FACULTY OF HAVERFORD COLLEGE

Regular Meeting 5 September, 1974
Louis Green, presiding

1. The minutes of the regular faculty meeting of 9 May were approved.

2. New members of the faculty and administration were introduced.

3. Barry Zubrow and James Flower reported on the state of the honor code and described the faculty's responsibilities under the code.

4. President Coleman reported that James Magill had bequeathed the bulk of his estate to the College.

5. Provost D'Andrea reported that the Bartol Foundation is currently giving Bryn Mawr College first priority in its search for a new location.

Adjourned at 5:15 p.m.

John R. Cary
Secretary of the Faculty
1. The minutes of the regular faculty meeting of 5 September were approved.

2. The Faculty asked that the following memorial minutes be prepared: for Henry J. Cadbury, by Edwin Bronner; for Carl Allendoerfer by Cletus Oakley; for Roy Randall by John A. Lester, Jr.

3. The following proposals by the Educational Policy Committee (Sid Perloe) were approved by the faculty:
   a. The faculty affirmed its desire to implement the new distribution scheme. The present revised version incorporates a change in the Social Science description. The scheme is intended to aid the continuing efforts toward defining the educational aims of the College.
   b. The Monday-Wednesday-Friday schedule shall be altered to the following: 12:30-2, 1-2, 2-3, 3-4. The advantage of the new schedule is that it permits a wider range of courses to meet at the noon period. Courses could either meet two days a week for 1 1/2 hours or as at present three days a week for 1 hour.
   c. The faculty asked the Educational Policy Committee to make a comprehensive study of the scheduling question, with a view to improving the present scheme.
   d. The faculty shall continue to assign passing grades from 60 through 100 for internal college use and these shall continue to be converted to a four point system for external use since this is now standard at more than 90% of colleges and universities around the country. However, to provide somewhat finer distinctions, to facilitate agreement with Bryn Mawr, and to conform to a common practice, each point on the four point system shall be subdivided into three rather than two parts.
   e. The Political Science Department shall begin this year be permitted to increase the credit given for Political Science 390I, Junior Seminar in Political Studies, from 1/2 to a full credit.

4. Bruce Partridge reported for the Academic Council. Consideration is being given to the criteria for promotion to full professorship. Comments from faculty members will be welcome.

5. The Provost reported the following:

   A. A meeting was held with the Bryn Mawr Appointments Committee, at which the following decisions were reached:
      1. On tenure decisions, Dean McPherson and President Wofford have asked department chairmen to formally request a letter on the case from the counterpart Haverford department. The department will be given the material which the Committee uses in its evaluation for its use in preparing the letter (publications, etc.).
      2. The Bryn Mawr Appointments Committee supports the recommendation to formalize search committee procedure, which will be the same as Haverford's. Dean McPherson would write the Provost informing him of the formation of a search committee and asking him to arrange for a Haverford member to serve. Prior to authorizing a
search, Bryn Mawr will ask if the department has consulted with the Haverford Department on terms of field specification. (This is comparable to what our Academic Council and the Educational Policy Committee do now.)

3. Dean McPherson and the Provost will work out procedures for special cases when a counterpart department does not exist at the other campus (e.g., Russian, Fine Arts, Geology, etc.)

The faculty commended the Provost for advancing cooperation in this important area.

B. 1. The administration is planning to bring a recommendation to the Board that overlapping salary bands be adopted. The matter has been twice raised at the Faculty meeting. The administration has heard the views of the Faculty, and it has also sought the advice of the Council. The Faculty is not united in its opinion about the wisdom of such a move. Nevertheless, the administration feels it would improve its ability to manage the College effectively. The 1973/74 Council suggested that the extent of overlap be limited to ± 10% and that the range and median salaries by Divisions be published each year. The administration accepts these suggestions.

2. Arising out of the practical problems faced by the Academic Council in rendering careful judgments in cases in which a short time has elapsed between the tenure and promotion considerations, the Administration feels that our policies should be modified so that five years' service as Associate Professor with tenure would elapse before consideration for promotion to Professor. This refers to the situation in which promotion to Associate Professor precedes the award of tenure. In most cases it is unreasonable to expect a faculty member to have attained the professional development to warrant consideration of promotion to Professor in less than five years. The Faculty Handbook should be edited to reflect this change. The provision would not be applicable to members of the faculty currently in the Associate Professor rank.

3. The Administration plans to lengthen the intervals between reviews in cases in which promotion to Professor is denied. Currently when promotion does not take place after the first five-year review, the case must be reconsidered at least once in every two-year period thereafter. The Administration proposes that a case be reconsidered at least once in every three-year period. This would not prevent a review in less than three years, but does eliminate the necessity of too frequent reviews.

4. To reflect more accurately the interpretations emphasized by Academic Council members in forming their judgments, the Administration feels it would be advisable to adjust the language of the section of the Faculty Handbook relating to promotion to Professor.

The Provost offered for the Faculty Handbook a possible statement which incorporates all of the changes mentioned above. [Annex IV]

Those who have suggestions or thoughts about the contemplated policy changes may wish to write or speak to members of the Administration. Faculty members may pick up copies of the relevant section of the Faculty Handbook in its current form together with
the suggested change, which was read to the faculty, at the Provost's office.

It was suggested by the faculty that the Administration send to all members of the faculty a statement of its proposals, together with some supporting arguments.

6. Dan Gillis announced that a meeting of senior administration and faculty members to discuss compensation issues is scheduled for 3 p.m., November 11, in Sharpless 120.

7. The Distinguished Visitors Committee (Claude Wintner) announced a gift to the College for the Humanities Lecture fund from Michael Moore, '54, and his mother. This gift is particularly welcome in view of the fact that the Lincoln Fund will be expended in 1975. The Committee wished to record its thanks to Steve Cary for his role in securing the Moore gift for the College.

8. It was agreed by the faculty that if 15 or more faculty members sign a petition, a special faculty meeting will be held to consider the Provost's statement about recent proposals on administration decisions, minuted above. If no such meeting is called for by the faculty, this item should be put first on the agenda of the next regular faculty meeting.

Adjourned at 6:15 p.m.

John R. Cary
Secretary of the Faculty
before Thursday's faculty meeting you will receive a copy of the revised version of the distribution code. The courses are listed by category and by department. The right of each course is a seven digit code number representing its dimensional code. The code can be deciphered as follows:

<table>
<thead>
<tr>
<th>First digit</th>
<th>Second digit</th>
<th>Third digit</th>
<th>Fourth digit</th>
<th>Fifth digit</th>
<th>Sixth digit</th>
<th>Seventh digit</th>
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<tr>
<td>Natural science</td>
<td>Quantitative or symbolic analysis</td>
<td>History</td>
<td>Being and value</td>
<td>Social and behavioral science</td>
<td>Aesthetics and literature</td>
<td>Laboratory, field or artistic experience</td>
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For example, the code 0001020 would mean that the course received one unit of being and value and two units of Aesthetics and literature. The code 0300000 would mean that the course received 3 units of Quantitative or symbolic analysis.

In the future the code numbers will be listed along with course numbers in identifying courses. Three kinds of courses were omitted from the scheme. These were:

a) courses required for graduation, i.e. Freshman Seminar and Writing Seminar,
b) Elementary Language courses and c) courses with changing content, e.g., project and topics courses. Codes will be supplied by course instructors for the last category at the time course lists are published or when instructors approve project courses.

With one exception, the dimension descriptions remain as they were in the distribution Code. Hums distributed on May 23, and again on July 12. The only change occurs in the Social Science description. The new version is:

**Social and behavioral science:**

This dimension is often found in courses in anthropology, economics, political science, psychology, sociology, and sometimes biology. It includes the application of the scientific method to the study of human behavior and the comparative study of human actions, institutions and their material products. It also studies the conditions and consequences of human action for individuals, groups and social systems.

We will ask for final approval of the scheme at this Thursday's faculty meeting. We apologize for getting the material to you so late. It took much time to prepare for final distribution. In fact, however, it differs little from earlier forms. The differences incorporate most of the suggestions we received.
The Educational Policy Committee recommends to the faculty that we continue to assign passing grades from 60 through 100 for internal college use and that these continue to be converted to a four point system for external use since this is now standard at more than 90% of colleges and universities around the country. However, to provide somewhat finer distinctions, to facilitate agreement with Bryn Mawr, and to conform to a common practice, e.g., that of the Association of American Medical Colleges, we recommend that each point on the four point system be subdivided into three rather than two parts, so that the possible passing grades will be 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, etc.

Bryn Mawr's grading committee has expressed agreement with this proposal and if adopted by both colleges, grades given students in classes at either college would have the same significance at both, correcting the present situation in which the same 60-100 grade is converted to different four point grades at the two colleges.

This EPC recommendation is not contingent on Bryn Mawr's expected approval, since in addition to facilitating cooperation, the other reasons for this adoption are deemed sufficient by themselves.

<table>
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<tr>
<th>Laverford Present 4 Point Conversion</th>
<th>HC Internal Evaluation (Remains Unchanged)</th>
<th>Proposed 4 Point Conversion for BMC and EPC</th>
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<tr>
<td>4.0</td>
<td>99-100</td>
<td>4.0</td>
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<tr>
<td>3.5</td>
<td>87-89</td>
<td>3.7</td>
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<tr>
<td>3.0</td>
<td>83-85</td>
<td>3.3</td>
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<td>2.5</td>
<td>81-82</td>
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<td>67-69</td>
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1. Amazing as it may seem the time has come to plan for next semester. In requesting times for your second semester courses please keep in mind the change in the schedule being proposed by E.P.C. The early afternoon MWF slot will run from 12:30 to 2:00, allowing you to schedule 1-1/2 hour classes on MWF, RSP or MWF. You may also use that time to schedule 1 hour classes those times a week.

Please remember that the purpose of this change is to reduce course conflicts by reducing the crowding in certain time slots. Before you select times for next semester, look at the full time schedule and last Spring’s schedule and try to avoid using the very crowded slots. In particular we ask you to switch some 7,7h afternoon courses to the new time period. We also ask you to try to move some MWF 10:30-11:30 and 11:30-12:30 courses to less heavily used times, e.g. MWF 8:30-9:30, 3-A.

While the scheduling of courses may seem like a minor administrative detail to you, it is a major educational feature for students whose study plans are frustrated by course conflicts during crowded hours. As the enrollment increases and the number of courses grows, these conflicts will increase unless the changes we propose are made.

2. Registration time has crept up so rapidly that E.P.C. will be unable to bring course approvals to the faculty before the list for next semester is issued. However, we will be able to use the November faculty meeting to approve new courses in time for actual registration.

New course or course change proposals must be in E.P.C. hands (six copies please) by Wednesday, November 13th. Please get them in earlier if you possibly can. Courses for which approval is wanted should be scheduled with the recorder as though they had been approved. It is easier to cancel than to add a new course.

3. We recommend that the Political Science Department be permitted to increase the credit given for Fall 8002, Junior Seminar in Political Studies from 1/2 to a full credit. It now takes almost as much of a student's time as does a regular course. To pare the course down would mean to lose the variety and breadth which is essential to the purpose of the course. At a full credit, the course could be slightly expanded. The number of intermediate courses required for the major will be reduced from 5 to 4, so that the change will actually reduce the overall number of required courses. It is proposed that the change go into effect this year.
1. Members of the Faculty promoted to Associate Professor shall normally be considered for further promotion to full Professor in time for that promotion to take place after the completion of five years of service as Associate Professor. However, the Academic Council, on its own initiative or on the request of the President and Provost, may consider an Associate Professor for earlier promotion when circumstances warrant. And the normal five-year term makes no presumption that every Associate Professor will become a full Professor after that period of time; each case shall be reviewed on its own merits, with the candidate measured against agreed upon guidelines for full Professorships at the College. Where such a promotion does not take place after the first five-year term as Associate Professor, the case will automatically be reconsidered at least once in every two-year period thereafter."

SUGGESTED MODIFICATION:

(d) Timing of consideration for promotions to Professor

1. Members of the faculty promoted to Associate Professor shall first be considered for further promotion to full Professor in time for that promotion to take place after the completion of five years of service as Associate Professor with tenure. However, the Academic Council, on its own initiative or on the request of the President and Provost, may consider an Associate Professor for earlier promotion when circumstances warrant. The five-year review makes no presumption that every associate Professor will become a full Professor after that period of time; each case shall be reviewed on its own merits considering the evidence of further development and accomplishment in the areas of professional or creative activity, teaching effectiveness and community service. Where such a promotion does not take place after the first five-year review, the case will automatically be reconsidered at least once in every three year period thereafter."
1. The Minutes of the regular Faculty meeting of 17 October were APPROVED.

2. There was discussion of the Administration's proposed changes in Faculty personnel policies. The Administration agreed to discuss point 1 with the Administrative Advisory Committee in the light of views expressed in the Faculty meeting.

3. The following memorial minutes were read: for Carl Allendoerfer by Cletus Oakley, for Henry J. Cadbury, by Edwin Bronner, for Roy Randall by John Lester, Jr. The Clerk proposed that these minutes be approved and that copies be sent to appropriate members of the families involved. The Faculty APPROVED. [ANNEX I]

4. The Educational Policy Committee (Sid Perloe) proposed the following:
   A. Students should be permitted to count toward graduation up to four credits earned through summer school or Advanced Placement. In order to have summer school credits count, a student would be required to secure, in advance, the approval of his adviser and the chairman of the department in the field in which the work is to be done. Credit would not be granted until the student submitted his tests, papers, syllabus or other course materials to the Dean of the College, but those materials would play no part in the determination of credit. They would play an important part in the faculty's assessment of this proposed step over the next two years, looking toward a formal review by EPC in 1976-77.

   In order to receive credit for Advanced Placement work a student would have the College Entrance Examination Board (CEEB) submit his score and examination for review by the chairman of the appropriate Haverford department.

   Students presently in attendance would be able to count toward the four credits summer school work and Advanced Placement previously awarded credits at Haverford under our old procedures. The Faculty APPROVED. [ANNEX II]

   B. The College should admit qualified adults and high school students as special (part-time) students, who would take one course a semester. Faculty members would be consulted as to whether or not they wished to have special students in their classes. Instructors would be able to refuse or accept a special student. The Faculty APPROVED. [ANNEX III]

   C. New courses were APPROVED. [ANNEX IV]
5. Robert Gavin reported on the recent meeting of the Board of Managers.

6. Richard Luman presented concerns of the Committee on College Honors, Fellowships and Prizes. The Provost agreed to meet with the Committee to discuss ways of facilitating its work.

Adjourned at 6:30 p.m.

Continuation of meeting of 21 November 26 November 1974
Louis Green, Clerk

1. There was discussion of points 2-4 of the Administration's proposed changes in Faculty personnel policies. The Administration agreed to consider rewording these points in the light of comments offered. Written views of faculty members would be welcome.

Adjourned 11:05 a.m.

John R. Cary
Secretary of the Faculty
Carl Barnett Allendoerfer was born in Kansas City, April 4, 1911 and died in Seattle, 29 September, 1974. Graduating from Haverford in 1932, he spent the next two years at New College, Oxford, where, as a Rhodes Scholar, he distinguished himself by taking a "first" in mathematics and picking up a B.A. in the process. Five years later Oxford University bestowed upon him an M.A. However, Carl admitted that it was unearned, since all he had to do for it was to pay his dues and stay out of trouble. We are of the opinion that, in just abiding by those conditions of constraint, he did indeed earn that degree.

From 1934 to 1937 he attended Princeton University. With his Ph.D. in hand and after a brief period of teaching at the University of Wisconsin, he answered a call from his alma mater and returned to Haverford where he was based until 1951 when he joined the faculty of the University of Washington as professor and chairman of the department. We say based at Haverford advisedly because during the war years he was variously working as a civilian with the U.S. Naval Operations Research Groups, with the Pre-Meteorology Training Program for the U.S. Army Air Corps, and with the Joint Target Group as Head of the Statistical Subsection and later, as Coordinator of Research.

Following the war he served as visiting professor at New York University and at the Massachusetts Institute of Technology. He also spent a year at the Institute for Advanced Study, Princeton, continuing his studies of differential geometry.

In many ways Carl Allendoerfer's Haverford years were formative. He was full of energy and brim full of ideas coming, as they did, at the rate of one minute. Out of every working day one idea would be of top quality -- a phenomenally high percentage for any educator. When he wasn't writing research articles for the learned journals, he was editing Class-Room Notes for the American Mathematical Monthly, working on the Graduate Record Examinations, lecturing and spending with an inordinate amount of time re-thinking, re-teaching and re-writing the undergraduate curriculum in mathematics. A superb teacher, he was continually searching for better ways of presenting mathematics to his classes, often with a variety of physical models, and always with clearer exposition. This period indeed forshadowed the future directions his interests and talents would take.

In the decades following his move to Washington, Carl Allendoerfer's record of accomplishments is enough to spread distinction on several mathematicians of considerable stature. He was editor of the American Mathematical Monthly for five years and served as vice-president and later, as president of the Mathematical Association of America. In 1966 he received the annual award for an outstanding expository article and, in 1971, received the Distinguished Service Award -- the Association's top honor. He was well known for his mathematical films and for his TV courses at the University of Washington. He set up the nation's first summer institute for high school
teachers in the summer of 1954. The University recognized his talents by making him chairman of the Senate and the faculty's liaison representative to the State Legislature.

His ideas on the teaching of 'modern mathematics' were the first and most powerful in the nation. He has authored several and co-authored some dozen other books of which several have been translated into Serbo-Croatian, Spanish, Japanese and/or Swedish. And his reputation is not confined to the U.S. He has spent a term at the University of Liverpool and has been a Fulbright lecturer in Australia.

To recount all of the things he has done for our community of scholars is impossible. Haverford is both proud and grateful for the wisdom he has shown in the advancement of mathematics.

He is survived by his wife, Dorothy, by his three sons Robert ('62 at Haverford), by James and Willian and by his four grandchildren. In mourning his passing, we join them in deep sympathy.
Henry J. Cadbury 1833-1974

For the last two decades Henry J. Cadbury has been a familiar figure on the Haverford College campus, especially as he strolled back and forth between his home on Millbrook Lane and the Library. When Henry and Lydia Cadbury moved back to this community from Harvard in 1954, he began to teach the course in Quakerism, and continued to serve on the faculty in this capacity until 1963. That year he gave the Mary Farnum Brown Library Lectures which were published under the title, The Eclipse of the Historical Jesus.

Henry Cadbury's international reputation rested upon his work in New Testament studies. He published several volumes, especially about the Books of Luke and Acts, served on the committee which prepared the Revised Standard Version of the Bible, and was the Hollis Professor of Divinity at Harvard for two decades. He was elected to several scholarly societies, was awarded six honorary degrees, and at least one doctoral candidate has prepared a dissertation analyzing his work. Although he regarded his study of Quaker history as an avocation, he produced several important books and scores of articles in that field, and was the recognized dean of Quaker scholars in Britain and the United States. In addition to his academic accomplishments, Henry Cadbury was one of the founders of the American Friends Service Committee, and as its chairman received
the Nobel Peace Prize in 1947, along with the head of the Friends Service Council in Britain.

Henry Cadbury, who first came to Haverford as a student seventy-five years ago in 1899, and spent several years here on the faculty before World War I, charmed an appreciative audience at a party in honor of his ninetieth birthday, held in the library a year ago, as he reminisced about the first two decades of the century. He took special relish in telling about how Haverford at first refused to accept him as a student, because of a deficiency in mathematics. He was more sober as he described the episode in 1918 when the college suspended him from his teaching after he wrote a strongly worded pacifist letter to the Philadelphia Ledger newspaper, but agreed that he and the college had forgiven one another long since.

Our sister institution, Bryn Mawr College, joins us in honoring Henry J. Cadbury, for he taught on its faculty a number of years, and for more than a decade served as Chairman of the Board of Directors.

While we honored him for his brilliant mind and for his impressive intellectual accomplishments, we also loved him for his marvelous sense of humor, for the genial assistance he freely gave to all who requested it, and for his gentle unassuming manner. All of us who had an opportunity to know him and learn from him are richer for that association. We offer our sympathy to his widow, Lydia Brown Cadbury, and to his four children and their families.
Roy E. Randall, professor emeritus, died on May 18th of this year. He had been an athlete of note, in football, basketball, and baseball, at Phillips Academy and at Brown University before the start of his coaching career, and before he joined us at Haverford in the Fall of 1933.

Words on behalf of our faculty, in memory of Roy, need to be spoken carefully, knowing that few of our present faculty knew him, or knew him well. Roy Randall brought to Haverford an athletic and coaching record of distinctive success. He was All-American quarterback on that triumphant team of Brown University Ironmen of 1926. He came to Haverford attuned to success. His teams had some excellent years with us, and some desultory years. Roy stood for us, through the years of success and of unsucces, like a tide-mark in the channel. His integrity, his frankness and single firmness of judgment, were things you could always count on, and build on. He had a clear knowledge of the qualities of work and strength and team-work that make success possible. To those of us close to him, Roy brought with this a kindness and a warm generosity of spirit which, with that infallible integrity, will never be forgotten.

Roy must have felt in his work, as we do in ours, that many of his ideals of success and achievement were not achieved. But his will to strive for and realize those ideals never wavered or wobbled. His presence with us for thirty-five years, and his remembered presence now, remind us what a considerate standard of excellence, firmly upheld, can do to pervade and inspire our College community.
The Educational Policy Committee recommends to the faculty that students be permitted to count toward graduation up to four credits earned through summer school or Advanced Placement.

In order to have summer school credits count, a student would be required to secure, in advance, the approval of his adviser and the chairman of the department in the field in which the work is to be done. Credit would not be granted until the student submitted his tests, papers, syllabus or other course materials to the Dean of the College, but those materials would play no part in the determination of credit. They would play an important part in the faculty's assessment of this proposed step over the next two years, looking toward a formal review by EPC in 1976-77.

In order to receive credit for Advanced Placement work a student would have the College Entrance Examination Board (CEEB) submit his score and examination for review by the chairman of the appropriate Haverford department.

Students presently in attendance would be able to count toward the four credits summer school work and Advanced Placement previously awarded credits at Haverford under our old procedures.

EPC recommends approval of this proposal for several reasons:

1) It will enable a student to count for credit on his transcript courses not available at Haverford and taken elsewhere for enrichment.

2) It will make six and seven semester programs and carrying a reduced load during a given semester more realistic options for many conscientious students who have at least as much need as other students to utilize these options.

We refer here to serious hard-working students whose ability places them in the middle or somewhat below the middle of the Haverford population. Two examples may suffice: first, the case of a student from the group described above who wishes to participate in one or two sports (perhaps one at the intercollegiate level), and who has a serious interest in playing a musical instrument and so takes private lessons and plays in the orchestra (or who is seriously involved with the school paper or the Drama Club, etc.). We are arguing that it is attractive and desirable for this student to be able to lighten his load when his extra-curricular involvement is at its peak without having to carry five credits for one or more semesters to bring his credit total up to the expected level. It is attractive because it permits students to lead fuller more diversified lives at the College without having to seriously jeopardize either the quality of work they do here or the reflection of that quality on the transcripts sent to graduate and professional schools. In addition, we have some means of quality control vested in the adviser and the department concerned through their in-advance approval of the study elsewhere.

Second, the case of a student of the sort referred to above, who wishes to be able to take advantage of the seven semester option (to save money and/or time) but who does not feel it wise to carry more than four credits during semesters at Haverford or, more likely, wishes to carry five credits for only two semesters. We feel the same arguments hold here.

We basically see this recommendation as a means for making enriched and diversified educational opportunities more equally available to all students at the College.

10/8/74

Sidney Perloe
1. Please remember that we must have course proposals for the Spring semester by November 13.

2. At the last faculty meeting E.P.C. proposed that students be permitted to count toward graduation up to four credits earned through summer school or advance placement. The memo accompanying the proposal provided most of the reasons behind our suggestion. Additional reasons were that the ability to get credit for A.P. courses would attract bright, motivated students at a time when increasing enrollments has placed great pressure on the Admissions Department to increase the number of applications. Credit for summer school courses would be of particular aid to students pressed for money if they used the summer school work to shorten their time at Haverford or to reduce their course load enough to carry part-time employment throughout the school year.

At our next meeting, Wednesday November 6, we will reconsider this proposal. In particular we will examine three suggestions presented on the floor of the meeting. They are: a) Place a two course limit on the number of courses for which credit will be given for summer school or A.P. work. b) Place a limit of two on the number of course credits that might be accumulated through either one of the routes. That is permit students as many as 2 A.P. credits and 2 summer school credits; c) Require approval of summer school work after its completion as a condition for awarding credit so that work that clearly falls below Haverford standards will not receive credit.

If you have comments, suggestions, feelings or other significant reactions to this issue, please communicate them to any member of E.P.C. before next Wednesday. If you wish to talk with us in person, come to our meeting - 4:15 - 120 Sharpless.

3. In response to a request from Bill Ambler we are planning to recommend that we make a change in the categories of students eligible for special student status, thereby resulting in a modest increase in the number of special students.

Specifically we wish to recommend that Haverford admit qualified adults and high school students as special students, who would take one course a semester.

The mechanics of enrollment would be simple. The admissions office would have a list of courses that are open to special students prepared by Dave Potter who would ask faculty if they wished to have part-time students in their courses. Faculty would be free to refuse to have them or to limit them. We would provide this list to individuals who inquired about admission. In effect, we would admit a student to an individual course making it easy to control numbers in a given course and to be certain that the student has any necessary prerequisites. The admission would take place after regular
enrollment so that course instructors would be able to refuse or limit the number of special students when their enrollments were high.

What follows are excerpts from Bill’s request to E.P.C. We would like to hear from you about this change before we bring the proposal to the faculty for approval.

In recent years we have averaged a dozen special students each semester. Almost all of them have been faculty or student wives. There have been a few College employees and an occasional high school student who seemed especially well qualified. Judging from their grades the special students have done well. I do not believe that they have caused any noteworthy problems.

I would like to propose a liberalization of the policy to increase the numbers we are admitting. There are several reasons for my proposal:

1. Our experience [with special students] has been a good one and I see no reason why we couldn't handle a few more selected students in selected courses.

2. Opening enrollment to more individuals from the local community would bring a few more adults into classes which most faculty seem to favor. Opening enrollment to more high school students would bring us some additional highly motivated students and would improve our relationship with local schools.

3. Opening enrollment to more special students would probably help to improve our relationship with the local community. As it is now, our special student policy is restrictive with enrollment given begrudgingly. A positive policy would create a different impression. We could be seen more as a community resource than we are and it could be one more way of increasing interaction with the local community.

4. Opening enrollment to more students would increase our tuition income.

I doubt if large numbers of students would want to enroll. Depending on how much we would charge for tuition, there might only be 12 more than we have now. There would be a few high school seniors and the rest are likely to be college graduates (who might also be retired). Since our current policy permits the admission of both men and women as special students, I see no reason to change it. Bryn Mawr also admits both men and women as special students.

I believe that the admission criteria should be kept high. The policy statement might simply state that students are to be admitted under our usual admission standards. We should not admit students who are trying to
make up work at other colleges or who are taking courses to get into medical or law schools. Rarely would the student be accumulating credits toward a college degree. The high school students should be sponsored by their schools and we would limit the number of schools involved. Students would be admitted for only one course a semester and their enrollment for future semesters would be subject to review each semester.

I believe that this new policy could improve the College by bringing us more adults and young well motivated students, by increasing our tuition income and by improving our standing as a community resource. With proper controls on numbers, I do not see how the change in policy could hurt us.

Please let us hear from you on the policy changes described in this memo.
TO: The Faculty
FROM: Educational Policy Committee

RE: Course approvals and other business
November 15, 1974

Course approvals all approved - see P 3

We recommend approval of the following courses for one year only.

English H247b (0020010) American Studies: the culture of the United States in the 1930's. Messrs. Ashmead & Paul

The course will be team taught by Paul and Ashmead to combine their approaches. The subject matter will include several novels of John Steinbeck and their filmed versions by John Ford and Lewis Milestone; the creative relationship between the film director Howard Hawks and the novelist Faulkner; the relationship of Hart Crane's Brooklyn Bridge to the real bridge of the Reoeblings and to paintings of the period; Radio City Music Hall and the structures of Rockefeller Center; RKO and van Nest Polgas's set designs; the working class as represented in a number of Warner brothers movies, and even in Gold Diggers of 1933 (Busby Berkeley) which includes breadlines in one production number; plays from the Group Theatre movement such as Ode'H's Golden Boy; gangster films such as Scarface; antic comedies such as His Girl Friday; attempts to bridge high and low arts as in the Gershwin Shall We Dance? (Astaire-Rogers), and the Disney cartoon Melody Land with its battle between the "Land of Symphony" and the "Isle of Jazz."

The extra costs of film rentals, and of the team teaching will be taken care of by an NEH grant. (The grant in its full form also provides for film experiments and rentals by all departments in the humanities division).

The course will be offered this spring in place of English 246b - American Studies since 1860.

German H240b (0009030) Goethe and Thomas Mann (in translation) Mr. Cary

Thomas Mann's work reflects a continuing preoccupation with Goethe. The course will focus on three pairs of works in translation: "The Sorrows of Young Werther" and its ironic echoes in Mann's early novella "Tristan", the Bildungsroman "Wilhelm Meister's Apprenticeship" and "The Magic Mountain", and "Faust" and "Dr. Faustus."

The course will be offered this spring in place of German 278b - Expressionism in German Culture.

Psychology H212 (0000100) The psychological writings of Sigmund Freud Mr. Davis

Prerequisite: Course in personality psychology and consent of instructor.

This course will meet one and one half hours a week during the first half of the term. The class will read major portions of Freud's writings on dreams, psychodynamics, therapy, and culture and discuss these via seminar-panels. During the latter portion of the term, students will prepare final drafts of their seminar papers for submission at the end of the term. Grades will be based on seminar participation and quality of the final paper.
Mr. Davis is not participating in teaching Introductory Psychology this year and therefore can teach this course without increasing his teaching load.

Sociology and Anthropology H259b (0010200) Monasticism and marriage

Mr. Hohenstein

Sociological implications of the Roman Catholic Church's treatment of sexuality. Course will consider (1) theological treatment of marriage from St. Paul to Pius XI (2) history of the worship of the Virgin Mary (3) comparison of the legends of male and female Saints and (4) the monastic movement. Readings will be from Paul, Aquinas, Augustinian, Benedict, Thomas Aquinas, Council of Trent, Pius XI, Karl Rahner and the Second Vatican Council.

Sociology and Anthropology H237b (0010200) 17th Century English Social Structure

Mr. Gould

The course is intended to serve as a meeting ground for students from the social sciences and from history. It will introduce the students to a body of technical sociological theory, and will evaluate this theory in light of a reasonably comprehensive examination of a concrete historical case study. Discussion will be focused around the English Revolutions of 1640 and 1688, but will not be confined to political questions. Rather it will treat these revolutions as events in need of explanation. It will then proceed to develop both the theoretical tools, and the familiarity with economic, political, "social," and religious data, necessary to provide an explanation of the genesis of these revolutions. This information will be applied to the task of assessing the consequences of these revolutions for subsequent societal development.

Regular approval is requested for the following:

Applied Physics 211 200200) Semiconductor Electronics and Measuring Systems

Mr. Bemiss

This course is intended to give a student in science a basic understanding of solid state electronics and the problems associated with electrical measurements. The subject matter to be covered includes AC and DC circuits, semiconductor diodes, transistors in various configurations, amplifiers, interrelated circuits, digital electronics, "noise" and grounding and shielding problems. One laboratory period a week is included.

Prerequisite: Physics 121a, 122b or its equivalent. (The essential prerequisite is an introduction to electricity and simple circuits.)
When the faculty approved the new external grade conversion, it decided not to make the new conversion retroactive. It has been brought to the attention of E.P.C. that the decision may cause difficulty for students applying to law school. The unified law school admissions agency is imposing its own conversion on our old conversion which has the effect of lowering the grades of our students. The agency does not accept the .5 grades in our old scale, e.g., 2.5 or 3.5. Instead they reduce these to 2.3 and 3.3 respectively. While our new external grading scale eliminates this difficulty, most of current senior grades are converted along the old scale.

The problem is a pressing one which we just learned about. We were unable to agree on a solution, but believed that the alternatives should be presented to the faculty in the possibility that the weight of faculty opinion would incline to one of the three responses we considered. We recognize that this is a deviation from regular practice, but our choice was to act in this way now or let the matter be decided by default. By presenting the alternatives to you now, we hope that our discussion can be informed by your thinking about the issues in advance of the meeting.

The alternatives are:

1) Postpone our decision not to make the change retroactive. The computer can take care of most, but not all of the large amount of clerical work created by the change. Issuing new transcripts for all seniors would result in medical schools and some other professional schools getting discrepant transcripts for individual students who have already sent in a preliminary transcript and must send in a more complete one later on.

On the other hand, this solution is equitable in that it treats all students equivalently. The cost involved would be borne by increasing the transcript charges.

2) Send new transcripts only for law school applicants in which courses receiving 2.5 and 3.5 grades are rescaled using the new scale. A letter of explanation would accompany the new transcript.

This singles law school students out for special treatment, although it does not give them an unfair advantage over students applying to other schools. A student who applied to both law and graduate school would thus have two different transcripts sent, one for law school, with the new scale applied to some of his courses and one to graduate school or some other professional school bearing the standard conversion. This method has the advantages of reducing the embarrassment created by discrepant transcripts and of involving relatively little clerical work.

3) Do nothing.

Clearly this involves the least clerical work of all (apart from writing, duplicating and distributing memos). It protects us against the accusation of changing our scales too often and in such a manner as to make them of doubtful value. On the other hand, it doesn't help the students applying to law school.
To: THE FACULTY

November 19, 1974

SUBJECT: Proposed changes in faculty personnel policies

For some time we have been talking about a few alterations in the ways that faculty personnel matters are handled at the College. These changes, first reported at a faculty meeting last spring by your representatives to Academic Council, were the subject of an open meeting of the faculty this autumn and were discussed by the Provost at the regular October meeting of the entire faculty.

At the request of a professor, these notes are sent to you in advance of the November 21 faculty meeting to describe the administration's plans and reasoning on these changes. That meeting will probably be the last time for public discussion of them this autumn although I will of course be happy to hear individual comments at any time. Unless new arguments are heard in the near future, I propose to implement these changes effective this autumn.

1. OVERLAPPING SALARY BANDS

The administration proposes to implement, effective with the 1975-76 budget, the principle of limited overlaps in the faculty salary ranks. The extent of overlaps will be limited to ±10% above or below the established limits for each rank. Each year we will publish mean and median salaries for each rank by divisions so that our intention to avoid discriminating for or against any one division can be monitored by the full faculty.

This is a step we have long considered. The justification for it is an extra degree of budgetting and personnel flexibility. Under our current system of no overlaps, we may have a person at the top of his/her range who is doing an outstanding job but who is not yet due for consideration for promotion. To give him or her a substantial salary increase would require lifting any people in the rank above who are at the bottom end of their scale. Caught in such a bind and with stronger budgetary pressures on us than heretofore, the inclination will be to pass up the deserved increase for the outstanding person in the lower rank rather than to find the money to raise several higher salaries more than we feel warranted on merit grounds. The problem would not arise if we had some degree of overlaps between ranks.

2. TIME BETWEEN TENURE AND PROFESSIONAL REVIEWS

Arising out of the practical problems faced by Academic Council in rendering careful judgments in cases where a short time has elapsed between the tenure and promotion considerations, the Administration feels that our policies should be modified so that five years service as Associate Professor with tenure would elapse before consideration for promotion to Professor. This refers to the situation where promotion to Associate Professor precedes the award of tenure. In most cases it is unreasonable to expect a faculty member to have made the professional development to warrant consideration of promotion to Professor in less than five years. The Faculty Handbook will be edited to reflect this change. The provision would not be applicable to members of the faculty currently in the Associate Professor rank.
Changes in faculty personnel policies.

REVIEWS FOR FULL PROFESSORSHIPS

Current policies require that any Associate Professor who is not given a normal review will have his/her case reviewed at least once in every two years thereafter. The administration proposes to permit a lengthening of the review period by requiring that such subsequent reviews may be as far as three years apart. That will not exclude the possibility of two-year reviews but it will provide additional flexibility and avoid too-frequent reviews.

OF PROMOTIONS TO FULL PROFESSOR

To more accurately reflect the interpretations being emphasized by the Academic Council in its deliberations on promotion to full professor, and to reflect the President's standards for this final promotion are higher today than they were in the first years here, the administration proposes slight rewording of paragraph 12 (d) 1, of the Faculty Handbook:

old wording:

"Members of the faculty promoted to Associate Professor shall normally be considered for further promotion to full Professor in time for that promotion to take place after the completion of five years of service as Associate Professor. However, the Academic Council, on its own initiative or on the request of the President and Provost, may consider an Associate Professor for earlier promotion when circumstances warrant. And the normal five-year term makes no presumption that every Associate Professor will become a full Professor after that period of time; each case shall be reviewed on its own merits, with the candidate measured against agreed upon guidelines for full Professorships at the College. Where such a promotion does not take place after the first five-year term as Associate Professor, the case will automatically be reconsidered at least once in every two-year period thereafter.

new wording:

(a) Timing of consideration for promotions to Professor

1. Members of the faculty promoted to Associate Professor shall first be considered for further promotion to full Professor in time for that promotion to take place after the completion of five years of service as Associate Professor with tenure. However, the Academic Council, on its own initiative or on the request of the President and Provost, may consider an Associate Professor for earlier promotion when circumstances warrant. The five-year review makes no presumption that every associate Professor will become a full Professor after that period of time; each case shall be reviewed on its own merits considering the evidence of further development and accomplishment in the areas of professional or creative activity,
teaching effectiveness and community service. Where such a promotion does not take place after the first five-year review, the case will automatically be reconsidered at least once in every three year period thereafter.

John R. Coleman

JRC: an
1. The minutes of the regular Faculty Meeting of 21 November were APPROVED.

2. The Faculty Compensation, Study and Research Committee (Dan Gillis) offered suggestions for improving faculty compensation. These suggestions will be sent to the administration, which will study them and send them to the Administrative Advisory Committee with comments on their financial and policy implications.

Adjourned 4:40 p.m.

John R. Cary
Secretary of the Faculty
1. The minutes of the regular Faculty Meeting of 19 December, 1974, were APPROVED.

2. The Provost reported that Swarthmore has adopted a calendar very similar to our own.

   Faculty members may wish to bear this in mind in advising students, as it will be considerably more convenient from now on for students to take courses at Swarthmore.

3. The Administrative Advisory Committee (Wyatt MacGaffey) has been studying the expenditures of the College and is making recommendations to the administration on ways of effecting economies in the coming budget.

4. The Faculty Compensation, Study and Research Committee (Dan Gillis) announced that an open meeting on the budget will be held January 21 with the President, the Provost, and Sam Gubins.

Adjourned at 4:30 p.m.

John R. Cary
Secretary of the Faculty
FACULTY OF HAVERFORD COLLEGE

Special Meeting 10 February 1975
Louis Green, Clerk

John Coleman presented the budget with comments. Discussion followed.
1. The January 16 minutes were approved as circulated, and the February 10 minutes were accepted as read.

2. President Coleman reported that the executive committee of the Board of Managers accepted the proposed budget for the coming academic year.

   He also reported that concern continues as the Faculty becomes more fully tenured. It will be necessary to look at more alternatives than have so far been carefully examined.

3. The Provost reported further Bryn Mawr-Swarthmore-Penn-Haverford discussion about closing for January to save fuel. Swarthmore is not sympathetic because June personnel cost increments would offset January fuel savings -- Penn notes air conditioning costs in August. Bryn Mawr is interested.

   Students plan a colloquium on Saturday, March 27. The faculty was asked to not make major assignments over that weekend. Subjects will include expansion, cooperation, and coeducation. Two faculty members are requested to join in the planning.

4. Sid Perloe reported for the Educational Policy Committee. He provided data on course conflicts.

   A program is proposed in political theory that would involve Political Science, Sociology, and Philosophy. Comments are requested from all interested faculty members. It would be a new major but not a new department.

   The Educational Policy Committee recommended a 3-5 day reading period, especially in the fall term, perhaps by starting earlier. The fall term is now too short.

5. Richard Luman reported for the Committee on Fellowships and Prizes. The Committee asked approval for a calendar arrangement calling for recommendations to be due October 1st (Approved), for having at least one committee member carry over from the preceding year (Approved), and for designation of specific faculty members to have ongoing responsibility for circulating information on particular Fellowships (referred to Academic Council).
The committee suggests that students get information at the end of their Junior Year and at the beginning of their Senior Year. He read suggested criteria for Magna and Summa Honors that will be circulated.

6. Dan Gillis reported, for the Committee on Faculty Compensation and Research, that diverse faculty views exist on ways to raise faculty compensation, and that local municipalities are proposing to tax faculty housing.

7. Rusty King, President of Students Association presented the First Vice President, head of the Honor Council, who handed out a memo describing a proposed grievance committee. It will be discussed again at our next meeting.

Holland Hunter
Secretary pro tem of the Faculty
Regular Meeting
Louis Green, Clerk

20 March 1975

1. The minutes of the regular Faculty Meeting of 20 February were approved as amended.

2. Jon Darrow expressed the hope of the Customs Committee, that faculty members who had not yet offered to have incoming students for tea or dinner in the fall would do so, as these occasions were much appreciated this year.

3. Educational Policy Committee (Sid Perloe) proposed course changes or modifications in the following departments: Religion, Political Science, History, Psychology, Sociology and Anthropology, English and Biology; and in the General Program. (Annexes I-IV)

4. Marcel Gutwirth, Faculty Representative to the Board, reported that the Board had approved the budget for 1975-76. The budget seems to reflect the financial experience of the College more accurately than heretofore. The making of the budget this year was a strongly democratic process.

The President reported to the Board that he could not side with the majority of the Academic Council which recommended the promotion to full professor of a number of faculty members. One of the faculty members in question was present at the Board meeting and was given the opportunity to speak to the issue. Questions by Board members were searching and useful.

John R. Cary
Secretary of the Faculty

Adjourned 5:30
TO: The Faculty  FROM: The Educational Policy Committee

DATE: March

Political Science

1. Drop Political Science 151 and 152. These were the general introductory courses. They are being replaced by a new set of courses that permit a closer integration of the Haverford and Bryn Mawr Political Science offerings at the introductory level. The old system covered four basic areas, two in each course. The new system allows introductory students to choose any two courses from among a set of 10 courses at Haverford and Bryn Mawr, each course representing one sub-area. Also drop Political Science 256.

2. New courses:

Political Science 202a or b AMERICAN POLITICAL INSTITUTIONS AND THEIR DYNAMICS: (0001200) Mr. Waldman, Haverford

This course will focus on the dynamics of the political process as seen in the Congress, the Presidency, the Executive bureaucracy, and the Judiciary. It will look at these dynamics in light of the political system as explicated in the Federalist Papers and with the aid of particular political theories, e.g., Locke, Rousseau. (Limit: 20)

Political Science 206a or b COMPARATIVE GOVERNMENT AND POLITICS: (0000300) Mr. Glickman, Haverford

Introduction to the major forms of government in the world today—totalitarian, authoritarian, "polyarchic"—and their variations in selected prototypical political systems in Europe, Asia and Africa. Emphasis on explaining the conditions for maintaining and changing forms of government. Consideration of the workings of certain political devices and their consequences: constitutions, political parties, elections. General interest in the connections between socio-cultural factors and political institutions. (Limit 20)

Political Science 203a or b INTERNATIONAL POLITICS: Mr. Mortimer, Haverford

Introduction to the major problems and substantive trends in world politics, especially since World War II: Soviet-American confrontation, revolution in weapons technology, emergence of the "Third World," Exploration of patterns of conflict and agreement, the role of international organization and regional groupings. Illustrative case studies; some attention to theories of community-building. (Limit 20)

Political Science 209a or b (old P.S. 256) WESTERN POLITICAL THEORY (ANCIENT AND EARLY MODERN): Ms. Summer, Haverford or Mr. Salkover, Bryn Mawr (0002100)

A study of fundamental problems of Western Political Thought. The course is designed to introduce the student both to the careful and critical reading of philosophic texts and to some of the important ways of formulating and answering central questions in political theory. Readings will be drawn from both ancient and early modern sources such as Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau.
3. For your information. The curriculum will now be organized so that upper-level courses will now have corresponding lower level courses as prerequisites— that is, a lower level course in the same sub-field or consent of the instructor.

P.S. 244 President. Prerequisite: P.S. 201, 202 or consent of instructor.

P.S. 227 American Political Theory: Prerequisite: P.S. 202, 209, 210 or consent of the instructor.

P.S. 228 Public Opinion: Prerequisite: P.S. 201, 202, 227 or consent of the instructor.

P.S. 235 Comparative Political Development: Prerequisite: P.S. 203, 205, 206 or 202 or consent of the instructor.

P.S. 236 Modernization: Prerequisite: P.S. 203, 205, 206, 207 or consent of the instructor.

P.S. 245 International Relations: Prerequisite: P.S. 204, 208 or consent of the instructor.

P.S. 246 International Organization: Prerequisite: P.S. 204, 208 or consent of the instructor.

P.S. 323 Congress: Prerequisite: P.S. 201, 202 or consent of the instructor.

P.S. 356 Modern Political Theory: Prerequisite: P.S. 209, 210 or consent of the instructor.

P.S. 263: MODERN FAR EAST (0030000) D. Borei

A year course dealing topically with imperialism in the Far East during the nineteenth and twentieth centuries. It will investigate the causes of imperialism and its impact, in cultural, economic and political terms, on the civilizations of East Asia. Topics to be discussed will include the role of treaty ports in economic development, missionary efforts in China and Japan, Japanese expansion in East Asia, the American occupation of Japan, the Sino-Soviet split, etc. Particular attention will be paid to the history of the United States' involvement in the area. This course is intended to provide an historical introduction to the modern Far East to those students who have no prior background in the area as well as an in-depth study of imperialism in Asia to those who have already taken History 261 (China) and/or 262b (Japan). No prerequisites.

2. History 245: RUSSIA IN THE 20th CENTURY (0020010) L. Gerstein

Continuity and change in Russian and Soviet Society since the 1890's. Major topics will be the Revolutionary period, the cultural ferment of the 1920's, Stalinism, the Thaw, and the culture of dissent. We will also utilize novels, films, art and architecture as sources. No prerequisites.

3. These courses will be offered in alternation with courses already in curriculum.
1. Add Psychology 310b - Emotion as a permanent part of curriculum; the course was approved temporarily last year.

Psychology 310b EMOTION (100030200) Mr. Perloe

A discussion of the following aspects of emotion: its evolutionary significance, non-verbal communication, the perception of expressions, its physiological basis, relation to motivation, its cognitive determinants, and methodological problems involved in its study. Prerequisite: Two semester courses in Psychology; at least one of which is Psychology 111a or its equivalent.

This course replaces Psychology 303b - Social Psychology of Attitudes, which was dropped because of persistently low enrollments.

2. Add Psychology 306a INDIVIDUAL DIFFERENCES (0100200) Mr. Davis Miss Naus

Problems of personality assessment as related to the investigation of cognition and memory. Experimental literature pertaining to personality effects on cognition and memory will be reviewed, and methodological issues in such research will be discussed.

The course will consider the interaction of such variables as sex, race, social class and cognitive style. The course will provide an introductory treatment of some personality assessment devices and a comparison of clinical and statistical models. Prerequisites: Psychology 200a or related courses at Bryn Mawr and Psychology 209a or 210a. One of the two prerequisites may be taken concurrently. Consent of the instructor may substitute for the course prerequisites.

3. Psychology 240b PERCEPTION (0000300) Miss Naus

Selected topics from areas such as the development of perceptual processes in children, cross cultural differences in perception, the perception of depth, form, motion and time, the relationship among language, memory and perception, and theories of attention, perceptual organization, pattern recognition, and speech perception. Special consideration will be given to data and theories dealing with reading as a perceptual process. Issues such as the role of audition and vision in reading, the split brain research as it relates to reading, dyslexia and other reading problems, and the analysis of the perceptual skills required to read effectively will be investigated. Prerequisite: Psychology 111a or its equivalent.
For your information: The English Department is relocating the boundaries
of some of its period courses and making some other changes in course content
to allow fuller integration of its offerings and those at Bryn Mawr. The
courses affected are:

260a, b American Literature to about 1915
(formerly American Literature from the Puritans to 1900). The course will
alternate between Haverford and Bryn Mawr and will be offered at Haverford
in 1975-76 by John Ashmead.

264b American Literature from about 1915 to the Present
(formerly American Literature of the Twentieth Century).

201a, b Chaucer and His Contemporaries
(This combines our one semester Chaucer course with B.M.'s two semester course.
One semester will be taught at Haverford and one at B.M.).

General Programs

1. Humanities/English 281a COMEDY
   Mr. Ashmead
   Mr. Paul

   The theory and practice of modern comedy, in fiction, drama, and film.
   In fiction, works such as Jane Austen, Emma; Faulkner, short fiction;
   Langston Hughes, The Best of Simple; Nabokov, Lolita; in drama works such
   as Shakespeare, Twelfth Night; Mozart, Nozze di Figaro (opera); Moliere,
   The Misanthrope; Wycherly, The Country Wife; in film, works such as Gentle-
   men Prefer Blondes (Hawks): Chaplin, short films; Anouilh, The Discrete Charm
   of the Bourgeoisie; Lubitsch, Design for Living (with reference to the Noel
   Coward play); Lubitsch, Lady Windermere's Fan (with reference to the Wilde
   play); Ophuls, La Ronde (with reference to the Schnitzler play).

   The course will conclude with Renoir, Rules of the Game, as a summary of
   the genre of modern comedy.

   The course will show one film a week, repeated on the second evening.

   Prerequisite: English 247b or Humanities 305, or consent of the instructor.
   Enrollment limited to 25.

2. Humanities 301 THE AGE OF ENLIGHTENMENT (0001020)
   Mr. Gutwirth

   The shift in outlook from authoritarianism to libertarianism and from revealed
   to natural religion in which some of our own fundamental attitudes appear
   to be grounded, and whose happy outcome has the birth of a nation, the
   United States of America, is here viewed through the productions of
   literature and philosophy - with a side glance to music, painting, economics,
   and natural science. A reading knowledge of French or German would be
greatly helpful.
3. Social Science 225 ARCHEOLOGY: ART OR SCIENCE? (002112) Baruch Kanael

A consideration of history and methods of archaeological excavation from Schliemann to Yadin, the deciphering of ancient languages, and issues surrounding the following topics: Egyptian tombs and pyramids, the search for the biblical ark, the builders of the American pyramids and the question of pre-Columbian discoveries of America.

No prerequisites.

4. Humanities 119a ATHENIAN CIVILIZATION IN THE VIETH CENTURY (0021000) Mr. Gillis Mr. Kosman Mr. Russo

An integrated study of the history, literature, philosophy, religion, art and architecture, politics, social structure and myths of Athens at the zenith of her intellectual and spiritual powers. Critical readings in primary sources and supplementary modern texts. Lecture and discussion sections.

5. Humanities 120b FROM CAESAR TO NERO (0021000) Mr. Gillis Mr. Kosman Mr. Russo

An integrated study of the history, literature, philosophy, religion, art and architecture, politics, social structure and myths of Rome in the final stages of the Republic and the early years of the Empire. Critical readings in primary sources and supplementary modern texts. Lectures and discussion sections.
DATE: March 10, 1975

To: All Faculty

From: Educational Policy Committee

RE: Course Approval - Part II

Religion

The Religion Department has restructured its offerings and major requirements. The restructuring ends a period of curricular instability and will facilitate both coordination with Bryn Mawr and student’s planning of major programs. The new curriculum is composed of four sets or tracks of courses, each has some sequence to it and each could be removed from the curriculum as a result of leaves, etc., without disarranging the rest.

Major Requirements

The exact structure of the student’s program must be determined in consultation with the major advisor, whom the student chooses, in consultation with the Chairman, from among the regular members of the Department. The program must include the following courses:

a. Religion 101a or b; Religion 102a or b; and 399b.

b. Seven additional half-year courses. Two courses may, with permission, be upper-level courses in other departments, including foreign languages. Among the seven courses must be a two-course sequence drawn from the following sets:

1) 201a, 202b
2) 207a, 208b
3) 253a, 221a
4) 243a, 244b, 245a (two of three)

or at Bryn Mawr:

5) 201a, 213b
6) 207b, 208b

Each student’s program and record will be reviewed annually by the Department, in the first two weeks of the fall semester.

Final evaluation of the major program will consist of written work and oral examinations to be administered during the senior year in the context of the work for Religion 399b.

Where necessary for the major program, the Department strongly urges the study of the appropriate foreign language(s).

Requirements for Honors

Honors in Religion are awarded on the basis of the oral part of the senior evaluation, and on work as juniors and seniors, with special emphasis on work in the Department. High Honors are awarded on the same basis, with the addition that special consideration shall be given to work done in independent study courses and seminars.
COURSE OFFERINGS - Courses requiring approval are marked with an asterisk.
The dates of some of the alternate year courses are still tentative or unsettled.

101a,b
Religion in Traditional Culture..............(0021000) Staff

102a,b
Religion in Modern Culture..................(0002100) Steuer, Larkin

201a,
History of Western Religious Thought and
202b
Institutions....................................(0020100) Luman
(Offered 1976-77 and in alternate years)

*207a
Origins and Growth of Classical
208b
Christian Literature.........................(0012000) Larkin

The early (1st-3rd Centuries A.D.) writings of Christian thinkers will be examined in the context of the social and intellectual concerns of the Graeco-Roman world. Primary readings will include Biblical, Apocryphal, Pseudopigraphical and early Catholic texts. Attention will also be given to the rise over the past 200 years of certain "Normative" schools of interpretation in Biblical and Early Church studies.
(Offered and in alternate years.)

*209a
Literature as Religion............................(0002010) Larkin

An examination of literature as an alternative to institutional religion as the forum for examining basic issues of morality, cosmology and human nature. The course will focus on British and American writing from the Victorian period to the present. Readings will include creative works dealing with traditional religious issues and critical works which address the phenomenon of literature as religion.
(Offered and in alternate years.)

*210b
Modern Judaism................................(0021000) Kanael

This course aims at understanding contemporary Judaism presenting a short survey of history, traditions and practices of Judaism from the beginning until today: beliefs, customs, prayers, everyday life, Sabbaths and festivals in Europe, the Near East and the United States. Also Hassidism, mysticism, Orthodoxy, Reform, Conservative, Reconstructionist and Havuva Judaism; Buber and Rosenzweig; religion in Israel. Recent trends in American Jewry.
(Offered 1975-76 and in alternate years.)
This course aims to come to an understanding of some of the ways scholars representing a variety of disciplines have described and explained the phenomenon of religion in human life. We will explore and analyze representative sociological, anthropological, psychological, phenomenological and philosophical interpretations. The methodologies and presuppositions employed by these scholars (or their disciplines) will be of primary concern.

(Offered 1975-76 and in alternate years)


(Offered 1975-76 and in alternate years)

This course will focus on the ideas concerning religion put forward by some of the leading intellectuals of the 17th and 18th centuries: Boehme, Spinoza, Descartes, Leibnitz, Pascal, Hobbes, Locke, Berkeley, Rousseau, Hume, Paley, Edwards, Kant, Etc.

(Offered 1976-77 and in alternate years.)

Background of Contemporary Religious Thought.

(Changed title, but not a new course)

(Offered 1976-77 and in alternate years)
Contemporary Religious Philosophers......(0012000) Steuer

This course will examine the views and arguments of some of the most important religious philosophers and schools of the present century. Representative thinkers include Barth, Tillich, Farrer, Tennant, Buber, Heschel, Whitehead, Royce, Hartshorne, Teilhard de Chardin, Rahner, James and others.
(Offered 1975-76 and in alternate years)

Religious Art and Architecture in Bible Lands.................................(0020010) Kanael
(New title and description - not a new course)

(Offered 1976-77 and in alternate years.)

Anthropology of Religion (Sep Sociology 255b)......... MacGaffey

Introduction to Islam.........................(0021000) Kanael
(Offered 1976-77 and in alternate years)

Modern Israel: The Religious and Cultural Problems..............................(0001200) Kanael
(Offered 1976-77 and in alternate years)

Religion and Morality.........................(0003000) Steuer

The various major systems of ethics, both secular and religious, will be approached through readings from primary sources, including the writings of such thinkers as Augustine, Aquinas, Kant, Aristotle, Moore, Niebuhr, Stevenson, Mills, Fletcher, Rawls, etc. One of our major concerns will be to study the relationship between morality and religion, i.e., we will examine the relationship between religious ethics and secular morality and their relationship to religious beliefs. Prerequisites: an introductory course either in religion or philosophy or consent of the instructor.
(Offered 1975-76 and in alternate years)
Courses Dropped: 121a, 122b (condensed into a new course whose description will be presented at Faculty Meeting), 125
Sociology and Anthropology

200a

Theory and Action: An Introduction to Metasociology

(0000300)

Gould

An inquiry into the institutional conditions within which a viable body of sociological theory might be constructed. In order to identify those social structures within which it might be possible to do sociology successfully, the course will analyze two or three of the following situations: medical practice, the psychoanalytic relationship, college classrooms and the revolutionary party--mass interaction. The course will also discuss whether a transformation of the setting within which sociology is done will necessarily involve a transformation of the society within which we do sociology.

Prerequisite: Sophomore status or permission of the instructor.

(Offered 1975-76 and in alternate years)

277a

Political Sociology

(0010200)

Gould

An introduction to the study of political systems, this course will focus upon the interrelationships between the polity and the other societal sub-systems. Drawing upon a diverse body of theoretical and historical materials, we will generate a conceptual framework within which it will be possible to analyze many types of political processes, but we will also begin the task of formulating theories adequate to explain specific types of political structures. A central concern this semester will be the concept of political power.

(Offered 1975-76 and in alternate years)

Biology

After a one year trial with a one semester basic sophomore course, the Biology Department proposes a return to a two semester course.

200a, b

Cell Structure and Function

(2000001)

Finger Goff

Loewy Santer

An introduction to cellular biology. The first semester describes properties of macromolecules, intermediary metabolism and biosynthesis of macromolecules. The second semester stresses the cellular functions and control mechanisms which have been elucidated by classical cytology and genetics, electron microscopy and molecular genetics. The laboratory introduces the student to techniques used in cytology and genetics, and illustrates the use of microorganisms as tools for studying the synthesis of biological macro-
Cont'd. Prerequisite: Either Haverford Chemistry 107a and 108b or Bryn Mawr Chemistry 202 must be taken previously or concurrently. Chemistry 101a may be substituted for 107a.

101b Biology: A Behavioral View ..........(2000001) Kessler

Four hours: three lectures and one laboratory period.

An introduction to biology using the theme of animal behavior to integrate ideas from evolution, heredity, physiology and ecology in one course. Note: This course is already in the catalog but its title and content have been changed a bit.

The following courses will be offered by the new person in the Department. They replace courses once taught by Mr. Showe, which have been already dropped.

305d Cell Biology V: Developmental Biology ...............Goff

This course examines the biochemical basis of cellular differentiation, and considers how the differentiation of many individual cells is integrated during development in higher organisms. Prerequisite: Biology 200.

357e The Organization and Expression of Genetic Material....................Goff

Examination of the organization, transcription and translation of genetic material in bacterial and animal cells. Topics to be discussed include the structure of chromosomes; the organization of DNA sequences in animal genomes; RNA transcription enzymes and transcription regulators; processing of RNA; and mechanisms regulating translation of RNA into protein. The format involves both lectures and discussion of journal articles. Prerequisite: Biology 301 and 303 or consent of the instructor. (Offered in 1976-77 and in alternate years)
Senior Research Tutorial in Regulation of Gene Expression

Student research on the molecular mechanisms which regulate gene expression in microorganisms. Laboratory research currently focuses on the mechanisms controlling 1) transcription of RNA during bacteriophage T4 development and 2) expression of enzymes in fungi. Genetic and biochemical techniques are used to select and study mutants exhibiting altered regulation.

Prerequisite: Consent of the instructor.

Replace Biology 303b with:

303g Cell Biology III: Structure and Function of Macromolecules

A study of the chemistry of proteins and its application to enzymology and assembly systems.

Prerequisite: Biology 200a and Chemistry 202b and 203a to be taken previously or concurrently.

304h Cell Biology IV: Metabolic Biochemistry and Biosynthesis of Macromolecules

A study of the various pathways of carbohydrate metabolism and metabolic processes leading to ATP synthesis in non-photosynthetic and photosynthetic organisms; the biosynthesis of amino acids and nucleotides which provide the building blocks for nucleic acid and protein synthesis; a detailed analysis of DNA, RNA, and protein synthesis.

Prerequisite: Biology 200a and Chemistry 203a to be taken previously or concurrently.

The major requirements have been rewritten to reflect the course changes and to allow for somewhat greater flexibility in the scheduling of the major program in cases where students decide to major in Biology after the beginning of the freshman year.

Major Requirements (Normally taken during the sophomore year, but with permission of the Chairman, obtained at the end of the freshman year, the course may be taken during the junior year.)

a. Biology 200a, b.
b. Biology 300a and 300b and four of the following five half-semester courses: 301g, 302e, 303g, 304h, 305d.
c. Four half-semester courses, at the 350 level, at least one of which must be a Haverford Biology course.
c. (Continued)

The others may be selected from among any other Biology courses or Haverford Chemistry courses listed as 200 or above, Bryn Mawr Chemistry courses listed as 302 or above, Bryn Mawr Biology courses listed as 300 or above, and selected Swarthmore Biology courses with the approval of Mr. Finger.

d. One Senior Research Tutorial (two courses).

e. Biology 499I, Senior Departmental Studies (half-credit course).

It is also possible for Haverford students to major in the Biology Departments of Bryn Mawr or Swarthmore Colleges.

This description replaces the cumbersome, vague and - through an oversight - EPC unapproved description currently in the catalog. The only substantive change of import is that a student is not required to take all 300 level courses offered, just four of five. The total number of required and elective courses is unchanged.
TO: Faculty
FROM: E.P.C.
RE: Changes and additions to E.P.C. List of courses for approval
DATE: March 19, 1975

1. We inadvertently omitted:

   Political Science

   201a or b WESTERN POLITICAL THEORY (MODERN)  
   Mr. Selkover, Bryn Mawr
   or Ms. Shmer, Haverford

   This course will focus on the same themes as P.S. 209 drawing on readings from a few of the following modern theorists: Rousseau, Burke, Kant, Hegel, Marx, Mill, Weber, Durkheim, Arendt, Marcuse.
   Prerequisite: Political Science 209a or b or consent of the instructor.  (Limit 20)

2. Slight change in wording and in code:

   Political Science

   206a or b COMPARATIVE GOVERNMENT AND POLITICT: (0010200)  
   Mr. Glickman, Haverford

   Introduction to the study of politics through the major forms of government in the world today -- totalitarian, authoritarian, "polyarchic" -- and their variations in selected prototypical political systems in Europe, Asia and Africa. Emphasis on explaining the conditions for maintaining and changing forms of government. Consideration of the workings of certain political devices and their consequences: constitutions, political parties, elections. General interest in the connections between sociocultural factors and political institutions. (Limit 20)
To: All Faculty
From: Educational Policy Committee
Re: Additional Changes to the EPC List for Course Approval.

Religion 221a Religions of the Greeks and Romans.

The structure and historical development of Greek and Roman religious belief and practice, from the Minoan period through the rise of Christianity. Reading will concentrate on primary sources in translation, with attention given also to a few major works of interpretation which exemplify the historiographical issues raised in scholarly investigation of the sources.

Two of the major foci of the course will be the identification of fundamental shifts in religious structure following the conquests of Alexander the Great, and the efforts of Hellenistic peoples to define and locate themselves within their own ancient traditions.

Offered in 1976-77 and alternate years.

Additions to schedule of alternate year courses taught in the Department:

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<thead>
<tr>
<th>1975-76 and alt. years</th>
<th>1976-77 and alt. years</th>
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<tr>
<td>209a</td>
<td>207a, 208b</td>
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<tr>
<td>242b</td>
<td>221a</td>
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Regular Meeting
Louis Green, Clerk

1. The minutes of the regular faculty meeting of 20 March were approved as amended.

2. The Educational Policy Committee (Sid Perloe)
   a. reminded faculty members of the new procedures with regard to summer school credits, passed by the faculty at its meeting of 21 November, 1974, and stressed the faculty member's role in these procedures.
   b. proposed changes in Physics 117b and 315b (Annex I). The faculty approved.
   c. reported that reports had reached the Committee to the effect that the College was "inflating" grades, according to some graduate schools. The Committee is recommending that next year's committee inquire into the matter.
   d. proposed changes in the College calendar:
      At the end of each semester there should be a period of at least three days. Students are encouraged to use these three day as a reading period, however self-scheduled exams will be permitted during the three days. Scheduled examinations and paper deadlines will not be permitted during the three days. The deadline for large course examinations will be set as it now is at the end of the third day of the formal exam period.
      The effect of this change will be to extend the semester by three days so that in 1975 the last examinations will be on December 20, instead of December 17.
      The faculty approved these calendar changes, together with the principle of a full week vacation in the fall. The administration shall be asked to enter into negotiations with Bryn Mawr College and other institutions affected to see how this could be brought about without 1) reducing the Thanksgiving recess or 2) reducing the number of class days per semester.
   e. presented a proposal on cross-majoring at Bryn Mawr College. Consideration was postponed until the next faculty meeting in order to give faculty members time to consider the implications.

3. The Administrative Advisory Committee (Wyatt MacGaffey) reported that it discussed with the Development Office its revised schedule of fund-raising priorities, which seemed to the Committee to be consistent with faculty interests. There was no discussion.

4. The Faculty Compensation, Study and Research Committee (Dan Gillis) reported that the sum of $3000 from the Whitehead fund for faculty development had been added by the College to Study and Research funds.

(Over)
The Committee is asking that Study and Research funds be increased next hear from $5000 to $15000, in view of the expansion of the faculty and of inflation.

5. Robert Birch reported that the Grievance Committee would enlist faculty members in its work.

6. Linda Gerstein was elected Faculty Representative to the Board of Managers. Sara Shumer and Colin MacKay were elected first and second alternates respectively. Colin MacKay was elected Natural Science Representative to the Academic Council. Jerry Gollub was elected alternate. William Hohenstein was elected alternate for the Social Sciences, and Josiah Thompson alternate for the Humanities.

John R. Cary
Secretary of the Faculty
Here are revised descriptions of two courses:

**Physics 117 Conservation, Symmetry and Linearity.**

This course was called Physics and the Environment, and we want to enlarge its scope as well as include more basic physics concepts.

**Physics 315b Low Temperature Physics**

This replaces Physics 316b, Solid State Physics.

In both cases, these courses are offered every other year and replace a similar course which is being dropped. Permanent approval is being sought.

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**117**

**Conservation, Symmetry and Linearity (N-2,A-1) Mr. Davidon**

The historical, experimental and theoretical development of three basic concepts in 20th century physics: conservation laws, including conservation of energy, momentum and electric charge; symmetries of physical systems, both relativistic and Newtonian; and the principle of linearity, or superposition, which in quantum physics relates discrete particles to continuous waves. No use is made of calculus; geometric and algebraic methods are used instead. No prerequisites.

Offered in 1975-76 and alternate years.

**315b**

**Low Temperature Physics (N-1,E-2) Mr. Gollub**

Four hours, including one laboratory period.

A sequence of experiments at temperatures near absolute zero, including studies of entropy waves in superfluid helium, the temperature dependence of the electrical resistivity of a metal, quantum interference in superconductors. Lectures include an introduction to statistical mechanics, the phenomenology of superfluids and superconductors, electrical and magnetic properties of solids, phase transitions, and low temperature techniques. Prerequisite: Physics 214b.

Offered in 1975-76 and alternate years.
FACULTY OF HAVERFORD COLLEGE

Regular Meeting 1 May 1975
Louis Green, Clerk

1. The minutes of the regular faculty meeting of 17 April were approved.

2. The Provost reported that Bryn Mawr College is concerned about the financial implications of keeping dormitories open three additional days during the fall term. He requested that the faculty give him more time to negotiate with Bryn Mawr. The faculty approved, requesting him to report back only if negotiations fail.

3. The Committee on Honors, Fellowships, and Prizes (Ho Hunter) requested faculty opinion on whether seniors who are not receiving departmental honors should be eligible for college honors. College honors have been granted in several such cases during the past three years. The faculty approved eligibility for college honors in such cases, provided the Committee consults in advance with the department in question.

4. Educational Policy Committee (Sid Perloe)
a) brought forward its proposal on cross-majoring at Bryn Mawr, carried over from the faculty meeting of 17 April. During the discussion two principal reasons were advanced in favor of cross-majoring: 1) it would offer greater choice to Haverford students and 2) it would be a step toward coeducation. There was general agreement in support of the first reason, but the second proved to be controversial, with reciprocity a basic issue.

The faculty came to agreement on the first paragraph of the proposal, which was approved as it stands. Discussion of the second paragraph, bearing on cross-majoring in relation to coeducation, will be continued at the next faculty meeting. Proposed revisions of paragraph two should be sent to Sid Perloe, who will bring them before the next meeting.

b) reported on its study of faculty utilization. This study had been requested by the faculty. The faculty agreed that it did not wish to make decisions about how much credit a course should carry and that the Provost should take this responsibility.

It was suggested that the Provost make public departmental time budgets, but there was not enough time for a full discussion of this matter.

5. Ed Bronner was elected Clerk of the Faculty for 1975-76.

John R. Cary
Secretary of the Faculty

Adjourned 6:05 p.m.
TO: The Faculty

RE: Cross-Majoring

Annex I
May 1, 1975

FROM: The Educational Policy Committee

DATE: April 17, 1975

EPC recommends that the faculty adopt a policy permitting Haverford students to
major in Bryn Mawr departments subject only to their acceptance as majors at Bryn Mawr
College.

We recommend that this policy be adopted with the explicit understanding that it is
a step taken in furtherance of the Board's decision "at this time to continue to pursue
coeducation through cooperation with Bryn Mawr College."

The following background may be helpful in evaluating this proposal.

At its meeting on May 2, 1974 the faculty instructed EPC to "review and report back
to the faculty" on several matters. One was cross-majoring.

Concern had been expressed at that meeting that on such an important matter of edu-
cational policy, to which the Bryn Mawr faculty had already spoken, Haverford's only
policy has been an administrative one permitting cross-majoring where the Haverford
department does not object.

Some Recent History: Several years ago a Bryn Mawr faculty committee prepared a
proposal for a joint Bryn Mawr - Haverford Cross-Majoring Committee which would consider
requests from students on both campuses who wished to major at the other college. The
Committee would base its decisions on the demonstrated educational value of being permit-
ted to major at the other college. The Committee, not the departments, would make the
decision.

EPC endorsed the proposal but delayed bringing it to the faculty until the Bryn Mawr
faculty had a chance to act. The Bryn Mawr faculty approved a report from the Under-
graduate Curriculum Committee dated April 25, 1973 and titled, "Proposal for Increased
Cooperation with Haverford College." The following are portions of that report dealing
with cross-majoring.

1. "The Strengths of a small College

The size of Bryn Mawr College's student body, of its academic departments and
faculty-student ratio, provides one of the institution's greatest strengths. Faculty members know their students and have an extraordinary grasp of the
nature and quality of their work. This knowledge permits both sound and re-
sponsible direction of a student's work, particularly in her major subject while
she is a student at the College, and special support for her as an alumni.
She may call on faculty for advice and counsel concerning her career develop-
ment and she is, as a consequence of the earlier relationship, supported intel-
ligently and knowledgeably by individuals prepared to be helpful. This relation-
ship between the students and faculty of the College appears to the Curriculum
Committee to be a particular benefit to be gained at a small institution and
an essential benefit for women students; it should be cherished and nurtured and
not given up in a time when making the case for the small college becomes in-
creasingly more difficult.

The Curriculum Committee thinks it is sound to plan for a cooperative arrangement that permits the maintenance of institutional integrity and uniqueness while avoiding the harmful consequences of unhealthy competition. The Committee believes that at present in the development of cooperation with Haverford a stronger commitment to departmental cooperation rather than adoption of a system of unrestricted cross-majoring will best achieve this end and best support Bryn Mawr's particular commitment to the education of women. The Committee believes that women have certain special and important academic needs (particularly in the sciences) and merit special career guidance and encouragement that can still be met most successfully by an institution committed to preparing women for careers and professions. Cooperation by departments should permit, even in the present fiscal crisis, the careful development of programs to avoid unnecessary duplication and therefore increase and enrich offerings important in a period of great growth in many disciplines...

"It is the Committee's opinion that the long range future of both colleges will profit from firm steps taken now to ensure a serious cooperative venture and that the interests of both institutions and the students of the two colleges will best be served in this fashion. If we do not go this route but rather the route of unrestricted cross-majoring we foresee that our joint planning will continue to be random and that both colleges may, in many areas, attempt to cover their disciplines too broadly and therefore too thinly to maintain quality. Some departments might be thrown into competitive situations that would prove neither productive nor constructive and the two colleges might be faced with additional financial problems."

Haverford continued the previous administrative policy (after a short period of limiting the number of cross-majors to those who could not be accommodated in a Haverford department).

In its statement of January 14, 1974 the Haverford Board of Managers stated that "a genuine coeducational environment is desirable for Haverford College: coeducational classrooms offer a richer and broader range of viewpoints and a more normal environment for learning." It decided that "possibilities for achieving a fuller coeducational environment through cooperation with Bryn Mawr" should be sought with "renewed vigor."

While we have continued the high level of cross registrations existing at the time of the Board's decision, we have not moved noticeably closer to the goal of a "fuller coeducational environment." We believe that our proposal is a step in this direction.
We have studied the responses to the questionnaire which we sent out on how we use our time and resources. The survey is now about 75% complete and several of the remaining ones are on the way.

We now wish to present the following proposal to the faculty for consideration at next Thursday's faculty meeting.

PROPOSAL

Each year every department submits to the provost a "time budget" for the following year. In this budget, the department will list the courses it plans to teach and the number of teaching credits allocated to each course. The total number of credits normally allocated by each department will be six times the number of full time faculty, with appropriate pro-rating for part-time faculty. Normally a full semester course will carry one credit, but in the case of lab courses 1-1/2 credits will usually be assigned. When the number of credits allocated exceeds the normal allotment this will be the basis for requesting extra personnel. When the number falls below the normal allotment, the department will be expected to contribute time to general programs courses.

When a course is allocated more than the normal number of credits, a justification for the departure will be provided. Multiple sections of courses or courses with very low enrollments at times carry less than full credit while courses with very large enrollments or unusually heavy preparation, supervision or grading demands may carry more than one credit.

The departmental (not individual) time budgets will be made public so that the faculty as a whole can see how time is allocated in various departments. We see the publicity as serving two functions: First it will discourage unreasonably generous allocation of time to courses and second it will allow for a process of modifications in allocation which maintains an equity among departments.

By having the faculty time budget submitted well before the date for course approvals time will be provided for discussion and adjustments.

At the start, the allocation of time units will be made by the departments within the loose guidelines we suggest above. However, starting next year, each time a course is approved, it will carry a faculty time credit allocation. In approving the course, the faculty will have the opportunity to question and request an alteration in the allocation.

If enrollment or other changes require a change in the time allocation, this too would require approval by the faculty. Given the usual turnover in courses, after a few years the faculty would have had the opportunity to consider the allocation for most courses.

We believe that this procedure maintains a strong faculty role in the time allocation procedure at the same time as it facilitates effective utilization, planning and equity.

As before the standard teaching load will be six course credits a year, with one being given for a somewhat lighter than normal course. The present arrangement will supersede all special arrangements that may have been made in the past between individual departments and the administration.
TO: THE FACULTY

April 30, 1975

Subject: Promotion to Full Professor

BACKGROUND

Haverford's standards for appointment, promotion and tenure are higher today than they were a few years ago. We expect more of candidates for our few openings, and we expect a clearer demonstration of excellence as teacher/scholar in any reappointment or tenure decision. On the one hand, we have the opportunity to make harder judgments since (i) our data, especially the student letters, are clearly richer than was true not so long ago, (ii) stronger candidates are available, and (iii) a number of our competitors seem to have moved or want to move in the same direction. On the other hand, we have a need to make harder judgments in light of (i) the sharp decrease in the number of openings in our faculty, and (ii) the more intense competition for students who are ultimately drawn to a college by the quality of the faculty.

By the same light, I am aware that my standards for promotion to full Professor are higher today. I believe the excellence we strive for makes this policy wise under current conditions. My experience in the years here suggests that while most members of a generally excellent faculty should realistically expect to reach a position of Professor about seven years after achieving the rank of Associate Professor, few will have demonstrated that full flowering as teacher, scholar, and community member in a shorter period. A full professorship at Haverford represents arrival at a point of mature excellence, not a promise of excellence yet to be demonstrated.

Given these higher standards and expectations, it seems fairer to all concerned to revise the language in the Faculty Handbook so that the ambiguity currently there about a normal period of service is removed and so that the words more accurately reflect what current practice is. I seek faculty reactions to this proposed change in language before taking it to the Board of Managers for approval.

PROPOSED CHANGE:

In the search for a policy which combines clarity and rigor in our promotions with a desire to be humane and protect faculty members from full-scale public review before most of them will in fact be promoted, the following paragraph is being considered by the administration as a substitute for Paragraph 1 on page 20 of the current mimeographed handbook:

"Members of the Faculty promoted to Associate Professor will be given a preliminary review during the fifth year of their terms. The purpose of this review, to be done by the Provost, is to provide helpful information on the full-scale promotion review due in the seventh year; the Provost is expected to share the results of the early review at once with the faculty member, pointing out both strengths and possible problem areas which, if unattended to, may prejudice a favorable decision two years hence. Each faculty member is entitled to a full-scale review by Academic Council in the seventh year and a determination as to whether a full Professorship is to be awarded at that time. That normal review makes no presumption that every Associate Professor will become a full Professor after that period of time: each case will be judged on its own merits. (The guidelines used by the President in deciding on such cases are part of this Handbook. See p. ____) Where such a promotion does not take place at the end of that formal review, the candidate will be entitled to further reviews at least once in every three years. Nothing in this procedure should bar the Academic Council, the Provost or the President from bringing a case up for full review at any time earlier than seven years when the available evidence suggests an early review and promotion might be warranted."

DISCUSSION:

I hope there is an opportunity to discuss this at the Faculty Meeting on May 8. Comments before or after that date will of course be welcome too.

John P. Coleman
To: The Faculty  
From: E. P.C. and the Committee on General Programs  

April 28, 1975

We would like to suggest a new type of course, to be called "Interdepartmental Faculty-Student Seminar" and numbered in the 470's sequence. The faculty-student seminar would bring together several already existing elements of our programs: Independent Study courses (480's), Faculty seminars on interdisciplinary topics (such as the Gest seminars or the Shumer-Bernstein-Hohenstein sequence on the social sciences this year), and courses based on a series of Distinguished Visitors (such as the Biology and History Senior conferences or the Psychology-Biology-Chemistry series on Neurobiology of several years back). We would make more effective use of our resources and make visitors available in a more structured way to students.

A member of the faculty would organize a series of visitors, under the auspices of the Distinguished Visitors Committee, to speak on a coherent topic, with some attention paid to continuity and inter-relationship between speakers. Let us, for example, a series on "Science and Public Policy" or one on "Structuralism." The topic is by nature interdisciplinary. Students would participate in the series by registering for Independent study work in a specific department with a particular faculty supervisor (as "Political Science 471" or "Physics 471" or "Biology 471" for the first topic; "Anthropology 472" or "English 472" or "French 472" for the second topic). The official course, then, ("General Programs 471 and 472") would have a fundamental contingent of 1) students registered in the appropriate (Departmental) 470's course, plus 2) their faculty supervisors in those courses, plus 3) the original faculty organizer of the visitors series. One would add to this basic unit all interested members of the community who appeared at the visitors' lectures and/or colloquia. The course for the student would consist of Independent Study work in the Departmental course plus participation in the interdisciplinary) visits of all the speakers. For the faculty organizer of the seminar the course might count as 1/2 course teaching credit. For the faculty supervisors of the departmental 470's the seminar would be like any other visitors series, with the addition of more psychological continuity of involvement and the added advantage of committed student participation. Responsibility for student work would rest with individual supervisors of the 470's courses; supervisors should consider such 470's students in the same category. As 480's students in terms of rationing their own teaching time. Presumably there would be some collective activity through the mediation of the visitors' seminars; one might, or might not, want collective seminars (in addition to the visitors) to compare, assess, comment, etc.

There seem to be many advantages to such a framework. Students would get experience relating their particular disciplinary concerns (and specific work in them) to the broader intellectual world of cross-disciplinary activity. A body of committed clientele would provide a continuity of presence, both faculty and students, for Distinguished Visitors' lectures. If we do get into the habit of thinking in terms of such a type of course, we should be able to use our visitors' funds in a productive and creative way to devise courses on topics which our small and hard-pressed faculty cannot itself provide, particularly of an interdisciplinary sort.

There is no element of this scheme which has not already been utilized (OVER)
by one effort or another of ours over the past few years; we merely wish
to draw together student project courses, faculty seminars and Distingu-
ished Visitors into a cohesive unit with the hope of thereby encouraging
more opportunity for student-faculty contact within a cross-departmental
framework.

The Catalog entry under each department would appear thus:

470-479 Interdepartmental Faculty-Student Seminars. Staff

Independent study projects which are conducted with a
single faculty supervisor, based on a series of visiting
lecturers in a seminar with faculty and students from other
departments working on related projects. (See General
Programs 470-479.)

The catalog entry under General Programs would appear thus:

470-479 Interdepartmental Faculty-Student Seminars Staff

Seminars involving a number of faculty and students
from different departments and based on a series of
visiting lecturers and joint faculty-student seminars.
Each student will use the common material of the lectures
and seminars as the basis for a more specialized project
carried out under the supervision of a member of the
faculty. Two of the suggested topics for 1975-1976 are
General Programs 470a, "Science and Public Policy"
(Mr. Green) and General Programs 471b, "Structuralism"
(Mr. Ashmead.)
1. The minutes of the regular faculty meeting of 1 May were approved.

2. The Provost recommended to the faculty, and the faculty approved the recommendation to the Board of Managers for the B.A. or B.S., whichever is appropriate, of those students who have, or will have, completed by Commencement the degree requirements.

3. The Provost 1) reported that agreement on the college calendar had been reached with Bryn Mawr. There will be a two day reading period before examinations in the fall semester.

   2) suggested an expression of appreciation to Harmon Dunathan upon his departure from the College. There was a round of applause.

4. The Subcommittee on College Honors, Fellowships, and Prizes (Ho Hunter) recommended the awards for honors and prizes (Annex I). The faculty approved, with thanks to the Committee for its good work during the hectic end of the year.

5. The President 1) reported on the status of the program for Pennsylvania Assistance Grants to private institutions of learning. He stated that he continues to be opposed to the program. No faculty members expressed an interest in attending a forthcoming meeting on the program.

   2) presented for faculty consideration a revised statement on promotion to full professor, currently being considered by the administration. (Annex II) He felt a revision was needed for the sake of fairness and candor and welcomed faculty comment on the statement.

The ensuing discussion turned on the following issues: 1) The desirability of adding a statement on criteria for promotion to full professor to the present document under consideration, which deals only with procedures for promotion. 2) The nature and usefulness of an informal review after five years in view of the subsequent formal review two years later.

It was proposed, and approved by the faculty, that the elected faculty members of the Academic Council shall consider the statement on promotion to full professor brought forward by the President. Keeping in mind the discussion of the present meeting, they shall review the President's document and if desirable they shall suggest alternate proposals for faculty comment.

6. The Educational Policy Committee (Sid Perloe)

   1) proposed a new type of course to be called "Interdepartmental Faculty-Student Seminar" and numbered in the 470's sequence. (Annex III)

   After discussion, the faculty approved the introduction of this type of course, together with a particular course of this kind, General Programs 470a, "Science and Public Policy" (Louis Green) (Annex III above).

   2) requested further faculty consideration of the statement on
cross-majoring, of which paragraph 1 had been approved by the faculty in its meeting of 1 May (see minutes of 1 May, Annex I).

After discussion the faculty approved the following version of the statement subsequent to paragraph 1:

"Haverford students shall be permitted to major in Bryn Mawr departments subject only to their acceptance as majors at Bryn Mawr College. This policy is adopted with two purposes in mind: the first is to facilitate access by our students to a broader range of academic opportunities than exists at Haverford; the second is to encourage Bryn Mawr to reconsider its policy on cross majoring in the light of what has taken place since its last consideration, three years ago.

It is hoped that the reconsideration will lead to a broadening of opportunities for Bryn Mawr students to major at Haverford. We agree that a student's work in the major is of central importance to his or her academic experience. We are therefore particularly eager to ensure that coeducation should be part of this experience. The benefits of a more truly coeducational community sought by Haverford cannot be realized unless Bryn Mawr College also permits cross-majoring.

The faculty directs the Educational Policy Committee to request a meeting with the corresponding Bryn Mawr committee early next fall in order to discuss how some kind of reciprocal cross majoring can be put into effect. The aim of these discussions should be the creation of at least an interim reciprocal cross majoring procedure in time for it to be in effect when the members of the class of 1978 choose their majors. The faculty stands ready to modify the procedure it has adopted for Haverford students in the process of creating a reciprocal plan."

The above statement will be sent to faculty members for their suggested modifications, which should be communicated to Sid Perloe. A copy of the final statement, together with the initial paragraph passed at the 1 May meeting, will go out to faculty members with the minutes of the present meeting. It will also be sent to the appropriate persons at Bryn Mawr College.

3) requested further faculty consideration of the Committee's study on faculty utilization, discussed in part at the meeting of 1 May (see minutes of 1 May, paragraph 4, 6). Following discussion, the faculty approved the proposal, with the change in paragraph 3 of "shall be made public" to "shall be published."

John R. Cary
Secretary of the Faculty

Adjourned 12:05
TO: THE FACULTY

Subject: Promotion to Full Professor

BACKGROUND

Haverford's standards for appointment, promotion and tenure are higher today than they were a few years ago. We expect more of candidates for our few openings, and we expect a clearer demonstration of excellence as teacher/scholar in any reappointment or tenure decision. On the one hand, we have the opportunity to make harder judgments since (i) our data, especially the student letters, are clearly richer than was true not so long ago, (ii) stronger candidates are available, and (iii) a number of our competitors seem to have moved or want to move in the same direction. On the other hand, we have a need to make harder judgments in light of (i) the sharp decrease in the number of openings in our faculty, and (ii) the more intense competition for students who are ultimately drawn to a college by the quality of the faculty.

By the same light, I am aware that my standards for promotion to full Professor are higher today. I believe the excellence we strive for makes this policy a wise one under current conditions. My experience in the years here suggests that while most members of a generally excellent faculty should realistically expect to reach a position of Professor about seven years after achieving the rank of Associate Professor, few will have demonstrated that full flowering as teacher, scholar, and community member in a shorter period. A full professorship at Haverford represents arrival at a point of mature excellence, not a promise of excellence yet to be demonstrated.

Given these higher standards and expectations, it seems fairer to all concerned to revise the language in the Faculty Handbook so that the ambiguity currently there about a normal period of service is removed and so that the words more accurately reflect what current practice is. I seek faculty reactions to this proposed change in language before taking it to the Board of Managers for approval.

PROPOSED CHANGE:

In the search for a policy which combines clarity and rigor in our promotions with a desire to be humane and protect faculty members from a full-scale public review before most of them will in fact be promoted, the following paragraph is being considered by the administration as a substitute for Paragraph 1 on page 20 of the current mimeographed handbook:

"Members of the Faculty promoted to Associate Professor will be given a preliminary review during the fifth year of their terms. The purpose of this review, to be done by the Provost, is to provide helpful information on the full-scale promotion review due in the seventh year: the Provost is expected to share the results of the early review at once with the faculty member, pointing out both strengths and possible problem areas which, if unattended to, may prejudice a favorable decision two years hence. Each faculty member is entitled to a full-scale review by Academic Council in the seventh year and a determination as to whether a full Professorship is to be awarded at that time. That normal review makes no presumption that every Associate Professor will become a full Professor after that period of time: each case will be judged on its own merits. (The guidelines used by the President in deciding on such cases are part of this Handbook. See p. ) There such a promotion does not take place at the end of that formal review, the candidate will be entitled to further reviews at least once in every three years. Nothing in this procedure should bar the Academic Council, the Provost or the President from bringing a case up for full review at any time earlier than seven years when the available evidence suggests an early review and promotion might be warranted."

DISCUSSION:

I hope there is an opportunity to discuss this at the Faculty Meeting on May 8. Comments before or after that date will of course be welcome too.

John M. Coleman
To: The Faculty  
From: E. P.C. and the Committee on General Programs  

April 28, 1975

We would like to suggest a new type of course, to be called "Interdepartmental Faculty-Student Seminar" and numbered in the 470's sequence. The faculty-student seminar would bring together several already existing elements of our programs: Independent Study courses (480's), Faculty seminars on interdisciplinary topics (such as the Gest seminars or the Shumer-Bernstein-Hohenstein sequence on the social sciences this year), and courses based on a series of Distinguished Visitors (such as the Biology and History Senior conferences or the Psychology-Biology-Chemistry series on Neurobiology of several years back). We would make more effective use of our resources and make visitors available in a more structured way to students.

A member of the faculty would organize a series of visitors, under the auspices of the Distinguished Visitors Committee, to speak on a coherent topic, with some attention paid to continuity and inter-relationship between speakers. Let us take, for example, a series on "Science and Public Policy" or one on "Structuralism." The topic is by nature interdisciplinary. Students would participate in the series by registering for Independent study work in a specific department with a particular faculty supervisor (as "Political Science 471" or "Physics 471" or "Biology 471" for the first topic; "Anthropology 472" or "English 472" or "French 472" for the second topic). The official course, then, ("General Programs 471 and 472") would have a fundamental contingent of 1) students registered in the appropriate (Departmental) 470's course, plus 2) their faculty supervisors in those courses, plus 3) the original faculty organizer of the visitors series. One would add to this basic unit all interested members of the community who appeared at the visitors' lectures and/or colloquia. The course for the student would consist of Independent Study work in the Departmental course plus participation in the interdisciplinary visits of all the speakers. For the faculty organizer of the seminar the course might count as a 1/2 course teaching credit. For the faculty supervisors of the departmental 470's the seminar would be like any other visitors series, with the addition of more psychological continuity of involvement and the added advantage of committed student participation. Responsibility for student work would rest with individual supervisors of the 470's courses; supervisors should consider such 470's students in the same category. As 480's students in terms of rationing their own teaching time. Presumably there would be some collective activity through the mediation of the visitors' seminars; one might, or might not, want collective seminars (in addition to the visitors) to compare, assess, comment, etc.

There seem to be many advantages to such a framework. Students would get experience relating their particular disciplinary concerns (and specific work in them) to the broader intellectual world of cross-disciplinary activity. A body of committed clientele would provide a continuity of presence, both faculty and students, for Distinguished Visitors' lectures. If we do get into the habit of thinking in terms of such a type of course, we should be able to use our visitors' funds in a productive and creative way to devise courses on topics which our small and hard-pressed faculty cannot itself provide, particularly of an interdisciplinary sort.

There is no element of this scheme which has not already been utilized
by one effort or another of ours over the past few years; we merely wish to draw together student project courses, faculty seminars and Distinguished Visitors into a cohesive unit with the hope of thereby encouraging more opportunity for student-faculty contact within a cross-departmental framework.

The Catalog entry under each department would appear thus:

470-479 Interdepartmental Faculty-Student Seminars. Staff

Independent study projects which are conducted with a single faculty supervisor, based on a series of visiting lecturers in a seminar with faculty and students from other departments working on related projects. (See General Programs 470-479.)

The catalog entry under General Programs would appear thus:

470-479 Interdepartmental Faculty-Student Seminars Staff

Seminars involving a number of faculty and students from different departments and based on a series of visiting lecturers and joint faculty-student seminars. Each student will use the common material of the lectures and seminars as the basis for a more specialized project carried out under the supervision of a member of the faculty. Two of the suggested topics for 1975-1976 are General Programs 470a, "Science and Public Policy" (Mr. Green) and General Programs 471b, "Structuralism" (Mr. Ashmead.)