

STRATEGIC PLAN INITIATIVES

These initiatives represent the culmination of a two-year process at Wake Forest University. They reflect the 78 unit plans prepared across the university in 2006-07 as well as the feedback provided by the entire campus community to a draft document over the Fall/Winter of 2007-2008, and are organized according to the five priorities established by the University Planning Council:

- Build Academic Programs of Nationally Recognized Excellence
- Enhance Faculty Distinction
- Attract Talented, Diverse Student Body and Build Exceptional Leaders of Character & Service
- Create a Richer Sense of Community
- Strengthen Connections to Communities Beyond Campus

Build Academic Programs of Nationally Recognized Excellence

- I. Strengthen the academic programs across all departments and schools – The core of a university is its academic programs. Both the brightest students and best faculty are attracted to programs of excellence. We must therefore strengthen the academic programs across all disciplines and schools by strategically adding endowed chairs and new tenure stream positions; improving teaching and research space; and increasing instructional support by enhancing the library and providing cutting-edge computing technology and support. Faculty positions are critically needed to build areas of research expertise, enhance the curriculum, improve diversity, and create new links across departments. Given that the current student/faculty ratios must be maintained or increased while preserving the special Wake Forest experience, we must moderately increase undergraduate enrollment (no more than 500 students over the next 5 years), reduce visiting faculty positions, and increase tenure track positions.
- II. Create Interdisciplinary Research Centers – Interdisciplinary Research Centers will be nationally recognized initiatives that engage faculty and students across departments and schools and attract external funding and scholars. To support the creation of strong Interdisciplinary Research Centers, in 2008-2009, the Provost's office will fund planning for up to four new research centers (with additional Calls for Proposals in coming years). Each of these one-year planning grants (of up to \$50,000 each) should be used to develop and submit a five-year operational plan for a new research center. Center plans that are deemed competitive will be established and receive seed funding.
- III. Establish four interdisciplinary institutes – Over the next decade, as funding allows, we aim to establish four institutes that will provide administrative support for the work of the Interdisciplinary Research Centers and foster further development of distinctive interdisciplinary programs in scholarly, creative, and teaching activities.

Through these efforts, each institute will: 1) increase interdisciplinary research opportunities for our students and faculty; 2) enhance the reputation of the University as a center of research excellence and innovation; 3) attract external funding and gifts; 4) aid development of interdisciplinary collaboration and communication skills in both faculty and students; and 5) build intellectual community on campus by facilitating links among faculty, students, departments, programs, and schools.

Each institute will house several Interdisciplinary Research Centers, conceived and developed by faculty, which will focus on interdisciplinary research, creative activities, and faculty-student engagement. Institutes will provide the benefits of shared administrative, research, and instructional support; shared facilities and equipment; and shared space for research and teaching activities.

The Integrative Science Institute for Learning and Discovery will foster multi-disciplinary collaboration and education, and establish the mechanisms that facilitate the flow of new knowledge and ideas between faculty and students in multiple disciplines. Over the next decades, the greatest advances in science will be in areas where our traditional disciplines converge. Through the Institute, faculty and students will look beyond disciplinary boundaries to apply a broad set of perspectives to the challenges of the twenty-first century.

The institute will facilitate interdisciplinary initiatives already underway among Reynolda faculty and between Reynolda faculty and WFUHS colleagues. The institute will foster new interdisciplinary science projects within Wake Forest University as well as between our faculty and regional partners such as Virginia Tech University, University of North Carolina-Greensboro, North Carolina A&T, and Winston-Salem State University. The Institute will provide administrative support for potential centers in behavioral, natural, and computational sciences, and the existing Center for Nanotechnology and Molecular Materials. It will coordinate both a visiting scholars program and interdisciplinary research seminars in these areas.

The **Institute for Public Engagement** will support teaching, scholarship, and service that contribute to the public good. It will build on Wake Forest's longstanding commitment to freedom and dissent, as well as the principles of conscience and voice to join intellectual endeavor with a commitment to public concern. The institute will provide critical support for collaboration between Wake Forest and the broader community by supporting innovative relationships between faculty, students, staff, and community partners that encourage the expression of public voice; cultivate economic development; pursue scientific inquiry; and nurture the practice of democracy.

The Institute will help develop public intellectuals through a media center and will serve the broader community by holding public forums on pressing issues; providing assistance in conveying scholarship beyond traditional academic

venues; facilitating community-based research; assisting in the coordination of partnerships with community organizations and institutions; supporting service learning, internships, and community-based experiential education and research for students; working collaboratively with the Community Engagement program at the Medical School; and expanding the role of the *Pro Humanitate* Center.

The **Institute for the Arts and Humanities** will stand at the crossroads of the liberal arts by honoring the study of human thought, values, beliefs, creativity, and culture. It will foster innovative interdisciplinary research and teaching in the arts and humanities and encourage exchange and debate on cultural and intellectual issues among faculty, students, and the broader community. Emphasizing the value of the arts and humanities in our changing world, this Institute and its fields of study will reflect the thoughts and feelings of humans in all times and all places—in many ways the heart of any body of knowledge.

The Institute will support initiatives in the arts and humanities at the leading edge of change by cultivating a vibrant intellectual environment that may include lecture series, themed conferences, working paper series and conference proceedings, faculty and student seminars, performances and workshops, research and course development grants, and resources for faculty participation in national and international conferences. Administrative support within the institute will provide coordination for connected research and teaching, grant writing, and professional development, and will facilitate cooperative relationships with departments, programs, and schools.

The **Institute for Entrepreneurship and Social Enterprise** will bring together the University's existing centers of entrepreneurship (The Angell Center, The Family Business Center, The Babcock Demon Incubator, The Office of Entrepreneurship and Liberal Arts, and The University Center for Entrepreneurship). The Institute will collaborate across schools and programs by supporting teaching, research, and service that explores social enterprise and creative investigation, and by encouraging innovative thinking and action that creates social, artistic, intellectual, and economic value. The Institute will also work with those programs that produce and manage intellectual property across the university, including The Office of Technology Asset Management, The Nanotechnology Center, and The Center for Regenerative Medicine.

Entrepreneurial thinking is a powerful tool for liberal arts and professional school faculty and students alike as we prepare for a more challenging, competitive and rapidly changing society. The Institute will build on the strengths of Wake Forest and its mission of *Pro Humanitate* to show how the integration of knowledge and skills from the liberal arts can be infused with entrepreneurial thinking to make a difference in the world.

- IV. Create a nationally recognized mentoring program – Wake Forest is known for its teacher-scholars and for its attention to educating the whole person. We can capitalize on these strengths and this unusual reputation among universities by consolidating what we already do and growing it into distinctive mentoring programs for students in all of our schools, supported by faculty and staff alike.

Because academic advising is fundamental to our mentoring efforts, we will study and enhance the advising programs in all schools. We will complement this review by providing additional resources to the Teaching and Learning Center to support faculty across the university in their roles as teachers and mentors, and by expanding the mission and resources of the Office of Career Services to help students link their passion for ideas and their experience in the world with career opportunities and graduate study. We will also engage staff and alumni, along with faculty, in mentoring students. This includes possible faculty/staff partnerships and training programs for lower division advising and mentoring. Our overall goal is to provide all students with the opportunity to have a mentored experience through research, internships, public scholarship, and international study and service.

In the undergraduate college, we will nurture those students who are especially intellectually motivated through the development of an Undergraduate Research Center to facilitate high-end academic research. We will also support the most academically talented students through extensive professional development and mentoring in their pursuit of highly selective national and international academic post-graduate fellowships and post-graduate academic opportunities in general.

We will capitalize on current programs within the Division of Student Life by providing a structure to students' co-curricular undergraduate experience through *The Journey*. This mentored development program emphasizes personal responsibility and citizenship during the freshman year; introspection during the sophomore year; experiential learning during the junior year; and reflection during the senior year. We will also explore the *Freshman Residential Engaged Experience*. This program will engage faculty and staff as "house fellows" who help support and shape the activities, intellectual and otherwise, in freshmen residences.

We will implement the Chaplain Fellows Program. These Fellows will be divinity or rabbinical school graduates who seek experience in university chaplaincy. During their short-term appointment they will provide spiritual mentoring of students through relationship-building and spiritual programming and serve as a resource for students seeking connections to Campus Ministry and other campus religious groups.

We will support student athletes by inviting their participation in the CHAMPS/Life Skills Program in preparation for post-graduation; develop leadership skills through the Wake Forest Leadership Academy; and initiate a transition program for all new first-year student-athletes to assist them in their adjustments to college life.

Our Graduate School of Arts and Sciences as well as our Law, Business, Medical and Divinity Schools are well positioned by virtue of their small size and committed faculty to develop especially strong mentoring relationships. We will also work with our graduates to strengthen and expand the Alumni Office to more fully utilize our alumni expertise as a critical source for career mentoring support across the university on both campuses.

Because of our university-wide commitment to mentoring our students a logical extension is to continue these relationships with recent alumni who seek to be such mentors themselves. Therefore, we will establish one-year fellowships for those who are interested in careers in higher education by having them serve in the President's Office, Admissions, Advancement, Student Life, and/or other areas of university administration.

- V. Enhance business education by improving collaboration and leveraging strengths between the Babcock School of Management and the Calloway School of Business and Accountancy – Both schools have developed distinctive areas of strength and expertise yet collaboration presents opportunities to improve core academic programs; to engage in discourse about ethics and social responsibility; to explore the many aspects of corporate and social entrepreneurship; and to implement the best international study options for undergraduate and graduate business students in rigorously preparing them for the global economy in which they will work and lead.

Enhance Faculty Distinction

Wake Forest is known for its teacher-scholars – dedicated scholars who are also superb teachers and mentors. This model is at the heart of a Wake Forest education and is the foundation for continuing to build academic quality and reputation. We must therefore build a diverse faculty and enhance faculty quality and distinction by fostering an environment in which all faculty members can truly flourish in this challenging but rewarding role.

- I. Build a Great Faculty – In the competitive world of higher education, we face the critical challenge of hiring and keeping the most talented faculty members who are passionate about both teaching and research. Establishing new endowed chairs is essential to recognize and retain, as well as attract, top scholars. Attracting and retaining great faculty requires competitive salaries. The university will establish an appropriate peer group for each school and create a five-year plan for reaching parity in compensation with this group. The Provost and Chief Financial Officer will provide an annual report on faculty compensation in each school.

To build a great faculty, Wake Forest must hire the best junior scholars, give them clear expectations, and support them in meeting those expectations. Providing junior faculty fellowships that include research funds and summer salary for three years will help attract outstanding faculty and will accelerate their establishment of strong programs of scholarship. Faculty in all schools need a tenure and promotion

practice that is fair, transparent, and reflects the highest standards of the teacher-scholar ideal. The university will adopt campus-wide policies and practices that meet this standard.

A flexible system of joint appointments between schools, departments, and programs, and across our campuses will provide greater support for cross-disciplinary work and foster new collaborations in teaching and scholarship.

The best faculties are diverse, infusing the academic community with multiple experiences and viewpoints. We will adopt resources for making our faculty more diverse, including funds for targeted opportunity hires; training in recruitment of diverse faculty; and programs that provide occasions for diverse faculty to visit campus and build relationships with our university.

Attracting and retaining a great faculty and ensuring their success requires a world class library, appropriate computer technology, and adequate space for research, teaching and learning. The acquisition and serial budgets of the library must be increased so that the University's libraries can collect and provide access to premier library resources in formats that are tailored to the evolving needs of each academic discipline and provide exceptional levels of service in engaging faculty in new expressions of scholarly communication.

Academic computing needs not only suitable technology, from laptops to high performance computing, but also proper coordination of support services. The university must establish a structure for coordinating academic computing and must provide adequate funding for both technology and support.

Efforts also must be undertaken to address critical space needs. An interdisciplinary science building will address urgent space needs in the sciences, as will a new building to house the Institute for Public Engagement and several appropriate academic departments in the Social Sciences. This will free up needed space in Carswell and/or Tribble Halls. These spaces will be renovated to respond to today's needs. Appropriate space is also needed to address crowding in Theater and Dance, Music, and Art, as well as the library.

Our location and community offer a competitive advantage in recruiting that we must fully exploit. We will document these advantages and communicate them effectively to candidates for faculty positions. We must promote a family-friendly work atmosphere through programs and services, such as day care, that address pressing issues of work-life balance. Also, we must develop better parental and maternity-leave programs. Such developments will serve as a recruitment and retention tool for faculty and staff. Furthermore, we will provide formal relocation and spousal employment assistance in cooperation with the medical school.

- II. Create a Comprehensive Faculty Development Program – While the teacher-scholar role is rewarding, it is also a challenge for faculty to balance the demands of

teaching, scholarship, and service. We will create a first-rate faculty development program to support faculty in their roles as teacher-scholars and as academic leaders on campus and in their professions.

A three-year professional development program for junior faculty will combine new initiatives with workshops that we are currently offering. A mid-career planning/mentoring program will address the needs of associate professors.

A great faculty has great leaders. We will be intentional in providing leadership development opportunities for faculty across the university. Leadership development should not only include regular workshops for chairs, deans, associate deans, and associate provosts, but should also include opportunities for all faculty to learn how to lead committees and groups to function more effectively.

We will create a faculty development program for faculty whose primary assignments are instruction and who teach on a continuing but non-tenure track basis. This program will formally define the role and evaluation criteria and provide evaluation and recognition that will create community with and among these colleagues.

Teaching across the university will be enhanced by expanding the resources, responsibilities, and programming of the Teaching and Learning Center so as to fully serve the entire campus.

III. Support Vibrant and Focused Graduate Programs that Enhance Faculty Distinction

– In some disciplines, graduate programs are critical to attracting the best faculty and enhancing their scholarly productivity. We will create and nurture such programs, providing resources to attract strong graduate students and ensure thriving programs. These resources include stipends that are competitive and sufficient in number and health care benefits. We will create flexible graduate programs that allow graduate and professional students to take advantage of interdisciplinary opportunities within and across both campuses.

We must provide graduate students with an outstanding education, so that they may fully realize their potential in the field of their calling. Many graduate students will benefit from increased opportunities for interdisciplinary collaboration. A professional development program on how to become a productive teacher-scholar will not only benefit our students, but will in turn benefit their future students.

Complementing these graduate programs can be a university-wide post-doctoral fellows program that increases collaboration and research synergies between those who visit at Wake Forest and our tenure-stream faculty. Wake Forest will become a place known for outstanding post-graduate training for those seeking to become teacher-scholars.

- IV. Strengthen Technology and Support Academic Computing to ensure our infrastructure has the capacity to serve our academic mission and the administrative structure that supports it. We will bring renewed energy to the influence of technology on teaching and learning; its increasingly important role in supporting research and scholarship; and its central place in consolidating wide-ranging data into useful forms for managing and improving the operational capacity of the university. We will do this by initiating a Learning Technology Strategic Planning Process to bring together the elements of the University whose mission is to support the teaching and learning capabilities of our faculty and students; coordinating and supporting the efforts of Information Systems, the Library, the Information Technology Group, and the Teaching and Learning Center; improving our administrative computing capacity through better integration of systems, processes, training and oversight; and supporting academic and administrative computing needs, from laptops to high performance computing, including proper coordination of support services.
- V. Highlight and Herald Faculty Research – Showcasing the work of our faculty will amplify Wake Forest’s reputation for academic excellence and highlight our connection to the broader intellectual world. We must provide support for faculty to engage in their scholarly communities and in the important national and international conversations of our time.

Travel funds will be increased so that Wake Forest faculty are regular participants in national and international scholarly conversations. We also will provide assistance and support to faculty who host conferences on our campus, since such conferences present our accomplishments to a larger community of scholars. Furthermore, we will establish a process to nominate our faculty for national scholarly and teaching awards.

Finally, we must fully take advantage of opportunities to present faculty achievements in the media. Initiatives may include a Wake Forest research magazine; more effective use of the web site; additional staff in the news bureau; and an improved process for documenting faculty achievements. We must place our academic mission front and center in all electronic and print publications.

Attract Talented, Diverse Student Body and Build Exceptional Leaders of Character & Service

The quality of the educational environment at Wake Forest depends on the nature of our student population as well as the quality of our faculty and our academic programs. It is critical that we attract students who have intellectual curiosity, strong academic qualifications, and significant leadership potential. It is equally critical that we attract a more diverse student population to expand the range of ideas and perspectives represented on our campus. We must provide all students with a variety of well-coordinated

opportunities for intellectual, social, physical, moral, and spiritual growth. To accomplish these goals, we will:

- I. Increase Financial Aid – In order to attract a talented and diverse student body and to continue Wake Forest’s tradition of being a place of opportunity, we must offer more generous financial aid packages to undergraduates with demonstrated need (capping loans at 10% of total tuition and fees) and more competitive stipends and scholarships in our graduate and professional schools. Increasing financial aid and scholarship budgets will enhance academic quality, increase diversity, and reduce the debt load for graduates so that they have the freedom to pursue their callings.
- II. Create a first-generation college program – Over the years, Wake Forest has been a beacon of opportunity for students who were the first in their families to attend college. In recent years, however, this traditional constituency is a declining percentage of our student body. We must increase the representation of this core constituency – first-generation college students – by actively recruiting them, offering them generous need-based financial aid packages and stipends for summer study, and creating special programs to ensure their success.
- III. Grow our admissions efforts – In order to enhance our national and international profile and to enroll an increasingly talented and diverse student body, we will expand our admissions recruitment efforts. This includes not only building good will with high school guidance counselors, but also growing our efforts in presenting our excellent academic programs to prospective students through the website, videos, targeted letters in student areas of interest, and the on-campus visit. We must enhance the University’s online presence (with special attention to our admissions, financial aid, departmental, and program pages) as well as construct a new undergraduate Admissions Office to accommodate the increasing number of visitors while projecting a more inclusive and energetic appearance.

To broaden and diversify our applicant pools, we must improve our outreach efforts. This includes: hiring a senior level admissions officer to coordinate and grow diversity initiatives in the undergraduate Admissions Office; developing targeted diversity approaches within the graduate and professional schools; and stepping up international recruitment efforts across academic units through collaboration and participation in international admissions travel programs and admissions conferences.

- IV. Recognize the importance of staff in attracting the best and most diverse student body – Our staff is an important, and often the first, contact for potential students and their families. We will therefore support staff in providing timely and accurate information by offering more opportunities for them to learn about curricular and co-curricular initiatives and encouraging them to participate in university events. Along with a faculty/staff newsletter as a new avenue for sharing information, regular all-staff meetings where senior administrators update staff on key initiatives

will be established. The staff advisory council will be tasked with advising on how best to develop these initiatives and suggesting other efforts as well.

- V. Develop interdisciplinary joint degree and certificate programs – These programs will attract the best students to our professional schools. Concurrently, we will explore the creation of preferential admissions programs for undergraduates applying to our professional schools and graduate programs.
- VI. Create an Undergraduate Research Center – We will establish an organizational and conceptual space for advanced undergraduate research that crosses all disciplines and divisions in the undergraduate schools, and takes advantage of the many opportunities available for research in our Graduate and Professional Schools. The Undergraduate Research Center will enhance and expand research opportunities to support vigorous learning and facilitate meaningful mentoring relationships that will attract our best students. The center will bring together current student research funding opportunities; provide new ones in the form of additional travel grants for research and funding for undergraduate conference presentations; and organize an annual college-wide undergraduate conference.
- VII. Support a campus climate that truly welcomes and celebrates diversity – The best students are attracted to and flourish in a dynamic, diverse, and vibrant academic community. The University's commitment to diversity must be conveyed in a clear, concise, and direct statement. This commitment will be reflected not only in faculty hiring, but also in our physical spaces and curriculum, both of which will become more inclusive.

Funds will be provided to appropriate departments and programs to make their physical spaces celebrate diverse cultures as successfully as their curriculums do. Furthermore, funds will be made available to develop curricular changes that convey diversity in all its variety, and to grow existing programs that can contribute to our commitment. Regular learning opportunities for faculty, staff, and students to develop an appreciation for all aspects of a diverse campus also will be established. An annual university-wide award will be given for the best efforts to promote diversity on campus.

- VIII. Cultivate Leadership – Wake Forest leaders are engaged and reflective; steeped in their discipline and broad in their perspective; internationally connected and locally concerned. Rather than relying on a specific program to build leadership skills, our strategic plan includes numerous academic initiatives for cultivating leadership development in all our students. We also recognize that co-curricular activities are vitally important in the residential college experience and in educating the whole person. Therefore, we will adopt *The Journey* led by the Division of Student Life, an intentional developmental program that provides structure to students' co-curricular undergraduate experience. We will use our programs and resources to develop leaders who are civic-minded interdisciplinary, analytical, global, creative, reflective, and appreciative of difference.

We will build on the moral responsibility conveyed in our motto of *Pro Humanitate* by developing new opportunities for our students to connect their intellectual lives with the broader world through expanded curricular and co-curricular internship programs, public engagement opportunities, and international trips. We will establish a Center for Vocation and the Common Good that helps students explore the nature of professional life and provide opportunities to grapple with serious questions about what constitutes success. We will also expand the mission and resources of the Office of Career Services so students have the opportunity to discuss and to balance all of their life goals as well as receive essential career advice.

Create a Richer Sense of Community

To nurture a deeper and richer sense of community, we will create more meaningful ways for faculty, staff, students and alumni to come together in our shared embrace of the university's mission. We will build more academic and social spaces to bring people together, as well as provide more opportunities for personal and professional growth, so that we are all engaged participants in the Wake Forest community.

- I. Build a shared sense of purpose and values – Opportunities to gather, engage, reflect and celebrate are fundamental to sustaining and strengthening our sense of shared purpose and values. Through events such as lectures, symposia, and convocations, we will not only address critical topics, but also celebrate our history, our values, and our community. By engaging our retired faculty in meaningful interactions with these campus events, we will embrace a part of our heritage that helps build the ideals we share. Through such efforts as a faculty/staff newsletter, a master calendar, and regular electronic communications about university events, the university community will be better connected.

We will strengthen our sense of community by fostering the inclusion of staff in campus-wide committees and events, supporting their voice through the Staff Advisory Council, and revitalizing events to recognize outstanding commitment and leadership. Also through robust recruiting efforts and competitive compensation and benefit programs, our community will grow stronger by attracting and retaining talented and diverse people.

- II. Foster Staff Professional Development – The members of our staff play many important roles in support of the academic mission. They serve the diverse needs of a complex institution and are ambassadors for visitors, prospective students, alumni, students, and faculty. We must renew our commitment to creating an environment of learning and growth for staff with new initiatives.

Professional development is a mutually beneficial investment that supports the university and the individual. To this end, we will implement an evaluation system that recognizes performance and provides substantive feedback for personal and

professional growth, and initiate a broad range of development opportunities for staff that promote enhanced skills. We also will provide department leaders and individual staff with resources and support to aid in their pursuit of educational and professional development opportunities. This initiative includes offering university-wide opportunities for staff members to pursue career enhancing transitions.

- IV. Create physical spaces on campus to bring people together – We are in the midst of a campus master planning initiative that focuses significant effort on identifying spaces – both indoors and outdoors – that encourage the sense of community that is important to a vibrant campus culture. This initiative will include creating new social spaces for faculty, students, and staff in a variety of configurations and places; enhancing the Z. Smith Reynolds Library so it can better serve its role of being a campus crossroads; improving dining choices for faculty, students and staff; and constructing a recreation/wellness facility that will provide recreational and fitness space and health awareness programming that accommodates students, faculty, and staff from both campuses.
- V. Increase the number of undergraduates that live on campus – Our sense of community can be strengthened as more undergraduates reside on campus and stay more fully engaged in the life of the university. To make residential life a preferred choice, we will improve and expand residential accommodations and provide additional space for student social organizations. Correspondingly, we will institute a system that includes a “self-select” room assignment option for juniors and seniors as well as implement the Division of Student Life’s Engaged Living Community program that calls for intentional events in the residence halls.
- VI. Facilities that Support Our Goals – It is important that our built environment and green spaces support a broad set of institutional goals. The university is currently engaged in a campus master planning process that will help us ensure that we not only enhance the academic, administrative and student life aspects of our mission, but that we also think carefully about how a variety of spaces support a robust community life for faculty, staff, students, alumni, friends and guests. We see opportunities to enhance space for teaching, research, and performance; housing the majority of our students; providing recreational opportunities; and recruiting prospective students and faculty members. We recognize as well that many of our existing buildings need comprehensive renewal in coming years.

To address these needs, we will embark on a long-term construction and renewal program. We recommend that the University initiate work on the following priority items in the next several years. To enhance the residential character of Wake Forest we must build and renovate student residences to accommodate enrollment growth, provide attractive living options for students, and encourage more upper-class students to remain on campus. To maintain and enhance our academic capability we need to build an interdisciplinary science building to increase collaborative research and teaching and address urgent space needs in the sciences; to construct a new academic building that would include conference space and house several

departments in the Social Sciences; and, to develop a new admissions building. Renovations are in order for Tribble, Carswell, Scales and the Z. Smith Reynolds Library. To meet the health, wellness and social needs of our students, faculty and staff, we recommend the construction of a campus recreation center.

- VII. Integrate sustainable principles and practices across all aspects of our community – Wise stewardship of our resources and actions that respect both our environment and each other is a philosophy inherently consistent with our *Pro Humanitate* motto. We are committed to showing leadership on sustainability for the broader community. We will construct high-performance buildings that reduce energy and water consumption; renew existing buildings using recycled materials; expand education programs that link the teaching and research with campus operation to demonstrate sustainability in both education and in practice; implement better storm water management practices; pursue a “green purchasing program”; and encourage community outreach – locally, regionally, and nationally – by faculty, students, and staff to enhance sustainability beyond the confines of our campus.
- VIII. Foster Richer Collaboration between the Reynolda and Bowman Gray campuses – By strengthening the ties between the two locations we will provide an enriched and expansive sense of community that serves faculty, students, and staff. The Graduate School is an important bridge for facilitating these critical relationships.

Several joint initiatives will be undertaken to foster a richer collaboration between the Medical School and the Reynolda Campus. We will pursue and facilitate joint faculty appointments, joint degree and certificate programs, and more joint training and center/program project grant applications. We will also establish a joint Academic Leaders Program whereby faculty from across the university will be chosen to participate through a competitive process and will receive course releases.

To expand collaboration, we will support intellectual property licensing, as well as economic development that utilizes the downtown research park, and we will provide funding for the Translational Science Institute and Cross-Campus Seed Grants. Furthermore, we will collaborate and share resources with the establishment of our four Institutes.

Strengthen Connections to Communities beyond Campus

Our university has a responsibility to engage in the broader community as citizens, leaders, and learners. We must embrace our local community, where a greater Wake Forest presence is desired, and where educational benefits are readily accessible. At the same time, it is critical that we establish ourselves as a national university with global interests. We must link our rich liberal arts learning opportunities with the skills engendered in our professional schools to develop substantive, integrated community involvement in our region and the world.

In particular, we must support new initiatives across the university that engage us in the broader community while enhancing research and learning. We will work to strengthen collaboration in community engagement across our campuses, and between our schools. Examples of initiatives that we can build on include: the Translational Sciences Institute, recently created to support research that transcends traditional departmental, administrative, and academic boundaries (and includes a Community Engagement Program); the Maya Angelou Research Center on Minority Health, which is positioning itself as a key national resource to reduce the gap in health disparities for an increasingly diverse society; and the Law School's newly conceptualized Community Development Fund, which will assist local low-income business owners in growing their establishments and profit-making capabilities.

- I. We will build these connections by cultivating stronger relationships with the local and regional community – Wake Forest seeks to grow community partnerships by promoting mutual understanding and supportive relationships between the university and community and by engaging in new outreach efforts with area nonprofit agencies, schools, businesses, local governments, and residents.

By establishing a joint administrative position across both campuses to oversee this commitment, we will create a liaison between senior administrators and the community, coordinate efforts with the Institute for Public Engagement, provide a campus resource person for community groups including chambers of commerce, local government, civic groups, grassroots organizations, neighborhood groups, churches, and school systems, and facilitate more intentional relationships with local minority communities.

Many community members offer expertise that is invaluable to learning on this campus. We will explore an affiliated community fellows program that provides them greater visibility and institutional respect. The Institute for Public Engagement can facilitate these relationships as well as convey the needs of local constituencies to those on campus with relevant expertise.

- II. Local and regional public schools can benefit from the knowledge and resources that universities provide – We can improve partnerships with area public schools by building on the strong relationships already forged by the Education Department and the School of Medicine's Forsyth Health Alliance, by making a sustained commitment to teachers, and by strengthening our summer enrichment programs for middle- and high-school students, especially those that bring future first-generation college students to campus.

- III. We will explore new opportunities to strengthen our relationships with local colleges and universities – We will seek to collaborate with Winston-Salem State University, the North Carolina School of the Arts, Forsyth Technical Community College, and Salem College. We will further our current efforts with the ACC schools, especially on international programs involving academic coursework and faculty development.

IV. We will engage with the First Street Cultural Campus in uptown Charlotte – a mixed-use development in partnership with Wachovia and the Arts and Science Council. This partnership provides exciting opportunities for the Babcock Graduate School of Management to expand their academic programs in Charlotte. In addition, this strategic location presents opportunities for the entire university to consider new academic programs, alumni events, and community engagement projects in Charlotte.

V. We recognize that the creative and performing arts provide special opportunities for Wake Forest to engage with the surrounding communities and the world beyond – We will therefore undertake a strategic plan in the arts that pursues extensive, interdisciplinary collaboration between campus programs (including departments, Reynolda House, collections, archives, and galleries), and between campus programs and the community.

We will also consider creating an artist-in-residence program and appointing a Community Arts Relations Coordinator from the faculty to build more cooperation and collaboration between Wake Forest and the larger arts community. We will investigate the creation of a Center for Culture and the Arts.

VI. We recognize that our athletics program underscores the principle of educating the whole person—in this case our student athlete—with unwavering integrity, while building strong community within and beyond Wake Forest University – In ways that are congruent with the University’s mission, we must leverage our intercollegiate athletic programs to highlight Wake Forest’s ideals to a national audience. A small, private, strong academic institution can excel at the highest level of collegiate athletics without compromising its high standards.

To provide the environment, resources, and personnel to assure that the educational process and excellence in athletics flourish at Wake Forest, we propose the following initiatives: we will teach and enhance the leadership skills of student-athletes through the Wake Forest Leadership Academy; provide a transition program for all new first-year student-athletes to assist the student-athlete in the adjustments to college life; improve existing facilities and add new ones to meet the needs of our teams and to enhance venues that strengthen the sense of community at Wake Forest; and leverage the media attention given to intercollegiate athletics to convey Wake Forest’s ideals to a national audience.

VII. We will enrich our international focus and efforts – International study and global understanding are essential for achieving our vision of becoming a crossroads of discussion on important international issues of our time and of attracting the brightest educators and students from around the world. To establish such a crossroads in today’s global community requires that students, faculty, and staff be actively involved in international initiatives and endeavors that will make them stronger global citizens and the university a stronger global player.

We will establish a Global Advisory Board that will recommend and review global initiatives for the university. To better identify our current programs, we will inventory international activities across the university and develop a Wake Forest in the World webpage. We will develop and expand academic and service opportunities for faculty and students across campuses with particular focus on Latin America, Asia, and Africa.

On campus we will focus on increasing the number of international students by expanding our recruitment efforts overseas. We will offer new programs similar to our undergraduate Intercultural Competency Program that will focus on preparing faculty, staff, and graduate students for intercultural experiences both on and off campus. A *Global Scholars Program* for selected freshmen and a visiting professors program for international scholars will be developed as well.

- VIII. We seek to engage alumni in the life of Wake Forest through all phases of their lives, for they are valued members of our campus community – During their time on campus, students form valuable relationships with the faculty and staff from whom they learn both in and out of the classroom. Many Wake Forest alumni can point to specific individuals on the campus who made a difference in their lives. In that same tradition, alumni can support the greater interests of Wake Forest through engaging in mentoring relationships with students; networking with fellow alumni; and participating in programs regionally and on campus that reunite them with faculty and classmates and acquaint them with specific needs for financial support that strengthen their alma mater. These opportunities reaffirm the unique qualities of this community—strong character, personal relationships, and intellectual curiosity. We pledge to reach out to alumni and involve them in new and vital ways.

We will create an Alumni College coordinated by an Alumni College Director that offers a comprehensive program for alumni educational engagement, including seminars, week-long educational programs at international locations, and imaginative lifelong learning courses that coordinate marketing and maximize efficiencies. The Alumni College will provide programs and outreach opportunities to alumni in cities across the country and around the world.

We will make creative use of alumni expertise as a resource for students and faculty by building better alumni relationships with specific departments, strengthening the Alumni Career Assistance Program in The Office of Career Services; creating an Alumni Executive-in-Residence program; exploring new mentoring opportunities; and including alumni representatives with appropriate experience on relevant advisory boards, such as the Global Advisory Board.

Conclusion

These strategic initiatives ensure that we will sustain and enhance Wake Forest University's finest traditions: a face-to-face community, grounded in the liberal arts, passionate about graduate and professional education, committed to excellence in research, and devoted to challenging students to live an examined and purposeful life in an outstanding and supportive learning community.