

Brown University Faculty Bulletin



Walter Feldman



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Ever since I lived in Mexico in the early 60s, I was captivated with the pre Columbian bas relief STELES and marked important events in the history of the Mayan. The pictograms were aesthetically beautiful and evoked powerful reactions. Since 1962, their influence can be observed in both my paintings and prints. Recently linguists have broken through to discover that not only are the images pictograms but are also readable as a spoken language. The word cut image on the cover however is from a period that I was reminiscing with Mayan forms and shapes, but is totally an invented language of my own.

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EDITORIAL INTRODUCTION

Peter Wegner and Peter Richardson
Editors

This Faculty Bulletin includes ten essays by faculty and administrators about the evolving status of Brown. The cover features Walter Feldman's artistic illustration of pre-Columbian Mayan art.

The first article by Margaret Klawunn, the new Vice President for Campus Life and Student Services and Russell Carey, the former acting Vice President for Campus Life and Student Services and now Senior Vice President for Corporation Affairs and Governance, examines the new orientation schedule that changes the learning and interaction activities of incoming students at orientation time. The second article, by Nobel Laureate Leon Cooper, explores changes in fundamental research and infrastructure that the Brown community should consider over the next few years to improve both financial support for research and benefits for students.

David Kennedy, the new Vice President for International Affairs, examines a variety of activities for foreign teachers and students, international Brown summer schools, and internationalization of the Brown curriculum, so that Brown graduates can contribute to international as well as national projects. Lincoln Chafee, the former U.S. Senator for Rhode Island and currently Visiting Fellow of International Studies at the Watson Institute, examines his work at Brown, especially in the context of his recent book on international relations. Inge Wimmers, Professor Emerita of French Studies, presents her international research on the study of Proust's "A La Recherche du Temps Perdu" in three languages (French, German and British), focusing on both similarities and differences that emerge from reading this classic work in several different languages.

John Hermance, Professor of Geological Science, shows that professors rarely advocate their personal viewpoint despite the existence of the Executive Committee and the Ombudsperson, lest such advocacy hinder their research or promotion. Lew Lipsitt, Emeritus Professor of Psychology, writes about the progress of the Elderbears in promoting the interest of emeritus faculty, regretting that advocates of support for emeritus health care have not prevailed in spite of its strong advocacy by emeritus faculty. Professor Joan Lusk, Emerita of Chemistry, describes her participation in creating a committee on faculty retirement that includes emeritus and current faculty as well as administrators.

Paul Knopf, Professor Emeritus of Molecular Microbiology and Immunology, describes his research on the use of T-cells and computer algorithms in promoting medical research. One of us has added an editorial comment which relates the work of Paul Knopf to colleagues, especially the late Helen Cserr. The final paper by Carl Saab, Assistant Professor of Surgery (research) at Rhode Island Hospital, examines the evolution of scientific progress in the context of philosophy, expanding on Peter

Wegner's recent article about the contributions of the late Peter Lipton to the philosophy of science.

The broad and substantive set of articles in this issue makes up for its late publication due to delays in our receipt of some of them. We look forward to your contributions for the next issue, and we hope to receive them during October for publication in November.

**FROM THE BEGINNING:
BROWN'S NEW ORIENTATION SCHEDULE**

**Margaret Klawunn and Russell Carey
Department of Campus Life and Student Services**

Last fall, incoming students had a new three day schedule for orientation designed to increase faculty involvement and provide a better introduction to Brown's academic program. Cutting the orientation calendar from six days to three meant intensifying the academic focus and building in new opportunities for faculty and students. The aims for the new orientation schedule included increasing faculty involvement, enhancing academic programs, and providing a common intellectual experience for the incoming class. Some of the new opportunities included a common reading for the first-year class, Alain de Botton's How Proust Can Change Your Life, which became the focus of faculty-led seminars.

Overall, the new orientation schedule and program went very smoothly and was successful in bringing first-year students into the community. When surveyed, over 88% of new students felt Brown had done a good job of welcoming them to campus during Orientation; more than three-quarters agreed that Orientation provided them good opportunities to explore what and how they wanted to learn at Brown (76%), to learn about Brown's resources (77%), and to get to know other students (80%). Based on comments from faculty and students, some additional changes to the schedule will be made for fall 2008 to improve the flow of academic advising and to address students' request for "more small events" to get to know people.

The Orientation Review Committee was formed during fall semester 2006 by the Dean of the College and the Interim Vice President for Campus Life and Student Services to examine Brown's orientation programming, scheduling, and other issues. The committee, consisting of faculty, staff, and students, came to the consensus that first-year orientation was too long to be effective. The committee recommended that it be shortened from six days to three days. Students moved in over Labor Day weekend and orientation itself began on Sunday, providing three days of succinct and essential programs. University Convocation and the first day of classes were moved from Tuesday to Wednesday to allow for one non-weekend day of orientation.

The new schedule allowed incoming students and their families to move in over the Saturday and Sunday of Labor Day weekend (rather than the Tuesday and Wednesday of the week prior to Labor Day weekend). It condensed the orientation and avoided the gaps of un-programmed time in the old schedule. Most importantly, it facilitated faculty involvement in advising. Faculty needed to be on campus mainly on the Tuesday after Labor Day, rather than the Thursday and Friday before (as was the case with the old schedule).

A number of the changes recommended by the Orientation Review Committee were intended to strengthen the academic tone of orientation and to introduce new students to

Brown faculty members through mutual engagement with academic content. A key component of this approach was sending incoming students copies of de Botton's How Proust Can Change Your Life over the summer as required reading. On Monday of Orientation Weekend, approximately 60 faculty members met with small groups of students to discuss the book. The design of the seminars encouraged faculty to approach the book from their own disciplinary interest, introducing students to a variety of perspectives. 70% of the students agreed or strongly agreed that participating in a discussion with a Brown faculty member made them feel more comfortable starting classes here. Themes from the reading were woven into Professor Arnold Weinstein's Convocation Address on Wednesday morning.

The Orientation Review Committee reviewed the mandatory Class Meetings that incoming students attend and recommended that the content of the Class Meetings be more closely tied to the mission of Orientation, introducing students to our academic philosophy and standards for conduct inside and outside of the classroom. The first Class Meeting became a formal welcome for parents and students by President Simmons. The Diversity Class Meeting featured the work of the Steering Committee on Slavery and Justice as a model of Brown's institutional commitment to rigorously examine our own history. This coming fall, Professor Tricia Rose will talk about her work and the values implicit in her scholarship.

After experiencing the new schedule in fall 2007, some faculty and academic departments raised concerns about the placement of opportunities for academic information gathering and discussion. For fall 2008, the Academic Expo (at which students speak to members of academic departments prior to making course selections) will be moved to Monday afternoon so that it occurs prior to academic advising meetings. All academic departments and concentration advisors will be invited to participate in Academic Expo in preference to hosting departmental open houses, which have experienced a decline in attendance in recent years. Group and individual meetings with academic advisors will remain on Tuesday, the day before classes start. A number of faculty requested more time to review student folders and meet with their Meiklejohn advisors before advising sessions with new students. To accommodate this request, there will be a luncheon on the Friday before Orientation weekend at which advisors may collect their advisee folders and meet their Meiklejohn partners. For faculty members who cannot attend the Friday luncheon, there will be an opportunity to collect advisee folders and meet briefly with Meiklejohns over a light breakfast on Tuesday morning.

This summer, the Course Announcement guide and orientation schedule will go by mail to students to better prepare them for their advising meetings. Students will be able to peruse curricular offerings at greater leisure and in greater depth and should arrive at academic advising meetings with increased familiarity with the range of courses available and of interest. Having the printed schedule ahead of time will allow students to map out a strategy to address their academic and co-curricular questions.

Once again, students will participate in faculty-led seminars on Monday morning based on a common reading. This year's reading selection is Rory Stewart's The Places in

Between which chronicles the author's walk across Afghanistan in 2002. A new addition for Monday morning's schedule is an academic session led by the Dean of the College and a senior faculty member that will introduce students to the curriculum. This session will supplement the thematic introduction provided by the reading seminars with some practical advice to prepare them for their advising meetings on Tuesday. It will also address Brown's academic code and standards of integrity in an academic community.

While the changes to date have been improvements, we will continue to review and evaluate Orientation. If you have suggestions for the Orientation Committee, please contact Dean Allen Ward in the Office of Student Life or Dean Stephen Lassonde in the Office of the Dean of the College.

FUNDAMENTAL RESEARCH AND INFRASTRUCTURE

Leon N. Cooper
Department of Physics

Preparing for a talk on the 50th anniversary of the Bardeen–Cooper–Schrieffer (BCS) theory of Superconductivity I was struck by a footnote on the first page of our 1957 paper: “This work was supported in part by the Office of Ordnance Research, U.S. Army” — a program officer whose mission might have included improving artillery shells found it appropriate to fund a project in fundamental science. This spurred me into reflection on funding for scientific research, then and now.

Money is required to do science and, as systems become more complex, more people, equipment, and therefore more money is required for each new result. Naturally, people hark back with sentimentality to the good old days when results could be obtained on a tabletop. In fact, some results are still obtained on tabletops, but the tables are getting larger and the tops more expensive. More and more results come from huge collaborations demanding enormous resources. And this brings us inevitably to the questions of who pays, how does one pay, and why should one pay.

It is commonly accepted that fundamental research provides the basis for technology of the future. For superconductivity this is demonstrably so. In addition to the profound influence that the BCS theory had on fundamental science (for instance, with its seminal introduction of spontaneous broken symmetry, an idea that is at the foundation of the Standard Model, and of pairing, which plays an important role in nuclei, neutron stars, helium-3 and dense quark matter), practical applications are close to ubiquitous: power transmission, electronics, magnetic resonance imaging (MRI), and possible quantum computing. The list continues.

Some of these applications could have been foreseen in 1957, but most could not. The technological consequences of fundamental science are largely unpredictable and often the most important are the ones we cannot foresee. This is a problem faced by government agencies when funds are tight; it is a problem faced by corporations when they have to report to shareholders. Everyone will agree that the invention of radio, radar, the transistor, penicillin—let me not list them all—have a value that is hard to overestimate for the quality of our lives as well as the gross domestic product (GDP). Further, it is generally agreed that these could not have come about without advances in fundamental science (electromagnetic theory, quantum theory, and the microbe theory of disease) that came before. No one questions the enormous value of the intellectual property given to us by fundamental science.

But we have no mechanism to protect this property and to reap its economic benefits. (It is sometimes argued that science only discovers what is already there. I have argued elsewhere that science can be regarded as invented as much as discovered.) And it sometimes takes a long time to go from fundamental science to technology. Since there is no mechanism for fundamental research to pay for itself, who is to pay? One has to

decide as a stockholder or a taxpayer whether or not to support research; one has to decide whether or not to spend one's own money for a program whose consequences and whose benefits are shared by many, including competitors, and are hard to predict.

I recall making the point, at a symposium organized by the Army Research Office, that the research on superconductivity in which I had participated had been financed by the Army and, as a major consequence, led to the development of what is called the superconducting quantum interference device (or, SQUID — a device that can be used to make very sensitive magnetic-field measurements). The prime military user of the SQUID, as far as I know, is the Navy, which is very interested in the measurement of magnetic fields. I'm sure the Army doesn't begrudge its sister service this great benefit of research the Army financed, but it does make the problem clear. In a market economy, we expect to be paid for what we do and we expect to enjoy the fruits of our investments. When one invests in research — other than for intellectual pleasure, for which resources are somewhat limited — one invests statistically, based on history that tells us the benefits will be enormous. In times of fat budgets, perhaps this is not too much of a problem; but when budgets are constricted, one always tends to cut the future for the present, to meet short-term rather than long-term goals. In recent years, for example, in spite of repeated promises to the contrary, the real dollar budget for basic research has been reduced, putting great strains on the research community.

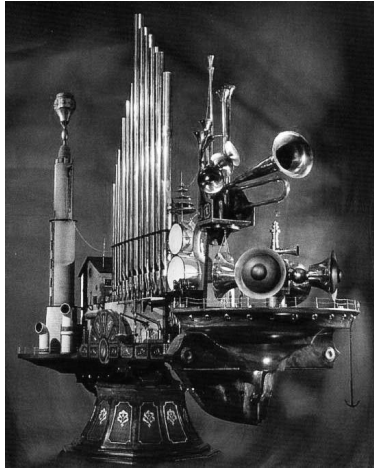
It would have been difficult to predict that the investigations of Maxwell, Lorentz and Einstein in electromagnetic theory would lead to improvements in communications. Or that Kammerling Onnes' work on superconductivity would one day help us build better electronics. Few would have expected that Schrödinger and Heisenberg's quantum mechanics would lead to the transistor and computers, that Townes' work on millimetre radiation would give us laser surgery. Or that Bloch and Purcell's solid-state research would lead to MRI. Premature targeted programs to obtain these technologies would have failed. Worse, resources would have been taken away from the scientists who in fact made them possible.

In 1887 Edward Bellamy wrote with a certain optimism (viewing his own time from the utopian future he was visiting):

If we could have devised an arrangement for providing everybody with music in their homes, perfect in quality, unlimited in quantity, suited to every mood, and beginning and ceasing at will, we should have considered the limit of human felicity already attained, and ceased to strive for further improvements.

If universities and her Majesty's Office of Royal Navy Research had been instructed, as an imperative social objective, to provide every home with music and had directed all of their research funds to obtain this result as soon as possible, they would have been unlikely to have funded Maxwell, Lorentz, Einstein, and all the others who have made music in people's homes indeed possible. We might have developments of then existing

technology such as player pianos or elaborate music boxes rather than the stereo equipment found today in almost every home.



This image began as a drawing by Pink Floyd drummer Nick Mason, and was used as the cover art for their 1971 album, *Relics*. Visual artist Storm Thorgerson made a model based on the drawing and gave it to Mason as a gift. A photograph of the model was used on the CD reissue of *Relics* in 1994. The editor of *Nature Physics* obtained permission from Nick Mason to use a photograph of the model in the article.

To my mind, these are some of the underlying problems involved in supporting the fundamental research that is required if science is to progress. The following measures would improve the current system:

First, invest in fundamental research as a separate line-item, separated from all development projects, as some fixed percentage of the GDP, and thought of as a payment — a type of royalty — on the economic worth of fundamental ideas of the past as well as an investment for the future. This payment should be regarded in the same way as any other obligation (interest on the national debt, for example). It would be a transfer from scientists who have created value in the past to those who will create it in the future. Fundamental research would not be subjected to momentary political whims; it would be an obligation rather than a discretionary item on the budget. One could reasonably predict what was available for fundamental research, so as to plan in some sensible way for the future. It takes years to produce a PhD. In deciding whether or not to enter into a career in science one could make some estimate of the economics at the end of the path.

Second, the funds should be distributed in a manner that maximizes creativity — certainly not through one super-agency. I would hope to have the funds distributed among many different agencies such as the National Institutes of Health and the National Science Foundation. I would bring the military organizations — the Army Research Office, the Office of Naval Research, and the others — back into the business of supporting fundamental research. In addition there could be distributions of funds to private foundations that have shown wisdom in supporting research. The goal should be a maximum of diversity and a maximum of different types of risk taking. In effect, one

wants a highly diversified portfolio of support for fundamental research since no one can predict which directions will be most fruitful.

Third, there should be a clear distinction between development and fundamental research. One should also segregate very large projects with substantial political support from constituencies and regions from individual research projects that often have little political support. I would recommend that the large projects have a given percentage of the budget allocated to them; one could make decisions based on priorities decided among these projects. However, some portion should be reserved for relatively small individual projects. For these, there should be a minimum of micromanagement. We should put money on our best horses and let them run their race.

No single method can solve all of our problems, but the measures outlined above would substantially improve our present system. I would hope that they would make it easier for some current gifted program officer to reach as wise a decision as was made in the Army Ordnance Office fifty years ago.

Fundamental research and education might be regarded as part of the country's infrastructure. As we all know, especially when we hear of a bridge that has collapsed, our infrastructure has been grievously neglected.

We very badly need an orderly and continuing national program for infrastructure maintenance and improvements, in addition to investment in education and research we need continuing investments in our roads, dams, bridges, air control system, railroads, computers and information systems for hospitals, etc.

1. The investment per year for maintaining this necessary backbone of our society should be based on what is needed on average to keep us growing--perhaps as some percentage of the GDP (now about 1.3 trillion dollars). This investment could be financed as other state and federal investments such as the highway program, by municipal bonds, gasoline etc. taxes, general taxes and/or a value added tax. The last might be most appropriate for the funding of fundamental research (thought of as a royalty on the value of the intellectual property created by our predecessors)
2. This infrastructure program could be administered on a Federal level by a new Infrastructure Reserve Bank (As has been suggested by Senator Dodd, below) to set priorities on a nationwide level (such as the highway program) to minimize pork barrel projects. This bank could function in parallel with the Federal Reserve Bank (perhaps as a fiscal counterpart of the Federal Reserve Bank).
3. These prioritized infrastructure projects could be ready to go so that in a recessionary period the amount spent could be increased. This would help to smooth ups and downs in the economy. The jobs created (47,000 for every billion dollars invested according to Senator Dodd) would remain mostly in this country-
- somewhat more useful than the current \$160 billion tax rebate.

4. These infrastructure investments might also include additional funds to states when their taxes shrink in a recession to modulate negative feedback.

Although such ideas may seem politically unrealistic, there is, in fact, already some support. Connecticut Senator Christopher J. Dodd in a March 2, 2008 Op-Ed article in *The New York Times* wrote:

On Aug. 1, the bridge carrying Interstate 35W over the Mississippi River buckled and broke. Thirteen people were killed. More than 100 were injured. Afterward, we learned the frightening facts: 160,570 of our bridges are in just as dangerous a shape; a third of our roads are in poor or mediocre condition; some of our biggest cities depend on water and sewage systems over a century old. America's backbone is decaying...Why are we leaving so little for our future? Reliable infrastructure keeps economies growing and the entrepreneurial spirit vibrant.

Last summer, Senator Chuck Hagel and I proposed a National Infrastructure Bank. I hope it gets the attention it deserves on the campaign trail. It's encouraging that Barack Obama and Hillary Clinton are both co-sponsors. John McCain should be, too. The Infrastructure Bank would unite the public and private sectors to complete large-scale works. Funds would go to the most qualified projects, not those with the most political clout. Every \$1 billion spent on highways and transit projects would create about 47,500 jobs.

Perhaps, this is an idea whose time has come.

(This article was based, in part, on "The Unpaid Debt," a commentary in *Nature Physics* **3**, 824-825; 2007)

BECOMING A “TRULY GLOBAL UNIVERSITY” INTERNATIONALIZATION AT BROWN

David Kennedy '76
Vice President for International Affairs

The world of higher education is changing under our feet. Across the disciplines, to be at the cutting edge of science and thought is to be in dialog with global peers. The world's professional and intellectual elites increasingly live in a world without borders and the competition among elite American universities is increasingly played out on a global stage.

To meet these challenges, in February 2008, the Brown Corporation resolved to “ensure that Brown is a truly global university.” I am very pleased to be back at Brown to oversee a broad initiative to deepen and expand the international components of our educational and research endeavors. Since arriving on campus in January, I have been consulting with faculty and students across campus to understand the challenge before us.

What is required: An Open Door Policy

It took a generation for Brown to move from a respected regional college/university to an elite nationally renowned university. Becoming a first rank global university is an equivalent challenge. It will require a new way of thinking across the campus, new reference points, new colleagues, new ideas. In 1899 and 1900, U.S. Secretary of State John Hay, Brown __ articulated America's “Open Door” policy toward China and the Far East. Now it is our turn. As a University we must open our doors to the world.

Indeed, becoming a prominent global university will be more than the sum of many small initiatives. Ultimately, Brown's place in the world will rest on the quality and openness of our core: faculty research, teaching and student education. As a result, becoming a first rank global university is all about back to basics. The Plan for Academic Enrichment lays the foundation for ensuring a world class faculty, strengthening the undergraduate curriculum, building a stronger graduate division, and improving our core: faculty research and teaching.

We all know that being well traveled is not the same as being worldly. The most successful global players will be deeply grounded – in place, in knowledge, in experience. Our students will need to dig deep, rooting themselves in a field, a culture, an archive, a place. Then they will be ready for the world. As a result, for Brown, the most important “globalization” will be done in Providence.

We will need to deepen engagement with the world by faculty and students alike. And we will need to focus our energies. In every field today, the leading scholars travel far to work in labs and archives most equipped for their purposes. In this exchange, Brown must continue to be able to put something on the table – programs, faculty, library

collections and departments which rank among the best in the world and draw the world's leading scholars to College Hill.

Brown's identity

Every major university is struggling with internationalization. At Brown, we will not become globally prominent by doing what everyone else is doing. Brown has been able to punch above its weight on the national scene in part because we made the transition to national university in our own way through the New Curriculum. Forty years on, the move to the global stage offers a parallel opportunity to reassert the University's unique identity. Brown's undergraduates will be at the center of our effort, participating in the most advanced research, engaging with the world's leading scholars, learning about the ideas and people who move the world.

Five objectives --- the way forward

The Corporation identified five specific objectives for our internationalization efforts:

Make Brown a model for global undergraduate education while, expanding the depth and breadth of international experiences for our students

Education for global citizenry requires depth as well as breadth, and at their best, international opportunities deepen the academic experience at Brown. Every concentration ought to offer the chance to engage the world, perhaps leading to an "international honors" track in various fields.

More foreign voices in the classroom will help bring the world home. When we teach about the American Civil War, we might ask a professor of American studies from China or the Caribbean to join us in the classroom – how is our war taught where they come from? We will want to help faculty develop curricular materials to open their subjects to global perspectives.

This spring, we have expanded the international service opportunities available through the Swearer Center and multiplied the number of international UTRA experiences. We will want to go much further. Indeed, Brown might aim to offer every student three intensive experiences abroad, devoted to serious language training, to scholarly engagement, and to action, through work or internship.

Not everything needs to be done in four years. Many students take time off, during or after their time at Brown, to explore the world. Internship and research opportunities might be staggered throughout the undergraduate experience, concentrated in one year, or, potentially, form the basis for a new five year international degree option.

Encourage more advanced research that depends on – and contributes to – the international investigation of important questions and problems.

A strong graduate school will be a cornerstone for global excellence. This means expanded fellowship possibilities and aid packages to solidify Brown's position as a world class doctoral program. To ensure that our graduate students are in dialog with global peers, we will need to overcome barriers of bureaucracy and inertia and funding. A steady inward and outward flow of researcher scholars and fellows will strengthen our research. A cohort of graduate students benefits enormously when a foreign scholar offers to map the discipline's canonical materials and research agenda from an alternative perspective. Co-supervision by faculty in different countries will soon be the norm for graduate research. We will need to open channels for collaboration by individual students, faculty, departments and programs. At the same time, we must continue to identify new and promising opportunities for collaborative research partnerships with foreign institutions which can help multiply Brown's research, teaching and internship capabilities.

Strengthen existing centers and programs, such as the Watson Institute, to develop world-class centers devoted to important global issues.

The Watson Institute should be the jewel in the crown -- a world resource for understanding how the world is governed, how it might be improved, how so much poverty is sustained in a world of such plenty, how security can be achieved between and within the world's different cultures and nations. The time is ripe to rethink the Institute's mission, structure and relationship to the broader University to prepare for a period of growth.

Objective: Support a small number of carefully selected new initiatives in order to carve out a special role for Brown in the ongoing process of teaching and research on global issues.

Boldness counts. While many small initiatives may be lost, a few signature projects and decisions could make an enormous difference. We have the basis for major initiatives in many fields, ranging from global health to the environment, from entrepreneurship and engineering to economic development, media or the performing arts. Our many powerful interdisciplinary initiatives push the envelope in advanced research, engaging researchers and faculty from around the world. In the arts and humanities, there are many possibilities for advanced summer workshops, post-doctoral opportunities and faculty recruitment to bring our programs and departments to global prominence. An interdisciplinary effort in the field of global governance could help Brown students understand, use and improve the levers of public authority for addressing global issues, whether they are located in global cities, in transnational corporate and financial institutions, or in the worlds of government and diplomacy.

Use Brown's convening power, focused on the rising generation of the world's leading scholars, writers, scientists and politicians, to make Brown the place for sustained dialogue among the world's leading thinkers.

As a great university, Brown brings people from across the world into sustained and serious conversation about ideas. I am particularly excited about the potential for building a new intensive summer institute for young faculty and post-docs from around the world – primarily from third world nations and emerging markets. Offering intensive

workshops in various disciplines, such an institute could make Brown a world-renowned location for networking among young faculty from Africa, Latin America and Asia. We could bring our undergraduates face to face with young academic leaders from around the world, offering a unique international experience in Providence. Such an effort could stimulate partnerships for collaborative research and internships to knit Brown's academic community into the global conversation about ideas. At the same time, Brown could make a unique contribution to faculty development and higher education abroad while show-casing the University for the most significant future leaders in research and teaching.

A 'truly global university' is not one size fits all

As the world of higher education becomes ever more international, it would be a great loss were it also to become more uniform. The strength of America's university system is its diversity --- so also for the world. Brown will have a unique role to play. Just as the "new curriculum" successfully distinguished Brown among its national peer institutions more than 35 years ago, we must now work to develop an innovative contribution to global education for this century.

WRITING MY NEW BOOK AT BROWN

Lincoln Chafee
Watson Institute for International Studies

When I came to the Watson Institute in January of last year, I had only vague notions about the responsibilities of faculty members. After all, I had graduated from my last academic environment in 1975.

Certainly, I understood that most faculty members work hard to get their work published. I was unsure how to go about that until I received a cold letter of introduction from a New York literary agent, John Silbersack, a member of the Brown Class of '77.

John asked if I would consider writing a book about my time in the United States Senate. I knew that a political memoir is not exactly scholarship, and that it would be aimed at a more commercial audience, not experts in an academic field. But John pitched the idea at just the right time. Many of my students at Brown had been urging me to write about my experiences in Washington.

Many faculty members who are veterans of the publishing world might smile at how I went into the project without knowing what to expect. For example, I had no idea that getting a contract with a publisher would be almost as much work as writing the book!

Before he could approach publishers on my behalf, Mr. Silbersack said he needed a detailed proposal of perhaps 40 pages, including a synopsis of every chapter I intended to write. His instructions were very specific and a lot of very focused work went into meeting them.

In May of last year, Mr. Silbersack asked me to come to New York to meet with five large publishing houses. They all seemed interested in the proposal and I was excited about the prospect for a bidding war and a generous advance. Alas, there's a law of nature that says: the more excited you are about something, the greater your chances of being disappointed. That law of nature worked perfectly in this instance. The publishers who had all seemed so enthusiastic during my visit said they were afraid there would be a glut of political books in 2008 and they would lose money.

Thomas Dunne Books stepped up and took a chance. The deadline, however, was pressing. It was now July and the publisher wanted me to produce a 75,000-word manuscript by September 15. I was told we would have to move "at warp speed" to get the book out by the following April.

Adding to the pressure, I had promised my family a three-week sailing vacation in August. After giving up so much family time in my previous 15 years of political life, it was a promise I could not bear to break.

It was helpful that my collaborator on the book, Tony DePaul, had come from a newspaper background, where the credo is: if you don't make deadline, you better be dead, there's no other excuse. This was an invaluable energy to have on the project.

We came into the office almost every day, including those hot, gorgeous Saturdays and Sundays in July. I used a speech-to-text program that allowed me to dictate a transcript of my experiences in Washington, the events I observed and took part in, and the conclusions I reached. It was so efficient at loading the system with raw material that I was able to get away on the sailing vacation I had promised, and that was a great success. Stephanie and I sailed the boat to and from Maine unscathed, and with all three children still aboard! The next day I was back at the Watson Institute slaving to meet the fast-approaching deadline.

In the end, the book said exactly what I wanted it to say, no more and no less. Much of that outcome, I think, was a result of the focus and intensity demanded by the writing of the original proposal. It showed our destination and how to get there.

My September 15 deadline fell on a Saturday. That Friday, we were planning to pull an all-nighter to finish my chapter on the Middle East, the next-to-last chapter in the book, and a particularly important and difficult one. It was difficult for all the obvious reasons. Such high emotions are associated with the peace efforts between Israelis and Palestinians.

As the clock neared midnight, I knew the plan had to change. Through fatigue or hunger or the difficult nature of the chapter itself, I decided to give Thomas Dunne 18 of the 19 chapters due the next afternoon. I knew I needed a full additional week to get the Middle East chapter right.

Thomas Dunne owns a house in Narragansett and would be in Rhode Island for the weekend. We met on Tower Hill Road that Saturday and he was elated to get 18 of my 19 chapters. He was very generous and accommodating about the additional time I needed on the remaining chapter.

Next, the copy editors went to work with their red pencils. My editor seemed to have a fixation on capitals. Cold War became cold war, the Road Map to peace became the road map, Senators became senators. Other than that, the material I submitted was accepted with recommendations for minor changes only. I had read about other authors working with editors for weeks and months, so this degree of freedom to say exactly what I wanted to say surprised me.

I didn't hear back from the publisher until October. In an e-mail, Thomas Dunne wrote: "Just a quick word during a frantic week to let you know that I think your book is superb, a really good job all around. I hope we will do right by you, since the book itself is first rate. Congratulations! Best, Tom."

Suddenly I was a student again, making a good grade! What a great feeling!

The galleys arrived early in November, and I had only a week to check them for accuracy. I begged my sister-in-law, a former reporter for UPI, to help me go over it with a fine comb to check for flow, factual errors, and words that "echo" by appearing twice too close together. Nobody likes an unexpected 15 pounds of paper plopped on their desk, and with a plea for immediate attention and my sister-in-law was no exception. Somehow we were able to get through it on time and make the proper revisions.

As every faculty member will understand, every pass you make through a written work shows where there is room for improvement, but nonetheless I put the package in the FedEx box and sent it to New York City.

It was satisfying to read, later, that Professor Darrell West made favorable comments about the book in his review in the Providence Journal. Now that the book is public and open to scrutiny, I would be happy to hear constructive criticism from the Brown community that has made me feel so welcome at my alma mater.

A QUESTION OF IDENTITY: READING PROUST IN THREE LANGUAGES

Inge Crosman Wimmers
Department of French Studies

"A German coming to America to teach French." Somehow this flippant remark slipped out as I introduced myself at a round-table discussion of international scholars participating in Brown's Transatlantic Project. Yet there was some truth in what I had said, since I was, after all, a Professor of French born in Germany. But the decision to come here had not been my own but my parents', who had emigrated to the States when I was only fourteen. I had no choice but to come along. So there I was, far from ready to take up an American education.

My first challenge was to adjust the British English I had been taught to its American equivalent. Once I felt confident enough not to say things like "lorry" instead of "truck," I took up French again which, after only two years of study, I did not want to forget. In the end, it was French that took my fancy and I decided to major in it while in college--moving heaven and earth to spend my Junior Year in Paris where existentialism was all the rage. No wonder, then, that I came back to write my Senior thesis on the notion of the absurd in Camus. Though in the meantime I had also read some Proust, it was not until I was a graduate student that I totally immersed myself in *A la recherche du temps perdu*, his masterpiece, now newly translated as *In Search of Lost Time*. It had everything I valued: psychological and philosophical insights, ethical considerations, and a style that spoke to me at once. And were not those long meandering sentences so reminiscent of German?

It was not long before I decided to write my dissertation on Proust, drawing on French, German, and Anglo-American scholarship to come up with a working approach that allowed me to consider textual features and their effect on the reader. In subsequent studies, I further developed this approach after having spent a year at the University of Konstanz, at the invitation of Wolfgang Iser, whom I had met at a fiction conference at Brown where we exchanged views during a panel discussion on "In Defense of Readers." While abroad, I was able to familiarize myself with what the Germans call "Rezeptionsästhetik" (aesthetics of reception). Rereading Proust at the same time, I realized that the novelist's aesthetic views were in tune with those theories of reading that paid attention to the interaction between reader and text. What Proust emphasizes, however, and is able to illustrate through his narrative, is how reading leads to self awareness. Take, for instance, this telling passage: "In reality every reader is, while he is reading, the reader of his own self. The writer's work is merely a kind of optical instrument which he offers to the reader to enable him to discern what, without this book, he would perhaps never have perceived in himself."¹

¹ The English translation is from *Remembrance of Things Past*, trans. C.K Scott Moncrieff, Terence Kilmartin, and Andreas Mayor (New York: Random House, 1981), 3:949.

My work on Proust took on a new dimension when I was invited by the German Proust Gesellschaft to present a paper at an international symposium on Proust and philosophy. While wondering which aspect of this complex subject I might tackle, I suddenly realized that affect--sensations, emotions, moods--was at the very center of the writer's thinking and that it set the novel's plot or *mise-en-intrigue*, as Ricoeur so aptly calls it, in motion. When I submitted my topic, "The Rôle of Affect in *A la recherche du temps perdu*," I was asked if I would be willing to present my paper in German, since eventually it would have to be translated when the proceedings were published. I first hesitated, quite unsure of the task ahead of me; after all, I had never written an academic paper in my mother tongue. Once I began writing, however, I made a startling discovery: the words flowed; it was effortless and almost irresistible as I set out to describe the hero-narrator's sensations and emotions in "Combray," the first part of the novel's fictional universe. While analyzing the pivotal scene of the child's bedtime anguish, I found that when it came to feelings, there simply were more ways to express subtle differences and shades of meaning in my native language.

As I was writing about this scene, some long lost memories returned and I came to the uncanny realization that, somehow, I was transported back to my own childhood, hearing voices from the past that called up similar moods of anguish. This led me to pay more attention to Ricoeur's concept of "narrative identity," a notion he uses to explain how through the stories we read, and also those we write, we may discover our true identity. How this may happen is shown in the more than three thousand pages of Proust's novel, as we follow the hero-narrator's search not merely, as the title tells us, for lost time, but also for a way to first find and then write about those experiences that are central to one's being.

My discovery, in *A la recherche du temps perdu*, of complex emotional paradigms--structures of affect impressed on the soul that lead to self-awareness--became the subsequent focus of my work, which I developed by drawing on insights from philosophy, psychology, and the neurosciences. A Pembroke seminar on "The Question of Emotion," in which I participated for a semester, provided further encouragement to broaden my approach, as did a course on narrative fiction I designed, "Reading Emotions," devoted to the study of affect in French, German, and English novels. Through close readings of works from different cultures I discovered an undeniable link between affect and ethics--one that I am still pursuing. It also showed me that emotions do not differ all that much from one land to another, or one tongue to another. Rather, subtle differences in feelings most likely come from the intricate texture of a given language and the inflections of one's own personal history.

Though my parents brought me to these shores many years ago, I have crossed the ocean more than once in pursuit of Proust, especially since the author's work fell into the public domain, making his manuscripts available for study. As a member of the Proust team at the Centre National de Recherche Scientifique, I now continue my research at the Institut des Textes et Manuscrits Modernes, not only to gain insight into the writing process, but to tease out those moments where the novelist unwittingly reveals the emotional

underpinnings of his oeuvre. The self-engaging reading afforded me by Proust's work in its various stages and reading his novel in French, German, and English have shown me the way to serious self reflection and some personal writing, as I try to come to terms with what it means to live within three cultures.²

Postscript

"When you think about it, there's a whole novel behind the voice of a Haitian in Montreal, a German in Paris, a Laotian in Chicago....'Ah,' I say to myself, 'That person is split in two. She's got *a story*.' Because if you know two languages, you also know two cultures--and the unsettling effects of going back and forth between them, and the relativization of each by the other."³

² For me, the most satisfying and rewarding experience has always been reading *A la recherche du temps perdu* in French, though a close second is its German translation, *Auf der Suche nach der verlorenen Zeit*. English is only a distant third. Despite the fact that various translators have tried their hand at it, changing the title from *Remembrance of Things Past* to *In Search of Lost Time*, the writing, in English, comes across as somewhat archaic and stilted. This may simply be because those long meandering Proustian sentences are closer to German than English syntax.

³ This quotation comes from an essay by Nancy Huston, "The Mask and the Pen" in *Lives in Translation: Bilingual Writers on Identity and Creativity*, ed. Isabelle de Courtivron (New York: Palgrave Macmillan, 2003), p.59. I am grateful to my German, French, and Anglo-Saxon colleagues for giving me the opportunity to read and reflect on Proust in three languages and in doing so, expose me to the critical approaches of more than one culture.

WHO ADVOCATES FOR THE FACULTY?

John F. ("Jack") Hermance
Department of Geological Sciences

As indicated by the title, the subject of my essay will address the question of advocacy for faculty at Brown University, and, in particular, who or what advocates for whom, when ... or doesn't. The immediate motivation for my effort stems from recent faculty forums reviewing the status of the revised mode of faculty governance that we, the faculty, adopted some five years ago.

President Ruth Simmons cautions us against the problems that we, the Brown community, will invariably encounter "*if we are not careful of the decisions we make and if we fail to engage in the kind of on-going review so necessary to high quality efforts*"ⁱ.

While the review document of the Faculty Executive Committee (FEC) on faculty governanceⁱⁱ, in and of itself, is relatively comprehensive, it should not be the end-product. Until every aspect of our mode of governance is exhaustively reviewed through open discussion by the entire faculty – it's a work-in-progress. An on-going effort that might be appreciated if we turn the clock back some five years, and consider some of the concerns raised as we constructed our current policies. For example, from the minutes of the faculty forum chaired by Newell Stultz on Tuesday, September 10, 2002ⁱⁱⁱ:

"The question of whether the new committee structure would improve effective faculty-administration decision making was again raised and dissatisfaction was expressed by some of the faculty about how little influence the faculty had in prior administrations."

To which, as I read the minutes, Bob Zimmer (then Provost) responded that,

"We need to have the administration and faculty working well together – this has not always been the case. No matter how enlightened the current administration is, there will always be the potential to fall back to the 'dark days'. ... You cannot provide total protection against unilateral decision-making, but you can have a structure that balances concerns of the administration and faculty ... " Again, as I read the minutes, Bob Zimmer felt "*that the proposed changes do provide that balance*".

BUT DO THEY? And if they don't, what role does advocacy play in the role of faculty governance?

In discussing his recent essay^{iv} with me over coffee not long ago, Bill Simmons (past-Provost for the new folks) raised the question, "*How might advocacy relate to academic freedom?*" Would you agree that advocacy *supports* academic freedom, and vice-versa?

In the context of my essay, I use the term "*advocate*" in the broadest generic sense to mean someone, or office, or committee, with "*juice*" – some agent that can truly and effectively a) advocate, b) mediate and/or c) motivate dialog among members of the community; and effect substantive communication faculty-to-faculty, faculty-to-chairs, faculty-to-administrators, etc., in, one hopes, a collegial way. It has been suggested that the *FEC* is handy at this, or the *Ombudsman*, or the *Committee on Grievance*. It has been suggested that the best advocate for a faculty member is his or her *department*, and particularly the *department chair*. Whoa! The latter may be a bit problematic in those departments where (dare I say) members and sub-groups have *divergent agendas* (if you

get my drift). However, I've been told more than once by the Administration that if I can't get my chair behind me for any initiative I might launch, then

Or, might it be the *Dean of the Faculty*, who, I am always surprised to be reminded, "*serves as the faculty's advocate within the University*"^v. Yes indeed, youngsters, he is a faculty advocate. Or didn't you know?

Next, who or what do we mean, when we say "Faculty"? Do we mean the *collective faculty*, all 670+ members? Do we mean *departments*, when the Provost's Office, for example, might put its foot on the throat of an entire department and over-ride a unanimous tenure decision? Or do we mean an *individual faculty member* – someone who is at cross-purposes with peers, and/or their Department, and/or the Administration? I know it never happens, but just suppose.

Finally, is this essay a frivolous pursuit, or might we need to concede that there are, indeed, advocacy issues – at least of modest proportions – on the Brown campus? One would hardly think so, attending our monthly Camelot-type faculty meetings. Or from the above mentioned FEC review which notes:

*"The Committee on Grievance has functioned relatively smoothly. Since the establishment of a part-time Faculty Ombuds Office, the Committee on Grievance has not heard any cases and has none pending at the time of this report. The FEC is pleased with the progress that has been made in providing faculty with several resources for resolving conflict and other work-related issues."*²

Frankly, however, in private conversations I am surprised by the degree of unspoken concerns among faculty, and by the number of incidents that have gone neither to grievance nor to advocacy. Let me ask *you*? Are there advocacy issues?

As a starter, a number of us across campus are concerned by what we, in the trenches, have experienced over the last half-dozen years as an increasing level of "corporatization" of the University, or what some refer to as "standardization". Others mention the increasing plethora of administrative details one is subjected to – details that choke scholarly incentive. Yet these and other concerns never surface at community forums. In particular, we should be concerned by what this portends for our up and coming, younger faculty. By any account we are all, scientists and humanists, adjusting to a cookie-cutter mould. Should we embrace this new world?

Ruth Colwill in a recent essay^{vi} urges that "*we must resist recent pressure, both internal and external, to standardize.*" By "we", Ruth is speaking to the larger Brown community, insisting that we "*need to resist conformity,*" "*What we do and the way we do it are not standard. Conforming to peer notions of what a university should be will suffocate our spirit As we define ourselves as a truly international institution, let us not forget what we have been, and let us remain true to that independent spirit.*"

WOW!! "*Individual incentive*", "*independent thinking*", "*non-conformity*"; this is heady stuff, Professor Colwill!! But I digress

Are advocacy issues specifically gender, or race, oriented? Are there advocacy issues at *specific faculty levels*, such as junior faculty, or at *all* levels of faculty? Do junior faculty feel they have to walk on coals (or water) for promotion? When is Brown going to join

its peers in dealing with its emeriti? But, then you say our emeriti are already so well blessed, how could we possibly do more? Again, I digress

Why do *you* think faculty are so loathe to step to the plate in a public debate?

While most of us old-timers have historically viewed Brown as a collegial community of open dialogue, apparently some of our younger faculty – need I point out Brown's critical *next-generation* – do not view their senior peers in the same way. After a recent faculty meeting, a young woman faculty member confessed that she held back making a point about childcare, not wishing to appear out of line, principally with her department and faculty promotion committees.

As reported in *Academe*^{vii} by a tenured faculty member in the humanities at Brown, a mid-level member of the administration urged students to disrupt and surreptitiously record a conference he co-organized – a conference, ironically, on *academic freedom!* Not only could the behavior of the administrator be considered to exceed the norms of collegiality and professional conduct, but could actually be in contravention of our campus rules. In spite of its potential dimensions, this incident, and the subsequent response of senior administrators at Brown, never came before the faculty at-large. And the affected faculty member is still unaware of any avenue – formal or informal – for addressing, let alone resolving, the issue.

Are these concerns overreaching? A fellow faculty member from another department, concerned with the new "cookie-cutter" approaches to tenure and promotion, particularly as they affect modern families, comments,

"The years of tenure and promotion correspond to a woman's reproductive years. So I think we need to connect the dots between the various decisions we are making as a faculty and look at what we are creating. . . . The decision to limit the years between tenure and promotion to ten years corresponds to the part of a woman's life cycle when her biological clock is ticking. Female faculty with children will be handicapped if there is no flexibility for the time-demands of raising children and being a productive scholar.

"We have accepted the possibility of increasing the requirements for tenure. We have abolished the committee on the status of women by folding it into a big amorphous committee with too many responsibilities. We have failed to address the issue of childcare across the university – but certainly the impact will be greatest on women faculty who must succeed in the most competitive area of the university.

"What is taking shape here?" (Anonymous)

Still unconvinced that there are unresolved issues on campus? Consider Ruth Colwill's thoughts on the recent policy changes in graduate student support – policy changes, by the way, that as announced by the graduate school, breezed by a faculty meeting as quickly and easily as gas through a goose. Ruth, bless her, notes:

"Announcing the implementation of a new academic policy without any consultation of the faculty is scandalous; insisting on a 'one-size-fits-all' philosophy for a process as diverse as the one that had evolved at Brown is destructive. What is especially

*distressing to many of us about the new policy is that its proponents genuinely think they are acting in the best interests of the university and the faculty - they just won't consider any evidence that indicates they are not. This problem should tell us that we need to devise and adopt principles for determining and implementing administrative change: transparency, communication and working from the ground up are, I'm convinced, the best way of doing so at Brown."*⁶

In closing, I ask where is the faculty advocacy, the forum, the venue, through which these and other concerns can be discussed among the Brown community? By any standard, of course, Brown's is a weak faculty. Few would argue with Bob Pelcovits that Brown lacks "*a form of governance and the will of the faculty to maximize the interaction between the faculty and administration*"^{viii}. And of course this is the root cause of the present state of advocacy, or lack thereof, for the faculty. A number of universities in this country have "*take-charge*" type faculties. Brown is not one of them. The President and the Provost feel, to ensure our success, that they have to shore us up by increasing the size of our faculty, and by codifying more rigid standards, procedures and expectations across the board for assistant, for associate and, yes, for senior professorships. Are we, the faculty, so ready to assign our responsibilities? I doubt it. But are we ready and willing to take on the challenge of the alternative? Wouldn't it be easier to follow the march of the Brown Administration, and effectuate the exhortations of the Brown Corporation to enthusiastically embrace this new world, as we collectively relegate our unique home-grown version of the University-College to history? Let there be no doubt that the concept of the University-College of Henry Wriston that drew so many of us to Brown, has found its demise through the machinations of the Brown Corporation and, yes, through the apathy of the Faculty. However, the path to nurturing the unique qualities of Brown University into the coming decades is not through marching step-for-step with our so-called peer institutions; it is not through collective uniformitarianism; but rather the future of Brown should build on the strengths and initiatives of the individual faculty as each gives voice to our community in the dynamic exchange of ideas and values.

ⁱ Simmons, Ruth (President, Brown University), "Faculty Meeting Remarks: Academic Enrichment", Faculty Bulletin, p.4, February, 2008.

ⁱⁱ Review of Faculty Governance, Report by the Faculty Executive Committee, February 2008.

ⁱⁱⁱ Brown University Faculty Forum on the Report of the FEC reviewing Faculty Governance, March 18, 2008. http://brown.edu/Faculty/Faculty_Governance/meetings/forum/FacultyForum091002.html

^{iv} Simmons, William S. (past-Provost, Brown Univ.), "American Academic Freedom and Tenure", Faculty Bulletin, p.3, June 2006.

^v From the Dean of the Faculty's web site.

^{vi} Colwill, Ruth W. (Chair of the FEC), "Being Bold, Being Brown", Faculty Bulletin, p.6, February, 2008.

^{vii} Colla, Elliott, "Academic Freedom And Middle East Studies. What happened when the campus rabbi tried to send students to disrupt a forum on academic freedom at Brown?" Academe on-line, September-October 2007.

^{viii} Pelcovits, Robert A. (Past-Chair of the FEC), "The FEC: A Conduit Between the Faculty and Administration", Faculty Bulletin, p.16, May 2005.

THE ELDERBEARS AS PROUD PARENTS

Lewis P. Lipsitt
Department of Psychology

On May 3, 2002, an interim advisory board for emeritus faculty and administrators announced the birth of the *Society of the Elderbears* on April 22, 2003. Delivery was at the Faculty Club, the site of meetings of the parents after a two-year gestational period.

The announcement six years ago read: “While postnatal ceremonies have yet to occur making the *Society* an official university committee, the *Elderbears* have begun their work, monitoring the conditions of professorial retirement as they exist at Brown and in comparison with other similar institutions.”

The birth and development metaphor has withstood the test of time and we are happy to acknowledge now that the *Elderbears* as an informal campus organization has itself become a parent. The Committee on Faculty Retirement (CFR) first saw light of day in the twilight of academic year 2006-07, and has just concluded its first year of life. CFR is a formal faculty committee, conceived by faculty members, was voted into being by the Faculty, reports to the Faculty, and honors the endurance and nurturance of numerous faculty members. (See accompanying article, this issue, by Joan Lusk.)

Proud parents like to talk history. The present article, by invitation of the editors, does that. The *Society of the Elderbears* was formed to “serve as a study and advocacy group for academicians and administrators who frequently, upon passing into retirement, find themselves suddenly separated from usual contacts and lines of communication, and often without office space and other amenities. We have found that many wish to remain active in the university, pursuing scholarly work, and want to make themselves available for occasional lecturing, committee work, and mentoring.”

At the April 22, 2003 meeting, Lew Lipsitt agreed to serve as the first Chairperson of the *Society* and, by further vote, Peter Richardson was chosen to serve as Secretary-Treasurer.

At the risk of pushing the birth and development metaphor seriously out of control, we borrowed the spirit of a much asserted belief that “it takes a village to raise a child.” Using the best address list available to us at the time, we invited all to join us who were, or would soon be, or (perhaps invoking too much the spirit of Prof. Carberry) would “some day presumably be eventually” retired professors and administrators of Brown. An early gathering drew 70 individuals who came to express their interest in hearing about the *Elderbears* and to contribute ideas about the goals they wished the *Society* to pursue.

In one of our statements we said that “The *Society* exists to promote camaraderie among emeriti and incipient emeriti, and to serve as a sounding board for University administration when matters are raised relating to the health, welfare, longevity, and continuing scholarly involvements of retirees.”

The founding members of the *Elderbears* hoped that our offspring would have a long, productive, and happy life, and that, as this young *Society* matured, the following issues, reproduced here verbatim from our mission statement, would be discussed to yield recommendations to the University:

- “As a matter of retiring with dignity, the University should take a long-term interest in the health, welfare, and continued involvement of its surviving retired professors and administrators;
- “While implementation of benefits is always a matter of balancing wish and feasibility, we ask the University to examine closely its medical benefits policy and the provision of personnel services for retired faculty and administrators;
- “There are many ways in which retirees can volunteer themselves for activities beneficial to the University and its students, and these should be explored and promoted, e.g., calling upon a retiree to lecture, rather than canceling a class, when the instructor must be absent.
- “In order to maintain a vibrant, scholarly community of emeritus professors and administrators, such amenities as office space, secretarial help, computer service, travel funds, parking, and library use should be optimized;
- “Consideration should be given to establishing an Emeritus Center on campus, where emeriti may meet for discussion, refreshments, and seminars, and to maintain a campus locus for those whose departmental office has been reassigned due to space limitations; and
- “Emeriti should have university support in applying for grants to support their scholarly work, with the understanding that university overhead costs will be included as usual in such applications.”

As the *Society* continued its meetings, some with accompanying lectures sponsored by the *Elderbears*, other concerns emerged and were articulated. We asserted, for example, that the Departments in which emeriti had taught and carried out scholarly work should continue to regard those individuals as valued intellectual resources, for the benefit of the student body, for alumni and the larger community. The University, we said, should make productive use of the emeritus group for alumni lectures and development office functions.

Beyond these considerations, the *Society* wished neither to predict its future advocacies nor foreclose on any aspect of “the Emeritus condition” which warranted respectful

attention. As the torch of guardianship was passed from one generation of Emeriti to the next, we anticipated that future caretakers of the *Society* would adopt objectives of their own. Our Secretary, Peter Richardson, helped set the guiding principles to facilitate the development of the *Elderbears'* life trajectory, to be guided by a Constitution which was soon adopted by the *Society's* executive committee, comprised of the following individuals: Jose Amor y Vazquez, Patricia Arant, Gene Carpenter, Ernest Frerichs, Edward Greene, David Greer, Bruno Harris, Robert Reichley, Geoffrey Ribbans, Peter Richardson (Secretary-Treasurer), Philip Rieger, John Savage, Mark Schupack, Merwin Sibulkin, Peter Wegner, and Lewis Lipsitt as Chair. Many of these individuals are still actively involved in affairs of the *Elderbears*, even as we note sadly that three members of our original executive committee have died since our founding.

Other Emeriti and pre-retirees who have been involved either as eventual executive committee members or as contributors to the development of the *Elderbears'* programs and initiatives are: Mary Arnold, Don Blough, John Coleman, Bruce Donovan, Norman Fiering, Maurice Glicksman, Jack Hermance, Seymour Lederberg, Lois Monteiro, Leah Niederman, and Peter Weber.

At the time of the *Elderbears* founding as an "informal advisory group" on the Brown campus, we expressed our appreciation for the two traditional annual events to which Emeriti had become accustomed, and urged their continuation: the Springtime annual banquet honoring new Emeriti and to which all Emeriti and spouses are invited, and the Brown Bear Buffet Dinner (during Commencement week-end) to which Emeriti, spouses, and significant others are invited.

An early goal of the efforts of the *Elderbears* was to strengthen our family with an eventual Faculty Committee on Retirement. We had that pleasure during the academic year 2006-07. The Faculty Executive Committee, with great help from two successive chairs of FEC, Ann Dill and Robert Pelcovits (what remarkable birthing assistants), shaped a motion, crafted initially by Merwin Sibulkin, which was passed unanimously by the Faculty.

The new CFR has been hard at work this now-past academic year, and the *Elderbears* executive committee has met once with CFR, the membership of which is comprised of Joan Lusk, Chair; Steve Rabson, Secretary; Bruno Harris; Lew Lipsitt; Lois Monteiro, and Newell Stultz.

Thus there is excellent continuity from the initial work of the *Elderbears*, with many of our original advocacies remaining for the new CFR: a campus office or suite for emeriti; a health plan for retirees; and parking solutions. The new committee has made a site visit to the Koerner Center at Yale, perhaps a model of the retirees' facility which Brown might emulate, in at least some of its features. We hope that some office and study space will be provided for retiree activities in one of the several new or remodeled campus buildings. Wouldn't it make sense for the Emeriti to have space for mentoring, conferencing, studying, and schmoozing in the renovated J. Walter Wilson Student Center or the new Campus Center on the Campus Walkway under construction? Data

gathered by the *Elderbears* has indicated clearly that retired professors (and administrators) often feel disenfranchised, under-used, and isolated at a time in their lives when they feel they can be especially helpful in important ways.

Let us note that until recently there was no faculty resource advocating for the Faculty Emeriti. It is a pleasure to observe that this issue of *Faculty Bulletin* contains an article by Jack Hermance, entitled “Who Advocates for the Faculty?” Perhaps we can hope to be entering a new era. We should be ever vigilant to beg inclusion of both the active faculty and the emeriti in the plans of the University. The birth of general campus awareness regarding retirees’ concerns, epitomized by the establishment of the *Elderbears*, has been duly noted. The development of that awareness and attention to those concerns now lies principally in the hands of the next generation of advocates, the new Committee on Faculty Retirement.

Lewis P. Lipsitt, professor emeritus of psychology, medical science, and human development, was the first chair of the Elderbears executive board, and is now on the Committee on Faculty Retirement. He continues his scholarly work at Brown as research professor of psychology.

FROM THE COMMITTEE ON FACULTY RETIREMENT

Joan Lusk
Department of Chemistry

As the first chair of the Committee on Faculty Retirement I'm in the awkward position of a child being asked to speak following an eloquent parent. Lew Lipsitt's article makes plain that the CFR is continuing to address the issues that the Elderbears had identified as being important to emeriti.

The foremost challenge facing the toddling (at one year of age hardly yet adolescent) CFR is the lack of a good procedure for contacting retirees and near-retirees. Part of our charge is to consult with retired faculty and to be a resource for those considering retirement. It's hard to consult with people whom one cannot find or in the case of those considering retirement, even identify. Speaking only with friends is not very representative. We are fortunate to have some continuity with the Elderbears and benefit from the general interest they aroused, but representing retirees' interests in the future could be difficult. Perhaps this statement can encourage interested parties to contact the Committee.

We need to establish a valid mailing list. Some emeriti use their Brown e-mail accounts, some use a different account, some don't use e-mail. Some use their departmental mailing addresses, but many do not. Many have moved away without leaving a forwarding address. I am about to bite the bullet of contacting each department for the best addresses of its retired faculty members, thinking that departments are more likely than the central administration to keep track of their colleagues. Then a mailing or e-mailing can go out to ascertain whether the addresses actually are valid and to ask each retiree for his or her concerns.

Keeping a mailing list up to date will always challenge. Only those who are eligible for the buy-out need to talk with Associate Dean of the Faculty Elizabeth Doherty, who is willing to ask for contact information on our behalf. Each year the Dean of the Faculty and certainly the payroll office must know who is retiring, but apparently no record of their addresses has been kept.

The web site we are starting as part of Brown.edu should help facilitate communication, particularly for a youngster like the CFR in the age of the internet. We expect to include many useful links for help in navigating the process of retiring. (At this point it seems advisable to abandon the extended metaphor of birth and life cycle... unless we recognize retirement as a graduation, "commencement" into a new realm of freedom.) Through the site we may also be able to allow communication from emeriti, if they use their Brown.edu addresses.

Improvements of importance to emeriti could be expensive, but to what degree? Certainly office space for those who cannot keep their departmental offices would be costly; but we do not have any estimate of how many emeriti would be interested in such

space. Subsidizing health insurance is of greatest importance to anyone retiring before being eligible for Medicare and we have no data on how many that would be. For each such individual the number of years before Medicare would be limited, so the expense might be small in relation to its being an incentive for early retirement and consequent saving in salary. Parking restrictions should be much easier to modify. Occasional parking near one's destination on campus at a pro-rated charge would benefit those with limiting ability to walk from a distant lot but whose teaching, advising, or research still benefits the University.

The CFR welcomes all suggestion from current and some-day-presumably-eventually emeriti. In the coming year Steve Rabson will Chair the CFR and I will serve as Secretary, so send any comments or suggestions to me at Joan_Lusk@Brown.edu.

Joan Lusk, Associate Professor of Chemistry Emerita, is devoting this next phase of her life to music and enjoying life on the East Side.

COMMENTS ON SELECTION OF RESEARCH ARTICLE AS AN “OUTSTANDING OBSERVATION”

Paul M. Knopf
Department of Molecular Microbiology and Immunology

Paul M. Knopf, The Charles A. and Helen B. Stuart Professor Emeritus of Medical Science, a member of the Molecular Microbiology and Immunology Department and its first Departmental chair, is a co-author of a recent publication in the journal *Immunology and Cell Biology*, a Nature Publishing Group product. This article was selected as an "Outstanding Observation" by their editorial board, a status that recognizes a highly significant research publication. The article is entitled "Novel function of complement C3d as an autologous helper T-cell target" and was published (on line) 8 Jan 2008. Anne S. De Groot, M.D., a Brown faculty member and C.E.O. of EpiVax, Inc. (who provided support for the project), is a co-author. Brown University undergraduate, Ms. Si-Han Hai (class of 2008) is a co-author together with EpiVax technical staff members. Two other Brown undergraduates participated in this project as independent study students: Ms. Sarah Kimball, class of 2005, and Ms. Courtney Wright, class of 2006.

Using information provided by a T-cell epitope mapping program, Epimatrix, a computer algorithm developed at EpiVax, Inc. by De Groot, Bill Martin, et al.), the densities of T-cell epitopes in human molecules were quantified and compared. The plasma protein C3, a major soluble circulating protein and belonging to the innate immunity compartment, emerged with one of the highest in self-epitope density score when compared to other human plasma proteins as well as other human tissue proteins. This observation led to an obvious question – “why should C3 display such a high self-epitope density?” One feature to consider emanates from a discovery made in the early 1970’s that C3 is an important component for *initiation* of adaptive immunity. Prior studies had only recognized a role for C3 activity in the antigen-elimination (*late*) phase of immune activity. Injection of CVF (cobra venom factor), one of several toxins present in cobra venom, depletes C3 and disrupts an *early* phase of the complement cascade. In particular, CVF impairs the cascade by prematurely generating C3d, a proteolytic fragment of C3 that is responsible for the formation of a covalently linked complex with a foreign protein or polysaccharide following C3 activation.

With this more recent knowledge of C3 action, we surmised that C3 protein might be loaded with T-cell epitopes so that it can provide an essential helper function that had been overlooked previously. This view runs completely counter to immunology dogma, but the team pursued the intriguing hypothesis anyway. After more than two years of study, their premise appears to have been validated. Peptides derived from C3d do stimulate cells that resemble T-helper cells *in vitro*, even though most such “anti-self” T cells should have been deleted in the thymus during fetal development and onwards. Perhaps more importantly, the observation explains “isotype switching” of antibodies in immune responses to polysaccharides under certain conditions, building a bridge between the innate and adaptive immune systems.

Several other provocative questions are raised by their results and will be pursued further. First, are the CD4+IFN γ + cells detected among C3d-stimulated peripheral white blood cells truly T cells? If shown to be so, then how do T cells reactive with self C3d peptides escape induction of programmed cell-death of T cells recognizing self-proteins in the thymus? Is there a regulatory pathway so important that it allows T cells capable of *autoreactivity* with TCR (T-cell receptor) to escape thymic elimination? Such questions challenge the very foundations of current models of immune regulation. The team is looking forward to this next challenge by answering these questions.

EDITORIAL SUPPLEMENT

Peter D. Richardson
Division of Engineering

This recent article is one in a long series of significant contributions to immunology by Paul Knopf and colleagues in Biomed over several decades.

I would like to take this opportunity to illustrate how colleagues join in weaving the overall fabric of such subjects in science by mentioning some previous work done by Paul Knopf in collaboration with the late Helen Cserr.

I first met Helen while I was working in the Section of Physiology on various artificial organs and implants, and popped into her lab while she was slicing sections of frozen rat brains. She was interested in cerebral-spinal fluid (CSF) - of which there is about 140 ml in humans, with quick turn-over - and we quickly began a discussion on diffusion in the brain. Helen was a member of the Section of Physiology, later rolled into the Department of Molecular Pharmacology, Physiology and Biotechnology, and a kind host at her house in Dighton. In the Web of Science trail, Helen's collaboration with Paul Knopf's group first shows up in a publication in the Journal of Neuroimmunology in 1991, entitled "Myelin basic-protein infused into cerebrospinal fluid suppresses experimental autoimmune encephalomyelitis", and it continues to be cited, already again in 2008. The next year, 1992, was very notable. It shows another paper in the same journal with Knopf and Cserr as co-authors of "Ovalbumin is more immunogenic when introduced into brain or cerebrospinal fluid than into extracerebral sites", and it is also cited most recently within a few months past. In 1992 Helen was lead author of "Drainage of brain extracellular fluid into blood and deep cervical lymph and its immunological significance" in Brain Pathology, then so new a journal the article appeared in volume 2, and is also well-cited. Helen and Paul were the authors of "Cervical lymphatics, the blood-brain barrier and the immunoreactivity of the brain - a new view" in Immunology Today, which has been cited more than 300 times. To top off 1992, Helen and Paul were also authors of "Afferent and efferent arms of the humoral immune-response to CSF-administered albumins in a rat model with normal blood-brain-barrier permeability" in the Journal of Neuroimmunology, and suggested it provided the first example of central nervous system antibody synthesis in an animal with normal brain barrier permeability. Helen was named the Esther Elizabeth Brinzehoff Professor of Medical Science in 1992.

Helen also studied the blood-brain barrier in marine species in twenty summers at the Mount Desert Island Biological Lab in Maine, and this year there is the 14th annual Helen F. Cserr Memorial Lecture there; sadly she became ill on a leave in Australia and died some months after her return here, in 1994, only in her 50s. In scientific research there is a pipeline effect, so that posthumous works can appear, and by 1997 Helen and Paul were co-authors in "Growth of P511 mastocytoma cells in BALB/c mouse brain elicits CTL response without tumor elimination - A new tumor model for regional central

nervous system immunity" in the Journal of Immunology, and if the readers will kindly overlook the alphabet-soup in the title it can be seen they were interested in fundamentals of tumor treatment; another joint paper appeared in 1998. I expect Helen would have been interested in brain MRI, and would have explored how she might use it in her research.

It is my hope that as we approach the 250th anniversary of the founding of Brown we will not only look forward to the next 50 years but will also gather a reflective account of the past 50 years or so, because it has been a period of great developments in scholarship at Brown, and such a reflective account will help others as well as ourselves appreciate what an exciting period it has been, how the faculty worked to advance knowledge and did so in a highly collaborative setting.

WHAT SCIENTIFIC PROGRESS?

Carl Saab

Department of Surgery, RI Hospital

In the previous edition of Faculty Bulletin (Feb 2008), Professor Peter Wegner reviewed the work of his friend Peter Lipton, whose contribution to the field of ‘philosophy of science’ was indeed outstanding. The presentation of Lipton’s seminal work was clear and informative. Philosophy of science subjects the core principles of science to philosophical scrutiny, including its validity and sometimes even its implications. Although philosophical conversations about science are not new, interest in this topic and the rigor and extent of these discussions have been diminishing. A rift between philosophers and scientists has widened largely in favor of scientists, at least according to public opinion. Simply stated, science is perceived by the public to weigh much heavier than philosophy in the life of modern man. Modern machinery makes us believe we owe almost everything to science, including our health, happiness and livelihood. Every high impact discovery is exclusively attributed to a growing cult collectively known as science. By contrast, philosophy is thought to lack any practical implication, a pastime.

Although there is some truth to the impracticality of older philosophical debates that have been entertained for centuries, one notable achievement of Ludwig Wittgenstein is to rid philosophy of its twisted tongue by untangling non-sensical language games that gave philosophy a bad name. But Wittgenstein himself was notoriously difficult to understand and the plight of one man could not rescue an entire field. This increasing and alarming bias puts the philosopher at a serious disadvantage in any conversation related to the philosophy of science. Scientists seem to have the upper hand, the final say and the authority to propose, impose, and resolve most of common day puzzles, even questions related to brain function and overall human condition. This unprecedented bias threatens a balanced exchange of opinions and skews the pursuit of knowledge.

But portraying philosophical science as a dialogue (or clash) between philosophers and scientists, as though these two groups of scholars belong to two mutually exclusive or irreconcilable camps, can be misleading. For what do you call Peter Wegner (scientist and author of the previous review of Lipton’s philosophical work), myself (scientist and author of this letter) and many others trained as scientists and labeled as such by public opinion but with strong philosophical inclinations? To what camp do we belong, if such virtual camps exist? In other words, what does it take to be recognized as a philosopher, a scientist or a philosopher of science? The distinction is blurred, not because these professions lack centralized regulatory boards to certify membership, but because the qualifiers ‘scientist; philosopher’ lack an accurate definition. Surely one ‘just knows’ what a scientist is (perhaps by looks, by actions or simply by earned degree in a scientific discipline), or do we? I’m not arguing here to test whether a scientist is ‘truly’ a scientist at heart (that would be impossible), rather asking to examine what science is (*versus* non-science) and, by inference, what makes a scientist. Several cursory examples come to mind: Is political science, engineering or astrology a branch of science? Is phrenology (the practice of ascribing functions to distinct regions of the brain) science? How about weather forecast?

The most common definitions of science include: 1) A branch of knowledge dealing with facts or truths showing the operation of general laws. 2) Systematic knowledge of the material world gained through observation and experimentation. 3) Any of the branches of natural or physical science. 4) Systematized knowledge in general. Thus science, the way we recognize it or practice it, eludes a comprehensive definition. I find it easier to come closer to a definition of science by defining the practice of science or the scientific method. Scientific method gradually developed as we encountered natural puzzles (also see Francis Bacon). However, to communicate (say, think, handle and finally express) our solutions to natural puzzles, we must use scientific language. Scientific language is a set of signs and symbols obeying a rule, for example scientific connotations (signs and symbols) forming a language (mathematical or biological signs and symbols forming mathematics or biology) fully understood only within a restricted community that conferred the meaning of that particular language.

Now let's remember two facts about language: 1) Private language is meaningless (Wittgenstein's perfect example that even if a lion were to 'speak' we wouldn't understand what it's saying). 2) Making sense of any language depends on community agreements that govern the laws of that particular language. Similarly, because science must be communicated (otherwise it risks being an intelligible private language), it will eventually depend on language and community agreement, a community of scientists who give the seal of approval for the use of that particular language. The paradox becomes obvious: If we believe science holds the key to universal truths, how can it depend on community agreement (and/or disagreement)? And even if language agreement within an elite group of scientists is valid and true (to the best of the group's knowledge), how is the public supposed to *informatively* get involved in the scientific debate on, let's say stem cells, cloning, renewable forms of energy, brain imaging, obesity?

As it turns out, the lack of an analytic definition of a term (science) is not a mere reflection of language limitation. In personal communications with Peter Hacker (Professor of Philosophy at St. John's College), he explains that what is required to understand or communicate a term is rather the possibility of explaining (in words) the *use* of the term. Hacker further argues if there were any terms the use of which we could not *explain* (not just define) in some way (perhaps by *showing* or by paradigmatic examples of its application), then we could not teach its use or explain what we mean by using it. It follows that there would be no reason to suppose that we understand the term in question ourselves. Although Hacker seems to have little doubt what science is, I failed to understand what science meant to him. And if the purpose of his argument were to 'show' science instead of to 'say' it, how can this be achieved? Is it perhaps to point at a double helical staircase to refer to the structure of the DNA? Or is it to look at a frail and dying person to explain AIDS? Herein lies the significance of making sure *we know what we're talking about* when we utter the word science (and by inference the qualifier scientist) and to what extent a scientist should be entrusted with the powers bestowed upon him/her by the public. By no means do I claim to understand science better than you the reader, nor do I mean to offend or discredit any professional studying general laws, or

someone who believes in the puritanical nature of science. I'm simply questioning blind faith in a discipline that has reached the status of its antithesis, a 'religion'.

To date, the scientific method is adopted as the most efficient method to solve natural puzzles, ranging from mind/body or mind/brain puzzles, to waging wars (shoring up public opinion against ill-defined weaponry and measuring progress on the battle ground, or lack thereof, by some twisted statistical analysis of the number of dead or mutilated human beings or the lump sum incidence of random violent acts) or even how to interpret classical music (at least that's how some neuroscientist propaganda wants us to believe). But doesn't this cover virtually all aspects of our lives? Do we really have to invoke science in solving every problem we face in life? And if so, do we cave in to the elite point of view? Is there any merit left for the religious, philosophical or artistic enterprise? Can we get a short break from statistics? At an age when expert opinion shoves off common sense, short essays such as "On Bullshit" (Harry Frankfurt) have become bestseller, and rightly so.

We invoke *general* knowledge to solve problems and to deal with life's events (or simply to live and live well), not just science. That's because human knowledge transcends science. We're humans *before* being scientific creatures. We owe our sanity and agility to our art and athletics instructors no less than our science instructors. A great teacher that expands our knowledge base tremendously, and sometimes forever, has nothing to do with science: Pain and other strong feelings such as belief and love surely make up a big chunk of our knowledge, otherwise we would be boring creatures and ill-equipped to survive (people born with the genetic defect of pain insensitivity die young). Unlike science, which can only be communicated by 'saying', pain is best communicated by 'showing'; it's almost invariably associated with overt behavioral responses such as facial grimaces and vocalization, and these reflexive expressions of pain serve as an evolutionary beneficial trait to increase the survival chances of the species, thus act, in a way, to expand our individual and collective knowledge.

If science is easier recognized by practice than by language, it becomes strikingly similar to other definition-resistant phenomena such as 'game' or 'love'. One can identify a game when seen or practiced and love when felt with a high degree of certainty, yet, it is the communication by words (or symbols) of these feelings that proves elusive. Accordingly, the scientist is left with two less compelling alternatives: To practice and show science in the hope that communication with a non-specialized public is meaningful, or to practice science without communication with the public and risk an awkward private language scenario. In both cases, the scientist is isolated. On the other hand, the public faces a grim prognosis in keeping abreast with new electronic gadgets, new medicines, new diets, new pollutants, to the point of surrendering final judgment to the expert scientist: "Surely the doctor knows whether this new drug I'm given, the dietician knows whether this genetically altered lettuce I'm fed, and the engineer knows whether this new airplane I'm flying, are all good for me. I'll just worry about moving along with my life, going to work and earning enough money to pay for the best expert advice."

I agree with Hacker: “The best picture of the human soul is the human body [not the brain we image], and the best windows into the human mind are the human eyes [not the words we utter].” He asks: “At the moment, it looks as if we are about to destroy ourselves and the globe on which we live. Dinosaurs lasted 150 million years. Do you think we have any chance of surviving that long as a species?” You don’t have to be an expert scientist or philosopher to answer that. Go right ahead; just use your common sense.

FACULTY BULLETIN
INFORMATION FOR CONTRIBUTORS

GUIDELINES FOR SUBMITTING ARTICLES:

The next issue of the *Faculty Bulletin* will be published this fall.
Articles should be submitted by **October 31, 2008**.

Please submit text electronically in Word format to:

Cheryl_Moreau@Brown.edu

Articles should be approximately 1,000 words (two to three pages). If space permits, longer papers will be considered.

Articles and/or questions should be directed to:

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