

**MAXIMIZING  
GLOBAL HEALTH  
IMPACT:**

Duke Global Health Institute  
Strategic Plan for  
2019-2024





# TABLE OF CONTENTS

INTRODUCTION ..... 2

WHERE WE STAND ..... 4

Our current state and implications for our future

STRATEGIC PLAN: GOALS AND ACTIONS ..... 7

Education

Research

Partnership

Engagement

Identity and Culture

IMPLEMENTATION AND EVALUATION ..... 14

ACKNOWLEDGEMENTS ..... 15

## INTRODUCTION

The launch of the Duke Global Health Institute in 2006 marked the beginning of a bold experiment. Created as a result of the university's 2006 strategic plan, "Making a Difference," the institute was envisioned as a nimble, flexible organization that would work to create health equity for communities and individuals both locally and worldwide by fostering interdisciplinary collaboration and innovation on a broad range of global health issues. During its first 12 years, the institute has done a remarkable job fulfilling this vision, with landmark achievements including:

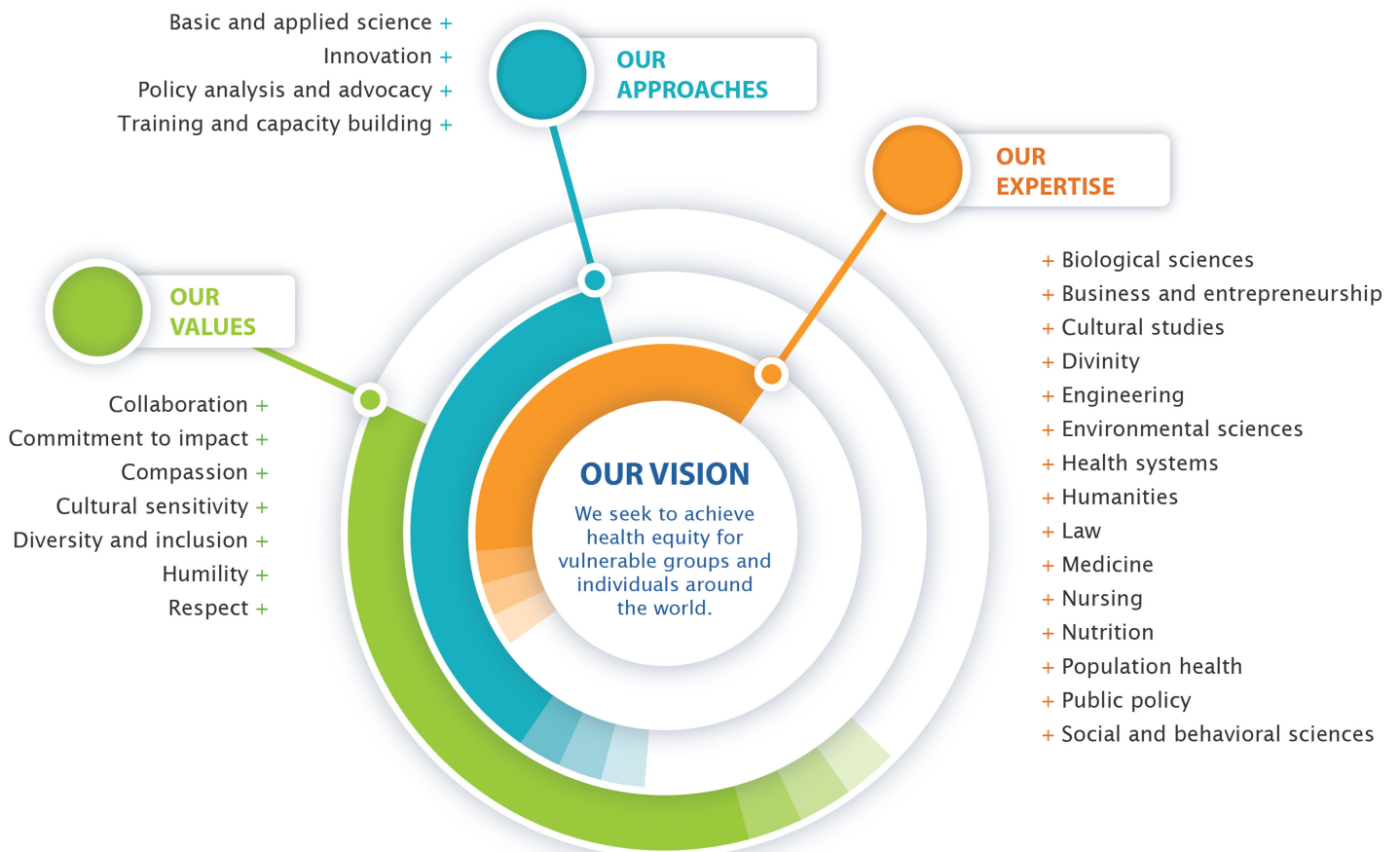
- Recruiting more than 80 faculty, including faculty with joint appointments in eight Duke schools
- Launching one of the first Master of Science in Global Health programs in the United States
- Creating innovative cross-disciplinary educational programs – a popular undergraduate co-major and minor, a doctoral scholars program and a doctoral global health certificate
- Supporting hands-on field research experiences for hundreds of Duke students in dozens of countries
- Establishing and sustaining partnerships with universities, health systems, non-governmental organizations and governments across the world
- Generating more than \$60 million per year in external funding for global health research across Duke
- Raising more than \$60 million in philanthropic gifts to support research and education around the world

In its short history, DGHI has established itself as a locus for faculty, staff and students from across Duke who seek to work and learn at the intersection of health and other disciplines, including engineering, public policy, the humanities, and biological, environmental and social sciences. It has built an organizational structure that encourages collaboration and creative thinking across these disciplines, sparking tremendous innovation in global health research and training, and developed productive, bilateral partnerships in communities across the world.

At the same time, the institute has connected and nurtured a community of scholars who share a deep commitment to its mission to bring improved health to marginalized individuals and communities anywhere in the world. Because of this commitment, DGHI faculty, staff and students are highly motivated to seek the greatest possible impact for their work through dissemination of research findings, application of new tools and technologies, implementation and scaling up of evidence-based interventions, and influence on local, national and international health policy. It is commonly said that DGHI is a community in which success is measured not by publications or citations, but by the impact on the communities with whom we work.

This strategic plan is informed by and directed toward this commitment to impact. Written and revised over months of community-wide discussions, the plan provides a new framework by which DGHI can maximize impact across four main areas of activity: Education, Research, Partnership and Engagement. In each of these areas, the plan details specific priorities, actions and investments planned over the next five years to position DGHI’s faculty, staff and students to pursue the greatest impact through their scholarship, while at the same time reinforcing strength in the core activities and research that enables action and future discoveries.

As a whole, the plan represents a model of impact that is both innovative and a natural extension of what the institute already does well. By creating the tools and environment for faculty, staff and students to have even greater impact through their work, we are seeking to stretch the traditional boundaries of an academic mission and strengthen our organizational commitment to seek the broadest tangible benefit from our engagement with our partners and the world. And in this way, the plan also represents a new bold experiment. Just as DGHI has become a leading example of Duke’s wider commitment to interdisciplinary collaboration, this plan outlines actions that will allow the institute to once again lead the way by modeling innovation that is vital to the university’s overall strategic direction.



## WHERE WE STAND

### *Our current state and implications for our future*

DGHI traces its origins to Duke's 2006 strategic plan, which stated that "Duke's Global Health Institute will address one of the most important problems of our time: the health disparities both in our local community and worldwide." The institute's growth has been shaped by two previous strategic plans, the first of which guided the launch of the institute in 2006. A second strategic plan, written in 2013, set priorities for the institute that have remained in place through the transition in directorship. With the arrival of DGHI's second director in January 2018, a new planning process was initiated, with the goal of identifying a few strategic priorities that allow DGHI to build on its considerable strengths and enhance its value as an interdisciplinary institute.

To facilitate this process, DGHI hired an outside consulting firm, Art & Science Group, to assist with the collection of information, analysis and evaluation. This process included formation of a strategy working group, comprising DGHI faculty and staff and representatives of DGHI partner schools; more than two dozen interviews with internal and external stakeholders; and several community discussion and listening sessions among faculty, staff and students.

From these groups and additional peer research, Art & Science Group prepared an initial analysis, which evaluated DGHI's current state, prevailing external factors and opportunities for growth and enhancement.

## KEY STRENGTHS

The report noted several key strengths that give the institute comparative advantage, including:

- **Highly regarded faculty and staff and a robust research enterprise:**  
Interviews with external stakeholders and others at Duke consistently praise the talent and commitment of DGHI faculty and staff and the quality of research produced by DGHI scholars.
- **Nimble, flexible structure:**  
DGHI's status as a university-wide Institute, rather than a school, enables it to forge partnerships and add value across the university and bring multiple areas of expertise to bear on its subject matter. It is a shining example of Duke's commitment to interdisciplinary research and education.
- **Pioneering educational programs:**  
DGHI's robust education programs are key differentiators relative to other universities' global health programs, although competition in this area is rapidly catching up and we must continue to innovate and advance global health education.

- **Long-standing partnerships:**

DGHI has made notable investments in developing and sustaining partnerships with universities, health systems, NGOs and governments in many parts of the world, enabling deep, respectful and sustained collaboration. These partnerships are formed with a true spirit of humility, recognizing that DGHI has as much to gain from partners as they do from the institute.

- **Commitment to impact:**

Across the institute, faculty and staff demonstrate a passion for their work and strong desire to see it have a real impact on global health through research, education and partnership.

## EXTERNAL FORCES

DGHI faces a significantly different environment today than during its startup phase over a decade ago. Among the important considerations are:

- **Significantly increased external competition:**

Numerous universities have launched or significantly enhanced global health programs since DGHI was founded, requiring DGHI, as it seeks to recruit students and faculty and attract funding and notice, to articulate more clearly its distinguishing characteristics and research and educational strengths.

- **Changes in the global health landscape:**

We are affected by uncertainties in the field of global health, characterized by political headwinds, a lack of preparedness for pandemics and climate change, shifting funding patterns—and many other threats and challenges. The set of actors in global health is changing significantly and now includes an expanding, multi-sector set of new global health programs, partners, funders and potential external competitors. Changes in the field of global health are leading students to choose among educational programs that they believe provide them with differentiating abilities and skills including entrepreneurial, technological, and executive skills.

- **Changes in Duke's leadership and strategy:**

Intentional alignment with Duke's strategic agenda has been instrumental to the success of DGHI. Demonstrating impact on global communities, including those in Durham, North Carolina and the region, will continue to be important to DGHI's visibility and reputation within Duke. Faculty seeking to work on global issues also have more options within the Duke ecosystem, making it imperative for DGHI to offer a clear value proposition for working with the institute.

- **New capabilities**

in fields such as data science and genomics offer the potential to generate greater impact, if harnessed and applied effectively.

## IMPLICATIONS AND RECOMMENDATIONS

DGHI is well positioned to continue its leadership as a hub of interdisciplinary innovation in global health research and education. While consideration was given to the potential advantages of DGHI becoming a school, the institute is ideally positioned as an interdisciplinary unit situated at the university level. DGHI was created to promote collaboration among Duke schools and programs that bring valuable perspective to issues of global health, and its interdisciplinary structure is designed to add value to Duke and its schools. Becoming a school would create internal incentives and competition for resources that would run counter to this purpose. For these reasons, this plan embraces DGHI's status as an institute and seeks to further maximize its advantages.

At the same time, we note that the institute's period of remarkable growth has created a somewhat diffuse set of research priorities and a need for more "connective tissue" that binds its broad, diverse community of scholars. The limitations of DGHI's physical space in Trent Hall, which is not ideally configured to promote collaboration and casual interaction, presents another obstacle in maintaining a cohesive, cooperative culture. Facing a more competitive landscape for prospective students, faculty and research dollars, it will be imperative for DGHI to continue to build its distinguishing strengths in order to maintain its leadership in global health.

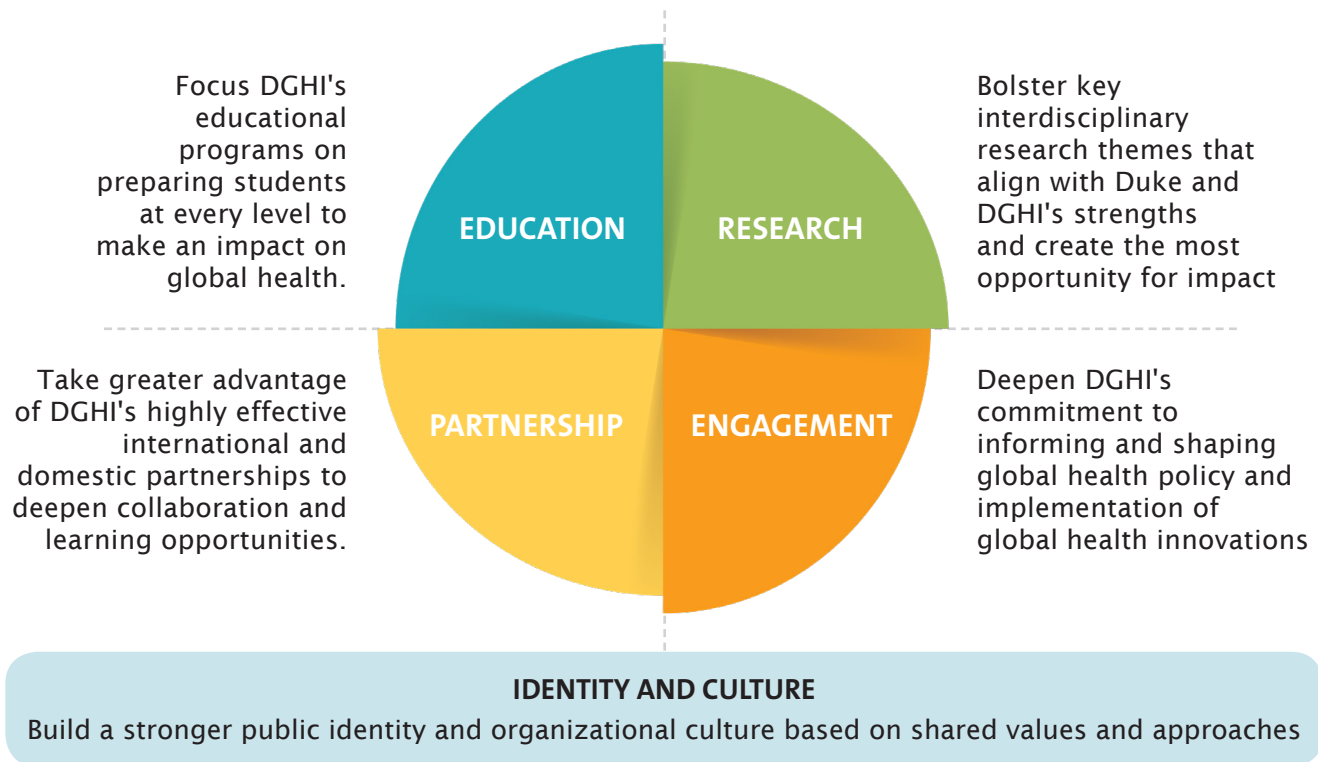
Based on the information and insights gained through the strategic planning process, we have set out to create a strategic plan that has at its heart the following overarching goals, which together will help DGHI continue to enhance its core strengths and deliver value to Duke:

- Focus DGHI's educational programs on preparing students at every level to make an impact on global health.
- Bolster key interdisciplinary research themes that align with Duke and DGHI's strengths and create the most opportunity for impact.
- Take greater advantage of DGHI's highly effective international and domestic partnerships to deepen collaboration and learning opportunities.
- Increase DGHI's effectiveness at informing and shaping global health policy and implementation of global health innovations.
- Build a stronger public identity and organizational culture based on shared values and approaches.

From these goals, DGHI's management team, in consultation with members of the strategy working group and others, defined specific priorities and actions to advance each of these goals. In most cases, these plans include detailed actions and timelines that are not included here. This document is intended as a broad overview of the plan and its expected outcomes.

# STRATEGIC PLAN: GOALS AND ACTIONS

## ● ● OVERARCHING GOALS



## ● ● EDUCATION

**GOAL:** Focus DGHI's educational programs on preparing students at every level to make an impact on global health.

### ACTIONS:

- Build on the current success of the global health major for continued growth and improvement to maximize excellence in undergraduate learning.
  - + Perform a comprehensive review of the global health undergraduate curriculum program and assessment activities.
  - + Assess if we could increase our curricular collaborations or recruit an even wider diversity of co-majors, looking at areas such as computer science, environmental science and policy, engineering, and the humanities.
  - + Develop a core set of principles and competencies for undergraduate global health education, ensuring that all global health students are exposed to the essential principles, regardless of focus.



- Expand pathways for students in the Master of Science in Global Health looking for professional practice-based careers in global health.
  - + Develop and propose a model for offering a practice-based alternative to field research and thesis in the Master of Science in Global Health program.
  - + Deepen relationships with global health organizations domestically and abroad and collaborate with DGHI partners to expand potential internship placements for students.
  - + Draw on successful integration of interdisciplinary themes in the undergraduate major to continue to emphasize cross-disciplinary connections in the master's program.
  
- Enhance opportunities for doctoral training in global health in partnership with other Duke doctoral programs.
  - + Expand and formalize cross-departmental relationships to facilitate DGHI faculty service as advisors and mentors to PhD students engaged in global health scholarship.
  - + Enhance preparation of doctoral scholars and postdoctoral fellows for global health careers.
  - + While the possibility of developing a freestanding PhD in global health was raised, further consideration of this option was deferred in favor of efforts to expand joint doctoral training in global health and other disciplines.
  
- Create a broad, graduate-level certificate program accessible to all Duke graduate and professional students to enhance academic engagement and relationships across Duke schools and programs.
  - + Expand and revise the existing doctoral certificate to include master's students.
  - + Develop fully online versions of core courses required for certificate, and identify and incentivize faculty to adapt existing courses or develop new online courses (see below).
  - + Continue working with Duke Learning Innovation to envision modular or abridged adaptations of key global health courses that might serve an external audience such as international partners, working professionals, or an executive education audience.

ONLINE GLOBAL HEALTH COURSES	
INFECTIOUS DISEASE EPIDEMIOLOGY	TAUGHT EVERY SPRING
SYSTEMATIC REVIEW	SPRING 2019
GLOBAL HEALTH RESEARCH: DESIGN AND PRACTICE	IN DEVELOPMENT
GLOBAL HEALTH ETHICS	IN DEVELOPMENT
THE CHALLENGES OF GLOBAL HEALTH	FORTHCOMING

- Enhance career and professional development programming for global health students, trainees and graduates.
  - + Develop a more robust professional development and employer engagement/relations strategy to support opportunities tailored to pathways in global health policy, practice and research.
  - + Develop field visits/professional development exposures that offer more connections with global health leaders and alumni working in global health fields, including multi-day programs in places like Washington, D.C.
  - + Develop opportunities for Duke (and specifically DGHI) alumni to connect to and become involved in undergraduate and masters student education and career preparation.

## ●● RESEARCH

**GOAL:** Bolster key interdisciplinary research themes that align with Duke and DGHI's strengths and create the most opportunity for impact.

### ACTIONS:

- Make strategic investments to build and strengthen research programs in three cross-cutting areas where Duke and DGHI are poised to have impact.

#### AREAS FOR INVESTMENT

For the first round of investment, three broad themes have been identified that respond to the massive shift in the global burden of diseases that is reshaping the global health landscape. These themes are not intended to replace DGHI's current list of research priorities, which encompass a broad range of areas where the institute has built strength and are important to the field of global health. The work of all of DGHI's faculty, centers and cores will continue to be valued and supported. The themes will guide additional investments in areas where Duke and DGHI are poised to build distinctive strength.

Considering existing strengths and opportunities for partnership across Duke, we will seek faculty who can bring expertise in these targeted areas:

- Respond to the rising burden of non-communicable diseases, including mental illness and injury, in low-resource communities around the world
- Exploit the opportunity to permanently rid countries and regions of both communicable and non-communicable diseases such as malaria, HIV and cervical cancer, by supporting advances in innovation, policy, science and technology in service of disease elimination and eradication
- Understand and mitigate the health impacts of global environmental change, including climate change, air and water pollution, land use, impacts of urbanization and migration

- + Solicit proposals from DGHI faculty for colloquia that will bring together faculty and partners from at least 2 Duke entities (schools, centers, institutes or departments) to develop concepts for specific investments based on one or more of these cross-cutting themes, aiming to develop integrated, multidisciplinary teams that have distinct capabilities to advance these goals.
  - + Based on concepts developed through these colloquia, recruit a first round of new faculty in 2019 and 2020. Other types of investment may also be considered, e.g. staff or infrastructure.
  - + Plan a second round of colloquia on these or other emerging priorities to guide a second round of strategic investments in 2021-2022
- Provide all faculty state-of-the-art tools, mentoring and support to compete in changing funding environments and translate research and policy work to impact.
- + Facilitate faculty mentoring at all levels.
  - + Continue mentoring committees for junior faculty—including both tenure track and non-tenure track faculty--and bolster support by recognizing senior faculty mentoring time.
  - + Strengthen DGHI research pre-award activities through staff support and training, aiming to help faculty win multi-project awards and training grants.
  - + Increase support for the Research Design and Analysis Core and Evidence Lab to expand collaboration with more DGHI faculty
  - + Foster new collaborations with private sector partners such as international NGOs that compete for large global health program grants.
  - + Continue to work closely with Duke research, administration and risk management officials to identify opportunities for greater efficiency in supporting international research.

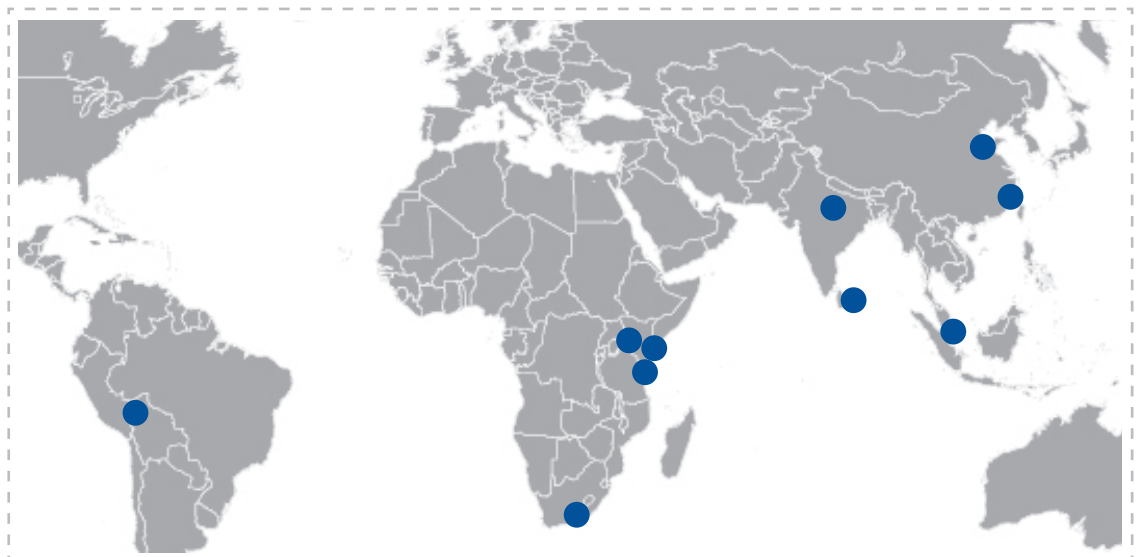
## ●● PARTNERSHIP

**GOAL: Take greater advantage of DGHI's highly effective international partnerships to deepen collaboration and learning opportunities.**

### **ACTIONS:**

- Bring more coordination and focus to global health projects and approaches in Durham and the U.S. South.
- + Establish a formal partnership structure in Durham to bring additional focus, resources and coordination to research, education and engagement activities that take a global health approach to health disparities in Durham and the surrounding area.
  - + Expand opportunities for fieldwork and experiential learning in Durham and the U.S. South.

- Expand global health-focused collaborations with Priority Partnership locations (PPL) and other partners.
  - + Evaluate and redefine the PPL structure to clarify the scope and strategic focus of PPL sites while also continuing to allow for investment in partnerships outside PPLs.
  - + Initiate bilateral education programs in collaboration with DGHI partners in the areas of research, learning innovation and career development.
  - + Pursue and secure training grants to support both short term and degree training of scientists and professionals from PPLs in global health education at Duke, Duke Kunshan University and elsewhere.
  - + Pursue and secure additional funding for graduate tuition and financial aid to increase representation from PPL countries in our graduate programs.
  - + Strengthen strategic partnerships with other global health organizations, in both the public and private sectors, that enhance our research, education, and engagement priorities, provide access to complementary capabilities, and contribute to our financial sustainability.
  
- Ensure PPLs are incorporated and leveraged in Duke’s wider global strategies.
  - + Evaluate and potentially modify PPL designation as it applies to locations where there is a larger Duke institutional presence, such as Kunshan, Singapore and Durham.
  - + Continue to improve infrastructure support and collaboration with Duke systems to facilitate information technology, human resources and legal and financial management at PPLs in ways that optimize efficiency and impact while appropriately managing risk.
  - + Forge collaborations with the new SingHealth Duke-NUS Global Health Institute in Singapore and continue to deepen ties in places where Duke has institution-wide partnerships.
  - + Facilitate more cross-collaboration and communication among researchers working on similar issues at different PPLs.



## ● ● ENGAGEMENT

**GOAL:** Strengthen DGHI's effectiveness at informing and shaping global health policy and implementation of global health innovations.

### **ACTIONS:**

- Translate DGHI research into policy and practice for maximal high impact, via an Evidence-to-Impact initiative.
  - + Initiate competitive processes to provide faculty more resources and support to create impact through translation, implementation, communication or dissemination of research results.
- Position faculty to take a larger role as public thought leaders and in advocating for global health ideas and practices.
  - + Showcase relevant new research through increased events, meetings and communications with stakeholders and decision-makers.
  - + Partner with Duke and Duke Health government relations offices—including Duke in DC—to create briefings and events for policymakers.
  - + Encourage and support faculty in writing commentaries, op-eds and other public-facing communications about research findings.
- Enhance inter-disciplinary approaches to innovation to accelerate application of new solutions to meet global health challenges.
  - + Create associate director role on DGHI leadership team to focus on promoting cross-disciplinary innovation and translation of ideas into action and impact.
  - + Work with Duke schools, centers, institutes, and offices and external partners to strengthen approaches to innovation in global health, including application of data science, development and scaling of new technologies and business models, capacity-building, and new collaborations with public and private sector partners.
- Encourage greater engagement among DGHI alumni and Duke alumni working in global health.
  - + Identify and build regional networks of alumni organized around information sharing, professional development and support.
  - + Encourage alumni to return to campus for guest lectures and other alumni events geared toward fostering connections with students and advancing professional development.

## ●● IDENTITY AND CULTURE

**GOAL:** Build a stronger public identity and organizational culture based on shared values and approaches.

### **ACTIONS:**

- Enhance public understanding of DGHI’s “distinctly Duke” model of global health.
  - + Place greater emphasis on DGHI’s multidisciplinary approach to working in partnership on complex global health issues in DGHI mission and vision statements, as well as other institute-level communications.
  - + Initiate communications campaigns to promote DGHI’s expansive definition of global health and the distinctive design and approach that enable DGHI to adapt and lead in an atmosphere of uncertainty and change.
  - + Redesign the DGHI website and social media presence to be more reflective of a nimble, flexible organization.
  
- Create stronger sense of connection and shared mission among DGHI’s faculty, staff and students.
  - + Create more opportunities to articulate and reinforce the common values and approaches that unite global health researchers and practitioners.
  - + Strengthen the connections among DGHI and its centers through more visible co-branding and programmatic and operational integration.
  - + Create more opportunities for community connection and interaction. Encourage more social interactions and opportunities for DGHI faculty, staff, and students to connect interpersonally and professionally.
  - + Explore options with regard to DGHI’s physical space to foster more collaboration and interaction among faculty, staff and students, including modification of existing space or aligning with like-minded Duke centers or institutes to explore the possibility of new space.
  - + Support professional development of faculty and staff to acquire the skills they need to be most impactful in their work.
  
- Enhance diversity and inclusion across the DGHI community.
  - + Create a new leadership position, Associate Director for Culture and Community, to oversee strengthening the sense of community, including diversity and inclusion.
  - + Work with the Office for Faculty Development, Office for Institutional Equity, and School of Medicine Office of Diversity and Inclusion to review and implement best practices and training opportunities for all members of the DGHI community, especially faculty and staff hiring managers.
  - + Increase the diversity of our faculty, staff, leadership and students through sustained outreach to and partnership with minority communities and organizations.
  - + Increase capacity of students, staff, and faculty to study and work effectively in diverse cultural environments.

## IMPLEMENTATION AND EVALUATION

The actions outlined in this plan will be implemented in a phased rollout by DGHI leadership, who will select appropriate faculty and staff to be responsible for study and implementation of specific steps and determine if additional resources are necessary.

### EVALUATION: HOW SUCCESS WILL BE MEASURED

On an annual basis DGHI leadership will assess our progress in achieving the specific goals enumerated in this strategic plan. In addition to standard measures of research productivity such as peer-reviewed publications, external funding, and metrics for global health education such as numbers of undergraduate global health majors and minors, master's students, doctoral scholars and certificates awarded, the following new metrics assessing the broader work of our faculty, staff and students will be tracked as a measure of success:

- # of revised global/national guidelines and best practices in disease control/clinical services/public health by international organizations, such as WHO or national-level ministries of health, based on the result/evidence generated by our projects.
- # of accepted policy recommendations by either international or national agencies, based on the results/evidence generated by our projects.
- # of scaled, evidence-based interventions that were implemented by partners with support from our global health innovation programs.
- # of scaled, evidence-based interventions that were implemented based on technical assistance reports with recommendations at the national and sub-national level, funded by the donors or domestic governments, or both.
- # of research products that have been used to support implementation of guidelines, recommendations or practices at the national or sub-national level.
- # of students/alumni having influence and leadership in the global health arena as measured by their engagement in national/international organizations.

## ACKNOWLEDGEMENTS

This plan represents the contributions of many people both within and outside of DGHI. We are grateful to everyone who participated in the planning process in both formal and informal ways. Special thanks to the following working groups, which were formed during the process and provided ideas and feedback throughout the formation of the plan.

### STRATEGIC WORKING GROUP

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