

**Minutes**  
**Brown University Faculty Meeting**  
**April 3, 2007**

President Simmons called the meeting to order at 4:04 p.m. The customary motion to adjourn no later than 6:00 p.m. carried, and the minutes of the meeting of March 6 were approved.

Professors Bagues and Foley delivered Memorial minutes for the late Professors Charles Nichols and Walter Davis, which were received by the Faculty with a standing vote of respect with copies to be sent to members of the families. The minutes are attached and will be entered into the permanent records of the Faculty.

Professor Dill, reporting for the FEC, asked for volunteers to serve on the Bookstore Advisory Committee, which calls for two faculty members on a two/three year rotation. Professor Dill also informed the Faculty how the FEC has pursued questions relating to senior lecturers. It reviewed the 2000 report called for by Dean Spoehr, noting that the Senior Lecturer track includes many different appointments under its umbrella and that the University should consider whether some appointments more appropriately in the tenure track should be converted. The FEC also reports that Senior Lecturers with a long-term commitment to teaching also need leaves for retooling their pedagogy. Information has been requested for comparisons to peer institutions. Professor Dill also reported on the questions of endowed account rollover and reserve spending, to be requested from the Dean of the Faculty. In response to questions about appointments in the research track, Professor Dill said that these must be pursued separately to conform to the current terms of appointment. Professor Valente queried the rollover for departmental endowment accounts, and Provost Kertzer responded that these accounts do roll over and that reserves accrue to the department.

Vice-President Huidekoper explained spending policies for different kinds of accounts, including unrestricted endowment accounts, of which there are about twenty-five. Vice-president Donald Stewart answered a question about why a department chair could not access funds endowed to support such activities as graduate student travel or department lecture series by stating that all such annual spending in aggregate is included in the annual budget, which must be balanced, regardless of the source of the funds. Professor Dill asked if advance planning was needed, and President Simmons remarked that additional clarification was needed since it was difficult to understand how discretion for such accounts has moved from the department to the dean.

Professor Dill reported that the leave policy endorsed by the faculty must first be approved by the Corporation in May and then incorporated in the new budget in the fall before it can be implemented.

Professor Ross Levine presented a motion:

“The Faculty acknowledges receipt of the report from the Academic Priorities Committee supporting the establishment of the William R. Rhodes Center in International Economics. The Faculty recommends to the President and Board of Fellows the establishment of the William R. Rhodes Center in International Economics.”

Questions were raised about membership and affiliation at the proposed center, which Professor Levine said would be flexible to meet different long-term and short-term goals and they encourage participation across Brown and from outside; about financing, which Professor Levine said was now covered by a gift from William Rhodes and would be enhanced by anticipated outside funding; and about the relative length and detail of the proposal as endorsed by the Provost and the FEC in comparison to much fuller proposals recently submitted. Professor Dill replied that the format and requirement for proposals was under FEC discussion and that the FEC had considered additional information. Professor Spoehr asked when the money had been committed. President Simmons responded that the timing of proposals in response to gifts must be both expeditious and thorough. Professor Foster stated that the proposal fulfilled the hope that international economics would be given institutional building blocks for growth outside the economics department, and Barbara Stallings concurred from the point of view of the Watson Center. The motion carried unanimously.

Dean Sibley presented the motion:

“The Faculty acknowledges receipt of the report from the Academic Priorities Committee supporting the establishment of Continuing Studies Certificate Programs at Brown University on a pilot basis. The Faculty recommends to the President and Board of Fellows the establishment of Continuing Studies Certificate Programs at Brown University on a pilot basis.”

Professor Spoehr asked how long the pilot program would last and on what basis it would be reviewed. President Simmons pointed out that a three-year review was called for in the proposal. In response to Professor Spoehr’s question about completion time, Dean Sibley said it would vary between one and two years, according to needs. Speaking to Professor Foster’s concern that departmental curricular lines might be compromised, Dean Bergeron noted that CCC review was built in. Further questions were raised about the wisdom of a separate track for certificates outside the college and about faculty work being compromised by the load, and Deans Sibley and Bergeron replied that the committee reviewed these concerns and a separate program was deemed more appropriate pedagogically and that starting small would not represent a significant addition of labor. Professor Diebold stated that such a program would not be appropriate for Chemistry, fearing a watered down version of teaching better done in regular classes, and regretting that more departments had not vetted the proposal. Dean Sibley noted that certificate programs were integrated in the Harvard curriculum but the committee preferred the separate track for us. Dean Sibley commented that these programs are not generally appropriate in the sciences outside computer science, although narrow segments of such science might be represented as a minor component. Discussion followed concerned opportunities for community involvement and about faculty

compensation, which would generally follow the summer school model of 1/9 academic year salary. Noting the expansion and profitability of such certificate programs in business schools, Professor Levine cautioned consequent distortion in decision making due to high income, especially for faculty better compensated for certificate than for regular teaching. Dean Sibley cited the vigilance of the Dean of the Faculty as a corrective. The motion carried without dissent.

Vice-President Beppie Huidekoper presented an update on the financial plan and capital projects as the report of the president. This update continues to support the 2004 goals of the Plan for Academic Enrichment and to take into account in particular the concerns of the May 2006 report over the increased cost of utilities, slower cash from gifts to the endowment, and better than anticipated endowment returns; it also addresses the tightness of the May 2006 plan for budget reallocation, higher endowment payout, and the use of \$50M reserves over seven to eight years to support enrichment priorities. In May 2006 the Corporation endorsed programmatic support for international student financial aid, international initiatives, and undergraduate advising; it focused on such market conditions as salaries and benefits and the impact of inflation; and upon facilities and infrastructure (jewelry district growth); undergraduate housing needs; academic renewal for faculty, classrooms, departments; the new medical building; and Instructional Technology (IT) renewal. It took into consideration slower growth in sponsored funding, additional graduate student support; the recent strong performance of the endowment; an unanticipated bequest for financial aid; improved Annual Fund results; and the low cost of debts. Potential changes must thus address staying competitive for the best undergraduates, in the globalization of higher education, and in medical education through a long needed new building. Peers are building and renovating facilities using increased debt and endowment payouts, while such facilities as our data center, utilities infrastructure, some IT systems, and Hunter Lab are at risk; inflation of utility costs is also a concern. Thus the February meeting endorsed changes that may increase risk—higher debt, high fundraising goals, higher dependence on strong endowment returns, less potential flexibility due to increased spending as well acknowledging that enhancing Brown's competitive position and addressing facilities and infrastructure in and of themselves reduce risk. The revised capital plan calls for an increase from \$479M in total capital projects to \$800M. The E & G operating budget would thus have to increase by \$39M by FY 2013 for debt service and operating support, an increase of \$12M. Substantially more capital than the \$200M in campaign goals would be needed. The revised plan calls for increasing endowment income distributed by 10% for two years, then increasing by 6%. If average endowment returns remains at 7.5%, payout will stay at 4.5% to 5.5% of the 12 quarter required average. We must also raise and receive an additional \$200-250M for E & G goals. Increases in revenue include 5% in student fees for FY 2008 then 4.5% in FY 2009, with further changes reflecting market; increased indirect cost recovery by 5%; use of total of \$66M in reserves. The budget would be balanced in FY 2015. Uncertainties about market pressures lowering fees would put the balanced budget at risk, and lower endowment payout increases would demand additional reserves and result in annual deficits growing. Slow or unreceived endowment gifts would call for slowing down progress on goals of reducing expenses otherwise. In response to these risks, mitigating options include cutting back the scope of project,

deferring projects, freezing compensation, no faculty growth in positions beyond 100, and minimizing new program funding. Given these goals and potential risks, the Corporation has asked for an assessment of specific Academic Enrichment needs; more detailed analysis of sponsored support; assessment of deferred maintenance; and an assessment of trade-off in budget allocations and mitigating options over the next five to seven years. The URC will be looking at some potential trade-offs over the next year.

Questions were raised about: the increased indirect costs rate, the percentage of income derived from student fees, and relative endowment strength. Vice- President Huidekoper replied that while we were at no disadvantage among our peers in terms of indirect costs, the sizes of endowments mean that the rich continue to get richer despite our large and successful drives to increase the endowment. In response to questions about how this information would be shared, Vice-President Huidekoper indicated that as more and better information is ready it will be released, but the current report is not ready for posting as it is in interim status.

Dean Bergeron presented the Henry Merritt Wriston award to Ravit Reichman, assistant professor of English since 2003, who in her first years here clearly emerges as an accomplished and well-respected teacher. Professor Reichman is currently working on a book entitled *The Affective Life of Law: Postwar Justice and the Literary Imagination*, which examines responses to trauma and war in fictional and legal texts. She has published articles on Holocaust testimony, legal character, Virginia Woolf and tort law, and Rebecca West and the Nuremberg trial.

Professor Campbell presented the report of the University Resources Committee; Professor Dube the report of the Standing Committee on the Academic Code; Professor Spoehr the report of the Computing Advisory Board; and Professor Emeritus Lipsitt the report of the Human Resources Advisory Board. In the absence of Professor Hogan, the report of the Tenure, Promotion, and Appointments Committee was postponed to the next meeting.

At the motion of Professor Dill the meeting moved into Executive Session for new business, there being no old business on the table.

The meeting adjourned at 5:55 p.m.

Respectfully submitted,

Stephen Merrim Foley  
Secretary of the Faculty

## **Memorial Minute**

**Professor Emeritus Charles Harold Nichols  
Professor of English and Africana Studies**

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Professor Emeritus Charles Harold Nichols, professor of English and Africana Studies, was a central individual to the contemporary history of Brown University. He was the founding chair of what was then called the Afro-American Studies program at a crucial time in the American academy when academic disciplines were being shaken and reformulated. Into this crucible stepped Professor Nichols, erudite, witty, with sartorial elegance and a clear vision about the direction of African American Studies. He knew this institution well since he had graduated in 1948 with a PhD in English. As a young professor, he did a series of teaching stints at historically black colleges spending the most time at Hampton University in Virginia. It was a time of Jim Crow segregation, and Professor Nichols made it clear to all who would hear him that he would struggle against every form of racial separation since for him what was paramount in all human beings was the dignity of the person. It was a firm conviction that led him to become a serious practicing Quaker until the end.

Refusing to bend to Jim Crow segregation, Professor Nichols went to Germany where he taught at the Free University of Berlin, eventually becoming the chair of the American Studies department. In Berlin, he taught American literature in ways which inspired many scholars and his course on American poetry was described as taught in “a utopian integrated fashion, with the works of Langston Hughes and Sterling Brown placed beside those of T.S. Eliot and Ezra Pound.” Professor Nichols was therefore an intellectual pioneer as he weaved the poetic language of the African American cultural experience with early 20<sup>th</sup> century European modernism establishing a dialogue between two poetic traditions.

His family will tell us that he and they loved Berlin but in 1969, Brown responding to the demands of black students, established an African-American studies program and called him back to be its first director. So in July 1969, Professor Nichols returned to Brown and began the work of building what today is the Africana Studies department. He built the foundations for the program. Amongst his many achievements was the hiring of George Bass to establish the Rites and Reason Theatre.

Nichols was a formidable scholar of African-American literary and cultural studies before that subfield was popular and amongst his numerous publications two books stand out: *Many Thousands Gone: The Ex-slaves Account of their Bondage and Freedom* and his edited volume of the correspondence between Langston Hughes and Arna Bontemps. At Brown he taught courses in African American literature specializing in the literature

of the Harlem Renaissance. A dignified figure, he advocated a form of Black Studies that placed the intellectual and cultural contributions of African-Americans at the Center of American civilization and as director of the African-American Studies program, he developed a series of seminars that linked the University to Providence's black community.

In many senses then, we can call Professor Nichols a foundation historical figure, one who by his actions and leadership created paths upon which we, the members of this university community, now walk. Professor Nichols died on January 14, 2007. He is survived by his wife, Mildred Nichols, three sons and five grandchildren.

Madam President, I move that the faculty adopt this Minute by a standing vote of respect, and that the Secretary of the Faculty be instructed to enter the Minute into the permanent records of the Faculty and send copies of it to members of his immediate family.

Anthony Bagues  
Chair, Africana Studies

**Memorial Minute**  
**Walter Richardson Davis**  
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On December 2, 2006, Brown lost a well-beloved teacher and colleague, Walter Richardson Davis, professor emeritus of English language and literature, whose retirement came too few years before he left us for fresh fields. And Arcadia too has lost a gentle shepherd. Walter's first book, drawn from his graduate work at Yale, following a Trinity B.A., is entitled *A Map of Arcadia*. Here his resonant and warm voice guides the lost reader through a limbo of signs into gardens where flowers have scent and birds voice, and where the monster never fails to emerge from just beyond the brake or beneath the tall grass. As a scholar in the best tradition of new critical close reading Walter traced paths of rhetoric and aesthetics in *Idea and Act in Elizabethan Fiction*, his next critical book, which leads through the heart's forest of sixteenth-century romance. He demonstrates not merely what these rich and strange works said or what they meant, but how they say what they mean. His lifelong work on the songs of Thomas Campion show that Walter knew how to listen to the music and to be willing and most able to talk about it after the viola da qamba is back in its case and the notes have faded in the still air.

Students during Walter's twenty years at Brown cherished these gifts of understanding in such courses as "how to read a poem" or "metal, paper, text" where Walter drew together in an exploration of literary production his lifelong excellence in close reading with his emerging interest in postmodern theory. Walter was a good guide because he was also a walking and talking invitation to be lost and found, a guide who only had at heart our getting lost. Somehow, in his presence, twenty-year old twenty-first century students read all the hundreds of thousands of words of Sidney's prose in *Arcadia* and all six books of Spenser's *Faerie Queene* with no delivery device other than Walter's gentle voice coaxing their minds and bodies to dance to the cadences of imagined music. For these gifts Brown honored Walter with the John Rowe Workman award for excellence in teaching in 2000, and this was a gift he cherished as he left the classroom as professor emeritus.

We shall all remember Walter's genial face, where, as Charlotte Harvey wrote in the *Brown Alumni Monthly*: his grin goes off like a flashbulb, sending a hundred lines radiating from his eyes and mouth. His face knew how to share such joy because it had been creased also with sorrow. Walter Davis knew who he was. And if he learned the hard way, he never asked for you to feel sorry for him or you for yourself in a bad hour. Without making any false promises, his rich and deeply creased smile let you know that we must love one another, and that if fortune does not necessarily favor the brave, she sometimes smiles in their direction, at least if one looks at her changing face one day at a time.

Alongside Walter's interest in technologies of print (metal paper-text) came his obsessive study of ancient coins. Those signs of human value and exchange that emerge from digs

and hoards reminded him and he us of what things are really worth. For the value of a numa is not in the weight of the silver but the eyes of the collectors. Just as the letters of printed text produce different meanings from the same metallic form applying ink to paper, coinage is both common currency and something people think they own.

Augustine used the image of the stamp and the seal it renders to suggest how grace could be present and identical in all places and at all times. Walter's coin collection and his polymath expertise in ancient numismatics are proof in objective form of his love for the circulation of values and the currency of human care. Walter was a good colleague, a devoted father, and loving husband, as well a light to all in darkness. We honor the name and cherish the memory of this gentle shepherd and say with Milton:

Henceforth thou art the Genius of the shore,

In thy large recompense, and shall be good

To all that wander in that perilous flood.

Madam President, I move that the Faculty adopt this Minute by standing vote of respect, and that the Secretary of the Faculty be instructed to enter the Minute into the permanent records of the Faculty and to send copies of it to members of the immediate family.

Stephen Merrim Foley  
English Department