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A Little Bit of History
February 2002

A Proposal for Academic Enrichment – aka the Academic Enrichment Initiatives

- An effort to nourish some programs that need to be strengthened
- Support others that are on the threshold of preeminence
- Ensure that Brown’s most highly regarded programs retain their leadership position
- The imperative for these changes is our students – attracting and retaining excellent students and providing an environment and a support structure that allows them to do their best work
- Lay foundation for a comprehensive plan for the University
Key Elements of the Academic Enrichment Initiatives (2002)

- **Faculty** — add 100 positions, improve salaries, start-up funds, and other support
- **Undergraduate student financial aid** - eliminate first-year work, adopt need-blind admission
- **Graduate student support** — cover health insurance, increase stipends and summer support
- **Academic support** — library, computing
The Plan for Academic Enrichment (PAE)

- Formally adopted in February 2004
- Incorporates and builds on the Academic Enrichment Initiatives of February 2002
- Extends the time period of outlook and planning from 3-5 years to approximately 15
- Much more detailed, more inclusive
- More attention to infrastructure and support
- Incorporates the Campaign for Academic Enrichment and other new sources of funding
Key Elements of the Plan for Academic Enrichment (2004)

- Increase the size of the faculty even beyond the first 100; be competitive in order to attract and retain the best faculty; support them in their work

- Attract the very best students at the undergraduate, graduate, and medical student levels; provide the best education possible

- Provide the facilities and other support to enable faculty and students to do their best work – new space and improved infrastructure, library and computing, administrative and other support
The strengths of the Plan -- a guide for University decision-making

- The Plan has set directions and aspirations based on the vision and goals of the community; details about how and when any of that could be implemented have been developed over time and within the normal planning and governance structure.

- The Plan has evolved over time and has been flexible enough to adjust to changing circumstances.
Accomplishments

- Growth in the size of the faculty - about 100 by 2008-09
- Undergraduate financial aid enhancements – need blind admission in 2003, reduced loans and parental contributions in 2008
- Strengthening of the Graduate School – more competitive stipends, summer support, 5-year funding guarantee, have begun to increase the number of PhD students
Accomplishments (cont’d)

- Improvement of undergraduate education – more courses, first-year seminars, research opportunities, better support of advising
- Expanded diversity of faculty and student bodies
- Created several multidisciplinary programs and centers; developed strategic partnerships with Trinity Theatre, MBL, Paris VI; joint degree program with RISD
Accomplishments (cont’d)

- Increased support for faculty and students – start-up funds, technology and library resources, support for multidisciplinary centers
- Launched internationalization effort
- Invested in academic facilities – Sidney Frank Hall, Pembroke Hall, Rhode Island Hall, Mencoff Hall, Peter Green House, 70 Ship Street, 121 South Main
- Improved student facilities – classroom upgrades, residence hall renovations, J Walter Wilson, Friedman Study Center
Reasons for Undertaking a Review

- It is good practice – part of an ongoing accountability process
- We committed to such a review as part of the initial Academic Enrichment Initiatives (February 2002)
- The context has changed – both internal and external
Timeline for the Review

- **Spring through December 2007**
  - Engaged faculty, students, staff, alumni in review process (FEC, MFEC, Chairs, UCS, GSC, MSS, SAC, URC, APC, advisory boards, advisory councils, etc.)
  - Gathered feedback through meetings, individual comments via web, etc.

- **January 2008**-reviewed and summarized feedback

- **February 2008**-presented findings to Corporation and Community (e.g., February Faculty meeting)
Process

- Broad, inclusive
  - More than 20 meetings (& many informal conversations)
  - Many individual comments received via the web
  - Substantive suggestions/reports from FEC, UCS, SAC, BAA, advisory councils, others
  - Preliminary reports from Task Force on Undergraduate Education, Graduate School Working Group, Committee on the Residential Experience, etc.
Overarching Conclusions/Themes:

- The role of financial aid in maintaining our competitiveness and assuring access and affordability
- The importance of undergraduate education
- The critical role of the Graduate School in achieving and maintaining academic excellence
- The importance of strengthening academic departments
Recommendations: Three Primary Priorities Described in Report

I. Continue to Strengthen Undergraduate Education

II. Ensure Brown is a Truly Global University

III. Enhance Academic Excellence Through Additional Investments in Departments
Overall Findings of the Review

The review confirmed that the Plan:

- Established the right goals, initiatives & strategies
- Focused on appropriate areas (people, facilities, etc.)
- Enabled significant & measurable progress
- Positioned Brown well for the future, setting the direction for continued improvement
But there were some areas of concern

- We underestimated the degree to which growth in some areas (e.g., faculty expansion) requires investments in other areas to provide the necessary support
  - Graduate students
  - Space
  - Research opportunities, tools & support
  - Technology, Libraries
  - Student advising, curricular innovation & concentration support
Primary concerns expressed by faculty

- Growth of faculty has not been matched by growth of infrastructure and support
- Particular issues had to do with support for the core work of the faculty – research, teaching, advising
- Specific examples included graduate programs, the library, staff support for research, and department budgets
So where are we now?

- The Plan is definitely a work in progress -- it has changed and will continue to change.
- The current economic environment has required significant rethinking of exactly what we can do when.
- Even beyond the economy, we continue to be subject to external developments that affect the implementation of the Plan – e.g., a donor with a particular interest or a specific partnership possibility.
Response to Changing Circumstances

- Faculty growth has not stopped but it has slowed.
- Development of vital infrastructure will probably take longer and be done more selectively – capital projects and infrastructure, IT and library support, departmental staff and budgets, etc.
- Compensation levels will grow more slowly – faculty and staff salaries, graduate student stipends.
- Some reallocations or reductions will almost certainly be necessary.
BUT

- We will continue to seek target of opportunity appointments to the faculty
- We will pursue selected academic initiatives that have the potential to further strengthen excellent departments and significantly enhance our teaching and research mission
- We will work to strengthen the infrastructure and other support needs through reallocation and rethinking
AND

- We will continue to work hard to raise money and make the case for Brown to current and potential future supporters
- We will continue to be guided by the core goals of the Plan
- We will continue to adjust the Plan in both large and small ways as the external environment dictates and as opportunities arise for significant moves forward
Questions?

Academic_Enrichment@Brown.edu

Resources

www.brown.edu/web/pae/
Phase II of PAE (Review process and Priorities)