



March 18, 2025

Dear Members of the Brown Community,

Brown University's foundational principles, as outlined in its Charter and mission statement, have given the institution clear purpose across generations. But the University has never before defined its core institutional values.

Beginning in December 2024, the Ad Hoc Committee on University Values and Voice was [charged](#) to lead a process to define the core values of Brown University by engaging with Brown's students, faculty, staff and alumni. At the same time, the Committee was asked to develop a statement outlining how the University may use its voice publicly.

An essential step in this work is to provide an initial draft document with an invitation to the Brown community to contribute to the deep exploration of questions that the Committee has undertaken. The Committee is sharing this *Draft Statement of University Values and Voice*, accompanied by an explanatory *Draft Report of the Ad-hoc Committee on University Values and Voice*, which shares the deliberations and preliminary conclusions that led to the Committee's articulation of the draft core institutional values. We invite you to consider both the draft statement and longer report.

The draft statement is intentionally presented as a working document. The input of Brown's full community of students, faculty, staff and alumni is vitally important for establishing a final *Statement of University Values and Voice* that will be considered by eligible faculty and ultimately the Corporation of Brown University (as the University's highest governing body). These votes are expected later this spring.

In an examination of Brown from its founding through the present day, the Committee found that the University has conveyed its values through actions, statements and choices. Therefore, the challenge to the Committee, and also to the broader community, is to bring definition to the values that have long guided and continue to fortify Brown as a community of teachers and learners.

The Committee has created three pathways for members of the Brown community to provide feedback on the draft statement by April 15, 2025. A message to the Brown community provides access to an online feedback form, an email address for sending messages to the Committee, and a series of separate virtual town halls for students, faculty, staff and alumni. The Committee will consider all feedback to determine how the draft statement should be modified, taking the community's input into careful consideration. Prior to the faculty vote, the Committee will release the Statement on University Values and Voice that will formally be presented for a vote.

The Committee welcomes the range of views, perspectives and experiences of the Brown community on this important body of work.

Sincerely,

James R. Kellner, Professor of Ecology, Evolution and Organismal Biology,
Chair of the Ad Hoc Committee on University Values and Voice (on behalf of the Committee)

DRAFT STATEMENT OF UNIVERSITY VALUES AND VOICE

The core institutional values of Brown University are:

1. The pursuit of knowledge and understanding.

The pursuit of knowledge and understanding is how the University serves society. It does so through original scholarship and by educating and preparing students.

2. Academic freedom and freedom of expression.

Academic freedom is the freedom to think, teach, investigate, communicate, and express in accordance with one's conscience and without censorship. Academic freedom allows the University to govern itself free from internal or external pressures.

3. A commitment to openness and diversity.

Openness and diversity ensure that the University cultivates talented individuals from all backgrounds and viewpoints to advance its mission.

4. Respect for others and the University mission.

Respect for others and the University mission means recognizing the legitimacy of all community members and engaging in constructive, transparent, and principled discourse.

Statement of University Voice:

Brown University shall not, through public statements or business practices, express positions on issues unrelated to its mission. The University may, through public statements and business practices, express positions that are necessary to advance its mission.

The following core function test must be met before the University publicly expresses a position:

Core function: The issue must directly impact the University's ability to perform essential academic and operational roles. The essential academic and operational roles are discovery, communication and preservation of knowledge and understanding, and the education and preparation of students.

The core function test allows the University to identify threats and opportunities with respect to its mission and to use its voice with precision to ensure that its mission can be realized. The fact that an issue passes the core function test does not mean that the University is obligated to use its voice publicly. The University must weigh the costs and benefits of using its voice with respect to advancing its mission.

**DRAFT REPORT OF THE
AD HOC COMMITTEE ON UNIVERSITY VALUES AND VOICE**

Committee members:

James R. Kellner (Chair, Ad-hoc Committee on University Values and Voice; Professor of Ecology, Evolution, and Organismal Biology)

Shriram Krishnamurthi (Professor of Computer Science)

Amanda Lynch (Professor of Earth, Environment, and Planetary Science)

Kristina Mendicino (Chair, Faculty Executive Committee; Professor of German Studies)

Bernard Reginster (Professor of Philosophy)

Andre C. Willis (Associate Professor of Religious Studies)

Yasmine Abdelaziz (undergraduate student)

Weston de Lomba (Warren Alpert Medical School student)

Kevin LoGiudice (Biomedical Engineering Ph.D. candidate)

Russell Carey (Executive Vice President for Planning and Policy; Interim Vice President for Campus Life)

Cass Cliatt (Senior Vice President for Communications)

1. Executive summary

1.1. Core institutional values

The Ad-hoc Committee on University Values and Voice has been charged with “defining the core values of Brown University” and with developing “a statement outlining how the University may use its voice publicly.” The Committee, consisting of six tenured members of the faculty, one undergraduate, one graduate student, one medical student, and two members of the senior administrative staff, reviewed historical and contemporary documents, including the Brown University Charter, letters and historical notes related to University business and academic decisions, minutes from meetings of the faculty, commentary and writing by Brown University presidents, and existing University policies, including the Brown Statement on Academic Freedom for Faculty and Students, the Gift Acceptance Policy, the Naming or Renaming University Buildings, Spaces, Programs and Positions Policy, the Public Statements Policy, the Political Activity Policy, and the University Code of Conduct. The Committee also consulted foundational documents articulating the purpose of higher education in America, including the 1915 and 1940 statements of the American Association of University Professors, and policies and statements of other universities.

Brown University’s mission statement is a north star that guided the Committee to define core institutional values: “The mission of Brown University is to serve the community, the nation and the world by discovering, communicating and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation.” This mission statement defines the fundamental purpose of the University as service to community, the nation, and the world, and further identifies five ways in which the mission is to be achieved: discovery, communication, preservation, education, and preparation. The perspective adopted by the Committee is that every action and statement by the University, from admissions and hiring to research priorities and campus development, must advance the University mission in one of the five ways identified.

The Committee distinguished between core institutional values of Brown University and individual or community values. Core institutional values guide University decisions, serving as both guardrails and signposts in pursuit of the mission. The core institutional values of Brown University are:

1. The pursuit of knowledge and understanding.

The pursuit of knowledge and understanding is how the University serves society. It does so through original scholarship and by educating and preparing students.

2. Academic freedom and freedom of expression.

Academic freedom is the freedom to think, teach, investigate, communicate, and express in accordance with one’s conscience and without censorship. Academic freedom allows the University to govern itself free from internal or external pressures.

3. A commitment to openness and diversity.

Openness and diversity ensure that the University cultivates talented individuals from all backgrounds and viewpoints to advance its mission.

4. Respect for others and the University mission.

Respect for others and the University mission means recognizing the legitimacy of all community members and engaging in constructive, transparent, and principled discourse.

1.2. Statement of University voice

The definition of core institutional values provides a framework for determining when University statements or business practices are consistent with foundational principles. The Committee adopts the following standard:

Brown University shall not, through public statements or business practices, express positions on issues unrelated to its mission. The University may, through public statements and business practices, express positions that are necessary to advance its mission.

The Committee articulates a core function test that can be used to determine when a given issue is related to its mission. The Committee clarifies that the University may not engage in institutional advocacy that is unrelated to its mission.

2. Background

Brown University is a private research university in Providence, Rhode Island. Founded in 1764, the University is dedicated to the advancement of knowledge and understanding through original scholarship, and the education and preparation of students. The matter before the Committee is defining the core institutional values of Brown University. The necessity of defining core institutional values follows from requests that the University take specific action or issue statements in response to social, political, or moral concerns of members of its community. Over previous decades, the University has been asked to take action or issue statements on hundreds of topics, ranging from issues that directly advance its mission to those that do not. Such requests often invoke University values, stating that University values should compel specific action or use of University voice. Appeals to values appear in official University policies and charges, communications from administrative leaders, and in statements from University divisions, schools, and departments.¹

Although Brown University's Charter and mission have been clearly articulated, the institution has not formally defined core institutional values. In the absence of such a definition, there remains uncertainty as to whether particular University statements or business practices are consistent with its foundational principles. The absence of a statement of core institutional values leaves open the question of when or how the University is able to act and speak in response to internal or external requests, and leaves unaddressed the question of when University actions are appropriate expressions of social, political, or moral views and when they are not.

The Ad-hoc Committee on University Values and Voice has been charged with “defining the core values of Brown University” and developing a “a statement outlining how the University may use its voice publicly.” The Committee was convened by the Chair of the Faculty Executive Committee at the request of Brown University President Christina H. Paxson. The Committee consists of six tenured members of the faculty, one undergraduate in computer science, one graduate student in biomedical engineering, one medical student, and two members of the senior administrative staff — one with expertise in University communications and institutional positioning, and one in planning and policy. Faculty members constitute the disciplines of computer science; ecology, evolution and organismal biology; environmental science and policy; German studies; philosophy; and religious studies. The Committee represents a wide range of scholarship, background, and understanding across the University’s academic and business operations.

2.1. Committee process and approach to identifying core institutional values

To identify core institutional values and develop a statement outlining how the University may use its voice publicly, the Committee reviewed historical and contemporary documents, including the Brown University Charter, letters and historical notes related to University business and academic decisions, minutes from meetings of the faculty, commentary and writing by Brown University presidents, and existing University policies, including the Brown Statement on Academic Freedom for Faculty and Students, the Gift Acceptance Policy, the Naming or Renaming University Buildings, Spaces, Programs and Positions Policy, the Public Statements Policy, the Political Activity Policy, and the University Code of Conduct. The Committee also consulted foundational documents articulating the purpose of higher education in America, including the 1915 and 1940 statements of the American Association of University Professors.^{2,3}

This draft Statement of University Values and Voice is open to public comment by members of the Brown community. The Committee will hold town halls with students, faculty, staff, and alumni, and offer a mechanism for individual input and feedback prior to revision and a vote of eligible faculty and the Corporation of Brown University.

3. The mission of Brown University

Brown University’s mission statement is a north star that guided the Committee to define core institutional values: “The mission of Brown University is to serve the community, the nation and the world by discovering, communicating and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation.”⁴ This mission statement defines the fundamental purpose of the University as service to community, the nation, and the world, and further identifies five ways in which the mission is to be achieved: discovery, communication, preservation, education and preparation. The perspective adopted by the Committee is that every action and statement by the University, from admissions and hiring to research priorities and campus development, must advance the University mission in one of the five ways identified.

The Brown University mission statement distinguishes two broad pillars of University action: original scholarship through the discovery, communication, and preservation of knowledge and understanding; and the education and preparation of students. The University is committed to “discovering, communicating and preserving knowledge and understanding” because they are essential to human welfare and thus allow the University to serve society. Education is instructing students in subjects within which the University faculty have specific expertise and competence. The University is committed to “educating and preparing students to discharge the offices of life with usefulness and reputation” because doing so allows them to become valuable and productive members of society.

But discharging the offices of life is not just making a living. To educate students in accord with the mission is to build character, supporting students to develop knowledge and understanding, but also to participate in civil society and cultivating independent thinking. The ultimate measure of University success is not limited to educational outcomes and professional achievement, but whether the institution produces citizens who advance the interests of society in tangible ways that reflect positively upon themselves and the University.

3.1. Distinction between core institutional values and community values

The objective of the Committee is to define core institutional values of Brown University. The Committee is not defining individual or community values. Core institutional values guide University decisions, serving as both guardrails and signposts in pursuit of the mission. Members of the Brown community are expected to conduct themselves in alignment with core institutional values. Such a commitment is a necessary condition of membership. Core institutional values differ from both individual and community values. For example, individual members of the Brown community hold a wide range of religious views, and the community as a whole may embody in some sense the religious traditions underpinning the state and the nation, but the Brown University Charter guarantees “full, free, absolute, and uninterrupted liberty of conscience”⁵ requiring the University itself to remain nonsectarian. Even if all members of the Brown community adopted the same religious denomination, this denomination and its beliefs would not become a core institutional value.

The Committee identified four tests for the determination of a core institutional value. The Committee required that core institutional values meet each of the criteria below:

1. Alignment with mission and history: A core institutional value must be demonstrably connected to the University’s mission and supported by evidence of recent and historical action.
2. Aspirational character: A core institutional value must articulate a goal toward which the University demonstrably strives, and against which it can assess its own performance.
3. Frames decisions: A core institutional value must provide a clear framework for guiding University decisions in its academic or business practices.

4. Binding obligation: A core institutional value places affirmative duties upon the University and its members.

4. The Core Institutional Values

4.1 Pursuit of knowledge and understanding

Brown University affirms the pursuit of knowledge and understanding as a core institutional value because this is how the University serves society. Members of the University pursue knowledge and understanding in ways that serve the community, the nation, and the world. But the University also values the pursuit of fundamental knowledge that requires no external justification, recognizing that such exploration results in benefits that may remain intangible.

The pursuit of knowledge and understanding is not unlimited, and the University may in rare cases accept limitations on the ways in which knowledge and understanding are produced. For example, granting a provider of research funds the ability to prevent unfavorable results from being published would be inconsistent with the pursuit of knowledge and understanding because it contradicts the truth from being communicated, and thus undermines the University's ability to serve society. However, the University is obligated not to disclose personal medical information of patients who participate in clinical trials, and some research may provide members of the University community with other materials that are restricted from public access. Such limitations are not necessarily inconsistent with the pursuit of knowledge and understanding "in a spirit of free inquiry" as defined in the mission statement. The key question is not whether all findings may be publicly disclosed, but whether knowledge creation ultimately serves society.

4.2. Academic freedom and freedom of expression

Academic freedom is the freedom to think, teach, investigate, communicate, and express in accordance with one's conscience and without censorship. As a core institutional value, academic freedom influences the pursuit of knowledge and understanding, teaching, and learning. Academic freedom is therefore necessary for the discovery, communication, and preservation of knowledge and understanding, and for the education and preparation of students. Limitations on academic freedom, such as the inability to investigate disfavored topics, foreclose on the possibility that knowledge resides in places where conventional wisdom discourages exploration and thus risks undermining the University's mission.

Academic freedom is earned through training and expertise, and places an enormous responsibility on members of the University community who exercise it. Members of the Brown community are expected to uphold standards of scholarship, and to orient the application of academic freedom toward the production of knowledge and understanding and the education and preparation of students. Controversial academic inquiry and criticism are celebrated, but misconduct, dishonesty, disruption of University activities, and violations of University codes or the law are not proper applications of academic freedom.

A commitment to academic freedom appears in the original Brown University Charter and has been reaffirmed multiple times in the University's history, including the Brown University

Statement on Academic Freedom for Faculty and Students.⁶ The Charter emphasizes “full, free, absolute, and uninterrupted liberty of conscience,” a foundational position that evolved into the modern understanding of academic freedom today. In an 1850 report to the Corporation of Brown University, then president Francis Wayland went so far as to argue that Brown University students should be encouraged to study whatever they want, all that they want, and nothing but what they want.⁷ This vision foreshadowed the abolishment of core distribution requirements in undergraduate education in 1969.⁸ The University allows students to chart their own paths though the undergraduate curriculum in a “partnership of students and teachers.”⁴

Academic freedom and freedom of expression guide University action by serving as a benchmark for evaluating policies, statements, and decisions. The University must be able to govern itself free from internal or external pressures. It must be able to develop in ways that it believes are aligned with its mission. Any action that restricts the ability of the individual to discover, communicate, or preserve knowledge and understanding, or that arbitrarily limits education and preparation of students, is in conflict with this core institutional value.

But academic freedom is not a collective right. Majorities cannot arbitrarily limit the academic freedom of individuals. Academic freedom is also not unlimited. There will be situations that involve difficult tradeoffs between academic freedom and other University obligations, including other core institutional values, or between academic freedom in the individual and institutional sense. As a result, the University will occasionally be compelled to limit academic freedom. For example, under rare circumstances the University may refuse to accept a gift.⁹ Such a decision may be necessary if the acceptance of the gift would more deeply harm the ability of the University to achieve its mission, for example by exposing the University to the risk of legal action conditioned on gift acceptance. When tradeoffs among core values inevitably emerge, the guiding question is not which core value is more important, but how can the University most effectively advance its mission?

4.3. A commitment to openness and diversity

Students, faculty, and staff from every corner of society are welcomed to the University if they have demonstrated the qualities necessary to contribute to the University’s mission. The University embraces a diversity of backgrounds as the varied perspectives, experiences, expertise, and abilities they represent strengthen that contribution. While the University expects a commitment to the highest standards of scholarship, the production of knowledge and understanding does not flourish in the context of intellectual conformity; it requires difference and challenging the status quo.

Valuing openness and diversity as a core institutional value is about more than opening the door. The University must seek talent in ways that are unconstrained by viewpoints or backgrounds. And when new members join the University community, they must be welcomed and able to participate fully in University life. Committing to openness and diversity allows the University to bring a wide range of perspectives and experiences to bear on the fulfillment of its mission.

At its founding, Brown set itself apart by ensuring that access to education would not be limited by sectarian affiliation, and over time the University has opened itself to people who were excluded from higher education. In 1770, the Corporation clarified “children of Jews” could be admitted.¹⁰ The first African Americans were admitted in 1873¹¹, and the first women in 1891.¹² Religious requirements for members of the Corporation were abolished in 1926 and for the University president in 1942. A need-blind admission policy was adopted for domestic undergraduates in 2003. Each of these changes was an aspirational step toward the realization of openness and diversity within the University community.

4.4. Respect for others and the University mission

Respect for others and the University mission means recognizing the legitimacy of others as members of the University community. Engagement that is constructive, transparent, and consistent with standards of conduct is consistent with this core institutional value. However, strong disagreement is not inherently disrespectful; fulfilling the University mission requires disagreement and reasoned engagement with the ideas and actions of others.

Respect for others and the University mission guides action through decision-making and transparency, and by upholding standards and codes that advance the mission. For example, this core value is upheld when academic and administrative decisions are made fairly, when faculty commit to consistent grading policies for all students, and when institutional policies are enforced consistently. Sometimes this core value will require expression of views that members of the Brown community disagree with.¹³ But permitting views to be expressed is not an endorsement of their content. It is an institutional communication of respect for the rights of individuals to learn “in a spirit of free inquiry.” Former Brown University President Ruth J. Simmons stated, “I won’t ask you to embrace someone who offends your humanity through the exercise of free speech. But I would ask you to understand that the price of your own freedom is permitting the expression of such opinion.”¹⁴ This assertion embodies this core institutional value.

5. Statement of University voice

The Committee is charged with developing a statement outlining how the University may use its voice publicly through verbal or written statements and business practices. The definition of core institutional values provides a framework for determining when University statements or business practices are consistent with foundational principles. The fundamental question before the Committee is when the University may use its voice publicly in relation to contested social, political, or moral issues.

The Committee affirms that the primary purpose of the University is service to community, the nation, and the world through the discovery, communication, and preservation of knowledge and understanding, and the education and preparation of students, and that use of University voice must advance the University mission. Core institutional values are necessary and sufficient conditions for the University mission to be fulfilled.

The Committee defines University voice as a public statement or action that expresses a position. Routine communications to the University community are not expressions of a position.

However, the University must be aware that statements not intending to express a position may nonetheless be perceived as doing so by some members of the Brown community or general public.

5.1. Standard for use of University voice

The University may express positions on matters that advance its mission. The University must refrain from expressing positions on matters unrelated to its mission. When the University makes institutional statements on issues unrelated to its mission, it risks asserting community consensus that may not exist. Implied consensus can chill free expression, discourage debate, and undermine the “full, free, absolute, and uninterrupted liberty of conscience” guaranteed in the University Charter that is necessary to fulfill the mission. Statements on topics unrelated to the mission, especially when those topics are socially, politically, or morally contested, risk undermining the legitimacy of the University in the eyes of the general public. Accordingly, the Committee adopts the following standard.

Brown University shall not, through public statements or business practices, express positions on issues unrelated to its mission. The University may, through public statements and business practices, express positions that are necessary to advance its mission.

The Committee has identified a core function test to determine whether an issue directly impacts the University’s mission and thus justifies the use of University voice through public statements or business practices. The core function test must be met before the University publicly expresses a position.

Core function: the issue must directly impact the University’s ability to perform essential academic and operational roles. The essential academic and operational roles are discovery, communication and preservation of knowledge and understanding, and the education and preparation of students.

The core function test allows the University to identify threats and opportunities with respect to its mission, and to use its voice with precision to ensure that its mission can be realized. The fact that an issue passes the core function test does not mean that the University is obligated to use its voice publicly. The University must weigh the costs and benefits of using its voice with respect to advancing the mission.

Examples highlight how a variety of issues interact with the core function test. A change in the tax code that alters marginal federal income tax rates, and thereby potentially influences the ability of the University to recruit future students through increases or decreases in disposable family income, would fail the core function test. This example fails because the issue is remote and depends on a sequence of hypothetical events. However, a proposed tax on endowments of private nonprofit organizations that would immediately reduce available revenue to the University is aligned with the core function test. Similarly, proposed changes to student visa programs that would increase or decrease the number of foreign students able to enroll in the University’s academic programs would pass the core function test. But generalized changes to immigration laws may not serve core functions of the University if they do not directly impact the mission. Amicus briefs filed by the University in response to cases that directly impact the mission are

consistent with the core function test. For example, the University filed an amicus brief in a case considering whether student athletes are employees. This passes the core function test because classification of student athletes as employees directly influences University business practices related to education and preparation of students.¹⁵ Deciding when an issue directly influences the University's mission will not be easy in all situations, and there will be judgements about which members of the Brown community disagree.

5.2. Eschewing institutional advocacy unrelated to the University mission

The University cannot engage in institutional advocacy unrelated to its mission without undermining its own independence. This is rooted in historical University action, but there is tension and inconsistency between what the University has said and what it has done.

For example, a 1978 report establishing the Brown University Advisory Committee on Corporate Responsibility in Investment stated that “the University should remain neutral on political issues which do not directly affect its educational functions.”¹⁶ And a 1986 report describing the University's decision to divest from companies operating in apartheid South Africa stated that “The university does not exist to coerce others into observing social and political doctrines it establishes. Having struggled for decades to avoid the censorship of others, it should be most hesitant in seeking to force others to bow to its view of the true word. Otherwise it will threaten its own independence.”¹⁷

But the Committee recognizes that the University has expressed positions on issues unrelated to its mission multiple times. A University committee recommended excluding tobacco manufacturers from the investment portfolio in 2003, justifying the decision as having “significant symbolic value.”¹⁸ In 2006 the University extracted itself from investments in companies associated with the humanitarian crisis in Sudan, referring to divestment action as a “strong statement by the University community.”¹⁹ Neither of these decisions justified their actions through impact on the University mission.

However, the University need not be held to its past use of voice as the sole determinant of future action. History teaches that the University has been open to change, to admitting more and different kinds of people, and to adjusting the way in which it instructs undergraduates. The University, like all organizations, will sometimes fall short of its foundational principles and will modify the ways in which it operates.

5.3. Standards for action as voice

Members of the Brown community sometimes request that the University modify its business practices to express a position on a political, social, or moral issue of broad societal relevance. When the requested position does not pass the core function test, it is inconsistent with core institutional values.

This does not mean that the University may never modify its business practices, but the condition for doing so must be alignment with the mission in compliance with core institutional values. For example, the Brown Investment Office has reduced investment exposure to fossil fuels

in the University's investment portfolio at the same time that some members of the Brown community seek divestment from fossil fuels. The decision to reduce exposure to fossil fuels was based on an investment thesis that fossil fuel assets could suffer a premature loss in value. This decision is consistent with core institutional values and passes the core function test: investment performance directly influences the ability of the University to fulfill its mission. However, the same outcome achieved for the purpose of making a social, political, or moral statement would violate the core values of academic freedom and commitment to openness and diversity. In cases where University business practices could be incorrectly interpreted as social, political, or moral statements on issues unrelated to the mission, the University must ensure that its communications do not tacitly suggest that such a statement has been made: The University may not hide behind inaction to claim action.

The University does not intend that every action is a de facto statement. It recognizes that every organization makes routine decisions for practical, operational, or business considerations. Other actions are beyond an institution's locus of control, including decisions governed by law, statute, regulatory requirement, membership service agreements, or other established processes or protocols. The University selects vendors based on expertise and their availability to perform a service. Choosing a building site may be determined by availability of land, local zoning statutes, and financial resources. Hosting a conference might be determined by a schedule of members of a national educational association. The University must not violate Section 501(c)(3) of the Internal Revenue Code. Among other requirements, this statute requires the University to refrain from substantial lobbying activities unrelated to education and dictates that the University must not participate in political campaigns for or against political candidates.

Thus, the fundamental position is that use of the University's voice through spoken or written statements or business practices must be intentional and directly related to the mission.

6. Endnotes

1. References to University values appear in the Brown University Public Statements Policy; Gift Acceptance Policy; Naming or Renaming University Buildings, Spaces, Programs and Positions Policy; and the University Code of Conduct.
2. 1915 Declaration of the Principles of Academic Freedom and Tenure, American Association of University Professors. One of the authors of this document was Brown University Professor of Political Science J.Q. Dealey. A member of the class of 1890, Dealey served as the 10th president of the American Sociological Association.
3. 1940 Statement of Principles on Academic Freedom and Tenure, American Association of University Professors.
4. The full Brown University mission statement is: 'The mission of Brown University is to serve the community, the nation and the world by discovering, communicating and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation. We do this through a partnership of students and teachers in a unified community known as a university-college.' This version

of the Brown mission statement was adopted by the Advisory Committee of the Corporation on April 17, 1998. Alternative formulations of the mission statement were debated at faculty meetings on Tuesday, Dec. 7, 1997, and Tuesday, March 3, 1998.

5. At the founding, the University Charter stated: ‘And furthermore, it is hereby enacted and declared that into this liberal and catholic institution shall never be admitted any religious tests: But, on the contrary, all the members hereof shall forever enjoy full, free, absolute, and uninterrupted liberty of conscience: And that the places of Professors, Tutors, and all other officers, the President alone excepted, shall be free and open for all denominations of Protestants; And that youth of all religious denominations shall and may be freely admitted to the equal advantages, emoluments, and honors of the College or University; and shall receive a like, fair, generous, and equal treatment during their residence therein, they conducting themselves peaceably, and conforming to the laws and statutes thereof.’ The phrase ‘the President alone excepted’ was removed by amendment to the Charter in 1926, and the phrase ‘denominations of Protestants’ was removed by amendment in 1942.
6. The Statement on Academic Freedom for Faculty and Students appears in the Faculty Rules and Regulations as follows. ‘The Faculty voted on April 12, 1966, to recommend the following statement to the Corporation for adoption as the public policy of Brown University. On June 4, 1966, the Corporation approved the recommendation with the proviso as noted in the footnote. 1. Academic Freedom is essential to the function of education and to the pursuit of scholarship in universities. 2. Therefore, Brown University, mindful of its historic commitment to scholarship and to the free exchange of ideas, affirms that faculty members and students alike shall enjoy full freedom in their teaching, learning, and research. 3. Brown University also affirms that faculty members and students shall have the freedom of religious belief, of speech, of press, of association and assembly, of political activity inside and outside the University, the right to petition the authorities, public and University, to invite speakers of their choice to the campus, and that students and faculty members as such should not be required to take any oath not required of other citizens. The time, place, and manner of exercising these rights on the campus shall be subject to reasonable regulation only to prevent interference with the normal functions of the University.’ The footnote appears after the phrase ‘to invite speakers of their choice to campus’ and states: ‘Reference to the rights of students to invite speakers to the campus refers to recognized student groups.’
7. Wayland discussed the role of ‘an institution established with the intention of adapting its instruction to the wants of the whole community.’ He stated that ‘The various courses should be so arranged, that in so far as it is practicable, every student might study what he chose, all that he chose, and nothing but what he chose.’ This quote appears in Wayland, F. (1850). Report to the Corporation of Brown University on Changes in the System of Collegiate Education. George H. Whitney. Page 51.
8. Draft of a working paper for education at Brown University (the Magaziner-Maxwell Report), 1966. Page 54.
9. The Brown University Gift Acceptance Policy outlines six principles governing gift acceptance in addition to conditions for gift repurposing, return and redirection.

10. Widmer, T. (2015). Brown: The History of an Idea. Thames and Hudson, Page 42.
11. In 1873, George W. Milford and Inman E. Page became the first African American students at Brown University.
12. In 1891, Maude Bonner, Clara Comstock, Nettie Serena Goodale Murdoch, Elizabeth Peckham, Anne Weeden, and Mary Woolley were the first women admitted to Brown University. Widmer, T. (2015). Brown: The History of an Idea. Thames and Hudson, Page 134.
13. An Oct. 31, 2013, article in the Brown Daily Herald by Professor Kenneth Miller '70 P'02 describes the value of listening to a controversial speaker in Alumnae Hall as an undergraduate on Nov. 30, 1966. The speaker was George Lincoln Rockwell '40, leader of the American Nazi Party.
14. Opening Convocation Address of Brown University President Ruth J. Simmons. Sept. 4, 2001.
15. American Council on Education et al. Brief for Amici Curiae in Support of Appellants, Johnson v. NCAA. United States Court of Appeals for the Third Circuit; June 7, 2022.
16. Statement of the Advisory Committee on Corporate Responsibility in Investment. Jan. 12, 1979. This statement includes the following: 'With respect to Brown's corporate responsibility generally, the University recognizes that it cannot be socially or morally blind. At the same time, it must be aware that it possesses neither the talents nor the resources to deal with all the social and ethical issues of concern to various people in this country and abroad. And, as the report notes, the University should remain neutral on political issues which do not directly affect its educational functions. Thus, institutional action through corporate investments should be limited to cases where the duty to act is clear.'
17. Committee Reports on South Africa, Corporation subcommittee to examine policies regarding South African investments. A special supplement to the George Street Journal, February, 1986.
18. From the Recommendation to Exclude Investment in Tobacco, unanimously adopted at the May 7, 2003, meeting of the Advisory Committee in Corporate Responsibility in Investing.
19. Brown Votes to Divest from Sudan in Response to Genocide, Brown Office of Media Relations News Release, Feb. 25, 2006. This statement includes the following: 'This is a critically important and strong statement by the University community regarding our abhorrence of the genocidal actions being supported and undertaken by the Sudanese government,' said Brown University President Ruth J. Simmons. 'We declare our solidarity with the peoples of the Darfur region of Sudan whose struggle to live in peace, freedom and security is an issue of pressing global concern.'