Minutes of the Brown University Community Council (BUCC) Meeting
Tuesday, March 20, 2018
4:00 – 5:30 p.m.

Members: President Paxson, Provost Locke, Russell Carey, Eric Estes, Kayla Rosen, Anita Shukla, Shipra Vaishnava, Chelse-Amoy Steele, Doria Charlson, Alistair Tulloch, Shayna Kessel, Aixa Kidd, Joanne McEvoy, Michelle Nuey, Kate Tompkins, Linda Welsh, Lauren Allister, James Gardner, and Emily Maranjian were in attendance. Cass Cliatt, Beverly Ledbetter, Sarah Besky, Rachel Cassidy, Jennifer Lambe, Evelyn Lincoln, Matthew McGarrell, Kurt Teichert, Ryan Anderson, Jee Won Kang, Anuj Krishnamurthy, Alexis Rodriguez-Camacho, Robert Kashow, Michael Danielewicz, Amanda Liu, and Daniel Harrop were unable to attend.

The minutes of the February 13, 2018 meeting were approved.

Provost Locke discussed a proposal to enhance support for students with the highest financial aid. The proposal proposed by members of a working group addresses food insecurity and access to textbooks. To ensure food security the proposal recommends modifying financial aid packages to cover direct costs, requiring all incoming first year students to register for the 20 meals/week plan, and establishing a working group to evaluate student food insecurity at Brown. Beginning in 2018, a pilot project to develop and test options for students with the highest financial need to access textbooks using a swipe card method will be launched. President Paxson asked the Council and audience members what issues should be next addressed. Suggestions included summer earnings, financial aid package literacy, concerns of the $60K and below income group, and graduate and medical student food insecurity.

President Paxson reviewed the Faculty Resources Survey conducted in late 2017. It included nearly all the same questions from a survey conducted in 2012 in order to track changes. When compared to the 2012 survey, the 2017 survey responses showed increased satisfaction with benefits, computing support staff, support for teaching with technology, support for securing grants, support for professional travel, resources to support research, and the Institutional Review Board. Decreased satisfaction was shown in the quality of undergraduate students and diversity of faculty and staff. The comparison also showed an increase in the severity of constraints to conduct research, the importance of technology to teaching and research, and changes in the importance of certain library resources. Two major themes came out of the survey. The first theme of faculty being time crunched raised questions about whether Brown is too lean in terms of administrative support and has too many committees. The second theme of only a fraction of faculty being regularly engaged in discussions of research with graduate and faculty members raised questions about how to build a stronger "intellectual commons" and what are the impediments in doing so. Actions based on the 2017 survey include post-tenure sabbatical, changes to grant administration, and changes that allow for increased time for scholarship and grant-writing. Council members discussed and asked questions about faculty time constraints and the "intellectual commons."

President Paxson concluded the meeting by speaking about the New England Association of Schools and College (NEASC) visiting team's recent trip to campus to meet with faculty, staff, and students, as part of the University's 10-year reaccreditation process. She also spoke about Brown's continued commitment to providing support and resources for Deferred Action for Childhood Arrivals (DACA) students.

The next meeting of the Brown University Community Council will be held on Monday,
April 30, 2018 from 12:00 – 1:30 pm in Alumnae Hall Auditorium.

Respectfully submitted,
Catherine Pincince, Secretary of the BUCC

Brown University Community Council
Tuesday, March 20, 2018
4:00 – 5:30 pm
Stephen Robert ’62 Campus Center, Kasper Multipurpose Room

Agenda

1. Approval of Minutes of February 13, 2018 Meeting

2. Enhancing Support for Students with Highest Financial Need
   Provost Locke and Dean Mandel

3. Faculty Resources Survey
   President Paxson

4. Updates from the President
   President Paxson

5. Open Time for University Community Members to Present Broad Campus Issues to the Council

Brown Faculty Resources Survey
2012 and 2017

Brown University Community Council meeting

March 20, 2018

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History

- First survey conducted in 2012, as part of strategic planning
- Actions based on survey results:
  1. Post-tenure sabbatical
  2. Changes to grants administration
  3. Course-bunching, Wintersession, and other changes to increase time for scholarship and grant-writing
- Survey conducted in late 2017 has nearly all the same questions as 2012, so changes can be tracked over time
- More detail than in the meeting materials, i.e. results can be broken out by rank, discipline (humanities, social sciences, biological sciences, physical sciences) and HUG status

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Response rates and representativeness

- Administered to tenured & tenure track faculty and lecturers at all ranks
- Response rates

  2012: 78%

  2017: 68%
- The demographics of the sample match the demographics of the regular faculty, based on gender, HUG status, disciplinary division, and rank

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Summary of statistically significant changes

Increased Satisfaction with:

- Benefits
- Computing support staff
- Support for teaching with technology
- Support for securing grants
- Support for professional travel
- Resources to support research
- IRB

Decreased satisfaction with:

- Quality of undergraduate students
- Diversity of faculty
- Diversity of staff

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Summary of statistically significant changes

- Increasing severity of constraints to conducting research:
  - Available time to conduct research
  - Adequate common space for meetings and seminars with colleagues
- Technology important to teaching and research:
  - Increasing need for support to develop course website or Canvas site
  - Decreasing need for training/assistance in use of equipment and software
- Library
  - Increased importance of electronic databases
  - Decreased importance of printed journals
- Greater use of University shuttle/walking between College Hill and Jewelry District, less use of private vehicles

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Two major themes

1. Faculty are (still) time-crunched, with administrative and committee duties taking away from scholarship and teaching
   - Questions: Are we too "lean" in terms of academic administrative support? Do we have too many committees?

2. Although graduate education is important to faculty, the fraction of faculty who regularly engage in discussions of research with graduate students and other faculty members is not as high as we might expect
   - Questions: How can we build a stronger "intellectual commons" and, in doing so, provide stronger support to graduate students? What are the major impediments to doing so?

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Selected survey results

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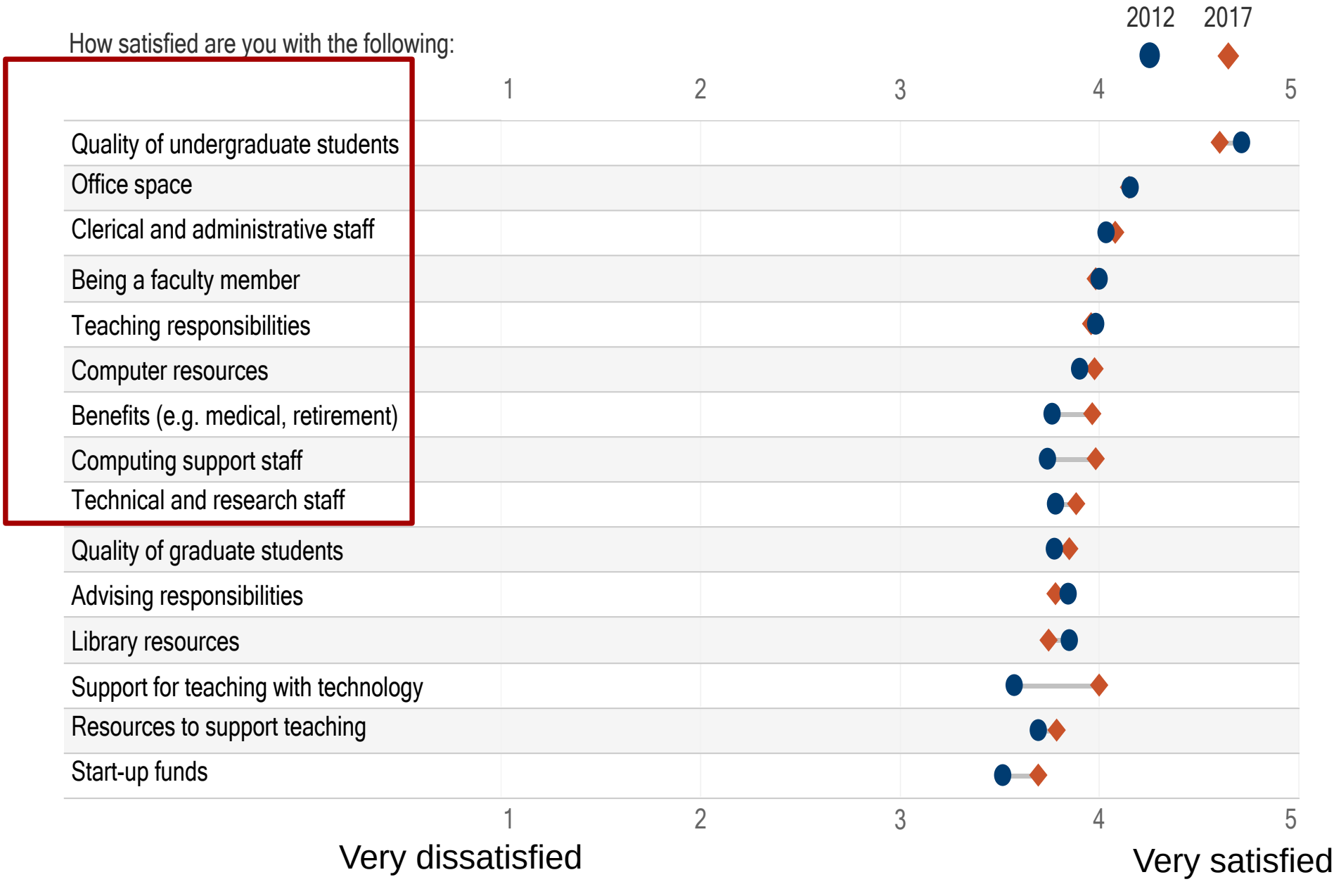
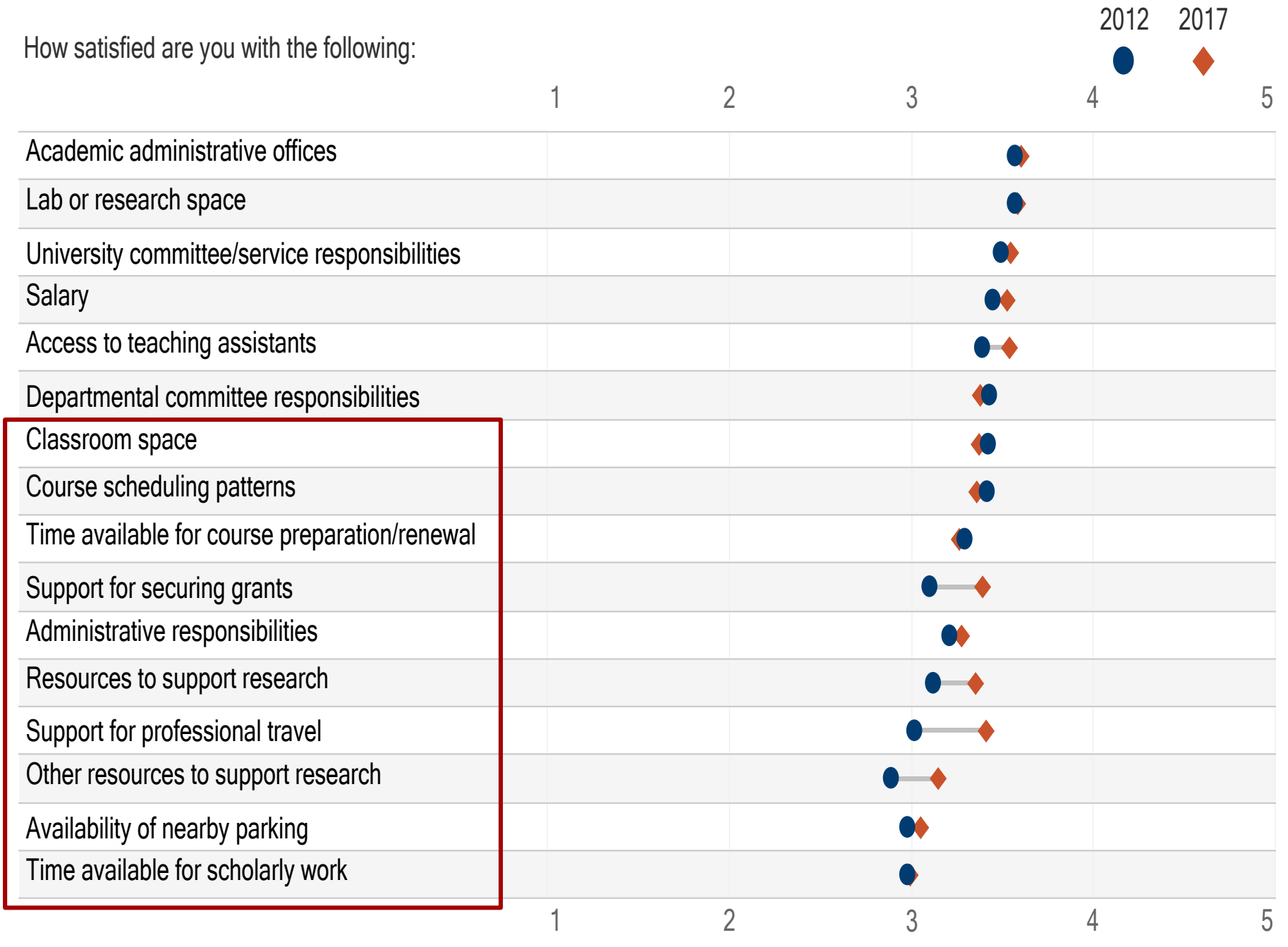
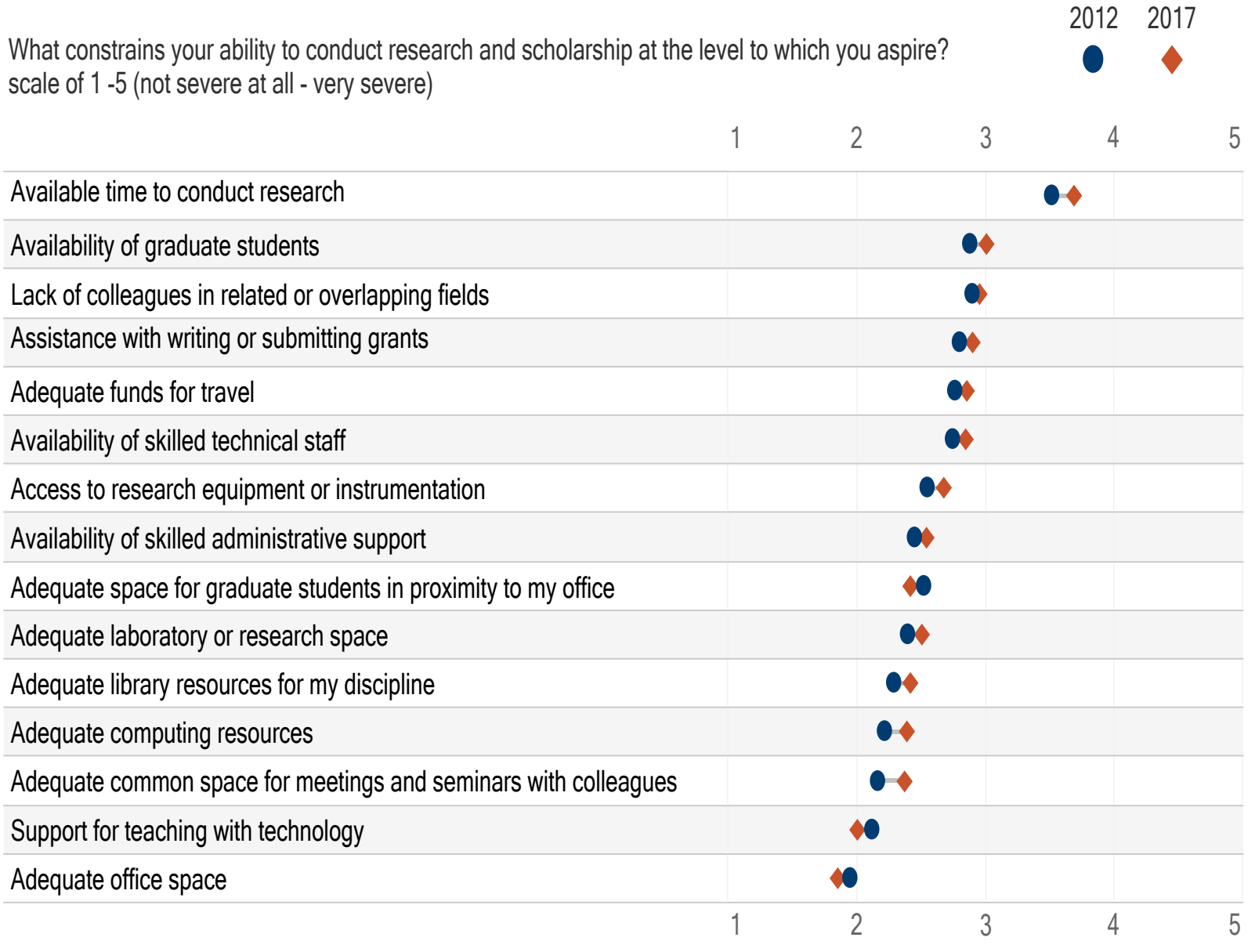

How satisfied are you with the following:
2012
2017
1
2
3
4
5
Quality of undergraduate students
Office space
Clerical and administrative staff
Being a faculty member
Teaching responsibilities
Computer resources
Benefits (e.g. medical, retirement)
Computing support staff
Technical and research staff
Quality of graduate students
Advising responsibilities
Library resources
Support for teaching with technology
Resources to support teaching
Start-up funds
1
2
3
4
5
Very dissatisfied
Very satisfied


How satisfied are you with the following:
2012
2017
1
2
3
4
5
Academic administrative offices
Lab or research space
University committee/service responsibilities
Salary
Access to teaching assistants
Departmental committee responsibilities
Classroom space
Course scheduling patterns
Time available for course preparation/renewal
Support for securing grants
Administrative responsibilities
Resources to support research
Support for professional travel
Other resources to support research
Availability of nearby parking
Time available for scholarly work
1
2
3
4
5

What constrains your ability to conduct research and scholarship at the level to which you aspire?
scale of 1 -5 (not severe at all - very severe)



What are the five most important changes or improvements Brown could make that would allow you to fulfill your research and teaching duties more effectively?
Percentage ranking each item 1st or 2nd priority (from a list of 18 items)

	2012	2017
Provide me with more time to conduct research	72%	65%
Provide more graduate students	19%	19%
Provide me with more time to prepare courses for teaching	23%	14%
More colleagues in related or overlapping fields	18%	17%
Provide more funds for travel	12%	15%

What consumes most of your time other than teaching or research?
Percentage ranking each item as 1st or 2nd priority (from a list of 9 items)

	2012	2017
Student advising	63%	62%
Administrative tasks	53%	55%
Writing grants and proposals	32%	27%
Serving on departmental committees	20%	22%
Professional service outside Brown	9%	14%
Serving on university committees	9%	7%
Supervising staff	8%	7%
Learning and/or working with new technologies	4%	3%

1. How many graduate students do you currently work with on your scholarship and research?

2. For how many graduate students are you the principal advisor?

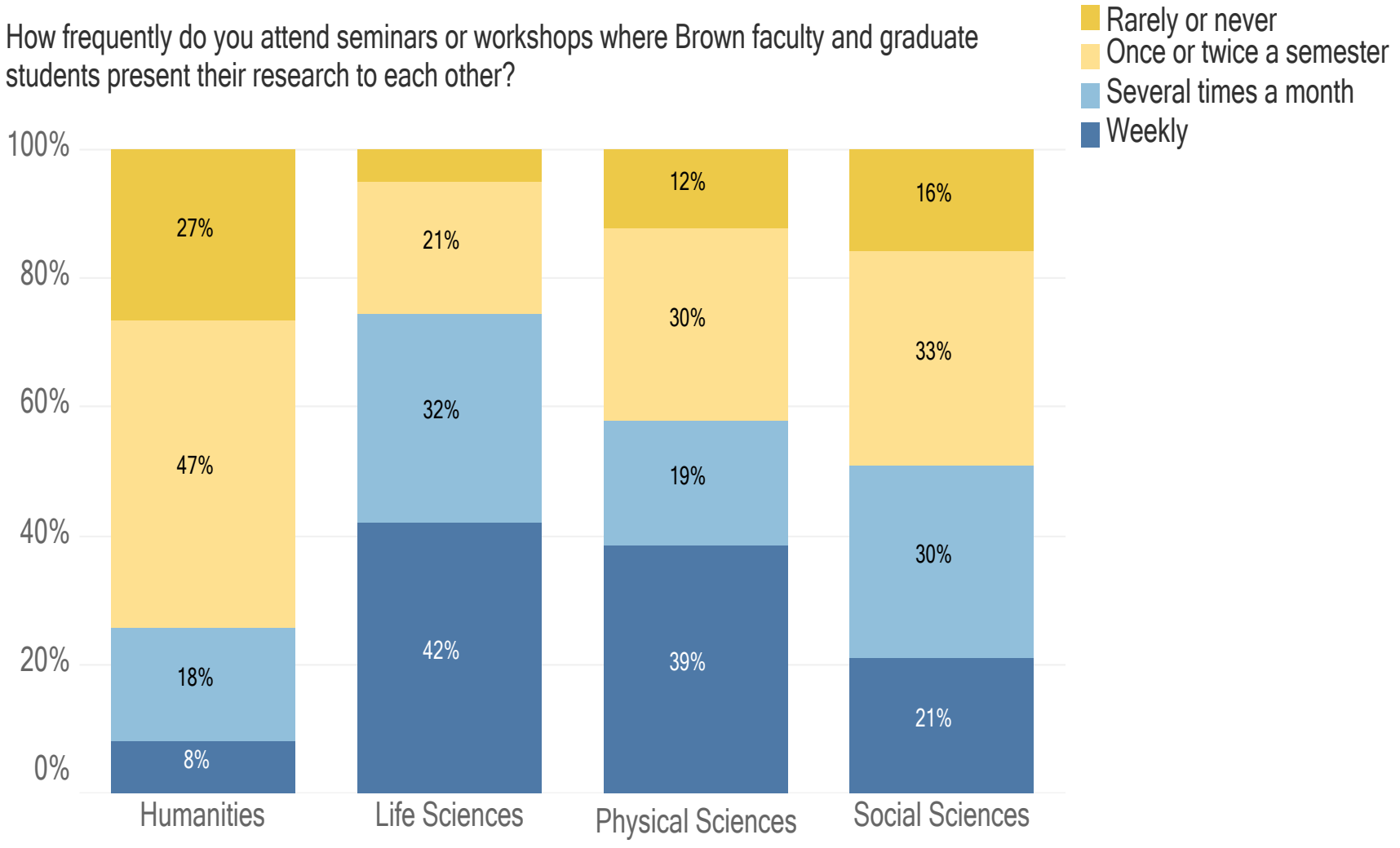
		2012	2017
Scholarship & research	Tenured	2.9	3.3
	Tenure Track	2.3	2.8
	Non-Tenure Track	0.8	1.0
Principal advisor	Tenured	2.7	2.6
	Tenure Track	1.5	2.0
	Non-Tenure Track	0.9	0.4

Note: Error in results for non-tenure-track in meeting materials

Percentage advising/working with zero graduate students

		2012	2017
Scholarship & research	Tenured	21%	14%
	Tenure Track	35%	22%
	Non-Tenure Track	64%	58%
Principal advisor	Tenured	19%	16%
	Tenure Track	43%	24%
	Non-Tenure Track	81%	79%

How frequently do you attend seminars or workshops where Brown faculty and graduate students present their research to each other?



	Humanities	Life Sciences	Physical Sciences	Social Sciences
Weekly or several times per month	26%	74%	58%	51%

Two major themes

1. Faculty are (still) time-crunched, with administrative and committee duties taking away from scholarship and teaching
   - Questions: Are we too "lean" in terms of academic administrative support? Do we have too many committees?

2. Although graduate education is important to faculty, the fraction of faculty who regularly engage in discussions of research with graduate students and other faculty members is not as high as we might expect
   - Questions: How can we build a stronger "intellectual commons" and, in doing so, provide stronger support to graduate students? What are the major impediments to doing so?

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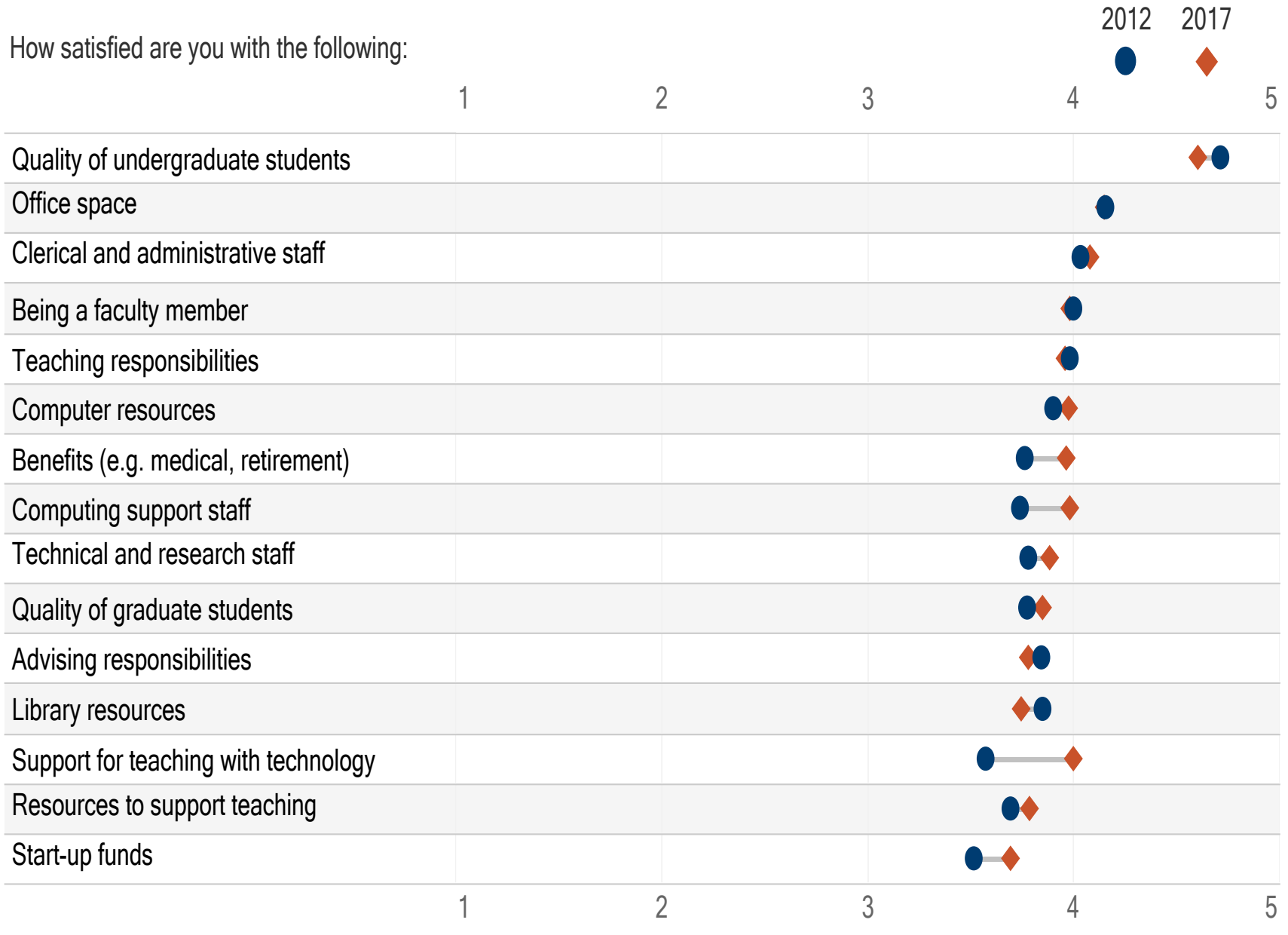
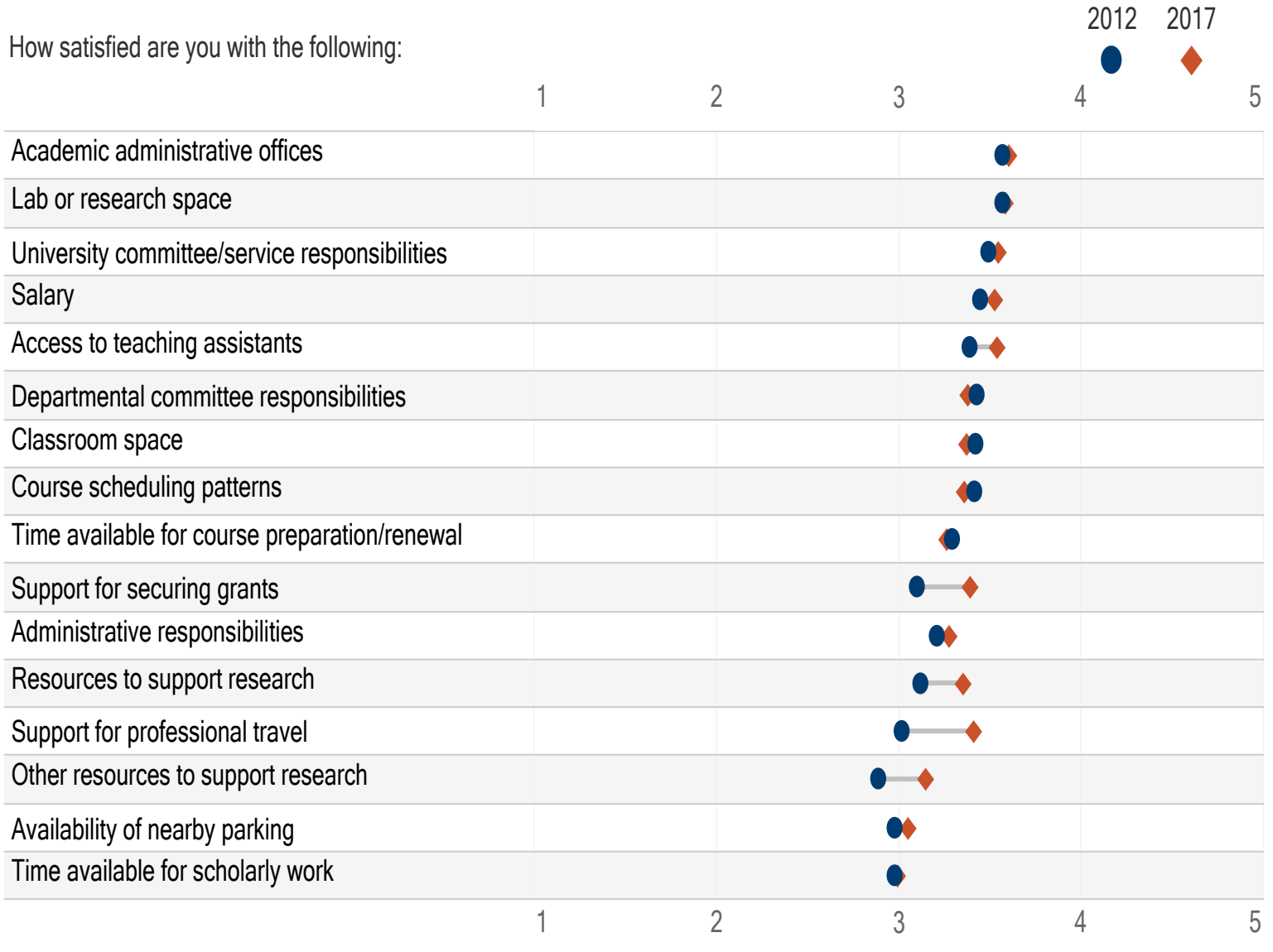
Full set of slides

Number of Faculty Invited to Survey and Percent Responding

	2012		2017	
	# Invited	% Responded	# Invited	% Respond..
All Regular Faculty	704	78%	759	68%
Female	233	82%	256	71%
Male	471	77%	503	66%
HUG	52	63%	79	68%
Non-HUG	618	79%	642	68%
International	22	91%	26	77%
Unknown	12	67%	12	58%
Humanities	207	78%	215	69%
Life Sciences	151	83%	164	66%
Physical Sciences	191	77%	191	68%
Social Sciences	155	76%	189	68%
Tenured	498	77%	540	67%
Tenure Track	133	81%	149	74%
Nontenure Track	73	86%	70	61%
Professor	377	77%	407	66%
Associate Professor	126	76%	136	69%
Assistant Professor	136	82%	146	75%
Sn Lecturer/Lecturer	65	85%	70	61%


How satisfied are you with the following:
2012
2017
1
2
3
4
5
Quality of undergraduate students
Office space
Clerical and administrative staff
Being a faculty member
Teaching responsibilities
Computer resources
Benefits (e.g. medical, retirement)
Computing support staff
Technical and research staff
Quality of graduate students
Advising responsibilities
Library resources
Support for teaching with technology
Resources to support teaching
Start-up funds
1
2
3
4
5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2017
1
2
3
4
5
Academic administrative offices
Lab or research space
University committee/service responsibilities
Salary
Access to teaching assistants
Departmental committee responsibilities
Classroom space
Course scheduling patterns
Time available for course preparation/renewal
Support for securing grants
Administrative responsibilities
Resources to support research
Support for professional travel
Other resources to support research
Availability of nearby parking
Time available for scholarly work
1
2
3
4
5

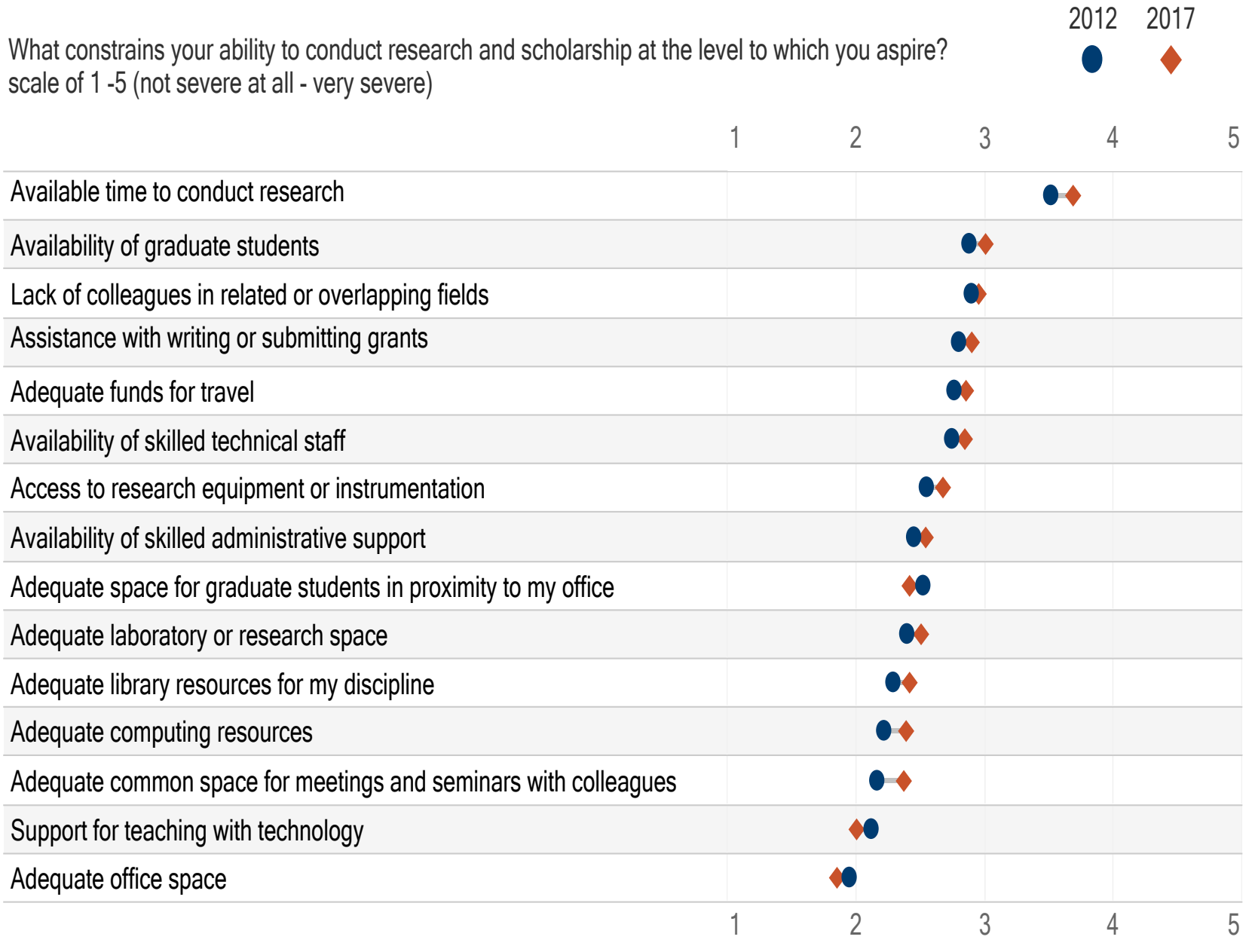
What is your level of satisfaction with regard to the diversity of:

		2012	2017
Faculty	HUG	2.30	2.59
	Non-HUG	3.15	2.98
	All	3.13	2.93
Staff	HUG	2.94	2.93
	Non-HUG	3.43	3.26
	All	3.42	3.23
Students at Brown	HUG	2.88	
	Non-HUG	3.80	
	All	3.74	
Undergraduate students	HUG		3.41
	Non-HUG		3.77
	All		3.72
Graduate students	HUG		2.65
	Non-HUG		3.27
	All		3.19
Medical students	HUG		3.00
	Non-HUG		3.22
	All		3.18

How satisfied are you with the specific goals and procedures of the Diversity and Inclusion Action Plan (DIAP)?

	2017
HUG	3.45
Non-HUG	3.33
All	3.35

What constrains your ability to conduct research and scholarship at the level to which you aspire?
scale of 1 -5 (not severe at all - very severe)



What are the five most important changes or improvements Brown could make that would allow you to fulfill your research and teaching duties more effectively?
Percentage ranking each item 1st or 2nd priority (from a list of 18 items)

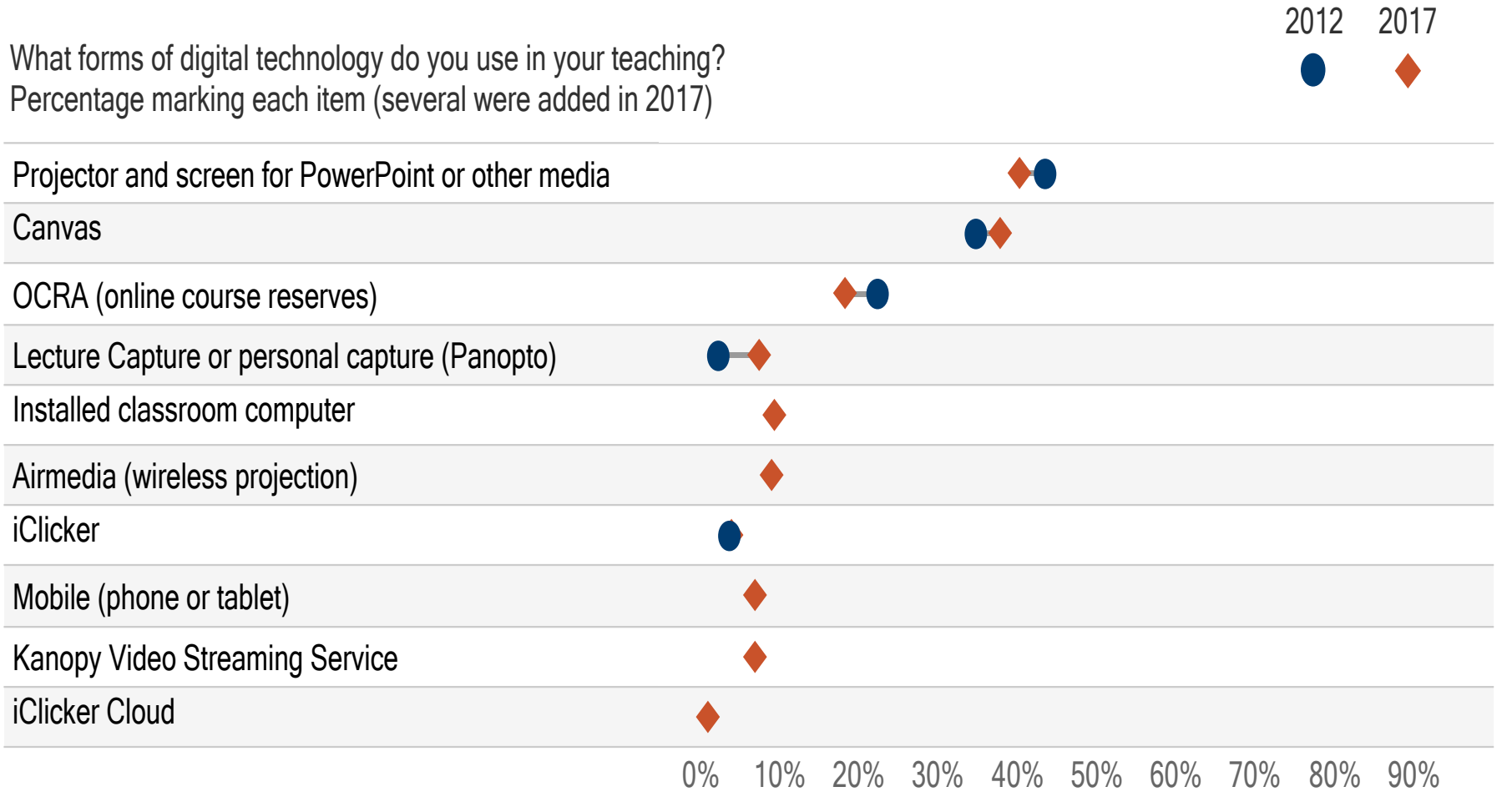
	2012	2017
Provide me with more time to conduct research	72%	65%
Provide more graduate students	19%	19%
Provide me with more time to prepare courses for teaching	23%	14%
More colleagues in related or overlapping fields	18%	17%
Provide more funds for travel	12%	15%

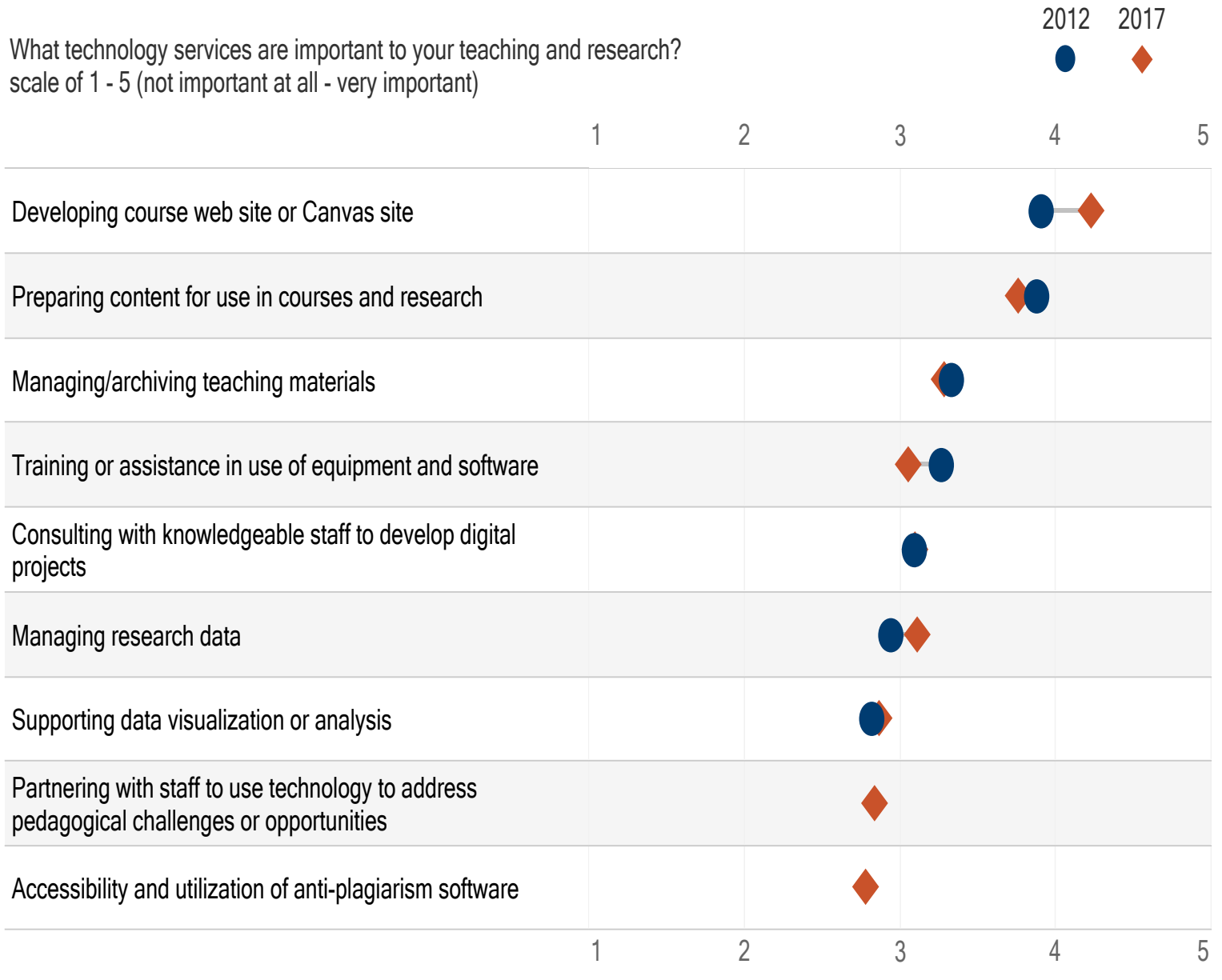
Do you spend personal money on teaching and research?
Percentage answering "yes"; asked for first time in 2017

Amount of personal money spent ($0 excluded)

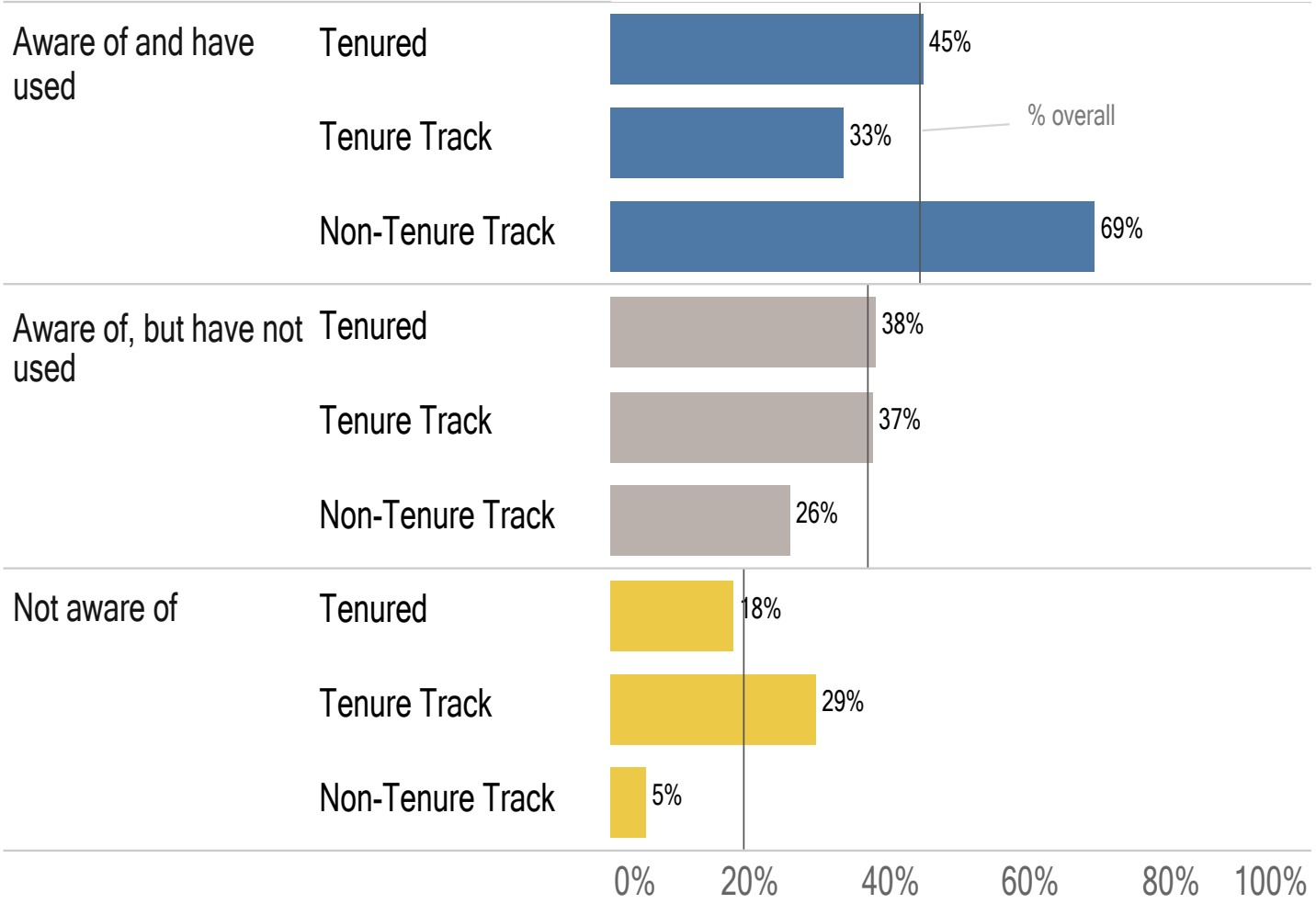
	research	teaching
Median	$1,000	$250
Min	$50	$10
Max	$48,000	$8,500

What forms of digital technology do you use in your teaching?
Percentage marking each item (several were added in 2017)

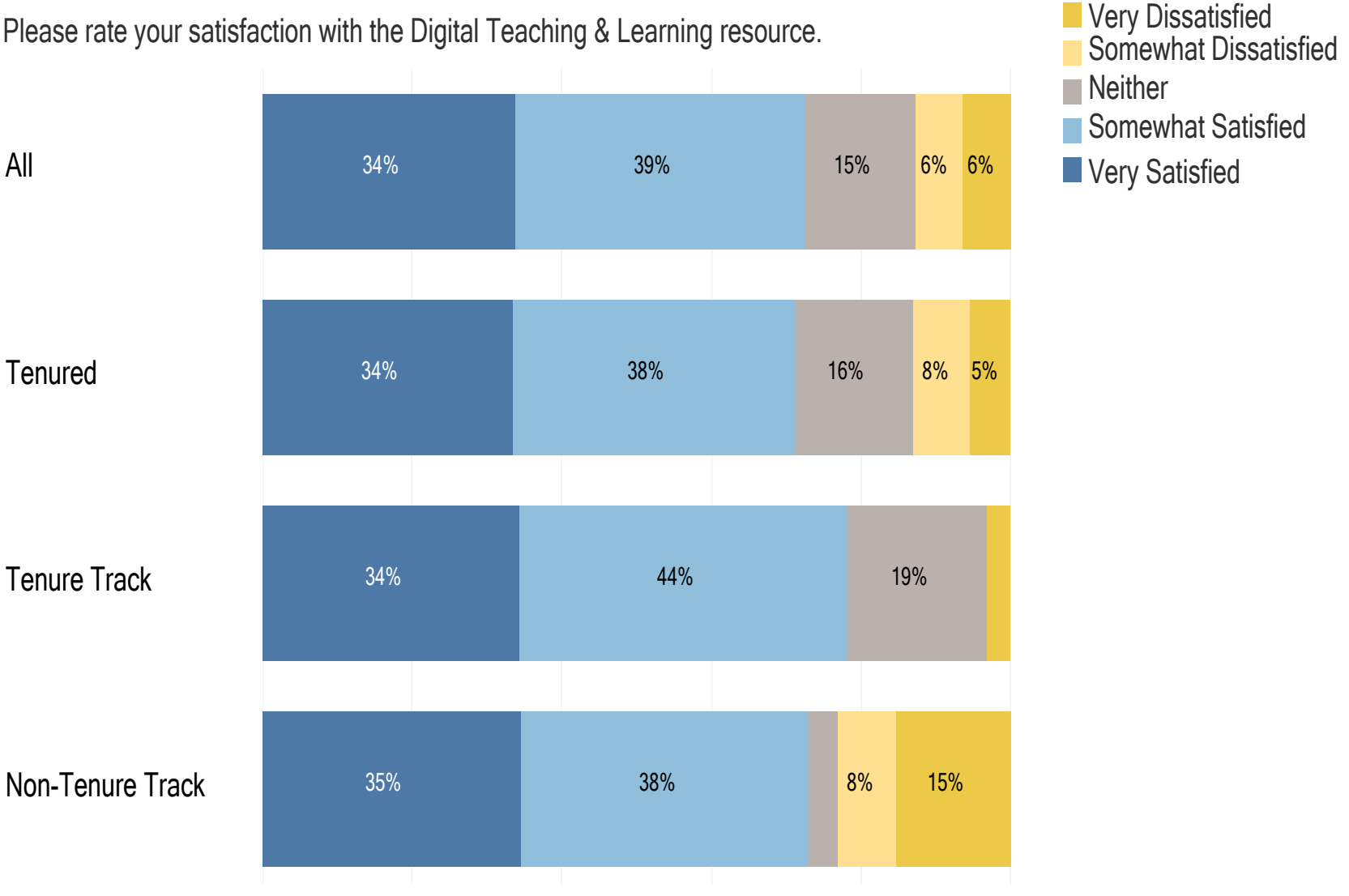



What technology services are important to your teaching and research?
scale of 1 - 5 (not important at all - very important)
2012
2017
1
2
3
4
5
Developing course web site or Canvas site
Preparing content for use in courses and research
Managing/archiving teaching materials
Training or assistance in use of equipment and software
Consulting with knowledgeable staff to develop digital projects
Managing research data
Supporting data visualization or analysis
Partnering with staff to use technology to address pedagogical challenges or opportunities
Accessibility and utilization of anti-plagiarism software
1
2
3
4
5

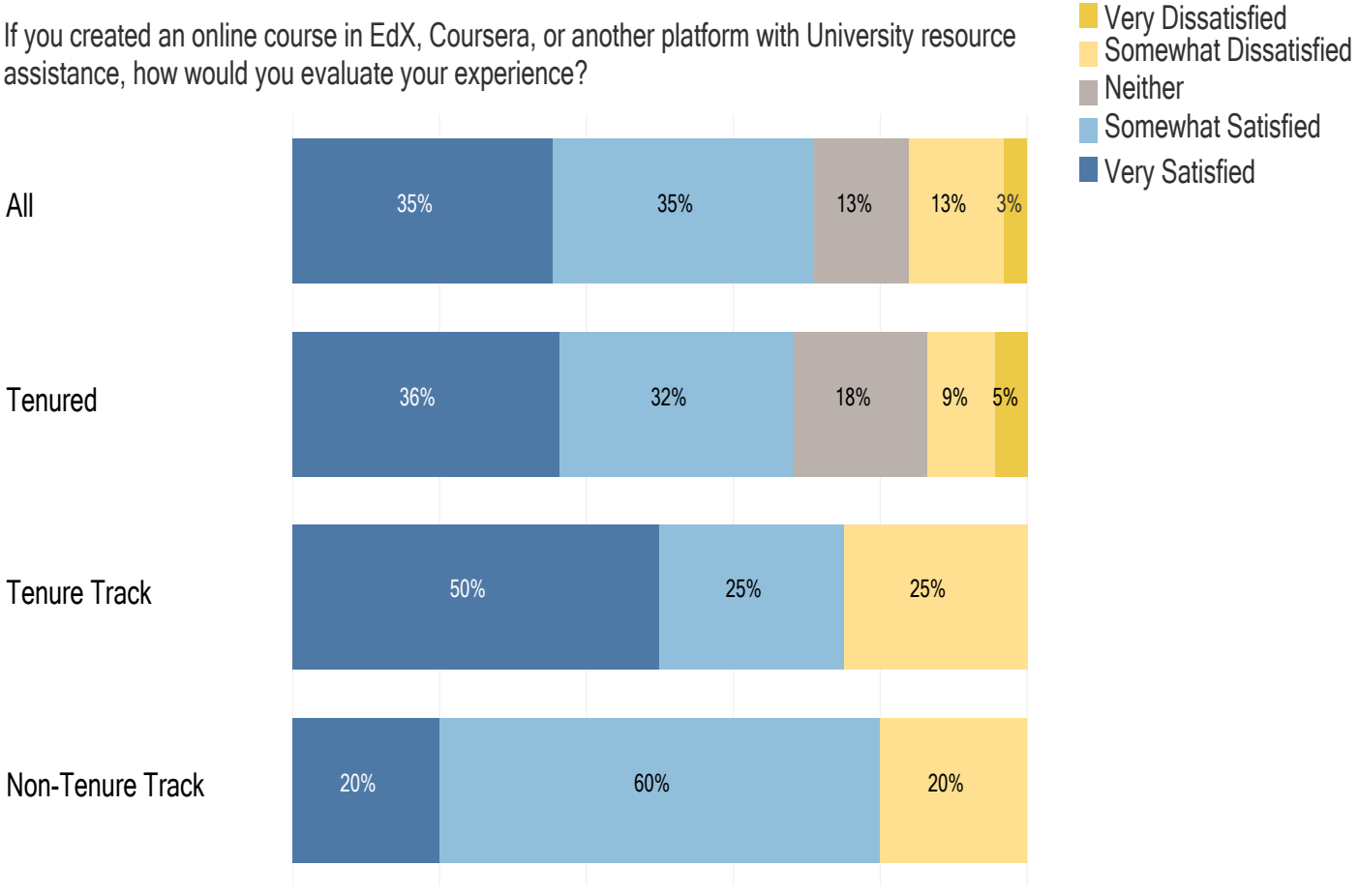
Are you aware of and have you used University Digital Technology & Learning resources to enhance your teaching?



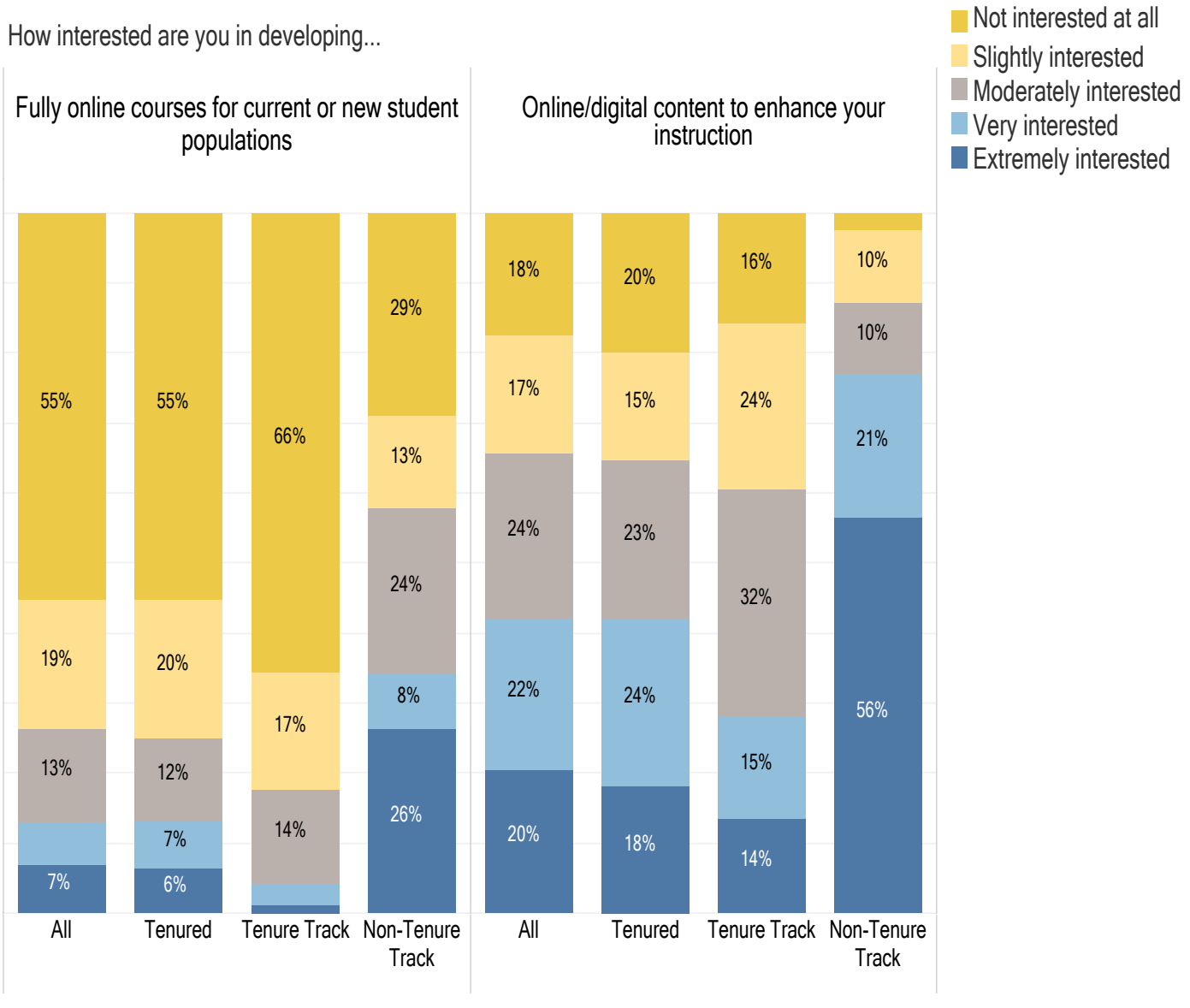
Please rate your satisfaction with the Digital Teaching & Learning resource.

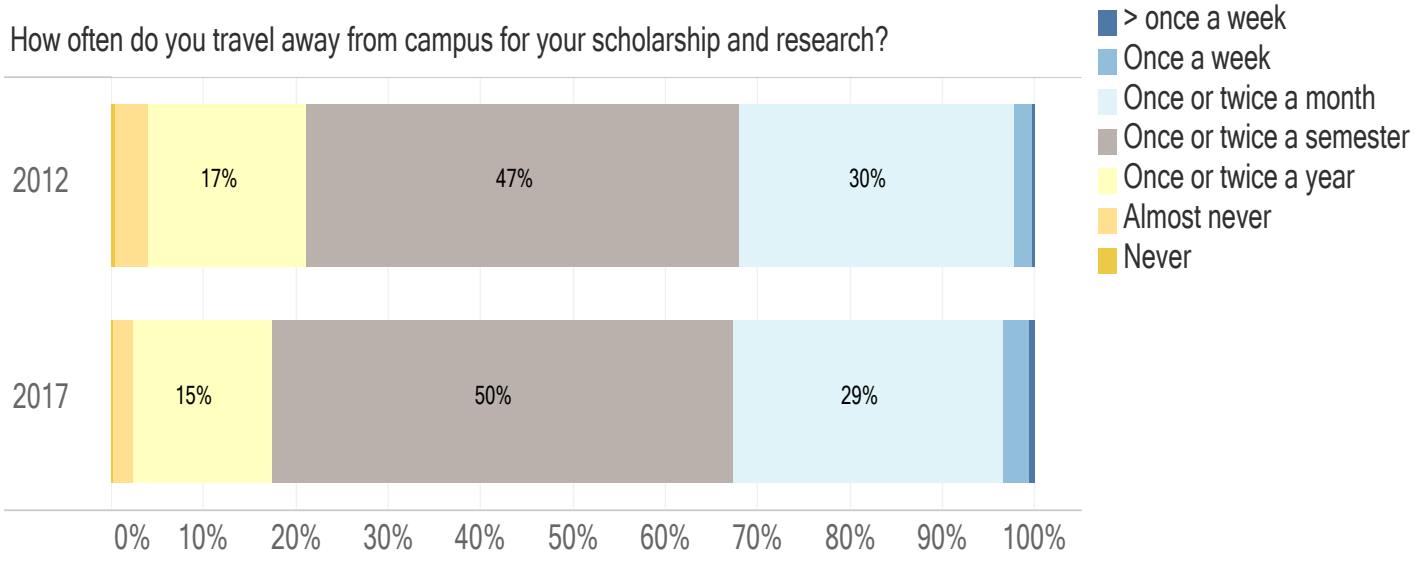


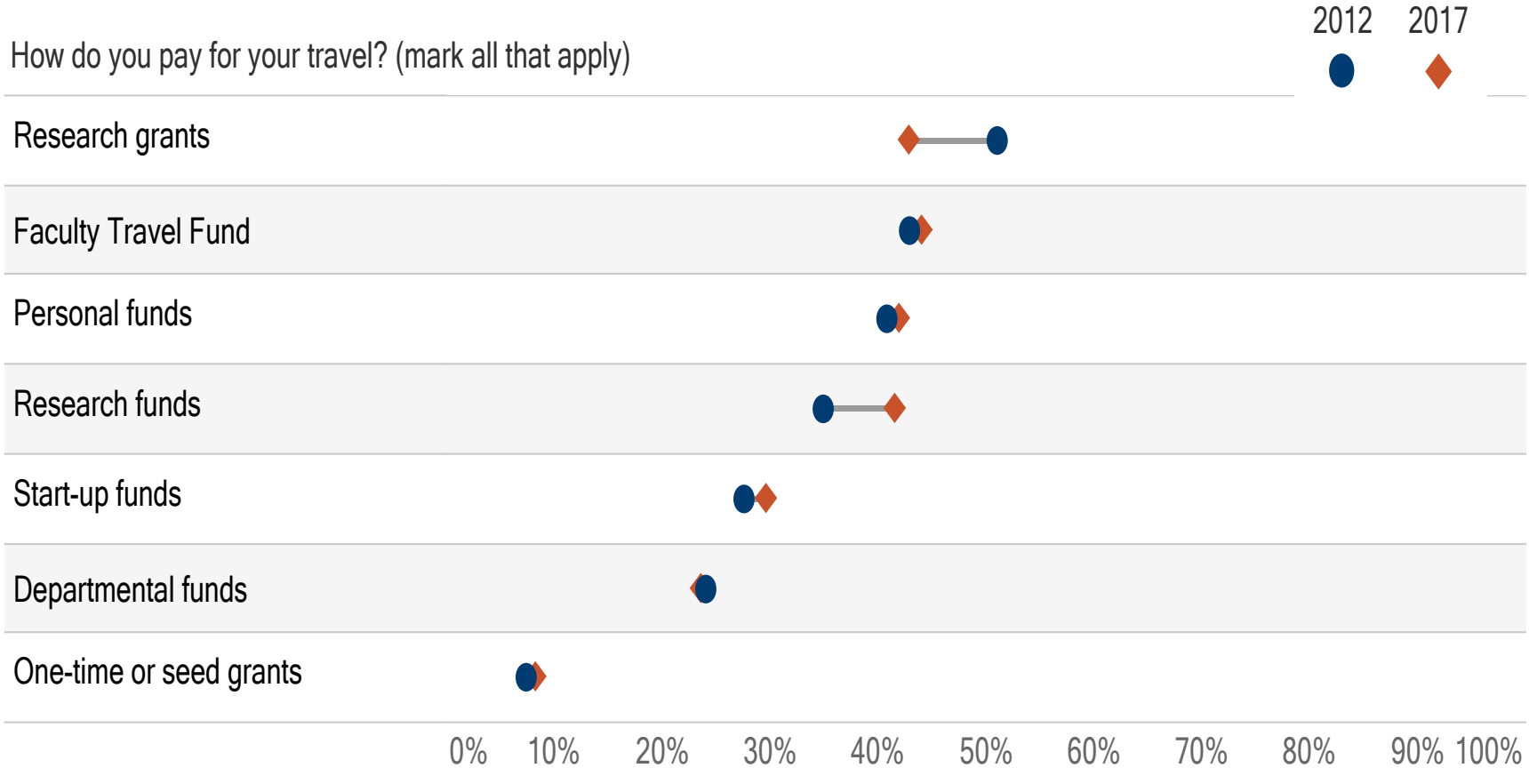
If you created an online course in EdX, Coursera, or another platform with University resource assistance, how would you evaluate your experience?

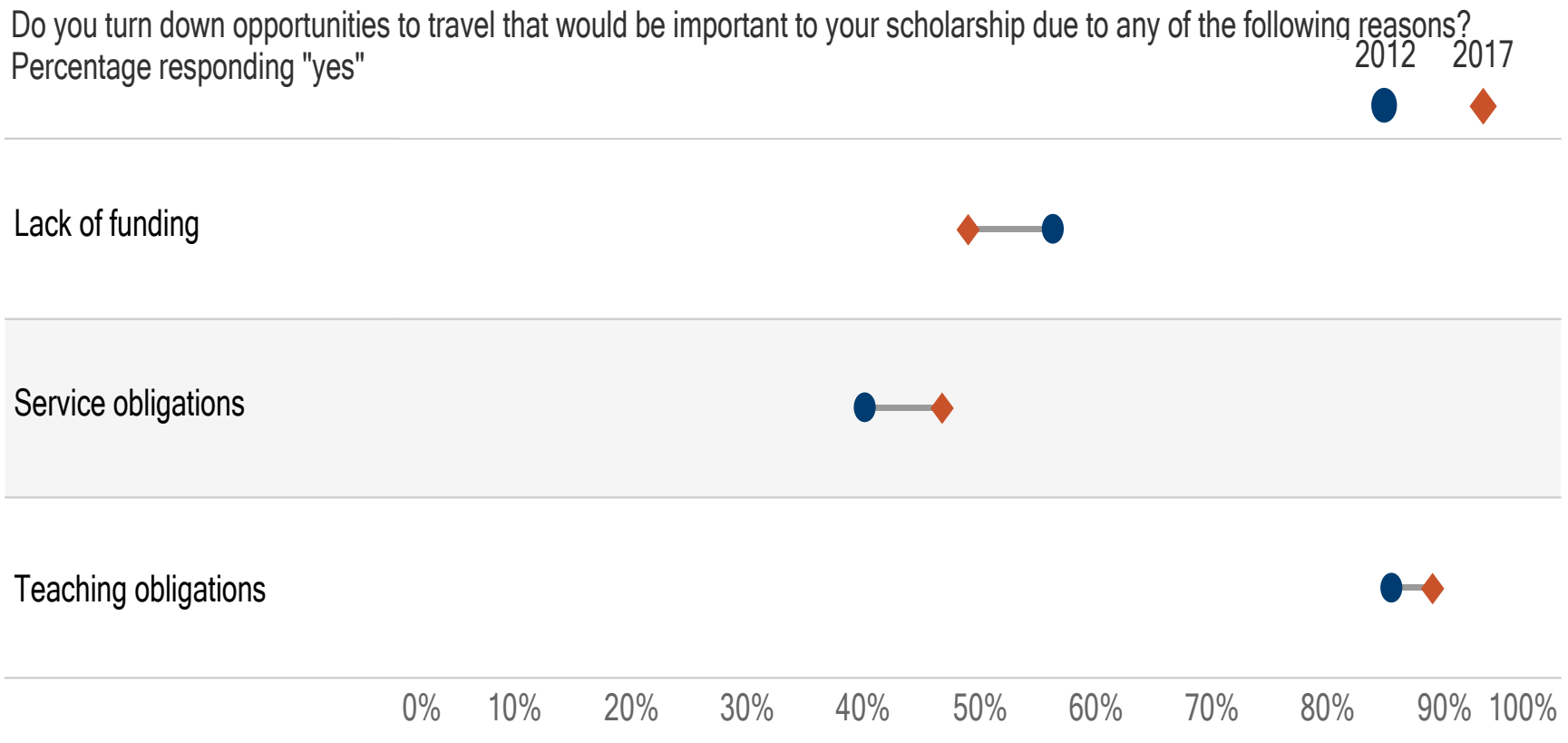


How interested are you in developing...




How often do you travel away from campus for your scholarship and research?
2012
17%
47%
30%
2017
15%
50%
29%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
> once a week
Once a week
Once or twice a month
Once or twice a semester
Once or twice a year
Almost never
Never


How do you pay for your travel? (mark all that apply)
2012
2017
Research grants
Faculty Travel Fund
Personal funds
Research funds
Start-up funds
Departmental funds
One-time or seed grants
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Do you turn down opportunities to travel that would be important to your scholarship due to any of the following reasons?
Percentage responding "yes"
2012
2017
Lack of funding
Service obligations
Teaching obligations
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

1. How many graduate students do you currently work with on your scholarship and research?

2. For how many graduate students are you the principal advisor?

		2012	2017
Scholarship & research	Tenured	2.9	3.3
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Percentage advising/working with zero graduate students

		2012	2017
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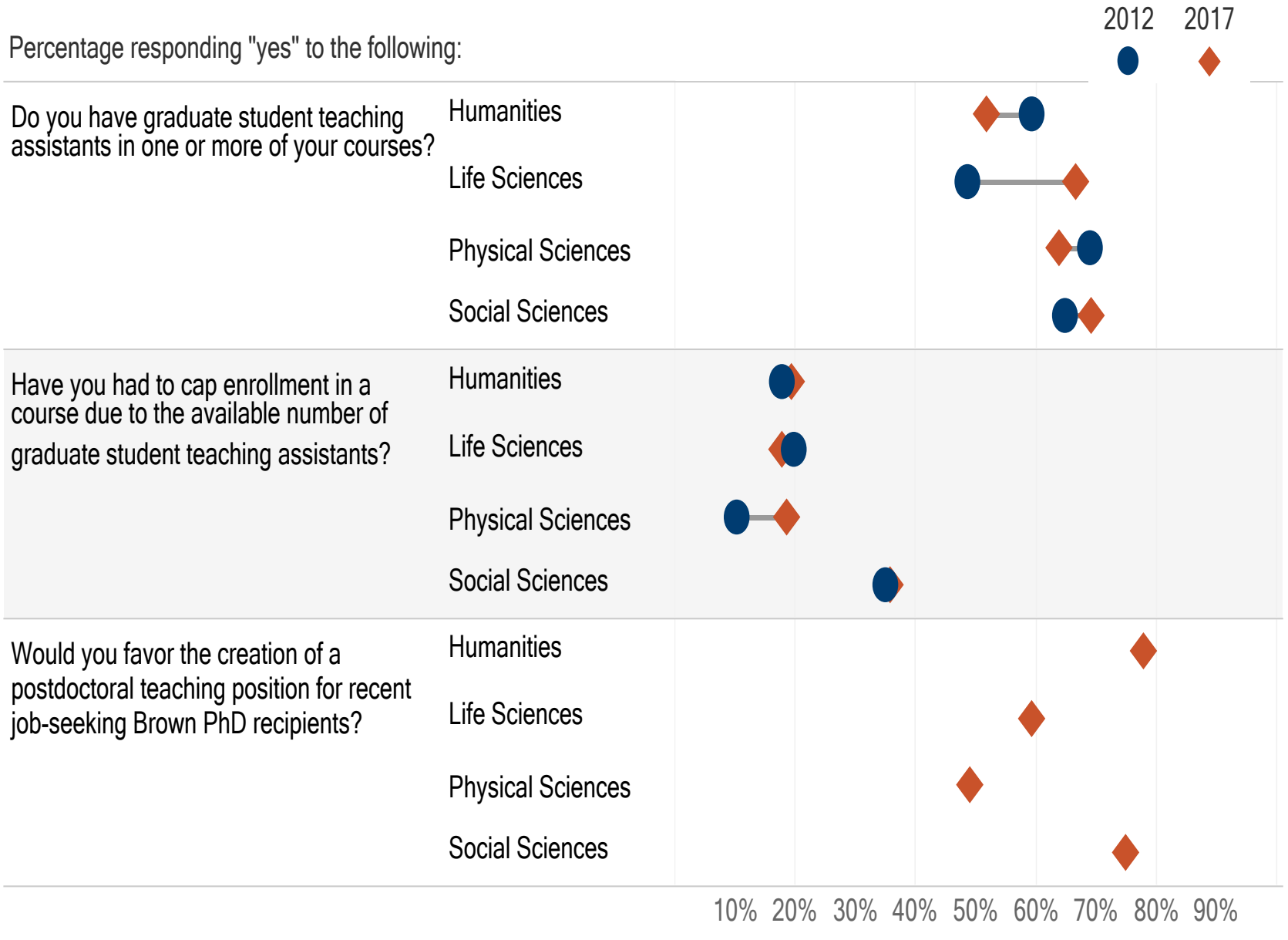
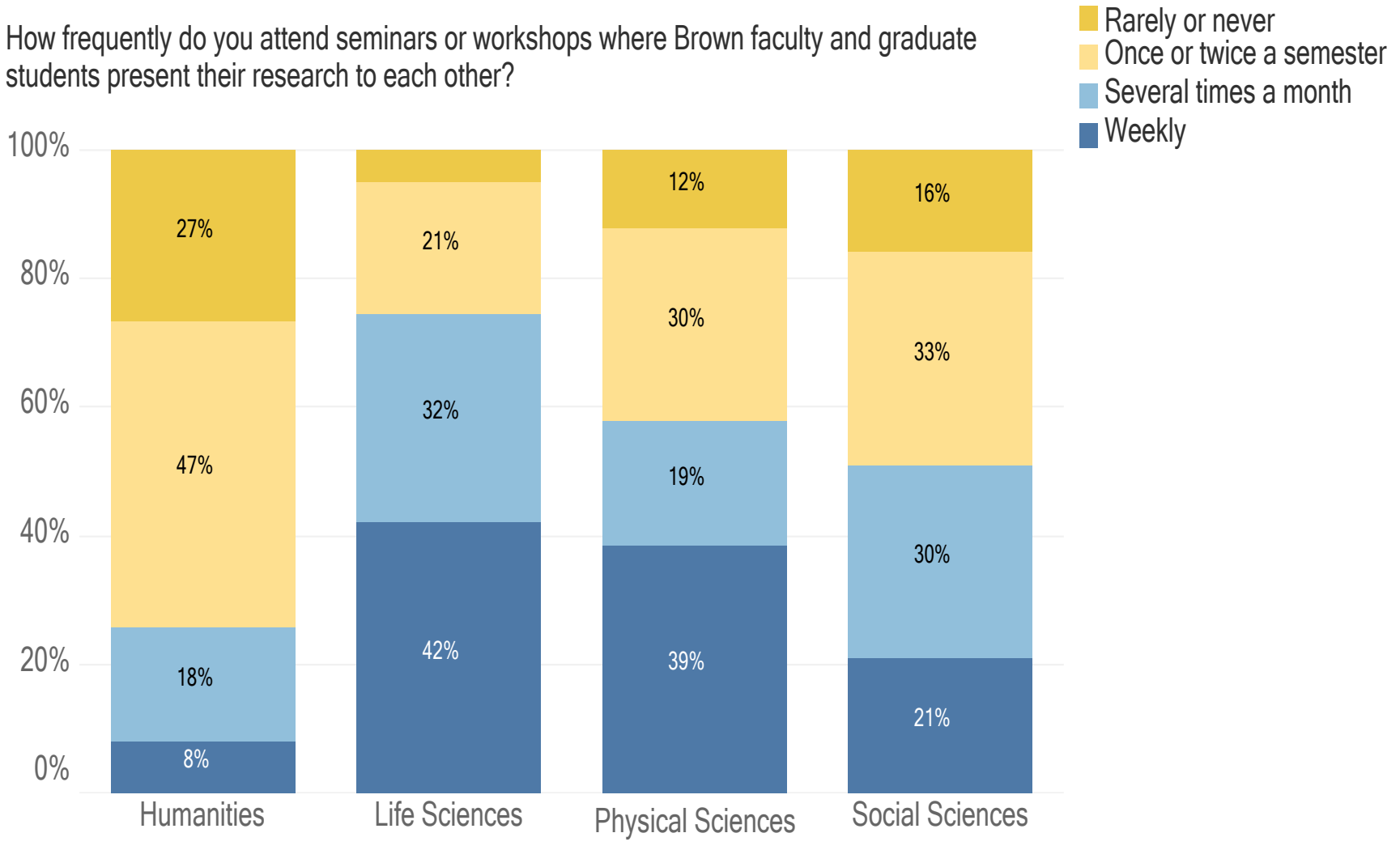
Principal advisor	Tenured	19%	16%
	Tenure Track	43%	24%
	Non-Tenure Track	81%	79%

With regard to graduate students, what would improve your scholarship and research most?
Percentage marking the item as the 1st or 2nd priority (from a list of 9)

	Humanities		Life Sciences		Physical Sciences		Social Sciences	
	2012	2017	2012	2017	2012	2017	2012	2017
More University-sponsored graduate students	45%	46%	61%	58%	59%	66%	65%	53%
Increased financial support for graduate students from University funds	45%	48%	40%	49%	33%	31%	32%	29%
Higher quality graduate students	31%	33%	30%	26%	49%	45%	37%	50%
Greater availability of Brown supported research assistantships	36%	27%	16%	11%	17%	19%	34%	36%
Lower tuition charges to grants		2%	41%	32%	30%	25%	11%	6%
Increased University support for graduate student summer stipends	23%	26%	4%	9%	6%	7%	10%	8%
Specialized or advanced technical training for graduate students	6%	7%	4%	8%	2%	2%	5%	14%
Fewer University-sponsored graduate students	6%	7%	2%		2%	4%	4%	3%

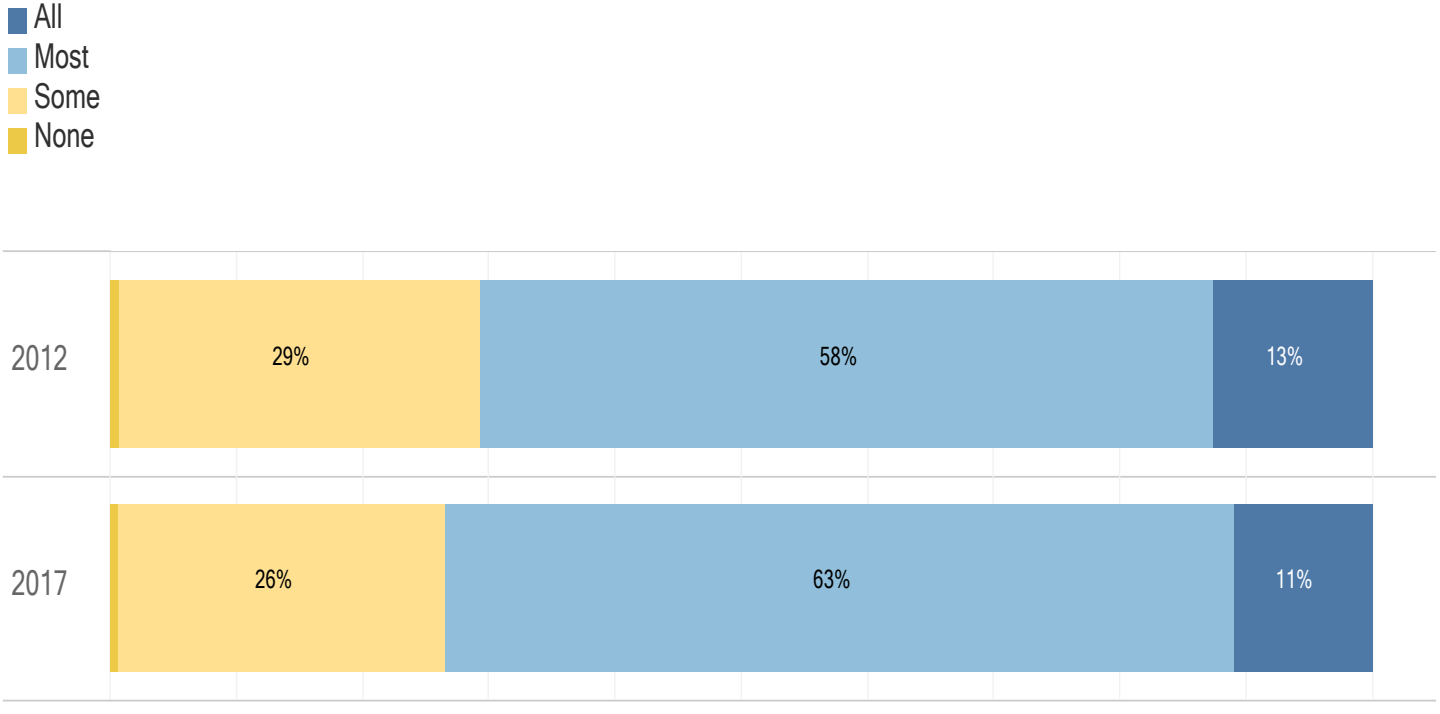

Percentage responding "yes" to the following:
2012
2017
Do you have graduate student teaching assistants in one or more of your courses?
Humanities
Life Sciences
Physical Sciences
Social Sciences
Have you had to cap enrollment in a course due to the available number of graduate student teaching assistants?
Humanities
Life Sciences
Physical Sciences
Social Sciences
Would you favor the creation of a postdoctoral teaching position for recent job-seeking Brown PhD recipients?
Humanities
Life Sciences
Physical Sciences
Social Sciences
10%
20%
30%
40%
50%
60%
70%
80%
90%

How frequently do you attend seminars or workshops where Brown faculty and graduate students present their research to each other?



Please indicate the importance of these library resources to your work.
scale of 1 - 5 (not important at all - very important)

Which statement below best describes the availability of resources you need for your scholarship or research?



How satisfied are you with the University Library's ability to access and provide library resources through the following: scale of 1 - 5 (very dissatisfied- very satisfied)

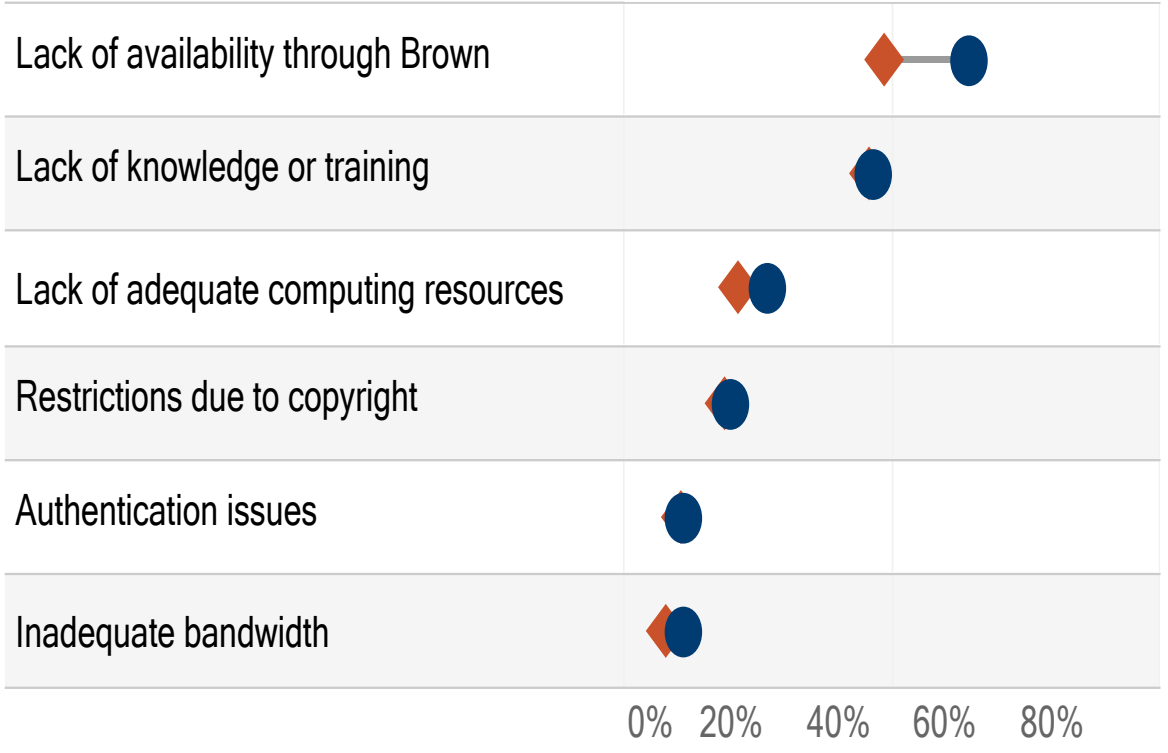
	2012	2017
Interlibrary borrowing	4.18	4.12
Off-site	3.98	4.02
On-site	4.00	3.98

Are you able easily to use or share digital content relevant to your scholarship or research?

Percentage responding "yes"

2012	2017
73%	74%

Difficulty using or sharing digital content is due to...
Only asked of those who answered "no" to question on the left



Do you use any shared or core research facilities, services, or instruments in your scholarship?

Percentage responding "yes"

2012	2017
37%	33%

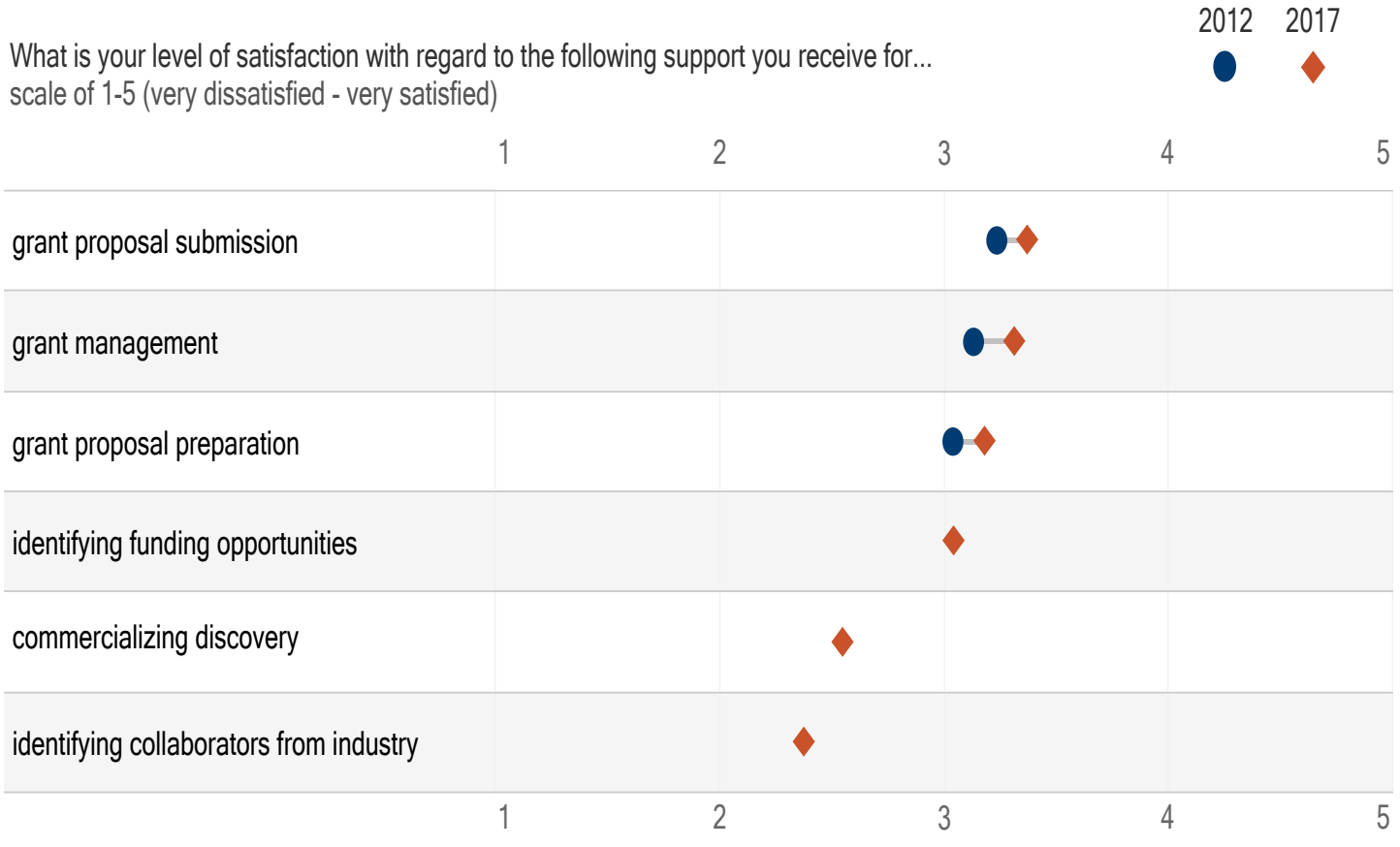
Are the shared or core research facilities, services, or instruments you use available at any of the following?

Only asked of those who answered "yes" to question on left

	2012	2017
Brown	91%	85%
A hospital affiliated with Brown	8%	12%
Another institution in Rhode Island	8%	9%
Another institution in New England (outside of Rhode Island)	15%	20%
Another institution in the United States (outside of New England)	22%	22%
Another institution outside of the United States	13%	14%
Virtually available from any location	10%	9%

What consumes most of your time other than teaching or research?
Percentage ranking each item as 1st or 2nd priority (from a list of 9 items)

	2012	2017
Student advising	63%	62%
Administrative tasks	53%	55%
Writing grants and proposals	32%	27%
Serving on departmental committees	20%	22%
Professional service outside Brown	9%	14%
Serving on university committees	9%	7%
Supervising staff	8%	7%
Learning and/or working with new technologies	4%	3%

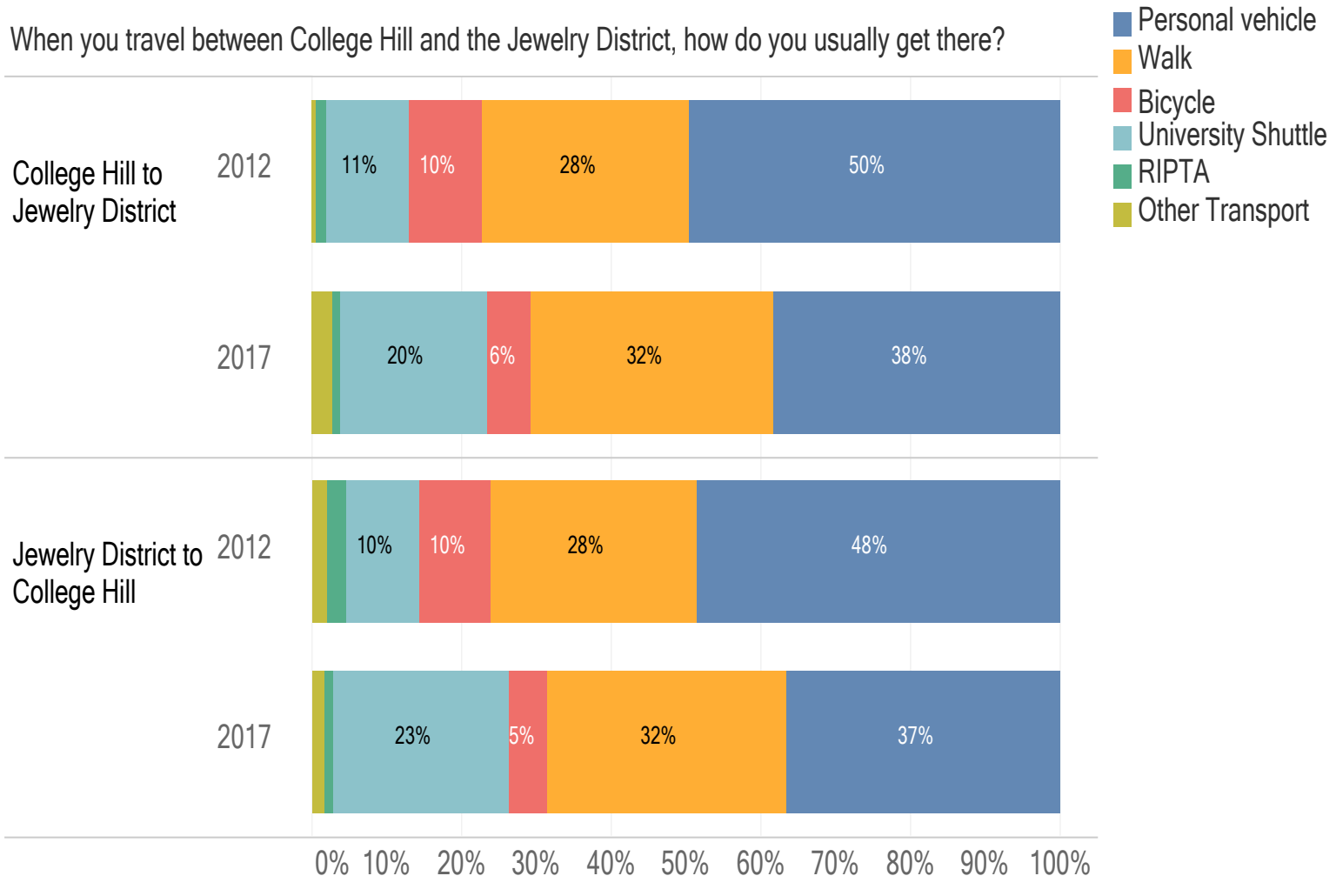

2012
2017
What is your level of satisfaction with regard to the following support you receive for...
scale of 1-5 (very dissatisfied - very satisfied)
1
2
3
4
5
grant proposal submission
grant management
grant proposal preparation
identifying funding opportunities
commercializing discovery
identifying collaborators from industry
1
2
3
4
5

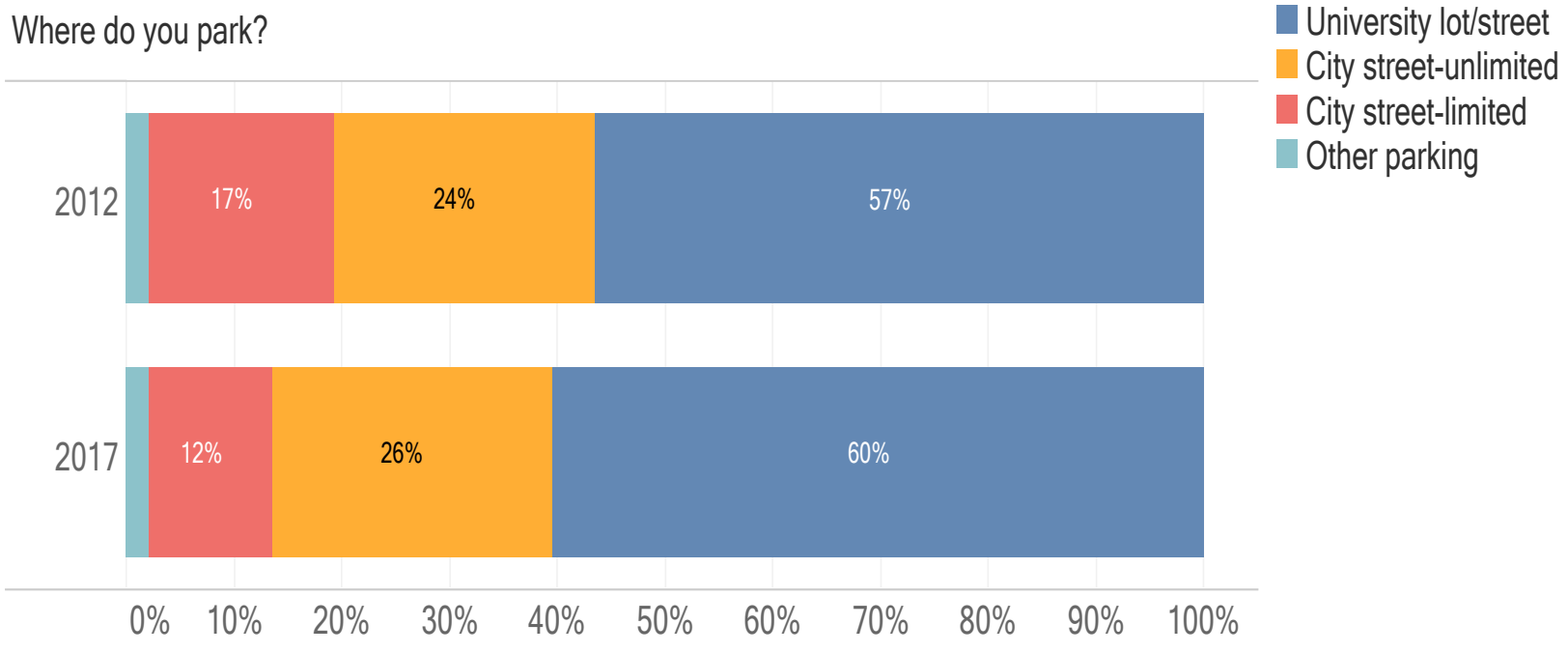
If you conduct research with human participants or animals, what is your level of satisfaction with regard to the following application and approval processes?
scale of 1-5 (very dissatisfied - very satisfied)

	2012	2017
Institutional Review Board (IRB)	2.64	3.17
Institutional Animal Care and Use Committee (IACUC)	3.14	2.68

What is your level of satisfaction with regard to the level of discretionary funding available to your department to meet various faculty needs?
scale of 1-5 (very dissatisfied - very satisfied)

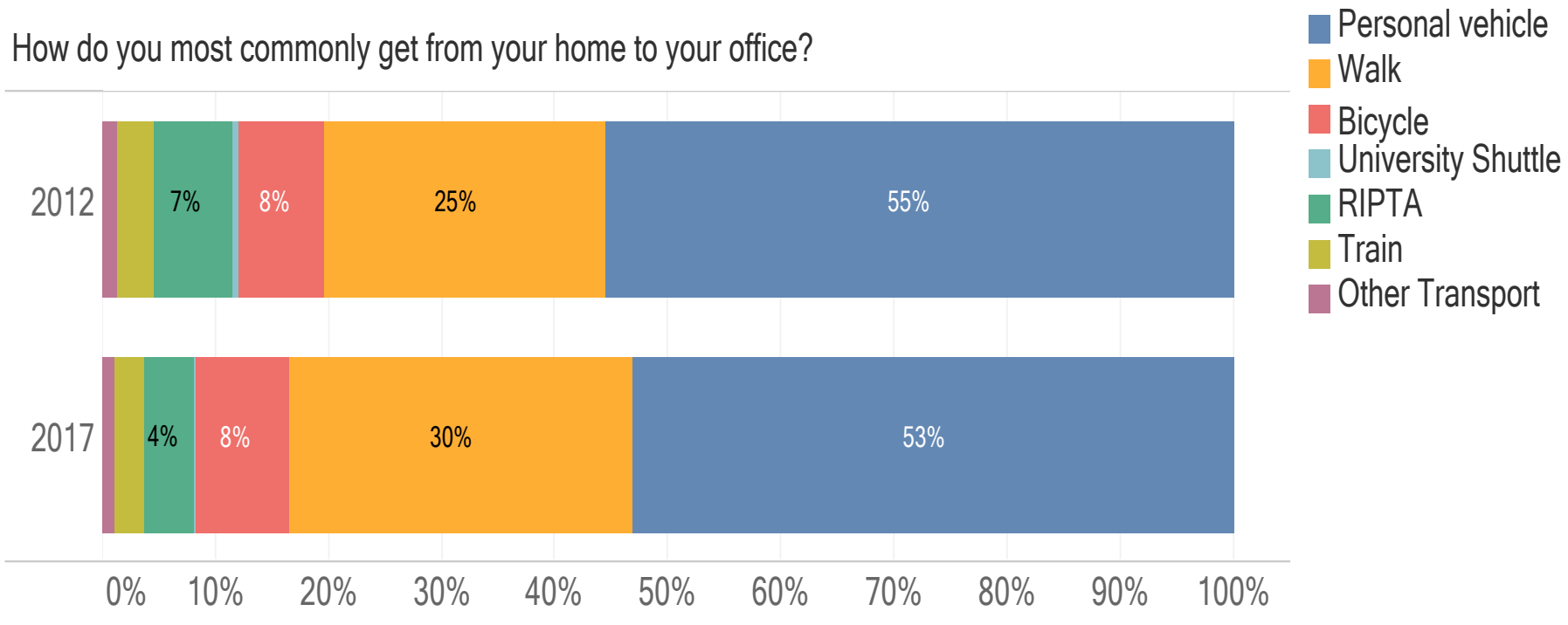
2012	2017
2.37	2.51

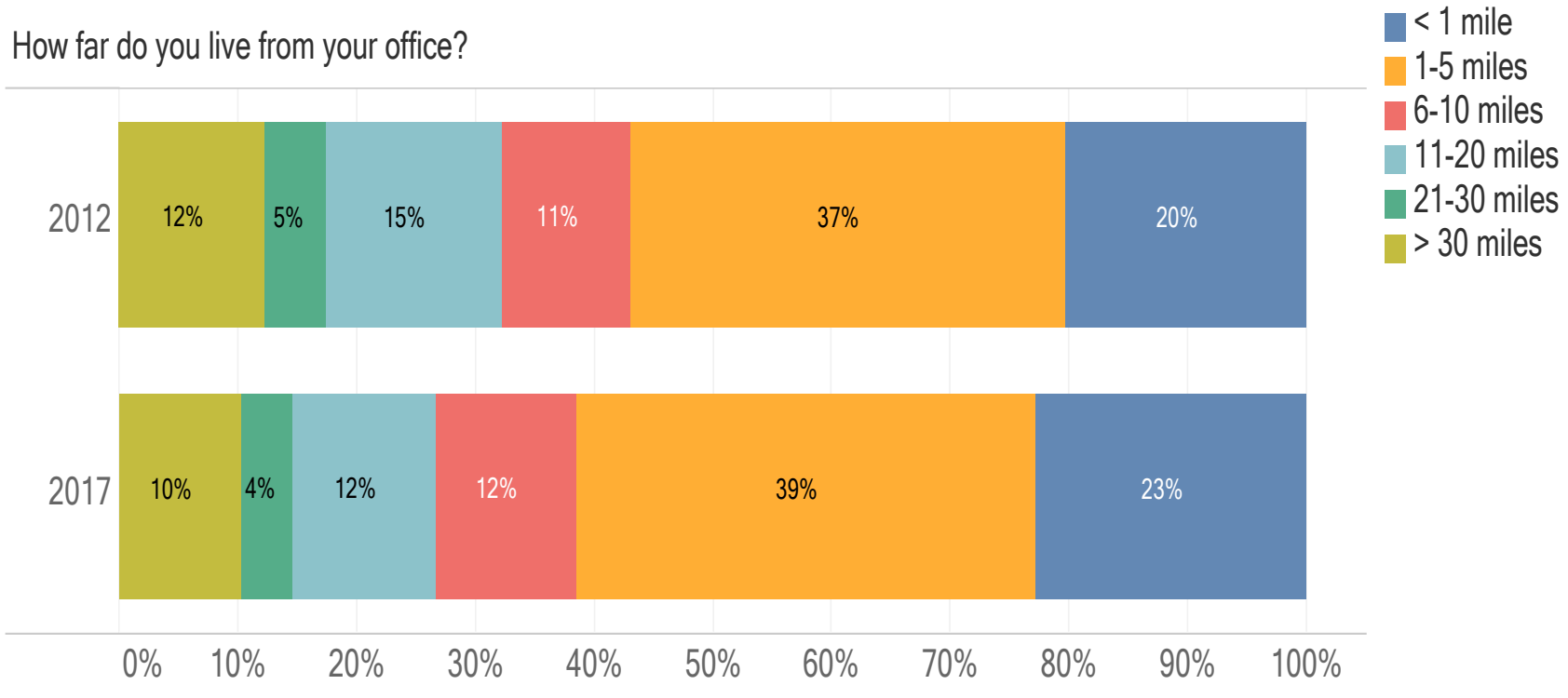

When you travel between College Hill and the Jewelry District, how do you usually get there?
College Hill to Jewelry District
2012
11%
10%
28%
50%
2017
20%
6%
32%
38%
Jewelry District to College Hill
2012
10%
10%
28%
48%
2017
23%
5%
32%
37%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Personal vehicle
Walk
Bicycle
University Shuttle
RIPTA
Other Transport


Where do you park?
University lot/street
City street-unlimited
City street-limited
Other parking
2012
17%
24%
57%
2017
12%
26%
60%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

How satisfied are you with the following:
scale of 1-5 (very dissatisfied - very satisfied)

	2012	2017
parking options	2.66	2.69
transport resources	3.30	3.34


How do you most commonly get from your home to your office?
2012
2017
7%
8%
25%
55%
4%
8%
30%
53%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Personal vehicle
Walk
Bicycle
University Shuttle
RIPTA
Train
Other Transport


How far do you live from your office?
2012
2017
12%
5%
15%
11%
37%
20%
10%
4%
12%
12%
39%
23%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
< 1 mile
1-5 miles
6-10 miles
11-20 miles
21-30 miles
> 30 miles