

**FACTS & FIGURES**

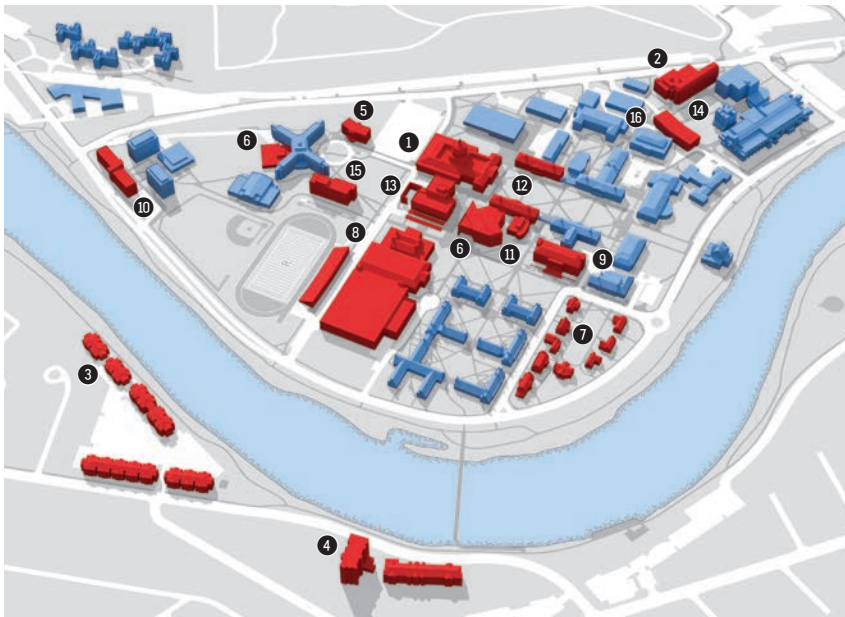
**The College**

As dean, Richard Feldman was responsible for the academic and student life programs for undergraduates in Arts, Sciences & Engineering. He helped develop new academic initiatives, particularly interdisciplinary courses and degree options. With a focus on the campus experience of students, Feldman worked to improve diversity, increase retention and graduation rates, and establish a support system called the CARE Network that has become a model for other institutions.

This spring, the ballroom in the newly renovated Frederick Douglass Building was named in his honor.

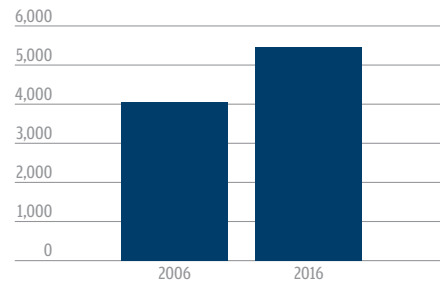
**Campus Changes**

Over the past decade, several building and renovation projects on the River Campus designed to enhance student life were completed. The new facilities include student residences, a newly revamped student life center, a new student health building, as well as renovations to dining centers, the Fraternity Quadrangle, and the Brian F. Prince Athletic Complex. That's in addition to new student-oriented spaces in Rush Rhees Library, academic buildings, and other spaces. The projects were funded through *The Meliora Challenge* Campaign as part of the College's strategic planning process.

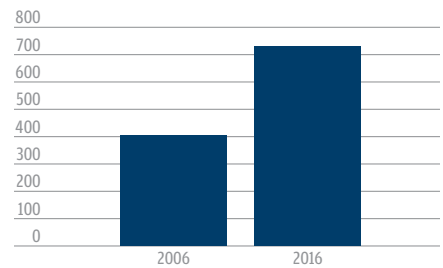


- 1 Rush Rhees Library**  
Gleason Library, 2007  
Messinger Graduate Study Rooms, 2009-10  
Lam Square, 2016
- 2 Goergen Hall**  
Opened in 2007
- 3 Riverview Apartments**  
Opened in 2008
- 4 Brooks Crossing**  
Opened in 2008-14
- 5 University Health Service**  
Opened in 2008
- 6 Wilson Commons/Danforth Dining**  
Renovated in 2010 and 2011
- 7 Fraternity Quadrangle**  
Renovations in 2012 and 2013
- 8 Prince Athletic Complex**  
Renovations 2012-16
- 9 LeChase Hall**  
Opened in 2013
- 10 O'Brien Hall/Jackson Court**  
Opened in 2013
- 11 Rettner Hall**  
Opened in 2013
- 12 Morey and Bausch & Lomb Halls**  
Renovated spaces, 2014-15
- 13 Frederick Douglass Building**  
Renovated in 2015-16
- 14 Hajim Science & Engineering Quadrangle**  
Opened in 2016
- 15 Genesee Hall, including Boehning Varsity House**  
Opening in 2017
- 16 Wegmans Hall**  
Opened in 2017

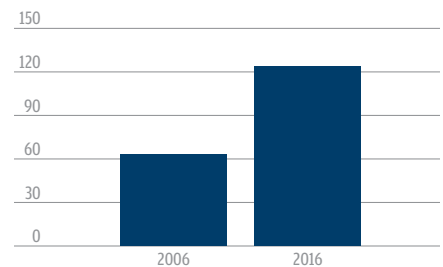
**Undergraduate Student Enrollment**



**Underrepresented Minority Enrollment**



**Number of Countries Represented**



**New Majors**

As part of an effort to continually update how the College's academic strengths can better meet the needs of students, Feldman and the faculty introduced additions to the curriculum, including new majors, such as:

- American Studies
- Archaeology, Technology, and Historical Structures
- Audio and Music Engineering
- Business (Barry Florescue Undergraduate Business Program)
- Dance
- Data Science
- Digital Media Studies
- East Asian studies
- Financial Economics
- International Relations
- Public Health, including Epidemiology; Health Policy; and Health, Behavior, and Society; Bioethics; Environmental Health

**Student Honors**

Over the past decade, Rochester undergraduates have been selected for some of the most highly sought honor and award programs, earning selection for Goldwater, Fulbright, Churchill, Gates-Cambridge, and other scholarships.

## ADMINISTRATION

# Next Chapters

An outgoing dean reflects on his role and on his future as a scholar.

Interview by Jim Mandelaro

For the past 11 years, Richard Feldman has served as dean of the College, overseeing the academic and extracurricular programs that serve undergraduate students. In January, he announced that he would be stepping down from the position at the end of the 2016–17 academic year and returning to the faculty as a professor of philosophy in 2018, after a yearlong sabbatical.

A distinguished epistemologist, Feldman in October 2016 received the Romanell–Phi Beta Kappa Professorship, awarded nationally to scholars in philosophy in recognition of distinguished achievement as well as contributions to public understanding of philosophy.

Feldman arrived on the River Campus as an assistant professor of philosophy in 1975, rising to professor and chair of the department before his appointment as dean beginning in 2006.

## What's your proudest achievement as dean?

Early on in my time as dean, we looked at the graduation rates of our students. They weren't what we wanted them to be, and we set out to find out why and what we could do to improve them. They've gone up notably, and I'm delighted by that.

## What will you miss most about the role?

I will miss the interactions with the students, the faculty, my



**ADAPTABLE:** The College is always adapting its programs to best equip students, says Feldman.

colleagues in the dean's office, and the College staff I work closely with.

The thing I've come to appreciate as dean in a way I didn't before is how much all the people on the College staff contribute to the education of our students to make it all work. All the things beyond the classroom that contribute to the students' experience have really made an impression on me.

## What challenges remain for the College?

There are different kinds of challenges. There are challenges about continuing to attract and enroll the strongest students, issues about affordability of college—the structure of the curriculum, the offerings. It's never a finished product. You're always adapting.

Years ago, you went to college, you studied something and got a degree, and had confidence that something would work out. We have to be more intentional now in understanding what skills our students need and keep getting better about making sure our education equips students for the world they're entering.

## As the Romanell–Phi Beta Kappa Professor in Philosophy, you'll present public lectures this fall. What will you be talking about?

The lectures will broadly be about topics on rational argument and public discourse. Kind of an interesting topic to think about these days. [🔗](#)

*(Continued from page 13)* classroom can be as important as what happens in it.

Which aspects of the undergraduate experience, then, are the most important? Can we disentangle key factors from less influential ones? Could we eliminate some of the things we do and (at lower cost) equip students just as well for life after college?

This is tough territory in which to be a pioneer. In part, this is because we don't know much about the relative importance of the different opportunities we provide. It's also fraught because the university that cuts something no other is cutting risks loss of enrollment, even if what was cut resulted in lower costs.

**To untangle this problem**—to better understand the relative importance of some of the things we provide for students—we can look across systems of higher education and ask whether the differences among them result in different outcomes. For example, at major universities and colleges in the United States an undergraduate degree routinely requires four years or more of study. Elsewhere (notably in the UK and many Commonwealth countries) a degree program is completed in three years.

The different durations generally reflect differences in content: the US degree is, in the liberal tradition, typically less specialized, while the UK degree is more narrowly focused. Universities in the United States generally offer residential education, housing students on campus and providing an array of facilities and services

for them. Other countries (England and some Commonwealth countries as well as China) do this too, but generally less richly. The differences between the United States and elsewhere—the commitment to a liberal education and the heavy investment in residential life—make the United States a relatively more expensive place to be an undergraduate.

That invites the question of whether US graduates are better equipped for success than those elsewhere—whether their education has added greater value. To answer that question we must identify equally well-prepared students who entered universities in different countries, then look broadly at their success after graduation. Finding freshmen of comparable standing is relatively straightforward, because a great deal of comparative work has been done on secondary schooling and its outcomes in different countries. Comparing post-graduation success is harder, and brings us back to the question of how we should capture the value that a residential college education adds to the lives of students.

Discussions of value-added often focus on “learning gain,” a broad measure of the change in students' intellectual performance over the course of their studies. Reassuringly for universities, studies indicate that students generally demonstrate considerable gains in knowledge as well as other developmental attributes while in college. Less reassuringly, we know little about the relevance of these gains to success in life beyond college.