

## APPENDIX B

### Continuing Attention to the 10 Areas of Focus from the Original Plan

There is widespread consensus that the 10 areas of focus identified in the February 2004 Plan for Academic Enrichment are just as important today as they were when the Plan was first conceived. Moreover, there is nothing to suggest that we have made so much progress in any of these areas that we can now consider that work done. Indeed, the consensus seems to be that most of what we have done to date to implement the Plan was necessary just to fill in existing gaps and set a direction for the future. In effect, that work was needed to get us to the point where we can have this kind of meaningful discussion about where we should turn our attention next. Furthermore, the pace at which other universities continue to invest in these same areas is so great that any progress we have made could be lost very quickly if we do not continue to move forward aggressively.

Within the original 10 areas of focus, we have tried in this review to identify the issues that will need particular attention in the coming years, building on what has already been accomplished in these and other areas. To be more specific, we believe that each of these 10 areas needs ongoing attention of the kind described below:

- 1) Undergraduate education. The additional challenges and opportunities in this area are addressed in the body of the report in the first of the “new” areas of emphasis.
- 2) Graduate education. The Graduate School has also been addressed in the body of the report. Beyond the issues identified there, it is important to note that Brown’s stipends for PhD students are barely competitive now and must be increased on a regular basis just to maintain our current position. (We currently support about 700 PhD students with University funds, which means that each \$1,000 increase in the stipend (which is about 5%) costs around \$700K.) In addition, there will almost certainly need to be some increase in the number of PhD students to allow us to reach or maintain critical mass in some departments or fields, over and above the increases described in the body of the report for the internationalization initiative and for strengthening departments. Assuming that these students represent increased enrollment and are not just substitutes for students who would have been here based on external support or self-pay, the cost of an additional graduate student is in the range of \$22,000-25,000 per year.
- 3) Faculty. It continues to be important to invest in the faculty compensation program to at least maintain our current competitive position, even as peer universities make their own investments in this area. In addition, we need to have an adequate promotion pool to stay competitive for internally grown faculty as they advance in their careers and achieve recognized standing in their fields. We also need to pay attention to the need for start-up funding and other

forms of faculty support. Finally, we will need to provide for modest additional growth in the size of the faculty. One possible approach to continuing faculty growth is to assume that we will add something like 4-5 positions per year (less than 1% per year) over and above the increases in faculty positions needed to support the areas of special emphasis.

- 4) Biology, Medicine and Public Health. We need to follow through on the Medical School initiatives outlined in the Division's strategic plan. That includes the construction of a new medical education facility, the development of centers of excellence (probably requiring additional faculty positions, graduate student slots, and research space), and a meaningful Dean's Fund to provide support for new research initiatives.
- 5) Multidisciplinary initiatives. Most of our effort in this area should be devoted to strengthening the initiatives already underway and finding ways to connect them more fully with relevant departments. However, we must also be open to new opportunities for additional initiatives, such as the possibility of a center for the study of slavery and justice issues.
- 6) Diversity. We need to sustain the target of opportunity program and the other special recruiting and retention efforts aimed at students, faculty, and staff. Some increase in the allocation of 25 faculty positions for the target of opportunity program may be necessary eventually, but probably not right away.
- 7) Community. We need to complete the capital projects already in planning or design – the fitness center and pool, the Robert Campus Center and J. Walter Wilson, and the first installment of residence hall renewal. We also need to increase funding for an ongoing renewal program in the residence halls and, sooner rather than later, find a way to add new residence halls.
- 8) Resources. At this point, the biggest challenge in terms of resources is to develop a plan for fund-raising after the completion in December 2010 of the Campaign for Academic Enrichment. Building understanding and support for an annual fund-raising goal in the range of \$200-250M in the post-campaign years is critical. Also critical is a continued link between the specific goals of such fund-raising and the Plan. In addition to fundraising, we must develop strategies to compete more effectively for sponsored research funding, both from the Federal government and from corporations and foundations. This is also addressed in the section of the report on “resource implications.”
- 9) External community. Current initiatives in this area will require a continuing commitment of time and attention and at least some level of ongoing funding – for strategic growth, our initiatives in partnership with the public schools, collaborative research efforts with other institutions, a possible incubator and other technology transfer initiatives, possible investments in broader economic development initiatives, and similar efforts.

- 10) Infrastructure and support. We need to allocate additional annual resources to infrastructure and support. It is clear that we have expanded the faculty and the overall academic enterprise without anything like a proportionate increase in most forms of support – academic department staffing and budgets, library and IT budgets, new and/or renovated academic space, renewal budgets more generally, etc. We have been willing to take some risks in this area in order to devote the maximum amount of resources to faculty and the academic initiatives, but we must support the work of faculty and students appropriately to maximize the benefits of that work for everyone and minimize the chances of failure.