

THE FACULTY OF THE COLLEGE

Regular Meeting  
John Spielman, Clerk

PROVOST'S OFFICE

2 September 1982  
4:20 P.M.

OCT 19 1982

The Clerk asked the Faculty to join in a moment of silence.

Introduction of new members: the Clerk asked established members of the various academic and administrative departments to introduce their newly arrived colleagues. The list of those introduced will be found in the document prepared by the Provost's Office appended to these Minutes as Annex I.

Minutes of the Meeting of 13 May 1982.

The Chairman of the Gest Committee asked that the minimal note concerning the work of his Committee ("The Gest Committee reported that it was not necessary...since the proposal is for 1983-84") be expanded to convey a more accurate statement of the case. The sentence should therefore be replaced with the following paragraph:

"The EPC presented to the Faculty for its information the 1982 Gest Committee Report. The EPC reported that it was not necessary to act on the suggestion of a Gest Seminar for credit at this meeting, since the proposal is for 1983-84."

With that correction, the Minutes were approved as distributed.

The Report of the President

The President announced that he had accepted with regret the resignations of Richard Broadhead (to become Dean of the New School of Music) and Douglas Miller

He welcomed the new faculty who had just been introduced and offered them whatever assistance his office could provide in getting settled into their new positions.

Peace Studies: Richard Falk is to be visiting Professor of Peace Studies at Haverford, Spring Semester 1983. A grant has been received from Wallace Collett to support activities in this area. Bryn Mawr and Haverford Colleges are sponsoring a series of lectures and discussions on peace studies this academic year; they will be held on the Bryn Mawr campus.

The President announced the major speakers who have been invited to address both the College and important areas which touch upon the authentic tradition of the College as well as upon its future and that of the society which it serves. Four distinguished persons have been invited: Donald Ratajczak, to speak on the future of the economic system; Senator Charles Mathias, concerning the future of politics in America; Ernest L. Boyer, concerning the future of higher education in America; and Martin Emil Marty, on the future of religion in America.

The President had a good deal to say concerning development, with justifiable pleasure. Last year was a superb year: it saw the largest amount of money ever received by this institution in a comparable period of time: \$4,652,801. Well over \$800,000 was received from the Annual Giving program. \$200,000 came from the Kresge Foundation; gifts of \$500,000, \$400,000 and several of \$100,000 from members of the Board.

There are, however, problems in developing further giving resources. There are a limited number of wealthy alumni; and those have not always been appropriately encouraged in the past. Some were alienated for political reasons. He discussed projected drives for funds; he will recommend a goal of \$20,000,000.

The President also had what may be unhappy news for those faculty members living in faculty housing. The Internal Revenue Service has made moves to reconsider the tax status of the difference between faculty housing rents and rents prevailing in the neighborhood, taking the view that such difference is in fact taxable income, and also considering assessing such liability for the past six years. The amount the College might be held responsible for failing to withhold taxes upon during that period might amount to as much as \$500,000; and the amount a resident in a faculty house might be held responsible for could total \$12,000. Nothing has been decided; the President said, however, that his announcement should be taken as serious warning. Haverford, working with some other institutions which have like arrangements, is consulting expert legal advice. Bills have been introduced into the Congress, H. R. 6578 and S. 2871 and S. 2872. Persons wishing to write their representatives or senators were urged to note the numbers of the proposed legislation.

Admissions: There are 263 entering freshmen. There are 1033 students registered in the College this fall. 39 are studying abroad. Of the entering freshmen, 104 are women students, and 34 minority students. During the last three years there has been a 60% increase in the number of applications. This year the College rejected more applicants than applied for admission four years ago.<sup>1</sup>

#### Report of the Provost

The Provost outlined the arrangements his office had made to assist new faculty members in orienting themselves. Orientation meetings, explaining such matters as the working of various administration offices, the honor code, the grading system, and the counselling program, were being carried out.

He also announced that the Provost's Office is engaged in an effort to reduce the amount of paper consumed in internal communications. The office will be issuing one general communication per month; he announced tentative deadlines for submission of announcements to be printed therein. He invited departments to add departmental notices of general interest, thus centralizing yet more news. Please send such announcements TYPED to the Provost's Office in good time; do not telephone or send handwritten MSS. The intention is to have this newsheet appear about the first of each month, so items should be submitted a few days before the end of the previous month so that they might be included.

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1. The Secretary is very grateful for the President's help in getting this information correct; and the ever-present aid of Judy Young.

## Report of the Dean

The Faculty Handbook will be out soon. The Dean hopes to discuss with the Faculty such things as Academic Regulations, especially those concerning students. There seems to be unclarity as to exactly what some rules are or ought to be and how they should be applied. The Dean hopes to clarify such matters for the benefit of all concerned.

He also spoke about the mechanism set up for students to secure access to limited enrollment courses, the "bidding system." He urged the Faculty not to allow students to "do an end run" around the system by permitting students to register for such courses in defiance or subversion of the rules. If genuinely educational reasons are urged for such an exception, proper flexibility can be secured through the counsel of the Dean, and he asked the Faculty to avail themselves of such counsel in all such cases.

Concerning the Calendar. The Faculty will soon receive a list of Haverford and Bryn Mawr deans and deadlines affecting students. Dates for most academic matters are now to be the same at both Colleges; which means that some dates long customary at Haverford will be changed, in most cases to a time later than usual.

Bryn Mawr College has planned its calendar five years in advance. There may sometimes be a difference in starting dates for the semester, and hence also in length of semester until such time as coordination can be made complete. The Dean will discuss with EPC and if necessary the Faculty appropriate measures to alleviate any problems which might ensue.

The issue was raised about the cancelling of all classes on Labor Day this year. David Potter takes responsibility for that decision. He had assumed that most faculty members wanted Labor Day free. He had intended to send out a memo listing the various changes after appropriate consultation but it didn't get done. He apologized to the Faculty.

Further, newly Vice-Presidented Potter thanked the Faculty for the fifteen years of association he had had with the Faculty during his term as Dean. Bruce Partridge, now taking over as Dean--newly be-deaned, as it were--should be the focus of the Faculty's cooperation and interest in the matters of that office: David Potter wished him every good wish.

## The Clerk

The Clerk reminded the Faculty that some serious matters remained from last year for discussion and decision; and that the Faculty had directed itself and its officers to place these matters early on its agenda. They were:

- (1) from Academic Council: procedures to follow in case of charges of sexual or racial harassment. The Faculty did not reach consensus.
- (2) Committee on a Haverford Education and the Educational Policy Committee/ Language Departments. The various precise proposals necessary to give specificity to the Faculty's action on CHE's summary recommendations concerning the language requirement: cf. Aryeh Kosman's memo of 12 May 1982, p. 2, section B.

The Clerk also described briefly the "Quaker method of doing business", the method followed by the Faculty in its meetings. The new faculty members have received from the Provost a sheet the Clerk sent out last year. Rather than take the time of the whole Faculty in an extended discussion of this material, the Clerk invited any new or old members of the Faculty who have questions or objections to speak with him in the next week or two. He also recommended an article on the subject by our own Douglas Steere, in the 15 May 1982 issue of the Friends Journal.<sup>2</sup>

Committee on Honors, Fellowships, and Prizes, Profesor Bernstein.

He asked the Faculty to take the initiative in urging students to apply: some do not understand or realize the opportunities, others are slow in sending in materials. Faculty members can aid the process materially by urging suitable candidates to go through the process and do so early.

Adjourned 5:15.

Respectfully submitted,

Richard Luman,  
Secretary to the Faculty.

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2. The Secretary thanks the Dean and the Clerk for helping him get it right.

Faculty Minutes  
2 September 1982  
Annex I

HVERFORD COLLEGE

1982-83 NEW FACULTY APPOINTMENTS

Regular Faculty:

V. Kofi Agawu, Assistant Professor of Music.

C. Stephen Finley, Assistant Professor of English.

Anne Marie McGuire, Instructor in Religion.

Lyle D. Roelofs, Assistant Professor of Physics.

Yung-sheng Tai, Assistant Professor of Mathematics.

Office of the Provost  
8/16/82

1982-83 NEW FACULTY APPOINTMENTS

Interim and Part-Time Faculty:

- Naren Stricker Bauer, Assistant Professor of Physics, full-time, 1982-83 year.
- Lincoln A. Saxter, Assistant Professor of Music, 2/3 time, 1982-83 year.
- Arnd Bohm, Instructor in German, full-time, 1982-83 year.
- Eric Chaisson, Professor of Astronomy, full-time, five-year term.
- Father Joseph Di Noia, O.P., Visiting Assistant Professor of Religion, 1/3 time, first semester, 1982-83 year.
- Philip Foner, Visiting Professor of Economics, 1/3 time, first semester, 1982-83 year.
- Nadja Zalokar Golding, Assistant Professor of Economics, full-time, 1982-83 year.
- Kenneth W. Hansen, Instructor in Economics, full-time, 1982-83 year.
- Lal Mani Joshi, Margaret Gest Visiting Professor of Religion, full-time, 1982-83 year.
- Brent Kigner, Instructor in Economics, full-time, 1982-83 year.
- Thomas J. Lacki, Assistant Professor of Psychology, full-time, two year term.
- Steven Lipsitt, Lecturer in Music and Director of the Haverford-Bryn Mawr Orchestral-Choral Program, full-time, 1982-83 year.
- Janet MacGaffey, Assistant Professor of Sociology & Anthropology, 1/3 time, 1982-83 year.
- Bruce Molholt, Assistant Professor of Biology, full-time, 1982-83 year.
- Seyyed Hossein Nasr, Margaret Gest Visiting Professor of Religion, 1/3 time 2nd semester, 1982-83 year.
- Terry Lynn Newirth, Assistant Professor of Chemistry, ~~part~~ time, 1982-83 year.
- Ellen Rose, Visiting Associate Professor of English, full-time, 2 year term.
- J. Michael Sorrell, Assistant Professor of Biology, full-time, 1982-83 year.
- Peter Spohn, Visiting Lecturer in Fine Arts, full-time, 1982-83 year.
- William Werpehowski, Assistant Professor of Religion, 1/3 time, Fall semester, 1982-83 year; and full-time, 2nd semester, 1982-83 year.
- Cornel West, Visiting Assistant Professor of Religion, 1/3 time, 2nd semester, 1982-83 year.
- Richard Falk, Visiting Professor of Peace Studies, 2nd sem, 1982-83 year.

To: Richard Luman  
Re: 13 May 1982 Minutes

From: Bob Gavin  
Date: 2 September 1982

Bob

I suggest the following wording

"The EPC presented to the Faculty for its information the 1982 Gest Committee Report. The EPC reported that it was not necessary to act on the suggestion of a Gest Seminar for credit at this meeting, since the proposal is for 1983-84"

to replace the sentence

"The Gest Committee reported that it was not necessary to act on its suggestions at this meeting, since its proposals are for 1983-84"

THE FACULTY OF THE COLLEGE

*Provost*

Regular meeting  
John Spielman, Clerk

21 October 1982  
4:16 P. M.

Moment of silence.

Minutes of the meeting of 2 September. The Minutes were approved as distributed.

1. Report of the President. The President announced several substantial gifts to the College, including \$250,000 from the Masters Estate, to provide matching funds for the President's Discretionary Fund and the Dane Scholarship Fund. Another \$250,000 is a gift to begin the renovation of the athletic facilities; this comes from a donor who prefers to remain anonymous.

The President reported further concerning the problem of tax liability, being pressed by the Internal Revenue Service, for faculty housing rents. A bill has been introduced into the Congress, an indemnity bill, which would handle the problem, with no one suffering; the Teamsters' Union has opposed this bill, and it is now tied up in committee. The College is also working with other institutions to establish in law that rents such as those the College charges are not taxable income if the institution assesses its actual costs.

Another problem with government is connected with the bill cutting off aid to students who do not register for the draft. The Department of Education is apparently drafting regulations which may require colleges to act as enforcers of the law. Many colleges and the American Council of Education are opposing such developments.

2. Report of the Provost. The Provost announced that 1 December had been set as the final deadline for applications for leaves for 1983-84 and for applications for College funds for support.

He announced a Faculty Research Talk, by Linda Gerstein, for 4 November, at half after eight o'clock. The topic will be Russian history and art nouveau architecture in Russia.

He announced that the Faculty Handbook will soon be available. The moving of the xerox room and other problems have delayed its appearance until now. It has been seven years since the last revision, however, so this delay is not so very serious. Faculty members were asked to notify the Provost of mistakes which may be found. The new revision is "on word processors" so it can easily be edited.

3. President of the Students Association, Roy S. Wasserman.

The President announced a Plenary session of the Students Association, to be held Sunday, 24 October, at 7:30 P. M., in the Field House. A number of subjects which he believed would, or should, be of interest to the Faculty will be discussed, such as; alcohol abuse; the NNG option being made available only to students taking five or more courses; a reaffirmation of diversity; the Federal administration's policy regarding the draft.

4. Educational Policy Committee, Wyatt MacGaffey<sup>1</sup>

- a. Calendar and Timetable. Bryn Mawr College plans its calendar on a five-year basis, so that there may be some anomalies in the calendars of the two institutions. EPC recommends that "in 1983 classes should begin on 1 September; in 1984, on 30 August. Given the desirability of a full thirteen-week semester and a ten-day reading-period in December, we see no good reason to oppose Bryn Mawr's preferences here."

Discussion: If the year is to start before Labor Day in order to secure a year of a certain length, (1) why should we have Labor Day off? It is counterproductive because it (a) destroys momentum and (b) because Monday afternoon and evening are popular times for classes meeting only once or twice a week, and the dismissal of classes on that Monday deprives such classes of a full week of work. (2) Would it not be more intelligent to extend Fall Break to a full week vacation rather than to add a single day to reading period at the end of the semester? Was not a study looking to the establishment of a week-long Fall Vacation (parallel to the week-long Spring Vacation) promised some time ago? (c) Why is it felt compelling to begin classes on a Thursday in the Fall? Could not other arrangements eliminate many of these problems? (d) The College acknowledges no other holy days in the fashion of Labor Day. (e) Should we plan six years in advance?

The Clerk summarized the discussion as indicating the Faculty's willingness to go along with the opening date for the school year, but its preference that classes should not be cancelled on Labor Day.

A shrewd overview of the day-to-day scheduling of classes leads to the observation that there is too much crowding of our resources into the middle of the day. This problem is aggravated to some extent also by the requirements of women's athletics, which are scheduled in the late afternoon. The Committee suggests moving a number of popular courses to 8:30 A. M. in order to reactivate that hour.

b. Dimension Points

- (1) Qualitative. The Committee has looked at the original literature<sup>2</sup> and at the application of the system. It found that except for

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1. The Secretary is very grateful for Professor MacGaffey's very full and literate notes, which have made preparing this section of the Minutes very easy. In many cases, these Minutes are the ipsissima verba; but Professor MacGaffey is not responsible for any infelicities owing to Secretarial editing.
  2. The original committee was also chaired by Professor MacGaffey, if memory serves.

a few minor curiosities, mostly in the language departments, the system makes sense and is being consistently applied. If anyone is aware of problems the Committee has not noticed, please bring them to the Committee's attention.

- (2) Quantitative. For the years 1981-82, a comparison between points offered and points consumed shows both a relative and an absolute oversupply of "L" points, and a corresponding undersupply of "N" and "A" points. It also shows that social science majors and those who major at Bryn Mawr College pursue less well-distributed programs. The figures also show that a Haverford education runs heavily to "H", "S" and "L" points, but is short on "N" and "A" points. This despite the fact that natural science courses for non-majors tend to be undersubscribed. Lastly, the figures show that nearly all students accumulate at least five points in each dimension.

The Committee is discussing ways to nudge the students in the direction of more science. For example, it might be wise to raise the point requirement across the board from three to four or five points; this might persuade more people to take N3 courses and reduce the present custom of accumulating N points by taking N1 or N2 courses. Alternatively, we might change the point values assigned to certain courses.

- c. Language exam standards. The Committee has arranged to give the College Board's college-level language achievement test in French and Spanish, on 21 January 1983. The examination includes both written and oral materials. This is called a "standard-setting test," and is intended to give us scores we can compare with other college populations at either the two-semester or the four-semester language level. We must have at least .00 participants, preferably 200. The Committee therefore asks that the Faculty "spread an encouraging word." The Committee does not argue that the results of this experiment should in themselves constitute the standard for language proficiency at Haverford, but at least they will provide a base line and data for the Faculty's use in deciding what Haverford passing scores should be.
- d. BMC patriation rule. It is possible now for a student to take a degree at Haverford or Bryn Mawr while taking all courses at the non-home campus. The Bryn Mawr Curriculum Committee notes that in this fashion some students escape all supervision by the home campus, and the College finds itself in the unenviable position of granting degrees to students it scarcely knows. The Bryn Mawr Committee is therefore considering a requirement that all Bryn Mawr students should take at least eight courses on the home campus. EPC expresses tentative approval of this move.
- e. Course proposals (see Annex I)
  - (1) The Committee recommends that the Faculty once again appoint a Director for the General Programs course group. The history

of the General Program and its governance was reviewed in the ensuing discussion. Considerable debate arose as to the purpose of the program and the relation of the various courses to Departmental programs; Linda Gerstein, who was Chairwoman of this portion of the academic course in its early days, clarified the thinking of the Faculty as it was expressed in the original General Program. Some people said that it seemed to be nothing but a dump for courses not making Departmental sense; others pointed out that--without the pejorative tone--that well described the original intent; that so long as the courses were not shoddy in content and execution, as much latitude as possible was intended and welcomed. CHE had also considered the problem of the General Program.

- (2) A number of corrections were offered for the text of the Course Proposals distributed by the Committee: e.g., GP 202b should be assigned only 3 dimension points. The Committee Chairman added a few the eagle-eyes of the Faculty missed, such as misspellings of famous names (cf. GP 105b).

The courses proposed by the Committee were approved.

- f. Areas of Concentration. The Committee believe(s--does the Faculty prefer these to be collective or singular nouns?) that many of the concerns addressed in the CHE report and elsewhere can be met by developing "areas of curricular concentration." Such concentrations would be optional, certifiable on a student's transcript, would publicize, standardize and legitimize interdisciplinary programs identified by the College as deserving specific support not only in the curriculum but by all available means. Among the many concentrations that might be worthwhile, five recommend themselves as commanding evident support among faculty, students, prospective students, benefactors and other influential people. These five are: African-American Studies, Comparative Religion and Philosophy, Computer Science, Peace Studies and Women's Studies. The Committee sees its task at the moment as that of developing a general model for such concentrations, comparable to the general model of a major with which we work already. No Department would "own" any Concentration, nor would the option of a Concentration in any way weaken the student's responsibility towards or commitment to a Departmental major. For each Concentration, a group of teachers from two or more Departments would be invited to design a program and to set requirements, some of which would normally count as part of the student's major program. It is hoped that such "Area Concentrations" would avoid the problems the Faculty has experienced in the past with the "floating major", such as Urban Studies, and that, on the other hand, they will foment interdisciplinary communication among students and faculty, and stimulate the development of new courses. The notation on a student's permanent record might read (as an example): "Major in Physics with concentration in Computer Science."

There would be implications for faculty hiring; but the impact would not be so great as would be the case if the College added Departments concerned with the areas represented. But clearly, for example, it will be necessary to secure extra help in, e.g., Computer Science. (In that specific case, more help is needed no matter what happens).

As a consequence of less decisive investment, it would also be easier for the College to change its mind (as represented by faculty hiring) should interest in the Area wane over time.

The Committee asks that the Faculty discuss particular concentrations, and welcomes any suggestions. The Chairman's feeling is that Computer Science is an area in which the College must have someone additional to present staff before it will "go," but that Peace Studies, for all the interest in it, may not be within the College's grasp. An expert, Richard Falk, is coming to teach next semester. Such a program would require retooling several people at the least; and would require major change. The other three suggested Areas are reasonably easy to establish; we already have considerable resources, for example, in Comparative Religion and Philosophy. African-American Studies, too, is well-prepared. Why these five first? Because they have lively "lobbies". The Chairman envisions about ten such "Areas" ultimately.

Discussion. Anchoring in a discipline seems important: serious topics are to be taken seriously, and that is the best systematic way we have of taking a topic seriously. The Areas are not be thought of as "Minors": they are interdisciplinary areas to which the student brings a particular disciplinary competence.

Why does not the Committee propose an Area in Comparative Literature? The planning difficulties with English, the Language Departments, and General Programs are not yet worked out. But, it was replied, we have done it for individual students in the past. If a topic is strongly felt to be desirable, should it be forced to wait upon administrative and departmental changes? E.g., might one not decide on such changes in view of desires to build up certain Areas of Concentration?

Where will area courses themselves be: in General Programs, in Departments, "floating"? If serious, the Chairman repeated, they ought to be located in Departments. One might see some sort of sub-Departmental structure erected under EPC supervision. The content would be largely Departmental courses, seasoned with an occasional appropriate General Programs course.

How should people who want to lobby for new Areas, lobby effectively? See some member of the Committee, replied the Chairman. But Committee membership and assignment lists are not yet published: who is on the Committee? The Provost stated that such lists would soon be available: they have suffered from the same problems as the Faculty Handbook (e.g., moving the xerox room); committee lists and salary schedules are appended to the Handbook.

5. Committee for a Haverford Education, Aryeh Kosman

A revised version of the full Committee report is available in 119 Stokes, 101 Hall, the Library, the Provost's Office, and elsewhere. Sections of the original report not discussed last year have been assumed to be--at least

provisionally-- approved as proposed.

General Programs Directorate, #8 on the document (Annex II). General Programs were turned over to the Provost as part of the General Faculty Revolt demanding reduction of Committee duties. Also the job had involved, at that time, a large amount of cajoling of faculty members into teaching Freshman Seminars; they are now gone. The present purpose proposed as "job description" would be to "enhance the quality and respectability" of course to be listed under General Programs. There used to be talk of interdisciplinary advantages, but Departmental structure always worked against that; so needed a body to lobby for interdisciplinary studies. Unfortunately, the intent was systematically gutted by political pressures of departmentalism; this proposal is intended to revitalize that intent.

Discussion: No single individual could be asked to create a program of such dimensions. We need an assembly of all GP teachers to discuss and plan the program.

But General Programs not a General Education program. Intended to be experimental, non-major, exploratory of enthusiasms outside Departmental boundaries for both students and faculty members. The entire Faculty is the General Programs Faculty. Hence the collection of oddities and eccentricities which appear as "GP courses". --Nothing wrong with oddities and eccentricities, provided they have rigor and responsibility.

Perhaps we need a review of the whole program: that might be a useful function for a Director. Remember, said others, GP is not a "coherent Department", by intent. That need not be a silly or nasty description, but can be a strong and healthy one. Some of the arguments here are concerned, not really with General Programs, but with possible additions to the "Areas of Concentration" list. We must get clear what we are talking about.

CHE and EPC recommendation for the appointment of a Director for General Programs was approved.

General Principles of Haverford Education. No fine arts, science, non-curricular moves proposed by EPC. Should there have been a general discussion, or perhaps the appointment of a special body to consider? There was no response in the spring, so Professor Kosman is bringing up again on his own.

Adoption of year-long writing course was made dependent upon definition of the language requirement. Now that has been put off at least until January. Does that mean that we put off the writing course yet another year? No--that issue is independent. Many questions will be coming up at the November meeting.

Can we silently endorse presuppositions until we find something to object to through reading the revised report? One member, not present last spring, indicated disagreement with the whole course of the discussion. With that members's dissent only, the Faculty endorsed the CHE statements as a basis for further discussion.

6. Academic Council, Colin McKay

The Grievance procedure. Last spring it was felt that there were not enough safeguards, to balance faculty rights and the protection of the complainers. Professor McKay reviewed changes in the new procedure (Annex III) from the original proposals in the program presented last spring.

Discussion: Is it necessary always to use "he"? Qualify "discrimination": the document has too blanket a usage: there are many legitimate uses of the word discriminate: for example, to remove abuses. As worded, the procedures might be open to misuse and corruption. We may wish to discriminate on behalf of women. Reply: the usage does not define the College's view or state a policy or announce "we are against harrassment": it has in view the complainer's understanding of discrimination. Therefore, we should not discourage complaints by establishing too narrow a definition in advance.

The Clerk determined that at this time the Faculty had not reached a point in its deliberations at which action could be taken, and none was.

Adjourned, 6 P. M.

Richard Luman,  
Secretary to the Faculty

21 October  
Annex I

TO: Faculty FROM: EPC  
RE: Course proposals, Spring 1983 DATE: October 13, 1982

1. EPC recommends for permanent approval courses which are to be a part of the regular curriculum of the College for the foreseeable future and are to be staffed by regular members of the Faculty or their replacements.

The idea of a regular curriculum implies that each Department has a curricular policy to which proposals may be related. At present, General Programs lacks such a policy and the means to formulate one; on this and other grounds EPC recommends that a director be appointed.

2. Courses recommended for temporary approval:

General Programs 151b L3 The New Sensibility: Contemporary Fiction East and West. M. Gutwirth  
Works of fiction from the latter decades of the 20th century, from Narayan's India to Camus' France by way of Naipaul's Trinidad. Insight into moral and esthetic dilemmas, peculiar to the age, from exilic literature (Nabokov, Kundera), the futurism of Lem and the experimentalism of Borges, Sarrate and Doctorow.  
No prerequisites.

General Programs 152b V1 L2 Small-town and Country Life.  
B. Cook  
Selected 19th and 20th century English, Scotch, American, French and Russian fiction portraying the mentality, temperament and language of town and country folk. Turgenev, Austen, Flaubert, Stevenson, Hawthorne, Hardy, Faulkner, Chekhov and Trollope.

NOTE: EPC feels that these are topics courses in a regular comparative literature component of General Programs. New reading lists without change of curricular function should in future be approved simply by the chairman of General Programs.

General Programs (Sociology) 105b S2 L1 Oedipus Complex.  
W. MacGaffey  
Gender and generation as constituents of personality and social experience cross-culturally. Sociological, structuralist and psychoanalytic approaches. Sophocles, Talcot Parsons, Freud and Levi-Strauss.  
No prerequisites.

General Programs 202b H1 L3 Major Works of Narrative Film.  
J. Ashmead.

Film language and theory. The director as author. Film in relation to general culture. Comedy, western, political and science fiction types.

No prerequisites.

Political Science 238b H1 S2 Politics in the Caribbean Commonwealth. R. Prime

Political development of former British colonies in the Caribbean, and the struggle of these small island states to survive the process of decolonization. The attempted West Indian Federation and regional economic grouping (Caricom), the political trend to the left, and U.S. policy in the region.

Prerequisite: one course in comparative or international politics, or consent of the instructor.

Psychology 235b S2 A1 Computer Models of Psychological Processes. T.J. Lacki. (two years)

The nature of models, artificial intelligence, and the computer as a metaphor for psychological processes. Students construct and evaluate computer models of subjects broadly chosen in psychology and related social sciences. Optional lab for departmental majors.

Prerequisites: Psy.111a and GP104a or b, or consent of the instructor.

English 273b L2 H1 British Literature of the Twentieth Century. E.C. Rose (two years)

Fiction, poetry and drama related to the social, political and esthetic

movements which characterize the twentieth century.

No prerequisites.

German 205b. H1 L2. Tradition and revolution: German Literature and Society, 1830-50. A. Bohm. (Alternate years). Historical and social context of German literature from the death of Goethe to the 1848 revolutions. All work done in German.

Prerequisite: German 201 or consent of the instructor.

3. Courses recommended for permanent approval.

Astronomy 332b N2 A1 Extragalactic Astrophysics.

E. Chaisson. (alternate years)

Selected astrophysical topics for juniors and seniors: remote galaxies, radio sources, quasars, intergalactic space.

Prerequisites: Astro.105a and Physics 112b, Math 214b or Astro.211a, or consent of the instructor.

General Programs (Physics) 109b N3 Quantum Physics and Strange Phenomena. J. Gollub. (alternate years)

A portrait of contemporary physics emphasizing some of its more bizarre features that challenge our conceptions about the nature of reality and science: the graininess of the microscopic world (quantum phenomena), new conceptions of space and time (relativity), and the search for the elementary constituents of matter (particle physics). The last few weeks will be devoted to some strange states of matter (superfluids, artificial memories, neutron stars) that can be understood as arising from the quantum microphysics, even though they occur on a macroscopic scale.

Readings will include the non-technical works of Bohr, Heisenberg, and Einstein; Kevles', The Physicists; Zukav, The Dancing Wu Li Masters; Feynman, The Character of Physical Law; and Mendelsschn, The Quest for Absolute Zero.

No prerequisite. Not for physics majors.

Economics 228b V1 S2 Economics of United States Third World Peoples. V. Dixon

Theories, research methodologies and policies developed to cope with the special economic problems of Third World peoples in the United States; interdisciplinary models involving alternative world view perspectives and characteristics; comparisons and evaluations of Third World and mainstream American approaches; potential for syntheses.

Prerequisites: Economics 112a or b or consent of the instructor.

NOTE: This course replaces GP370b "New perspectives in the Third World," substituting more economics for some of the cultural material in the former course.

English 278b V1 L2 Contemporary Women Writers. E. Hansen  
Fiction, poetry and nonfictional prose by contemporary British and American women writers. Recent discussions of women's language and feminist literary criticism.

No prerequisites.

General Programs 165b. S1 L2 Italian politics, culture and society. P. McCarthy.

Italian culture and politics as expressions of Italian society. Major political issues, recent elections, social trends.

Silone, Pasolini, Sciascia and other writers.

No prerequisites.

Political Science 260b. V1 S2. American Foreign Policy in Africa. H. Glickman

African development as context and concern for contemporary American foreign policy. U.S. involvement in Zaire, Zimbabwe, Angola. Student conferences and individual research papers addressing such issues as trade and aid policies; military assistance and strategies; and the machinery of American foreign policy decision-making, especially in relation to Southern Africa, the Horn, and the trans-Sahara.

Prerequisites: 1 course in international relations or comparative politics.

English 254b. H1, L2. Victorian Literature. A survey of the literature of the Victorian period, including poetry, the novel, and non-fictional prose.

No prerequisites.

21 October

Annex ~~I~~ II

October 14, 1982

To: All Faculty  
From: Academic Council  
Re: Procedures For Cases of Sexual and Racial Harassment and  
Discrimination

Introduction: The procedures which we present below for handling sexually or racially rooted grievances which an Equal Opportunity Officer has failed to resolve should be seen in the context of the procedures accepted last Spring for handling academic grievances. These provided channels through which an administrator could bring serious academic charges against a faculty member, and through which faculty members could resolve differences with administrators over the seriousness of administrative sanctions brought against them. They both recognized the faculty's responsibility to discipline itself, and provided formal protection against denial or abuse of a faculty member's various rights.

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For Approval:

PROCEDURES FOR CASES OF SEXUAL AND RACIAL  
HARASSMENT AND DISCRIMINATION

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arise. The pool will include five members of the faculty, five students, three members of the Staff Association, and two members of the administration. Two of the faculty representatives are to be elected by the faculty to two year terms, which will be staggered, and three are to be appointed by Academic Council.

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The proceedings of the panel will be private, and lawyers will not be present. It is expected that both parties will have the right to hear all testimony and will be able to respond to testimony in the presence of those giving it; the panel will be expected to question witnesses in the light of such response. When, however, a witness or either of the parties is unwilling or judged by the panel to be unable to present statements in the presence of others, the panel may decide that the interests of justice require admission of their statements in private. In such cases, the panel will disclose the statements to both parties, identify their authors, and provide for other means of response and questioning.

A summary of the case and the recommendations of the panel will be made in writing to the President, excepting a recommendation for major penalties, such as removal of tenure, termination of a regular appointment to the faculty, or suspension of a faculty member from service for a stated period. In such cases the recommendation must be made in writing to the elected members of the Academic Council who will perform the tasks described in section 5(c) of the AAUP guidelines for dismissal procedures. In either situation, copies of the report will be given to both parties.

The case is taken to the President or to Academic Council by the panel acting for the institution and not by the complainant. The chair of the panel should represent the institution if a hearing is necessary. The President, in accordance with AAUP procedures, may order the temporary suspension of the faculty member until the hearing is concluded only if immediate harm to the faculty member or others would otherwise be threatened.

For Information:

##### 5. Dismissal Procedures

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Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

(b) Dismissal of a faculty member with continuous tenure, or with a special or probationary appointment before the end of the

specified term will be preceded by: (1) discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement; (2) in academic cases informal inquiry by the alternate members of Academic Council, which may, failing to effect an adjustment, determine whether in its opinion dismissal procedures should be undertaken, without its opinion being binding on the President; in cases of sexual and racial harassment or discrimination inquiry by the panel described in "Procedures for Cases of Sexual and Racial Harassment and Discrimination" which may recommend that dismissal procedures should be undertaken without its opinion being binding on the President; (3) in academic cases a statement of charges, framed with reasonable particularity by the Provost acting for the College; in cases of sexual and racial harassment a statement of charges drawn up by the inquiry panel and brought forward by the chair of that panel acting for the institution.

(c) A dismissal, as defined in (a) above will be preceded by a statement of reasons, and the individual concerned will have the right to be heard initially by the elected members of Academic Council acting as a hearing committee. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of two challenges without stated cause. Challenges made against members of this hearing committee beyond the two free challenges each side receives will be evaluated by the remaining members of the committee. When members are excused from the hearing committee they will be replaced by a random selection from a pool consisting of faculty members from the same division who had served on Academic Council or were alternates to Academic Council during the seven years preceding the date of the hearing. In order to guarantee that the hearing committee will never be erased completely by challenges, challenges should be resolved one at a time, and replacements made as necessary.

(1) Pending a final decision by the hearing committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to himself/herself or others is threatened by his/her continuance. Before suspending a faculty member, pending an ultimate determination of his/her status through the institution's hearing procedures, the administration will consult with Academic Council concerning the propriety, the length, and the other conditions of the suspension. A suspension which is intended to be final is a dismissal, and will be treated as such. Salary will continue during the period of suspension.

(2) The hearing committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

(3) Service of notice of hearing with specific charges in writing will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him/her or asserts that the charges do not support a finding of adequate cause, the hearing committee will evaluate all available evidence and rest its recommendation upon the evidence in the record.

(4) The committee, in consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private.

(5) During the proceedings the faculty member will be permitted to have an academic advisor and counsel of his/her own choice.

(6) At the request of either party or the hearing committee, a representative of a responsible educational association shall be permitted to attend the proceedings as an observer.

(7) A verbatim record of the hearing or hearings will be taken and a typewritten copy will be made available to the faculty member without cost, at the faculty member's request.

(8) The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence in the record considered as a whole.

(9) The hearing committee will grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.

(10) The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the hearing committee in securing witnesses and making available documentary and other evidence.

(11) The faculty member and the representative of the College will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and if possible provide for interrogatories.

(12) In the hearing of charges of incompetence, the testimony shall include that of qualified faculty members from this or other institutions of higher education.

(13) The hearing committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

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far as possible until the proceedings have been completed, including consideration by the governing board of the institution. The President and the faculty member will be notified of the decision in writing and will be given a copy of the record of the hearing.

(16) If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, he will state his reasons for doing so, in writing, to the hearing committee and to the faculty member, and provide an opportunity for response before transmitting the case to the governing board. If the hearing committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

#### 6. Action by the Governing Board.

If dismissal or other severe sanction is recommended, the President will, on request of the faculty member, transmit to the governing board the record of the case. The governing board's review will be based on the record of the committee hearing, and it will provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. The decision of the hearing committee will either be sustained or the proceeding returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The governing board will make a final decision only after study of the committee's reconsideration.

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(a) If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in Regulation 5 shall govern such a proceeding.

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PROVOST'S OFFICE

OCT 19 1982      October 14, 1982

To: All Faculty  
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Re: Procedures For Cases of Sexual and Racial Harassment and Discrimination

HAVERFORD COLLEGE

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To: Faculty From: Aryeh Kosman

Re: Committee on a Haverford Education Date: Oct 15, 1982

PROVOST'S OFFICE

1. Your E.P.C. at Work in War and Peace

OCT 13 1982  
The Educational Policy Committee will be dealing with these matters arising from recommendations of CHE which the Faculty has approved:

- Haverford College
- a) A review of the dimension point system, and a reassignment of dimension points.
  - b) The structuring and staffing, in conjunction with the English Department, of a one year Freshman course in writing and associated rhetorical skills.
  - c) A determination of the appropriate nature and level of proficiency tests for the new Foreign Language requirement, and the details of the restructured language program.
  - d) The development of a plan to insure that students gain understanding and proficiency in computer studies.
  - e) In conjunction with the Committee on Diversity, plans for insuring that the curriculum include material reflecting non-western culture and the experience and culture of American minorities and of women, including the recommended reviews and visiting appointments.

The faculty will be receiving recommendations from EPC concerning these matters.

2. Faculty Action

These matters still need to be considered by the Faculty for action:

- a) Approval of the recommendation of May 12 concerning General Programs: CHE feels that a member of the faculty should be responsible for overseeing and coordinating the group of courses called General Programs, and recommends that the Provost appoint a member of the faculty as Director of General Programs. The Director, like the chair of a department, will report yearly to the Provost and to EPC.
- b) General goal and purposes: CHE asks the faculty to endorse the general statement of goals and purposes of education at Haverford included in its report, as guidelines for further discussions of educational policy and as a source from which a more concise statement of purpose may be written.
- c) Final approval: CHE assumes provisional approval of the several parts of the document which elicited no discussion or correspondence. A revised version of the committee's report is available at the library reserve desk, in the Provost's office, and in the secretaries' offices in Hall Building and Stokes, and final approval of this report is asked for by the November faculty meeting.

Bob  
F.Y.I  
5

To Members of the Faculty:

Agenda for the Faculty Meeting of Thursday, October 21, 1982, at 4:15 P.M., in the Common Room:

Student Planning → Sunday 7:30

John Spielman presiding.

A. Minutes of the Faculty Meeting of September 2, 1982.

B. Report of the President.

C. Report of the Provost.

D. Announcements and Reports:

Faculty Handbook - should be out as soon as <sup>as</sup> <sup>is</sup> <sup>possible</sup>  
Faculty Research Fund - deadline Oct 15 (22)  
Newsletter - once per month - welcome comments  
Faculty Research Talk - theme Nov 9

Faculty Res. Talk Nov 4  
Sinda Duttler Kim PAB

Fac Res. Fund - deadline Oct 15, will still accept until Oct 22

Faculty Handbook - out shortly  
most of xxvix have delivered  
send corrections to Office of Provost

Newsletter - welcome comments of general faculty interest

Note: Leaves & Fac. Development  
deadlines for 1983-84  
Dec 1.

1. Educational Policy Committee. (Faculty Action Necessary. See Memo dated October 13, 1982.)

Wyatt MacGaffey

Committee on a Haverford Education (Faculty Action Necessary. See Memo dated October 15, 1982.)

Aryeh Kosman

3. Academic Council. Procedures for Cases of Sexual and Racial Harassment and Discrimination. (Faculty Action Necessary. See Memo dated October 14, 1982.)

Colin MacKay

4. Honor Code

Bruce Partridge, Dean

Regular Faculty at meeting

42

<u>on leave</u>	<del>leaving</del>
Sony	Sony
Ruff	McCall
Kanter	Richard
Mihelich	Greene
Belavski	Williams, J.
Thuman	Williams, W.
Hobart	Cain
Bush	Dayton
Styan	Belen
Naro	Drayton
Davis	
Jones	

Robert Gavin  
October 19, 1982

THE FACULTY OF THE COLLEGE

Regular Meeting  
John Spielman, Clerk

PROVOST'S OFFICE

18 November 1982  
4:22 P. M.

DEC 10 1982

Moment of silence.

Minutes of the Meeting of 21 October The Minutes were approved as distributed with the following addendum announced by the Chairman of EPC: the patriation proposal he had announced last meeting is no longer under consideration by the Bryn Mawr College Curriculum Committee (see item 4d, p. 3).

1. Report of the President

The President reported that Bill Ambler, Admissions Director, who has been in hospital as the result of a heart seizure, is making excellent progress. Today he will be out of intensive care, but he will be in hospital and in bed for a few more weeks. He announced that Mr. Ambler is very grateful for many cards and expressions of good will but is too tired to see many visitors as yet. The Faculty was pleased with this encouraging news.

The President announced that arrangements had been made to fill in for Mr. Ambler until he is able to resume his duties: various shifts in the Administration will ensure the completion of the prospective student interview schedule, and Terry Ward, who was formerly a member of the Admissions staff, has agreed to return temporarily to help out.

(Professor & Dean Bruce Partridge announced the presence of a card which those who wished to send greetings to Mr. Ambler may sign.)

The President announced the reception of several gifts for the renovation of the Old Gym and <sup>for</sup> the addition of a second floor to the Locker Room, the latter to incorporate a women's locker room and several squash courts.

2. Report of the Provost

The Provost announced his appointment of Professor Linda Gerstein as the new chairman of General Programs.

The Provost announced that updated Faculty Family Lists (including names of spouses and children) will be available during the week of 1 December. Those desiring a copy may either pick up one at the Provost's Office or phone Judy Young for one.

The Provost reminded the Faculty of the following deadlines: applications for monies from the Mellon Fund for the Eighties or the Whitehead Faculty Development Fund, must be turned in by 1 December. Those desiring leaves for 1983-1984 should also inform the Provost by 1 December.

The Provost called the Faculty's attention to the next Faculty Research Talk, scheduled for 9 December, to be presented by Professor Dale Husemoller, and to be entitled "Elliptic Twist." This is the first such talk ever presented by a member of the Mathematics Department.

3. Hortense Spillers

Ms. Spillers announced that the letter which she had sent to Faculty

concerning the responsiveness of the curriculum to the needs of women had been delayed in distribution; and that her committee would be happy to receive responses up to 6 December.

#### 4. Faculty Representative to the Board, Aryeh Kosman

Professor Kosman sought to describe the "mood" of the last meeting of the Board, as "optimism about the College's financial, spiritual, and educational health." He announced John Whitehead's retirement as Chairman of the Board, including a suggestion that "Given present optimism, could not the Administration and the Faculty come up with more imaginative proposals to use the money available?"

Professor Kosman proposed the following Minute:

On the occasion of his having completed ten years as chairman of the Haverford Board of Managers, during which time the College has been strengthened and has prospered in many ways as a result of his intelligent, committed, and generous leadership, the Faculty of Haverford College records its deep appreciation and gratitude to John Whitehead, '43.

ACTION: Hearty approval of the proposed Minute.

#### 5. Committee on a Haverford Education, Aryeh Kosman

Professor Kosman made three remarks on the text of the revised Report which his Committee has now made available to the Faculty in various and sundry places about campus:

- (a) Has the proposal for writing-intensive courses been dropped?  
 Answer: Yes, because there seemed to be no support for it. Proposals were presented to EPG, which replied that they were inopportune, because of the very large questions unresolved concerning the proposed "writing center."

One member suggested that, though it is not to be listed as a graduation requirement, it could be advertised as an option, that a student, with consent of the concerned faculty member, might make any course a writing-intensive course. The Clerk thought that at least some of these concerns would be handled by the two-semester writing course. Other possibilities included double-credit or half-credit courses directed to writing, both of which options, though not usual, are available now.

- (b) Some critics have urged that the Report has failed to establish priorities among the various recommendations. It was pointed out that the Faculty's action last spring in fact did establish such priorities.
- (c) Other critics urged that the document was too hermeneutical. One member questioned whether it was primarily "puffery" or "specific guidance" for committees seeking to implement the recommendations. Another member suggested that "puffery" was both customary and usually harmless but its specific content could be important because of the agenda which it outlined: e.g., whether we said that we are trying to produce technicians for a technical world, or something else.

The Chairman of the Committee said that was exactly the purpose of the statement of general principles, and recalled previous such statements which had in fact guided the College's policy for long periods.

A long discussion followed concerning whether there were to be (1) general principles enunciated; and (2) policy recommendations made of specific paths to follow; and (3) detailed guidelines for implementation of (1) and (2). It was argued that (1) had already been approved; that a number of "general-specific" proposals had been approved (e.g., the two-semester writing vourse); and that detailed implementation should be left to appropriate continuing committees, such as EPC. If then these latter should find some element of (1) or (2) in fact unrealizable, the issue could be resubmitted to the Faculty in a report of that committee.

**ACTION:** The Faculty receives with approval the report of CHE, noting those recommendations already approved, registers its approval of the general principles stated in it, and looks forward to further reports and recommendations from appropriate committees, departments, and agencies concerning the feasibility and implementation of the specific recommendations made in that report.

The Faculty approved the Minute so worded. Professor Mark Could asked that he be listed as dissociating himself from that approval.

6. The Honor Code, Matt Bernstein from Students Association and Dean Fartridge.

No action was taken at this meeting. The Secretary will simply record various comments as an indication of the discussion.

The Dean announced that information concerning the code was available in his office. He called the Faculty's attention to the brochure of trial abstracts which had been sent around. He asked the Faculty to read that brochure, review its own experience, and communicate any comments to the committee established by the President, chaired by Colin McKay.

Colin McKay stated his appreciation for the labor involved in the preparation of the abstracts. His committee is just beginning its work, and invites conversation. If any letters are sent to Colin McKay, it was suggested, sending a copy to the Honor Council would help them in their discussion. A recent letter from Roger Lane was cited as an example.

**Remarks:** Reading the brochure was like reading a California novel: the trial committees resemble an encounter group more closely than they do a jury. It is difficult to discern any difference between the accused and the judges, or, for example, the cheater and the non-cheater.

The social honor code seems primarily negative in its functioning: it is a device for avoiding all standards whatever, for keeping judgment at bay. The emphasis seems on honor rather than code.

Can we ask of a code standards which we as a Faculty do not agree on?

So many of the trial justifications seemed to turn on excuses for the accused, such as "He was under great pressure, she had problems

of this or that kind." How is this different from the students who do not stand in the dock? Why should such reasons—"emotional-state excuses", one member described them--be accepted as exonerations? Others said these ought not to be considered as adversarial procedures. Another member pointed out that it had been a long time since accounts of trial actions had been presented: history and precedent had been lost. Others argued that the presence of the accused during the decision-making made the process difficult.

Students may not know faculty standards: faculty should be sure to inform students of their expectations.

One member suggested that problems may arise from those who were reared in situations strange to these ways of doing business. It was replied that the objections being made were to a way of procedure which was quintessentially upper middle-class, that is, the most traditional part of the student body: so it should not be tied to "diversity".

Is the code to be a set of rules and regulations or a set of principles?

Another member observed that Customs Week was the "greatest travesty the world ever perpetrated". Incoming students see it as a "party-time." In this member's observation, neither academic nor honor-principles received serious discussion or were evidenced in the events.

Another emphasized that the Faculty had never ceded its authority over grades and academic procedures. Some of these trial accounts seem to presuppose the opposite.

There is great confusion among students as to what the code is, what modifications Plenary sessions have made,

There was discussion as to the proper way in which modification might be achieved: how the Faculty might influence constructive change, what moderate and more drastic measures might be.

Adjourned, 6 P. M.

Richard Luman,  
Secretary to the Faculty

Regular Meeting  
John Spielman, Clerk

16 December 1982<sup>1</sup>  
4:17 P. M.

Moment of silence.

Minutes of the Meeting of 18 November. The Secretary apologizes for misspelling Colin MacKay's name and is delighted to give him once again an "a".

The Minutes were approved as circulated.

1. Report of the President

The President reported that the question of taxes and faculty housing has not been resolved. He is in consultation with AAC on this matter. In reference to retirement age: the President is lobbying in Washington, seeking to have that age set at 70. He is again consulting with AAC as well as with AAUP.

He announced that there would be two Visiting Committees this year: in Career Planning and in Buildings and Grounds. Anyone who would care to meet with either of these Committees should discuss it with Vice President David Potter.

The President announced a series of substantial gifts. Miriam Koshland, a professor at Berkeley and a new member of the Board, has contributed \$250,000 to research in Chemistry and Biology. Two other members of the Board, Drew Lewis and Bob Collins, have contributed \$100,000 each. This brings the total Board contribution to the present campaign to \$6,000,000. A gift of \$1,000,000 has been received from a member of the Class of 1944. This last gift is evidence of the success of the newly established program in deferred giving, for it is a sum to come to the College at a later time, after the expiration of a life-estate.

The College is contemplating the issuance of \$6,000,000 in tax-free bonds, so that some of the money pledged in the campaign may be spent in the near future. The President is consulting with AAC about this possibility.

The President called attention to the announced Christmas party, scheduled for Friday, 18 December, 4-8, urging all to come, and wishing everyone a joyous Season.

2. Report of the Provost

The Provost reported that he was gratified that so many people had requested support for next year--"next year seems to be a popular year to be away on leave"--but the very number makes assignment of funds difficult, for the funds are limited. He said that he hoped to get letters out to people conveying his decisions early in January.

3. Julie Summerfield, speaking for the Bookstore.

Our new bookstore manager announced a monster bookstore bash for the afternoon of the 23rd of December, from 1-4. Drinks, cookies, and 10% discounts were promised.

4. Educational Policy Committee, Wyatt MacGaffey (Annex I)

- a. Areas of Concentration. This proposal is an enabling device to help people who want to do something and wish to incorporate that something into the curriculum. In other words, to make it easier to achieve certain purposes. There is no intent to instruct people to do anything.

Paragraph 4: "other colleges". Does that mean Bryn Mawr? What will be the status of Bryn Mawr, and more remotely, Swarthmore and Penn, in the construction of "Areas"? It is intended that they should be Haverford projects, with appropriate supplements; but no off-campus requirements. It would be

1. The 212th natalversary of Ludwig van Beethoven.

possible to put together areas of concentration with no Haverford courses at all, but the Committee thinks that hardly desirable.

What about Departments with special relations with counterpart Departments elsewhere? EPC will take each case on its merits. It is felt not wise to have the core of the program elsewhere, no matter what the relationships.

What about an English major with a pre-medical concentration? Such a person could not take a science "area of concentration", yet it would seem to be appropriate. It is clear why the "areas" should be anchored in certain Departments, but why should the students be so anchored? The Committee Chairman called questioners' attention to p. 2, penultimate paragraph, of the Committee's proposal.

Concentrations should not be too "loose": not any cluster of courses a student may get together should function in this special way. At the other end, it is not to be thought of as a minor: there are to be no Chemistry majors with minors in Peace Studies, or English majors with minors in Computer Studies. The "areas" are to enrich work in which the student is already initiated. Others can of course take the courses if they wish. Of course, other games could be designed with other rules: this is the game the Committee has designed for what seemed sound reasons.

Others pointed out that, for example, a number of Humanities Departments might wish to join together with Computer Studies to organize an Area in Computer Studies serving the concerns of Humanities scholars. It was added that such a program has already, in fact, appeared at other institutions where it is sometimes called "Information Sciences", generally including such Departments as Philosophy and English. Why should not Areas of Concentration (hereinafter ACs) be considered minors? Because a minor is a less exhaustive or more modest version of a major; this structure is by design and exclusively interdisciplinary. Could not Departments boost their marginal courses by designating them for ACs? No, for there will be a supervisory mechanism which will review such assignments. Will they not simply be extensions of a major? No: they are interdisciplinary; most courses will not be in the major, although two such courses will anchor the AC. Why is the AC defined as six courses? That is to establish scale--sometimes deviations might be considered.

Supervising committees would proliferate. Would this not swamp faculty members of affected Departments? Some device to unify and integrate ACs in each Department should be developed. The reply: the Committee has drawn up a blueprint or abstract. ACs will form themselves in specific situation as those situations require.

ACTION: approval.

- b. Freshman Writing course. It was asked: what will appear in the catalogue as description of this work? Reply: the first paragraph of the description (Annex I) will be approximately what would appear.

Further enquiry into staffing. How many sections? How many would the English Department handle? Leaves must influence such calculations. All things considered, there are likely to be 15 sections, 8 drawn from the English Department's schedule, and 7 from other sources; 3 from Departments other than English and 4 taught by temporary personnel.

Will there be any mechanism for recruiting from non-English faculty?

One of the rocks on which the ship of the Freshman Seminars foundered was precisely that problem. The Provost replied that if the Faculty committed itself to this program, he would see to it that it was staffed; that it would "be placed in high priority for making staff decisions." Implications for course loads, Departmental curricula, and appointments would be integrated with such decisions. Of necessity, the weight for such assignments will usually fall on Departments in the Humanities.

Why will the sections have 15 students rather than 12? "15 buys what 12 used to buy."

ACTION: approval.

- c. Foreign Language requirement. (Also see Annex I). One hope is that this program will achieve some standardization in the instruction in languages at the elementary level.

Why should examination be placed at beginning of year? It can be used as a placement test; it is intended to determine which students are competent in a foreign tongue, not who used to be competent; comparatively, we have a small population to be examined.

This program must be a collective undertaking. Other Departments must actively expect language performance. What about reading courses using materials in foreign languages? CHE recommended them, and students polled wanted them.

ACTION: approval.

- d. An appendix on grading practice, with some suggestions for defining grades. Averages indicate that although grade inflation is slightly less evident than it was five years ago, far too many grades are concentrated at the top of the scale. Only the grades listed for the Russian Department seem to approximate to the classic bell-shaped curve, but those grades include only Haverford students in that Department. On the other hand, 70% of grades in Spanish fall in either the 4.0 or 3.7 category. Conclusion: it is easier to get good grades in some Departments than in others (for whatever reasons); and the concentration of grades in a small number of options on the scale does not allow adequate discrimination to be made.

The Faculty, full of exuberance at the approaching vacation, debating on familiar, even traditional, ground, entered with gusto on the discussion. Sample remarks follow.

How can one convince students that their interests are best served by downward revision of grading scale? They are under pressure--and the Faculty is under pressure--from outside: Law and Medical school admissions; graduate programs. Still, that does not explain all upward motion. Student expectations are also a considerable pressure. Students seem to expect higher grades for less work. Stories were told of students troubled, offended or agitated by a 2.7 grade, which is perceived to be almost a failing grade by many. But how can a C be an average grade if only 10% of students receive it? Why should students believe it to be a good grade?

Some suggested that EPC review the grading system and suggest alternatives: great enthusiasm was perceived on behalf of change. Something had to be

done so that the system could take account of changed behavior and expectations of students and faculty. Perhaps one should adopt a letter scale (A-F) or return to a percentage scale. It was pointed out that our present scale was nearly universal in reporting systems and graduate admissions systems; that Haverford had adopted this system in concert with Bryn Mawr, which had changed its system to accommodate the new way; and that the problem was not in the symbols used anyway. One Draconian grader--he confessed, he did not deny, the appellation--asked: how will redefining the grading system--a sleight of hand at best--introduce backbone into the Faculty?

Others suggested that perhaps EPC should establish a scale and every departure from that scale be required to be explained to the Provost; just as a faculty member who met but 1/3 of his classes during a semester might be deemed (without explanation) to be derelict in his duty, so one departing dramatically from the established scale might be asked to justify that. Objections were raised to the intolerable administrative problems that would present! Perhaps EPC could at least define an "average" grade? Others noted that scales have been changed repeatedly, and the effect seemed to be only cosmetic. No system can reflect fine nuances. In any case, there is nothing intrinsically ennobling about a scale; it is the people who use it, both students and faculty, who make it a useful device for teaching and discrimination.

Attention was called to the interpretations offered in the committee's document; it was suggested that the Faculty consider them as possible guides.

No resolution was reached, but a good time was had by all. One thing was clearly expressed: the Faculty is impatient with its own performance and would like means, mechanism, or aid in consciousness-raising and behavior-modification.

Adjourned, 6 P. M.

Respectfully submitted,

Richard Luman,  
Secretary to the Faculty.

Bob's Copy Fax meeting

TO: Faculty FROM: EPC

RE: War and Peace PROVOST'S OFFICE DATE: Dec. 8, 1982

Feast of Immaculate Conception  
of Red Harbor +1

DEC 13 1982

The following proposals provide ways to implement some of the recommendations of the CHE report. They are followed by information and recommendations about grades and grading, for advice only.

3

A. CONCENTRATIONS

The Committee proposes the following model as a way to institutionalise in the curriculum a number of interdisciplinary interests which are accepted, or may be accepted, as deserving special attention and support. They include African-American Studies, American Studies, Comparative Literature, Comparative Literature and Philosophy, Computer Science, Legal Studies, Peace Studies, and Women's Studies. Each of these Concentrations, if and when it is proposed to EPC by faculty sponsors, will be separately submitted to the Faculty for approval.

The Proposal

1. A Concentration is devised and administered by an informal committee of the Faculty, under the supervision of EPC. Committee members, drawn from at least two Departments of the College, are expected to develop interest in their area of concentration by making curricular suggestions to EPC and to appropriate Departments, bringing visitors and the like.
2. A chairman of each committee is named by the Provost to communicate with EPC, coordinate the interests of faculty and students, and to send to the Recorder at the end of the year the names of seniors who have met the requirements of the Concentration, to be noted on the transcript.
3. To merit a notice of Concentration, a student majors in any one of the two or more Departments with which the Concentration is linked, and passes 6 courses, as prescribed by the Committee. No less than two and no more than three of these courses also form part of his major.
4. The Committee declares which courses are required and which are optional. It may prescribe an interdisciplinary seminar taught by one of its members, or by more than one in combination or in rotation. Courses at other colleges may be recognised as options, but not required. Not all courses related to the area of concentration need be recognised, although the student may choose to include unrecognised courses in her program. The schedule of recognised courses may change from year to year.
5. No requirement for a Concentration may supersede major requirements, distribution requirements, or any other prerequisites for the Haverford degree.

6. Since the purpose of Concentrations is to institutionalise interdisciplinary areas of accepted importance to the College and to integrate their distinctive concerns and perspectives with disciplinary programs, all courses forming elements of a Concentration are also regularly available to all students as offerings of the Departments or of General Programs, subject only to such prerequisites as EPC may approve, and, when first proposed, are submitted to EPC and the Faculty by Department chairmen in the ordinary way.
7. EPC recommends to the Faculty whether and when a proposed Concentration be established, reviews its value from time, and recommends its abolition should interest wane or resources fail.

### Comments

A Concentration is primarily an effort to make the most of what we already have. It does not preempt the ordinary policy process with respect to hiring or other investments, although it does underline college-wide interests to be considered in making such investments. Several such interests have already been identified in the reports of the Committee on the Haverford Education, the Committee on Diversity, and the Lily Foundation Project, which will not be re-argued here.

Courses forming part of a Concentration are ones that we already teach or might want to teach as part of a collective interest in the area in question. Not every course that might be pertinent need be included in the Concentration; on the contrary, it should be selective, the more so the better.

It is likely that the promoters of a Concentration will want to include a new interdisciplinary seminar as the keystone of a student's work in the area and as a collective forum. Such a course would normally appear in General Programs. Members of the Faculty normally expect and are expected to offer such courses from time to time. If they need released time or research funds to prepare a course of this kind they persuade the Provost to provide these resources in the interests of faculty development.

A Concentration is anchored in two or more majors on the assumption that an interdisciplinary topic is best treated from a disciplinary perspective rather than from no particular perspective, although the scale of a Concentration (the number of courses a student is likely to take) is not sufficient to develop the sort of skills associated with a disciplinary major. On the other hand, a student whose major is not related to the Concentration, as it is defined at Haverford, may take (as at present) any number of courses in the area consistent with major requirements and distribution requirements. A Concentration does not monopolise its area; it makes use of particular disciplines to develop selected topics with distinctive seriousness.

Besides channeling faculty and student efforts in certain specific directions, Concentrations should favor inter-disciplinary discussion in general--a goal of liberal education which students are often left, or even forced, to pursue by themselves, without the benefit of organised faculty participation and a specifically constituted forum.

## B. FRESHMAN WRITING

### The Proposal

Freshman are required to enroll in a one-year writing course, Eng. 001, which is also an introduction to literature at the college level and a broadening of personal horizons. As such it is a longstanding tradition at Haverford. Freshman Writing is a disciplinary rather than an interdisciplinary course and is directed by the English Department. Students may be exempted from the course if their English Achievement and Verbal Aptitude scores reach a certain level, to be determined by the Department. Alternatively, they may be exempted from the second semester if they show sufficient competence in writing during the first.

A maximum of 18 sections of Freshman Writing is required, at 15 students per section. In practice, exemptions reduce the number of sections. All regular members of the Department normally teach one section each, and provide both disciplinary focus and continuity of purpose. Additional instructors are drawn as necessary from other Departments or hired temporarily.

The corps of instructors selects the common syllabus of the course: books, lectures, exams. The contents help students to understand how writing records, interprets, and transforms human experience in a variety of cultural contexts and provide them with the foundation of a common experience at Haverford. The small number of students in each section and the common experience have both been endorsed by the Faculty as important features of the freshman year.

### Comments

1. 270 freshmen at 15 per section yields 18 sections, but we can anticipate that 45 will be exempted, leaving (on the average) 15 sections per semester.
2. The Department at full strength has 8 regular members, each of whom normally teaches one section (two semesters) of Eng. 001 annually. The remaining sections are taught by members of other departments or by temporary appointments.
3. EPC's assumption must be that regular faculty normally teach six courses p.a. The Provost is always willing to adjust the teaching load of an instructor upwards or downwards to distribute burdens fairly. It may well be the case, given the demands of Eng. 001, heavy enrollments in other courses, committee assignments and the like, that regular members of the Department will not have to teach 6 courses p.a.

## C. INSTRUCTION IN FOREIGN LANGUAGES

### 1. Preamble

- a. These proposals contain elements of both carrot and stick. The College requires that students achieve a certain competence in a foreign lan-

guage. It is important that this requirement be uniformly imposed and measured but, whatever the standard, it can represent only a minimum. It is therefore equally important that language programs attract students beyond the level of what is required and provide rewarding opportunities to make use of acquired competence.

- b. The language Departments are asked by the College to provide instruction in language at elementary, intermediate, and advanced levels, including instruction to enable students to meet the College's language requirement should they not have been sufficiently instructed elsewhere. The learning and use of language, however, are always culturally embedded. The Faculty has not decided which uses or contexts of language are most important and does not specify what cultural contexts and associations of language are to be included in the content of language courses. Nor does it expect the use and learning of foreign languages to be restricted to courses in the language Departments; on the contrary, it has repeatedly urged that other Departments encourage or even require foreign language use in the cultural contexts appropriate to them.
- c. These proposals refer specifically to the language requirement, language testing and placement, and language instruction. They conform in these respects to the Report of the Committee to Visit the Departments of Modern Foreign Languages (June, 1980). They refer much less specifically, but with equal emphasis, to aspects of the language program in which competence, in the narrow sense, can be used and enjoyed as an instrument of social and intellectual enrichment. The proposals include these interrelated elements: testing and placement, curriculum and language lab, concentration in comparative literature (not elaborated here), study abroad.

## 2. Testing and Placement

- a. The College requires students to pass a test of language proficiency. A uniform measure, at least for French, German, and Spanish, is available in the form of the College Level Examination Program (CLEP) Subject Examination of the College Board. For other languages, other measures will have to be sought. CLEP exams and scoring permit us to compare our students with students at other colleges. The exams are scored at two levels, corresponding to one and two years of instruction.
- b. Although competence at the one-year level is minimal, a one-year requirement is in practice what Haverford students have been subject to in recent years. To adopt the one-year standard therefore entails the minimum of disruption while we change to another system of measurement. On the other hand, an increased requirement (two years) could reasonably be imposed only if the language program were more effective than it now is.
- c. The CLEP figure regarded at other institutions as equivalent to one year's instruction varies; Cornell uses 500, Harvard requires 560, Swarthmore will require 600 of the Class of 1987. These institutions

also waive the requirement in various circumstances admitting of more or less laxity.

- d. The College Board recommends a calibration run of the CLEP exam. Our trial run will occur on 21 January 1983; every effort should be made to encourage as large a turnout as possible. Students who meet or exceed the standard the College eventually sets will be deemed to have met the language requirement and will not be asked to take the exam again next September.
- e. Whatever the results, the Haverford requirement should be set, at first, in the range 500. It could and probably should be raised in the future. Experience may well show that other examinations, such as the College Board's Achievement Test, give comparable results. We may therefore decide to accept them in lieu of the CLEP exam administered at Haverford.
- f. The CLEP exam should be given in September every year, to entering and continuing students.
- g. Students who do not meet the requirement are eligible to enroll in Lang. 001, the introductory course in each Department. Those who do meet it are eligible to enroll in Lang. 101, second-year language, but are not eligible to take Lang. 001 *in the language in which they were examined.*

### 3. The Curriculum

- a. Lang. 001 teaches elementary language competence (listening comprehension, speaking, reading and writing). Students who complete it are expected to be able to pass the CLEP exam at the prescribed level. The course may also, at the discretion of the Department, associate this instruction with an introduction to cultural materials. It is graded in the ordinary way, independently of the student's eventual CLEP performance. The Pass/Fail option is not available.
- b. Lang. 101 continues 001 at the intermediate level, "second-year language."
- c. Normally Lang. 001 requires five class hours per week; Lang. 101, three hours. In addition, students are required to work for at least two hours in language lab. The lab, appropriately equipped with recordings and programmed drills, is supervised by a technician. (Outside funding can probably be obtained for the machinery.)
- d. Although there is no two-year requirement, a two-year proficiency standard should be set both as a target for Lang. 101 and as a criterion of placement in Lang. 201.
- e. Lang. 201+ are courses in which the study of literature, history, criticism, art, politics, and the like presumes but also improves language competence. The Report of the Visiting Committee recommends improvements at this level which we do not discuss here.

- f. The Language Departments should continue, as at present, to offer courses in literature and culture in translation. EPC has suggested that a Concentration on Comparative Literature, in which the use of at least one foreign language will be required, should be developed by the Language and English Departments.

4. Study Abroad

As an incentive and aid to language learning, Haverford students should participate in programs of study abroad. Some do already, but the financial arrangements, the choice of program, and the amount of credit have to be arranged individually. The College should enter into contractual arrangements with a number of existing programs, as Swarthmore has done, choosing ones that can be paid for within the limits of Haverford's tuition, including scholarship aid.

D. GRADES, again

The "meaning" of Haverford grades is found in the practice of the Haverford Faculty, which should use grades to discriminate informatively among degrees of excellence, and should do so as consistently as possible. Grade inflation, a nationwide phenomenon in the 1970's, defeats the intention to provide information. Since 1978, inflation has declined somewhat at Haverford--again, part of a nationwide trend which many schools are deliberately fostering. To encourage the trend, we publish herewith the grade distribution for 1981-82, by department.

The figures also show that good grades are much harder to get in some departments than in others. To favor the development of a common sense of what grades mean, we endorse, by way of advice to the Faculty, a form of words drawn up by Aryeh Kosman:

The Kosman formula:

<u>Grade</u>	<u>Work to which grade applies</u>
4.0	Work of EXCEPTIONAL quality, involving a deep and comprehensive understanding, or original research of the highest quality, or some brilliantly imaginative restructuring of an issue, etc.
3.7	Work of EXCELLENT quality, like the above, but perhaps not quite so exceptional, or marred in some minor way, but still importantly out of the ordinary.
3.3	Work that is VERY GOOD, does everything that is called for with some distinction, and shows a much better than average understanding or level of research or imagination etc.
3.0	Work that is GOOD, does most of what could be asked for in a more than just satisfactory way.

2.7 Work that is FAIRLY GOOD, is of a more than just satisfactory nature, but at the bottom of what is better than average.

---

2.3 Work that is SATISFACTORY, but no more than that, does on the whole what is asked for, but at a level that is only fair.

2.0 Work that is JUST FAIR, is all right but weak in conception, execution, etc.

1.7 Work that is POOR BUT HONEST.

---

1.3 Work that is ONLY PASSING, seriously confused, dumb, misguided, irrelevant, etc. but shows some effort.

1.0 Work that is BARELY PASSING, same as the above, but without the effort.

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0.7 Work that DOESN'T CUT IT.

WMacG:sja

GRADE DISTRIBUTION, BY DEPARTMENT, 1981-82

GRADES--PERCENT

DEPARTMENT	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
FINE ARTS %	16.8	37.5	29.9	11.6	1.7	.5	.5	.5	.25	.5	.25
ASTRONOMY %	11.1	18.9	24.2	17.0	7.8	7.2	7.2	1.3	1.3	1.9	1.9
BIOLOGY %	33.7	27.2	18.2	7.7	4.1	2.5	1.9	.9	1.2	1.6	.8
CHEMISTRY %	22.6	18.1	16.6	12.4	9.0	6.6	5.4	2.7	1.8	1.8	2.7
CLASSICS %	19.5	18.9	30.8	12.6	8.2	5.0	1.8	1.8	0	.6	.6
ECONOMICS %	14.4	23.8	18.3	23.6	8.3	5.5	3.9	.8	.9	.1	.3
ENGLISH %	10.9	22.9	30.3	22.4	6.5	3.6	2.2	.6	.1	0	.2
FRENCH %	10.2	17.6	22.2	24.1	8.3	6.5	2.3	4.6	2.3	.6	1.4
GENERAL PROG. %	16.0	17.1	19.7	16.6	11.1	7.4	4.4	3.0	.9	1.2	2.5
GERMAN %	15.8	25.3	18.8	10.0	12.9	6.5	2.3	7.3	.6	.6	4.6
HISTORY %	16.4	25.3	23.1	14.9	9.5	5.4	3.2	.8	.1	.4	.7
MATHEMATICS %	29.6	21.9	17.6	14.8	6.3	5.0	2.4	2.0	.2	0	0
MUSIC %	12.8	36.7	23.6	11.0	6.5	5.6	1.8	.6	.6	.3	.3
PHILOSOPHY %	11.7	23.3	28.7	21.2	9.8	3.2	.9	.3	.1	.4	0
PHYSICS %	21.0	24.3	27.7	18.2	6.5	3.2	1.4	.9	0	0	1.4
POLITICAL SCIENCE %	16.6	17.7	22.5	23.6	10.9	4.8	1.4	.9	0	.2	1.2

SOME SUMMARY STATISTICS

	Percentage of Grades in the Interval		
	0.7-1.7	2.0-2.7	3.7-4.0
FINE ARTS	1.5	2.7	54.3
ASTRONOMY	6.4	22.2	30.0
BIOLOGY	4.5	8.5	60.9
CHEMISTRY	9.0	21.0	40.7
CLASSICS	3.0	15.0	38.4
ECONOMICS	7.1	17.7	38.2
ENGLISH	.7	17.3	33.8
FRENCH	8.9	17.1	27.8
GEN. PROG.	7.6	22.9	33.1
GERMAN	8.1	21.7	41.1
HISTORY	2.0	18.1	41.7
MATHEMATICS	.4	13.7	51.5
MUSIC	1.8	13.9	49.5
PHIL.	.8	13.9	35.0
PHYSICS	2.3	11.1	45.3
POLITICAL SCI.	2.3	17.1	34.3
PSYCH.	7.3	38.7	24.2
RELIGION	4.8	14.3	41.3
RUSSIAN	12.4	21.7	12.4
SOC. & ANTHRO.	7.4	13.1	37.1
SPANISH	1.7	4.0	71.8

Departments with over 50% above or equal to 3.7:

FINE ARTS  
BIOLOGY  
MATHEMATICS  
SPANISH

Departments with less than 30% above or equal to 3.7:

ASTRONOMY  
FRENCH  
PSYCHOLOGY  
RUSSIAN

GRADE DISTRIBUTION, BY DEPARTMENT, 1981-82

GRADES--PERCENT

DEPARTMENT	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7
PSYCHOLOGY %	10.7	13.5	20.5	19.1	16.0	6.5	6.2	4.5	.8	1.0	1.0
RELIGION %	18.1	23.2	23.7	15.6	8.1	3.6	2.6	2.2	.8	.4	1.4
RUSSIAN %	3.1	9.3	31.2	21.8	9.3	6.2	6.2	0	0	9.3	3.1
SOC. & ANTHRO. %	13.4	23.7	26.1	20.9	7.5	3.8	1.8	.7	.2	.5	1.0
SPANISH %	42.4	29.4	17.0	5.2	2.2	.5	1.3	.3	0	1.1	.3

Regular Meeting  
John Spielman, Clerk

THE FACULTY OF THE COLLEGE  
PROVOST'S OFFICE

20 January 1983  
4:18 P.M.

Moment of silence.

FEB 14 1983

Minutes of the Meeting of 16 December 1982. The Minutes were approved as distributed.

1. Report of the President

The President announced that he had accepted, with great regret, the resignation of Professor Mira Mihelich. He expressed appreciation for her many contributions to the life of the College. Professor Mihelich was a member of the History Department.

He also announced that he had accepted the resignation of Professor Kenneth P. Baclawski, of the Mathematics Department; he has accepted a position in industry. The President has written him thanking him for his work.

The President informed the Faculty that Admissions looked very promising. Bill Ambler expects that, by the end of this month, applications will be up 10% from last year. Most colleges (with the exceptions of Brown, Wellesley, and perhaps Swarthmore) with which Haverford traditionally compares itself are experiencing declines, some as severe as 20%. With an anticipated 1700 applications, Haverford will therefore be going against not only the Tendenz, but also against the demographic facts on which the Tendenz is based. The President congratulated the Admissions staff. The pool (one could give only impressions as yet, since many more applications are expected) seems to differ this year in the following ways: (1) 50% of the applicants are women; and (2) the number of minority students applying is promising -- it may be as high as last year, the best year in the history of the College.

Gifts: \$12,500,000 of the \$20,000,000 campaign goal has been achieved. Between 1 July and 1 January, \$3,500,000 -- as much as usually has been received only in an entire year. Annual giving has already amounted to \$550,000, toward a goal of \$900,000.

A Planning Budget is being put together. AAC will be discussing it soon.

Faculty housing/taxation: The President had no positive news to report: it is unlikely that either a moratorium or an exception will be secured.

2. Report of the Provost

The Provost announced the second Sesquicentennial lecture: Senator Charles Mathias, speaking on "The Future of Politics in America", 27 January, Founders Great Hall.

He also announced Professor Valentin Mudimbe's Faculty Research Talk, 10 February, 8:30 PM.

He announced a group to advise on planning in computers: Jerry Gollub, Michael Weinstein, Steve Hensen, Ted Romer and Curtis Greene. He invited anyone interested in this area to speak to one of these people.

Faculty members having classes on Friday were urged to remind students of the CLEF language examination. There will be two settings, 1 PM and 3:30 PM. It will be given in Stokes 104 and Stokes 8. The examination takes 90 minutes. The date: 17 December.

Foreign study advising is now being done by John Cary, no longer by Dorothy Blanchard.

3. EPC -- Wyatt MacGaffey.

The Chairman thanked several people for their work in setting up the (above-mentioned) language exams.

He announced the deadline for new course proposals, 28 February.

He urged the Faculty to keep in mind the possibility of half-courses beginning and ending at mid-semester. One member asked about Bryn Mawr's attitude toward half-courses; this person remembered that they had not been encouraging in the past. The Chairman said he did not know but knew of no pronounced negative reaction. The Provost said that in his experience, which was recent only, there had been no difficulties.

Adjourned, 4:35 PM.

Respectfully submitted,

Richard Luman,  
Secretary to the Faculty.

SOME SUMMARY STATISTICS

	Percentage of Grades in the Interval		
	0.7-1.7	2.0-2.7	3.7-4.0
FINE ARTS	1.5	2.7	54.3
ASTRONOMY	6.4	22.2	30.0
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BIOLOGY  
MATHEMATICS  
SPANISH

Departments with less than 30% above or equal to 3.7:

ASTRONOMY  
FRENCH  
PSYCHOLOGY  
RUSSIAN

## THE FACULTY OF THE COLLEGE

Regular Meeting  
John Spielman, Clerk

PROVOST'S OFFICE

17 February 1983  
4:18 P.M.

MAR 15 1983

Moment of silence.

Minutes of the meeting of 20 January 1983. Some people suggested greater simplicity of style. Some typographical errors were pointed out (specifically, p. 2, CLEF should be CLEP). In all other respects the Minutes were approved as distributed.

I. Report of the President

The board has renewed the appointments of Israel Burshatin, Kathleen Wright and Elaine Hansen as Assistant Professors. Applications for admission are ahead of last year, although there are not so many as 1700 (as reported in the Minutes last month).

II. Report of the Provost

The Provost called the Faculty's attention to the third of the special Sesquicentennial lectures, to be presented by Ernest Boyer, President of the Carnegie Foundation, and a member of the Haverford College Board of Managers. The lecture will concern "The Future of Education in America".

He also announced the next Faculty Research Talk, By Professor of Astronomy Eric Chaisson, on 10 March at 8:30. "Exploring the Black Hole at the Milky Way's Heart" will be Professor Chaisson's topic.

Charlotte Cadbury has been ill. The Provost announced that she is now at home and is well enough to receive cards and calls.

III. Educational Policy Committee -- Wyatt MacGaffey

Professor MacGaffey corrected one significant error in the text of the document which the committee had distributed before the meeting (Annex I): p. 3, under the second occurrence of the rubric Comments, first paragraph, last line, get should be set.

1. Upper Class Advising Program: Report to Faculty. Professor MacGaffey referred the Faculty to the text of the report, briefly summarized it, and asked for questions or comments.

Have Customs-People become exclusively social advisers, now that the UCAs have arrived, and is that not unfortunate? Should not these positions be reunified, but in the person of an upper-class student?

Another member asked whether people who are being advised by UCAs had been polled before the report was prepared? There seemed to be no evidence of such consultation.

Why is the program being continued? The justification we are offered seems to be "there is no reason not to", which hardly seems sufficient. Any shy are the UCAs being paid? Are volunteers in fact always or usually unreliable, and are paid personnel invariably the reverse? Reply: neither" but pay also yields a measure of control and discipline.

Why, if "too many (faculty advisers) are disgracefully negligent" about "their advising responsibilities", do the deans continue to ask such persons to advise?

Is "lateness of time" suitable reason for implementing the program before reporting to the Faculty or without the Faculty's explicit permission? Is this a change in the division of responsibility between the Faculty and the Administration? The Clerk reminded the Faculty of the Minutes of 22 April 1982 (a continuation of 15 April 1982) and approved at the next meeting, p.3, concerning the degree to which this program is subject to Faculty approval.)

It is not clear that there is adequate communication between the Deans, who darkly mutter about bad advising, but give no specifics, and faculty, who are supposed to be doing it. Perhaps the Deans could identify problems which characterize "bad advising". The (1) notify the Faculty of general problems; and (2) work with specific people known to be bad or negligent advisers. UCAs may be good in themselves: but the Faculty should not correct its own failings by using students.

At some point we should say either (1) that we want this program (UCAs) or (2) That is a separate question from the passing of judgment concerning the adequacy of proposed student registration programs, as to whether they meet the goals of the college, and the needs of the students, etc. The latter is a Faculty monopoly and remains so under this program.

Some horrible examples of negligent advising were cited in response to requests: e.g., signing cards without reading them, directing students to leave cards with secretaries, and the like. No general statement of expectations has ever been issued by the Faculty. Perhaps the Faculty should remedy this by issuing such a statement

Have we started out to solve a problem without surveying or defining the extent of the problem? There is in the report and in general conversation no accurate information on how many students are well- or ill-advised by whom in what ways. This member heard only visceral reactions and impressions and urged EPC or the Deans to secure and supply such information.

One Dean discussed the efficacy of advising, pointing out that in fact even the best advising often has small scope for influencing the student's program. Many students change, in varying degrees, some regularly and radically, their programs in the first two weeks of the new semester. On the other hand, he estimated, 85% to 90% of students believed that they know what they want before they see their advisers (even some who in fact regularly revise their programs later). The latter fact is the way it should be. Advising in such a situation is largely a matter of locating and highlighting dangers in such programs and trying to counter them.

One faculty member asked for one precise index of good advice. Reply: students don't go to counsellors; students feel good or confident after being advised; students get into law or medical schools. Such might be considered indices of the kind requested.

A Dean described the preparation of the UCAs. They are given some psychological training as well as information on the academic program. This stems from the "Barkley incident". Payment is a matter of equity, not control. UCAs give up summer earnings, invest up to 150 hours. In addition, "the campus is hurting for opportunities for student employment."

The Dean of the College assured the Faculty that he would in fact meet with advisees to secure some measured response to the program.

Another index suggested: consumer satisfaction.

Another member complained that the bulk of students appear to consult their advisers on the last two days before registration; indeed, many in the last afternoon or last hour. How can advising be helpful when time presses so harshly?

UCAs do not receive confidential material (transcripts, SAT scores, mid-term warnings). Some faculty thought that good, citing the need for privacy, and suggesting that advising may in fact be better without notions preconceived on the basis of such information. Some said that UCAs did not wish to have the information. Others argued that they should be given such data as a matter of course. Conclusion: best leave the decision to the individual faculty adviser and UCA.

Another faculty member urged that we should not smother the students with protection: people have to be free to fall.

#### Sense of the Meeting

The Clerk summed up the Faculty's judgment by saying that the Faculty recognized the constraints of time and information on the character of the EPC report. Most faculty members seemed willing to let the program go forward for one more year, but most would wish to receive adequate information in good time next year, and to be able to approve or disapprove of the program next fall.

2. No Numerical Grade. There was much confusion as to exactly what was proposed. No beginning language class is ever to be accessible to this option; that is current policy, the Chairman explained, and the proposal intends no change. All that is proposed is to reduce the number of opportunities for use of the NNG option from eight to four during a student's career. Courses already designated Pass/Fail are not to be included in the total.

Action Approved. EPC is to consider the newly adopted language program in relation to NNG and report back later to the Faculty.

3. Failures. The purpose of this proposal is to make more difficult the dropping of "fifth course", in order to discourage casual registration for and dropping of such courses.

#### Action Approved.

4. Withdrawal. It was asked whether the proposal to drop the notation "W" would encourage more extensions or Incompletes (I). Or erase the distinction between the student who massively fails and the student who fails for reasons? Or is that introducing a coded distinction so subtle that it would be useless on a transcript to be made available outside the institution?

Some people urged a freer use of I, pointing out that, had such Draconian (poor Draco has had a severe work schedule!) rules existed at institutions of the higher learning in the past, many now worthy faculty members would never have finished their graduate degrees: and these seem none the worse for it. Others asked how a transcript written with these rules might aid or damage a student when read outside the institution. Reply: the "W" doesn't really improve things.

Other faculty were concerned with a loss of useful distinctions.

EPC was asked to consider these criticisms.

5. Deadlines. Some urged keeping the distinction between papers and finals. Some were very clearly confused as to what the proposal meant and what impact it would have on the freedom of the instructor to set dates of his own.

A separate date for papers means -- in effect -- that the exam period is five days shorter for some students. The proposal rectifies this. It will eliminate the large-class-early-deadline, but faculty will, in turn, have (owing to improvement allowed by computer recording of grades) somewhat more time for grading.

Action One change in wording was adopted: 4b is to read: "--due no later than the last day" rather than "--due the last day". With this one change, the recommendation was Approved.

#### IV. Distinguished Visitors Committee, Mark Gould

Proposals for distinguished visitors funds should be submitted by 28 February. However, the Chairman announced that he personally did not necessarily hold with deadlines and therefore the enforcement of this announcement would be in accord with his judgment.

Adjourned, 6 P.M.

Richard Luman,  
Secretary to the Faculty.

# Haverford College

Arney  
to 2/17/83  
For Meeting

TO Faculty FROM: EPC - MacGaffey  
RE Recommendations and Proposals DATE: 2/10/83

1. Upper Class Advising Program.

Some weeks ago the Dean came to us requesting that this program be continued. We heard testimony to its value in theory and in practice and voiced strong doubts, the same as those expressed by the Faculty last year. In the absence of conclusive information we instructed the Dean to gather more information and to begin preparations for next year's endeavor, subject to the approval of the Faculty at its next meeting.

In our view there is no reason not to continue the experiment as an experiment, in the hope that it will improve a seriously unsatisfactory situation. Academic advice to students is and will remain a responsibility of the Faculty. The upperclass advisors act as associates of the Faculty, in closer contact with the advisees and able to mediate their points of view. In the end, however, the blue card is signed by the Faculty Advisor, no one else.

Some objection is raised to the fact that the upperclass advisors are paid \$500 per year, whereas others who perform community services are not. The idea is to add weight to the position and to provide both incentives and control. Volunteers may perform superbly but they are unreliable; regular personnel can be fired if necessary. Students performing similar services in which regularity is important, such as lab assistants and tutors, are paid.

Though there is no guarantee that this program will bring improvement, we have some testimonies that it already has. Although some members of the Faculty fulfill their advising responsibilities admirably, too many others are disgracefully negligent. Something has to be done.

2. No Numerical Grade

We recommend that the number of courses taken by the Haverford students under the No Numerical Grade (NNG; Credit-No Credit) option be limited to four (4) in her or his college career, with only one (1) allowed per student per semester. As already approved by the Faculty, language at the 001 level and Freshman English are excluded from the option.

Our recommendation is based on two conflicting concerns. We continue to believe that when properly used the NNG option provides a unique opportunity for students to experiment in unfamiliar disciplines without penalty. On the other hand, there are indications that in some instances the option has been abused, to the detriment of morale and atmosphere in courses. Regarding the issue of the 001 language exclusion, it is true that simply taking a language course is no longer a requirement. However, we wish to underline the College's seriousness of purpose in maintaining, and indeed strengthening the languages.

One may ask, will this new policy prove to be a restrictive burden on the average Haverford student seeking legitimately to experiment in unfamiliar disciplines? The answer would appear to be, no. The policy still allows an average of 500 courses per semester to be taken NNG. According to the Recorder's tally last semester, the NNG option was used by 238 Haverford and Bryn Mawr students, of whom 46 were from Bryn Mawr, in a total of 62 courses. We do not have the figures for Haverford students taking Bryn Mawr courses Credit-No Credit, but they are not likely to bring the 238 number even to the neighborhood of 500.

The effect of the new rule would therefore be merely to curb the excessive use of the NNG privilege by individuals.

3. Failures and Withdrawals: suggested revisions of the Academic Regulations.

Page 5, Paragraph 3: - Course Changes  
(Present Form)

"With the approval of their advisors, students who have registered for more than four credits may drop the excess without penalty at any time before the end of the fourth week of classes, as noted in the college calendar."

SUGGESTED REVISION:

"With the approval of their advisor and dean, students may drop a course without penalty at any time before the end of the fourth week of classes, as noted in the college calendar. A Course dropped in this fashion will not appear on the student's transcript."

"No course may be dropped without penalty after the fourth week of classes, as noted in the college calendar, except for unusual reasons including those beyond the student's control (such as illness). Such action requires the approval of the Dean of the College; a course dropped for unusual reasons will not appear in the student's transcript."

Page 9, Paragraph 6 - Formal Evaluation of Academic Performance at  
(Present Form) Haverford College.

"If a student drops a course or is required by the instructor to drop it, the grade recorded is "DR" (drop), which counts as a failure and is averaged as 0.7. If a student is permitted to withdraw from a course by a dean for unusual reasons, including those beyond the student's control (such as illness), the grade recorded is "W" (withdrawal), which does not count as a failure."

SUGGESTED REVISION:

"If a student drops a course, or is required by the instructor to drop it, after the fourth week of classes, the grade recorded is 0.7."

If a student is permitted by the Dean of the College to withdraw from a course after that date for unusual reasons including those beyond the student's control (such as illness), the course will not appear in the student's transcript."

Comments:

Our concern here is to eliminate redundancy among annotations that presently appear on transcripts, and to clarify the difference between failure to complete a course (0.7) and excused inability to do so (w). We also want to favor a consistent policy in granting excuses by locating responsibility for them in one person. In exercising his responsibility the Dean of the College will organize such means of consultation and delegation among his colleagues as contribute to the good working of his office.

4. Deadlines:

Another use of Occam's (disposable) Razor. We propose that the end-of-semester deadlines students have to observe be reduced to two:

- a. for all course work except exams and papers in lieu of exams--the last meeting date of each class. Lab notebooks and any oral exams other than oral finals are included under this heading (December 10 this past semester).
- b. all final exams and papers in lieu of exams--due the last day of the exam period (December 21).

Comments:

This proposal arose during a discussion about the fairness of requiring some students--those in courses with papers in lieu of exams--to finish their work five days earlier than some of their peers (in small courses with ordinary self-scheduled finals). It seems fairer to allow students to schedule their own work as seems best for them. It would also be a boon to students to keep the ordinary work of courses from spilling over into our exam period. The simplification of deadlines may mean that some papers and exams in large enrollment courses will reach us later than they do now. Therefore, as a quid pro quo, the Faculty will be allowed four extra days for grading (this past semester, the date for submission of these grades would have been Friday, January 7, at 5 p.m., rather than January 3). In addition, faculty members teaching large courses would be free, as they are now, to <sup>set</sup> get earlier due dates in their own courses.

Of the more than 100 extensions granted last December (each requiring three signatures--that of student, faculty and dean), about one-quarter were requests to move the due dates around within the exam period. Many of these were requests for an extra day or so to complete a paper in lieu of a final after December 16. Many hours were wasted, mostly by students, at a time when they should have been doing our exams or writing our papers.

Moving the deadline for lab notebooks and other ordinary course work earlier would help students by freeing up the exam and reading periods. It would also help counteract our tendency to push more and more work into the last few weeks of our courses. Students might produce more and better work if the load were spread more evenly throughout the semester.

5. Seminars

EPC is attempting to rationalize our use of classroom time and space. Although we are not yet able to produce a comprehensive plan, we strongly recommend the following, and in discussing course proposals for next year will press for them:

- a. That only 300 and 400-level courses be taught once a week in 2½ hour seminars. It is pedagogically unwise to devote these periods either to large lectures or to courses in which underclassmen predominate. Moreover it is evident that in some instances this option is used simply to avoid the amount of work required in other courses.
- b. That more use be made of periods other than those that fall between 10:30 a.m. and 2 p.m.

WMacG:sja

Brown	Santa	McGinnis	Wasson	Hillis	Denton
Outlaw	Martin	MacGaffey	Roberts	Perdue	Speffer
Chewin	Winter	Garcia - Castro	Moreley	Warren	Cook
Shum	Klein	Johnson	Korman	Benjamin	Epstein
Davies	Cory	Porter	Jefferson	Benjamin	Epstein
		EPC - MacGaffey			

TO Faculty

FROM:

Reese

Davison

Spencer

Humm

RE Recommendations and Proposals

PROVOST'S OFFICE

DATE: 2/10/83

FEB 5 1983

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Comments:

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Comments:

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5. Seminars

EPC is attempting to rationalize our use of classroom time and space. Although we are not yet able to produce a comprehensive plan, we strongly recommend the following, and in discussing course proposals for next year will press for them:

- a. That only 300 and 400-level courses be taught once a week in 2½ hour seminars. It is pedagogically unwise to devote these periods either to large lectures or to courses in which underclassmen predominate. Moreover it is evident that in some instances this option is used simply to avoid the amount of work required in other courses.
- b. That more use be made of periods other than those that fall between 10:30 a.m. and 2 p.m.

WMacG:sja

THE FACULTY OF THE COLLEGE

Regular Meeting  
John Spielman, Clerk

24 March 1983  
4:20 P. M.

Moment of Silence.

Minutes of the Meeting of 17 February: approved as distributed.<sup>1</sup>

I. Report of the President

The President announced that, on the basis of the recommendation of Academic Council, he had recommended the reappointment of Professor Deborah Roberts to the Board.

He announced the appointment of Judy Owen to a tenure-track position in Biology; and the appointment of Eric Johnston to a tenure-track appointment in Chemistry.

The Pew Memorial Trust has donated \$435,000 to the College for the purchase of computer hardware.

II. Report of the Provost

The Provost also announced the Pew grant, explaining it would be used to improve computer facilities, to encourage faculty development in computer studies in all parts of the College, and thanked Professors Fisher, Greene, Weinstein, Perloe, and Gollub for their help in developing the program. He encouraged people to think about it.

The Provost announced that information would soon be distributed about the program and opportunities for the fall and next year generally.

III. The Clerk announced to the Faculty that Professor Emeritus John A. Lester, Jr. had died the previous evening. Few details were yet available. He asked the Faculty if it wished to authorize the preparation of a Memorial Minute?

ACTION Approved.

IV. Committee on Diversity--Robert Mortimer.

The Committee has met with the President's Review Committee on Diversity. They wish to remind the Faculty of policies previously agreed upon, and to urge the Faculty to implement them. The Chairman suggested that advisers might draw courses about minority concerns to the attention of their advisees. The Committee (COD) will supply a list of such courses in good time for registration, in order to "mainstream our concern with minority perspectives and legitimize them as components of student experience."

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1. One member of the Administration was good enough to send along a list of typographical errors and passages apt to mislead, in the 17 February Minutes. Since they did not figure in the Faculty discussion, they are not detailed here. The list will be appended to the file copy of the Minutes, however, as a reference document.

The Chairman urged the Faculty in general and Departments to support speakers brought to the College by the Office of Minority Affairs, both by attending and by announcing such visits and encouraging students to attend them.

He announced the plans for Minority Weekend.

V. Educational Policy Committee (EPC)--Wyatt MacGaffey

The Chairman introduced the list of courses which the Committee was submitting for Faculty approval (Annexes I and II). He described the Committee's attempts to evaluate new course proposals in the light of the entire program of the Department making the proposal. The Chairman has written up the Committee's recommendations so as to illustrate that.

ACTION Astronomy proposals. Approved.

Economics proposals. Provided for information only.

English proposal. In addition to 252, the Department would like approval for 262, to be called Readings in Major Achievements of American Fiction.

ACTION Both courses approved.

General Programs. The title of GP 320b is mis-typed Applications. It should of course be Applications.

There was some discussion of GP401 Gest Seminar. It was explained that this proposed course followed the model of "community seminars" (such as GP 470, Interdepartmental Faculty-Student Seminar, first developed by Louis Green; the course is described in a recent document sent out by Linda Gerstein, Chairman of General Programs, Annex III, p. 4). It is to be a half-course that runs throughout the year. Next year it will be taught by Louis Outlaw. There will be seven seminars each semester, + one hour meetings with the associated professor with each seminar held; that is the suggested form.

Will there be any academic work? Or will it be "just credit for spending an hour in a comfortable relaxing atmosphere every Thursday"? The model, the Gest Director explained, will be "Independent Study" but with a reading list, the keeping of a critical journal, paper assignments, and other ways of "holding the student accountable."

ACTION Both General Programs courses were approved.

Mathematics proposal. Includes Math. 350 Topics in Computer Science, listed in "Deeds Two", the second committee document (Annex II). The large number of alternatives listed is to reckon with the fact that not all will be taught each year, and the fact that it is not always certain who will be available to teach them. There was some discussion, centering around the fear that, since the requirements now approach the 13-course in-major limit, such programs, when considered within their prerequisite and related-course structures, may pre-empt too large a share of the student's time.

ACTION Approved.

ACTION Physics proposal. Approved.

ACTION Religion proposal. Approved.

Sociology and Anthropology proposal. The relationships between this Depart-

ment and those at Bryn Mawr was explained. It was asked why Social Anthropology should not be an Area of Concentration rather than a major. The answer: this is a major; ACs are not majors. It is intended for people who wish to do Anthropology without also doing Sociology or Archaeology. ACs are intended to enrich major programs already existing. It was pointed out that there is not at present a comparable concentration in Sociology at Haverford, but that sooner or later that was also likely to be necessary; in the meantime, this proposal had the support of the whole Department. Approved.

ACTION

In addition, under the heading WORDS, or things to think about, the Committee presented several other topics which it wished to call to the Faculty's attention. (Annex I, p. 10)

- #1. Modern languages. Since there is as yet no "consultant" or "language laboratory and technician", it seemed to the Committee unwise to ask for approval of courses or to urge the Faculty to commit itself to things it may later regret.
- #2. Computer studies are on much firmer ground. The Faculty was urged to bring forward suggestions. It was mentioned that next spring the History Department will offer a course in Computer Analysis of Social Science Data, with the prerequisite of Computer Science 204 (offered in the fall). Students should be informed of this opportunity.

VI. Administrative Advisory Committee (AAC)--Jerry Collub.

AAC thinks that the Administration's budgetting process has been considerably better this year than before; so the Committee has only very small suggestions for changes in the proposed figures (See Annex IV). Comments are welcome.

Physical Plant. Feedback from people for whom services are performed to people performing them is inadequate. The organization of Physical Plant will be dealt with by a Visiting Committee.

Registration Procedures. The flux from course to course in the first two weeks is inefficient. Something clearly must be done. The Committee makes several suggestions, including reducing the period for course changes after the beginning of the semester, charging students who wish to make numerous changes a fee for changes beyond a certain number, and controlling returns of books to the Bookstore (see p. 2). Dean Partridge is in conversations with EPC concerning these recommendations. Could sophomore major declaration and fall pre-registration be integrated?

Faculty Housing. Tax status: the problem explained. Committee proposes assessing rents at 50% of market rate, as well as collecting evidence to show that housing is used for educational purposes. Energy conservation in faculty housing is lagging behind.

Telephone system. Cost far beyond what was expected and what it was under the old system. Edward Rewoliński is negotiating with Bell to clarify and reduce these costs. Other options should be explored.

Should AAC try to establish itself as a form of faculty bargaining agency, at least in reference to salaries? Reply: the College is now 78% tuition-dependent; any increase in salaries must mean either an increase in tuition or reduction in other costs, such as Financial Aid. In addition, in recent years

the College has done very well in regard to salaries. Last year increases were  $7\frac{1}{2}\%$  beyond increases in the cost of living. This year it was 10%. The President hopes to do even better in future, to establish new goals especially concerning comparisons with the eleven institutions with which Haverford compares itself. But the Faculty must understand there are limits: what parents can and will pay, and how increases will affect other parts of the College's finances (as above).

It was urged that advisers make clear to students that pre-registration is serious. Frivolous or frequently changed registration costs money and sabotages serious advising.

Adjourned 5:25 P. M.

Richard Luman,  
Secretary to the Faculty.

TO: Faculty FROM: EPC - MacGaffey  
RE: Deeds and Words DATE: 3/16/83

DEEDS, or things to be done

1. ASTRONOMY

107a and 108b represent an expansion of the former 103a, intended for students with no background in college-level physics or chemistry. 308b, an advanced course, will link students directly with the instructor's research.

331a, 332b are not new courses. They have already been approved but the descriptions have been changed slightly.

EPC recommends approval for:

Astro. 107a, 108b COSMIC EVOLUTION N3 E.J. Chaisson

Three class hours and one section meeting.

Evolution of the Universe: from origin in a cosmic explosion to emergence of life on Earth and possibly other planets in the Universe. Big-bang cosmology, origin and evolution of galaxies, stars, planets, and life forms. 107a stresses a spatial theme, while 108b stresses a temporal theme; students are encouraged to take both. Material is largely descriptive rather than abstract and mathematical. Not open to students who have taken college physics or chemistry. Offered in 1983-84 and alternate years. Students wishing to take 108b without 107a must request the instructor's approval.

Astro. 308b ADVANCED COSMIC EVOLUTION N2 A1 E.J. Chaisson

A synthesis of the essential ingredients of astrophysics and biochemistry, thus fashioning a new cosmology that incorporates aspects of radiation, matter, and life: origin and evolution of galaxies, stars, planets, life, intelligence, and culture. Quantification of thermodynamic change in an evolving Universe.

Prerequisites: Physics 105a, Mathematics 114b, or consent of instructor.

Astro. 331a MODERN ASTROPHYSICS N2 A1 E.J. Chaisson

A survey of modern astrophysics, covering radiation physics, stellar atmospheres, interiors and evolution, interstellar space, galactic systems.

Prerequisites: Astronomy 105a, Physics 112b, 213a, Mathematics 114b.

1. ASTRONOMY (continued)

Astro. 332b EXTRAGALACTIC ASTROPHYSICS N2 A1 E.J. Chaisson

A study of selected astrophysical topics including: early universe, remote galaxies, radio sources, quasars, intergalactic space.

Prerequisites: Astronomy 105a, Physics 112b, 213a, Mathematics 114b.

Offered in 1982-83 and alternate years.

2. ECONOMICS

The Department is reorganizing its introductory sequence (formerly Econ. 111, 112, now 101a, b; 102a,b) so that students may begin it in the Fall or the Spring, but must take microeconomics (101) before taking macroeconomics (102). Courses will be sectioned as in History 111; about 18 sections in all, with an upper bound of about 30 students per section plus one "elastic" section. The introductory courses at Haverford and Bryn Mawr will use common texts, and for this sequence and the intermediate theory sequence (300/302) have agreed to develop a concept inventory which each teacher will be required to cover. The introductory sequence is to include a specific diversity component.

At the intermediate level of theory, the Department provides sequences with (300b Micro, 302a Macro) and without calculus (300a, 302b).

The Economics major is to require 300a or b and one of 301b, 302a, 302b and 303b, slightly tightening the requirements.

Given the large number of majors presently enrolling, the Department intends to admit only exceptionally as majors students whose average of grades obtained in preliminary courses is below 2.7.

3. ENGLISH

Approval recommended for:

Eng. 252a THE ROMANTIC MOVEMENT L2 H1 C.S. Finley

Selected texts central to the Romantic period, including novels, poetry and non-fictional prose. Emphasis on Blake, Scott and Wordsworth; consideration of Mary Shelley, Lamb, Hazlitt and DeQuincey.

Alternate years, beginning 1983-84.

4. GENERAL PROGRAMS

Approval recommended for:

GP 320b NUMERICAL ANALYSIS WITH APPLICATIONS A2 N1 L. Roelofs

Introduction to computer-based analysis with applications in various fields. Topics include solutions of linear and nonlinear systems, eigenvalue problems, interpolation, numerical integration and differentiation, solution of differential and integral equations. The last third of the course is devoted to applications drawn from the particular major of the student, requiring the use of techniques developed in the course. These applications will be handled individually by or in small groups.

Prerequisites: GP104 or programming experience, Math 114 and the introductory major sequence in Astronomy, Biology, Chemistry, Physics or Mathematics. FORTRAN is not required.

To be taught in alternate years.

This course is intended to bridge the gap between the introductory programming course and the implementation of computers in scientific research. The experience will be beneficial to students considering either research or an engineering or computer science career. It is also envisioned as an essential element in the computer science concentration.

GP401 GEST SEMINAR V3

Topics in interdisciplinary and inter-cultural understanding. Each year, invited speakers address the selected topic and lead discussions. Students are required to prepare for and attend the Thursday Seminars, the Gest Lecture Series, the Annual Dialogue and other events directly relevant to the topic, and to discuss their individual projects with the instructor.

Not open to freshmen.

The intention of this course is to include the occasional lectures and seminars of Gest Program in the curriculum and provide a core of students participating regularly in Gest events under instruction. The instructor, with 1/6 annual released time paid for by Gest, chooses his own topic and arranges the speakers' visits, in association with Gest Committee. It is expected that the course will be an important part of a Concentration in Comparative Religion and Philosophy.

5. MATHEMATICS

The major requirement is to be:

1. Math 113-114 (First year calculus)
2. Math 215-216 (or 213-214-219) (Multivariable calculus, linear algebra differential equations)
3. Math 317-318 (Analysis)  
Math 333-334 (Algebra)
4. Electives: four courses in mathematics or approved related courses at the 200 level or higher. At least two of these must be at the 300-level.
5. A senior paper and oral examination.

Requirement 4 replaces the former requirement of three elective advanced courses and a senior seminar, Math 399. The size and diversity of the Department have rendered the idea of a single required course both inappropriate and impractical.

In the same sense, the present Math 338 (Algebra III) 340 (Analysis III) and 381 (Special topics) are to be further differentiated as follows:

Math 390. Topics in Algebra and Geometry.

Math 392. Topics in Analysis and Geometry.

Math 394. Topics in Discrete Mathematics and Computer Science.

Math 396. Topics in Probability, Statistics, and Applied Math.

Math 398. Topics in Logic and Foundations of Mathematics.

The Department hopes to offer at least two such advanced courses, varying in topic, instructor and format, each semester.

In accordance with the results of experiments in the last three years, 100 + 200-level Calculus courses are to be reorganized somewhat on the lines of huge Freshman Seminars, as follows:

Math 113, 114, 213-216 normally meet for lectures three times a week. In addition, a student may attend a recitation section once a week. Depending on class size, student interests, and instructor preference, honors sections of 113-114 and 215-216 may be taught in the three-lecture format without additional hours.

## 6. PHYSICS

Major requirements revised as follows, instituting a senior paper with oral presentation, linked to one of the upper-level courses selected by the student:

1. Physics 101a or 105a; 112b (or B101 and 102).
2. Physics 213a (or B201) and 214bI (or B301 and B331).
3. Mathematics 213 and 214 or equivalent.
4. Five 300 or 400 level elective courses in physics at Haverford or Bryn Mawr. Two of these may be replaced by upper level courses in other departments, with approval from the major advisor. (The student will be asked to prepare a brief written statement explaining the relationship between the proposed courses and the physics major.)
5. A paper and a colloquium based on independent work in one of the five elective courses.

COMMENT: In some cases (for example, all 400 level research courses), a paper is a normal part of the course and the only additional effort is associated with the oral presentation. If the student wishes to satisfy this requirement in a course for which a paper is not normally required, the instructor may assign an additional half credit for this activity. The student will be asked to provide a brief proposal (signed by the instructor) for approval by the Chairman no later than 4 weeks after the beginning of the semester in which the student wishes to satisfy this requirement. We recommend that it be done in the fall of the senior year or the spring of the junior year (to facilitate the scheduling of the colloquia as part of our departmental seminar programs). The paper will be reviewed by at least two members of the department after its completion, and the student will present a talk to the faculty and majors. The seminar will emphasize the connections between the independent work and other areas of physics or applied physics. Written guidelines will be available to students.

6. Regular attendance (with allowance for schedule conflicts) at the Senior Colloquia and Phillips Lectures hosted by the Department.

REQUIREMENTS FOR HONORS. The award of Honors in Physics will be based upon the quality of performance in course work and the Senior Colloquium. High Honors carries the additional requirement of demonstrated originality in senior research.

6. PHYSICS (continued)

Course revisions as follows:

Phys. 318a ADVANCED QUANTUM MECHANICS N2 A1

Staff

Topics include matrix mechanics and spin, many-particle systems, perturbation theory, scattering theory, and an introduction to relativistic quantum mechanics. A variety of physical systems as examples, including simple atoms and solids.

Prerequisite: Physics 214b or B.Phys. 301a

Offered in 1983-84 and alternate years.

(New title, minor change in content.)

Phys. 322b SOLID STATE PHYSICS N3

J. Gollub, L. Roelofs

Structural and electronic properties of solids, including both crystalline and non-crystalline materials, band theory, semiconductors, optical properties, and elementary excitations. Some applications of solid state phenomena in computer science and engineering.

Prerequisite: Physics 214b or B301.

Alternate years.

(Course formerly offered, now revived to cater to increased interest in computers and engineering.)

Phys. 326a ADVANCED PHYSICS LABORATORY N1 E2

J. Gollub

Design, execution, and analysis of significant experiments, which change from year to year. Those presently available include studies of the properties of matter at cryogenic temperatures. The course emphasizes the effective use of contemporary experimental tools, including laboratory computers and optical methods.

Prerequisite: Physics 214b or consent of the instructor.

Alternate years.



7. RELIGION (continued)

Rel. 221a GRAECO-ROMAN RELIGIONS H2 V1

A. McGuire

Religions in the Graeco-Roman world from the conquests of Alexander the Great to the rise of Christianity. Topics include traditional Greek and Roman religion, the mystery cults, and varieties of Judaism.

(This course replaces the similar Rel. 221a.)

Alternate years, beginning 1983-84.

Rel. 222b CHRISTIANITY AND CLASSICAL CULTURE H2 V1

A. McGuire

The relation between Christianity and classical culture in the first three centuries, with special attention to the role of Graeco-Roman philosophy, religion, and society in the development of Christianity.

(This replaces an earlier version of the same.)

Alternate years, beginning 1983-84.

Rel. 238 MEDIEVAL/REFORMATION ENCOUNTERS WITH THE NON-CHRISTIAN WORLD.

H2 V1

R. Luman

The medieval and Reformation missionary enterprise from Gregory the Great's mission to Britain to the occupation of the New World, considering methods (evangelism, Crusade, monasticism) and legal and theological reflection on the enterprise and on the status of both the non-believer and the convert. Including Islam, pagan religions, non-Roman forms of Christianity.

Prerequisite: History 111 or consent of the instructor.

Alternate years, beginning 1984-85.

Rel. 280 CHRISTIANITY IN MEDIEVAL AND REFORMATION SCANDINAVIA

H2 L1

R. Luman

A history of Christianity in Northern Europe from the tenth century through the Peace of Westphalia (1648).

(Replaces Rel./GP 282. The Scandinavian North. The new version is closer to the central interests of the Department as expressed in other courses dealing with this period and with the historical relations between Christianity and its neighbors.)

Prerequisite: Religion 101 or History 111.

Alternate years, beginning 1984-85.

8. SOCIOLOGY AND ANTHROPOLOGY:

Approval recommended for a new major in Social Anthropology within the Department of Sociology and Anthropology, made possible by cooperative agreements with Professor Shapiro (Anthropology, Bryn Mawr).

The major requires:

- an introductory course: 155a or b (Foundations)  
or 105b (Oedipus Complex  
or B.Anth. 101 (Introduction, one semester)
- 203b Social Organization
- Ethnography: B.Anth. 250 (Oceania) or B.Anth. 260 (South America) or a comparable course at U. Penn or Swarthmore.
- 255 (Religion) or 234b (Invention of Africa) or B.Anth. 313 (Linguistic Anthropology)
- Research Methods, either 315 (two semesters) or B.Soc. 205b and 306a
- Theory, either 354b (History, theory and method of social anthropology) or B.Anth. 301 (Culture theory)
- Seminar: 357a Political Anthropology or 358b Economic Anthropology
- Thesis 450, one semester

9 courses in all.

EPC also recommends approval for the following courses, which amount only to giving independent identity to topics heretofore taught as 356b, Seminar in Social Theory.

Soc. 354b HISTORY, THEORY AND METHOD IN SOCIAL ANTHROPOLOGY

H1 S2

W. MacGaffey

Structural analysis of the social sciences, emphasising the work of Tylor, Morgan, Boas, Benedict, Durkheim and Malimowski, and the rise and fall of functionalism, 1870-1960.

Prerequisite: One 200-level course in Sociology or Anthropology, or consent of the instructor. May not be taken for credit by students who have completed B.Anth. 301.

Alternate years, beginning in 1984-88. (Alternates with B.Anth. 301)

8. SOCIOLOGY AND ANTHROPOLOGY (continued)

Soc. 358b ECONOMIC ANTHROPOLOGY S3

W. MacGaffey

Substantivist, formalist and marxist perspectives applied to non-capitalist economies and to contemporary problems of development.

Prerequisites: One 200-level course in Sociology or Anthropology or consent of the instructor.

Alternate years, beginning in 1985-86.

WORDS, or things to think about.

1. MODERN LANGUAGES. EPC, conscious of its lack of both the time and the knowledge necessary to guide the restructuring of the basic instructional program in modern languages, recommends that a consultant be appointed, to advise the Committee, the Provost, and the Departments in these matters including the administration of the appropriate language examinations, and the language lab and its technician. In continuing discussion, the possibility of a program in language instruction and linguistics should be envisaged, with a counterpart Department of Comparative Literature, to replace the present structure.

With a view to preserving maximum flexibility during reorganization, EPC has decided not to ask for permanent approval for any new course taught by members of the language departments. Temporary approval may be obtained from the Provost.

2. A COMPUTER CONCENTRATION is being considered. The constituent courses are recommended (above) for approval, but the scope of the Concentration is still being discussed. At present it consists exclusively of Math and Physics, with no provision for integrating computer applications in the social sciences.
3. DEADLINES for completion of work this semester should follow the Oceanite rules approved at the February meeting of the Faculty.
4. The "bidding system" for popular multi-section courses has abolished itself, since there is nothing to bid for except Phil. 101. All such courses (Economics, Philosophy, History) should use the sectioning method used in Hist. 111.

TO: Faculty FROM: EPC - MacGaffey  
RE: Deeds Two DATE: 3/22/83

1. Math. 350 TOPICS IN COMPUTER SCIENCE A3 C. Greene

Advanced topics in theoretical computer science, with a mathematical emphasis. Topics include analysis of algorithms, automata and formal languages, computational complexity, machine arithmetic, scheduling theory, coding and cryptography.

Principal topic for 1983-84: analysis of algorithms.

Prerequisites: Math 215-216 or 213-214-219, and Math/GP 205 or equivalent.

Taught in alternate years.

Comment: This course may be taken for credit by math majors, but it is also intended as one of four core courses, with Math/GP205 (Algorithms and data structures), Math/Physics xxx (Computer architecture), and GP320 (Numerical Analysis), in an eventual Computer Science Concentration.

2. Astro. 107a, 108b COSMIC EVOLUTION N3 E.J. Chaisson

Description should read:

Evolution of the Universe: from origin in a cosmic explosion to emergence of life on Earth and possibly other planets in the universe. Big-bang cosmology, origin and evolution of galaxies, stars, planets, and life forms. 107a stresses a spatial theme, while 108b stresses a temporal theme; students are encouraged to take both. Material is largely descriptive, based on insights from physics, astronomy, chemistry, biology, geology and anthropology. Not open to intending majors in the natural sciences. Offered in 1983-84 and alternate years. Students wishing to take 108b without 107a must request the instructor's approval.

To: The Faculty  
From: Linda Gerstein

February 8, 1983

"What is General Programs?"

Once upon a time, the faculty of a smallish liberal arts college on the Main Line created a committee to investigate the cause of what appeared to be a nasty situation: many of its best student were taking course programs so narrow that there was serious doubt about whether they had received a "liberal" education at all. The committee's report centered around two findings:

1) Students and Faculty, both, were insufficiently alert to the benefits of "breadth of education," although both piously mouthed the desirability of it:

2) There were not enough courses offered by the college's departments which non-majors, especially by definition Juniors and Seniors ("non-major" is presumably majoring in something else), could take; because

- a) courses had prerequisites (language, mathematics, a previous course in the area...) OR
- b) courses were introductory courses in the majors, required for the major (often), and directed at the major.

The Committee on General Programs was created by the faculty in the fall of 1974 as the permanent institutional footing for a "liberal education which is more than a motto." What follows is an excerpt from the original memo which launched the operation.

October 14, 1974

"We feel that our primary job is to reaffirm the principles of Liberal Education on which this college has always based its educational philosophy. Haverford's strength has been its ability to combine high-quality pre-professional training with broad education. We sense that both students and faculty have been experiencing a "creeping professionalism." The reasons are many: 1) the assumption among students that specialization will achieve entrance to graduate and professional schools; 2) the pressure for "relevance" in the 1960's; 3) the realization that "liberal arts" courses are often the most difficult in which to teach well and to learn well; 4) the tendency among students to define themselves in terms of what they already know; 5) the desire of departments to keep student registrations within courses with Departmental titles in order to justify the size of the faculty in these departments.

We suspect that the pressure from students for 1) and 2) has already seen its day. As fewer and fewer students go on to graduate schools, and more and more either "into the world" or into narrowly disciplined professional schools where they will more properly specialize, there should indeed be more of a desire and a need for the liberal education which is Haverford College's reason for existence. Consideration of the pressure suggested in 5) has been firmly rejected by Haverford's Administration. The committee on General Programs is thus addressing its major effort at this time to a response to 3) and 4)."

When the Faculty responded to the challenge of liberal education by setting up a new normative "Distribution Code" as a guide to Liberal Education, it took upon itself the responsibility for seeing that such guidelines had a curricular manifestation: that there would exist such courses with such "dimensions" that students could be expected to be able to take. We thought in 1974 that we would have to "encourage" students; it turns out that we were turning to an already existing student need. General Programs courses have in general been heavily enrolled; Haverford faculty have seen the advantages to themselves in their intellectual development and that the teaching of such courses is a "good thing." There is (for faculty as well as students) room for both specialization and breadth. It is exciting to work with other disciplines and colleagues in other fields; it is stimulating to talk with bright students who are trained in fields far from one's own.

Let me repeat, again, the dimensions of a General Programs course as we first set it out in 1975, and which set the pattern for what entered the catalogue.

- "1) We do not include courses which are general introductions to further work in the discipline. It is true that they often have large enrollments of students who do not go on to major in the field; nevertheless, these courses are essentially self-propelled as part of Departmental majors. However, a few such courses which, in offering intellectual entree to a field of study, also seem to be providing more a "literacy" in a field than a research competence, we have included.
- 2) We do not include the following types of courses which often have large enrollments of non-majors.
  - a) those which attract large enrollments of non-majors because the topic (Shakespeare, jazz, American history) belongs to "our culture," which also do not have prerequisites, but which are clearly part of a specialized major (English, Music, History) and exist for this reason.
  - b) those courses which are inter-disciplinary but which have prerequisites, are intermediate courses for the departmental needs of several departments, and often narrow in focus (such as Econ/Russian/Pol. Sci. 211, "The Soviet System," or Hist/Russ. 244, "History of Russia").
- 3) In other words: courses which are thoroughly introductory, with no prerequisites, or which ordinarily do not lead to work in the major; which focus on a non-major clientele, and which may or may not be interdisciplinary and may or may not be broad in scope; any literature course in translation, but no English course except those which are interdisciplinary and without prerequisites; any "civilization" course which is interdisciplinary and without prerequisites of languages or previous courses; any course in the natural science which has no prerequisite and which does not ordinarily lead to work in the major; any course in Music or Fine Arts which seems to focus on the non-major.

General Programs consists of a group of courses which brings the insights and techniques of one discipline to bear on problems which are important to another, which present contemporary problems in the context of perennial significance, and which introduce students to a different intellectual experience from that of their usual paths."

That, then, is the answer to the question raised in Faculty Meeting last fall: that is General Programs. There have been few modifications since 1975 although structure has gone through several permutations. There was a "Committee on General Programs," and a generous 3-year Mellon grant (for Faculty Development) which fueled the initial propulsion and created many new courses; for a time General Programs managed the Freshmen Seminars; and in the last several years General Programs was in the benevolent but overfilled embrace of the Provost. Now there is once again a director of General Programs from the faculty; it is I (me.)

At a time of the year when we are thinking about new courses (EPC has set a February 28th deadline for submissions), I am using the opportunity to respond to some questions which have been raised by many of you to me about General Programs courses:

1) Cross-listing between General Programs and other departments.

Cross-listing a course is a useful signal. It may tell the world that the course is "as much this as that," even though the professor is only from "this" department. It may indicate a team-taught course by members of two different departments. Such cross-listed courses may or may not be included in the General Programs part of the catalogue, depending on the focus; but by their very title (a joint title) they indicate an extra-departmental interest.

Thus, cross-listing is a serious business. It should be handled with deliberation and some circumspection. If a course is cross-listed into your department, your majors can often take it for credit toward the major. If a course is cross-listed outside your department, your majors can take it as one of the 19 courses outside the major required for graduation. In any case, any cross-listed course must appear on your departmental course list; its distribution code should reflect its classification. If many of your departmental courses are also General Programs courses, there may be some "non-thought-through" issues to be reconsidered.

2) Team-taught courses. The Mellon Grant provided an opportunity for the development of such courses; the present General Programs section of the catalog includes G.P. 266b, a product of such a collaboration by Ransom and Shumer. Such a course could take the form of a deliberately team-structured course which could be team-taught, or not, or taught by the instructors alternately in subsequent years: this is the "maximum" version. A "minimum" version would be tandem-teaching of two fortuitously coincident and related courses. A structurally median, although pedagogically super-minimal, version would be two half-courses taught serially ("d, e" and "g, h") by different professors.

3) Courses with "tracked" sections. This year General Programs/French 250 ("Literature and Society in Francophone Africa") was offered by Elizabeth Mudimbe-Boyi with the possibility of a separate French discussion group for students who could handle the language. This has come into being with enthusiasm from all participants. As in the case of departmental cross-listing, the two-track structure for a General Programs course could vitiate the concept of "General Programs" if carried to extremes; but I think that it also allows for

exciting possibilities if used with discretion. In addition to literature courses in-translation-or-not, I can imagine computer courses or statistics courses with tracked "applications" sections across the disciplines; or perhaps, an "ethics" course with tracked "discipline" sections (such as "Science and Public Policy," General Programs 470, which was developed originally by Louis Greene.) In fact, this was the general concept behind G.P. 470, which left the catalog in 1980, and the description of which I draw to your attention:

"G.P. 470a, b Interdepartmental Faculty-Student Seminar (Distribution code varies with topics)

Seminars involving a number of faculty and students from different departments, based on a series of visiting lecturers and joint faculty-student meetings. Each student uses the common material of the lectures and meetings as the basis for a more specialized project carried out under the supervision of a member of the faculty."

The possibility of combining such a format with the concerns of Mark Gould's recent memo from the Distinguished Visitors Committee is obvious.

4) Areas-of-concentration. I raise this issue here in order to point out the usefulness of General Programs as an overall rubric and in particular as related to the above points 1), 2), and 3).

Comradely Greetings.

ANNUAL REPORT OF THE  
ADMINISTRATIVE ADVISORY COMMITTEE

AAC has completed its examination of the draft budget. In the process, it has also considered other problems that influence resource allocation within the College. In general, the administrative budgeting process seemed to be better organized than in some previous years. We compliment the Administration on these improvements, and on their helpfulness in providing adequate financial information to the Committee. However, AAC experienced some frustration resulting from the inevitable superficiality of the review. We know how much money is being allocated to each activity, but in some cases have little sense of the efficiency with which these resources are being used.

We examined each budget item that represented an increase beyond the standard inflator. We also discussed the proposed overall rate of increase in salaries and operations. Although we are not recommending significant budgetary changes, it is clear that the existence of AAC has a substantial effect on the preparation of the budget by the Administration. Our work has led to the following recommendations.

1. Consumer Feedback in Physical Plant and other service departments:  
The Committee found it difficult to obtain a clear picture of Physical Plant's effectiveness in using its financial resources, though we have no specific budgetary concern. Our own experiences with services provided or contracted by Physical Plant suggest that significant improvement is still possible. We believe that there is currently inadequate feedback from consumers of these services to those responsible for administering them. Just as students have formal opportunities for providing feedback to the faculty on the quality of its teaching, AAC believes that consumers of services from Physical Plant should have formal opportunities for providing feedback to the Director of Physical Plant. This should be a routine part of the completion of each work order.

Furthermore, AAC believes that this feedback system should be designed in such a way that it can be part of an annual report from the Vice President to the President and to AAC, to be submitted in conjunction with the budget. We believe that a system of this type, if properly designed, can make a measureable contribution to the effectiveness (and therefore financial efficiency) of the Physical Plant operations. It should also assist future AAC members in their review. AAC encourages the Vice President to continue the steps he has already taken in this direction. Careful consideration should be given to the kind of information to be collected and the way it will be eventually used.

The Committee believes that a meaningful budget review cannot be based only on a comparison of the proposed budget with past ones. Though the verbal input of members of the Administration been very helpful to the committee, better documentation of the actual effectiveness of major activities would substantially improve the review process.

2. Registration Procedures: AAC has been concerned with the efficiency with which we use our material and human resources, even when budgetary consequences are not immediate. In the course of these discussions, AAC has discussed the apparent inefficiency of our present system of dual registration. The excessive flux in enrollments in the early weeks of the semester interferes with orderly staff allocations (because enrollments cannot be reliably predicted), prevents some students from getting the books they require, impedes the teaching process, and creates extra record keeping burdens in the Recorder's office.

In addition, the present practice makes the preregistration ineffective or pro forma in many cases, and thereby defeats the advising system. This is of concern to AAC because it wastes some faculty time. To the extent that it interferes with the quality of advising, it is also properly a concern of EPC. We have offered the following advice to the Dean and EPC:

a. We recommend that students be required to pay a fee for each course change beyond two. Students who need to change more courses than this are probably not taking the preregistration seriously, and they are thereby imposing significant costs on the rest of the community.

b. We recommend that the period prior to course verification be reduced. For example, classes start next fall on a Tuesday. We suggest that verification be complete by the end of the second week of classes (10 days later). This should substantially reduce the period of initial confusion, while still allowing students a reasonable time for exploration.

c. After consultation with Julie Sommerfeld, we recommend that the Bookstore restrict the return of books for a given course to those who have registered for the course. This step is intended to deter students from purchasing books for courses for which they have not registered, unless they are certain they are going to continue with the course. (The simpler step of simply restricting purchases of books for a given course to those who have registered for the course is impractical, because verification would be too time consuming for the bookstore staff during the initial busy period.)

This recommendation should have two benefits. First, it should get a higher fraction of the books to those who need them. Second, it should send a clear message that preregistration is to be taken seriously, thereby reducing the eventual number of course changes. We believe that these changes, taken together, may reduce the waste of faculty and staff time that is the price we pay for a flexible registration period.

We have asked the Dean, in consultation with EPC, to consider the these recommendations or others that might solve the same problems.

3. Telephone system: The new phone system has resulted in a substantial increase in telephone costs. The implementation of this system was poorly planned and implemented (by previous staff). In particular, adequate information about phone charges has never been provided. We believe that better information would curb costs and improve our use of the system.

What are the rates for long distance calls? How much greater is the charge when the WATTS line is not used? Does direct long distance dialing (available from some extensions) increase the costs when the WATTS line is not available? Why can one not presently obtain reduced rates by calling at night?

We are not confident that the present system gives us the most for our money. Given the imminent breakup of the Bell system, AAC believes it would be timely to assess the options in the context of a clear understanding of our actual needs.

4. Faculty Housing: AAC supports the proposal of the administration to set rents at approximately 50% of the market rate, with the expectation that this level will be sufficient to cover costs. We also agree that it is necessary to gather information from renters to establish the degree of educational use of the housing. This information is needed to protect the federal and local tax status of the housing benefit, which is in jeopardy. Our understanding at present is that this step will not result in drastic changes in the present rent structure, though there will be some adjustments.

Since our tax status depends on being able to confirm that costs are met by rents, AAC believes that the accounting system for housing should be improved so that this information can be readily obtained. At present, this is the one budget area where the Administration was unable to provide an adequate summary, without our becoming accountants.

AAC also believes that energy conservation efforts for faculty housing have lagged those for the rest of the College. For example, information from tenants indicates that substantial heat is probably wasted at 10 Railroad Avenue because the thermostat is in the basement rather than in a location that is closer to the apartments. There are many winter days on which it is necessary to open windows while the heat is on. AAC requests that an energy consultant be asked to examine faculty housing, and that a copy of the resulting report be forwarded to AAC. We are convinced that there are opportunities for savings with minimal investments, and request that the Administration be more aggressive in pursuing these opportunities.

5. Compensation Policy: AAC was pleased to hear that the long term compensation goal is to provide average increases somewhat above the cost of living for the next few years, with a view toward making up for the decline in real faculty salaries that occurred in the 1970's. AAC of course recognizes that this is subject to financial constraints, but was gratified to see that the Administration continues to support this recommendation of the Long Range Planning Committee.

6. Brief Notes: Earlier in the year, AAC discussed the tuition benefit for retired faculty members, the possible institution of a capital budget, improvement of the faculty secretarial system, staffing in the Provost's office, the provision of adequate resources for academic computing, the proposed bond issue, new construction projects, and the sale of land across Haverford Road. Some of these discussions were of a preliminary nature, while others led to advice which we will be happy to share with interested faculty members.

Haverford College

Minutes, '6 February  
1983: Information supplement

TO: Richard Luman FROM: Bruce Partridge  
RE: Minutes - February's Faculty Meeting DATE: March 21, 1983

A few minor corrections, especially to Item III:

- 1) UCA's (not UAC's) throughout.
- 2) Last paragraph, page 1...."And why..." (not Any shy).
- 3) Is there a word or phrase missing from paragraph 4, page 2?
- 4) Paragraph 8, page 2 - my response to a request for one precise index of good advice was to suggest that we ask the consumers, i.e., the students; among the other indices were fewer "disasters" for CSSP or the counselors to deal with, and the other items you list. (As the minute stands, it suggests the need for counseling arises only from bad advising (would that were so!).
- 5) Last paragraph, page 2 - the Barclay incident was only one reason leading to Dave Potter's suggestion to include listening skills in the training of UCA's.
- 6) Paragraph 1, page 3 - I have (as I said) already met with over 200 freshmen. What I promised was a systematic poll of the Class of '86.
- 7) Page 3, minute 2 - note that the rule excluding the use of NNG in beginning languages comes into force only when the new language requirement does - i.e., for the Class of '87.
- 8) Finally, page 3, minute 4 - EPC will return with an amended proposal on the "W" for withdrawal at the April Meeting (or so I hope).

Thanks.



Bruce Partridge

BP/w

THE FACULTY OF THE COLLEGE

Regular meeting  
John Spielman, Clerk

21 April 1983  
4:20 P. M.

Professor James Ransom read a Memorial Minute for Professor John A. Lester, Jr. The Faculty received the Minute with solemn gratitude and approval (Annex I).

Minutes of the Meeting of 24 March. One member suggested more "androgynous" language than "chairman/chairwoman". Another pointed out that the Few grant, described in both the President's and the Provost's Reports, is given for the improvement of academic computing generally, not merely for the purchase of computer hardware, as the Minutes said. On page three, third line from the bottom: the "reply" should have been labelled as having been made by the President (the text could be read as suggesting it came from the Committee). The statement that Professor Deborah Roberts had been recommended for reappointment to the Board was also a touch misleading; more correctly, her reappointment to the Faculty was recommended to the Board. CP 401, the "Cest Seminar" (mid-page two) should have been described as a "full-year course, that is, lasting through the year, but carrying only one semester's credit." With those corrections and suggestions noted, the Minutes were approved.

I. The Report of the President

The president announced that there is, on campus, a Visiting Committee for Career Planning. There was such a Committee reviewing Diversity in the Curriculum earlier. A Committee for the evaluation of the Physical Plant will be on campus next week.

The President also reported on the various efforts conducted on behalf of the College relative to the Solomon amendment. On advice of Counsel, the College had not joined the litigation in Minnesota. The President and the Chairman of the Board, however, made representations to the Department of Education with respect to the draft regulations and gave evidence to the House Subcommittee on Education. The President was pleased to report that the efforts of the College and others have met with considerable success. First, the Department of Education redrafted its regulations; then the Minnesota court gave a preliminary injunction which the Department of Justice treated as nationwide in effect; as a result of this the Department of Education has now delayed implementation of the regulations. Thus, for all practical purposes, we shall be free of the threat of the Solomon amendment at least for this spring.

II. Committee on Honors, Fellowships and Prizes: Dale Husemoller.

The Committee are relying heavily on letters of recommendation in its deliberations this spring, and therefore they urge the Faculty to be both forthcoming and timely with such letters. One member asked: the frame assumed by the Committee seems to limit one to speaking only about students in one's own Department. No, the Committee replied: any letter from the Faculty on behalf of any student will be welcomed.

III. Report of the Provost

The Provost reviewed the new procedures for Faculty appointment (the text of which was distributed, Annex II). He listed the changes which are introduced through this text, particularly in the sections relating to regular and temporary part-time appointments. Here some changes were necessitated in order to adapt the procedures, standards and methods of judgment to the fact that such appointments are no longer tenure-track.

proved.

. Faculty Elections

CLERK of the Faculty: Edwin Bronner

FACULTY REPRESENTATIVES to the Board: Two-year term: Ronald F. Thiemann  
One-year term: Michael Weinstein  
First alternate: Marcel Gutwirth  
Second alternate: Richard Bernstein

V. Comments of the Faculty Marshal, John Spielman

He reminded the Faculty of the schedule for Commencement festivities. He announced the annual invitation for the Faculty to join Bryn Mawr College at its Convocation and Commencement. The Convocation (on Saturday, 14 May) will have as its speaker Flora Lewis. Commencement will be on Sunday, on Merion Green. The Faculty was also invited to the Bryn Mawr Commencement dance, in Thomas Great Hall, Saturday, 14 May, at half after nine P. M.

The Marshall announced that he had extended the same courteous invitation to the Bryn Mawr Faculty to join Haverford's celebration and that he would send the Faculty's official thanks to Bryn Mawr for their invitation.

VI. The Bookstore, Julie Summerfield, Bookstore Manager

The manager explained her system for ordering texts: what happens when the blue sheets come in, the various file cards (by professor, course, book, publisher, for inventory) which must be prepared. It takes about a month to get the order completed. She asked for help in the process from the Faculty:

- (1) If the Faculty lists "optional" or "recommended" books, please tell the Bookstore how seriously the students are expected to read these; in absence of such information, the Bookstore will order about one-third of the number of "required" books ordered.
- (2) Faculty often know about special editions (such as paperback editions) before that information is available in printed guides. Please inform the Bookstore.
- (3) Let the Bookstore know if a book is being used in two succeeding semesters: then it will not be necessary to return surplus and then reorder.
- (4) Do not presume that, if a book is in stock at one time, it will be in stock at another. If it is not certain that a book will be used, do not order that book until the need becomes clear. The Bookstore can get an order in two weeks if necessary.

One member asked: why not computerize the operation. The Manager replied that was in the stage of "future planning"; she is trying to get help to deal with system as it actually operates now. She urged people to use Books in Print (since publishers seem to withdraw books from print with astonishing caprice). The later an order is received, the more it costs: postage, telephone calls, all mount up. She hoped to find time to make the Bookstore better: but that would be slow if she spent much of her time ordering books for courses.

She urged the Faculty to give her a rough idea of enrollment as soon as possible.

A member asked if there were not some way to reduce the long lines at the Bookstore during the first week of registration. The Manager suggested Faculty not assign major readings the first week; or, tell her what those assignments must be so that she can be sure to have the needed books. The Bookstore will try the experiment of being open during that week from 9 to 5. Students have suggested being open in the evenings, but that is impossible with the limited staff.

The Manager also urged the Faculty to inform her of important guest lecturers. She would make every effort to get relevant works in stock in time for the visit. For example, she was able to get Wa ne-Booth's books in stock within three days.

VII. Educational Policy Committee, Wyatt MacGaffey (Annex III)

Document, p. 1, #1. Why should deans become involved in students dropping courses from the second to the fourth weeks of the semester? To help cut down frivolous early over-enrollment. It is very expensive to have students shopping about. This measure is an exercise in behavior-modification, to discourage unthinking pre-registration as well as excessive shopping. One member disagreed sharply: not that the measure would not succeed, but that its success was not desirable. This member thought ease in dropping a fifth course encouraged students to try exploring courses they would avoid if the initial cost were raised.

ACTION. Approved, Professor Mark Gould withdrawing from the consensus.

#2. Why cannot the record show a 0.7 with a notation saying the student failed to complete the work, in appropriate cases? Reply: an expensive gimmick. But, asked the first member, we have all this new computer technology, yet it would be "laborious"? Yes, laborious, but more, gimmick. We don't know what grades mean, except that a passing grade means equitable completion of some task. There is a difference between what happens in the mind and the process of getting through the road set-up. Grades can only distinguish between having met the requirements and having not done so, that is the "getting through the road." Students like to fudge the distinction, but that is not good for them or for us. If the faculty member feels very strongly about this, it can always be specified in a letter of recommendation, or can be added as a note to the transcript.

One member asked how it was that there had been a spirited discussion in March on this issue, but that EPC had come back to the Faculty with exactly the same point in this paper, moreover submitted the same day as the meeting. MacGaffey replied that EPC had not regarded it as a high-priority item; that the schedule had actually been distributed earlier in the week; but that, insofar as the paper was submitted later than convenient, he assumed responsibility.

Another member asked if Deans could be a bit more lenient on Incompletes in view of this new ruling?

ACTION Approved.

#3. makes the 19/13 rule less restrictive except in very unusual cases. For example, cross-listed courses need not be counted in the 13 courses in the major.

ACTION Approved.

Adjourned until Thursday 28 April 1983

Respectfully submitted,  
Richard Luman,  
Secretary to the Faculty.

THE FACULTY OF THE COLLEGE

Special meeting: Continuation of Meeting  
of 21 April

28 April 1983

John P. Spielman, Clerk

Moment of silence

- I. It was announced that Joseph Russo had been elected alternate representative to the Academic Council for the Humanities Division.
- II. Report of the Educational Policy Committee (EPC) Wyatt MacGaffey (continued)

Item 4: Dimension points

This recommendation was questioned on a number of grounds: that some students would have trouble meeting the requirement if it entailed a course with as many as two points in any one dimension; that it would encumber the advising process by stressing points rather than kinds of courses a student should try.

It was suggested that students be given two options: meet a 3 point minimum in any dimension, provided that they take one course with at least 2 points in that dimension; or meet a 4 point minimum in any given dimension, which may be accumulated one point at a time.

The faculty asked that EPC reconsider the recommendation in the light of the discussion, including specific suggestions for modification, and that it bring a revised version to the faculty at a later date.

Item 6: Concentration in Comparative Literature

Courses designed solely for this concentration would be offered only with the provision that courses within the regular literature major be given priority in staffing and in the student's curriculum.

The initiation of the concentration goes back in part to recommendations made by the outside review committee on modern languages.

It has not been decided whether a concentration in three languages should require the normal 6 courses, or 9 instead.

The faculty approved the recommendation.

Item 7: Concentration in Computer Science

After a brief discussion the faculty approved the recommendation as presented.

Item 5: The language requirement

Several faculty members expressed concern about what they felt was the low level of the proposed proficiency level. This would seem to be no more than the present, universally rejected, requirement brought forward in a new guise.

The Chairman responded by noting that the proposed proficiency level is to be considered only a baseline from which to begin. Adjustments could be made based on evidence from testing over the next two years. It would apply only to French, German, and Spanish; and to the classes entering in 1983 and 1984. The level represents the national average of college students who have taken the CLEP test. He added that the Educational Testing Service, which administers the CLEP also runs the CEEB achievement tests which are used for college admission, but that ETS has no information on comparable scores on the two tests.

Should Haverford College gauge its expectations of students by a national average? What criteria would be applied to the evaluation of data from testing during the next two years? How would this review proceed?

The Clerk reminded the faculty that the recommendation was brought in by EPC pursuant to a decision reached by the faculty at the end of the previous academic year. Rejection would run counter to this decision and would undo a considerable amount of hard work by EPC.

It was further pointed out that the language requirement is not to be equated with true proficiency. This can only be acquired by further work in a language, something which must be the concern of the College as a whole. It cannot be attained in any real measure unless students are actively encouraged by the faculty as a whole to pursue advanced language work, and unless the College lends it vigorous support to the work of the language departments.

After considerable discussion the faculty approved the recommendation as presented, with the following understanding and with a suggestion: That the proposed proficiency level apply to the classes entering in 1983 and 1984; that there be an automatic review in 1984-85, with recommendations applying to succeeding classes, based on testing conducted during the next two years (1983-85). Several faculty members suggested that as early as possible, in any event well before the review, EPC should bring to the faculty an account of how the review would be conducted and be evaluated for subsequent decisions.

Meeting adjourned 6:10 p.m.

John R. Cary  
Secretary of the Faculty  
pro tem

File

THE FACULTY OF THE COLLEGE

Regular Meeting  
John Spielman, Clerk

12 May 1969  
9:00 A. M.

Moment of silence

Minutes. The Minutes of the extended meeting of 21 and 28 April were approved as distributed.

It was announced that Divisional elections had been held, with the following results: Irving Finger is to be the Academic Council member for the Natural Sciences; and Sara Shamer, for the Social Sciences.

Approval of Candidates for Degrees

The Provost presented to the Faculty the Class of 1969, those who had been certified as carrying either the B.A. or B.S. degree in course and through recommendation of CCSI. Board approval is to follow Faculty approval.

**ACTION:** Approved.

II. Report of the President.

The President discussed the penultimate statistics of the new freshman class. 293 acceptances. 43% women; roughly the same number of minority students as before. He praised the quality of the students admitted.

He called the Faculty's attention to the increasing decrease in the number of high school students. The "elite" institutions, he said, generally do not bid against one another for candidates; but under the pressure of shrinking applicant pools, this "gentleperson's agreement" is breaking down. In future we may have to offer financial aid without need in order to secure outstanding students. This will strain the financial aid resources. Should the College allow the quality of entering classes to sink; or, cut financial aid to the needy? Very difficult choice, since neither course is desirable. The Long-Term Planning Committee will be reinstated next year, and will be asked to think about this. The President urged the Faculty to think, as well, and also to talk to people as members travel about.

The President then announced an administrative decision he would like to make: the institution of a "social graduation", allowing those who have failed to qualify for graduation in the last hour to go through some of the public exercises connected with graduation, but not receive a diploma. Bryn Mawr permits such social participation. It seems humane, and to involve little cost to the dignity of the institution. The President said he had written EPC earlier and "got one of those telegraphic negatives"; and he is aware of the "domino theory." But he could not see how, realistically, such a gesture could seriously compromise academic standards. The Dean has approved it, the Provost has provided a "nihil obstat", the Clerk/Marshal had agreed. The student commencement committee had also approved. He described the

embarrassment and stress of students and their families--many of whom had made elaborate preparations or travelled great distances--when they could not march with their classmates. He described some of the discussions he had had with such families.

His proposal was given a long, thorough, and somewhat sharp-edged discussion. There was some confusion between the social and the academic significance of Commencement; and also concerning whether the Commencement was primarily a Faculty or student function. There were a number of people very strongly opposed to this move, arguing that it would undermine both the academic integrity of the ceremony, and also weaken the impact of discipline represented by failing students or by condign punishment for unmet deadlines. Others could not see how such dangerous results could flow from what was essentially permission to allow such students and their parents social participation. It was clear, however, that there was sufficiently strong opposition that it might be wise for the President not to go forward with the plan, and he acknowledged that advice. (One member remarked that the discussion did demonstrate the importance of ritual for the Faculty).

### III. Report of the Provost

There was no Report of the Provost.

### IV. Committee on Honors, Fellowships, and Prizes. Dale Husenoller

The Committee recommended the following students for College graduation honors:

Summa cum laude: Bishop, Kevin  
Sera, Christopher Alan

Magna cum laude: Buyske, Steven George  
Carnell, Cristin Powell  
Chen, Taicheng  
Easterling, Kenneth Jay  
Kamitsuka, David Gen  
Levinger, Matthew Bernard  
Kraus, Jonathan Emil  
Kronthal, Alan Jeffrey  
Liu, Don Hun  
Walnut, David Francis

Cope Fellows: Buyske, Steven George  
Krause, Jonathan Emil

Murray Fellow (second year renewal): Price, Jonathan, '78.

**ACTION:** Approved.

The Clerk designated this as privileged information until Commencement. Some discussion of this: nothing secret in substance about it, but it did afford students and families a pleasant surprise. As one member observed, that is what ceremonies are all about.

### V. Administrative Advisory Committee, Jerry Collub

The Committee approves the proposed budget, although, as the speaker pointed out, this is perhaps irrelevant, since the Board has already considered the budget; he reminded the Faculty that this matter had been on the Faculty's agenda for the past two meetings. The Committee recommends no significant changes, but the speaker thought it worthwhile for the Faculty to note how the budget will function. He pointed out the 8% increase in tuition, increases in compensation, etc. The Board is asked to approve drawing more money from the income of the Endowment. The budget provides start-up funds for research for new scientists, additional word-processors for the Faculty, additional staff in the Business Office, a dental plan for all employees (not yet specified) --all this with little percentage increase in the budget. The Committee congratulated the Administration on doing its job well this year.

Faculty Compensation. Is a 10% increase in rent justified? Especially for apartments? Will this not dilute raises? The Committee recommends a 6.5% increase for apartment-dwellers, more on houses. The Committee is also concerned with the tax liability problem: the proposed formula is: cover all costs and no less than 50% of market value.

A question was raised: what precisely was meant by the remark about unspecified dental plan? The President explained that several plans were being investigated; perhaps he would be in a position to be more definite by Christmas.

Stocks: the market has been good. The President explained that until a few years ago, it had been customary to use 5% of the market value each year. In recent years there has been a more complex formula. The President has persuaded the Board, in the past two relatively affluent years, to "bring down" more of the income to the budget. Next year that extra amount will be \$250,000. The Long-Range Planning Committee will reconsider the formula.

How many students, it was asked, are needed to make this budget work? 1020 average.

#### VI. Educational Policy Committee, Wyatt MacGaffey.

##### A. African-American Area of Concentration (Annex I).

Area of Concentration is at minimum packaged advice to the students; at maximum, a statement of commitment to certain fields of study.

How will such Areas be evaluated, since the Faculty usually is reluctant to establish any program which is not sooner or later reviewed. EPC will be asking for reports. Since the Area is not a Major, in a sense, nothing can go wrong. The student will simply be taking courses under guidance which he or she might be taking anyway. Why the specified number of courses? Accounting convenience and reasonable expectation: the number is not a maximum. The student can take as many courses as desired, consistent with other requirements, but only so many will be counted for the Area of Concentration.

Why the wording of the title? Afro-American would suggest study of experience in the diaspora; African-American suggests experience both in Africa and in the diaspora. EPC's view is that the two mean essentially the same thing, but in choosing these words, the Committee wished to emphasize connections, without prejudging or limiting flexibility.

How will the supervising committees be made up? The Provost will designate the person responsible for general oversight, and to be listed in the catalogue; and will make committee appointments.

-4-

The thesis: will it be done in one of the six courses?--yes. Its length, character, topic, etc.?--Department will specify.

ACTION Approved.

B. Recommendation on language examination.

ACTION Approved, with no implications.

C. Deadlines (Annex II).

Proposal to systematize, rationalize, standardize, and simplify the rules on deadlines at the end of the year. Some people complained that there are large numbers of students in some classes, and the new proposal will make such grading hasty and difficult; the pedagogical impact (removal of opportunity to return papers with comments) will be negative. The Dean pointed out the problems on the other side, particularly with allowing the Faculty freedom to manipulate the deadline for whatever good reasons. Great confusion is introduced when students depend upon Faculty promises, or half-promises or what they choose to interpret as promises concerning extensions, incompletes, and the like. If the ambiguity persists, the deans will not be able to handle such matters for the Faculty. There were 120 requests for such legal nonconformities last year, a number cut to a quarter by new deadlines.

ACTION No decision was made.

D. Minors and Areas of Concentration.

The question of listing Bryn Mawr Minors on Haverford transcripts, and the relation of Areas of Concentration to Minors was raised. The Areas are not minors, for reasons given in previous meetings.

ACTION No Minors are to be indicated on Haverford transcripts.

## VII. Academic Council, Colin MacKay (Annex III)

The document presented by Academic Council was designed to provide two sorts of precedures: (1) to cover "general" dismissal situations (items 12-14 in the document); and (2) to cover cases of alleged sexual or racial harrassment or discrimination (section 15). Professor MacKay explained that these procedures were designed to discover facts; they were not designed to substitute or imitate a trial. They do not establish a court. The examining committee has no powers of subpoena, does not administer an oath, is not bound by the rules of evidence, etc. In all cases, they begin with "person-to-person" attempts to resolve the issue and establish facts, and continue to retain some of that quality throughout, as is felt to be consistent with Haverford traditions. This is especially the case under (2) above.

Discussion: What about confidentiality? The AAUP recommends that the consulting body with the faculty member should decide about publicity. No anonymous accusations, although there may be situations in which confrontation may not be thought wise. So neither star-chamber proceedings nor public.

Section 12. Is the wording "teacher or researcher" in the Handbook? AAUP document is the model; that is what the Faculty directed last spring.

It was suggested that--since numbers of people were leaving--there were too few people to decide an issue which concerned everybody. A quick survey by the Provost suggested that the number of regular faculty present was about as usual. Reason suggested that those opposed would have made arrangements to stay until decision-time. And, it was pointed out, this issue has been discussed numerous times and needs decision.

Was there presumption of privacy? Especially in section 15 it seemed necessary to protect persons against publication of irresponsible allegations or the dissemination of charges later found to be groundless.

The Clerk said that he sensed an agreement forming, in view of the great discussion given this topic over recent years; and suggested that the Faculty was ready to approve sections 12-14, with the added note of presumption of privacy.

ACTION Sections 12-14 so approved.

Section 15: procedures in cases of alleged sexual or racial offence. Discussion:

The issue which disturbed a number of the faculty was the statement, p. 4, paragraph 3, ll. 3-4, "and lawyers will not be present." Should lawyers be barred or should the passage be silent? Again, the falseness of the trial/court analogy was urged; the example of grand juries, where attorneys are not present, was cited; and the transformation of the character of the hearing which the presence of attorneys might create, was urged. Others said that was equivalent to saying to the accused "We know you don't need this protection." Not a question here of the virtue or intentions of the framers of the procedure, nor of the virtue or intentions of the panels, nor of the time spent in preparing the document, but of the protection of what many people feel are uncompromisable constitutional rights. To this it was replied that the procedure was not paternalistic or self-righteous; it was simply seeking to "preserve a certain way of proceeding which would be messed up by lawyers;" nothing in the document says that the accused may not retain legal counsel, or that a counsellor may not be present outside the room. Another member asked about a situation in which an accused person should deny the jurisdiction or legitimacy of the procedure; in that case, the reply was made, the inquiry would continue.

There was some discussion of rewording the first paragraphs. The following wording was finally accepted.

"These procedures are designed to deal with cases where a community member lodges a complaint of sexual or racial discrimination or harassment against a member of the faculty. (Allegations of sexual or racial discrimination against Academic Council are dealt with under the procedures described in 12A of the Faculty Handbook).

In cases involving an individual complaint, every effort should be made to settle the case informally and confidentially among the concerned parties and the Equal Opportunity Office of the college, and if that fails, among these and the Provost..."

ACTION Approved, with the modified wording. Harvey Glickman dissenting from the concensus.

Adjourned 11:50.

Respectfully submitted,  
Richard Luman  
Secretary of the Faculty

TO: Faculty FROM: EPC - W. MacGaffey  
RE: Once more to the breach dear Friends DATE: 5/9/83

I. Concentration in African-American Studies

OBJECTIVES

The African-American Area of Concentration encourages a student to bring the methods and insights of his or her major department and two other departments to bear on a study of the experiences of people of African descent in Africa and the Diaspora.

REQUIREMENTS

Students are required to take six courses from a list of courses approved by the Standing Committee for the Concentration. Two courses, but no more than three, are in the major department, and three or more courses in two other departments.

Students are required to write a senior thesis for the Concentration. In major departments requiring a thesis, topics have to be approved by those departments and by the Standing Committee of the Concentration. In departments not requiring a senior thesis, this requirement for the Concentration may be met within the framework of a Topics Course or an Independent Study. In these cases the approval of the instructor concerned and the Standing Committee of the Concentration is required.

ADMINISTRATION

The Concentration is administered by a Standing Committee of two or three regular faculty members teaching and doing research in relevant areas. The Standing Committee is charged with overseeing the Concentration, with approving and thus ensuring the intellectual coherence of student programs, and with helping senior concentrators plan their theses.

AFFILIATED COURSES REGULARLY TAUGHT  
(Possible Host Departments For Concentration)

ECONOMICS

216b Urban Economics  
223 History of Work and Inequality in the United States  
278b Economics of United States Third World Peoples

ENGLISH

261 Afro-American Literature  
279a Modern African Fiction (Bryn Mawr)

OTHER AFFILIATED COURSES TAUGHT IN 1983-1984GENERAL PROGRAMS

- 180a Women in Changing Contexts: African Female Writers  
 470C Life Worlds and Rationality

HISTORY

- 234a History and Sociology of Colonialism (Also called Sociology  
 234a)  
 234b The Invention of Africa(Also called Sociology 234b)

PHILOSOPHY

- 232A Philosophy and Social Theory In Modern Africa  
 241A Social and Political Philosophy (African-American)  
 243A Philosophy and Culture

POLITICAL SCIENCE

- 394 Research Seminar: Crisis in Southern Africa  
 238b Commonwealth Caribbean

RELIGION

- 265a African Christianity  
 290b Christianity in Confrontation

MODEL PROGRAMSENGLISH MAJOR

- |                            |      |   |
|----------------------------|------|---|
| English                    | 216  | Afro-American Literature                                    |
|                            | 279a | Modern African Fiction (Bryn Mawr)                          |
| Spanish                    | 243b | Chroniclers and Narrators of America:Discovery and Conquest |
|                            | 313b | Literature of the Caribbean                                 |
| Sociology/<br>Anthropology | 344b | The Invention of Africa                                     |

HISTORY MAJOR

- |                            |      |   |
|----------------------------|------|---|
| History                    | 236  | African History (Bryn Mawr) or History 243 Afro-American Intellectual History |
| Sociology/<br>Anthropology | 204a | Comparative Race and Ethnic Relations   |
|                            | 234a | History and Sociology of Colonialism  |
| Political                  | 336b | African Politics  |
| Science                    | 238b | Commonwealth Caribbean  |

TO: Faculty FROM: EPC - W. MacGaffey  
RE: And again, and again. DATE: 5/11/83

- III. EPC would like to reaffirm the principle that the Faculty should set no deadlines during the exam period, in which students should be free to use the time equally for examinations and papers in lieu of examination. There should therefore be only two end-of-term deadlines: 1) the last day of class for all course work, lab notebooks and the like; teachers are free to set any earlier deadlines for this material 2) the deadline for examinations or the equivalent.
- IV. EPC believes it to be the intention of the Faculty that the transcript of a student majoring at Haverford may show the Major and a related Concentration but does not recognise a Minor, since the Faculty does not design or approve Minors. The transcript of a student majoring at Bryn Mawr College may show a Major and a Minor, for which the conditions are established by the Bryn Mawr Faculty. This restriction does not prevent any student from taking any course otherwise open to him or her.

WMacG:sja

To: All Faculty  
Re: Procedures for Handling Charges Against  
Faculty Members.

From: Academic Council  
Date: May 10, 1983

The document which follows has two sections, one dealing with general procedures by which the faculty can resolve situations in which serious charges requiring the possibility of sanctions have been brought against one of its members, the other dealing with the specific areas of sexual and racial harassment. Both of these sections have been designed with Haverford's particular practices in mind. These include the role of the Academic Council as the body which offers advice to the President on serious matters, and the role of the alternates to Council as the second group delegated by the faculty to deal with such matters.

One of our oldest and strongest traditions is that of confrontation of others whom we feel are not observing community standards whenever such confrontation is feasible. This is a principle which the Equal Opportunity Officers and the Provost keep in mind in their attempts to mediate and resolve either academic cases or cases involving charges of sexual or racial harassment. They also have in mind the costs to the individuals involved and to the institution when incidents are not resolved rapidly, fairly, and with maximum concern for the privacy of those involved. The formal hearings described below take place only when informal mediation fails.

We ask approval of the following.

12. Dismissal Procedures:

(a) Adequate cause for a dismissal will be related directly or indirectly and substantially, to the fitness of the faculty member in his professional capacity as a teacher or researcher. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

(b) Dismissal of a faculty member with continuous tenure, or with a special or probationary appointment before the end of the specified term will be preceded by: (1) discussions between the faculty member and the Provost looking toward a mutual settlement; (2) in academic cases informal inquiry by the alternate members of Academic Council, who may, determine whether in their opinion dismissal procedures should be undertaken, without its opinion being binding on the President; in cases of individual sexual or racial harassment or discrimination inquiry by the panel described in "Procedures for Cases of Sexual and Racial Harassment and Discrimination" which may recommend that dismissal procedures should be undertaken without its opinion being binding on the President; (3) in academic cases a statement of charges, framed with reasonable particularity by the Provost acting for the College; in cases of individual sexual or racial harassment a statement of charges drawn up by the inquiry panel and brought forward by the chair of that panel acting for the college.

(c) A dismissal, as defined in (a) above will be preceded by a statement of reasons, and the individual concerned will have the right to a hearing by the elected members of Academic Council, chaired by the President, who

receives the advice of elected members. Elected members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Each party will have a maximum of one challenge without stated cause. Challenges made against members of this hearing committee beyond the one free challenge each side receives will be evaluated by the remaining members of the committee. When members are excused from Council they will be replaced by a random selection from a pool consisting of faculty members from the same division who had served on Academic Council or were alternatives to Academic Council during the seven years preceding the date of the hearing. In order to guarantee that the hearing committee will never be erased completely by challenges, challenges should be resolved one at a time, and replacements made as necessary.

(1) Pending a final decision by Academic Council, the faculty member may be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to himself/herself or others is threatened by his/her continuance. Before suspending a faculty member, pending an ultimate determination of his/her status through the College's hearing procedures, the President will consult with Academic Council concerning the propriety, the length, and the other conditions of the suspension. A suspension which is intended to be final is a dismissal, and will be treated as such. Salary will continue during the period of suspension.

(2) Academic Council may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of information, (iii) provide for the exchange of documentary or other information, and (iv) achieve such appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.

(3) Academic Council, in consultation with the faculty member, will exercise its judgment as to whether the hearing should be public or private.

(4) During the proceedings the faculty member will be permitted to have an academic advisor and counsel of his/her own choice.

(5) Any records of the hearing, including final recommendations from Academic Council, shall be made available to the faculty member at no cost.

(6) The faculty member and the representative of the College will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Academic Council determines that the interest of justice require admission of their statements, the Academic Council will identify the witnesses, disclose their statements, and if possible provide for informal interrogatories.

(7) Academic Council will not be bound by the legal rules of evidence, and may admit any evidence which is of probative value in determining the issues involved.

(8) The recommendations from Academic Council, which may range from dismissal through lesser sanctions to acquittal, shall be in writing and

shall include findings of fact. If there is not a consensus, the separate recommendations may be submitted. If the President rejects the recommendation, he will state his reasons for doing so, in writing, to the Elected Members of Academic Council and to the faculty member, and provide an opportunity for response before transmitting the case to the Board of Managers. If Academic Council concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

### 13. Action by the Governing Board

If dismissal or other severe sanction is recommended, the President will, on request of the faculty member, transmit to the Board of Managers the record of the case. The Board's review will be based on the record of the hearing, the recommendations of Academic Council and the decision of the President. The Board may establish a committee to hear the appeal. The decision of the President will either be sustained or the proceeding returned to the President with specific objections. The President may then call on Academic Council to reconsider its advice, taking into account the stated objections and receiving new evidence if necessary.

### 14. Procedures for Imposition of Sanction Other than Dismissal

(a) If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a sanction; the procedures outlined in 12 shall govern such a proceeding.

(b) If the administration believes that the conduct of a faculty member justified imposition of a minor sanction, such as a reprimand, it shall notify the faculty member of the basis of the proposed sanction and provide him/her with an opportunity to be heard before the proposed sanction is imposed. A faculty member who believes that a major sanction has been incorrectly imposed, may petition Academic Council for such action as may be appropriate.

### 15. Procedures For Cases of Sexual and Racial Harrassment and Discrimination

These procedures are designed to deal with cases in which complaints of sexual or racial discrimination or harassment have been directed against a member of the faculty in an individual capacity. (Allegations of sexual or racial discrimination by Academic Council are dealt with under the procedures described in 11D of the Faculty Handbook).

In cases involving an individual, every effort should be made to settle the case informally among the concerned parties and an Equal Opportunity Office of the college, and if that fails, among these and the Provost. The following procedures are designed for cases that resist such informal settlement, either because one of the parties is unsatisfied, or

because the E.O.O. or the Provost considers the resolution unsatisfactory, and a presidential solution is invoked.

When a dispute has been placed in the hands of the President, a panel will be convened to consider the facts and to make a recommendation to the President. The panel will consist of five persons chosen from a pool of fifteen representing the four segments of the community from which a complaint could arise. The pool will include five members of the faculty, five students, three members of the Staff Association, and two members of the administration. Two of the faculty representatives are to be elected by the faculty for two year terms, which will be staggered, and three are to be appointed by Academic Council.

The President will ask each of the parties to the case to choose one person from this group to participate on the panel. After receiving these two choices, the President will choose three other persons from the pool, and appoint one of these three to serve as chair for the panel.

The major functions of the panel are fact finding, attempting to achieve a mediated resolution of the incident, and making the reports described below. Its proceedings will be private, and lawyers will not be present. It is expected that both parties will have the right to hear all testimony and will be able to respond to testimony in the presence of those giving it; the panel will be expected to question witnesses in the light of such response. When, however, a witness or either of the parties is unwilling or judged by the panel to be unable to present statements in the presence of others, the panel may decide that the interests of justice require admission of their statements in private. In such cases, the panel will disclose the statements to both parties, identify their authors, and provide for other means of response and questioning.

A summary of the case and the recommendations of the panel will be made in writing to the President, excepting a recommendation for major penalties, such as removal of tenure, termination of a regular appointment to the faculty, or suspension of a faculty member from service for a stated period. In such cases the recommendation must be made in writing to the elected members of the Academic Council who will perform the tasks described in section 12 above. In either situation, copies of the report will be given to both parties.

The case is taken to the President or to Academic Council by the panel acting for the institution and not by the complainant. The chair of the panel should represent the institution if a hearing is necessary. The President may order the temporary suspension of the faculty member until the hearing is concluded only if immediate harm to the faculty member or others would be threatened.