# Plan for Academic Enrichment

**Phase II**  
February 2008

## SUPPORTING MATERIALS

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Spies, Richard R.

From: Allen, Brenda A.
Sent: Tuesday, December 11, 2007 2:33 PM
To: Spies, Richard R.; Quinn, Marisa
Subject: FW: Brown U - Diversity Advisory Council Reflection on the Plan for Academic Enrichment
Attachments: Taking Brown’s Diversity to a Higher Level.pdf

FYI

From: White, Augustus A. [mailto:augustus_white@hms.harvard.edu]
Sent: Friday, November 09, 2007 6:19 PM
To: Allen, Brenda A.
Subject: RE: Brown U - Diversity Advisory Council Reflection on the Plan for Academic Enrichment

Dear Brenda,
Thank you for the invitation to make suggestions regarding Brown’s plan for academic enrichment as regards issues of diversity.

The plan for academic enrichment that you offered a synopsis of is superb.

Your report indicates attention to developing innovating programs to bring diversity into the curriculum, so as to further reap the benefit of having a diverse student body. You ask for any specific ideas as to how to achieve this.

Please see the attached statement and recommendation, “Taking Brown’s Diversity to a Higher Level.” This or some modification of it is my first recommendation.

My second recommendation is to suggest a course. This is a course that has evolved and developed at Harvard Medical School for the purposes of meeting the Liaison Committee on Medical Education directive no. 22, which states that as part of culturally competent care education, students “must learn to recognize and appropriately address gender and cultural biases in themselves and others, and in the process of health care delivery.” This is a part of an attempt to teach culturally competent care based on the concurrence of the Institutes of Medicine report that healthcare disparities are due in substantial part to conscious and unconscious bias.

This course has been assiduously worked on and has developed and has evolved over the course of 6 or 7 years. I took the course in large part because I was advocating that it be a required course for all our medical students. I went to the course with that opinion, and went out of it with a different opinion: that it should be required for all people. I made the suggestion that it be made a required course for Harvard undergraduate students. This has not yet happened.

Allow me to succinctly describe the course. The course has been given as an elective to about 8 groups of 12 to 14 first- and second-year medical students. It’s been given to 2 or 3 groups of faculty of the same size. The way it’s organized now, there are about 14 two-hour meetings. In a carefully cultivated environment of full confidentiality and mutual respect, the course begins with the creation of each student of a cultural genogram, which is developed with the accompaniment of an object that the student chooses to bring to this class, which represents his or her culture. This is used to facilitate discussion about each student’s culture and including discussion of the object itself. There is a general discussion in

12/11/2007
the class, and then students break up into groups of 4 for more involved discussion.

The rest of the course involves reading materials, videotapes and discussions orchestrated by the faculty. The material selected for the course is comprised of superbly selected videotapes, books, peer-reviewed publications and miscellaneous articles.

This selected material is presented in individual segments of 1 or 2 two-hour sessions. During the various course meetings, course material is designed to teach about and engender understanding, insight and empathy for the following groups of people: African Americans, Asian Americans, Native Americans, Latinos, gay, lesbian, bisexual and transgender people, disabled people, obese people, immigrants, poor people. The atmosphere is such that any participants in the class who are in any of these groups are encouraged to contribute to the discussion with affirmations, contradictions, reality checks, all designed to facilitate understanding.

This pedagogical structure has worked very well and has been refined to some degree but not changed very much over the course of the experience of the faculty and the developers of this course. The course evaluations by the students, as well as by the faculty who have taken the course, has been strongly positive. I recommend that this course be considered for the curriculum at Brown undergraduate school, and Brown Medical School.

I trust that all is well with you, both personally and professionally.

Warm regards,
Gus White

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Taking Brown's Diversity To A Higher Level

Back in the 1950's when we were in college, most of the Negro students "stuck together," ate in the refectory at the same table, socialized together, and often studied together. In athletics, there was considerable interaction, cooperation, and collegiality with the white students. Not everybody was on an athletic team.

Then years later, Brown, rather than having four Negroes in each class, had twenty, thirty, forty, fifty, or more. Later, there came significant numbers of Asian-American and Latino students. Then there was Diversity, and the comments began.

The phenomenon was most noticed at graduation, when the ethnic minorities marched together, highly visible and accentuated with arrays of cultural accouterments. Trustees and alumni commented, "The black students are all together. They are segregated." White parents mentioned, "I wanted my child to come to Brown and experience diversity, but it's difficult to make friendship with the minority students. They don't seem interested." Now one hears it from students. "Yes, the Diversity is here; it's a reality; but it might as well not be, as each group is separate, and there is much too little interaction."

Diversity has three basic valuable, fundamental benefits in the university. Two are embodied in the Brown Mission Statement: "Special importance is given to the sense of a community in which the individual growth of all members is advanced through the cultivation of mutual respect, tolerance, and understanding." In other words, people of different backgrounds learn to live together. The second value in the mission statement is actually taken in part from the Brown Charter. "The mission of an undergraduate education is to promote intellectual, moral, and aesthetic growth and to develop the qualities of mind and character that will enable our students to, in the words of the Brown Charter, 'discharge the offices of life with usefulness and reputation'." Given the realities of today's world, this accomplishment is essentially prohibited unless the student learns to work effectively with a broad variety of fellow humans. The third element of diversity value in the academy relates to the analysis and understanding of knowledge. We know that knowledge can and should be viewed, analyzed, and integrated from more than one perspective. It is through the scrutiny and views of several perspectives that we reap the full benefit of the knowledge we seek and explore. Brown has been successful in placing in the University a variety of individuals. Brown has achieved the arrangement of a diverse community.
Our challenge for the future is to assure that Brown's various students learn to sincerely respect one another, effectively work together, and teach one another through shared perspectives.

This is a distinctly formidable challenge, but it can be done. Brown is historically, uniquely, and thoroughly qualified to successfully meet this challenge. There is the institution's rich heritage of tolerance and openness. Brown's Charter, a remarkable 18th century document, includes such phrases as "into this liberal and catholic institution shall never be admitted any religious tests...and that all members hereof shall however enjoy full, free, absolute, and uninterrupted liberty of conscience...and that youths of all religious denominations shall and may be freely admitted." Also, a wholesome questioning of orthodoxy and a heterogeneous faculty and student body were deliberately built into Brown University from the very start. There is another historical qualification. Brown has been enormously successful at following courageous risk-taking with highly successful innovations. Consider two examples: First, there is our nationally recognized and highly sought-after undergraduate academic program. Second, there is the successful development of the esteemed Brown Medical School on a "Spartan" budget. This young medical school has several innovative programs to its credit. These include: the initial two-year medical program, cross-over sharing of medical students with Dartmouth, the Program in Liberal Medical Education, and the M.D. 2000 Competency Based Curriculum. So Brown's historical tradition of freedom and inclusiveness as well as its ingenious successes are the ingredients of its ability to meet this challenge.

Now we come to the proposal. The suggestion is that Brown establish an academic program which stimulates, inspires, and rewards undergraduate students for producing as part of a diverse team a genuine scholarly unit of academic work. The work would be a research project in the sciences, social sciences, or art. A scholarly written thesis or a product in the performing arts would also qualify.

This, of course, could not happen unless the faculty chooses to endorse and support the idea. The faculty, if it approved the concept, would develop the program to be one of serious and authentic scholarly significance. The program would be the equivalent of the undergraduate Honors Program Thesis or the Senior Thesis.

The teams would be comprised of five to seven students. Units of diversity would include African-American, Native American, Hispanic, Asian-American, Foreign National, physically disabled, female, Caucasian male, gay, and lesbian. Each team would be required to have at least four units of diversity represented.
The concept could be known as the Diverse Scholars Thesis Program. The participants on teams producing successful theses as determined by faculty would graduate with some appropriately named honor or recognition on their diploma and in the program at Commencement. The significance would be comparable to the Honors Program designations. This is one incentive. The faculty and others could develop other incentives such as small research grants, one or more credits towards graduation, and other well-conceived rewards.

If this suggestion could be made a reality, what would be the advantages and benefits?

1) This would encourage students in the various diverse groups on campus to interact with each other, even if they just considered a diverse scholars thesis.

2) Those who complete a thesis would have gained an opportunity to know, like, enjoy, and respect some of their fellow humans who are from a different life experience.

3) Those students who participate would interact as a community. They would analyze problems from different perspectives. They would solve problems based on the utilization of a variety of different skills and experiences.

4) The team participants would learn to get along together and work with one another toward the completion of a mutually beneficial project.

5) The students would have demonstrated to themselves, their peers, their parental sponsors, the faculty, the university community, the overall society, their future employers and employees that they can work together across certain boundaries and successfully complete a formidable task.

Future Brown students who graduate with a Diverse Scholars Thesis will be prepared to discharge the offices of life with significantly enhanced usefulness and reputation; and Brown will have taken its leadership in Diversity and Pluralism to a higher level.

Respectfully,

Augustus A. White, III, M.D. Dr. Med. Sci.

August, 1997
December 17, 2007

Ruth J. Simmons
President
Brown University
Box 1860
Providence RI 02912

Dear President Simmons:

This communication provides an update of activities of the Advisory Council on Athletics, following up on our Council’s 2006-2007 agenda and goals as sent September 21, 2006. The Council is moving toward submitting a report of recommendations immediately following our April 2008 meeting.

The Advisory Council on Athletics has discussed in great detail the appropriate role of athletics (i.e., intercollegiate sports, club sports, intramurals, physical education and individual fitness) in the Plan for Academic Enrichment; the incredibly valuable contribution of athletics, broadly construed, in the education and experience of Brown students; and the vision for Athletics and Physical Education. This Council views as one of its most fundamental roles to enhance the connections between academics and athletics, and to explicate how both work together to reinforce the learning experience for Brown students. The opportunity to engage in physical activity as well as team sports, at whatever level of competition, is central to Brown’s proposition to students of a well-rounded educational experience. Particularly now, students rightfully bring to Brown expectations that fitness and recreational sports will be part of an experience that makes Brown a great place for them to live and learn. For student-athletes, the educational and developmental benefits of participation in athletics are significant and lifelong, and should not be taken for granted – nor should we assume that these benefits will be gained in other venues.

The Council recognizes a critical need for, and urges greater investment in, our program of athletics and physical education to accomplish Brown’s goals and our commitment to enhance the experiences of all Brown students and the greater Brown community. You and I have previously discussed your expectation that this Council will advocate actively for athletics and physical education at Brown. Recognizing that advocacy, this Council puts forward our belief that, with an excellent base from which to build, increasing support of the athletic and physical education program will provide tremendous benefits for the University. Those benefits include, but are not limited to, educational and developmental experiences for student athletes; enhanced interaction among students, faculty and other members of the Brown community; enhanced well-being and health; and, importantly, representation of our university on the fields of athletic endeavor. Director of Athletics, Michael Goldberger, has espoused a vision for the Department of Athletics and Physical Education – the core of which is achieving excellence in this area of the University’s activities – which the Advisory Council on Athletics endorses wholeheartedly.

The Council includes in our mission the oversight for issues of diversity and diversity enhancement in athletics. We expect and receive reports from the Athletic Director at our biannual meetings on the progress of diversity initiatives and programs in the department. We continue to evaluate current activities in this critical aspect of athletics and physical education, and encourage continued progress through ongoing initiatives and innovation.
In addition, in the past eighteen months, the Council has focused its work on five primary topics as follows:

1. **Facilities**
   One of the Council’s early recommendations focused on the advantages of outside, objective assistance in developing a thoughtful and responsive strategic plan to address facility needs in both competitive athletics and physical education and fitness. The resulting Athletics Facilities Master Plan, developed in conjunction with Cannon Design Inc., provided an excellent assessment of needs and a plan for prioritizing those needs. The Council has continued to review with the athletics staff the implementation of that prioritization, specify needed adjustments, as well as identify any additional project opportunities. We have discussed on an on-going basis how to balance maintaining focus on discrete, executable projects while continuing to plan in the long term for the larger new construction efforts.

   The Council has emphasized continuing to advance projects that current students will benefit from, even in the face of unanticipated significant need. The Council has been clear that we must address facilities problems and make improvements such that students acknowledge the University’s commitment to this area. The additional turf fields, which will benefit many varsity, club sport and intramural athletes via improved field availability and safety; resurfacing and improvement of the outdoor tennis courts; and replacement of the lighting in Meehan arena are excellent examples of execution against this goal. Inclusion of the strength and conditioning center for varsity athletes in the Nelson Fitness Center program was also a priority the Council supported enthusiastically.

2. **Business Initiatives**
   Working with the marketing and budget staff in Athletics, a subcommittee of Council members evaluated and recommended an appropriate and value-added role for outside assistance with sponsorship sales and service. This committee has been instrumental in assisting the Department of Athletics and Physical Education in developing and vetting a request for proposal (RFP), and in distributing and evaluating responses to the RFP. As a result, the University is currently negotiating a contract for sponsorship sales and service that is expected to broaden Brown athletics’ marketing reach and enhance revenue.

3. **Athletics and the Academic Mission**
   This subcommittee has focused on the very broad issue of how athletics enhances students’ educational experience at Brown – identifying areas in which we excel at Brown and those in which improvement is needed. Their central questions have been: How can Brown create an atmosphere in which the community sees and understands the benefits of athletics as a contributor to the fulfillment of the academic mission of the university? How do we create and strengthen the structures and relationships that support most effectively the educational development – academic and co-curricular – of students who are athletes, but also of all students? They have identified a need to make relevant and palpable for faculty, staff and students the role that athletics (in all its forms) can and should play in the education of young adults; a need to strengthen relationships between faculty and coaches at Brown; and a number of questions related to enhancing the participation of undergraduate students in a broad range of activities across the University. We can assist Brown by enhancing the understanding of, and being more explicit about, the educational benefits of fitness, physical education, recreational sports, and competitive athletics. Some of the educational benefits accruing to participants in athletics, fitness, and physical education that the Council is
focusing on include general health and fitness (and stress reduction), interaction among students who would not usually interact otherwise, development of personal discipline, and skills of teamwork and team problem solving that are (and will be) so important in students’ academic, co-curricular, personal and professional lives.

4. Experience of Student Athletes
The Council members involved with evaluating and recommending improvements to the experience of student athletes at Brown have been gratified that their earlier recommendations have led to improvements in the gathering of and review of information from Brown’s active varsity athletes as well as from students who leave their teams prior to graduation. Significant insights have already been gained from this enhanced source of information. While continuing to review data from the student-athlete surveys and University surveys of undergraduates, this subcommittee has broadened its data gathering to include a number of recent Brown alumni and athletic administrators at peer institutions. This work is focused on identifying needs and recommending best practices in communication, support structures, and working relationships between athletics and other university departments to support the best experience – academic, athletic, community – for our student-athletes.

5. Recreational Sports
Mr. Goldberger and Mr. Carey have kept the Advisory Council abreast of planning for the Nelson Fitness Center and the tremendous improvement that will accrue to the recreational sport and fitness program for all Brown students, faculty and staff. As the Nelson planning is on-going, a Council subcommittee has focused on issues related to Club Sports – many of which were recently reassigned to the oversight and guidance of Athletics and Physical Education – and the experience of students involved in that level of competition.

I remain impressed, and humbled, by the passion and dedication members of the Council bring to this effort on behalf of Brown, and their commitment to advancing the success of the University’s programs broadly as well as athletic. I am honored to serve as their chair.

Respectfully,

Kevin Mundt ‘76

cc: Russell Carey
    Michael Goldberger
    MaryLou McMillan

Enc: Department of Athletics and Physical Education Vision Statement
Department of Athletics and Physical Education
Vision Statement

Fall 2007

INTRODUCTION

"Brown University’s goal is to have an excellent athletics program that provides a superior experience for our students, and that is integrated fully into the academic mission of the University." (NCAA Recertification 2006) At present, the Department of Athletics and Physical Education provides athletic and recreation opportunities for the entire Brown community. Our 37 varsity sports teams are made up of highly competitive, well-qualified student-athletes. The 16 club teams provide an outlet for Brown students interested in a competitive experience at a less-intense level than varsity. A variety of intramural leagues support physical fitness and competition within the Brown community, and our structured physical education classes and our available fitness equipment encourage physical activity and skills training for students, faculty and staff, and the local community.

It is the responsibility of the department to provide staffing, administration, logistical support, equipment and training/competition space for our varsity, club, intramural and recreation participants in a healthy and safe environment. As members of the Ivy Group, we believe in the principles of the league which state that intercollegiate athletics ought to be maintained within a perspective that holds paramount the academic programs of the institution and the academic and personal growth of the student athlete. Our facilities and programs are available for Brown's more than 7,000 students and 3,000 faculty and staff. The number of participants in our programs annually is staggering: 3,000 intramural participants, 2,000 physical education class members, 500 club sport athletes, and nearly 900 varsity participants, not to mention the more than one thousand daily users of our fitness facilities.

The department is comprised of dedicated administrators who support the student-athlete experience, who support the recreation aspect of the university’s mission and the student experience, and who partner effectively with other administrators within the university. The department is comprised of dedicated coaches who believe in the Ivy competition ideal and can thrive within Ivy and NCAA rules, who teach student athletes life skills while encouraging excellence on and off the field. Finally, and most important, our department is comprised of student-athletes who seek excellence and who strive to fulfill both their athletic and academic potential. The Department employs 130 people to provide this broad based program.
PLANNING PROCESS

At the request of the Vice President for Finance, the Department of Athletics and Physical Education has taken a long and thoughtful look at how to best serve our constituencies. Where should this department be in five years and how well can our current budget provide us with the resources to achieve our goals? While most of the passion that surrounds the department centers around the varsity programs, our review has considered every aspect of our department. We have looked in depth at the more than 60 budgets within the department. Senior members of the athletic staff met with coaches and administrators responsible for each of the individual budgets. Those coaches and administrators provided their insights on the resources needed to run those programs properly. This information was then reviewed by the senior administration of the department, the division budget director, and the Director of the BUSF. This group discussed the information, compared it with similar type institutions when possible and created a list of needs and associated costs to those needs. This list was then vetted through the President's Advisory Council, the Executive Leadership group of the Brown University Sports Foundation, the Vice President for Campus Life and Student Services, and the University Budget Director.

DEVELOPING A VISION

As the various recommendations from coaches and administrators surfaced, it was clear to us that each individual steward of her/his budget had thought carefully about each facet of the operation. None of the requests or recommendations was capricious and none was out of line with what was available at other institutions. However, we know we cannot be all things to all people and it was incumbent upon us to articulate the building blocks around which the department of athletics and physical education should build its future. We knew that our plan should be student centered and we have used the Plan for Academic Enrichment as a guiding principle in our efforts.

What do we want a Brown student to experience in five years? How can we shape a plan for the future to allow our department to have a strong, positive impact on the lives of our students? We have looked carefully at this question and feel that we can make important strides through working in four main areas of strategic focus:

1. The Department of Athletics and Physical Education should be an integrated part of the educational mission of the university;
2. The health and safety of our students and athletes is paramount in all we do;
3. Brown is committed to being a competitive member of the Ivy League;
4. Our programs and facilities should reflect the excellence of the University.
AREA OF STRATEGIC FOCUS

1. The Department of Athletics and Physical Education should be an integrated part of the educational mission of the university.

   **Specific Objective 1** – Recruit and retain the best possible coaches, instructors, and administrators.

   **Specific Objective 2** – Provide a broad based program for all students featuring multiple levels of commitment and opportunity.

   **Specific Objective 3** – Provide and support programming that addresses the educational values of athletics.

The primary mission of any university is academics, but there is little doubt that athletics plays a vital role in the education of our students. Whether their commitment is through membership on a varsity team or through developing a healthy lifestyle in one of our recreation programs, the contribution is immense; and we believe that almost all students consider themselves athletes at one level or another. All students can learn about teamwork, leadership, discipline, commitment, working with diverse groups of students in addition to developing healthy life skills. Surely, there are other places where these skills can be developed, but some would argue that athletics can do this better than any other discipline.

> For an athlete, their whole being is involved in their sport. Their bodies are involved, surely, but also their intellects, and also their emotional commitments, and also their very sense of self-identity. Because, then, of the very nature of athletics as involving the whole person, coaches are often able to involve the whole being of the athlete in a way that those of us who are classroom teachers struggle mightily and with relatively rare success to achieve. Is it any wonder, then, that the teaching they do, positively or negatively, will have deeper and more lasting affects. Yes, coaches are indeed teachers, and their power as teachers is immense, surely as great as any teachers in other disciplines. (Drew Hyland)

It is indeed important to be sure that our University respects its coaches as teachers and places them in situations where it can teach those lessons. Similarly, one must realize that this works both ways – good coaches are good teachers, so too, are bad coaches teachers. We cannot tolerate bad teachers in any area of the university.

Thus, our goal is to recruit and retain the best possible coaches and administrators. We do not seek million dollar deals for our staff, but the fact remains that the funding level for many Brown coaches is well below the Ivy medians. Historical inequities between men’s and women’s compensation should be narrowed. Our assistant coaches should have realistic work schedules and should be compensated fairly, and our administrators should be paid at competitive levels.
We currently offer one of the largest intercollegiate programs in the nation with 37 varsity sports. However, this portion of the department serves only 900 young men and women. Brown should expand its offerings in the areas of club sports, intramurals, physical fitness and recreation so that all students can, if they so choose, participate in a program that suits his/her needs. The Jonathan Nelson Fitness Center will provide increased space and opportunity for this expansion, but personnel to direct these programs and instruct new classes will need to be added. One of the important missions of our department should be to provide classes and supervision that promotes healthy lifestyles.

We need to provide consistent support and programming to provide for the bridging of academic and athletic goals. We expect to produce scholar-athletes whose performance in the classroom and on the fields of play are a reflection of the values of this institution.

2. The safety and the well being of our students and our student-athletes are paramount.

**General Objective 1** – We must provide modern, safe facilities, venues, and equipment, for our students and our athletic teams.

**General Objective 2** – We must provide our athletes with well trained support personnel in crucial areas involving training and sports medicine.

**General Objective 3** – Travel to practice and competition must always be arranged with an eye towards safety.

There are inherent risks to athletic competition and training. That said, it is our responsibility to be sure that athletic participation and competition take place in as safe an environment as possible. Our facilities should be maintained and monitored for safety on a regular schedule. The equipment we make available to our students must be cared for properly. Budgets must be such that equipment can be replaced on a regular schedule and the risks involved must never be taken for granted. Home competitions require crowd control so as to provide for the safety of our athletes and the well being of our fans.

The Department must maintain an adequate staff of professional support personnel to provide for the safety and well being of our students and our athletes. Every aspect of our operation should put the safety and well being of our athletes first. This practice would extend from obvious areas like sports medicine and strength training to mundane areas like clean laundry to prevent staph infections.

Transportation is an area of great concern. The away competitions require team travel and athletes should be transported safely, using approved vehicles with trained/certified drivers. Steps have been taken in this direction already, but there are still areas of concern. Many of our teams (golf, skiing, sailing, and equestrian) practice at venues off campus and our students are often responsible for providing their own transportation to
these sites. The nature of these sports does not permit for practice venues on campus, but we should take steps to reduce the use of student transportation.

3. **Brown University is committed to being a competitive member of the Ivy League**

   **General Objective 1** — We should derive great pride in our membership in the league and strive to compete as equal members of that league.

   **General Objective 2** — Our administration must be staffed in a manner that they can perform the duties required by league membership and can perform them well

   **General Objective 3** — Our varsity and club intercollegiate programs should be staffed and funded in a manner that allows each to compete on an equal level with other teams in the League

Brown University is a member of the Ivy League and it is certain that we derive great benefit from this membership. It is how we are best known and it is without doubt the biggest factor in our ability to attract faculty and students. That said, it is important to remember that the Ivy League is an athletic conference and as members we must abide by its rules, standards and policies. This membership sets standards and policies with regard to recruitment, travel, compliance, game expenses, and much, much more. Yes, this is a price for this membership, but the benefits are great.

At the present time, Brown sponsors the third largest total of intercollegiate teams in the conference with 37 and smallest number of administrators with 13. Only Harvard with 41 sports and Princeton with 38 exceed our offerings; yet Harvard has 24 administrators and Princeton 27 compared to Brown’s 13. This difference should be addressed so that our administration can perform their work properly and with pride. In addition, these differences impact not only our intercollegiate teams, but also the ability of this administration to provide proper service and supervision to the non-intercollegiate offerings.

We are committed to providing our student athletes with the opportunity to compete on a level playing field with our Ivy brethren. Surely, we could field teams without matching the commitment of the other Ivy institutions and in some areas we may choose to do so, but the League’s founding principles state that each member school, “. . . ought not merely to tolerate, but to value a balance of competitive success within the Group. Although schools may differ in those sports in which they excel, a reasonable competitive balance among institutions over time over all sports should be sought.” We are committed to being an equal partner in our goal of competitive balance. This commitment translates to coaching staffs, travel and recruitment budgets.

4. **Facilities should reflect the excellence of our university**

   **General Objective 1** — We should provide athletic facilities and venues that are safe, appropriate, and competitive within our league.
General Objective 2 – We should provide and maintain athletic equipment so that it is adequate, safe and functional.

General Objective 3 – New athletic venues should be planned with an eye towards future needs and an eye toward creating beautiful spaces on campus.

The current state of facilities at Brown is in serious need of support. This commentary reflects every aspect of operation from recreational athletics to intercollegiate. The current situation with the Smith Swim Center makes this abundantly clear. We recently brought in an outside consulting group, Cannon Design, who provided extensive lists of deficiencies. Our track facility is no longer eligible to host the league championships because of an inadequate number of lanes, our swim center (when it was open) was not adequate to host the league championships due to lack of depth. Visiting teams refused to play on our outdoor tennis courts due to the large number of cracks on the playing surface. Our gymnastics team has a member who is a current silver medalist at the recent world championships – yet we do not have a training space adequate for her work out on one of the four core events. Many of our varsity teams do not have locker rooms or are forced to share with one or two other teams. Additionally, many of our facilities are in severe need of repair – and I say this despite an excellent relationship with facilities management who provides us with what I am sure is more than our share of service.

Athletic equipment for our recreational athlete is inadequate. We currently possess over $500,000 worth of cardio equipment, most with a lifespan of only 3 years, yet we have no budget to replace this equipment. Some of our varsity teams, such as men’s and women’s track, often require students to purchase some of their own equipment.

As we consider new facilities, it is crucial that we keep an eye on future needs. The Cannon Design group provided excellent benchmarks for where we should be heading in the future. For example, our facility for strength and conditioning is 4,000 n.s.f. Cannon Design recommended that our facility be 14,500 n.s.f. At this time, there is under consideration the possibility of adding this facility to the Nelson Fitness Center. This could be a very important first step for the future.

CONCLUSION

To achieve our goal of having “an excellent athletics program that provides a superior experience for our students and that is integrated fully into the academic mission of the University,” we must focus our efforts on the objectives outlined in this vision. Each area of strategic focus provides opportunity to improve the experience for the thousands of students who participate in athletics during their time at Brown. We know there will be obstacles, but believe we possess the desire and the ability to turn this vision into reality. Next steps include sharing the vision with other decision-makers in the University, developing a plan and timetable for implementation, and identifying funding resources.
24 December, 2007

Dear President Simmons,

We welcome your timely reminder and offer in mid-November of the opportunity to take a close look at the Plan for Academic Enrichment (PAE) as it affects, in our case, Corporation members of the Library Advisory Committee. We put forth the following thoughts knowing well the many competitive demands and priorities on the University's agenda while acknowledging only a modest degree of special pleading your offer affords.

In our review we noted how creative and effective the cluster of library entities has been since 2003 in fulfilling its complex mission and adapting to technological and incremental change. Specifically, the migration to digital formats, the introduction of upgraded classroom computer and audio-visual equipment and a raft of library retrieval software improvements have kept Brown in step with emerging technology and respectably competitive with our peer institutions. We are especially impressed and proud that University Librarian, Harriette Hemmasi, is at the leading edge of the profession's analysis and implementation of new student information and learning practices that seem likely to affect future pedagogical practices. She and her staff should be encouraged and supported as their innovative work at this nexus of materials and information methodology could affect virtually all aspects of Brown academic performance.

Even as technologies and study habits change, the University must continue to provide access to important scholarly texts and online and multimedia materials and update its facilities if Brown is to keep pace. In terms of its collections, in our view there is a real vulnerability to the PAE if Library funds remain crimped in both the URC process and the Campaign priorities where new collection endowments are treated as budget relief rather than true additions to the Library budget. It is striking that since 2004 the University Resources Committee has made only a single $50K addition to the resource base for new collections and a one-time infusion of $400K against an inflation-adjusted shortfall of $1.36 million. This is out of an aggregate annual collections budget of $7.376 million. Again, the very nature of the PAE with its added faculty and enhanced research and teaching requirements implies a commensurate increase for the Library system in servicing that demand. Clearly, failure to address these pressing budgetary needs will have a deleterious impact on scholarship at Brown.

In recent years notable improvements have occurred in our library facilities. The Collections Annex and the Friedman Study Center have provided needed
operational and attractive community spaces. With reallocation of operating funds and a small gift from a graduating senior, Harriette has managed to create more welcoming and functional spaces for students in the lower level of the Rock.

However, there remains a serious need to update the Rock’s first floor, which, despite being one of the most heavily used areas on campus, has a somewhat pedestrian appearance. We are very excited at the prospect of having the John Hay Reading Room restored to its original function and hope that it, along with the Rock, will become priorities in the Campaign. Recreating this unique space in the Hay in an aesthetic and modernized manner will make it again a true showplace on campus and will encourage the whole University community to use it and its treasures for its members’ writing and research. Likewise, it will be a real attraction to the many alumni who remember the Hay as "their" library in their identification with Brown.

Finally, in the category of rubber-meeting-the-road, we are concerned that the Libraries’ operational and bricks-and-mortar needs may not be receiving the attention in the Boldly Brown Campaign that they deserve. We know that libraries loom large in first impressions of the campus of prospective students and parents and that graduating Brunonians importantly value their library experiences. But even more fundamentally, the objectives of the Program for Academic Enrichment require a first class library system; a reality that we do not yet feel is fully reflected in the Campaign priorities. To put this in perspective, while two thirds of the University campaign goals has been attained, less than a third of the Library’s targets have been raised to date. Even putting aside the competitive moves by peer institutions, and looking solely in the context of our PAE, library services are the critical tool for attracting the quality of faculty and student that will allow Brown to continue its unprecedented growth and transformation. It is essential that we commit to the Library the institutional and fundraising support necessary to enable it to fulfill its core role.

Sincerely,

Joan Sorensen ‘72 P’06 P’06  Bill Twaddell ‘63
Date: December 27, 2007  
To: Richard Spies and Marisa Quinn  
Re: Review of Brown’s Plan for Academic Enrichment (PAE)  
From: The Advisory Council on Relations with Tougaloo College

Dear Richard and Marisa,

On November 15, the Advisory Council on Relations with Tougaloo College received an e-mail from President Simmons asking all Advisory Councils to review Brown’s Plan for Academic Enrichment (PAE) and offer suggestions on ways to strengthen the Plan.

In response to this request, we are pleased to submit a summary of our suggestions for additions to the PAE that are within our area of responsibility. Our recommendations reflect our desire to ensure the longevity of the Brown University - Tougaloo College Partnership (BTP) and support institutional goals on both campuses.

Staff  
Valerie Wilson, Director  
Elizabeth McCurdy, Program Coordinator

Advisory Council Members  
Ken McDaniel, Chair  
Levi Adams*  
Stanley Aronson*  
Peter Bernstein  
Jessica Brooks*  
Isaac Byrd  
John Cutler  
Brickson Diamond  
Michael P. Gross  
Hill Harper*  
Galen Henderson  
Susan Adler Kaplan  
Hanna Rodriguez-Farrar*  
Emma M. Simmons  
Leroy Walker  
George Wallerstein  
Frank Yatsu*

* new members
Overview

The Brown University – Tougaloo College Partnership (BTP) has an over 40 year history as a unique collaborative venture that engages the culture, academia, and histories of two distinctive institutions. Programs include student and faculty exchanges, collaborative research projects, and administrative level initiatives designed to build capacity and foster inter-institutional collaboration. To date, over 800 students, faculty and staff have participated in this relationship.

Despite this longevity, the BTP has yet to cement its place within the institutional framework of Brown University – until now. Renewed interest in the topics of diversity and inequity at Brown (particularly through the Slavery & Justice initiatives), coupled with the on-going review of PAE goals, priorities and objectives provide the BTP with a window of opportunity to institutionalize this relationship. It is from within this arena of history and current interest that we forward our suggestions for areas where Brown might strengthen the PAE and continue to support the BTP.

Response

We propose the endorsement and support of existing and new BTP initiatives through inclusion of this relationship into the PAE. This might most easily be accomplished by adding the BTP to the existing PAE category #5 – Fostering Multidisciplinary Initiatives – particularly the specific goal to “Expand and improve existing complementary relationships with other institutions, and develop new ones.”

Compelling rationale for this recommendation includes:

1. Strengthening and expanding the BTP is a specific priority of the Response of Brown University to the Report of the Steering Committee on Slavery & Justice (see item #7 in this report).
2. Longstanding Presidential support for this relationship exists, and includes the 2005 renewal of the original ‘cooperative agreement’ by Presidents Simmons and Hogan.
3. Our programs articulate into all aspects of the current PAE (please see the attached chart) and also links well with other institutional priorities (e.g. Slavery & Justice).
4. Administrative structures are in place to support all activities including:
   • The Advisory Council on Relations with Tougaloo College has increased its membership, and completed intensive strategic planning processes.
   • Advisory Boards on both campuses have invested considerable time and effort over the last year to increase communication, strengthen infrastructure, enhance programs, and increase the visibility of the BTP.

Our recommendation reflects the need for approximately $5M of endowed support that may be realized through on-going campaigns at Brown or with the initiation of a separate collaborative fundraising campaign for the BTP. The following pages provide further description of all our initiatives and estimated program need. Additional information is available on the website (http://www.brown.edu/Administration/Brown_Tougaloo/) and from the BTP office at Brown.

We remain grateful for your continued interest in this relationship and we will be happy to discuss our recommendations with you.
The following documents provide a rationale for institutional support of the BTP that is responsive to Brown’s Plan for Academic Enrichment, Brown’s Slavery & Justice initiatives, and Tougaloo’s strategic goals and needs.

Major areas of focus and expansion FY08 - 11 are:

1. **Support and expand the Student Semester Exchange Program** - A central focus of the BTP has been to provide opportunities for undergraduate educational and cultural exchange. We propose expanding opportunities for participation in the Student Semester Exchange program by increasing our current 5 slots to a total of 8.

2. **Support and expand undergraduate summer research opportunities** – Improving undergraduate participation in research is priority for both Brown and Tougaloo. Opportunities exist at both institutions in a variety of disciplines and we propose partial support for a total of 12 students by FY11.

3. **Support the Brown-Tougaloo Faculty Fellows Program** - Responding to Brown’s focus on Graduate Education, the Brown - Tougaloo Faculty Fellows Program allows Brown graduate students the opportunity to teach courses at Tougaloo and immerse themselves in a unique academic and cultural community. Students are admitted into the program based in part, on their ability to contribute to the core curriculum at Tougaloo. Our pilot in September 2007 was very successful, and is modeled after the Brown-Wheaton Faculty Fellows Program. We propose continuation of this program.

4. **Enhance Brown’s Urban Education Policy Fellows initiative** - We propose including Tougaloo alumni in Brown’s Urban Education Fellows initiative. Fully prepared bachelor’s level graduates could, once accepted into and graduated from the program, work in Providence or return to Mississippi to fulfill the service requirement of this program.

5. **Enhance the Faculty Exchange Program** - We piloted a ‘virtual’ faculty exchange program this fall (September 2007). Designed to take advantage of IT systems, this pilot is serving as a template for future course offerings that will engage more students in a cost effective manner. To fully support this program we anticipate the need to install smart classrooms on both campuses and evaluate the need for upgrading other IT systems (see #12 below).

6. **Support the proposed Early Identification Program in Public Health (EIP-PH)** - In collaboration with Brown’s Program in Public Health we anticipate partially supporting Tougaloo student participation in the proposed EIP-PH. This program will admit selected Tougaloo students into the BS/MPH program, and provide opportunities for Brown students to participate in successful on-going research at Tougaloo.

7. **Seed Funding to Launch Multidisciplinary Initiatives** - Significant opportunities exist for inter-institutional exchange and collaboration. Staffs on both campuses are designing initiatives reflective of this historic partnership and that are responsive to current socio-cultural and academic discourse. Discussions
are underway in the fields of Education, Community Health, Slavery & Injustice, and Africana Studies. Many of these initiatives hold promise for international exchange and research.

8. **BTP Staff Salaries** – We believe that both institutions need to fund office staff if programs are to be successfully implemented. An endowed Brown Chair at Tougaloo has been proposed as a means to support a staff position at the College.

9. **Support student Spring Break trips and campus visits** - Focused Spring Break trips and student visits are a cost-effective means to introduce students to the partner campuses and foster the development of collaborative student projects.

10. **Support the Bernstein Scholars** - The Bernstein Scholar program provides $250 - $500 pp for student designed and led projects that promote an interest in and understanding of the BTP. Scholars will be supported by endowed funds in 2011. Interim funding support is needed.

11. **Support Emmett Till outreach** - In collaboration with Brown’s Africana Studies and Rites and Reason Theatre, DBA Studios in Chicago, and Tougaloo, we are facilitating the reenactment of the trial of Emmett Till based on the recently release transcripts, and the staging of Ifa Bayeza’s “The Ballad of Emmett Till”. Outreach programs on both campuses are being organized and funding support is needed.

12. **Improve and expand IT resources** - In order to facilitate inter-institutional discussion and collaboration we are investigating areas where IT resources need to be supplemented. Installation of smart classrooms will facilitate long-term distance learning and collaboration.

13. **Housing for Brown personnel at Tougaloo** - We are investigating options for housing Brown personnel during their stays at Tougaloo.

The following pages provide additional explanation of areas of focus and program need - they are:

- **Areas of Focus and Estimated Program Need, 2008-2011.** This one-page document shows our projected need by year and category through 2011.
- **Areas of Focus and Estimated Program Need Explanation, 2008-2011.** The following 3 pages provide further explanation.
- **BTP Programs and Institutional Priorities Matrix.** A one-page document showing areas of congruence.
### Brown University – Tougaloo College Partnership (BTP)
Areas of Focus & Estimated Program Need 2008 – 2011
Brown University

Figures are presented as current use (cu) funds and represent Brown’s need outside of current operating budgets. Approximately 50% of total program costs come from Tougaloo College, grants, donations of time and supplies, and are not shown here.

<table>
<thead>
<tr>
<th>Area</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
<th>FY 11</th>
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<td>- Summer Training Support</td>
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<td>7. Seed funding to launch multidisciplinary initiatives - 1 yr. funding per project</td>
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<td>8. Support BTP infrastructure needs – staff salary</td>
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<td>- endowed</td>
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<td>11. Support Emmett Till outreach activities</td>
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<tr>
<td>12. Improve and expand IT resources</td>
<td>50k</td>
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<td>13. Housing at Tougaloo (shared support)</td>
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<td><strong>TOTAL</strong></td>
<td>107.5K</td>
<td>270K</td>
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<td>380K</td>
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This document is for discussion purposes only. Final figures may differ from those shown here.

1. Full year program need
2. One time investment, then maintenance
BTP – Advisory Council response to the PAE

Brown University – Tougaloo College Partnership (BTP)
Areas of Focus and Estimated Program Need, 2008 - 2011
Brown University
Explanation

Final program need figures may differ from those shown here. Estimated program need is presented as current use (cu) funds and endowed (e) funds for discussion purposes and represents Brown’s contribution. Additional support (about 50% of total program costs) are from outside grants, Tougaloo College, other Brown departments and donations of time and supplies.

1 Support and Expand the Student Semester Exchange Program

- Program Need - $60k (cu) or $1.2M (e)

Gradually add 3 scholarships at $20k ppm by FY11. We currently share 5 slots with the Early Identification Program in Medicine (EIP-Med). Additional funding will allow us to expand the program to include EIP-PH and other disciplines. This will continue to be administered by the Office of Financial Aid.

- PAE Category: Enhancing Undergraduate Education

2 Support and expand summer research programs

- Program Need - $42k (cu) or $840k (e)

Partial support for Brown and Tougaloo students to participate in summer research, up to 12 slots by FY11 at $3.5k ppm. We anticipate 4-6 research slots will be open this summer at Brown (2008), and we would like to provide partial support for 3 Tougaloo students in Neuroscience, Community Health and Public Policy. In subsequent years we will expand the program to include on-site research at Tougaloo in other disciplines including Public Health (as part of the proposed EIP-PH) and Community Health (as part of the Sister-Talk research study). We anticipate continued shared support from Tougaloo, grants, and other Brown departments.

- PAE Category: Enhancing Undergraduate Education

3 Support the Brown-Tougaloo Faculty Fellows Program

- Program Need - $11k (cu) or $220k (e)

This fall (September, 2007) we initiated a new Faculty Fellows Program. This pilot was very successful and additional funding will allow us to continue to provide partial support, for 1 person for 2 semesters by FY11. The Graduate School at Brown and Tougaloo provide additional funds.

- PAE Category: Excellence in Graduate Education
## 4 Enhance the Urban Education Fellows Initiative

- Program Need - $50k (cu)

We propose gradual inclusion of Tougaloo alumni in Brown’s Urban Education Fellows initiative, $25k pp in scholarships per yr for 2 yrs of study – 1 person in FY09 and then a cap of 2 students starting in FY10. Tougaloo graduates could then return to Mississippi or remain in Providence to fulfill the service requirement of this program (see Brown’s Slavery & Justice Reports for further information).

- PAE Category: Excellence in Graduate Education

## 5 Support and Enhance the Faculty Exchange Program

- Program Need - $10k (cu) or $200k (e)

In the Fall of 2007 we implemented a ‘virtual’ faculty exchange. A Brown professor taught a course at Tougaloo on-site part-time, and through distance learning technologies while at Brown. Additional funding will allow us to expand this to a full year program and expand to eventually include on-line course offerings. Shared support with Tougaloo.

- PAE Category: Excellence in Faculty Teaching & Research

## 6 Support the Early Identification Program in Public Health (EIP-PH)

- Academic Year Fellows - $110k (cu) or $2.2M (e)

This program will provide scholarships for selected Tougaloo students to participate in the EIP-PH BS/MPH academic year program. 1 student in FY09 up to a cap of 2 students for 2 years of study in FY10.

- Summer training support - $38k (cu) for FY09, FY10 only

Support Tougaloo student participation in the summer training component of the EIP-PH BS/MPH program. This separate funding will provide full support to students during the first few years at $8kpp. After FY10, we anticipate the PH School will secure their own funding - any subsequent support will come from #1 above (partial support for summer research).

- PAE Category: Excellence in Faculty Teaching & Research

## 7 Seed Funding to Launch Multidisciplinary Initiatives

- Program Need - $38k (cu)

We are currently investigating several initiatives and need seed funding to support activities necessary to plan and implement these projects. 1 yr of funding per project Projects are reviewed and recommended for support after review by Advisory Boards. A research conference on slavery, justice and inequity issues is currently being organized by Tougaloo.

- PAE Category: Fostering Multidisciplinary Initiatives
BTP – Advisory Council response to the PAE

8 Brown - Tougaloo Staffing

- Program Need - $50k (cu)

We are requesting institutional support for a Brown staff salary - office space and supplies will be provided by the Leadership Alliance. Gradual increase to a full-time person by FY11. Funding for an equivalent position at Tougaloo could be supported as a Brown endowed chair and is TBD.

- PAE Category: Enhancing Excellence Through Diversity

9 Support Student Spring Break trips and campus visits

- Program Need - $6k (cu) or $120k (e)

Focused Spring Break trips and student visits provide a cost effective way to introduce students to partner campuses, and foster the development of student led collaborative projects.

- PAE Category: Building Community

10 Support the Bernstein Scholars

- Program Need - $1k (cu) FY09-FY10 only

The Bernstein Scholar program provides $250 - $500 pp for student designed and led projects that promote an interest in, and understanding of the BTP. Open mainly to students admitted to the Semester Exchange Program, an endowment will provide support starting in FY11.

- PAE Category: Building Community

11 Support Emmett Till Outreach Activities

- Program Need - $53k (cu)

This is a multi year proposal that includes 1) a reenactment of the trial of Emmett Till and 2) the staging of Ifa Bayezda’s ‘The Ballad of Emmett Till’. Both programs will be implemented at Tougaloo and Brown in coordination with DBA Studios in Chicago, Brown’s Africana Rites and Reason Theatre, and Tougaloo. A series of outreach activities is being planned. A one time investment.

- PAE Category: Building Community
12 Improve and Expand IT resources

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<thead>
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<th>Improve and expand IT resources</th>
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<td>• Program Need - $53k (cu) one time expense</td>
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In order to support inter-institutional collaboration and the development of initiatives, we propose a 1 time expense to upgrade existing systems that will include the installation of smart classrooms on both campuses. A $50k one-time shared expense, then $3k yearly for maintenance.

| • PAE Category: Enhancing the Qualities of Our Academic Resources, Facilities and Infrastructure |

13 Housing for Brown Personnel at Tougaloo

| Program Need - TBD |

To facilitate exchanges and collaborative engagements housing for Brown personnel at Tougaloo is being discussed. Options include refurbishing off-site Tougaloo housing.
### BTP Programs and Brown’s Institutional Priorities Matrix

<table>
<thead>
<tr>
<th>Brown-Tougaloo Programs</th>
<th>Student Semester Exchange Program</th>
<th>Student Summer Research</th>
<th>Faculty Fellows Program</th>
<th>Urban Education Fellows</th>
<th>Faculty Exchange Program</th>
<th>EIP-PH Fellows</th>
<th>EIP-PH summer training</th>
<th>Seed funding for multidisciplinary activities</th>
<th>BTP office staff salary</th>
<th>Spring Break trips and campus visits</th>
<th>Bernstein Scholars</th>
<th>Emmett Till outreach programs</th>
<th>Improve and expand IT resources</th>
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<td>Brown’s Plan for Academic Enrichment</td>
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<td>Building Community</td>
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January 11, 2008

Richard Spies, Executive VP for Planning/Senior Advisor to the President
Marisa Quinn, Assistant to the President
Brown University
Box 1860
Providence, RI 02912-1860

Dear Dick and Marisa:

The Brown Alumni Association (BAA) Board of Governors would like to take this opportunity to comment on the Plan for Academic Enrichment (PAE). We appreciate the opportunity to share the views of the BAA on this important subject and are grateful to both of you and to President Simmons for inviting the BAA to participate in the process of further refining the Plan.

The PAE has been a stunning success for Brown. Under the vision and leadership of President Simmons, Brown has realized - or is in the process of realizing - all of the ambitious goals of the PAE. Equally impressive has been the amazing outpouring of generosity by Brown alumni in funding the PAE. Clearly, Brown alumni play a vital role in realizing the goals of the PAE. In recognition of this important relationship, it makes sense for the PAE to more comprehensively reflect the importance alumni play in the daily life and ultimate success of the University.

The officers of the BAA, (President, Spencer Crew '71, P'00, P'04; President-Elect, Joe Fernandez '85; Treasurer, Jonathan Rozoff '85; and Secretary, Anita Schell-Lambert '79, P'04) asked fellow BAA Board of Governors member, Eugene Mahr '77, P'07, P'11, to review the PAE on behalf of the BAA and provide guidance for BAA comments. In addition to being a BAA board member and two-time Brown parent, Eugene is a very active and involved alumni volunteer, serving as current president of the Brown Asian/Asian American Alumni Alliance and current co-president of The Brown Club of Boston. In addition to this extensive involvement with Brown, Eugene is a Senior Advancement Officer at Northeastern University and familiar with goal-setting and strategic planning processes in higher education. Also critical to this process was David Bloom '71, former BAA board member.
PAE – BAA Recommended Modifications:

The PAE has been a successful roadmap for advancing the reputation of the University and the overall quality of its academic experience. It might be helpful at this time in the lifecycle of the PAE to explore the addition of language that clearly acknowledges the goal of ensuring that Brown encourages alumni to interact with their alma mater in a way that is mutually rewarding. In short, we should attempt to further acknowledge that just as Brown could not thrive without academics, athletics, and the arts, Brown cannot succeed without a passionately engaged alumni body. To support this goal, we believe the PAE should be modified in the following manner:

In the “Building from Strength” section of the PAE Introduction, Point # 6, we suggest adding the following phrase at the end of the last sentence, after “alumni”:

“...whose ongoing support is critical to the success of the University.”

In the “Areas of Strategic Focus” section, Section VI, “Enhancing Excellence Through Diversity”, we suggest changing Objective #5 by adding the phrase: and alumni. The new line would read: “Provide support for managing diversity among students, faculty, staff and alumni.” Under “Proposals”, we would then like to add another bullet:

- Develop and maintain multicultural alumni affinity groups.

In the “Diversifying and Expanding the University’s Sources of Revenue” section, Section VIII, we suggest adding Specific Objective #5:

“Foster greater opportunities for lifelong alumni engagement by providing more ways to connect back to Brown.”

With the addition of this Specific Goal, we recommend the following be added at the end of Section VIII:

“Alumni Engagement and Support. There has been dramatic progress made in the overall level of support for Brown from alumni as evidenced by higher Annual Fund participation rates. Research strongly suggests that alumni who are involved with the University on some level, whether by returning for Reunions, interviewing applicants, or attending regional Club events, are also more likely to be philanthropic. Consequently, the University must strive continuously to strengthen the lifelong connection between Brown and its alumni body.

This can be accomplished by:
- Strengthening campus and regional activities that engage alumni
- Building on the success of class and affinity group programming
- Expanding opportunities for alumni to connect with one another, with students and with faculty
- Supporting efforts for alumni to participate in the day-to-day life of the University (e.g., through governance and advisory roles)
- Aligning alumni programs with the interests of alumni and marshalling alumni to provide program stewardship and participation on campus and externally."

We welcome the opportunity to add our voice to the efforts of President Simmons to enhance the outstanding work of the Plan for Academic Enrichment. We would be happy to consult with you at any time to discuss our ideas. Your attention to these suggestions is greatly appreciated.

Sincerely,

Spencer Crew '71, P'00, P'04, BAA President
Joe Fernandez '85, President-Elect
Jonathan Rozoff '85, Treasurer
Anita Schell-Lambert '79, P'04, Secretary

Cc:
Ron Vanden Dorpel '71 AM, Senior Vice President for University Advancement
Todd Andrews '83, Vice President for Alumni Relations