

Minutes of the Faculty Meeting

December 6, 2011

The meeting was called to order at 4:02 p.m., and the traditional motion to adjourn no later than 6:00 p.m. was approved, as were the minutes of the meeting of November 1, as amended.

Professor Bodel (Classics) delivered a Memorial Minute for Bruce Donovan, Professor Emeritus of Classics, and Professor Foley (English) a Memorial Minutes for John Shroeder, Professor Emeritus of English, which the Faculty approved with a standing vote of respect.

Professor Shank, Chair of the FEC, commended to the faculty the Brown Goes Green charities drive, which, with Rhode Island unemployment standing at 10.4% nonetheless fails to win widespread contributions: 7% of us contribute, and 93% do not. The contributions are flexible and can be targeted to a range of beneficiaries; cards are available in the lobby, and online contribution is also possible. Professor Shank stated that we can do better than that, and Vice President Karen Davis, co chair of Brown Gives Green agreed that she could not say it better. Professor Shank signaled the web address for Brown Gives Green, and encouraged contributions that would put participation at least as high as the double digits.

Professor Tan (Physics), chair of the Campus Advisory Committee for the Presidential Search, reported at Professor Shank's request on the progress of the work, which is being conducted in complete cooperation with the Corporation committee to recognize the opportunities and demands of transition. Following many phases of outreach including eight forums with diverse constituencies and meetings with other campus groups, a statement on the search was scheduled to be posted at 4:00 p.m. Professor Tan quoted from that forthcoming document a paragraph reiterating the shared process of the search and the commitment to long held values: "Since its founding almost 250 years ago, Brown has been a progressive, forward-looking institution with a distinct culture characterized by a rare level of interdisciplinarity, collegiality, and shared governance. Brown achieved preeminence by establishing a collaborative university-college in which faculty are as committed to teaching as they are to research and by embracing a unique curriculum that requires students to be architects of their own education. In selecting its nineteenth President, Brown is seeking a leader who can embody and evolve Brown's identity with "imagination, courage, and resourcefulness." Professor Tan stated that the public phase of the search has now reached its conclusion, and the confidential search for the right candidate has begun. He wished his colleagues the full enjoyment and profit of the January break, which will not thus be a break for him.

Professor Roth (Religious Studies and East Asian Studies) reported at Professor Shank's request on the Ombudsperson search, which has closed the application process with 65 applicants for the half-time position, including 27 lawyers (non advertising on TV), 6 M.B.A's, 12 PhD's, a former agent of the F.B.I, a college president, a district attorney, a

public defender, a middle school teacher, and several others with similarly engaging combinations of experience and skills. He is working with committee members James McIlwain, Ann Dill, Al Dahlberg, Karen Davis and Tony Tinberg; they expect to interview beginning next week and to make an appointment by next semester.

Professor Shank turned to the FEC consideration of issues concerning the academic calendar, focusing on the fall semester, a meaningful fall break, conflicts with religious holidays and whether or not to acknowledge these conflicts, and whether to take an ad hoc or a global approach to the solution. Professor Shank reviewed calendars for such peer institutions as Cornell, Yale, Harvard, Columbia, and Penn. And he briefly considered (p. 16 of the Agenda) advantages and disadvantages of A) starting consistently before Labor Day; B) starting consistently after Labor Day and putting aside conflicts due to religious holidays; C) postponing substantive change but accommodating Rosh Hashanah 2013 by starting before Labor Day; and D) postponing substantive change but accommodating Rosh Hashanah 2013 by starting after Labor Day. He invited faculty to join the discussion at the Faculty Forum scheduled for December 13. Questions followed on why we begin on a Wednesday (to allow for the Orientation Program as shorted in 2006); on the absence of a break for those teaching T/Th with a Wednesday start; on the number of days in the examination period, classes in exam period, and overlapping exams and the necessity to duplicate exams; and on the length of the Reading Period. Provost Schlissel, drawing comparison to his experience at Berkeley, stated the teaching effectiveness resulting from a clean mid semester break as opposed to the current mid-week Thanksgiving break is a good argument for a start before Labor Day (people come to class).

President Simmons wished the faculty good afternoon. She reported that the fall season is filled with meetings of professional associations in which presidents share information about the trends developing in higher education. This season is especially fertile for generating such discussions as an array of events on college campuses are converging with the fact that political parties and candidates are positioning themselves aggressively for the 2012 elections. The development of the issues that politicians deem most salient for voters will inevitably lead to a harsher than normal spotlight on the so-called transgressions of universities. That sharply critical attention is likely to remain for some time. She returned to matters that she had speculated in the past about--the consequences of the Penn State affair for the rest of us in higher education. We now see quite clearly that the concern of the public has broadened to other questions. The most frequent of these is whether universities in general are constitutionally fit to oversee the adjudication of crimes normally handled by the criminal justice authorities. College disciplinary procedures have long been permitted to operate in parallel with municipal, state and federal judicial systems. This separation is of long duration and has, in the main, worked reasonably well. The systems do interact, particularly in instances in which the alleged campus crime is serious enough to warrant bringing in criminal authorities with better means of conducting investigations. It is also true that in the case of complaints of sexual assault involving our students, our policy explicitly advises complainants of their right to file a complaint with law enforcement authorities. Although the tradition in higher education with respect to majority age students (students aged 18 and over) has been to

permit the student to make the decision regarding a report to law enforcement, our policy does not prohibit a report to authorities without the consent of the alleged victim. The University would certainly make a report in circumstances where it has independent knowledge of the commission of a crime. The concern expressed in the Penn State case is that campus officials failed to refer the Sandusky case to the police. Although the fact that minors were involved in that case contributes to the concern being expressed, the Penn State failure is being widely interpreted as cause to look into and address possible lapses in the way that college complaint and judicial systems work in general. We do not know how far this will go at this time. However, we are currently assessing whether our systems work well and whether everyone at the intake points for campus based sexual assault and harassment cases understands the affirmative duty to act when there is a manifest duty to report a case to outside authorities. Thus far, we are finding that our procedures are up to the necessary standard but we are assessing whether there is a need for more training to assure further that we are treating these issues as seriously as they deserve and our public responsibility demands. The President then turned to accreditation and the continuing efforts of NACIQI (National Advisory Committee on Institutional Quality and Integrity) and others in Washington to interject more accountability into the accreditation process. This committee's composition was changed from members appointed solely by the Secretary of Education to members divided evenly between his appointees, members of the House, and members of the Senate. The clear aim of this group is to bring institutions into compliance with the kinds of standards that this largely nonexpert group would like to see. What has led to this interest is a concern that the public is not well served by the claims, outcomes, and use of financial aid and requirements of many educational institutions. In addressing the economic crisis, President Simmons stated that the President and Secretary of Education are rightly focusing sharply on college costs, since the escalating cost of a college education comes into sharper relief at a time when for so many families home equity has vanished, unemployment is high, health care costs are skyrocketing, future employment security is a concern, and the overall economy leaves doubts about what the future holds. At such a time, colleges that are seen to ignore the very real dilemma that families face when tuition and fee increases inexorably climb will almost certainly come under fire for being insufficiently attentive to their societal roles. The confluence of so many factors - perceptions that our disciplinary process may lack the proper controls, that our efforts are more aligned with the 1% of society than with the 99%, and that the outcomes of education may not match the claims attached to the price of education -- will cause more and more questions about whether colleges should be regulated more tightly as to revenues and expenditures, price, accreditation and educational policies. In this environment, what can we do to retain the trust of those who support education? We certainly have to work harder at revealing and articulating well our true purpose and intent. For Brown, sustaining need blind during this period is essential. Deploying more support for social entrepreneurship and the economic viability of our communities is essential. We should also be steadfast, in emphasizing the benefit of the liberal arts model while at the same time making the investments necessary to bring innovation, cures, and cutting edge research forward to benefit society. Nothing would be worse than emerging from decades of economic woes with an educational system weakened by the crippling encroachment of procedures and policies that distract from and harm irretrievably the

quality of education that it has taken 250 years or more to build. Genuine attention to the plight of the public that we serve, continued improvement in the quality of our offerings, support for the core educational and research enterprise, and reasonable cost containment are sensible goals during this challenging period. Although cost containment will continue to be a part of our future, with the transparency and good governance that signals respect for the concerns of those who support us, President Simmons asserted that she remains confident that Brown will manage these concerns well.

Asked to speak to the use of campus police in actions involving non violent protesters and institutional safeguards against such lapses as occurred at UC Davis, President Simmons expressed skepticism that policies alone are enough to prevent lapses. She believes that policy provides a good and necessary context, and training of all those called upon to respond is likewise essential, as well as the recruitment and selection of those best qualified, areas in which we continue to strive to do as best as possible. Vice President Carey also stressed the importance of hiring those whose judgment is suited to working on the spot in an urban campus environment. President Simmons stated that Vice Presidents Carey and Klawuun and others do indeed work on preparing staff for dealing with fraught situations, and she counseled that no one on our campus is exempt from the obligation to respond with thought and care. Faculty who respond inappropriately must also be called to account. No one is entitled to disrespect another, and while on our campus everyone is entitled to advocate for positions, we as educators are held to a high degree of responsibility. Professor Wegner asked if an ombudsperson would be helpful in such situations, and President Simmons stated that mediation following something like the Davis incident would be most helpful. Asked about the larger historical perspective afforded by such examples as the McCarthy era, President Simmons stated that states like California where large public institutions were subject to public pressures from changing governments and governors do reflect political situations clearly, while private institutions must be attentive to the effect of such pressures as exerted through less direct means. She encouraged all to speak for our understanding of the most responsible behavior as many social pressures come together.

Provost Schlissel presented a report on the status of the URC process towards recommending the FY2013 budget (data attached), reviewing the factors the URC is considering in trying to reach the best recommendation. Where the money comes from is key. Tuition and fees are the largest source at 43%. On the expense side, two thirds goes to salary, administrative costs, and debt service, so that programmatic flexibility is small. The moving parts of the operation like tuition are thus critical. A hypothetical 3.5% increase in tuition would yield about \$7.9M with the growth of masters and other programs factored in; adding to that \$3.4M from endowment/gifts and \$3.9M from auxiliaries (of which a small part is sponsored research), our total increased revenues would total \$15.9M. Increased expenditures due to fixed costs will reach \$10.9M, while those due to staff salary could be calculated for each 1% at \$1.37M; for faculty at \$.95 per 1%; and for academic and administration unit enhancement requests at \$5.5 and \$2.3 per 1%. Tuition thus represents a big driver of possible funding for increased expenditure, and salary increases are clearly tied to it. Examples of requests for enhancement are increased graduate stipends; increased staffing in the Career Lab, funds

for an International Center, staffing for technology licensing in VPRO, enhanced department operating budgets, network management staff, fitness center staff. Such increases would likely go beyond the affordability of a projected tuition increase that would be tolerable. As the URC meets in the weeks moving towards a January report it will consult with the President in anticipation of submitting the report for approval by the Corporation at their February meeting. Professor Rosen (MCM) asked about the increase in sponsored research since 2007, which the Provost attributed to the federal stimulus package, which we must count as temporary.

Dean McLaughlin reported on the implementation of new tenure procedures in the completion of annual reviews, procedures which will ensure clear and transparent communication to tenure candidates across departments; he expects soon to be posting an expanded and revised listing of the documents associated with the tenure review process. He noted that from the limited perspective of the office of the Dean of the Faculty, requests for increases in funding were always reasonable, and that we must take care to promote confidence in the disposition of funds by establishing trust in our adherence to standards of classroom performance and advising availability, thus demonstrating to students' parents, and in the press the quality of teaching at Brown.

Professor Zimmerman reported for the Diversity Advisory Board, and Professor Tucker for the Faculty Committee on Honorary Degrees, alluding to key points in their reports. Following up on the issue of the lines of communication with the Board of Fellows about criteria for candidates for honorary degrees, Professor Shank recommended a memo to the Board of Fellows, and brief discussion followed about the historical practice of the Senior Fellow meeting with the Faculty Committee.

There being no Old Business or New Business, the meeting was adjourned at 5:51 p.m.

Respectfully submitted,

Stephen Merriam Foley
Secretary of the Faculty

**Memorial Minute for
Bruce Elliot Donovan, Professor of Classics
and Associate Dean for Chemical Dependency
Presented to the Faculty on
December 6, 2011**

Bruce Elliot Donovan, Professor of Classics and Associate Dean for Chemical Dependency at Brown for many years, a pioneer nationally and internationally in issues relating to addictive behavior, died in Providence on July 11, 2011. He was 74.

Educated at Andover, Brown (class of 1959), and Yale, where he earned his doctorate in 1965, Donovan joined the Brown faculty in the same year as Assistant Professor of Classics and rose through the ranks to become full professor and chair of the department before being appointed by President Howard Swearer as Associate Dean of the College and the first Dean for Chemical Dependency, a role he invested with extraordinary compassion and energy for nearly thirty years before retiring from Brown in 2004.

A Woodrow Wilson Fellow, Fulbright Scholar, and Fellow of the Center for Hellenic Studies, Donovan was an expert in Greek papyrology, one of the narrowest of sub-disciplines within the field of Classics, but his understanding of the larger truths embedded in Greek and Latin literature, and his ability not only to convey them to his students but to embody them in his advising, were legendary. Almost immediately upon his return to Brown in 1965, he became one of the university's leading teachers, and as late as the mid-1980s, when he had already for some time been serving as Associate Dean of the College, his class on "Greek Drama in Translation" still regularly enrolled hundreds of students. Many of them, decades later, recalled, sometimes in print, how "Dean Bruce", as he was universally known to his students, would stand before a lecture hall packed to the rafters, a solitary figure without notes or other pedagogical props, and simply hold forth, enraptured with the material. The effect was mesmerizing, and more than one has likened his lectures to the performances of a great actor or orator.

Donovan's appointment to the deanery was inspired, and led in effect to a second career at Brown devoted to the care and nurturing of uncounted students, who came to appreciate, as his classics students had previously, the rare combination of humanity, wit, and intelligence that marked all his work on campus. Proud of his nearly four decades of sobriety, Donovan devoted much of his remarkable energy to the prevention of substance abuse and to promoting recovery. He was particularly interested in the relationship between creativity and addiction, and in helping addicts see that their talents did not depend upon the substances they abused.

After retiring from Brown in 2004, Donovan was able to devote even more time to volunteer work and service, which he increasingly directed toward end of life issues. In the 1960s and 1970s he chaired the board for the Lippitt Hill Tutorial and the nominating committee of the Northeast District for Phi Beta Kappa; more recently,

and especially after his retirement, he devoted tireless energy to volunteer work for the Funeral Consumers Alliance, the Rhode Island Historical Society, the Samaritans, and Home and Hospice Care of Rhode Island. It is a poignant reminder of his lifelong service to others that when he died, suddenly and unexpectedly, it was while on duty in one of his volunteer assignments in hospice care. He is survived by his wife, Doris Stearn Donovan (Pembroke class of 1959), two children, and four grandchildren.

At its meeting in May 2011, two months before his untimely death, the Brown Corporation established the Bruce Elliot Donovan Deanship for Issues of Chemical Dependency, a crowning honor in fitting recognition of his many years of service to the university. In death he leaves an iconic legacy to Brown and the wider community, as he joins the ranks of those legendary figures about whom people will speak whenever memories of Brown are recalled.

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.

John Bodell, Chair
Department of Classics

**Memorial Minute for
John William Shroeder
Professor Emeritus of English
Presented to the Faculty on December 6, 2011**

John William Shroeder, professor emeritus of English, died July 19, 2011 in Providence. A native of Missouri, that state whose cadences one could hear in his voice, John served as a medic in the Army artillery in the Second World War, and he carried with him a gentle discipline and reserve. He received his A.B. from Kansas City in 1949 and his Ph.D. from Yale in 1954. He came to Brown in 1960, after having taught briefly at Northwestern. In addition to teaching, John served with distinction for many years as Associate Dean of the Graduate School. Throughout his career he maintained a dual focus on Renaissance Drama, chiefly Shakespeare, and American literature, chiefly 19th-century fiction. He taught courses in both areas to crowds of undergraduates, and he published in both fields: a book on Shakespeare's first Folio, articles on Hawthorne, Melville, Spenser, and Shakespeare.

John was artistic in many ways. A talented painter, he populated his witty allegorical canvases with antic shapes. John enjoyed the public reading of Shakespeare's plays and other dramatic literature. He loved to read in class, and one could hear him from the corridor. John and his late wife Judy were the lights of the Cabot Street Playhouse, where John acted in and produced many memorable performances of Gilbert and Sullivan. He played the bagpipe well, frequently, and loud. He was a great lover of music, who sang sometimes off key.

My most vivid first memories of John come from being greeted by him as a new colleague in the department of English in the early eighties, when he approached me collegially on department business, greetings that continued after the department had moved to new quarters on Brown Street where John drove and parked a rather large American automobile in the alley on his frequent visits to keep up with the mail and current events. My dear Foley. Foley, how do you do?... Still professing, Foley? John's greeting made it clear that he was welcoming me as a fellow member of whatever imaginary club he and I belong to, with intelligent members and good chairs

Students of Edmund Spenser's *Faerie Queene* hold in memory John's reading of an episode in Book I, for John brought to one of the adventures of Redcrosse, the Knight of Holiness, an understanding that is particularly dramatic. As his beloved lady, the virtuous and virginal Una, makes her escape from male predators, the voluptuous female predator Duessa discovers the hapless Redcrosse, who should have been rescuing his damsel in distress, next to a magic fountain whose waters, once drunk, cause a loss of strength. Duessa and Red Cross get along pretty well, and, after drinking from the magic dysfunctional fountain, Red Cross hears the approach of Orgoglio, a giant. John recognized that the giant Orgoglio is not just a conventional figure of pride, as his Italianate name demonstrates, but a particularly dramatic anatomical form of male pride and of embarrassment that visits the young knight just when he dallies with the false

Duessa, poured forth in looseness on the grassie ground, when he should have held firm for Una. So John writes in "Spenser's Erotic Drama: The Orgoglio Episode" in a 1962 volume of *English Literary History*. A polite gloss had always been that Orgoglio figured an earthquake. John loved a good joke, especially if its loudness could be appreciated, like the bagpipe, and not only by the connoisseur. And his scholarship and teaching were always the better for it.

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 Merriam Foley
Department of English