a vibrant arts culture and an internationally-renowned athletics program. It is home to a health system that serves as a vital hub for the region and is a leading center of innovation in research and health-care delivery. It has succeeded by galvanizing the enthusiasm of its students, faculty, staff, partners, and alumni in a vital, entrepreneurial culture.

**Comprehensive Strategic Planning**

In the past several years, Duke has undertaken three comprehensive strategic planning initiatives: an academic strategic plan, *Together Duke*; a plan for the health system, *Advancing Health Together*; and an institution-wide presidential strategic framework *Toward our Second Century*. These plans share a focus on collaboration across schools, disciplines, and units; innovative thinking in teaching, learning, research, and the delivery of health care; and leadership in service to the University’s immediate region and the wider world. The University’s ability to make these investments in its future will require fiscal discipline and the achievement of maximal returns on its investments.

To further facilitate interdisciplinary collaboration and innovation, the University has launched an initiative in Science and Technology that spans multiple schools and includes the new *Center on Science and Technology Policy*. These efforts, which seek to make Duke an international leader in technology research, are bolstered by nearly three quarters of a billion dollars in recent investments.

As part of its successful effort to lead in pedagogy, Duke has invested in academic innovation and experiential learning. The *DukeEngage* program gives undergraduate students the opportunity for service learning in communities around the world. More than half of Duke’s matriculating applicants mention this program as their reason for choosing Duke. Likewise, *Bass Connections*, the University’s interdisciplinary research initiative, offers teams of undergraduate, graduate, and professional students the chance to work directly with a faculty member to solve a pressing societal problem. Bass Connections has been recognized by Duke’s peers as a model for experiential education.

Duke’s global ambitions, which date to the founding of Trinity College, now encompass a range of programs and activities. The University oversees the *Duke-NUS Medical School*, a joint-venture with the National University of Singapore for graduate-level medical research and education, and
Duke Kunshan University, an innovative joint-venture university in Kunshan, China that enrolled its first class of undergraduates in 2018. Duke Kunshan currently awards graduate degrees in business, global health, and other subjects and has become a center for research on the environment, public policy, and public health.

In a series of connected strategic plans, Duke has relied heavily on a set of institutes, built around large, consequential themes that are magnets for cross-university and interdisciplinary work. Using carefully managed resources, the institutes stir creativity, cross boundaries, and feed the constantly expanding universe of Duke research. The Duke Global Health Institute figures prominently in Duke’s interdisciplinary history.