

Initiatives for Academic Enrichment
Brown University

April 2003





President Ruth Simmons

Dear Brown Community and Friends:

I am pleased to provide you with the enclosed planning outline and related information, an earlier version of which was discussed by the Corporation at their meeting in February. As you know from my letter to the community immediately following that meeting, this outline represents our current thinking and proposed strategic plans covering a broad range of University activities. The ideas and activities envisioned here are a direct outgrowth of both the Initiatives for Academic Enrichment that the Corporation approved in February 2002 and the ongoing planning processes of the various standing committees of the University.

You will immediately recognize that this outline is very much a work in progress. In some sense, any plan that deliberately takes such a long view will always be changing to meet the opportunities and the challenges that present themselves at any given time. It is, however, important for us to chart a course for Brown that relies on considerable consultation. For that reason, I am asking all members of the community to read carefully what is included here and to provide us with your comments and suggestions. We expect the plan that we ultimately adopt to be the product of an inclusive and comprehensive process.

Over the course of the remainder of the semester, there will be many opportunities for representative groups of the faculty, students, and staff to discuss the planning outline with each other and with members of the senior administration. Members of the community can, of course, communicate their thoughts and opinions directly to their representatives, to Executive Vice President for Planning Richard Spies, or to any other senior officer. Please take the opportunity to do so over the next month. You may send your comments to academic_enrichment@brown.edu.

As I noted in my earlier letter, the Corporation and the administration are acutely aware of the difficult economic and political times facing our nation and the world. It is not easy to be hopeful about an ambitious plan for growth and improvement in such circumstances. Our ability to achieve the goals we set for ourselves will certainly be affected by the external environment, and we fully understand that the pace at which we will be able to move forward will have to be managed in light of that environment. At the same time, in a period of economic and social challenge and uncertainty it is very easy for institutions to lose sight of even their most important goals and priorities. It is in such times that coordinated planning is most important. As we continue to discuss the ideas and aspirations presented in these materials, we are carrying out work that is most germane to our public trust as a university. I urge all of us to maintain that focus and that perspective.

Thank you all for your willingness to engage in this important and essential effort at a most difficult time in our national life.

Sincerely,

A handwritten signature in black ink, which appears to read "Ruth J. Simmons". The signature is fluid and cursive, written over a white background.

Ruth J. Simmons

April 2003

Foreword

We are at an important moment in Brown's long and very distinguished history. All of us who care about this great University have an opportunity and a responsibility to set Brown's course for the next several decades. While Brown is today a preeminent University, we are obligated to take decisive steps now to ensure that Brown is even stronger in the future. The document that follows expresses in outline form a set of initiatives that will help us achieve that goal. It also describes what we must do today and over the next 10 to 15 years to make that vision a reality. If there is general agreement that these proposed priorities are right for Brown, we will amend and develop the outline into a more comprehensive set of proposals for discussion and possible submission to the Corporation in May or October. Members of the Brown community have helped to guide the planning process to this point and will continue to have opportunities to help shape both the general direction and the specific recommendations. Success in this effort will require commitment, energy, and a great deal of hard work. It will require especially a willingness to take reasonable risks and the determination to stay the chosen course during inevitable challenges and occasional setbacks. In these times of great geopolitical and economic uncertainty, we must also be flexible about when and how we choose to move forward, so that we minimize risks and remain sensitive to the broader environment in which this work takes place.

Brown is a preeminent university today by almost any measure. We attract excellent undergraduate, graduate, and medical students. The combination of a dedicated faculty and a challenging curriculum provides our students a first-rate education. Our faculty contribute in significant ways to the world of scholarship and oversee important research programs in a variety of disciplines and in emerging areas of multidisciplinary study. We have graduate programs that are well respected and, in a few cases, world leaders. Our Medical

School has charted a unique course since its founding 30 years ago and has achieved notable success in medical education and research. Overall, Brown is viewed as a leader in the country and the world in developing and sustaining a distinctive university-college model of teaching and research.

Brown has some distinct advantages as a university that should be magnified as we seek to achieve even more ambitious goals for the future. Our small size in comparison to most other leading research universities provides a human scale that allows members of the University community to interact on a meaningful personal level and to develop relationships that enhance teaching and research. We are also more focused as a university on the arts and sciences, without a large number of professional schools that might pursue separate and diffuse agendas. Those professional programs that we do offer (e.g., through the Division of Biology and Medicine, the Division of Engineering, and the education department) are heavily engaged with undergraduates and work closely with related departments throughout the University. This sense of proportion and the extensive interaction that occurs here support and reinforce the community ethos is one of Brown's defining features. With a culture of collaboration among faculty and students that is unusual in universities organized around departments and disciplines, Brown offers flexible intellectual boundaries that encourage innovative, multidisciplinary approaches to teaching and research.

Our location is also an asset that we can build on for the future. As one of a handful of leading institutions in the city of Providence and the state of Rhode Island, we have a chance to forge strategic and mutually beneficial relationships with the city, the state, and important local institutions. Moreover, Brown's location in a beautiful, vibrant, civic-minded city in a small state accentuates a sense of place and reinforces the University's appeal. We are also conveniently located in terms of potential strategic partners in other parts of New England and New York.

Being a residential community significantly shapes our approach to education and research. Higher education at its best can be a "24-7" activity. The fact that essentially all of our students live on or near the campus and most faculty and staff live in relatively close proximity means that interactions among them are almost continuous. Every moment of the day and night is a potential teaching and learning opportunity. This sense of constant engagement contributes in dramatic ways to the education of our students and, in more subtle but equally important ways, to the research efforts of both students and faculty.

Brown has a history of innovation and forward thinking that should encourage us to take risks and assume a leadership role in American higher education, as is evident with our undergraduate curriculum. With excellent leadership from the faculty and the Corporation and an experienced administrative team, we have the ability to come together as a community, build consensus in support of shared values and a common vision for Brown, and develop a plan that is both viable and strategic. Not many universities have the combination of advantages that Brown has at this moment. These advantages give us a special opportunity to advance this great institution through carefully selected, ambitious choices that renew and extend its mission.

We must also be mindful that there are many areas in which we can do better. Largely because of a lack of resources – starting with the too-small size of the faculty – we do not succeed as consistently as some great research universities. Often our best faculty do not have the time and support to perform research and pursue scholarship at the highest and most important levels. Lack of resources has also made it difficult for some graduate programs to consistently attract the very best students. Even the undergraduate program, which receives an extraordinarily high level of faculty attention compared to that of any other major university, suffers because our faculty are stretched thin. Too often Brown's faculty have to forage for the kind of intellectual and logis-

tical support that is routinely available at its peer universities. Moreover, the demands placed on Brown both by external constituencies and by the very ambitious goals we set for ourselves continue to increase, year by year. Inevitably, whatever shortcomings and gaps we have today will be further accentuated in the future. For all these reasons – both the current shortcomings and the unusual combination of advantages and assets present today at Brown – we believe that this is the right moment to undertake significant improvements. The Academic Enrichment Initiatives began to address this challenge head-on through the proposals that were submitted to the Corporation in February of 2002. The proposed longer-term plan described here extends and deepens what those Initiatives began.

The Annotated Outline represents our current thinking about exactly where and how we should proceed over the next 10 to 15 years to achieve our goals. There is much substantive material in the outline; four of the most important ideas are highlighted here for your consideration:

1. Our planning starts with the belief that the overall quality and standing of the University depends on the quality and commitment of our faculty. Over the next decade or so, we will be appointing approximately 250 new members of the faculty, 100 in positions being created as part of the Academic Enrichment Initiatives and another 150 to replace faculty who will be retiring or resigning. This represents an almost unprecedented opportunity to shape and strengthen the faculty and to continue a commitment to excellence that will drive the University forward for decades to come. Increasing the size of the faculty remains the critical centerpiece of this planning process.

2. At Brown we have an unusual opportunity to engage our students as full intellectual partners. For undergraduates especially, this represents a very special kind of education that few universities can hope to provide. At Brown this partnership is the norm because of the quality and commitment of the faculty (*see #1 above*), the quality and diversity of the stu-

dent body (medical, graduate, and undergraduate), the sense of community and the intense engagement that comes with the residential nature of the University, and the flexibility of intellectual boundaries at Brown, which afford constant encouragement to take risks and challenge pre-existing approaches. In Brown's model, teaching and research do not compete unproductively for resources; rather, they are complementary, and the quality of each depends significantly on the health and vitality of the other.

3. Opportunities to collaborate with others are essential if we are to leverage our resources, especially our human resources, and improve the quality of our teaching and research. Moreover, the development of personal and institutional relationships is one of the keys to achieving the goals laid out in this plan. This includes relationships both within the University – among divisions, departments, programs, faculty, staff, and students – and between Brown and external partners. Multidisciplinary initiatives have received much attention in the planning process because they especially encourage and support collaboration by faculty and students across departments. Similarly, it is important to note that the recommendations for the Division of Biology and Medicine start with a closer integration of the Medical School into the larger University and the formation of strategic relationships with key external partners. Indeed, this idea of exerting leverage through strategic relationships permeates the plan.

4. Even though we will choose our course carefully and adhere to a clear strategy in the allocation of new faculty and other resources, moving forward as described in the outline will require very substantial resources. It is clear now that a large fraction of those resources must be devoted to building and expanding the basic infrastructure that most successful research universities have already invested in at a much higher level over many years: better physical facilities, improved technological support, excellent staff and the compensation system necessary to recruit and

retain them, adequate budgets for recruiting and start-up funds, and the policies and systems needed to support the work of faculty and students effectively.

This is the moment for Brown to regain its momentum. Working together, we have the opportunity to pursue a set of important strategic goals and to enhance Brown's position of preeminence in the academic community. Members of the Corporation reviewed an earlier draft of this outline at a retreat in February, and they have urged us to move forward and to broaden the discussion. Accordingly, we invite your assessment of the directions laid out in this document and look forward to the continuing discussion.

Notes on the Annotated Outline

The annotated outline that follows is organized to present two different types of goals and challenges. The first are broad strategic goals that lay out our recommended academic and related priorities, including the areas in which we must make significant new investments. The second goals are a set of management objectives and tasks that we must undertake in order to position ourselves to realize our strategic goals. The Academic Enrichment Initiatives represent an academic plan first and foremost, and the annotated outline reflects that by concentrating on those overarching academic goals. At the same time, it is clear that we need to improve many aspects of University governance and management in order to achieve those goals; the outline describes some of the most critical challenges in these areas.

The outline identifies six broad strategic academic goals, all of which flow directly from the priorities identified in early 2002 as part of the initial academic enrichment proposals.

The first goal has to do with **faculty and faculty support**. Among the questions we have asked are:

- How should we plan for future growth in the size of the faculty?
- How can we ensure that Brown will be able to attract and retain the best faculty?
- Where do we stand today in terms of competitive salaries and related faculty benefits, and where do we need to be in order to achieve our academic goals?
- How well do we support the scholarly and teaching work of the faculty and how and where should we seek to improve that support?

All of the best research universities have been investing much more heavily in faculty and faculty support for at least the last 15 years. The challenge for Brown is to build on our special advantages as a university-college while making significant new investments in our research infrastructure and in the faculty,

who, given that support, will achieve at the highest levels in both teaching and research.

The second strategic goal concerns **undergraduate education** and how we hope to enhance even further what is already one of the great strengths of the University. Increasing the size of the faculty will enable us to add courses and reduce class size in many areas. But we also need to ask:

- How can we take advantage of the Brown curriculum to involve more undergraduates in an expanded research enterprise, as full partners with faculty and graduate students?
- How should we improve student life programs and facilities to support more fully the educational experiences of our students (graduate and medical students as well as undergraduates)?
- What further improvements in our financial aid programs would enable us to achieve even greater diversity in our student body and attract the very best students regardless of financial circumstances?

The third goal addresses the importance of **graduate education** in the planning for Academic Enrichment and the critical need for increased investment in the Graduate School. Here, too, the question is how to build on the special strengths of the university-college model to enhance graduate education at Brown.

- How can new approaches to scholarship and teaching prepare our students better for an increasingly complicated world, whether they go on to become scholars and teachers at the university level or use their graduate training in other kinds of careers?
- Are there new graduate programs that we should be considering, either at the doctorate level or possibly professional masters degrees?
- How do we enhance the strong role that graduate students play as members of research teams with faculty, post-docs, and undergraduate students to benefit all members of those teams, including the graduate students themselves?

There is still much work to be done before we will be ready to submit any specific proposals, but the outline does describe the current status of our thinking in this area.

The **Division of Biology and Medicine**, including the Medical School, is the focus of the fourth strategic objective. In addition to describing several broad goals for the division, the outline highlights several questions and challenges presented by the external review committee commissioned by the Fellows to examine the structure of the division and our relationships with our affiliated hospitals and other key partners. The underlying question, both in the report of the review committee and in this annotated outline, is how Brown can provide leadership and strategic direction for the entire biomedical effort. Almost everyone involved agrees that the current diffusion of resources across many organizational players makes it almost impossible to exert leadership and build consensus for a strategic direction. There is also broad agreement that allowing this situation to continue much longer will result in real slippage in terms of what Brown is able to accomplish in biology and medicine. As we move forward with the academic enrichment planning for the University as a whole, and, moreover, as we prepare to launch a search for a new dean of medicine and biological sciences, it is essential that we find good solutions to these challenges.

The fifth strategic objective addresses **multi-disciplinary initiatives**. Although the goals of such initiatives overlap with the broader academic goals described in the four preceding sections, this part of the outline raises additional questions and describes some special opportunities for successful multidisciplinary efforts at Brown. The questions include:

- How can we structure and staff multidisciplinary programs that build on and support the work of numerous departments, instead of simply competing for resources with those departments?

- How can we leverage relationships with external partners to produce the best possible educational experience for our students and support for the scholarly work of faculty and students?

Diversity is the subject of the sixth strategic goal. We ask how we can bring the broadest possible range of perspectives to bear on all our teaching and research activities.

- How can we do an even better job of adding to the diversity of our student body, faculty, and staff?
- How can we make the campus environment, in both formal and informal settings, even more conducive to the sharing of perspectives and learning from one another?
- How can we play a national leadership role in understanding these issues and realizing the value of diversity?

The outline raises a number of these questions and suggests how we would begin to address them as part of the larger planning process.

For each of these six strategic goals, we have identified a number of specific objectives. We have also indicated some implementation steps to suggest how we are proceeding, or intend to proceed, to convert this outline into real planning proposals.

The section of the outline on management goals is much shorter. It concentrates on the work that is already underway to bring our systems and processes into alignment with our academic goals and priorities. The specific issues raised in this section include governance and leadership, people and organization, the campus master plan, financial planning and management systems, and the likelihood of a fund-raising campaign. All of these will be the subject of more discussion as the planning process moves forward in the coming months.

Outline for the Long-term Plan

STRATEGIC GOALS

I. Faculty Excellence in Teaching and Research

A first-rate faculty committed to attracting excellent students and developing outstanding programs of teaching and research is at the core of any great university. To ensure Brown's place in the first rank, we will recruit new members of the faculty to build additional highly ranked departments and programs and to develop several clearly articulated areas of focused intellectual activity around multidisciplinary initiatives. Building on the University's strong commitment to teaching and research, the Brown faculty will be provided improved levels of support so that they can carry out their teaching and scholarly work at the highest levels.

II. Enhancing Brown's Undergraduate Education

Brown is recognized for the excellence of its undergraduate students and the strength of its unique, student-centered curriculum. We will continue to develop and enhance these strengths in order to sustain our leadership position in undergraduate education. In particular, we will improve and expand programs designed to promote the intellectual independence, multidisciplinary creativity, and personal accomplishments of all our students.

III. Excellence in Graduate Education

Graduate education at Brown should be competitive with the best programs in the country. We will improve graduate financial aid and support for research, and enable our graduate programs to attract the best students and engage them fully in the production of new knowledge. We will enhance opportunities for faculty, graduate students, and undergraduates to work together across intellectual and disciplinary boundaries. We will foster innovative, multidisciplinary

programs and strategic partnerships in order to place Brown in a position of national and international leadership in graduate education.

IV. Leadership in Biology and Medicine

The Division of Biology and Medicine, including the Medical School, will assume a greater leadership role in medical education and in research in medicine, public health, and the life sciences. We will accomplish this by integrating the teaching and research activities of the division more effectively into the rest of the University and building more strategic relationships with hospitals and other external partners. We will attract additional outstanding faculty and students to the division, enhance the research capacity of both the University and the affiliated hospitals, and contribute more significantly to the health and well-being of the citizens of Rhode Island and the broader community.

V. Fostering Multidisciplinary Initiatives

Brown has a special, possibly even unique, opportunity to develop nationally recognized and innovative multidisciplinary programs and institutes that advance knowledge, generate new teaching and research focuses, and leverage Brown's resources and those of collaborating institutions in the service of the state and the nation. We will select such opportunities carefully and then invest sufficient resources in their development to ensure their success.

VI. Learning and Practicing Diversity

Brown is nationally recognized for its commitment to, and success in, addressing diversity on campus. We will seek the broadest and most diverse range of perspectives in all aspects of our academic and nonacademic undertakings, and we will emphasize the value of the creativity, coherence, and conceptual and analytical rigor that diversity brings to learning.

MANAGEMENT GOALS

I. Governance and Leadership

Brown is developing a governance structure and decision-making processes that will enable the effective management of resources, the allocation of appropriate resources to our strategic goals, and good decision-making that occurs in a timely, integrated, and strategic manner.

II. People, Organization, and Community

Brown seeks to attract the very best students, faculty, and staff to the University. It strives to cultivate a strong campus community that is positioned to nurture and support opportunities for learning, interaction, and collaboration. Brown will also use its intellectual resources, research capabilities, and academic strength to develop and implement initiatives designed to further the public good in our community, our state, our nation, and our world.

III. Campus Master Plan

We will bring the current campus master planning process to a successful conclusion over the course of this spring and develop a set of strategies for the enhancement and expansion of the physical campus. As part of this effort, we will reconcile physical plans and needs with long-term financial plans, and we will develop the management capability to implement these plans and to keep campus planning current and relevant.

IV. Financial Planning, Management Systems, and Fund-Raising

We will integrate all dimensions of financial planning and management in order to ensure that all University resources support the long-term goals of academic enrichment. An integrated financial planning and management process will enable the University to make timely decisions based on a realistic assessment of our financial capability, consistent

with our fiduciary responsibilities and permitting appropriate risk-taking. We will also organize and undertake a major fund-raising campaign in order to support the goals and plans of academic enrichment.

PART 1: STRATEGIC GOALS

I. Faculty Excellence in Teaching and Research

SPECIFIC OBJECTIVE 1

Recruit and retain the highest-caliber faculty for Brown.

IMPLEMENTATION

► Identify specific places where the 100 new faculty positions will be allocated, and recruit excellent faculty to fill new positions and replace retiring faculty.

- Strive to achieve a balance among pressures to address critical teaching needs, strengthen departments and programs overall, and support new academic initiatives.
- Reserve 25 positions for target-of-opportunity appointments.
- Determine the optimal proportion of junior and senior appointments.
- Search for faculty members both to strengthen departments and to lead, participate in, and contribute to the new academic initiatives.
- Review existing programs, reallocating resources as appropriate to align with strategic goals.
- Generate new ways to collaborate with other institutions and organizations to leverage faculty recruitment efforts.

- Enhance collaborations with Brown-affiliated organizations such as the John Nicholas Brown Center, the Annenberg Institute, and area hospitals.
- Develop new collaborations with other institutions such as RISD, the Marine Biological Laboratory at Woods Hole, and possible corporate partners.

- Review existing affiliations for relevance for current strategic directions.

► Provide competitive salaries and benefits for faculty across academic divisions and ranks.

► Appropriate and competitive start-up funding packages for all new faculty members.

► Develop an improved support structure for the search and recruitment process, and provide appropriate funding.

► Develop a program of support for faculty and staff housing.

► Enhance linkages for retired faculty to the ongoing activities of the University.

► Strengthen faculty review procedures with regard to appointment, promotion, salary review, diversity, level of support, grievance procedures, etc.

SPECIFIC OBJECTIVE 2

Provide increased support for the teaching and research activities of the faculty.

IMPLEMENTATION

► Improve and expand the physical facilities for existing departments and programs, and provide effective space for new academic initiatives.

► Upgrade teaching spaces.

► Provide seed funds to launch new initiatives and support transitional needs of new and continuing research programs.

► Improve leave program and support for travel for scholarly purposes.

► Develop closer connections with current and potential research partners, including other colleges and universities, research institutes, hospitals, for-profit companies, etc.

► Develop infrastructure to support and guide commercial development of intellectual property at Brown.

► Review staffing allocations and provide additional staff in key areas that support new faculty and academic initiatives. Confirm that compensation and other systems are in place to effectively recruit and retain excellent staff.

► Upgrade information technology (IT) support for faculty and students, and provide ongoing funding for these activities. IT support should include an upgraded campus network, enhanced support for the use of technology in teaching, upgraded administrative systems, and support for advanced research computing.

► Enhance library facilities and increase available resources, including increased use of technology and the development of an off-site storage annex.

SPECIFIC OBJECTIVE 3

Plan for continuing growth of the faculty on the order of 1 to 2 percent (six to 13 positions) per year, following the addition of the 100 new faculty positions.

IMPLEMENTATION

► Undertake all financial, physical, and other planning, and develop the infrastructure of the University with the explicit goal of accommodating continuing growth of the faculty.

II. Enhancing Brown's Undergraduate Education

SPECIFIC OBJECTIVE 1

Expand opportunities for students to interact with faculty in academic and non-academic settings.

IMPLEMENTATION

► Reduce student/faculty ratio and average class size, and increase the number of courses.

► Expand first-year seminar program to accommodate all interested first-year students.

► Expand programs in residence halls, dining facilities, and other areas of campus to further encourage informal faculty-student interactions.

SPECIFIC OBJECTIVE 2

Offer an improved program of student advising.

IMPLEMENTATION

► Expand outreach efforts that offer “just-in-time” advising by establishing satellite resource centers in the residences and elsewhere.

► Expand and focus our efforts in Career Services to support the liberal arts experience as preparation for a wide range of professions.

SPECIFIC OBJECTIVE 3

Develop additional programs and increase resources available to support undergraduate participation in meaningful research opportunities, including both individual and team-oriented research.

SPECIFIC OBJECTIVE 4

Continue to align our financial aid policies with our educational mission, and seek to attract and support the most highly qualified and diverse group of students, without regard to their financial circumstances.

IMPLEMENTATION

► Fully implement the policy of need-blind admission.

► Improve the financial aid program over time. For example, implement need-blind admission for all students, including foreign students; further reduce work expectations; enhance opportunities for independent research.

► Monitor financial aid policies to ensure that they serve University objectives and meet the needs of all students.

SPECIFIC OBJECTIVE 5

Address issues of diversity within the curriculum and academic life more generally. (*See strategic goal VI.*)

IMPLEMENTATION

► Accelerate the pace of work being done to help realize the full potential of diversity within curricular and academic life.

SPECIFIC OBJECTIVE 6

Improve the quality of students' residential and extracurricular experience, and integrate that experience more closely with academic goals.

IMPLEMENTATION

► Provide additional residence-hall space to increase the number of students living on campus.

► Implement an annual program of major rehabilitation and redesign for residence halls based on a 30- to 35-year cycle.

► Reconfigure, renovate, and improve Sharpe Refectory. Consider the needs and opportunities of Sharpe Refectory in the context of the need for community and social space described below.

► Provide improved facilities and support for community and social needs, fitness and recreation, and student performance through renovation of existing spaces and/or construction of new facilities.

► Increase support for campus life programming.

III. Excellence in Graduate Education

SPECIFIC OBJECTIVE 1

Attract the best students to our graduate programs and provide them with competitive levels of support.

IMPLEMENTATION

► Improve our recruiting efforts for the best candidates.

■ Provide competitive levels of support for all students.

■ Provide first-year fellowships in the sciences.

■ Provide guarantee of multiyear support for students in the humanities and social sciences.

■ Ensure summer support.

■ Provide travel and research support to students.

► Provide housing for at least one-third of our graduate and professional students and spaces on campus for graduate students to meet, work, and socialize.

► Expand the career-counseling and job-placement support for graduate students, both within and outside the academy. Develop internship opportunities as appropriate.

SPECIFIC OBJECTIVE 2

Consider additional innovative and distinctive new graduate programs, including programs associated with the new academic initiatives.

SPECIFIC OBJECTIVE 3

Consider modest growth of Brown's Graduate School in the context of a strong university-college model.

IMPLEMENTATION

► Evaluate the size of Brown's Graduate School in the context of developing new academic initiatives.

► Consider the possibility of new or expanded professional master's programs in selected areas.

IV. Leadership in Biology and Medicine

SPECIFIC OBJECTIVE 1

The Division of Biology and Medicine, including the Medical School, will establish more effective means of defining and attaining strategic goals in research and education, and it will develop greater collaboration across multiple components of the division.

IMPLEMENTATION

► Consider alternative ways to define the relationship between the clinical faculty and the University.

► Review the ways that resources are allocated for teaching and research in the division, and strengthen the role of the dean in that process.

► Address space needs in a way that encourages collaboration between campus-based and hospital-based faculty in the service of research and educational goals.

SPECIFIC OBJECTIVE 2

Add faculty positions in key areas, and improve the level of support provided for the work of the faculty as part of the overall University plan for academic enrichment.

IMPLEMENTATION

► Coordinate with the provost and the Academic Priorities Committee to determine the number of additional faculty and the fields and/or areas of multidisciplinary study within biology and medicine to which those positions should be allocated.

► Improve the level of support for faculty research, and streamline the process by which such support is provided.

SPECIFIC OBJECTIVE 3

Recognize the contributions of public health departments and centers, and integrate them more fully into the strategic plans of the division and the University.

IMPLEMENTATION

► Acknowledge the significant contributions of research faculty to the essential teaching and research mission of the division and University.

► Increase the collaboration between faculty and students in public health and their colleagues in other parts of the division and the University, in the service of research and educational goals.

SPECIFIC OBJECTIVE 4

Review the recommendations of the Rubenstein Committee concerning the agreements between Brown and its affiliated hospitals, and determine how best to achieve the objectives articulated by the committee. Consider alterations of structures and relationships to give the dean a greater voice in the allocation of resources and to allow the dean to play a more effective leadership and strategic planning role.

SPECIFIC OBJECTIVE 5

Strengthen and build on our current educational programs, characterized by opportunities for vertical education (undergraduate, graduate, and medical students all taught by the same division faculty), integrated teaching, and innovative multidisciplinary learning.

IMPLEMENTATION

► Building on the existing relationships between the division and other parts of the University, Brown will continue to strengthen and develop strong graduate programs at the level of master's, Ph.D., M.D., and combined M.D./Ph.D.

► Continue to improve the educational programs and curriculum of the Medical School.

► Enhance the support space and other resources provided for medical and graduate students, including library resources, laboratory space, and study and meeting spaces.

SPECIFIC OBJECTIVE 6

Strengthen the Division of Biology and Medicine's role as a convener of key constituencies around focused areas of critical concern in local, national, and world arenas.

V. Fostering Multidisciplinary Initiatives

SPECIFIC OBJECTIVE 1

Establish major new centers or institutes of multidisciplinary teaching and research as excellent proposals are developed and resources are generated to support those initiatives.

IMPLEMENTATION

► Review and select proposals emerging from the work of the Academic Priorities Committee (APC). Possibilities include:

- An Institute for the Study of Environmental Change, drawing scholars and students from ecology and evolutionary biology, geological sciences, economics, the Center for Environmental Studies, and the Watson Institute.

- A Center for Computational Biology and Informatics, involving faculty from computer science, molecular biology, cell biology and biochemistry, and ecology and evolutionary biology.
- A Humanities Research Center that would pull together faculty and students from all departments and programs in the humanities.
- An Initiative in Spatial Structures in the Social Sciences, drawing scholars and students from economics, sociology, and community health.

SPECIFIC OBJECTIVE 2

Leverage resources by connecting existing centers and institutes more closely to the work of academic departments and programs.

IMPLEMENTATION

- ▶ Build closer ties among Brown's endeavors in educational research, practice, and policy, including the Annenberg Institute, the Education Alliance, and Brown's Department of Education.
- ▶ Forge closer ties among Brown resources in early Americana, including the John Nicholas Brown Center, the departments of American civilization and history, and the John Carter Brown Library.
- ▶ Strengthen ties between the Center for the Study of Race and Ethnicity and Brown departments doing related work.

SPECIFIC OBJECTIVE 3

Develop academic support and infrastructure to serve the needs of multidisciplinary programs and centers, as well as more traditional disciplines.

IMPLEMENTATION

- ▶ Establish a library-collection development policy to support multidisciplinary collections, and target "collections of opportunity."
- ▶ Provide space designed to support innovative and collaborative work for multidisciplinary research efforts.

- ▶ Provide additional opportunities for groups of faculty to seek seed money for collaborative ventures.

- ▶ Provide additional staff as needed to ensure effective support for both new multidisciplinary programs and participating departments.

SPECIFIC OBJECTIVE 4

Continue to develop distinctive, nationally recognized multidisciplinary graduate programs.

VI. Learning and Practicing Diversity

SPECIFIC OBJECTIVE 1

Develop a strategy to place diversity at the center of campus life.

IMPLEMENTATION

- ▶ Identify and recruit a senior diversity officer to provide leadership on all aspects of diversity at Brown and to coordinate initiatives and programs.
- ▶ Develop a clearer working definition of diversity for Brown and a set of goals to guide consistent campus decision-making in this area.
- ▶ Establish varied means to explore diversity within the curriculum and academic life.
- ▶ Create new opportunities for dialogue and the exploration of issues of diversity among students, faculty, and staff in a variety of settings.
- ▶ Provide leadership on a national level in shaping debate and policy in this area.

SPECIFIC OBJECTIVE 2

Recognize and enhance opportunities to draw upon and benefit from the breadth of diversity represented among Brown's staff, students, and faculty.

IMPLEMENTATION

- ▶ Create spaces and forums for advancing our understanding of the role of diversity in all parts of the University community, as well as in society at large.
- ▶ Survey and study the Brown venues that highlight or mute diversity, analyze the reasons, and explore the benefits.

- ▶ Foster an environment in which all members benefit from the wide variety of perspectives and experiences brought by other members of the community.

PART 2: MANAGEMENT GOALS

Management Goal I

GOVERNANCE AND LEADERSHIP

Brown is developing a governance structure and decision-making processes that will enable the effective management of resources, the allocation of appropriate resources to strategic goals, and good decision-making that occurs in a timely, integrated, and strategic manner.

IMPLEMENTATION

- ▶ Continue to build a strong team of administrative leaders, and develop a working structure that ensures coordination, communication, and a focus on strategic goals.
- ▶ Support the work of the faculty to develop a more efficient and effective committee structure and a new set of relationships between faculty committees and the administration.
- ▶ Review Corporation committee structures and processes to ensure that the Corporation is focusing on policy matters and long-term strategic planning.
- ▶ Develop and implement an effective communications plan so that all parts of the University community are informed of, and engaged in, developing and implementing the strategic goals.
- ▶ Develop a set of both quantitative and qualitative measures of progress toward these goals, and monitor and report our progress.

Management Goal II

PEOPLE, ORGANIZATION, AND COMMUNITY

Brown seeks to attract the very best students, faculty, and staff to the University and to cultivate a strong campus community positioned to nurture and support opportunities for learning, interaction, and collaboration. Brown will also use its intellectual resources, research capabilities, and academic strength to develop and implement initiatives designed to further the public good in our community, our state, our nation, and our world.

IMPLEMENTATION

▶ Continuously review the competitiveness of our compensation systems for staff and faculty, including both salaries and related benefits, and our support packages for undergraduate, graduate, and medical students and make adjustments as needed.

▶ Support the sense of shared values and mutual respect that creates and sustains the commitment to community that is a hallmark of Brown. Provide ways for the entire community of students, faculty, staff, alumni, parents, and other friends and supporters of Brown to come together in support of overall University objectives.

Management Goal III

CAMPUS MASTER PLAN

We will bring the current campus master planning process to a successful conclusion over the course of this spring and develop a set of strategies for the enhancement and expansion of the physical campus. As part of this effort, we will reconcile physical plans and needs with long-term financial plans and develop the management capability to implement these plans and to keep campus planning current and relevant.

IMPLEMENTATION

▶ Review and approve (or modify) the recommendations of the master plan for overall planning principles and guidelines.

▶ Review and approve (or modify) the recommendations of the master plan for enhancements to the campus.

▶ Review and approve (or modify) the recommendations of the master plan for the expansion of space on the College Hill campus.

▶ Review and approve (or modify) the general directions recommended for expansion outside of the immediate College Hill area. Develop and implement a strategy or set of strategies for effecting those recommendations.

▶ Develop a real estate management process and a structure to support that process, including:

- A process for acquiring property (through purchase, lease, or other means) that is fair, open, and cost-effective.
- Policies and processes to divest properties that are not part of the University's long-term plan.

Management Goal IV

FINANCIAL PLANNING, MANAGEMENT SYSTEMS, AND FUND-RAISING

We will integrate all dimensions of financial planning and management in order to ensure that all University resources support the long-term goals of academic enrichment. An integrated financial planning and management process will enable the University to make timely decisions based on a realistic assessment of our financial capability, consistent with our fiduciary responsibilities and permitting appropriate risk-taking. We will also organize and undertake a major fund-raising campaign in order to support the goals and plans of academic enrichment.

IMPLEMENTATION

▶ Develop a multi-year operating-budget plan that supports the ongoing academic planning effort and keeps the budget in balance. This budget plan will require:

- Careful budget monitoring on a regular basis.

▪ Continued pursuit of savings, efficiencies, and improved systems in administrative and support areas to permit the reallocation of resources to strategic academic goals.

▶ Develop a more formal and more comprehensive capital plan that incorporates long-term goals and plans for the expansion and improvement of the campus and other capital needs. This plan will:

- Incorporate plans for debt financing.
- Incorporate the potential for major gifts to support capital projects in a campaign environment.
- Build all operating and maintenance costs of expanded or renovated facilities into the regular operating budget on an ongoing basis.

▶ Monitor closely the status of the endowment and the balance between present spending and reinvestment for the future.

▶ Aggressively build the research capacity of the University to support the continuing growth of the research enterprise and sponsored funding.

▶ Build and communicate a commitment to raising unrestricted funds in order to provide the University with the greatest flexibility to support its highest priorities.

▶ Strengthen the volunteer organization for a fund-raising effort, and recruit Corporation members and other alumni and parent leaders to serve in that capacity.

▶ Build the staff and other support systems to enable the president, Corporation members, and other volunteer leaders to achieve the needed level of fund-raising success.