

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

9 September 1971
4:15 p.m.

- A. The minutes of the meetings of 20 and 24 May were approved.
- B1. The President greeted the faculty and called departmental spokesmen to introduce the new members of their departments: in Philosophy, Constantine Caffentzis, Rosemary Desjardins, Louis Mackey; in Economics, Vernon Dixon, Janet Young; in History, Dorothy Borei; in English, Frederica Brind, Elaine Maimon; in Mathematics, John Masley, James Slifker; in Political Science, Tadeusz Krauze; in Psychology, James Smith; in French, Danielle Mihram; in Religion, Daniel Larkin; in German, Katrin Bean, Maria Marshall; in the Administration, Wayland Melton, Assistant Dean of Students.
2. The President welcomed Tom D'Andrea to the position of Acting Provost and thanked him for his services already rendered.
3. The President anticipates a busy and productive year. The Corporation of Haverford College is faced with the problem of selecting a new President of the Corporation and Chairman of the Board since Dr. Rhoads is determined to resign at the end of this next Corporation year (i.e. in October, 1972). A major effort will be made to raise five million dollars over the next three years to pay off the College debt. Annual giving, with the remarkable record of 52% of the alumni contributing, reflects the confidence that the alumni have in the College and the effective work of Steve Cary and Chuck Perry. Efforts will be made to give a better interpretation of the budget and the process of its formulation. The cost of instruction and the size of the College are under continuing study. Coleman recommends that the College should be coeducational, but is not going to make a personal issue of it, and he welcomes ideas on the subject from others. Increases in charges for board and tuition have been retained in spite of the 90-day freeze because some payments had been received prior to 15 August, likewise increased salaries under contracts starting 1 July will be paid. Salaries under contracts starting 1 September may still be frozen at last year's rates until the end of the freeze. Increased pay because of promotion in rank may possibly be allowed if the new position entails increased expectations. At this point Harvey Glickman discussed the subject briefly and announced that this would be considered at the next meeting of the AAUP's local chapter, of which he is President.
4. No final decision was made in the matter recorded in minute A5 of 24 May. The President read the following resolution today, and the faculty approved.

The faculty agrees to recommend to the Board of Managers that the Admissions Office be permitted to admit and the Associate Dean to treat as degree candidates under their normal criteria any of the women from colleges other than Bryn Mawr who were here as full exchange students in 1969-70 and/or 1970-71* and who now want Haverford degrees.

(continued)

This is done with these understandings:

- the exchange program with these other colleges is over, and Haverford will not accept any other women transfer students at this time

- the women affected by this number no more than five, and all plan to major on the Haverford campus (as opposed to the Bryn Mawr campus)

- the decision is not to be considered prejudicial one way or another to Haverford's discussion of coeducation alternatives for the future. The action is taken solely as one of equity to the five or fewer women involved.

B5. The President spoke of the importance of the College Meeting which is held every Thursday morning at 10:40 until about 11:25 and urged all who feel so inclined to participate in it. No other meetings of any kind are to be scheduled on campus during that hour.

C Acting Provost D'Andrea announced:

1. The faculty dining room is closed until Monday, and will be open from 12 to 1:30 thereafter.

2. Coffee will be served in the faculty parlor as previously.

3. Faculty members should anticipate the scheduling effects of the new calendar, especially the fact that there are only two days between the last classes and the beginning of examinations.

D Melving Santer reported for the Academic Council their recommendation that all Council members (except the President and the Provost) should be bound to silence concerning Council discussion on personnel matters. This also includes the confidentiality of written material. However, there was some question of the wisdom or feasibility of demanding eternal silence, so more clarification was asked for.

*Note: My language was unclear here. I meant to have the proposal apply to those who were here either in 1969-71 or in 1970-71. We are interpreting the policy that way, and are not considering any candidates who were here in 1969-70 only. J.R.C.

(continued)

- E1. John Spielman announced that the competition for Woodrow Wilson fellowships for 1972-73 has been suspended.
2. Edwin Bronner made several announcements concerning the Library.
- a. We must eliminate some of the periodicals to which we now subscribe if we wish to subscribe to some different ones. Some departments have not responded to the request for information as to which periodicals could be eliminated.
 - b. Faculty members should return borrowed books or sign out for them again at the end of each semester. It is hard to retrieve library books from widows.
 - c. The bibliographical pamphlet "American Literature" prepared by Lubarsky and Fraser is a model that might profitably be copied by others.
 - d. Carrels for faculty are available on the first and fourth tiers of the library.
 - e. Someone entered the vault this summer, but apparently no books were removed.

The staff is glad to get books from the vault for your use.

- E3. Sidney Perloe announced that copies of the charter of the Householders' Association will be distributed to all those who rent or receive housing subsidies from the College, and that the Association will conduct an election of officers.
- F1. Provost D'Andrea reported for the Committee on College Honors, Fellowships and Prizes that Rich Miller had returned the First Cope Fellowship money, and therefore the committee recommended that the First Cope Prize go to Steve Eisdorfer, and that the Second Cope Prize be divided between Don Ferree and Jon Delano.

This was approved.

2. The faculty was reminded to submit topics for the agenda of the next faculty meeting to the Acting Provost. Also that faculty meetings are to end at 6 p.m. unless a decision is made before 5:30 to prolong the meeting. Attention was called to Appendix I of the Faculty Handbook, "The Friends' Method of Doing Business as Adapted for Haverford College."
3. The faculty expressed its desire to have memorial minutes prepared for Arnold Post and Forrest Comfort, to send to their widows and to attach to the minutes.

The meeting adjourned at 5:26 p.m.

TBH:jc

Theodore B. Hetzel
Secretary of the Faculty

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

21 October 1971
4:15 p.m.

- A1. The minutes of the meeting of 9 September were approved.
2. A memorial minute for Forrest D. Comfort was read. It will be mailed to Edith Jessup Comfort, and a copy attached to the official minutes of this meeting.
- B. Report by the President.
 1. On Parents' Day there were many expressions of appreciation for Haverford and especially for its faculty.
 2. There has been no ruling yet about the payment of wages after 13 November, the end of the first phase of the wage-price freeze. Raises because of promotion in rank have been allowed. The American Council of Education is petitioning the Cost of Living Council to permit payment of previously announced raises, retroactively.. No decision has been made about the disposition of wage funds in escrow if retroactive payment is not allowed. At this point there was a discussion of a matter not on the agenda and not involving faculty action which concerned the salary raise of an individual who had been newly appointed chairman of a department. Correspondence with the Office of Economic Preparedness allowed this increase, but President Coleman pointed out that Haverford has not made it a practice to pay extra for chairmanships, and OEP regulations restrict increases to those situations where it had been the policy to do so.
 3. President Coleman expressed his feelings that some of his remarks about coeducation might have been misinterpreted. There has been no decision in the matter, and if a choice must be made, either coeducation or cooperation but not both, he would choose cooperation. He himself believes that the choice is not necessary, however, and that we might be able to have both coeducation and cooperation.
 4. He is trying to keep the full-time faculty next year at the present level, but this will be possible only if economies are made; cut services or costs for present services, increase tuition charges, increase the number of students and/or reduce salary increases. Two budgets are being drawn up, one based on 700 students, one (for comparative purposes) for 725. An operating surplus of \$100,000 is budgeted, to be used to pay part of the indebtedness charges.
 5. The annual meeting of the Corporation of Haverford College will be held on Friday 29 October. Dr. Jonathan E. Rhoads is willing to continue as President of the Corporation and Chairman of the Board only for one more year. J. Morris Evans is being nominated to be Vice-President. New members of the Board: John A. Cantrell (Alumni Representative), Mamie P. (Mrs. Kenneth B.) Clark (the second woman and the first Black member of the Board), Robert MacGrate, W. Wistar Comfort, and Chalmers V.A. Pittman.

6. President Coleman, having recently attended a meeting of the American Council on Education, commented on the crisis situation in higher education: changes in society, the economic condition of the country, students' uncertainty as to what they want to do, the purpose of higher education, public confidence in our institutions, and internal dissension within them. Perhaps we have thought that we are immune, but some others who have thought so are in trouble.
- C. Robert Gavin reported for the Academic Council, that the following ad hoc committees have been appointed.
 1. For Mathematics: Mortimer (Chmn.), Cook, Gollub, Husemoller, Partridge.
 2. For English: Finger (Chmn.), Luman, Ransom, Satterthwaite.
- D1. Colin MacKay reported for the Educational Policy Committee.
 - a. Recommendations will be brought to the faculty next month about the grading policy. See Dean Potter's memo of 1 October.
 - b. Likewise about alternative paths to graduation: one semester away from college, BA after three years, BA and MA after four years.
 - c. New course proposals for the spring semester are needed promptly.
- D2. Sidney Perloe reported for the Administrative Advisory Committee. See Annex 1. The data in the 1962-63 column have a somewhat different basis from those in the other columns. Dormitory, dining center and athletic expenses are not included. He sees no obvious savings due to growth. This analysis of the college's expenditures may help to protect the budget for instruction.
3. Holland Hunter reported for the Compensation, Study and Research Committee. See Annex 2, "Plan for cost-of-living adjustments". Comments, and answers to the listed questions, are requested by next week. The plan calls for salaries to be set in advance, but to be adjusted up or down in conformity to the cost of living index. Clarification was requested, which the committee agreed to send out before the next meeting.
4. Richard Luman reported for the Distinguished Visitors Committee. The committee meets at 11 a.m. on faculty meeting days, and wishes to have all proposals submitted in writing a week beforehand. Money not spent for a particular approved proposal may not be used for something else. Please use the proposal form, obtainable from Mrs. Henry.
5. James Lyons explained the counseling services that are available to Haverford students. Jim Vaughan and Jane Widseth are available full-time, 24 hours a day. Dr. Peter Bennett is here four hours a week. 45% of the students availed themselves of some counseling service. This is confidential, so although faculty members may make recommendations, there will be no report back to the faculty member without the student's consent. The counseling relates not only to emotional problems, but also to reading, writing, study skills, eye-sight, etc.

- D6. Harvey Glickman, President of the local chapter of the A.A.U.P., announced that there will be a meeting of the chapter early in November.
7. Ariel Loewy questioned the college's support of the United Fund but not of the Peoples' Fund, and suggested that the college's participation in community and public affairs be coordinated and administered by a special committee of the college community. The College Governance Committee will be asked to consider this, and it will be brought to a future faculty meeting for consideration.
8. Robert Gavin reported on the last meeting of the Board of Managers.
 - a. The Board decided to engage a conference director and secretary, who would promote the summer use of the campus and college facilities. The jobs are expected to pay for themselves and return a net contribution to overall college costs.
 - b. The college is managing its investments in three separate parts. \$5.3 million are managed by the Investment Committee of the Board, \$11.6 million by the investment counsel T. Rowe Price, and \$3.5 million are in the Ford Common Fund.
9. Louis Green reported that the Committee on Coeducation and the Size of the College has been meeting. Summaries of their meetings will appear in the student paper THE NEWS, and will be available at the reserve desk in the library. Communication of opinions, in writing, is invited.

The meeting adjourned at 6:02 p.m.

Theodore B. Hetzel
Secretary of the Faculty

TBH:an



Haverford College

OFFICE OF THE PRESIDENT

HAVERTORD, PA. 19041 215-649-9600

FORREST D. COMFORT

Forrest D. Comfort died on July 27th, 1971 at the age of 74. He served Haverford College as a psychologist, a counsellor of students and an expert in the problems of reading from 1949 until his retirement in 1964. For several years following his retirement, he assisted the College as needed.

A mid-western Quaker, he served in the American Friends Service Committee Reconstruction work in France during 1918-19 and graduated from William Penn College in 1922. He studied philosophy and took his Master's degree under Rufus Jones in the Haverford College graduate program in 1925-6, and received a Master's degree in Education from Harvard University in 1927. From 1928 to 1936, he was a member of the Research staff in the Reading Clinic of the School of Education at Harvard University and left there to become an officer of the Carl Schurz Foundation in Philadelphia where he edited the German-American Review from 1936-39. He served as school psychologist at Episcopal Academy in Overbrook from 1939-49 until he joined Haverford College in 1949. He took an active share in the work of the American Friends Service Committee and was closely associated over a period of years with the work camps and other projects in Mexico during his summer holidays.

During his years at Haverford College, this open, quiet, unassuming, seasoned, skillful man, with his humor, his genius for listening, for understanding and for wise encouragement was always there, always available. Over the generations of Haverford students that he served, no small number in each class would testify to what, at some critical moment, they owed to his steadying. As a neighbor and to his faculty colleagues and in the wider community, these same gifts were always accessible and not seldom in use.

E. E. Cummings has a line that seems a fit description of the spirit of our departed colleague in which he says, "I'd rather learn from one bird how to sing Than teach ten thousand stars how not to dance." In the two decades in which he served the College so quietly and so modestly, he has left some precious and significant threads woven into its tapestry.

EXPENDITURES¹ IN SELECTED CATEGORIES
 In Dollars and Percentages of Total Expenditures

October 21, 1971

CATEGORY	YEAR					
	1962-63	1966-67	1967-68	1968-69	1969-70	1970-71
Faculty Salaries and Fringe Benefits ²	738,305 28.0	885,643 25.1	992,894 23.8	1,106,180 24.2	1,192,806 22.2	1,328,191 23.9
Instructional expenses ³	62,512 2.4	74,857 2.1	98,561 2.4	130,849 2.9	145,910 2.7	153,552 2.8
Computer ⁴	9,614 0.4	5,276 0.1	28,501 0.7	21,838 0.5	47,046 0.9	45,575 0.8
Instructional Sub-Total	810,431 30.7	965,776 27.3	1,119,956 26.8	1,258,867 27.5	1,385,822 25.8	1,527,318 27.5
Library	Not Ascertainable	213,608 6.0	223,024 5.3	220,024 4.8	273,814 5.1	303,819 5.4
Instructional Sub-Total and Library	Not Ascertainable	1,179,384 33.4	1,342,980 32.2	1,478,891 32.4	1,659,636 30.9	1,831,137 33.0
President's Office	30,574 1.2	32,816 0.9	66,342 1.6	56,812 1.2	66,968 1.2	80,295 1.4
Provost's Office	Not Applicable	36,945 1.0	31,319 0.8	39,884 0.9	35,514 0.7	40,210 0.7
Business Office	48,006 1.8	85,118 2.4	76,921 1.8	85,003 1.9	134,067 2.5	117,213 2.1
Development, Pub- licity and Alumni	87,023 3.3	173,487 4.9	169,194 4.1	144,833 3.2	174,047 3.2	178,203 3.2
Treasurer	15,836 0.6	19,816 0.6	19,674 0.5	24,535 0.5	26,409 0.5	30,657 0.6
General Administrative Sub-Total	150,865 5.7	348,182 9.8	363,450 8.7	351,067 7.7	437,005 8.1	446,578 8.1

Annex 1
21 Oct 71

EXPENDITURES¹ IN SELECTED CATEGORIES
In Dollars and Percentages of Total Expenditures
(Continued)

CATEGORY	YEAR					
	1962-63	1966-67	1967-68	1968-69	1969-70	1970-71
Admissions, Registrar and Associate Dean	77,896 2.9	71,720 2.0	80,733 1.9	95,636 2.1	105,905 2.0	109,920 2.0
Other Student ⁵ Services	52,582 2.0	115,577 3.3	124,600 3.0	149,829 3.3	173,436 3.2	184,294 3.3
M add 0	283,316 10.7	305,606 8.6	389,120 9.3	453,079 9.9	572,558 10.7	612,676 11.0
<u>Total Expenditures</u> ⁶	2,641,512	3,534,934	4,173,565	4,570,396	5,367,851	5,547,240

1. All expenditures are sums of amounts spent from restricted and unrestricted fund, with a few exceptions, which are noted, all amounts are taken from the "Summary of Income and Expenditures," prepared by the Business Office at the end of each fiscal year.
2. Salaries do not include faculty members in athletics. Fringe benefits include TIAA, Social Security, Medical Plan, Disability Insurance, Housing Allowance, Tuition grants, moving expenses and old style pensions.
3. Includes supplies, services, faculty expenses and Haverford contribution to Bryn Mawr bus.
4. Includes expenses, less income.
5. Includes Dean of Students' office, Buildings and grounds charges under student services, student activities, and Infirmary costs (less income).
6. Does not include interest payments or funds allocated to amortization.

Annex 2

21 Oct 71

TO: All faculty
October 15, 1971

FROM: Committee on Faculty Compensation, Study, and Research

SUBJECT: Plan for cost-of-living adjustments

As many of you know, Tink Thompson has proposed that a cost-of-living inflator/deflator be attached to the Haverford faculty pay scale; the proposal has already generated great interest. The faculty committee on Compensation, Study and Research (Long, Davidon, and Hunter) has discussed his plan with him and among ourselves and now puts before you a preliminary statement in order to obtain widespread faculty reaction before bringing in a specific recommendation.

The present form of the suggestion is that the College each year should adjust each faculty member's salary upward or downward by a percentage equal to the percentage change in the Consumer Price Index for the Philadelphia region over the preceding 12 months (suitable dates to be agreed on). The faculty might ask for a firm College commitment to this effect. At a different time, and as a separate matter, the President and the Provost would regularly review each faculty member's salary and performance with a view to making increases based on individual merit and available funds.

This procedure would provide prompt ex post protection against the erosion of faculty salaries by inflation. It would also make more explicit the College's evaluation of each faculty member's current performance. We feel that a carefully worked out set of evaluation criteria would be a crucial part of the plan.

Within this framework, it would seem appropriate to tie the salary bands associated with different academic ranks to the Consumer Price Index. In the absence of changes in a person's salary based on individual merit, he would then remain at the same level in relation to the band for his academic rank. The possibility of changing College policy to allow for overlapping salary bands might be considered, but is independent of this proposal.

The present system, which combines individual merit increases with across-the-board adjustments, and which tends somewhat to bring faculty cohorts forward together, employs what economists call "the money

HAVERFORD COLLEGE
Haverford, Penna.

October 1, 1971

To: All Faculty and Students

Subject: Report and Recommendations Concerning Certain Aspects of
the Grading System

In December of 1966 the Faculty made a number of changes in the grading system by introducing the written evaluation option in research or project courses, by making the grade record during a student's first two years available only for on-campus purposes, and by establishing the NNG (no numerical grade recorded) option for a student's final two years.

As part of the action taken at that time the dean of the College was asked "to make an annual report to the faculty on difficulties of the operation of the new policy and on his judgment as to its success. . ."

I made my first report on May 9, 1968. This ~~is~~ my second. (In the spring of '68 it became clear that we would have to wait for the Class of 1971 to graduate before we could have any real chance to see the effect of these changes). In this report I will focus primarily on the question of the grades from the first two years.

It may be helpful to review the reasons the Educational Policy Committee gave for recommending that freshman and sophomore grades be for internal consumption only.

"The purpose of this recommendation is to recognize the difference between the grades as evaluative feedback to the students and grades as evaluative devices to be used by graduate and professional schools. It is hoped that this proposal would (a) encourage a freer choice of courses at a time when students are still in the process of deciding on a major, (b) help the student make the transition from high school to college at a time when he still carries with him the grade consciousness of his high school background, and when student anxiety is recognized to be at its peak, (c) allow students to "hit their stride" in the junior and senior year without being permanently penalized for the early setbacks of their college career and, (d) as a result of the foregoing, help create a more realistic and less negative attitude towards grades.

"In general, we feel that freshman and sophomore grades should be regarded as an internal, educational tool for communication between faculty and students, while junior and senior grades we would endow with the additional significance of being devices for evaluation of the student by graduate and professional schools."

It may be helpful to have these reasons in mind as we review our experience with the system.

There have been problems from the outset. Some students believed that the College would not, even at their request, release any grades from the first two years; others believed we would release them all if they asked. In fact, I have interpreted the policy to mean that a blanket release would not be made but that grades relevant to graduate or professional schools would be released upon request. Some students have been put under great pressure by graduate and professional schools to produce a full transcript. In two different cases at different law schools, members of the Class of '71 were told that their applications would not receive final consideration until all the grades were made available. Since no case was made by the law school deans for the release of all grades on any ground other than that they wanted them, the grades were not released and the students were not given final consideration in the two cases in question. One was subsequently admitted to another law school and the other did not get any acceptances.

In talking with the law school deans (at Temple, Penn, Dickinson and several others) I got the clear impression that these schools want our best students and will continue to take them under our present policy. But the Haverford student who is only "good" or perhaps "solid" will be the one most penalized by the effects of our system. Even our best students may be losing out on their top choices for the same reasons, namely, that the graduate schools consider past performance the best predictor of future success. But let me simply note that at least several members of the Class of '71 were hurt by the policy.

During this past summer I had the assistance of Christopher Laquer, a member of the Class of '71, in working on several projects. Keeping in mind the considerations which led the EPC to recommend the current policy, I asked Chris to put to the test my prediction that there would be no significant difference in GPA (grade point average) between the classes of 1969* and 1971 and that there would be no significant increase in the number of courses taken during the first two years outside the department and the division of the eventual major among members of '71. Data drawn from his report are attached.

Two facts seem clear:

- 1) We already know of students who have been put at a disadvantage by this policy.
- 2) The data indicates that the Class of 1971 did not derive most of the benefits from the policy which were the main justification for its institution.

Accordingly, I recommend to the Educational Policy Committee:

- 1) A modification of the release of grades policy, effective upon approval by the Faculty, which would allow all members of the classes of 1970 through and including 1974 to choose between the present policy and the full release of their grades for the first two years.

*[1969 was the last class to go through before the change took effect]

- 2) For the Class of 1975 and those following, the grades of the first two years to be released without option.
- 3) For the Class of 1975 and those following, the NNG option to be expanded to the first two years. (For the Class of 1974 the option to be expanded to include the sophomore year).
- 4) For the Class of 1972 and those following, the option to change an NNG course to a numerical grade up to the time of graduation.

It is my hope that the EPC will be able to give its own views on these matters to the Faculty for decision at its October meeting, since it would serve our students' interest to have the outcome known at the earliest date possible.

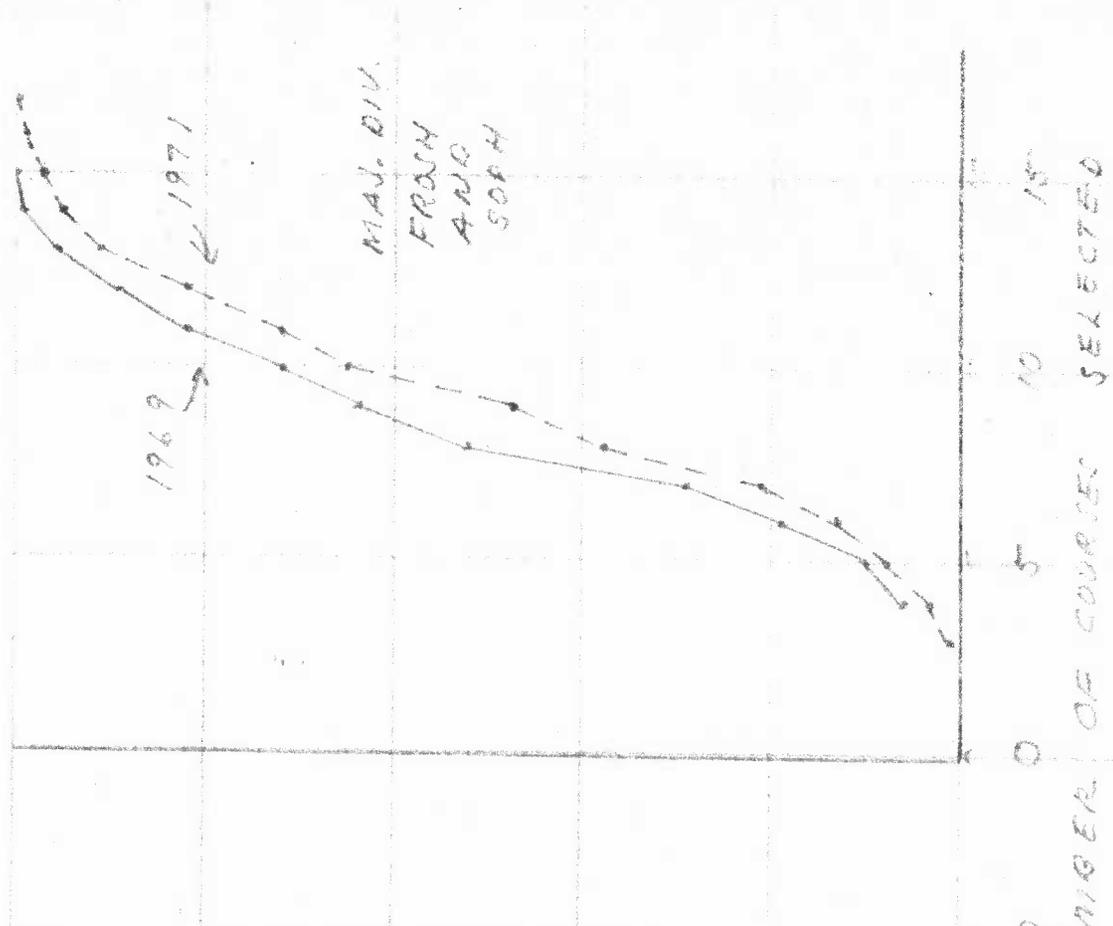
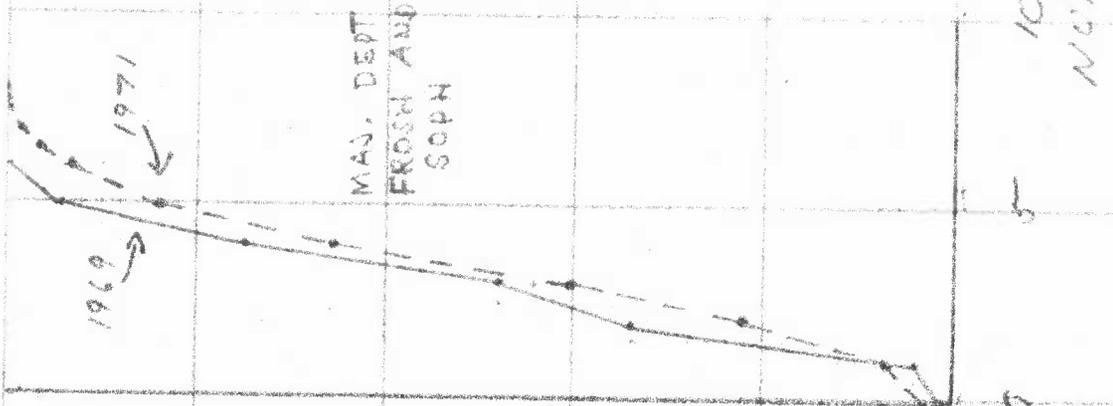
It is my further hope that we can keep separate the kindof proposals made here (which deal primarily with the release of grades) and the more fundamental issues which deal with the purposes and improvement of academic evaluation at the College.

I hope faculty and students who have views on this subject will put them in writing and send them to the chairman of the Educational Policy Committee, Professor Colin MacKay and, in addition, that they will feel free to discuss their views with any of the other members of the Committee.

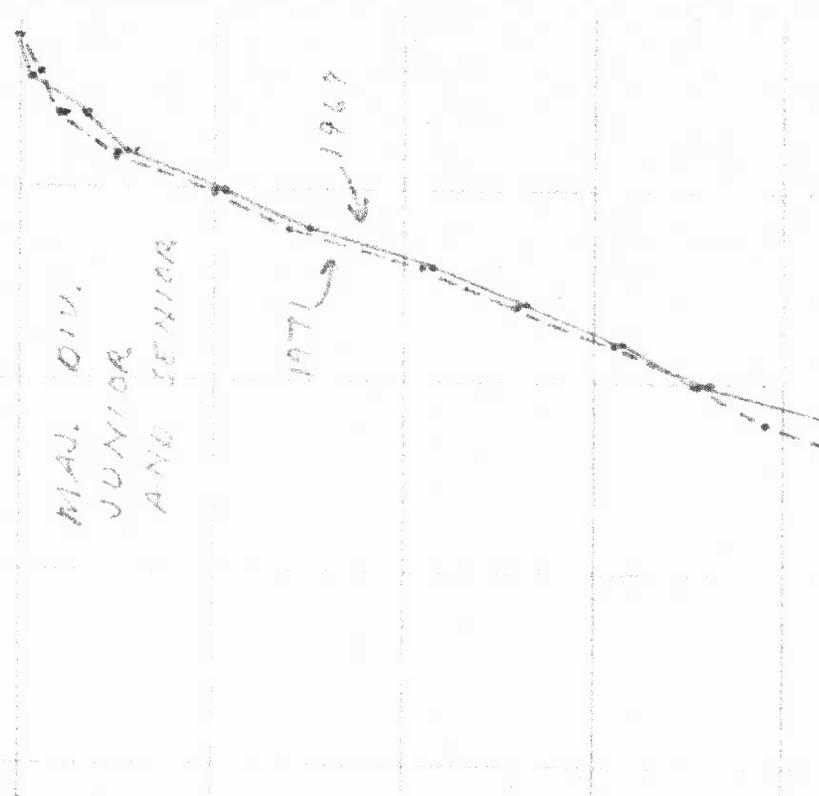
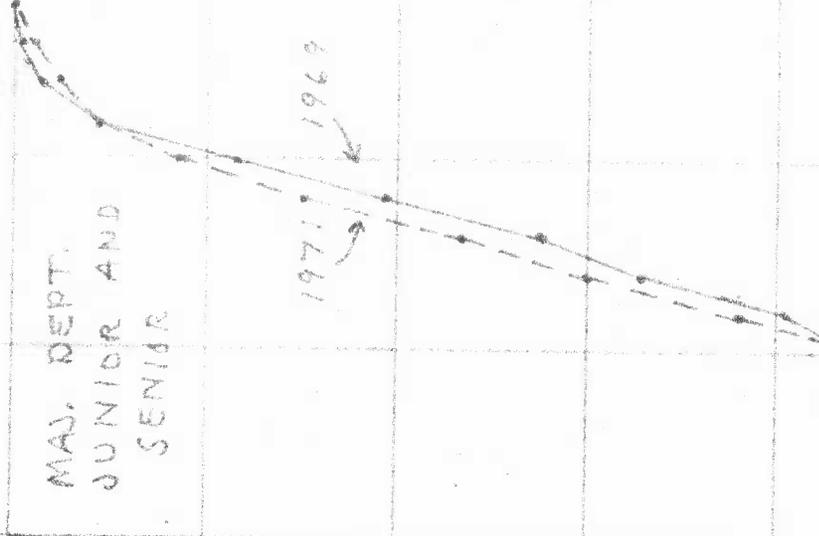
David Potter

Enclosures

ENROLLED (i.e. in 1st graph)
 % of class of 1718 enrolled in 0, 1, 2, or 3 courses.



TOTAL
 % STUDENTS



NUMBER OF COURSES SELECTED

COMPARISON OF CLASSES OF '69 and '71

	COURSE ENROLLMENT (%)			GRADES		
	Major Dept.	Major Div.	Other Div	Major Dept.	Major Div.	Other Div.
1969 (Fresh. & Sophs.)	9	24	29	83	81	78
1971 (Fresh. & Sophs.)	10	27	26	84	82	79
1969 (Jrs. & Srs.)	23	34	10	83	82	82
1971 (Jrs. & Srs.)	23	34	11	84	84	84

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

18 November 1971
4:18 p.m.

- A1. The minutes of the meeting of 21 October were approved.
2. A memorial minute for L. Arnold Post was read. (Annex 1). The appreciation of the faculty was expressed and the Secretary was asked to thank the author, Howard Comfort, for this very appropriate statement. Copies will be delivered to Grace Post.
- B. President Coleman reported on several items.
1. Members of the Alumni Council will be on campus for meetings during the next two days.
2. The President, Provost, and Vice President for Business Affairs attended a 12-college conference at Hershey, Pa. on college costs and financing. Some information gathered there will be very useful and will be shared with the faculty soon.
3. Pay increases are now in effect, but it has not been decided yet whether they may be made retroactively. If by 20 November this is known to be allowable, increases retroactive to 1 September will be paid by 30 November; if those increases are made allowable retroactively before the end of this month, a special supplementary payroll will be run for 15 December.
- C. Vice President for Development Cary reported that an increasing number of foundations are making contributions for educational innovation in the range of from \$1000 to \$5000. Faculty members are invited to submit proposals to his office.
- D1. Colin MacKay presented the recommendations of the Educational Policy Committee for new courses in Religion, Classics, History, Physical Science, Fine Arts (Typographics), and also a statement of policy. (Annex 2, 2a). These were all approved. Routine proposals of 3 November (Annex 3) for courses in Philosophy, Political Science, Psychology, and Sociology were not questioned, and hence stand approved.
- 2a. Sidney Perloe, speaking for the Administrative Advisory Committee, presented a proposal about comparative salary information (Annex 4). In the discussion it was suggested that median and mean salaries in the six categories would be just as informative as the individual listings proposed by the AAC. This matter will be discussed again, in the meantime suggestions and objections should be addressed to the AAC.
- D2b. A second matter of concern to the AAC is the depth in which the committee should investigate the finances of the College, including salaries. Since no consensus was reached, and time was running short, it was decided to reconsider this question, and other items on today's agenda at a special faculty meeting to be held on 2 December.

(continued)

Regular Meeting

18 November 1971

- c. Holland Hunter asked that the report from the Committee on Compensation, Study and Research, dated 18 November (Annex 5) be read, and that comments be sent to that committee.
3. Diskin Clay, for the Ad Hoc Language Review Committee, invited the faculty to attend an open meeting of the committee to discuss the one-year language requirement, Tuesday 7 December. Written comments should be submitted a day earlier. The committee wishes to receive comments especially from those who have studied abroad recently.
4. Robert Mortimer explained the discrepancy between the ratings of Bryn Mawr and Haverford grades by the Law School Data Assembly Service. It was agreed that it would be desirable to coordinate conversion scales for Haverford and Bryn Mawr with respect to law school admissions, for this year. It was also agreed that an evaluation of Haverford and Bryn Mawr grades should be made, on the basis of which information President Coleman, Dean Potter and Louis Green will decide whether a conversion scale, perhaps similar to Bryn Mawr's, will be implemented for this current year.

The meeting adjourned at 6:05 p.m.

Theodore B. Hetzel
Secretary of the Faculty

TBH:jc



Haverford College

OFFICE OF THE PRESIDENT

HAVERFORD, PA. 19041 215-649-9600

Amerex 1 18 Nov 71

L. ARNOLD POST

Levi Arnold Post was born July 8, 1889, at Stanfordville in rural Dutchess County, New York, and died at the Bryn Mawr Hospital on May 26, 1971. He entered Haverford College as a Freshman in 1907, holding a Corporation Scholarship throughout, winning various academic prizes including the Cope Fellowship, holding class offices all four years including the presidency in the last two and the presidency of the Student Council. He was associate editor of the Haverfordian and his Class Record, and participated in various athletics, especially in his last two years "playing his brilliant game at center, hair, teeth, crouch and all," according to the yearbook. The legends that he solved the opposition's signals during the first quarter and called Haverford's signals in Greek may be apocryphal, but they persist and are credible. On graduation in 1911 as both Bachelor and Master of Arts he was elected to Phi Beta Kappa and took final honors in Greek and English. The following year he took an additional M.A. at Harvard and then taught Latin and Mathematics at Moses Brown School until awarded a Rhodes Scholarship which he held at New College 1913-16.

During the First World War he served with the American Ambulance Unit, the French Army, the Y.M.C.A. in Mesopotamia and India, and with the American Expeditionary Force, eventually being assigned to study at the University of Caen where he met his wife, then Grace H. Lickley, of Dundee, Scotland. During the war he had also taught French, Italian, and German at Haverford, whither he returned as Instructor in Greek upon discharge from the Army in 1919, and with the exception of a semester as Sather Professor of Classics at the University of California in 1948, the remainder of his teaching career was all at Haverford. He retired in 1956, a half-century after his arrival as a Freshman, and the following year Haverford conferred upon him the honorary degree of Doctor of Humane Letters.

His numerous learned publications and his international reputation as Secretary, Treasurer and Editor, and finally as President, of the American Philological Association, and his editorship of the Loeb Classical Library are matters of record elsewhere. Together with his Haverford classmate and lifelong friend Lucius Shero, Professor of Greek at Swarthmore, and through the careers of some of his students, Arnold Post gave classical studies at Haverford a unique position of eminence among American liberal arts colleges.

To his colleagues and students, however, he was most of all a fascinating personality. His responses to the relationships of the classroom, of faculty meetings or of personal contacts were invariably and refreshingly original and pointed, unpredictable and challenging. He abounded in extemporized aphorisms known within his family as "Instant Postums"; he should have had, but alas never did, a Boswell to record them. He seemed to find uncritical and conventional acceptances of his dicta unstimulating; at any rate, one of his best students once remarked that "Mr. Post has to be baited," while his less gifted juniors can recall

(continued)

how he did not suffer incompetence, clumsy bluffing or woolly thinking charitably. He abhorred shoddy work.

He was widely read and prodigiously learned in many fields, though with characteristic candor he would point out that by quoting one item from each book read the reputation of omniscience was cheaply acquired. After retirement, as before, he spent much time in the College Library, but regrettably few of the undergraduates and younger faculty of the last fifteen years could identify him better than "that white haired old man in the Periodical Room."

He was locally deservedly famous as a horticulturalist. His phenomenally successful flower and vegetable gardens on College Lane and Walnut Lane were anything but "formal," and he did not participate in garden clubs or shows; he had known nature from childhood, and growing plants were a private satisfaction which he cultivated in order to share generously with many like-minded neighbors.

Other memories of Arnold Post come easily to mind, - his unorthodox costume on the tennis court where his equally unorthodox but intellectually contrived game routed younger and more nimble opponents; chess with faculty and students; dramatic readings and his coaching of Meander's plays, and his role as the seer Teiresias in Euripides' Bacchae, wherein he had in effect only to be himself; his laconic crushing of a colleague mispronouncing a word in Faculty meeting; his feats of mnemonics; his espousal of the Democratic Party when, and perhaps because, the rest of the College was Republican; his occasional ministry in Thursday Meeting; and how many others!

In Arnold Post's retirement, and in his death, Haverford lost a unique and admired personality who did us good, who has not been replaced, and who will not be forgotten by those fortunate enough to have savored him as preceptor, colleague and friend.

Annex 2

17 Nov 71

TO: All Faculty
FROM: Colin MacKay
RE: Course Proposals

We will present the following courses for your approval at the next faculty meeting.

I. The program of courses to be offered by Dan Larkin in the Department of Religion.

Religion 252b Religious Structures: Ancient Near East

Study of cosmology, cosmogony, functions of temples and cult places, rulers, and urbanization in relation to religious development. Offered: Spring 1972 and every other year. Prerequisite: Religion 101 or consent of instructor.

Religion 253a Greek and Roman Religion

Hymns, inscriptions, literature, archaeological evidence will be examined for insight into attitudes toward death and the dead, cosmology, agriculture, city-founding. Fall 1972 and every other year. Prerequisite: Religion 101 or consent of instructor.

Religion 255a Religious Structures: The Gospels

Study of themes in the Gospels, their relations to themes in more ancient Near Eastern religions. Spring 1973 and every other year. Prerequisites: Religion 253a and 254b, or consent of instructor. Limit 20

Religion 254b Hellenistic Religions (330 B.C. - 330 A.D.)

Interaction of Greek and Oriental cultures, rise of gnostic systems, magicians, saviors, prophets, new religions, and the Jewish Diaspora. Fall 1972 and every other year. Prerequisite: Religion 101 or consent of instructor. Limit: 20

Religion 360 Seminar: History and Philosophy of Religion

May be repeated for credit with change of content. Spring 1972 and every other year. Prerequisites: Consent of instructor, and Religion 101. Limit: 20

II. Classics: Approval for one year only of Classics 304b, Cosmogonies. This course is experimental, and will be open to both students who have advanced Greek and students who have no Greek. There will be both joint and separate sessions.

The course description follows:

Classics 304b Greek Cosmogonies

This course will explore Greek theories of the origin and development of the kosmos. Texts to be considered (in both Greek and English) are the Book of Genesis and related accounts of creation from the Near East (Heidel: Babylonian Genesis); Homer, selections from the Iliad; Hesiod's Theogony; Anaximander, Empedocles and Anaxagoras (in Kirk and Raven, The Presocratic Philosophers); Plato's Timaeus; Democritus and Epicurus; Heraclitus and the Stoics. Other theories of origins will also be taken up to illustrate analogous tendencies in Greek thought (Diodorus Siculus on the origin of mankind; Herodotus on the origin of the Nile).

III. For one year only:

History 206b. Topics in Afro-American History: the Study of Black History using Folk Sources. Kathryn L. Morgan

A course devoted to an investigation into the sources, problems, and methods involved in the study of black history, with special emphasis on folk history. Prerequisite: Consent of instructor. Limit 15.

IV. For one year only

Physical Science 136b. History and Philosophy of Science. Mr. Green

This course is designed for the non-science major and the science major alike. The rise of modern science is discussed against the background of 16th and 17th century thought. The history of mechanics is carried forward through the special and general theory of relativity, and the history of optics and atomic structure leads to quantum mechanics. The gradual recognition of man as a biophysical system is presented. The development of our ideas as to the nature of science is presented, and the implication of such concepts as the relativity of space and time, the indeterminacy principle, and complementarity are discussed.

POLICY STATEMENT

In addition to the above courses we ask you to approve the following policy statement.

Any course scheduled on a yearly basis which is not offered for three successive years will be dropped automatically from the course listing. Any alternate year course not offered for four successive years will be dropped automatically from the course listings.

EDUCATIONAL POLICY COMMITTEE

Annex 3

18 Nov 71

FIRST PUBLICATION

Course Proposals

November 3, 1971

In accord with the procedure adopted last year the following course proposals received by EPC have been tentatively classified as routine. Any faculty member who wishes to comment on these proposals should send his commentary to Collin MacKay. If there are no major changes suggested these proposals will be published a second time next week. If they are not questioned at the next faculty meeting they will be considered as approved.

Political Science

For one Semester Only:

Political Science 366b Problems in Political Theory Shumer

This seminar will focus on a topic or problem area in political theory and will draw on a variety of political theorists. This semester the seminar will look at several paradigms of political action within the framework of republican politics. Principal readings will be in Machiavelli, Tocqueville, and Arendt. Prerequisite: Political Science 151 and at least one course in political theory or philosophy. (Limit: 20)

Note: This course is offered in place of Political Science 258b, Public Policy: Civil Rights and Poverty. The Department may wish to recommend permanent replacement of 258b by 366b after this semester.

Political Science 234b Public Policy Analysis Mr. Krauze

This seminar will explore the essential unity between certain aspects of economic and political processes, particularly in the context of large scale governmental decisions. Decision-making in political and economic organizations will be examined with special attention to the problems of information collection, its evaluation, and its uses in the formulation of policy. The implementation of policy will also be examined with particular attention to how the experience of implementation, as judged within and outside of policy-making units, affects further policy decisions. The seminar will focus on several case studies in raising these questions; in particular, government budgeting, large scale economic planning, welfare policy, the planning of science policy, and the dispute over disarmament. Limit: 20 students. Prerequisite: Political Science 151a or consent of the instructor.

Political Science 260b. Urban Housing Mr. Wolf.

This course will examine the nature of the urban housing problem and its relationship to crime, welfare, employment, schools and the politics and fiscal operations of the urban community. The main focus of the course will be on the housing problems of those who suffer most from inadequate housing. The course will look at attacks on this problem by the Federal government, local

government, and community groups. Particular emphasis will be given to the issue, where should authority for housing programs be lodged. Prerequisite: at least one of the following courses: Political Science 151, 227, 323, 219 or 231 or Sociology 155, 251, 220 or 207, or Economics 101, or 102, and consent of the instructor. Limit: 15 students.

Change of Description:

Political Science 228b Public opinion and the American Political Culture
Mr. Waldman

An in-depth analysis of the formation of political attitudes with particular emphasis on America and the influence of American culture on public opinion. Literature from social psychology and learning theory will also be utilized in examining the formation and maintenance of opinion. The role of public opinion in shaping public policy will be examined. Prerequisite: Political Science 151a or consent of the instructor. Enrollment limited. Offered in 1971-72 and alternate years.

Enrollment Limitation:

delete
Limit enrollment in each of the three sections of Political Science 151a and in the single section of Political Science 152b to 20 students each. 151a and 152b are equivalent introductory courses offered in the Fall and Spring semesters. The total allowed enrollment of 80 in the introductory course is well above current enrollments.

Psychology

For one semester only:

Psychology 240b Language and Cognition Mr. James Smith

The reading assignments and lectures will attempt to familiarize the students with the classical approaches and currently active areas of research in the four major fields of cognitive psychology: attention, memory, language, and thought. We will consider evidence for physiological mechanisms of attention, for effects of attention on learning, for feature-filter models of selective attention, and for the role of rehearsal in maintaining attention. We will examine the criteria which have been offered to distinguish between short-term, long-term memory, taking special note of recent evidence for distinct verbal and spatial-visual operating stores. Clinical evidence relevant to the short-term, long-term memory distinction will also be presented. The history of the interference theory of long-term memory loss will be presented briefly. Current insights into the organizational aspects of long-term memory will be examined carefully.

The emphasis in the study of language will be on the work of Chomsky and his followers. We will study in detail the evidence for the distinction between deep and surface structures of utterances. The implications of the resulting model of linguistic competence for semantics and phonology will be noted, together

with current controversies surrounding each of these extensions of the model. We will briefly note certain traditional psychological approaches to language, some relations of similarity and difference between human and animal language, and certain experiments which have attempted to teach human language to chimpanzees.

We will examine both associationist and Gestalt theories of thinking and problem-solving, noting certain limitations of each. We will conclude by trying to summarize those properties of human thought which have consistently transcended the limitations of our psychological models.

Note: The intention is to replace temporarily Psychology 238b (Psychology of Language) and Psychology 235a. (Perception and Cognition) with a single course covering selected topics in each area. The resulting reduction in offerings is necessitated by the shortage of departmental staff resulting from Mr. D'Andrea's administrative responsibilities. (He had taught Psychology 238b.) The course will not be open to students who have already received credit for Psychology 238b or 235a.

Sociology and Anthropology

For one semester only:

Sociology 058b Mental Illness and Social Processes Wyatt MacGaffey

Scope: interdisciplinary and cross-cultural. Processes of identification, classification and disposal of mental aberration in different cultures. Schizophrenia and shamanism compared. Theories of double-bind and cognitive dissonance related to family organization and social structure. Readings to include:

Benedict, "Anthropology and the abnormal."
Festinger Theory of Cognitive Dissonance
Haley Strategies of Psychotherapy
Hallowell Culture and Experience
Kantor and Herron Reactive and process Schizophrenia
Lidz et al., Schizophrenia and the Family
Opler Culture and Mental Health
Parsons Belief, Magic and Anomia
Scheff Mental Illness and Social Process
Silverman "Shamans and acute schizophrenia"
Kaplan The Inner World of Mental Illness
Foucault Madness and Civilisation
Rosen Madness in Society
Davereux Reality and Dream

Limit: 15 students, lowerclassmen preferred.

Note: MacGaffey was scheduled to teach a freshman seminar, but is not needed for that. He volunteers to teach this general course instead.

Sociology 256b Seminar on Total Institutions William Hohenstein

Efforts will be made to stress: (a) general characteristics of such institutions, (b) initial effects of institutionalization on the inmates' previous social relationships, (c) strategies employed to control inmate behavior, and, (d) difficulties faced by the inmates upon returning to an open community.

Special focus will be placed on maximum security prisons in order to make use of Hohenstein's experience in such institutions. Literature dealing with deaf boarding-homes, monasteries, homes for the aged, and army training centers will also be used. The reading list will include: Goffman, Solzhenitsyn, Hogan, and Fermor.

Note: Hohenstein is not required to contribute as heavily as in the past to the Senior Studies program.

EDUCATIONAL POLICY
COMMITTEE

November 3, 1971

Additions to Routine Approval List

Philosophy

For one semester only

Philosophy 358b Aesthetics Mr. Mackey

This course will move on two levels. We will examine some historically important aesthetic theories, e.g., those of Plato and Aristotle, the scholastics, and Kant. And we will also study more closely some problems in the theory of music (e.g. Hindemith, Stravinsky, Leonard Meyer) and the theory of poetry (e.g., I. A. Richards and Northrop Frye).

Philosophy 359b Theory of Interpretation Mr. Mackey

This will be a seminar in philosophical exegesis, hermeneutics, i.e. "how to read philosophy." This course will also move on two levels. We will examine some theories of interpretation such as medieval exegetical theory and modern critical theory. And we will also work at the close reading of selected philosophical texts.

Philosophy 360b Philosophy of the Social Sciences Mr. Caffentzis

This will be a course in the foundations of economics and its central concept--value. The method will be historical and centered on Marx's theory of value, though his significant predecessors and some neo-classical theorists will be considered. If time permits, there will also be an investigation of von Neumann and Morgenstern's continuation of utility theory. Reading include: Adam Smith, Ricardo, Marx, Jevons, and Menger

Philosophy 361b Philosophy of Logical Positivism Mr. Zabudowski

An examination of the verifiability theory of meaning and the logical positivist conception of philosophy; a survey of the main tenets of the logical positivist outlook of scientific knowledge; and a confrontation of the positivistic and anti-positivistic trends in the contemporary philosophy of science. Readings in Carnap, Reichenbach, Feigl, Ayer, Popper, Quine, Feyerabend, Toulmin and others.

Note: These courses replace the offerings of Kosman and Gangadean who are on leave.

Political Science

For one semester only:

Political Science 269b The politics of Sexual Revolution

e
The course will explore human sexuality as both a kind of political behavior and as an important influence on the social and political structures of society. Specifically, it will use some of the tools of behavioral science to explore the affects of sexual role prescription upon the distribution of power and resources in modern society. Three general areas will be treated. First, the theoretical contributions of writers such as Engels, Freud, Reich, and Lasswell. Second, the special natures of two political movements for socio-sexual reform, the Feminist and Homophile groups, will be discussed. And finally, three case studies of the interaction of concepts of sexuality with the political process at the national and state levels will be explored through an examination of the recent debates on abortion, birth control and pornography. Prerequisites: P.S. 151 or Soc. 155 or Soc. 159 or Psych 223

Note: This course replaces Political Science 162b: Science and Politics.

Annex \$ 18 Nov 71

To: Haverford Faculty

From: Administrative Advisory Committee

Re: Proposal about comparative salary information

November 17, 1971

In the course of its discussion of administrative procedures, the AAC recognized that faculty members are hampered in evaluating the levels of their salaries because of the absence of relevant standards of reference. It was also clear that absence of comparative information prevented evaluation of the priorities reflected in relative rates of pay for administrators and faculty.

We propose that the following procedure be adopted in order to allow interested employees of the college the opportunity to make more informed judgments about their individual levels of compensation in relation to members of the faculty and administration. The method we have chosen is designed to preserve the anonymity of individuals while providing an adequate frame of reference for salary judgments.

We propose that a listing of current salary figures, unaccompanied by names or position titles, be kept on file in the President's or Provost's office. This list would be open to inspection by anyone employed by the college. Salaries would be listed separately for each of the following categories:

- I. Assistant Professor
- II. Associate Professor
- III. Professor (less than ten years service in rank)
- IV. Professor (10 or more years service in rank)
- V. Junior Administration*
- VI. Senior Administration**

*Junior Administration -- Assistant to the President (2), Associate Director of Development (2), Assistant Director of Admissions (2), Counselors (2), Public Relations Associate (2), Chief Accountant, Accountant, Registrar, Assistant Dean of Students, Conference Director.

**Senior Administration -- President, Provost, V. President for Business Affairs, V. President for Development, Assistant Business Manager, Director of Admissions, Director of Athletics, Director of Public Relations, Director of Alumni Affairs, Superintendent of Buildings & Grounds, Librarian, Dean of Students, Associate Dean of the College.

It should be stressed that under each category will be simply lists of figures--no names and no indications of particular jobs. Problems involved in obtaining the latter kind of information will be discussed in the committee's report to faculty meeting.


Sid Perloe

Annex 5

November 18, 1971

To: All Faculty
From: Faculty Committee on Compensation, Study, and Research
Subject: Three-point report on current matters

1) Our November 11 memo, circulated to all faculty, offers a revised proposal for announcing faculty adjustments. We ask for an expression of approval. If extensive discussion is needed, we ask that action be deferred until our next meeting.

2) The replies we have received from faculty indicate general support for a cost of living adjustment, and for efforts to improve teaching effectiveness through counseling, but the replies indicate doubt about the desirability of using wider salary differentials to reward or penalize performance. There seems to be a feeling that individual counseling will be the most effective approach to improving unsatisfactory performance, and that exceptional merit could well be recognized through the award of lighter teaching loads or other forms of support for on-campus scholarly work. Widening the spread of salaries above and below the median in each rank would evidently cause a good deal of concern among us. Further comments to the committee on these matters would be very welcome.

3) We recognize the need to wait for legal and policy clarification concerning our freeze-period salary increases, but we assume that the amounts of retroactive salary increases will be kept track of. Moreover it seems to us that equity among us would be maintained -- in the event that these freeze-period salary increases cannot be disbursed as salaries -- if proportionate deductions were made from the salaries of those in the faculty and administration who received salary increases starting July 1. The whole lump sum might then be devoted to some permissible and agreed-on purpose.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

2 December 1971
4:15 p.m.

- A. The minutes of the meeting of 18 November were approved.
- B1. Holland Hunter reported for the Faculty Compensation, Study and Research Committee. (Annex 1). This second revision of the proposal for announcing salary adjustments was discussed at some length and without a resolution of differences. The committee was asked to reconsider the matter and to bring it back to a future meeting. In the meantime those faculty members who have expressed divergent views on the subject are asked to discuss them with the committee. The suggestion (Annex 1, paragraph 4) that withheld salary increases be put in a savings account was approved.
2. Louis Green, for the Committee on Coeducation and Expansion, reported that they have been meeting steadily, that THE NEWS is not publishing the committee's minutes, that Haverford should not consider itself to be a men's college (but not a typical coed college either), and that some changes are desirable in catalog and publicity statements and photographs so as to indicate that this is not simply a college for men.
3. Louis Green also reported for the Inter-College Cooperation Committee. It has been suggested that we invite Bryn Mawr faculty members to give courses on our campus, and vice-versa. Cooperation still suffers from the damage done long ago by thoughtless statements, some of which were recounted (but need not be recorded). Applause suggested support for and agreement with Louis Green's plea for care in what we say and do.
4. Richard Bernstein reported that economies in Maintenance & Operations dictate a reduction in services. There will be four fewer employees, by attrition and not by firing. The understanding and sympathy of the faculty is requested. Appreciation for the work of the administration was expressed: the minimum wage was \$1.05 when Charles Smith came, it is now \$2.40. President Coleman thanked Richard Bernstein for his concern and helpfulness in working out a compromise which keeps Maintenance & Operations completely in the hands of the College, instead of engaging an outside contractor with a prospective saving of \$25,000. The success of the present arrangement will require faculty cooperation since not all services now rendered will continue to be available.
5. John Cary reported that the seniors have voted not to wear caps and gowns at Commencement, and that they requested that the date be moved from Tuesday 16 May to Sunday the 14th, for the convenience of parents. This will shorten the review period by one day, and move seniors' examinations ahead. It was approved that a recommendation go to the administration that Commencement be on Sunday 14 May 1972.

6. Sara Shumer reported for the Study Group on College Governance. They will prepare a report to be distributed at or before the next faculty meeting, making recommendations to be considered at the January faculty meeting. These proposals were outlined, but will not be recorded here, because the written proposal will be distributed about as soon as these minutes.

(At 5:20 p.m. President Coleman withdrew and Provost D'Andrea took the chair.)

7. Dean Potter reminded faculty members and students present that the end of the semester was close at hand, and to plan their work accordingly.

The meeting adjourned at 5:45 p.m.

Theodore B. Hetzel
Secretary of the Faculty

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Annex 1

MEMORANDUM

December 1, 1971

TO: All Faculty

FROM: Faculty Committee on Compensation, Study, and Research;
Hunter, Davidon, and Long

SUBJECT: Revised versions of our proposals

Helpful comments from several faculty members, together with further discussion among ourselves and other developments since the November 18 faculty meeting, lead us now to submit the following propositions for discussion and adoption:

- 1) There is continued faculty support for the cost-of-living adjustment procedure proposed in our memo of November 11; we offer it again for approval today.
- 2) On the question of how much dispersion is desirable in faculty salaries, above and below a median in each rank, our November 18 memo mentioned faculty views favoring reduced emphasis on the differentiation of salaries as a means of rewarding individual performance. It is now clear that other faculty members see salary differentiation as a positive and desirable means of maintaining equity among us. We are left, then, with no clear consensus for change toward either reduced or increased dispersion, and propose, therefore, that the faculty take no stand on this matter at this time.
- 3) Our November 18 memo suggested that the salary increases that went into effect on July 1 be grouped with the frozen salaries in the event that the amounts held in abeyance cannot legally be disbursed to the faculty. We now wish to withdraw this suggestion.
- 4) Given the possibility that the total of withheld salary increases from September 1 to mid-November (amounting to roughly \$5,000) may be tied up for an extended period, some faculty members would like to see the sum put in a savings account, the interest earnings of which would be combined with the principal sum, in whatever the eventual disposition turns out to be. At 5%, the interest earnings would be about \$250 per year (spread over some 60 faculty members). We offer this proposal for discussion, noting that it is not meant to imply any fear that the sums involved will be mislaid.

See memo of 11 Nov 71

MEMORANDUM

November 11, 1971

TO: All Faculty

FROM: Faculty committee on compensation, study, and research;
Hunter, Davidon, and Long

SUBJECT: Revised proposal for announcing salary adjustments

We appreciate the few comments we have received. After further reflection we now bring forward the following specific proposal, with illustrative examples. Please read it before the November 18 faculty meeting so that it need not be lengthily discussed.

I. Proposal

The basic purpose of this proposal is to help all concerned distinguish clearly between adjustments in real income due to merit, length of service, etc., and adjustments in dollar income required to offset inflation or deflation and maintain constant real income. This proposal need not entail any change in the overall salary policies of the College.

The proposal is to separate salary adjustments into two distinct parts:

1. Adjustments in real income, calculated in constant dollars tied to the Consumer Price Index. This adjustment would be made as at present by the Provost and President. Salary bands for academic ranks would be set in constant dollars, providing the same range for rewarding individual merit as exists at present. The possibility of widening these bands or making them overlapping should be considered separately from this proposal.
2. Adjustment in current dollar income, an automatic adjustment made by the business office, based on changes in the Consumer Price Index for the Philadelphia area as reported in the Monthly Labor Review for the most recent twelve month period available just prior to the beginning of the College fiscal year. FICA (social security) and TIAA supplements would continue to be computed on salaries in current dollars.

II. Discussion

It should be pointed out that the present proposal in no way obligates the College to grant a cost of living increase across the board. What is envisaged is only a semantic change from the present system, a change whose purpose is to make crystal clear to every faculty member whether or not his real income is being raised. Complete power in deciding faculty salaries will continue to reside where it now resides--in the President's Office--and this proposal will in no way change or limit the way the President decides on these salaries. The "mix" between cost of living increases and merit increases will continue to be decided by the President. As under the present system, he and only he will bear the responsibility for determining the wage policy of the College with respect to its faculty.

III. Examples

Perhaps a few examples will clarify the proposal. The force of the examples is simply to show that the proposal envisages only a semantic change in the way salary figures are communicated to the faculty.

At present, some faculty members receive an increase greater than the rise in the cost of living over the past year (we'll call this group A), some receive an increase exactly proportional to the rise in the cost of living over the past year (we'll call this group B), and some receive either no increase or an increase less than proportionate to the rise of the cost of living over the past year (we'll call this group C). Let's look at these three groups in turn, both under the old system and the one proposed. For the purposes of these examples we will assume in all cases that the salary for the present year is \$10,000 and that the Consumer Price Index for the last year has been rising by 5%.

<u>Old System</u>	Group A.	<u>Proposed New System</u>
<u>A</u> receives in March a letter from the President telling him that his salary for the next year will be \$10,800.		<u>A</u> receives in March a letter from the President telling him that his salary for the next year will be \$10,300 in constant dollars. In July he receives from the Business Office a note saying that the CPI for the period in question has risen by 5%, and accordingly his salary has been adjusted upward by a dollar amount of \$515 (that is, 5% of \$10,300). He is therefore informed that his salary for 1972-73 will be \$10,815 in current dollars.
	Group B.	
<u>B</u> receives in March a letter from the President telling him that his salary for the next year will be \$10,500.		<u>B</u> receives in March a letter from the President telling him that his salary for the next year will remain at its present level, \$10,000 in constant dollars. In July he receives from the Business Office a note saying that the CPI for the period in question has risen by 5%, and accordingly his salary has been adjusted up by a dollar amount of \$500. He is therefore informed that his salary for 1972-73 will be \$10,500 in current dollars.

Group C.

Old System

C receives in March a letter from the President telling him that his salary for the next year will remain at its present level, \$10,000.

Proposed New System

C receives in March a letter from the President telling him that next year his salary is being cut to \$9525 in constant dollars. In July he receives from the Business Office a note saying that the CPI for the period in question has risen by 5% and accordingly his salary has been adjusted up by a dollar amount of \$475. He is therefore informed that his salary for 1972-73 will be \$10,000 in current dollars.

IV. Advantages

Note that in all these examples the salaries paid under the two systems are essentially the same. The chief effect of the new proposal is simply to make crystal clear to an individual whether he is getting a raise, a constant salary, or a cut. It is a change of communication and not of substance.

The main advantage of the proposed system is that it will change the language used in talking about faculty salaries at Haverford in such a way as to reflect more accurately what is going on. From the individual faculty member's point of view, he will learn in March from the President whether or not he is getting a raise in real income for the next year. From the Board's point of view, they will have to recognize that the amount of money used in making the cost of living adjustment in no way involves a raise in the faculty's real income. The President's job in dealing with the Board on faculty salary issues should be eased, since he will no longer have to do battle with Board members' antipathy to such chimeras as the "seven-and-one-half percent faculty pay increase." Gradually, the language of the community will correct itself; raises in pay will mean raises in real income, and the cost of living adjustment will no longer be thought of as a raise. Psychologically, the effect of the change will be to bring about greater upward wage pressure from the faculty as the mystification of the "money illusion" is dissipated.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman presiding

16 December 1971
4:15 p.m.

- A1. The minutes of the meeting of 2 December were approved.
2. A memorial minute for William E. Sheppard II, prepared by Howard Teaf, was read by President Coleman. It will be sent to his widow, Peggy Sheppard, and a copy will be attached to the official minutes.
- B1. President Coleman spoke of the death of Ruth Magill and announced that a silent meeting in her memory will be held in January at a time to be announced.
2. He mentioned that Ted Hetzel will be on sabbatic leave during the next semester before he retires, and that this is the last meeting of the faculty at which he will serve as secretary. He thanked him for the quality of the minutes that he has prepared during the six and one-half years that he has served in this capacity. Holland Hunter added some additional remarks of appreciation.
3. Provost Joseph Kershaw of Williams College has visited Haverford, Bryn Mawr and Swarthmore as a consultant. He commented that more cooperation with Bryn Mawr than has as yet been realized will be necessary.
- C1. Louis Green reported for the Inter-College Cooperation Committee. Some faculty members at Bryn Mawr are disturbed by disagreements as to what courses should qualify for major programs, and they would like to consider alternatives to upperclassmen's choice (option to major on either campus). The committee would like to receive suggestions to resolve the matter.
2. He also reported for the Committee on Co-education and Expansion. Annex 2. He commented on the summary and recommendations point-by-point. There was considerable support for the feeling that this report is a good compromise for the present. A substantial number of those present also spoke in favor of full coeducation as the eventual goal for Haverford; they believed that goal ought to be made known at the time our actions on the Green recommendations are taken. It was also stressed that there should be more communication between the Bryn Mawr and Haverford faculties before a decision is reached. The consensus was that representatives from Bryn Mawr be invited to attend our January faculty meeting, at which time we would expect to make a decision on our policy for the next few years regarding coeducation and expansion.

The meeting adjourned at 6:06 p.m.

Theodore B. Hetzel
Secretary of the Faculty

TBH:jc

Annex 1 16 Dec 71

William E. Sheppard, II, '36 - Director of Alumni Affairs,
1962 - 1971.

For nine years Bill Sheppard was, to hundreds of alumni, the connecting link to the College, the College's representative most frequently met or seen. At the same time he was, to administration and faculty, an invaluable source of information on alumni and adviser on alumni contacts.

He had a natural enthusiasm for people and causes and he enjoyed working for both. Add to this his penchant for making friends and his unswerving loyalty to Haverford and its people, and you have a "natural" for the job of Director of Alumni Affairs.

His presence and his services already are greatly missed by those with whom he worked and by the College at large.

Our deepest sympathies go out to Peggy Sheppard, his widow, and to Ellen and Toby, their children.

To all faculty and students

The Committee on Coeducation and Expansion submits the following summary and recommendations for discussion by the faculty at its meetings on Dec. 16 and Jan. 20 and for discussion by the students in such ways and at such times as will be agreed upon by their representatives.

Dec. 15, 1971

Fourth Draft of Recommendations

to President John R. Coleman

from the Committee on Coeducation and Expansion

A. Summary of the Committee's thinking.*

The following paragraphs characterize the Committee's thinking. These are not our recommendations. The Committee's recommendations are presented in section B on page 6. Some of the following paragraphs are statements of fact, others of opinion. Some paragraphs state what we believe to be true at present, others what we think will happen or could be made to happen in the future.

1. The advantages of continued academic cooperation with Bryn Mawr are great. For example, the number of fields in which our students can major is increased through cooperation; the number of faculty and the variety of course offerings are larger; and the students often have the opportunity of approaching the same subject matter from two quite divergent points of view.
2. The advantages of continued social cooperation with Bryn Mawr are great. Differences between the two colleges in regard to residential and dining arrangements, student governance, and student activities make for an attractive diversity of possible lifestyles.
3. Haverford and Bryn Mawr are in an uniquely favored position with respect to cooperation because of the nearness of their campuses, their long history of administrative consultation, their emerging experience with cooperation, their common tradition of academic excellence, the equal ability of their students, and the high quality of the two faculties.
4. Often social contacts lead to academic enrichment. Indeed, the effects of social and academic contacts are not separable. Increased social contacts lead to greater academic contacts, and the latter in turn to more social interaction.

*Detailed summaries of the Committee's discussions are available on reserve in the library.

5. Cooperation between the two colleges is off to a promising start. Roughly 110 Bryn Mawr students live on the Haverford campus and the same number of our students live at Bryn Mawr. The yearly number of cross-registrations is equal to the total of the two student bodies.
6. The level of cooperation can be increased. Changes by both institutions in their present rules governing cross-registration, credit, dormitory exchange, etc. could increase cooperation at the student level.

The two colleges are fortunate in that most of the faculty on both campuses believe in academic cooperation. However, in spite of the fact that both colleges are very much "student centered" in their general outlook, the very considerable degree of freedom of individual faculty members and departments to design their own course and curricula--a freedom of which both institutions are justly proud--can and does lead to occasional cases on each campus in which the needs and interests of the faculty member or department, rather than the overall needs of students, become decisive.

7. There are areas of possible cooperation at the faculty level which could be explored. For example, the two faculties and the two administrations might experiment more extensively than in the past with joint planning and action in the areas of curriculum development, formulation of academic policy, hiring of new faculty, and faculty development through joint, grant-supported projects. Some variety of joint orientation of new faculty would be a small, but perhaps quite rewarding, undertaking. As with the students, social contacts or those which arise in the course of joint activities can have significant incidental effects toward increasing academic cooperation.
8. Increased cooperation in certain administrative and service functions could also be advantageous. The results of joint recruiting by the two Admissions Offices have been promising. It is estimated that our coverage of schools could be increased by a very significant 75 percent through more extensive use of one admission officer recruiting for both institutions. A joint counseling service would have some advantages. Other areas in which cooperation should be considered are career counseling and placement services, mental health and medical services, joint programs in student affairs, certain aspects of maintenance and operation as well as of business affairs, occasional joint alumni functions, and even some joint fund raising.

9. Each institution frequently is irritated by the other. However, it is important to remember that these irritations are relatively minor as compared to the advantages to be gained from cooperation and that they occur more or less equally on both sides. Faculty and administration at both institutions should make a stronger effort than in the past to anticipate the probable interpretation and effect of any statement or action on the other campus.

The half joking, derogatory remark to a student or colleague reaches the other campus where it is repeated and often magnified. The remarks fester in the memory for years and make cooperation more difficult. Administrative officers in particular should consider the other institution before making any major statement or change in policy. It is also important for Administrative officers when they learn of such statements or changes in policy on the other campus to make an effort to inform those individuals who are affected at the administrators own institution as soon as possible.

10. Bryn Mawr regards any admission of women students by Haverford as a threat to cooperation. Obviously, if Haverford should admit an equal number of men and women students, by doubling the size of the College or reducing the number of male students, the important, social motivation which often initiates cooperation would be reduced. Students would have little social reason to go to the other campus. If either Bryn Mawr or Haverford were to become coeducational, the two Admissions Offices would be placed in an unhappy competition for candidates from a relatively small pool of students.
11. On the other hand, the Committee believes that Haverford can admit a small number of women transfers at the sophomore and junior levels without damaging cooperation. Since on this basis Haverford would not be seeking freshman women, competition between the two Admissions Offices would be small. Joint recruiting should be possible. Bryn Mawr believes that even the admission of a small number of women transfers will create two distinct classes of women students at Haverford. However, to the best of our understanding, the Bryn Mawr and exchange students who are now here do not feel that there are two distinct classes. The difficulties which arose in earlier years from different sets of parietal and housing rules for the two groups no longer exist or need to recur.
12. Haverford is now in many ways a coeducational institution. The College has women both in residence and in classes. For accuracy's sake, we need to change our public stance as a men's college.

13. Haverford cannot successfully compete for candidates for admission if it continues to describe itself as a men's college. In the last few years, a number of prestigious men's colleges and universities have been forced to admit women students in order to attract a sufficient number of candidates of high quality. Haverford has now reached the point in its admissions at which it too can no longer afford to describe itself as a male institution.

14. It would further ameliorate the admissions problem if Haverford were to accept a larger number of transfers, both men and women, than in the past. Haverford, together with most other private institutions, whether coeducational or not, faces a problem of attracting a sufficient number of well-qualified students in the coming years. The state of the economy, the rising costs of obtaining an education, the leveling off of the birthrate, and changing attitudes about college attendance have resulted in a shrinking pool of applicants. At the same time, because of the draft, increased use of the opportunities for study abroad and at other colleges, greater interest in alternatives to college and in shortening the traditional four year program, we face the need to admit more students.

Haverford's experience with exchange students from Sarah Lawrence, Vassar, and other colleges demonstrates that there are well qualified women transfer students who could enrich and be served by the College.

It is undesirable to specify the precise number of freshmen and transfers to be accepted each year or the percentage of the latter which should be women. The decision should depend on the number and quality of the applicants. However, the Admissions Office estimates that we should plan to admit approximately 190 male freshmen and 30 to 40 transfers, partly men and partly women. If these estimates are correct, we would envisage that roughly half of the transfers might be women, and half of these again would be admitted as sophomores and the remainder as juniors. Thus the total number of Haverford women undergraduates at any time would be 40 to 50.

15. A significant presence of women students at Haverford is to be sought by increasing cooperation with Bryn Mawr, not through admitting women transfers. In the numbers mentioned under Point 14 above, women transfers will not create a coeducational environment at Haverford and their admission is not recommended for that purpose.

16. Any form of coeducation that excludes the admission of women as freshmen students does not meet the expressed needs of our freshmen male students for an environment in which they can more easily establish academic and social relationships with members of the other sex. The problems

for freshmen are real. However, we feel that the benefits for the entire community to be derived from cooperation with Bryn Mawr are so great as to outweigh the benefits of the admission of freshmen women.

It should be noted that if Haverford should attempt to have roughly equal numbers of women to men in its own student body, the ratio of the sexes in the two-college community would change from its present 1 to 1 value to somewhere in the range of 2 to 1 or 3 to 1, depending on how the equalization was accomplished. Such ratios would certainly influence bicollege social life and athletics as well as other organized extracurricular activities.

17. Steps must be taken to ensure that the freshman experience includes every opportunity for social and academic relations with members of the opposite sex. Greater academic cooperation at the freshman level is therefore a central issue. More extensive cooperation in freshman week scheduling and increased joint orientation together with activities for freshmen from both colleges could be helpful.
18. Haverford cannot afford financially to undertake any expansion which will require the construction of dormitories. In any case, substantial expansion might bring with it ill effects on the social and academic atmosphere of the College.
19. For the financial health of the College, it is imperative that throughout both semesters the enrollment should be kept as high as the existing academic and residential space will allow and as is consistent with the requirement of the academic program. It is our understanding that an increase of the average enrollment to 725 would accomplish this purpose without any necessary major increase in cost to the College.

B. Recommendations

The members of the Committee on Coeducation and Expansion believe that the following recommendations represent the best course of action for the College.

1. The student body should be increased to such size as to maintain an average enrollment of 725. While the College remains in its present financial condition, no further expansion should be contemplated.
2. Haverford should accept women transfers under the same policies as are applied to male transfers.
3. Haverford should consider itself a coeducational college in its academic and social environment but it should not admit freshmen women. In our public statements, we should describe the College accurately in this regard.
4. Haverford should make the strongest efforts possible, consistent with maintaining good relations with Bryn Mawr, to increase the reality of the coeducational environment by greater cooperation, through a more extensive dormitory exchange, larger cross-registrations, particularly at the freshman level, and through other means.

The Committee on Coeducation and Expansion

William Ambler	William Hohenstein
Ronald Begley '74	Helen Hunter
Susan Bell '72	Gregory Kannerstein
Jonathan Bondy '73	Florence Levitt '72
John Davison	James Lyons
Isaac Finkle '73	James C. Wright '74
Louis Green	

FACULTY OF HAVERFORD COLLEGE

Regular Meeting

20 January 1972

President Coleman presiding

4:15 p.m.

- A. The minutes of the meeting of 16 December were approved.
- B. President Coleman called for suggestions for candidates for honorary degrees. He particularly asked for names of scholars who might not otherwise be honored. Names should be submitted to him in the near future. He reminded the faculty of the special faculty seminar on 27 January.
- C1. Colin MacKay reported for the Educational Policy Committee. The Committee intends to consider in detail the questions of alternate routes to graduation, and of the languages at Haverford. Three reports have been sent to the faculty, none of them requiring action at this time: Report on Admissions (annex 1); Report on Academic Extension Program (annex 2); Class Schedule Proposal (annex 3).
2. Louis Green reported for the Committee on Coeducation and Expansion. In order to allow full student discussion of the issues raised by the committee's proposals, a call for action is postponed until the February faculty meeting. However, the committee no longer supports recommendation 2 of its report -- that Haverford should accept women transfers under the same policies as are applied to male transfers. This withdrawal of support comes as a result of further deliberation, in part as a response to several communications from faculty, all concerned that recommendation 2 would interfere with cooperation with Bryn Mawr. Furthermore, for the same reason, a committee of the Board has now expressed its unwillingness to support such a recommendation at this time. After some further discussion, an informal show of hands showed 17 faculty leaning towards recommendation 2, 25 faculty leaning against. In light of this, the President and the committee were urged by several members of the faculty to outline in detail new areas for increased cooperation. In particular, there was some sentiment that the committee consider whether it should not add to its recommendations a statement to the effect that Haverford would welcome a policy that students at both colleges could major at either college.
3. Sidney Perloe reported for the Administrative Advisory Committee. The committee has distributed its Report on the 1972-73 Budget Review (annex 4). The report makes no request for faculty action. However, there was discussion whether some of the aspects of the 1972-73 budget mentioned in the report reflect priorities which merit reexamination. President Coleman, while noting the problems of consultation for all, in the face of conducting the business of the College in an orderly manner, stressed that he welcomed the reexamination of priorities, and expressed his hope that such questioning would be made in an atmosphere of mutual trust.

4. Harvey Glickman reported as Faculty Representative to the Board.
 - a. The Board has formed an Ad Hoc Committee on Faculty and Staff Compensation.
 - b. A development campaign to raise \$5 million is underway.
 - c. A search committee has been formed to find a new Director of Alumni Affairs.
 - d. The Board has approved the tenure of Bruce Partridge and the promotion and tenure of Jim Ransom.

The meeting adjourned at 6:00 p.m.

Claude Wintner
Secretary of the Faculty

CW:an

Annex 12 20 Jan 1972

REPORT ON ADMISSIONS - 1970-71

I. Volume:

	<u>1970-71</u>	<u>1969-70</u>	<u>1968-69</u>	<u>1967-68</u>
Interviews on campus	1265	1349	1331	916
Freshman applications	1255	1269	1164	750
Freshman decisions	1213	1237	1129	712
Freshman admissions	377*	295	301	302
Freshman matriculants	182	177	175	179
Transfer applications	151	147	90	85
Transfer admissions	20	7	11	13
Transfer matriculants	16	5	8	13

II. Class Rank (Freshman only):

	<u>Public</u>			<u>Non-Public</u>			<u>Total</u>		
	<u>Decisions</u>	<u>Admissions*</u>	<u>Matriculants</u>	<u>Decisions</u>	<u>Admissions*</u>	<u>Matriculants</u>	<u>Decisions</u>	<u>Admissions*</u>	<u>Matriculants</u>
1/10	452	208	100	105	44	21	557	252	121
2/10	161	28	18	81	36	14	242	64	32
3/10	71	5	1	59	18	10	130	23	11
4/10	45	2	1	27	6	4	72	8	5
5/10	17	2	1	29	3	2	46	5	3
6/10	9	-	-	17	2	1	26	2	1
7/10	13	-	-	11	-	-	24	-	-
8/10	2	-	-	8	3	3	10	3	3
9/10	2	-	-	9	-	-	11	-	-
10/10	1	-	-	3	-	-	4	-	-
No Rank	<u>24</u>	<u>4</u>	<u>1</u>	<u>67</u>	<u>16</u>	<u>5</u>	<u>91</u>	<u>20</u>	<u>6</u>
Total	797	249	122	416	128	60	1213	377	182

III. Distribution of Freshman SAT Scores:

VERBAL			MATHEMATICS			
<u>Decisions</u>	<u>Admissions*</u>	<u>Matriculants</u>		<u>Decisions</u>	<u>Admissions*</u>	<u>Matriculants</u>
74	31	12	750-800	173	102	48
225	103	46	700-749	245	90	48
291	115	58	650-699	233	81	33
232	58	34	600-649	218	58	32
188	46	19	550-599	155	19	6
78	11	7	500-549	88	19	10
108	11	4	Below 500	84	6	3
<u>17</u>	<u>2</u>	<u>2</u>	No score	<u>17</u>	<u>2</u>	<u>2</u>
1213	377	182	Total	1213	377	182

* "Admissions" includes 8 students who chose to defer their matriculation until September 1972; 5 from public schools and 3 from non-public schools.

IV. Geographical Distribution of Freshman Matriculants by Residence:

New England States	14
Middle Atlantic States	118
Southern States	19
Central States	18
Rocky Mountain & Western States	5
Foreign Countries & U.S. Possessions	<u>8</u>
	182

V. Colleges Chosen by Freshman Non-Matriculants:

27 Yale	3 Amherst
25 Harvard	3 Penn
20 Princeton	3 John Hopkins
14 Swarthmore	3 Cornell
8 Williams	3 Stanford
5 Dartmouth	2 Brandeis
5 Brown	2 Bucknell
4 Wesleyan	2 Univ. of Virginia
4 MIT	2 Penn State

One Each to:

Columbia	Indiana U.
Dickinson	Denison
F. & M.	SUNY Binghamton
Lafayette	Juniata
Duke	Pomona
Carleton	Colby
Northeastern	Middlebury
Rutgers	LaSalle
Washington & Jefferson	Carnegie-Mellon
St. Joseph's	Bennington
Morehouse	Trinity
Tufts	Davidson

1 Deceased
8 Deferred Matriculation until 1972
27 Plans Unknown.

VI. Colleges Previously Attended by Transfer Matriculants:

Earlham	Centre College (Kentucky)
Case-Western Reserve	U. of Vermont
U. of Chicago	Duke
Georgetown	U. of Michigan
Howard	Delaware County Community College
Boston College	Rutgers
Hobart	Goddard
Phila. Community College	

Annex 2 20 Jan 72

19 Jan 72

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Academic Extension Program (AEP)

EPC has approved a proposal formulated by Marty Dickson and Paul Wehr with the advice of the EIP (Educational Involvement Program) Advisory Committee which would create an Academic Extension Program at Haverford. This program evolves out of and builds on our experience in the EIP program. Approval is contingent upon outside funding of the program.

The EIP program originally developed as the work-study program of the Center for Non-violent Conflict Resolution. It has sponsored two off-campus projects in Philadelphia which have mainly attracted students in the social sciences. These projects involved students living off campus for a term, and participating in field work and an on-site study program. Two course credits are given for this, and the remaining two course credits for the semester are earned in a double credit course taken on campus.

I quote now from the proposal.

"During the course of the Center's three years' experience with student involvement it became increasingly evident that field work related to formal study is essential for quality undergraduate education in the social sciences and for enriching the lives and academic programs of students in other disciplines.

With this increased awareness on the part of faculty and students, the objectives of the EIP have become too limited:

- 1) students in the social sciences need a closer liaison with their academic department than the Center program offers,
- 2) students from other academic disciplines need field experiences that may or may not be related to the "conflict management" purposes of the Center's work/study program.

For these reasons, Haverford College seeks to establish an Academic Extension Program that will be integrated into the Social Sciences Division and that will make provision as well for the development of field placements for students in all disciplines, as students and their academic advisors deem appropriate."

Description of Program

The AEP program will involve three types of activities.

- A. Off-Campus Semesters
- B. Single-course field work
- C. Extra-curricular service field work

- A. Off-Campus Semesters: These will usually be undertaken within the framework of the term away provision in the catalogue.

"There may be occasion when a student's needs are best served by studying or serving elsewhere for a time, without gaining formal academic credit, as he would if he were in a program like Study Abroad."

A student accepted into the "term-away" program must meet all departmental and distribution requirements, and must successfully complete a total of seven semesters at Haverford and at least one semester elsewhere (or six at Haverford and two or more elsewhere) engaged in a program (academic, service to others, gainful employment, etc.) approved in advance by the Committee on Student Standings and Programs and by his major supervisor, and evaluated by them after completion." Thus a student in a one semester term away program graduates with 28 rather than 32 formally credited courses. The term away format has the advantages of allowing the student to concentrate more fully on the field work and on the related seminars provided by AEP staff, and of reducing the demands on the social science faculty for on-site seminars, demands which it would have great difficulty in meeting at this time. All term away activities under AEP require general approval of the current EIP advisory committee made up of the chairmen of the Social Science departments. Not all off-campus activity need be in the term away format. Insofar as off campus work evolves as a natural element of a department's curriculum departments will, be encouraged to develop with AEP and propose to EPC programs for formal course credit.

In both credited and non credited courses students will live in one of several urban neighborhoods and will participate in one of several work/study units. Requirements are field work, residence in the placement community, and participation in an on-site study program.

- B. Single Course Field-work.

- a. Students from all academic disciplines will be assisted in developing field placements that will enrich a particular course, under the guidance of their faculty advisor.

The AEP Director will develop community resources, assist and advise faculty and students on the potential for experience and research through community involvement, and related requests from community groups to the appropriate department.

- b. The AEP Director will assist students in the development of student-run courses that involve field work, working cooperatively with their faculty advisor.

- C. Extra-curricular Service Placements: One of Haverford's traditional emphases - service to the community - has no formal program since the phasing out of its Arts and Service Program. The recent development of the Fine Arts Department fulfills the students' needs for the arts. Their need to serve remains without institutional assistance except as the Center staff and interested faculty have been able to assist individual students.

The AEP will develop a volunteer service program for students according to their concerns and interests, apart from their academic work.

In addition, the AEP will continue to develop continuing education and community service programs that bring students, faculty, and community together in common pursuits around common interests and concerns. Although not directly related to the students' academic programs, these community programs serve as an educational experience for those students who wish to participate.

The emphases in AEP placements and projects will be upon experiential learning, upon academic excellence in those courses offered for credit, upon relating faculty-student knowledge and interest to specific problems with which communities need assistance, and upon service to communities and institutions.

EPC invites comment on this proposal.

Annex 3 20 Jan 72

January 19, 1972

TO: All Faculty
 FROM: Colin MacKay for EPC
 RE: Proposal for changes in class schedule.

As you know, every semester a significant fraction of the students are forced to alter their schedules because two courses in which they wish to enroll meet at the same hour. Some alleviation of this problem is possible if the number of highly useful hours is increased. This would be possible if Wednesday afternoon were opened to scheduling of classes. Dana Swan has agreed that such an opening of Wednesday afternoons is reasonable, but has asked that only one hour classes be permitted in that period so that students involved in intercollegiate athletics will miss a minimum amount of class time. This allows us then to have one hour classes at 1:00 - 2:00, 2:00 - 3:00, and 3:00 - 4:00 on Monday, Wednesday, and Friday afternoons.

The schedule that we present below has been designed with two main objectives in mind.

- (1) To reflect the way that faculty and students actually use time slots.
- (2) To assign courses of the same length to the same time slots so that overlaps of longer and shorter classes with each other will be eliminated.

The schedule is presented below. In essence it replaces three little used Saturday time periods with three Wednesday afternoon time periods. Meeting and Collection are moved from 10:30 - 11:30 to 10:00 - 11:00 to allow for 1/2 hour classes on Tuesday and Thursday mornings.

	M	W	F	Tu.	Thur.	
8:30				1/2 hour classes only		Evening classes as now
-9:30				10:00		
9:30				10:00	Collection	
-10:30				11:00	Meeting	
10:30				11:00	1/2 hour classes only	
-11:30				12:30		
11:30						
-12:30						
1-				1:00	1/2 to 3 hr. classes only	
2				↓		
2-						
3						
3-				4:00	1/2 to 3 hr. classes only	
4						

Comments:

- (1) This schedule seems to present no serious problems with respect to Bryn Mawr. We have both checked the Bryn Mawr schedule and talked to the Bryn Mawr deans.
- (2) The ratio of 1 hr. to 1/2 hr. to 3 hr. time slots is roughly the ratio of course hours now in these time slots.
- (3) Language classes which meet five times a week would be allowed to use 1/2 hour time slots.
- (4) Freshman Seminars and Freshman English would still all meet at 11:30 on Tuesdays and Thursdays so that time of availability will not be a factor in selection of a seminar.

We ask for faculty comments, particularly with respect to problems we may have overlooked.

Annex 4 20 Jan 72

19 Jan 72

Administrative Advisory Committee
Report on 1972-73 Budget Review

The Committee began its work in September with the realization that the '72-'73 budget deliberations would be particularly important for the College. Rising costs, a static endowment income and the aim of a large operating surplus made major cutbacks with attendant priority choices seem inevitable. New procedures for budget review and the committee's original mandate seemed to give the AAC a prominent role in the preview and review of this budget.

Students Council, recognizing the importance of the '72-'73 budget review, asked that AAC be expanded to include more than the nominal two student representatives. After lengthy discussion, a separate student committee was formed to meet jointly with the faculty committee to study and review the budget.

The 1970-71 experience of the committee pointed to the desirability of having early communication with the administration on sections of the budget, and to the need in the committee for a much more detailed knowledge of the fiscal operation of all parts of the College.

Early in the Fall AAC established small sub-groups to learn about the operation of the Business Office, Maintenance and Operation, Dorms and Dining Center, and Athletics Department. In the course of the work of these sub-committees the issue of salary disclosure came up. In the end the committee was given a listing of our administrator's salaries grouped in five salary ranges. This information, some detailed budget reports from years prior to 1965 and some carefully prepared figures from the various departments - in particular Maintenance and Operations - gave the committee some understanding of the budget and of trends in College spending over the years.

During the Fall the committee raised a number of questions which were only marginally within the committee's mandate but which had strong implications for the budget. These included a review of new positions in the administration and of positions that had fallen vacant. However, at no point did the AAC consider any of the details of the instructional budget. As a consequence the Committee was not able to give its judgement on questions of priority between instructional and administrative or maintenance budget items. Rather, in examining the budget it was assumed that discovered economies would benefit or protect the instructional budget (or at least help meet the goal of a large operating surplus.)

The AAC received copies of a draft budget on December 3 and learned that its review had to be completed by December 23. During this period the committee was able to meet three times the 7th, 14th and 17th; the last two meetings were attended by both Jack Coleman and Charles Smith. Student participation in these meetings was minimal due to pressures of the exam period.

This hurried examination of the budget focused on these issues:

1. That portion of the Mellon Foundation Grant to be expended in 72-73 was listed in the draft budget as "unrestricted income". According to the letter of award, the grant was for "Faculty support, including such matters as salary increases, additions to faculty and paid released time, as your institution shall determine". In accepting the award the President said that it would be spent over a five year period at a rate of \$40,000 per year, and that "top priority will go to support of salary increases and leaves for our Humanities faculty." In the final 1972-73 budget these funds will be divided; \$10,000 listed as "restricted income" will be used to augment the Ford Program, and the remainder, \$30,000, listed as unrestricted income, will be used for the replacement of other monies in the humanities division - that is, as replacement for funds the College would otherwise have spent in this division.
2. The AAC raised a number of questions concerning the costs of various administrative offices, and were promised a careful review of this portion of the budget.
3. The '72-'73 budget reserves 12,000 for special payments to ARA to cover extra meals under the BMC meal exchange. The actual cost may be much higher. The committee suggested that ways be found in consultation with BMC to insure that Board fees cover meal costs on both campuses.
4. AAC questioned the budget item showing savings in the mail room - switchboard service, and urged that the planned splitting of the mail room functions between Founders Basement and the Dining Center be reconsidered.
5. AAC questioned the continued budgeting of last years sizeable increase in the Athletic department budget.

The AAC hopes to be able to continue some form of review of the budget in January. At this point it seems clear that the non-instructional portion of the budget has not been examined by the administration with anything like the care with which faculty expenditures - i.e. positions - have been scrutinized this Fall. The committee remains skeptical of the claim that in the long term view, savings must come largely from the instructional side.

Finally, we must report that due to our incomplete information and the very short time available for review the AAC was unable to have any large effect on this draft budget.

Sidney Perloe, Chairman

Harmon Dunathan

Daniel Gillis

Alfred Satterthwaite

Joshia Thompson

FACULTY OF HAVERFORD COLLEGE

Special Meeting
President Coleman Presiding

10 February 1972
4:15 p.m.

The President noted that this special meeting was held in response to a request by the Committee on Student Standing and Programs, following the publication of that committee's letter to the faculty of 3 February (annex 1).

The President read to the faculty the document, "Several Concerns, or a Bill of Facts" presented by the Haverford College Black Students League on 9 February (annex 2).

During the ensuing discussion, consensus was reached on the following points:

1. The concerns expressed by the Black Students League in its statement of 9 February are of the greatest validity and priority.
2. The faculty agrees that the problems reflected by these concerns are not related in any way to ability, but rather to a serious gulf which exists between black and white on this campus.
3. The faculty -- as individuals, in its committees, and specifically in the Academic Council -- commits itself to close examination of these concerns with all parts of the community, especially the black students, in the immediate future.

The meeting adjourned at 6:30 p.m.

Claude Wintner
Secretary of the Faculty

Annex 1

10 Feb 72

Haverford College
Haverford, Penna.

February 3, 1972

TO: THE FACULTY

Reviewing this term's deficiencies the Committee on Student Standing and Programs (CSSP) was faced with the following problem: out of nineteen students interviewed because they were in danger of being dropped from the college nine were non-white and seven of the nine were black. These figures, far from being exceptional, are approximately in harmony with the total number of deficiencies reported and with the statistics of Spring semester.

We talked with these and other black students and three themes have recurred:

1. Their general unhappiness in the Haverford environment. This acts in specific ways to harm their work. For example, one student stated that in his three terms here he had had good contact with only one member of the administration and faculty. Almost all students said that they had trouble talking to their teachers.

2. For students with poor high school background the first months at Haverford are a difficult and often catastrophic experience. They fall behind at once in their courses (often for simple reasons - two students could not take notes well enough to keep up with the material). Writing is an acute problem, verbal skills another.

3. For the same kind of student the present advising system is almost useless. The students we talked to had no real contact with their advisers.

C.S.S.P. is shocked at this cruel waste of human talent. It should be all too clear that this situation cannot continue. Ill prepared black students are being thrown into an environment for which they are not ready. The problems created crop up in the second or third year as often as in the first.

C.S.S.P. wishes to present two alternatives:

1. Either:

A catch-up program for black freshmen from poor high schools.

A good advising system throughout the four years.

A general improvement of the Haverford environment as it affects black students, i.e., hiring black administration and faculty, fighting indirect racism.

It should be clear here again that this would be a major undertaking, needing massive time and money. A special section of Freshman Seminar is not enough!!

2. Or:

No more students should be admitted from poor high school backgrounds. This seemingly simple solution would, in C.S.S.P.'s view, have vast long-term effects on the college's intellectual life: a narrowing of intellectual horizons, loss of diversity, etc. But it would avoid the obvious harm of the status quo.

Puerto Rican students, whose English is bad, are in a similar situation. C.S.S.P. dealt with two or three students who were falling behind partly or entirely because of language difficulty. Haverford is simply not doing enough to help them learn English. Here again the choices are evident:

1. Institute a special language program to teach such students English.

2. Recruit only Puerto Rican students who already speak English.

In both cases the present position is entirely unsatisfactory.

Choices must be made.

Respectfully submitted by:

The Committee On Student Standing
and Programs:

Patrick McCarthy, Chairman

Carl I. Freedman, '72

Kendall Martin, '73

David Potter

John P. Spielman, Jr.

Donald T. Tammany, '74

*Walter Trela

*[absent]

CCS: to all Black and Puerto Rican Students
to all Senior Administration

From: The Haverford College Black Students League Date: Feb. 9, 1972

To: The faculty and administration Re: Our statement of Feb. 7, 1972

Annex 2 10 Feb 72

SEVERAL CONCERNS

or

A BILL OF FACTS

Specific Concerns:

Does the college want a body of students which reflects the diversity of the larger community?

Does the college recognize whether the cultures of minorities are to a substantial degree different from that of the majority at this institution?

If there are differences, how are these differences included in the decision-making processes of this institution?

If the college is interested in creating a diverse community given a fixed budget, what is the priority of that diversity across the total configuration of this institution? For example, what is the priority of receiving a Black input into the college counselling service?

In institutions such as Haverford one finds an overwhelming concern for the uniqueness of the individual. The "groupness" or commonality of the individual is understood. If there are individuals whose group differs from the dominant group, then how does the college view these differences?

If "community" at Haverford has meant the implicit understandings of white bourgeois culture or consciousness then what changes in the basic structure of the institution have to be made to insure the survival and nourishment of those whose group differs from the dominant or white bourgeois group?

If the "Haverford way" has been to view those acting from a consciousness or culture different from the dominant group as a self-interest, then how do we purport to be a community that "seeks to be measured, above all by the use to which its students, graduates, and faculty put their knowledge, their humanity, their initiative and their individuality?"

If the college as an institution recognizes the socio-historical necessities of the various communities from which it draws its socio-educational process? In other words, if the socio-historical necessities of the minority student are different from those of the majority, can the minority student be socialized into the "Haverford way" and remain viable both in respect to his community and to his own uniqueness?

-3-

THE CREATION OF A HUMAN ZOO;

A CRITICISM OF THE EDUCATIONAL COMMITMENT PROGRAM

In any culture, we must recognize the existence of more than one point of view. In any confrontation, we must perceive through two eyes.

In this country, as in this institution, there exists a white side of things and the side seen by the oppressed. One of the major problems here is that whites do not realize that the oppressed do not see their situation in the same way that the oppressor sees it. This community has proven incapable of accepting the fact that we do not look at our situation in the same manner that it looks at our situation. For this reason, you ask "Why are you protesting?" in the same way that your brothers in the larger community ask: "What do you want?" and "Why aren't you happy?" Through the years the whites here have tacitly admitted that because they are oppressors, they cannot see the point of view of the oppressed: "I know nothing about racism here; I have never experienced it; I have had no experience with Blacks."

Our belief is that the viewpoints of Blacks and whites differ dramatically. Dialog, therefore, can occur only when whites abandon the position of the oppressor.

The proposal submitted to the community by Dean Lyons and his committee is invalid for the simple reason that it is written from the oppressors point of view. The following are just a few criticisms of this report.

If the Lyons committee was interested in creating a document relevant to the life and well-being of the Black community, why were no Black students members of the committee, or why wasn't the Black community at least given the opportunity to examine the document prior to its dissemination to another, barely remotely relevant, student organization?

If the college recognizes the "known concerns and questions" of Blacks and other minorities, why should these concerns be a footnote, a supplement to standard admissions material? Shouldn't these concerns be expressed in the literature presented to all candidates? c.f. p.1.

If the college is going to have substantial numbers of minority students, shouldn't it have a full-time, well trained minority admissions officer as well as minority students participating in the admission-recruitment process? c.f. p.1.

If Haverford's faculty is "clearly superior when teaching superior students," are Haverfords failures "inferior" students? c.f.p.4.

If the college is seeking to create a diverse community, shouldn't its first goal be the creation of an institution in which all students can achieve and be rewarded on equal grounds? c.f.p.10.

If the Educational Commitment Proposal or any other such document reflects to any degree the kind of commitment the college has to cultural-educational depth, is not the real issue before this "community" whether or not Haverford should cease to admit students of diverse social, racial, ethnic, and economic backgrounds?

FACULTY OF HAVERFORD COLLEGE

Special Meeting

24 February 1972

President Coleman Presiding

4:15 p.m.

This special meeting was called in order to continue discussion of the community issues raised by the Black Students' League, joined by several other minorities on campus. It may be noted that in the days preceding the meeting several documents were submitted to the community, among them the BSL's "Our Specific Concerns" of 20 February (annex 1); the Puerto Rican Students' "Some of Our Concerns" of 22 February (annex 2); and President Coleman's statement "Perspectives on the Black Students' Concerns" of 23 February (annex 3). Furthermore, there have been a large number of open faculty discussion groups, and meetings of faculty committees.

- A. Thomas D'Andrea recommended for the Academic Council that the faculty representation on the reconstituted Study Group on College Governance (annex 3, p 6) ~~would~~ be decided by vote among the faculty. *This was approved.*
- B. Colin MacKay reported for the Educational Policy Committee that the committee has begun a discussion of the concept of institutionalization of diversity. He stated the committee's commitment to a serious examination of the relations between this concept and the curriculum and admissions policy at Haverford. In addition, the committee addressed itself as follows to four items in "Our Specific Concerns" (annex 1, pp 4,5):
1. "Re Item 3. Our chairman has surveyed the admissions material, and we agree that the sending of all materials which portray life at Haverford should be suspended until we are able to provide a more accurate portrayal of student life here.
 2. "Re Item 5. We support initiation of such a (summer) program. The exact form of the program is, of course, yet to be decided. Other institutions have tried programs ranging from 2-6 weeks. Investigation of these programs has begun, including one at Bryn Mawr. When information has been gathered, and with input from black students at Haverford, EPC will prepare a recommendation for the faculty.
 3. "Re Item 7. EPC commits itself to the development of such a seminar (focusing upon the legacy of American minorities.)

4. "Re Item 11. EPC supports allocation of funds for this purpose (to allow participation in summer school programs.) This is currently done in a small and informal way through CSSP, and this might provide a model for the larger program."

C. Patrick McCarthy made the following statement for the Committee on Student Standing and Programs:

"CSSP is not making a long statement about the self-criticism and the reforms which it is currently carrying on. We feel that to make concrete changes and to report or recommend them to the faculty would be to do exactly the reverse of what BSL has been asking for. We would be making suggestions without black input, and we would be proposing piecemeal reform when the BSL has been asking for a major change of attitudes and structures. One or two things we can state:

1. We shall not be doing business as usual over the next few days or weeks. We shall be discussing the issues raised in the last two weeks and seeing how they affect CSSP. We shall be coming to the faculty with proposals for change where these affect our terms of reference. We hope to do this with the help of the Black Students' League and the Puerto Rican students. We shall be extending official invitations to them.
2. In view of this we shall not be dealing with the mid-term deficiencies. We shall receive them and reroute them to the students in question and to advisors. This means that it will be necessary for faculty members to deal with the matter of deficiencies even more seriously than usual, and we are sure that they will welcome doing this in the context of the present situation.
3. We would like to extend our strong support to the BSL document. Points 5 and 11 of the BSL document and point 4 (attention in English) of the Puerto Rican Students' document deal with matters that fall within the direct concerns of CSSP, and we urge the Faculty to accept and act on these points. At the same time CSSP insists that it is useless to respond to individual points unless the general principle of institutional diversity is accepted and acted on."

D. Sidney Perloe reported for the Administrative Advisory Committee:

1. The committee was concerned about its continuing legitimacy, but decided by majority decision that until the faculty explicitly withdrew its mandate the committee could act and, in fact, had an obligation to consider the financial implications of the Black Students' requests.
2. The committee recommended that whatever programs were undertaken should not result in any increase in deficit or decrease in endowment. Thus, the committee recommended the use only of internal reallocations within the budget or of outside funds which would not otherwise be available.
3. The committee recommended that there be no increase made in the number of administrative positions, but that, once again, reallocations of function be made, with the hiring of replacement personnel qualified for new functions. In particular, the committee suggested that the functions of a minority counselor and admissions officer might advantageously be combined.
4. The committee recommended that a Faculty Scholarship Fund Drive be initiated, its purpose to augment scholarship funds. The faculty would be approached for contributions through the Development Office. A target of \$6000 (25% of this year's cost of living increase) was set. The funds would be administered by the Admissions Office, according to normal criteria.
5. The committee recommended that detailed information on budget allocations be provided to groups charged with the responsibility of making recommendations relevant to the Black Students' concerns.

Specific approval was requested, and obtained, for item 4, that a Faculty Scholarship Fund be established.

E. The following recommendations, made by Richard Luman for the Distinguished Visitors Committee, were approved:

1. "That there be a visiting lecture program devoted to minority concerns.
2. " That a committee representative of minority interests be constituted with the responsibility of creating such a program.
3. " That this new committee be assigned a provisional allocation of funds on the same basis as an academic department.

4. "That the Distinguished Visitors Committee continue to ensure that the College's legal obligations with respect to visitors' funds are observed. When in the view of the DVC a proposal is not consistent with those obligations, it shall refer the issue to the President of the College.
5. "That departments, in designing their own visitors programs, address themselves appropriately to minority concerns."

F. A statement of strong support for the BSL position, signed by a large number of members of the community, was presented to the President by David Kelly.
(Annex 4.)

The meeting adjourned at 6:00 p.m.

Claude Wintner
Secretary of the Faculty

Annex 1 24 Feb 72

From: THE HAVERFORD COLLEGE BLACK STUDENTS' LEAGUE

To: Faculty and Administration

Re: Our Specific Concerns

Date: February 20, 1972

I.

HAVERFORD COLLEGE is a community of friends but we are friends only by means of our socialization. The socio-educational process of the institution emerges from this idea. This process presupposes the commonality of the experience of each member of this community. The assumption, then, of this community is not diversity but homogeneity.

SINCE THE notion of community assumes homogeneity (and community is one of the higher categories of perception here) the institution is opposed to the individual qua individual -- the "different individual" is then doubly suspect.

SINCE THE American experience is pluralistic, differences in consciousness spring, in part, from the protean nature of that experience. Each of these different consciousnesses has its validity not only in that it is a recognition of different histories but also in the place of those histories in the "American melting pot."

AT HAVERFORD College there is no regard for these differences. When the individual becomes matriculated the institution asks him to relinquish his previous experiences, values, ideas and to re-create himself rationally. Ideally this re-creation occurs with the community as a supportive agent. But, since the "community" assumes homogeneity, the community does not support the "different individual" -- in truth, it imposes. Under these circumstances the "different individual," here, the minority student, moves to what is essentially an anomic condition. And the institution allows him three recourses: 1. He exercises his eccentricity; 2. is drawn to or forms a sub-group; or 3. devaluates the meaning of his existence here.

CONCERNING POINT 1. When faced with the imposing perils of homogenization the minority student or "different individual" is offered one recourse: to attach himself firmly to those tangential aspects of his difference. In so doing the "different individual" often becomes a caricature of himself. He attempts to gain access into the community by acting out his perception of how he is perceived.

CONCERNING POINT 2. Whereas the college views the sub-group as destructive of the individual's development, the truth is, the individual is caught in the bind between what would be his supportive group (i.e. the sub-group) and the myth of community.

CONCERNING POINT 3. Either the individual isolates academics from the context of his experience or he regards it as an irrelevant and inadmissible undertaking.

THESE THREE recourses initiate the slow withdrawal of the individual from the institution. Regardless of pre-collegiate

preparation, the college has already determined the success and failure of its educational program.

II.

THE STRUCTURE which proceeds from "community" or homogeneity affects the classroom experience. Not only is the value structure of the individual destroyed, not only are viable social alternatives eliminated, but also there exists no means for the rational re-creation of the individual. That is, the experience with which he would integrate his classroom experience comes from a socio-cultural continuum which in this community has no validity. This homogenizing structure destroys diversity which is the very lifeblood of the intellectual endeavor.

III.

THE CONSENSUS model upon which the classroom and every realm of activity operates assumes that there are no differences which can not be persuaded into alignment with the general view. Therefore, advisory capacities without voting power are seen as sufficient provisions for diversity. Consensus is realized through an appeal to the idea of community, which again, flows from the assumption of homogeneity. Those who are not willing to subjugate their differences for the good of the community are seen as factionary and divisive. Thus, this consensus model offers no real mechanism for admitting real differences.

WITHIN THIS model the individuals must exercise mutual restraint in expressing their views and must not push them beyond what is obviously the group's general view. Professors, committee chairmen

and the president manage difference out of existence.

IV.

THE ADMINISTRATION'S management of the issue the Black Students' League brought to the college community is symptomatic of this effort to deny difference. From the very beginning the effort of the administration was to manage the situation in a manner that was more congenial to the Haverford mold. The peculiarities of the administration's responses, the circulation of these responses, and subsequent discussion stem from the anachronism of the Haverford paradigm. If one follows the course of the last two weeks, one sees swiftly the need of institutionalization of diversity in every aspect of the operations and procedures of the college. From admissions to capital planning, the structure of the college must be such that the true interests of minority students are a constant factor in policy initiation, formulation, and implementation.

IT IS not unrealistic to expect that Haverford College make the following symbolic gestures of good intent by 5:00 (five o'clock) p.m., Friday, 25 February, 1972:

- 1) A presentation of the full college budget that embodies the commitment of institutionalizing the diversity mentioned above and a statement justifying the budget as it is presented.
- 2) A plan for reconstitution of college governance in totality with the end of becoming representative of the actual diversity of Haverford College.
- 3) A suspension of all admissions material to incoming freshmen until the college has provided an accurate portrayal of life here for all students.

- ✓ 4) The formation of a search committee with the duty of finding a fully qualified minorities' counselor for the college counseling service.
- ✓ 5) Initiation of a summer program for incoming minority students desiring and needing it.
- 6) The initiation of a Visiting Lecture Program which has its emphasis on minority concerns.
- ✓ 7) Development of a seminar which would focus upon the legacy of American minorities, which faculty and students would be encouraged to take. This course might be run by juniors and seniors of minorities at Haverford..
- ✓ 8) Suspension of student government, all extracurricular activities and student funds until all members of the community are enfranchised.
- 9) A document committing the college to the institutionalization of diversity. This document should be written jointly by the administration and the Black Students' League and other minority students.
- 10) A freeze on all hiring and considerations of tenure, until a college-wide timetable is developed and presented for concrete steps toward the institutionalization of diversity.
- ✓ 11) The allocation of funds for minorities enrolled at Haverford to allow participation in various summer school programs.
- ✓ 12) The formation of a search committee with the duty of finding a minority admissions officer.

AGAIN, WE regard these actions as symbolic. Greater needs remain to be dealt with, but these cannot come forth until we have a commitment to the institutionalization of diversity.

Annex 2 24 Feb 72

From: Puerto Rican Students at Haverford
To: Students, Faculty, and Administration
Re: Some of our concerns
Date: February 22, 1972

Introduction:

Haverford has been traditionally geared towards turning out, at most, some of the finest intelligentsia in this nation and/or at least, "well-rounded, liberally educated" white males. These Haverford products, while perhaps "concerned," have served mostly to perpetuate the present oppressive system. Their education prepares them for nothing else. We, however, need Haverford to give us the skills to perform ~~this~~ change.

In the past few years Haverford has begun to accept members of the oppressed minorities of this nation. By no means was Haverford a pioneer in this despite its "solidly liberal tradition.". These are students who, more than anyone else, need the skills to effect radical changes in their oppressed communities. Yet Haverford does not prepare us adequately to meet this challenge.

Haverford does boast of its "diverse student body" but does not realize that these new students come from different cultural backgrounds and do not hold the same views and assumptions as Haverford's traditionally white, homogenous "community.". We do not want a well-rounded, white-liberal education. When the Haverford diploma is given to us the implication is that "we have made it.". But actually we only have a potential ticket to white suburbia; or if anything, to make it within the ranks of the oppressor.

Once this is understood, we then might begin communicating.

If Haverford is to boast about us then it must, at the very least, give us what we need. We need to have a say in those decisions that affect our lives. The structure of this institution must change so that we leave prepared to deal with the oppression within ourselves and within our communities.

Historical Perspective

Little is known about the presence of Puerto Rican students at Haverford. Bryn Mawr has one Puerto Rican and Swarthmore--on the whole, more "open" and "liberal" than Haverford--has three. At present there are eight Puerto Rican students at Haverford, which makes this institution look like the trail blazer with respect to including minorities other than Blacks. But the truth is otherwise.

The special José Padín Scholarship--donated by a Puerto Rican--is responsible basically for the presence of Puerto Ricans at Haverford. At present there are four Padín Scholars, and four other Puerto Ricans who came as a result of the momentum created by the Scholarship and the outside work of our group. The first Padín Scholar, of the class of '71 (which included only one Black student), eventually left, totally convinced that Haverford was offering him an inadequate education. Haverford has had the luxury of having Puerto Rican students in its "diverse student body" to a great extent by virtue of Puerto Rican money.

There are only two Puerto Rican students, who are residents of the United States, present at Haverford. So limited a number is intolerable.

Considerations

Haverford must first recognize that Puerto Rican students, because they are members of an oppressed minority and of a different background, have particular needs. Ignoring the idiosyncracies of these students has de facto created an oppressive⁵ environment here.

Haverford must make an institutional commitment to educate minority group students as to their particular needs. It must provide the necessary skills and opportunities conducive to the individual development of the student and as to his usefulness vis a vis his oppressed community. These needs must be provided for in the curriculum, in the student services, in the faculty and other student resources. Haverford must guarantee that this commitment will be institutionalized in the decision-making fabric of the College, even at its highest levels.

Haverford must not only commit itself to adequately educating the minority group students but must also act on this commitment at the institutional level.

The following are more specific (but by no means exhaustive) areas of concern for minority group students, and particularly for Puerto Ricans:

1) José Padín Scholarship: There must be a total reevaluation of this scholarship so that deficiencies in policy may be corrected. This evaluation needs to be performed by the top administration with Puerto Rican students' participation in all deliberations and decision-making. We expect the latter to be only part of a general evaluation of all minority students scholarships.

2) The Spanish Appendage of the "Romance Language Dept.": Haverford must recognize the basic importance of Spanish to the adequate development of Puerto Rican and other Latin American students. Must Spanish continue to be nothing more than an appendage of the Romance Language Dept., with only one man? In this respect, Haverford is still in the 19th Century. We know of no other institution of "quality" which has a similar situation. Furthermore, Puerto Rican students must have an effective participation in the proceedings affecting Spanish. Once this effective participation is institutionalized the proceedings can continue.

3) Resources: Haverford has been notoriously negligent in providing Puerto Rican and other minority students with the educational resources they need. A superficial examination, for example, of the books, magazines and newspapers at the library confirms this. These resources must be provided in terms of the library, courses, special programs, counseling, professors, etc.

4) Under the cover of "not knowing English adequately," gross injustices have been effected towards three Puerto Rican students and many others have been excluded from admission. This excuse is not acceptable and only reflects the institution's failure to educate these students. The necessary resources must be made available to overcome a Puerto Rican student's added difficulty

in expressing his thoughts in a language other than his own. Special, effective programs must be made available to all those minority group students who need attention in English.

Conclusion:

Haverford is not adequately educating minority group students. Judging from the general feeling on campus, Haverford may not be adequately educating anyone. This institution merely trains students to perpetuate an oppressive system.

In view of these conclusions we solidly support the Black Student League statement of February 20. This statement amplifies and compliments the concerns expressed here. The BSL statement also proposes an effective course of action. We will consider it a symbolic act of good faith if the administration responds by Friday at 5P.M. with a commitment to the institutionalization of diversity. Specific reference must be made to the limited number of concerns expressed here.

Annex 3 24 Feb 72

HAVERFORD COLLEGE

PERSPECTIVES ON THE BLACK STUDENTS' CONCERNS

Statement by John R. Coleman, February 23, 1972

This is an opportunity for me to share with you some perspectives on what has been happening on campus for the past two weeks and some thoughts on where we go next. Many of the perspectives are presidential; they come from what filters through to me from a wide variety of sources -- and mirror both the advantages and disadvantages that are rooted in the office of president. Others (the ones with which I'll close) are more personal; they spring from what Jack Coleman as an individual believes -- and mirror the strengths and weaknesses in one man.

My remarks will not constitute an administrative reply to the Black Students' League's February 20 statement. Such a point-by-point reply will be made available to the campus by Friday afternoon. Nor will I be able to speak here to today's statement of concerns from our Puerto Rican students; I am not even confident that I can respond to them satisfactorily in the few hours remaining between now and Friday afternoon. Here I will touch on some of the issues raised by blacks and Puerto Ricans -- but my greater concern now is with setting a tone for the further response, and with letting you know how I assess our challenges.

As backdrop, let me offer a capsule judgment. So far in the story, the tension on this campus is like that on many another campus a few years ago. Events there often came to a dramatic and tragic point where a realistic president could say only that this was his college's saddest hour. I have a sharply contrasting view today: we may yet turn out to be participants in one of Haverford's best hours. I have no better foresight than you in picturing just what form events will take in the next two days, weeks, or months. I have my fingers crossed as much as you do. But I have seen and felt enough by now to have a deep conviction that we could turn this period into a realization of much that we've talked about and too often left unpracticed. Every one of us who wills it so can come out of this spring more liberated from prejudice and more open to change in self and environment.

That view is more optimistic than some I have heard recently. I hold to it out of conviction. But it is one where fulfillment all depends on what we do in the weeks ahead that is different from what we did in the past.

Within the context of that cautious optimism, let me offer these perspectives on our crisis -- or, better, our opportunity.

THE B.S.L. STATEMENT, "SEVERAL CONCERNS"

1. There has been a flood of paper in these weeks; there'll be more in the future. Nothing I have seen is as central to the whole matter as the B.S.L.'s statement, "Several Concerns, or A Bill of Facts," dated February 9. It is to that document above all that we must return again and again. One can read it once hastily, as I did, and say it's fine, helpful, but not all that new. A re-reading reveals an

(continued)

urgency and an insight that give it the central role. The B.S.L. has asked questions which this College cannot yet answer with clarity, and which few of us as individuals can answer with clarity. Yet we must answer them. Soon. And answering the specific items at the end of the more recent document, the one of two days ago entitled "Our Specific Concerns", is only the beginning of a response to the earlier one's insistent questions.

If we could have given those questions the primacy they deserve, I suspect we could all have gotten over our hangup about, "Why don't the black students make demands?" What I heard those students saying to us was that we had to look harder at ourselves before we could take any concrete actions that would make a whit of difference in the long run. They may have feared that, if they made specific demands too soon, we'd have studied them, pronounced them reasonable, and accepted them. But, not having understood the issues in the first place, we'd have taken actions that we also wouldn't understand and wouldn't really believe in except as ways to keep the peace.

I assert that as if it were obvious. But I've been working in aspects of race relations longer than most of you have lived, and I didn't see that point until last week. And I didn't learn it then by having blacks come and sit down to say "Look, Jack, it's this way." Few -- very few -- blacks spoke to me from the time of the first of the B.S.L.'s confrontations until this past weekend. I learned it at long last by listening to whites more carefully than before and by taking a harder look at my actions, not my words, as president. I offer that experience not as proof of salvation, for I've much too far to go for that; I offer it rather as a personal testimony to the difficulty of some of the things we are being asked to do.

THE METHODS USED TO DATE

2. Next, an observation on the methods by which black students and others most solid in supporting them have pursued their efforts to sensitize all of us to the issues at hand. Beyond being impressed with their organization, I am moved by the effectiveness with which blacks have used tactics which Haverford has revered. Confrontation, discussion, reason, and even silence have seldom assumed such potency as they found in them. It is as if in each confrontation the blacks have held up a mirror so that we are forced to see ourselves more clearly.

We are being asked to judge ourselves by standards of our own choosing. And by our own standards we all prove to be shockingly narrow and inconsiderate upon many occasions. I don't hear minority students saying that we are more insensitive than the society at large; instead I hear them saying that we at Haverford ought to be far more sensitive than that society. One picket sign left on my doorstep read, "Haverford: Fix It, or Forget It." That hits home. We should either achieve a fundamentally more decent and caring way of living together, or we should stop pretending that Haverford has anything unique to offer to others.

We have faced a strategy here that may reach far beyond this one campus as an example of change from within, through use of the institution's own best features. Certainly we've been given a chance once more -- and we'll be fools if we can't grab it now. There may never be another one.

(continued)

Whatever the methods used to date, I am aware that the most crucial tests **still** lie ahead. There is already a widespread tendency on campus to seek to use this situation to further one's own pet cause without reference to whether it bears directly on the blacks' and Puerto Ricans' concerns or not. I am struck at how ingenious and arrogant some of us prove to be in showing that what we have long proposed on other grounds is really in the minority group's best interests all along. Worse, there is some evidence of a hardening of lines in polarized positions. This danger is greatest within the faculty, where no member can any longer find a hiding-place from these issues. Anyone, within the faculty or without, who plays the game of dividing us up into "the good guys" and "the bad guys" does a disservice to the College and ultimately to the blacks too. We are not yet of one mind on matters of education or of cultural diversity. But there is more honest searching going on these days especially within the faculty, than I have ever witnessed in any comparable period of time elsewhere.

The fabric of a college is extremely fragile. It takes little to tear it apart, and a great deal to put it together again. Let's remember that in the days ahead. That means treating every single individual on campus as someone with whom we expect to go on living and working long after the changes now in the works have been achieved.

THE "COMMITMENT" PAPER

3. By now, all of you will have heard about the "Educational Commitment Program" document prepared by a number of administrators. Not a signer of the document, I still knew of its contents and urged its speedy release. Although there had been earlier individual conferences with a few blacks whose ideas became the backbone of that paper, there was obviously inadequate consultation with blacks as a whole and specifically with the B.S.L. We who are associated with it can only wish now that we had been wiser or that those who knew of our plans could have pointed out the mistake before it was too late. But that didn't happen. We were wrong, and we have no excuse to offer. We can only hope that we learned, and that our critics will accept our apology.

THE NEED FOR CHANGE

4. I doubt that there is one among us who does not agree that we are in for some big changes here in the weeks and months ahead. The Haverford that comes out of this will not be the same one that entered it. It's in this sense that you may be participants in one of the College's best hours -- or, if we blow it, in the destruction of much that has mattered here.

Where the disagreements will arise is on the shape and rate of the changes. No one -- black, Puerto Rican, or white, teacher or student, administrator or Board member -- has a monopoly on the wisdom here. There'll be good ideas and bad ones from all sides. Our job will be to winnow them out together and to select those with the highest promise of working well.

In the search for effective, early change, may I offer a guiding thought from the perspective of one who, by the very definition of his job, must try to see the

(continued)

whole picture and to link past with present and future?

In our fascination with change, let's stop to ask what is worth preserving out of the past. This College had a proud past; it has enough to offer that all of us voluntarily chose to be part of its present and most of us -- myself included -- want to continue to be part of it. The trick will be to cling to the basic concepts that were important long ago and to avoid clinging to the particular institutions and practices that were built on those concepts to serve an earlier day. Keep the concepts; restudy the institutions and practices.

I find at least four such concepts that served the past well and can serve the future too.

One is in student life, and could well be in the life of all of us: the idea of the Honor Code. Don't let your criticism of particular practices that have grown up under that Code blind you to the potential that is in the Code itself. Had we taken it seriously, there might never have been a need for a statement of concerns from the black students. Listen to some of its words: "The Honor Code, as the foundation of community life at Haverford, is the demonstrated concern of people for each other."

" --- Confrontation is communication. A confrontation means subjecting one's beliefs and those of others to a new examination. It is not a unique or limited process; it is simply the dialogue which logically should occur between persons with different standards -- an expression of concern and the need to understand the standards of others. A confrontation is not an inquisition, but rather an exchange of values. The process of forming personal standards involves both interpersonal and personal confrontation."

"The fact that an individual is morally at peace with his actions, does not confer the right to impose their existence upon the sensitivities of others."

Another guiding concept, more in the faculty than elsewhere but widely applicable, is the process of consensus. The picture of that process in the B.S.L.'s document of two days ago shows it at its worst. Sometimes it is used to subjugate differences and reinforce homogeneity. But that is neither the way it has to be nor the way it often is.

Distinguish two types of decisions made through consensus. One is a clear-cut "yes-or-no" decision where all must ultimately accept a single result; an example is agreement on whether we operate under a semester or trimester system, or aim for a student body of 450, 725, or 1,000. In those decisions, the consensus finally must submerge the minority views, after they are heard and weighed; there, consensus is as tyrannical as majority vote because there have to be winners and losers in "yes-or-no" situations. But most important decisions are not of that type; they leave plenty of room for building diversity into the agreement. Most educational policy fits into that category. We're already imaginative enough and can prove ourselves caring enough to speak to a wide variety of needs and interests, all within the rubric of academic excellence. Consensus there requires that we respect one another's competences and strengths, and go on from there to legitimize varieties

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of ways to teach, to stimulate, to evaluate, and to express oneself. The unity which emerges is a far cry from unanimity.

In the end, the only consensus worthy of free minds is that fashioned by men and women who start with a respect for differences and expect to end there too, even while the shared purposes of their coming together are advanced. In an environment of trust, they must strive to hear and understand one another and to accept the challenge of putting their own views forward for the scrutiny of others. We have a rare heritage here; let's not scrap it for any system that would end up making it less important that we listen to and act upon minority views.

Another concept is our shared commitment to academic excellence. It is worthy of note that the B.S.L. has boycotted many things in the last two weeks -- but they haven't boycotted classes. I have yet to hear a word from them that seeks to undermine the primacy of academic excellence here. Some who latch onto their cause may have such a thought in mind, but not the blacks whom I have heard. Some blacks, maybe even most, refuse to accept our current definitions of excellence as being the only ones or even the best ones. They see us confusing glibness in using academic vocabulary or faithfulness to particular cultural modes with a true stretching of the individual mind. To me that says that we had better turn our attention to what we mean by academic excellence if we are to expect continuing support for it. It is primarily, though not exclusively, the faculty who must lead in translating educational dreams into classroom realities. And they are therefore the ones who must first take up the challenge of redefining our criteria for excellence.

And one other guiding concept is a continuing concern for the future. The men who built Haverford and those who enjoyed what they built here have shared a responsibility to think about what assets they would eventually turn over to the next generations. They have seen it as folly to shape one's policies to a moment in history. Presidents quite naturally worry about fiscal responsibility as one way of speaking to that concern about tomorrow. Nothing on this campus in these weeks has changed by one iota the necessity of thinking in responsible fiscal terms. That remains just as important. But that does not rule out reordering of our priorities within future budgets. The fact that the budget must get into balance within a year or two must not be used as the excuse for saying that we cannot make changes on campus. All it says is that, if meeting some of the concerns of Haverford minorities is a higher concern from now on, then some other items on our list must drop a bit. Budgets aren't everything, God knows, and they do not determine commitment. They do reflect it however.

Those are examples only. They seem to me to be matters worth preserving even while we restudy all the instruments we've built up around them.

THE ROLE OF GOVERNANCE

5. I share the view of blacks and others that the current situation illustrates the inadequacy of many of our institutions of campus decision-making. The wide use of extra-governmental channels in these recent days is testimony enough that what we have isn't good enough.

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Examples are numerous:

- the blacks are students, but Students' Association has been virtually immobilized and "out of it".
- the primary faculty contacts with blacks have had almost nothing to do with the established committee and Council structures
- the administration has been isolated from much of the action since the error of the "Commitment" document.

The B.S.L. statement of this week calls for a "plan for reconstitution of College governance with the end of becoming representative of the actual diversity of Haverford College." The recent draft report from the Study Group on College Governance was more than a year in the making. One proof that some of us have learned much this month is found in our feeling that parts of that report are already out of date even before they are acted upon. Had the report been implemented before February, its new institutions -- a College Council and a College Forum -- might have helped us somewhat in these days. They wouldn't however have built an acceptance of diversity into our institutions. And so they must be re-worked.

An aspect of our existing system is that it is impossible -- properly so -- for the President to commit the campus to another form of government. To be workable, any changes must emerge from the considered agreement among all of us. This afternoon, I call upon the faculty, the Students Association, the Board of Managers and myself to decide anew who their delegates should be to that Study Group. I ask that reconstituted group to meet at once with leaders of the B.S.L. and other minorities to be sure that there is adequate participation from them in the deliberations of that committee. And I urge the committee to come up with amended or new proposals at the earliest possible date so that a diversified campus community may have more effective ways to make sensible decisions. In the interests of speedy progress, I hope that the reconstituted committee may use the December report from the predecessor group as a taking-off point. If it proves useful, fine. If not, they will have to start all over again.

The fact that the Study Group will be back at work is no excuse for the rest of us sitting back, be it in faculty, student or administrative councils, and saying that we need do nothing until they report. We can get on with the task of restyling the individual institutions within which we now work to make them more responsive to multiple needs and interests - and still realize that changing institutions means nothing if the attitudes of those within them remain unchanged.

THE ROLE OF THE PRESIDENT

6. It won't surprise you that the last words I want to say in my presidential capacity are about my own role in these matters. The office of president here imposes a responsibility to strive, however imperfectly, to see all parts of the emerging picture. I've already said that I've had little recent contact with

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blacks until five days ago. I regret that, but I think I understand why they have not wanted to talk with me. I regret equally that there hasn't been more time to talk to whites too. Too few among them have felt informed, and most of them have had to assume they are somehow out of it. That, in turn, is just the wrong message in every respect.

This is not a President's problem to solve. He has a part of the problem in his lap; he'll make his own mistakes, wear his own blinders, and bring his own strengths to the solutions. But it's dangerous to see him in any role that gets any one of us off the hook. This is a community problem and opportunity. The answers are in us -- all of us -- or they don't exist at all.

In that light I find the Bryn Mawr-Haverford News editorial of February 18 just as offensive and wrong as our own release of the "Commitment" document. After quite properly rubbing our noses once more in the "Commitment" blunder, the editorial concludes some paragraphs later, "Finally why does the administration not put its plans on record, and why has it remained silent since its first program was shot down?"

I have news for the News. It's your problem too. You let us all down if you avoid examining yourselves as an institution here, and if you just wait for others to put out their ideas for you to shoot down. It's time we all got the message that there are no kings or councils that are going to save Haverford. The administrators with whom I work haven't made news perhaps. What they have done instead is some hard self-study. In my estimation, my colleagues emerge from that first part of that self-study as open, committed, and responsive as any group on campus.

That said, what can the President do right away? I've already said that I cannot change our governmental processes unilaterally. And I agree that the question of the President at Haverford may need redefinition in the future. I have an open mind on that redefinition and would hope that our Board of Managers would too. Yet I don't have to wait for any new document from the Governance committee or any new definition of my job from the campus and the Board in order to change my own ways of doing business. I do make certain decisions (even though there may be far less than many of you believe). Most of those decisions are in the form of recommendations to the Board of Managers, but the working assumption so long as the Board has confidence in me has to be that most of my recommendations will get approval.

I expect to take specific actions at once within my own sphere and to use whatever leadership influence I have within other spheres to make this campus more hospitable to diversity in the pursuit of learning.

In that light, I begin with this firm commitment. Effective at once, no recommendation will go forward from me to the Board of Managers until I have satisfied myself that minority groups likely to be affected by those recommendations have been adequately consulted on them. That specifically applies to all the following:

-- every regular faculty appointment, reappointment, promotion and tenure decision

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- administrative appointments at senior levels
- budget recommendations
- capital programs
- recommendations on such basic policy matters as the size of the College, the make-up of the student body, financial aid programs, employment conditions at the College, and relations with governmental bodies.

There is one exception to that: two matters which have already cleared the Executive Committee of the Board -- some faculty appointments and tenure decisions, and the 1972-73 budget -- are not covered. I'll consult on certain shifts within the budget growing out of our response on Friday to the B.S.L.'s specific suggestions; but it's simply too late to change the overall shape or size of that one budget. To implement my commitment, I ask the B.S.L. to meet with me at their earliest convenience so that we can work out ways to consult with one another on these matters. For me, the question is not whether I'll consult them; it's simply one of how. Let's start talking.

Some of you must wonder how far that commitment can be carried insofar as other legitimate interest groups on campus are concerned. How many groups can the President commit himself to work with? I don't know. I know I have the same time restraints on me that you have. And I know the business of the College must move ahead. Still, I'll make every effort to consult broadly -- and ask that you bear with me as I grope for ways to do that satisfactorily and expeditiously. My strongest commitment however is to blacks because I believe that their numbers, their special interests, and their experience all make that the right thing to do.

SOME PERSONAL WORDS

7. In closing, a few personal words.

As one individual here, I am deeply struck by the concerns raised this month. I have begun the process of trying to fashion my own answers to the queries in the earlier B.S.L. document. Like everyone else, I'm somewhat of a prisoner of my own culture. Yet, to the extent that I understand the full meaning of what it would be like to be part of a truly diversified community, I come down firmly committed to that idea. I do so out of motives that are as much selfish as they are altruistic; I simply believe that I can be a happier, fuller person if I don't carry around with me the baggage of believing my culture's way is the best way.

The goal that interests me personally is a workable diversity. As I now reject the homogeneity of so much in our present environment, so I reject in advance any new homogeneity that might be fashioned for us by even the best intentioned of men or women.

I cannot yet make a Haverford commitment to such pluralism, but I feel we are much closer to one now than we were two weeks ago. It is my duty to find out as soon as possible how deep that commitment goes in the faculty, the students, and the Board. Meanwhile I stand by a commitment to myself that that is the kind of community I'm going to look for and work for. These issues are not about to be forgotten in my life.

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I'm white. I'm middle class, from birth on. And I'm American, by choice. So I'm part of a culture that is easy enough to criticize these days. Yet the truth for me is that I'm proud of my background and proud of my potential to learn anew about others' backgrounds. I mention that because I believe that a precondition for my understanding of the black's pride in self and race and culture is that I have that same pride in myself and my race and my culture. Short of that, I'd be asking him to carry my wishes and my frustrations through the world. With it, I'm able to begin again at the process of reaching out to him as one man to another.

It's correct that we have just begun that reaching out here. But we have begun.

JRC:an

Annex 4 24 Feb 72

We the undersigned strongly support the Black Student League's Statement of Concern of February 20, 1972. We agree that the "symbolic gestures of good intent" are the necessary basis for further action to recognize and support diversity. We firmly believe that these gestures and the further actions needed to make them concrete are in the best interests of all of us and that they further intellectual excellence. We share the BSL's sense of utmost urgency. Three weeks of general discussion have already passed.

So that constructive action can come this semester, we therefore agree that Haverford must respond positively to the BSL Statement of Concern by Friday, February 25, at 5:00PM.

FACULTY OF HAVERFORD COLLEGE

Special Meeting

7 March 1972

President Coleman Presiding

4:15 p.m.

This special meeting, of the faculty only, was called to discuss faculty representation to a new college governance study group.

- A. The faculty agreed that it wishes to see such a study group formed, charged with:
1. Seeking as broad assent as possible for decisions, so that all those affected by decisions can participate in the making of them.
 2. Promoting diversity within the college.
 3. Ensuring a concern for the future as well as for the present in college life.
 4. Utilizing the time and expertness of those within the college community in effective ways.
 5. Lodging responsibilities clearly, and building in checks so that those charged with responsibility can be called to account.
- B. At the conclusion of some subsequent discussion concerning the charge of the study group and its structure, Sara Shumer read a statement (annex 1) expressing the lack of confidence of a group of faculty members in any study group along the lines being discussed, and declaring that they were disassociating themselves from the faculty on this issue, in order to form their own study group which would come up with its own recommendations. This group of faculty members then left the meeting at approximately 5:30 p.m.
- C. The faculty reaffirmed its desire to see a governance study group, agreeing that it wishes its representation to consist of five delegates, to be chosen at the 9 March meeting among all of its members, without exception, using the same voting procedures as for the election of faculty representatives to the board.
- D. At the conclusion of the meeting the faculty inclined towards the following positions:
1. Its five elected representatives can immediately meet to discuss issues of governance, and can subsequently become part of the full study group when other constituencies have chosen their delegates.
 2. No recommendations from the study group that change the existing powers of constituent groups can take effect until the constituent groups have themselves approved the changes. Each constituent group is the determinant of its own procedures for seeking agreement to the terms of the study group's report.

3. Nevertheless, no topic of governance should be ruled "out of bounds" for examination and discussion.
4. The study group should, in its initial deliberations, meet without delegates from the Board of Managers, although advice would always be sought from representatives from the Board. In large measure, this position is the result of a feeling that off-campus membership of the study group probably could not find time to participate fully in the initial discussions which, it is hoped, will be intensively conducted during the weeks subsequent to spring vacation, and which seem likely to focus on on-campus issues.

The meeting adjourned at 6:15 p.m.

Claude Wintner
Secretary of the Faculty

A Statement Delivered at the March 7, 1972 Faculty Meeting

The past few weeks have been among the most trying and difficult in recent Haverford history. The words and actions of the various minority groups have forced us to ask deep and disturbing questions about ourselves and our institution--what do we really stand for?--are we living up to the principles and ideals we profess?--how serious is our commitment to cultural diversity?--and what does this really mean? It is now clear to all of us that regardless of the principles we profess, Haverford today is a place where not only minority groups, but many other individuals profoundly feel that they do not have effective participation in determining the character of their educational and living experience at Haverford. A most fundamental principle of Haverford which has been professed and reaffirmed many times is a genuine respect for the individual. Yet the BSL, the Puerto Ricans, the women, and others have made us painfully aware of the ways in which we betray and fall short of this principle. They have not presented themselves as special interest groups demanding that their own particular interests be satisfied. On the contrary, they have argued that Haverford's environment does not genuinely support individuality because it has failed to recognize the groups within which individuals find their support and meaning.

The question that has plagued us all is what is to be done. And here again the BSL and the Puerto Ricans have made us aware that to treat their request for "symbolic gestures" as demands which are to be negotiated is to miss the main point of the questions that they have raised. During the past few weeks, they have urged us to see a vision of what Haverford may yet become: an institution which is more intellectually alive and vigorous than it is today; a community which in word and deed is seriously committed to cultural diversity -- where all minority groups can and will fully participate in the life of this community. The primary long range issue therefore focuses on the issue of governance -- but not merely governance as a superficial change of some of our institutions, but governance as a means for helping to reshape the life style of Haverford so that it is genuinely supportive and respectful of cultural diversity. But how is this to be achieved?

One response is to form an official governance commission representing the whole of the college to study the issues and make proposals. However, for a variety of different reasons, many of the faculty are skeptical that a new commission similar to the old one can successfully speak to the issues and concerns raised in the last few weeks. Also there are already, and legitimately so, sharp differences among the faculty concerning what are the basic problems as well as how these are to be met. Any such commission will therefore be involved in sifting through a variety of different perspectives, moderating between different visions and merging different models. The results of such an effort are most likely to be a confusion of ideas rather than the clear articulation of what our alternatives may be. The integrity and wholeness of each model will never be developed.

A few of us who have met and discussed this issue have therefore decided to constitute an ad hoc committee on governance in order to try to develop such an alternative. We plan to work directly with minority groups on the campus and with others who are interested in forming a detailed plan of governance which can speak directly to the issues and concerns raised by minority groups in the past few weeks. We hope, thereby, to present to the campus our vision of what Haverford might choose to become, our views as to what our alternative would mean.

We, therefore, withdraw from all "official" faculty consideration, formulation and election of representatives to a new commission on governance. Our withdrawal bespeaks of desire to move in a different direction and a different way of approaching the problems of governance.

We realize that some members of this faculty will view this act as a serious departure from our normal procedures. But we hope that our colleagues will agree that a healthy and alive Haverford community is one where serious differences of opinion and approach can be articulated, defended and challenged. We ought to be able squarely to confront our conflicts and differences without malice or hostility. Our action today and our actions in the future are motivated by what we deeply believe is the common good of Haverford.

We have not been able to discuss our action with many faculty members, but we hope that others will now join us in withdrawing from all "official" deliberations concerning the new commission on governance. More important, we hope that others will join us in the effort of preparing detailed proposals that will seek a community of diverse communities and institutions of governance that build on that diversity.

Dick Bernstein
Bill Davidon
Patrick McCarthy
Jim Ransom
Joe Russo
Sara Shumer
Josiah Thompson

FACULTY OF HAVERFORD COLLEGE

Regular Meeting

9 March 1972

President Coleman Presiding

4:15 p.m.

- A. The minutes of the meetings of 20 January, 10 February, 24 February, and 7 March were approved.
- B. Colin MacKay reported for the Educational Policy Committee.
1. EPC submitted, and the faculty approved, a number of course proposals (annex 1, 2, 3).
 2. There will be some further course proposals, which will be submitted for approval via the EPC "routine" mail procedure. ← annex 3*
"approved"
 3. EPC submitted, and the faculty approved, the new course schedule (annex 4).
 4. EPC forwarded a report on admissions (annex 5). The Admissions Office is initiating a policy of inviting all accepted students for a visit to the campus. It is hoped that the faculty will participate in this program, which is designed to increase our "yield" (accepted students who accept admission.) A circular will be sent to faculty, asking them to indicate their availability, perhaps to have lunch with these students. Thanks were extended to faculty for help already given in recruitment. Several members of the faculty expressed concern about the last two paragraphs of the admissions report, which indicate reservations about the quality and ability of some of the students who may be admitted this year as a result of a large entering class (see also C).
 5. Still on this year's EPC agenda are:
 - a. Concerns of the Black and Puerto Rican students.
 - b. Alternate paths to graduation. At this time EPC does not favor a required term away.
 - c. Report of the sub-committee on languages.
 - d. EPC policy regarding faculty vacancies, when they occur.
 - e. Grading policies, particularly as they affect our students' chances for admission to graduate and professional schools.
 - f. Policy on advanced placement.
 - g. Policy on limited enrollment in courses.
- C. Louis Green reported for the Committee on Coeducation and Expansion. The committee submitted its fifth and final draft of recommendations (annex 6), and the faculty approved this draft. However, it was clear from the discussion that a portion of the faculty is concerned that we will not be accepting women transfers at a time when the Admissions Office has the reservations alluded to in B.4. above. The President expressed special thanks to the committee for its work.

D. Louis Green reported for the Intercollege Cooperation Committee.

1. The committee is pursuing the question of "allowing students to major at the other college even if there is a department on the home campus in the same field."
2. The committee forwarded the following summary of cooperative efforts being initiated by the Admissions Offices at Bryn Mawr and Haverford:
 - a. The two Admissions Offices have agreed to coordinate visits to the schools. They will plan travel jointly and, whenever possible, one Admissions officer will represent both colleges when visiting a school.
 - b. The two schools will encourage their alumni-alumnae secondary school representatives to coordinate their recruiting efforts. Miss Vermey has asked William Ambler to attend the spring meeting of the Bryn Mawr Alumni Regional Chairmen to plan further cooperation.
 - c. The two Admissions Offices will jointly sponsor a meeting for counselors from 30 local high schools this spring. The counselors will spend part of the day on each campus.
 - d. The two Admissions officers discussed briefly, and agreed to discuss further, the possibility of maintaining a joint school mailing list and of jointly sending a statistical profile of entering students to the schools. They will be discussing other ways of coordinating their relationships with the schools.

E. A statement (annex 7) dated 9 March 1972, from the Haverford College Black Students' League and the Puerto Rican Students at Haverford, was distributed to the faculty, but was not brought up for consideration at this meeting.

F. In five successive elections, using voting procedures as for the election of faculty representatives to the Board, the following delegates to a new college governance study group were chosen (in order of election): Vernon Dixon, Robert Gavin, Harvey Glickman, Bruce Partridge, Frederica Brind. Daniel Larkin, the runner-up in the fifth election, was declared an alternate for any of the other five.

The meeting adjourned at 6:10 p.m.

Claude Wintner

Secretary of the Faculty

Annex 1

9 March 72

Date: March 1, 1972
To: All Faculty
From: Colin MacKay for EPC

In accordance with our policy of approval of routine course proposals by publication, I publish the following. If these are not questioned, they stand approved.

CHEMISTRY

(1) Institution of a new course, Chemistry 313a. Chemical Applications of Molecular Orbital Theory. An introduction to the molecular orbital approach to quantum chemistry with special emphasis on applications in organic, inorganic and biochemistry. The Huckel method, the Dewar perturbation approach, the Woodward-Hoffman rules and other molecular orbital methods will be discussed. Problems covered in the course will not require extensive computation. Prerequisite: Chemistry 202b. To be offered in 1973-74 and alternate years

(2) Replacing Chemistry 355a, Advanced Organic Chemistry with 4 topical half courses, 2 of which would be offered in any given year. Content would vary so that a single student might take all four. The description follows. Chemistry 355d,e. Topics in Organic Chemistry. Content variable depending on student and faculty interest. To be offered in 1972-73 and alternate years. Chemistry 357 d,e. Topics in Organic Chemistry. To be offered in 1973-74 and alternate years. Each course would be devoted to examination of a single topic in organic chemistry. Some examples of topics are: Molecular Orbital Theory in Organic Chemistry, Free Radicals, Aromaticity, Photochemistry, Organic Synthesis, Metallo-organic Chemistry, Carbonium Ions, Acid-Base Catalysis, Biosynthesis, Natural Products.

GENERAL COURSE

Numerical Methods. 099a -- Mr. Green

This course is designed for those students who wish to gain a knowledge of numerical methods as applied in the humanities, social, and natural sciences, in part through the use of statistics and in part otherwise. During the semester the student will be expected to gain a familiarity and competence in the use of an internally programmed computer such as the College's IBM 360/44. The course will discuss data processing, the more common statistical techniques, matrix diagonalization and the simpler related algebraic problems, numerical integration and differentiation of functions of one or more variables, and the solution of certain differential equations. The limited requisite knowledge of the calculus which is required will be developed in detail as the course proceeds. This course is open to students at all levels with a prerequisite of familiarity with high school mathematics.

GERMAN

(1) Drop the following:

- German 356b The German Novelle
- 358b Austrian Literature 1815-1930

GERMAN (Continued) - drop the following -

- 273a 20th Century German Novel
- 276b Musical Drama in Austria and Germany, 1750 to the present.

These courses have not been offered for the last two years.

(2) Add

- 353b The Twentieth Century -- Mr. Cary

Major literary developments will be examined through the writing of selected authors. The study will include poetry by Hofmannsthal, Rilke, George, and Bachmann; prose by Mann, Kafka and Grass; plays of Hofmannsthal, Brecht and Dürrenmatt.
Offered in 1972-73 and alternate years.

MUSIC 111a SEMINAR IN JAZZ HISTORY -- Mr. Davison

The origins, phases, social and cultural implications, and present direction of the art of jazz will be discussed. The similarities and differences of jazz with African and with European music, with rock and with the avant-garde, will be touched on. Visiting lecturers and performers, as well as student projects and reports, will play an important role in the course. There will be special emphasis on such outstanding recent jazz artists as John Coltrane.

PSYCHOLOGY

Approval of the current curriculum for one additional year pending resolution of the question of the department's staff.

Annex 2

FORM 2, 1972

9 March 72

TO: All Faculty

FROM: Colin Mackay for EPC

We add the following to the list of courses previously published for routine approval.

Physics

Physics 117 Physics and the Environment Mr. Gollub

This course will explore certain physical aspects of the environment, especially as they relate to human activities. Topics to be discussed include: nuclear energy production and its environmental impact; storage, transmission, and utilization of energy; resource allocation; environmental noise; human effects on the weather and on climate; and population dynamics. The object of the course is to introduce students to some of the scientific issues which are involved in resolving environmental questions. No prerequisite

This replaces the current Physics 117.

Physics 399d Topics in Advanced Classical Mechanics Mr. Partridge

A rigorous treatment of a few selected topics in classical mechanics; for instance the calculus of variations, the equations of Lagrange and Hamilton, rigid body kinematics and dynamics and hydrodynamics. Matrix methods will be used. A half course offered in 1972-73 and alternate years.

This course should also be cross-listed under Astronomy.

Physics 399e Topics in Advanced Electromagnetism Mr. Davidson

Boundary - value problems in electrostatics, multipoles, dielectrics, magnetic materials, radiation of electromagnetic waves, and conservation laws for the electromagnetic field. Prerequisite: Physics 116

A half-course offered in 1972-73 and alternate years.

Physics 317a, Mathematical Physics, will now be offered on an alternate year basis.

Political Science

Political Science 224a, Economics 209a
The Politics and Economics of the City Cubins - Waldman

Problems of the city will be analyzed using the tools that have been developed by political scientists and economists. The contrasting approaches of the two disciplines will be highlighted by an examination of several themes including: centralization versus decentralization; urban services, who pays and who benefits. The modes of political and economic analysis developed will be applied to two of the major policy areas of the 1970s: education and housing. Prerequisite: Political Science 151a or 152b or Economics 101a.

Political Science 223a, American Political Process: Parties the Congress and the President will not be offered.

Annex 3

9 March 72

March 7, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Course changes for approval

At the next faculty meeting we will present the following for your approval.

Biology

Drop 5 laboratory half courses, Biology 200f, 204f, 201i, 202i, and 203i.

Add two full semester laboratory courses.

Biology 207a, Laboratory in Protein Chemistry and Electron Microscopy
Mr. Loewy and Mr. Kessler

Two periods per week. Students will learn the techniques currently utilized in the purification and characterization of proteins. The biological properties of some important mechanochemical proteins will be studied and correlated with their enzymological activity and appearance as observed with the electron microscope. Prerequisite: Biology 100.

Biology 208b Laboratory in Molecular Biology and Immunology
Mssrs. Showe, Santer and Finger

Two periods per week. This laboratory will introduce students to most of the important techniques which have been utilized in elucidating the synthesis and control of synthesis of DNA, RNA and proteins by living organisms. The use of mutants to characterize biological processes will be stressed. Techniques utilized will include radio isotope labelling, velocity and isopycnic density gradient centrifugation, high-voltage paper electrophoresis, electrophoresis in polyacrylamide gel and immunological characterization of proteins. Prerequisite: Biology 100.

Add

Biology 205a Fundamentals of Immunology Mr. Finger

An introduction to the immune phenomena with emphasis on the structure of antibodies, theories of antibody biosynthesis, antigen-antibody interactions and the biological response to foreign molecules at the organismic and cellular levels. Consideration will also be given to transplantation, the regulation and genetics of antibody formation and the properties of antigens. The course will be conducted in seminar form with emphasis on the reading of original literature. Prerequisite: Biology 100.

To be offered in 1972-73 and alternate years.

Biology 206b Molecular Virology Mr. Showe

This course will introduce the student to the life cycles of some of the more closely studied viruses of bacteria and higher organisms. It will focus primarily on the mechanisms of control of synthesis of virus-specific macromolecules and the assembly of nucleic acid and proteins into infectious particles. Comparisons will be made to control mechanisms known in uninfected cells. Topics will include: control of RNA transcription by bacteriophage T₄, lambda lysogeny, production of poliovirus proteins, regulation of RNA translation by bacteriophage R17, RNA dependent DNA production by tumorigenic viruses, and assembly of bacteriophage T₄. Prerequisite: Biology 100.

To be offered in 1972-73 and alternate years.

Biology 203b, Heredity and Regulation, and Biology 204a, Cellular Control Mechanisms, will now become alternate year courses.

Classics

Approval to offer up to two 300 level courses a year as dual track courses. The departments description follows.

The Department of Classics is introducing two-track courses on Greek topics, designed to include non-freshmen from all divisions who do not read Greek. Greek students will meet for translation and interpretation of texts for two hours weekly; non-Greek students will meet twice to discuss their readings in English translation and critical sources. In at least one of these meetings they will be joined by their Greek peers in full session. Occasional reports will be given. The third hour for the non-Greek students will be devoted to private study for their projects.

The Department has experimented with this format in Classics 302b this year and has found it thoroughly satisfactory.

Physics

Approval is asked for:

Physics 117b Physics and the Environment.

This course will explore certain physical aspects of the environment, especially as they relate to human activities. Topics to be discussed include: nuclear energy production and its environmental impact; storage, transmission, and utilization of energy; resource allocation, environmental noise; human effects on the weather and on climate; and population dynamics. The object of the course is to introduce students to some of the scientific issues which are involved in resolving environmental questions. No prerequisite.

This course will be directed toward non-specialists. It replaces the current Physics 117b, Physics in the Twentieth Century.

Approval is also asked for two new half courses.

Physics 399d Topics in Advanced Classical Mechanics. Mr. Partridge

A rigorous treatment of a few selected topics in classical mechanics; for instance the calculus of variations, the equations of Lagrange and Hamilton, rigid body kinematics and dynamics, and hydrodynamics. Matrix methods will be used. Prerequisite: Physics 116b.

To be offered in 1972-73 and alternate years. This course will be cross listed under Astronomy.

Physics 399e Topics in Advanced Electromagnetism Mr. Davidon

Boundary - value problems in electrostatics, multipoles, dielectrics, magnetic materials, radiation of electromagnetic waves, and conservation laws for the electromagnetic field. Prerequisite: Physics 116b.

To be offered in 1972-73 and alternate years.

Physics 317a, Mathematical Physics, will become an alternate year course to be offered in 1973-74 and alternate years.

Political Science

Approval is asked for the following:

Political Science 224a, Economics 209a The Politics and Economics of the City
Messrs. Gubins and Waldman

Problems of the city will be analyzed using the tools that have been developed by political scientists and economists. The contrasting approaches of the two disciplines will be highlighted by an examination of several themes including: centralization versus decentralization; urban services, who pays and who benefits. The modes of political and economic analysis developed will be applied to two of the major policy areas of the 1970s: education and housing. Prerequisite: Political Science 151a or 152b or Economics 101a.

(note: This course will have 3 sections, two taught by Gubins and one taught by Waldman. The class will meet once a week with all sections together for a lecture; the three sections will then meet separately for the other weekly meeting.)

391a Research Seminar in American Politics and Political Theory Mr. Waldman

Seminar meetings and a substantial paper based on the reading of primary sources, secondary sources, and original research. May be repeated for credit with change of topic. Topic for fall semester, 1972-73: Empathy, Altruism, and Identification as political and social phenomena. The seminar will attempt to analyze and explain variations in empathy and altruism across individuals, groups, and cultures. In addition, it will

attempt to assess the role of these phenomena in political life and in the solutions to certain extant political and social problems.

The course is primarily intended for political science majors, but is open to others with the consent of the instructor.

393a Research Seminar on International Politics and Political Development
Mr. Mortimer

Seminar meetings and substantial paper based on the reading of primary sources, secondary sources, and original research. May be repeated for credit with change of topic. Topic for fall semester, 1972-73: Third World States in the International System.

The seminar will focus on the foreign policy issues confronting the newly independent states of Asia and Africa as they seek to overcome the consequences of imperialism. Such themes as decolonization and neocolonialism, moderate and revolutionary strategies of change, and the relationship between diplomacy and Third World development will be discussed. Students will do research on the foreign policies of selected developing countries.

394a Research Seminar in Political Theory and Comparative Politics
Mr. Glickman

Seminar meetings and a substantial paper based on the reading of primary sources, secondary sources, and original research. May be repeated for credit with change of topic. Topic for fall semester, 1972-73: Election year special-Suburban Politics. The seminar will involve research into the problems of choosing leaders and making policy in localities neighboring Haverford College. Two papers are required; one will describe and evaluate a local election or the impact of a national election in a nearby suburb; the second will deal with a problem of public policy in the same locality. This course is intended primarily for junior and senior political science majors. Others may take it with the consent of the instructor.

396a Advanced Seminar in Political Analysis Philips visitor to be announced

This seminar will be organized around a Philips distinguished visitor, who will regularly lead the seminar. The topic for the seminar will change as the visitor changes. Possible topics for the seminar include: The role of psychological theory in political analysis, Black politics, Contemporary radical thought, Methods of comparative political analysis, Public administration, Soviet foreign policy, etc. The seminar is intended for junior and senior political science majors, but is open to others with the consent of the instructor or the chairman of the department. Enrollment limited.

Sociology

Drop 055a, Social Conflict, 153d,e,g, Social Science Statistics, 352b,
Data Processing.

Add

Sociology 162a. Repeat of Sociology 162b, Analysis of Interpersonal
Behavior.

In addition EPC will ask your formal approval of the new course schedule.

Annex 3*
9 March 1972

March 17, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Course changes

We submit the following for your approval. As agreed upon at the last faculty meeting these will be considered approved unless questioned.

Chemistry

Add

Chemistry 303b Atomic and Molecular Spectroscopy

Topics will be drawn from the following: absorption and/or emission spectroscopy in the vacuum ultra-violet, ultra-violet-visible, and infra-red regions; nuclear magnetic resonance spectroscopy, raman spectroscopy. Two lecture-discussions and four hours of laboratory per week, plus regular use of a computer. Prerequisites: Chem. 303a (Bryn Mawr), or Chem. 311a (Haverford) plus some elementary knowledge of Fortran programming.

This will be a joint course with the Bryn Mawr Chemistry Department.

We would handle the course in the following way. One faculty member from each department would have primary responsibility for the course each year. These may co-opt other faculty for individual experiments. Half of both the laboratory material and the lecture material would be offered at each campus each year. The exact pattern of offerings should be worked out by the two faculty people collaborating in any one year.

Drop

Chemistry 304b Advanced Physical and Instrumental Methods Laboratory

History

Approve for 1972-73 only

History 261a and b Chinese History Dorothy Borei

A survey of Chinese History from ancient times to the present. (261a will cover to about 1800 261b from 1800 to the present)

History 345a Topics in Far Eastern History Dorothy Borei

Topic for 1972: Japanese History

History 231a Black Views of the Black Experience Kathryn Morgan

Selected topics in African and Afro-American History as seen by Black writers and historians.

Sociology

Approve for 1972-73 only

Sociology 051d The Oedipus Complex 1½ hours per week

Beginning with Freud's Oedipus Complex, the course will explore the economics and psychology of family structure, and socialisation, and related myths, in a number of cultures, contrasting particularly those of Eurasia and Africa. Simultaneously, the course will serve as an introduction to structuralist method, beginning with the analysis of the Oedipus myth. Permission of the instructor required. Half course.

Sociology 053d Precolonial African History 1½ hours per week

An outline of cultural development, combined with a critique of historiographic method in the African context. Half course.

RE: Proposal for changes in class schedule.

*Annex 4
9 March 72*

As you know, every semester a significant fraction of the students are forced to alter their schedules because two courses in which they wish to enroll meet at the same hour. Some alleviation of this problem is possible if the number of highly useful hours is increased. This would be possible if Wednesday afternoon were opened to scheduling of classes. Dana Swan has agreed that such an opening of Wednesday afternoons is reasonable, but has asked that only one hour classes be permitted in that period so that students involved in intercollegiate athletics will miss a minimum amount of class time. This allows us then to have one hour classes at 1:00 - 2:00, 2:00 - 3:00, and 3:00 - 4:00 on Monday, Wednesday, and Friday afternoons.

The schedule that we present below has been designed with two main objectives in mind.

- (1) To reflect the way that faculty and students actually use time slots.
- (2) To assign courses of the same length to the same time slots so that overlaps of longer and shorter classes with each other will be eliminated.

The schedule is presented below. In essence it replaces three little used Saturday time periods with three Wednesday afternoon time periods. Meeting and Collection are moved from 10:30 - 11:30 to 10:00 - 11:00 to allow for 1½ hour classes on Tuesday and Thursday mornings.

	M	W	F		Tu.	Thur.	
8:30				8:30	½ hour classes only		
-9:30				10:00			Evening classes as now
9:30				10:00	Collection	Meeting	
-10:30				11:00			
10:30				11:00	½ hour classes only		
-11:30				12:30			
11:30							
-12:30							
1-				1:00	½ to 3 hr.	½ to 3 hr.	
2				↓	classes	classes	
2-				4:00	only	only	
3							
3-							
4							

Comments:

- (1) This schedule seems to present no serious problems with respect to Bryn Mawr. We have both checked the Bryn Mawr schedule and talked to the Bryn Mawr deans.
- (2) The ratio of 1 hr. to 1½ hr. to 3 hr. time slots is roughly the ratio of course hours now in these time slots.
- (3) Language classes which meet five times a week would be allowed to use ½ hour time slots.
- (4) Freshman Seminars and Freshman English would ^{could all} ~~still~~ all meet at ^{11:00 or} 11:30 on Tuesdays and Thursdays so that time of availability will not be a factor in selection of a seminar.

We ask for faculty comments, particularly with respect to problems we may have overlooked.

Annex 5
9 March 72

March 7, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Admissions

EPC forwards to you a preliminary report from the Admissions Office on what the admissions picture for next year looks like at this time.

In order to maintain an average enrollment of 725 students for all of 1972-73 we must enroll 740 students in September 1972.

To meet the enrollment goal of 740 we will need to enroll between 260 and 270 new students; 260 seems to be the much more likely figure. The numbers are subject to revision depending on attrition for the rest of the semester and on the number of students who apply for readmission.

In September of 1971 we enrolled 211 new students including 200 freshmen and male transfers and 11 women transfers and Post Bacs. Because there will be no women transfers, or Post Bacs, in 1972, we will need to enroll 60 to 70 more freshmen and transfer students in 1972 than we did in 1971.

Some of this increase in enrollment is the result of not meeting enrollment goals in 1971. We planned to open last fall with 710 students; we actually had 687 students. There were three basic reasons for the underenrollment:

1. 8 students who were planning to enroll changed their minds in the first week of college. We usually expect that there will be no more than 3 or 4 who change their minds that late in the year.
2. Attrition in 1971-72 was higher than it had been in previous years. 9.5% of opening enrollment withdrew or were dropped during the course of the year; in recent years the percentages have varied from 6.3% to 7.9%. We lost approximately 10 more students than we had in the past and all of these were lost after May 1 when it was too late to do much about admitting additional freshmen.
3. There was an increase in students studying away from the College: 23 in 1971-72 as opposed to an average of 15 in the past. Unfortunately the plans of 10 of these students were not known to the Admissions Office until August 1 when it was too late to do much about admitting additional transfers.

We believe that the new system of unconditional and conditional leaves will make it less likely for last fall's situation to recur.

It is very difficult to predict attrition exactly; given the state of the budget, we feel that we ought to overadmit this year and in the future and run the risk of being overenrolled rather than repeat the experience of last fall. It would help our predictions considerably if students could be encouraged to make commitments about future enrollments early in the spring.

Where will the 260 new students come from? At the present time we estimate that 30 of them will be transfers and 230 of them will be freshmen.

In 1971 we enrolled 16 male transfers from an applicant list of 151. The number of transfers was 7 or 8 larger than we usually enroll, largely because the list of transfer applicants was stronger than it had been. We had more well qualified candidates and we admitted almost all of them.

It is too early to tell much about the quality or size of this year's transfer list. The rate of applications by transfer students is running roughly at last year's level.

As far as the freshman picture is concerned, 230 freshmen is 45 more than we had in 1971. Unfortunately this comes in a year when total applications are down. We receive 1039 applications this year as of the deadline of February 1; last year we received 1170 by the deadline. We are likely to receive about 50 more, making a total of 1089; last year we received a total of 1256.

If our yield (accepted students who accept admission) is the same as last year's 50%, we'll have to admit 460 students to get the class. If yield returns to the 60% of the previous year, we will have to admit 380. We're doing all we can do to improve yield and we hope that we will be successful. If we aren't, it is clear that we will be admitting a substantial number of students for whom we will predict bottom quarter of the class academically and personally.

The Admissions Office points out that "This year we will be admitting 40 to 50 more students who are likely to have below average academic and personal records at the College. If we were able to admit women it is likely that these 40 to 50 would be replaced by students who would probably have above average academic and personal records".

This report is open to discussion at the next faculty meeting.

Annex 6
9 March 72

To all faculty

The Committee on Coeducation and Expansion submits the following recommendations for approval by the faculty at its meeting on Feb. 17.

Feb. 16, 1972

Fifth and Final Draft of Recommendations
to President John R. Coleman
from the Committee on Coeducation and Expansion

In the interest of making a clear decision in favor of cooperation rather than coeducation and of advancing the former, the Committee drops its earlier recommendation that Haverford should accept women transfers.

Recommendations

1. The student body should be increased to such size as to maintain an average enrollment of 725. While the College remains in its present financial condition, no further expansion should be contemplated.
2. Haverford should no longer consider itself a men's college, but rather a college seeking to increase further in its academic and administrative programs and in its social environment the present, substantial level of cooperative coeducation with Bryn Mawr. Every effort should be made in the College publicity to describe ourselves accurately in these respects.
3. Haverford should not change its present policy in regard to the admission of women.
4. Haverford should make the strongest efforts possible, consistent with maintaining good relations with Bryn Mawr, to increase the reality of the coeducational environment by greater cooperation with Bryn Mawr.
5. Since the present Intercollege Cooperation Committee is primarily concerned with academic matters, the President in consultation with the Academic Council should appoint a small committee from the student body, faculty and administration with a clearing house and communication function, hopefully to work with a similar group from Bryn Mawr, in identifying areas in which cooperation should be pursued, in defining with care the level of cooperation which should be sought in each of these areas, in setting up measures by which progress toward these desired levels may be determined, in assigning the

responsibility for the development of cooperation in each area to the appropriate existing or new committees or administrative officers, and in reporting from time to time to the Two College Community on the extent to which cooperation in the various areas has advanced.

The Intercollege Cooperation Committee would continue to serve in the academic area as at present. To make its function clear and to distinguish it from the new committee, its name should be changed to The Intercollege Committee on Academic Cooperation.

6. The Committee on Coeducation and Expansion respectfully requests that it be dismissed.

The Committee on Coeducation and Expansion

William Ambler	William Hohenstein
Ronald Begley '74	Helen Hunter
Susan Bell '72	Gregory Kannerstein
Jonathan Bondy '73	Florence Levitt '72
John Davison	James Lyons
Isaac Finkle '73	James C. Wright '74
Louis Green	

Annex 7

9 March 72

Erratum

Section II; point 2

Student membership on the governance committee should consist not only of two members from the BSL, two from the PRH, but also of two from the Student Council. Of course, the selection of these representatives should be the business of each of the various groups. However, the Student Council might wish to reconvene and, as a legitimate organ of the dominant group here, oversee the interests of its constituency.

To: Faculty and Administration

From: The Haverford College Black Students' League and the Puerto Rican Students
at Haverford

Date: March 9, 1972

The president's response to our sixteen "symbolic gestures" was presumably a sign of good intention toward institutionalizing diversity at Haverford. We assumed that insitutionalizing diversity would mean radical and only radical changes in the structures and procedures for college governance. This assumption is valid since the existing model for governance presupposes homogeneity. Haverford has a diverse student body today and is committed to having one in the future.

The college recognizes and hence is committed to meeting the unique educational needs of its diverse student groups. Therefore it has resolved to institutionalize a socio-educational process that will address these needs. Anything short of a radical change in governance then would be inconsistent with such a commitment.

An analysis of the President's statement of March 3 reveals that he was working from a different assumption. Implicit in his statement is the assumption that less than radical changes in governance can effectⁱⁿ institutionalization of structures that will meet the diverse needs of its student groups. This implicit and non-valid assumption must be made explicit and an alternative charge and structure must be presented if the commission is to perform its function.

I

The president suggests that the commission must report its recommendations to its constituencies--granted. However, he goes on to say that no changes in the existing powers of these constituencies can be realized until the respective constituencies assent to them. This procedure for validating the commission's recommendations is feasible only if all constituencies are subject to it. It is our reasoned conviction that the entire governance system should be the focal point of the commission's inquiry. Since the totality of that system presupposes an homogeneous constituency which no longer exists (indeed it is heterogeneous), the viability of that system is not simply problematic--it is nonexistent. Therefore to exclude the power domain of any constituency from the commission's examinations is tantamount to conserving as valid a part of a system which by definition is non-valid.

One can rationalize this conservatism only if one knows the outcome of the investigations of a commission which has not been constituted much less carried on deliberations. It goes without saying then that the exclusion of any constituency's power domain from the commission's inquiry cannot be justified on any logical grounds.

Nevertheless the power domain of the Board of Managers is allowed such an exclusion. The president states that if the commission recommends changes in the power of the administration, and the faculty and students assent to these

changes, they will be affected if, and only if, the Board also assents to them. The rationale for the Board's immunity presumably, is the fact that the Board does have the ultimate authority to define the powers of the president and his administration. This is the case because the latter is merely the servant of the faculty, students, and ultimately, of the Board itself. This is the power relationship between the Board and the other constituencies. Whether this power relationship ought to exist within the context of institutionalized (cultural) diversity is a matter for the commission to decide. This question should be an integral part of the commission's deliberations; not a pre-condition for it. If the Board's power domain were excluded from the discussion, this "privilege" would not only block affecting necessary power changes but also pre-empt discussion of such changes (assuming here that the commission might very well be "practical" under such restraints and would not "waste time" recommending power changes which they fear the Board would not approve.)

To build in such restraints in the scope of the commission's charge is unwarranted. The commission should be given as wide a range as possible so it can think innovatively in formulating a radical alternative to the present governance model. This latitude is crucial. Changes may have to be made in the present model to the extent of creating an entirely new model if a new model is needed to institutionalize a socio-educational process which will enable the student groups to meet their socio-historical necessities.

Such a charge is the only one that genuinely reflects the institutional commitment that has been made to this diversity.

II

The president's prescriptions for the structure of the commission are conservatively oriented also. To give the commission such a large membership would increase the probability of unwieldy debate. The college can ill-afford the luxury of extended and diffuse discussion of governance. To think otherwise is to delay the necessary changes in the governance process of the college. In our view, the size of the commission should be conducive to rational and expedient discussion. However size alone will not ensure this. Individuals should be selected to the commission on the basis of familiarity with the issues as they have emerged over the past month.

It is the BSL's reasoned judgement that those who participate in the commission's deliberations should be individuals who are closest to the dynamics of college life and have been closest to the issues. Their familiarity with the issues would maximize input of all groups. Further the criterion would insure that the commission would be a body sensitive to the complexity of its task. Such a commission would generate an atmosphere in which differences of opinions and approaches could be articulated, challenged and defended without malice or hostility. Under these conditions the commission could best utilize the time and resources of the college community.

Therefore, the commission should be structured thusly:

- 1) Faculty representation would consist of two faculty members.
- 2) Student membership on the governance committee should consist of two members of the BSL, and two Puerto Rican students.

3) The two administrators and Board representatives should serve in the capacity of an advisory group. Board representatives should be limited to two members chosen by the Board.

Thus the committee would be a college commission, reporting its proposals to the entire community. This commission should be as open and responsive to comments or questions as possible. Thus the commission should establish a sub-committee to serve as a clearing house for all information to and from the commission.

Under these conditions the commission could design a system of governance which, when implemented, could be a model of governance--a system that is efficient, orderly, participatory, and amenable to reasoned change. Haverford could become a place in which we, all of us, are men among men.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting

April 20, 1972

President Coleman Presiding

4:15 p.m.

- A. The minutes of the meeting of March 9 were approved.
- B. President Coleman spoke briefly about a number of different matters relating to future steps to be taken by the college. He urged the faculty to attend the Faculty Board dinner on May 12th. He expressed hope that substantial progress will be made in providing better career guidance.

He announced that Haverford will come up for evaluation by the Middle States Association in 1973-74.

- C. Colin MacKay spoke to the report which had been circulated in advance from the Educational Policy Committee (annex 1).

Considerable discussion of the place of language study at Haverford followed his initial presentation. It was suggested that the college may be unconsciously returning to the principle of a core curriculum. The faculty needs to discuss the two: the question of whether we will follow what might be called an "interest"-oriented curriculum or return to the core curriculum concept.

There was discussion regarding the matter of grades and the reporting of grades to graduate and professional schools. General dissatisfaction with the present arrangements was expressed.

In the discussion of this report, the question of the cost of education at Haverford was raised and the way in which the increasing cost influences decisions by prospective students and their families. The EPC was asked to consider whether it should pursue this matter in a formal way.

- D. The faculty elected Thomas D'Andrea to serve as faculty representative to the Board of Managers. Marcel Gutwirth was named as first alternate and Bruce Partridge as second alternate.
- E. Daniel Larkin for the Faculty Study Group on Governance introduced a paper which had been circulated in advance (barely). After brief discussion, it was agreed that a special meeting of the faculty would be held on Thursday, April 27th, to consider the Governance report in detail. The faculty meeting adjourned at 6 p.m. Afterwards, the three divisions held elections to choose members and alternates for the Academic Council. The following were elected:

Natural Sciences: Bruce Partridge
Alternate: Irving Finger

Social Sciences Alternate: Robert Mortimer

Humanities: Joseph Russo
Alternate: Marcel Gutwirth

Edwin B. Bronner
Temporary Secretary

20 April 1972, Annex 1

April 17, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Faculty Meeting of April 20

EPC has not been able to formulate a single issue for discussion at the April 20 faculty meeting. Instead we will present the current status of several issues with which we have been dealing.

EPC Role in Considering Vacancies

About two years ago it became clear that the College was in serious financial difficulties. Last year one response to this situation was to allow faculty positions in Mathematics and Psychology to go unfilled. No such cut-back has been carried out this year. The President has announced a policy of keeping the number of faculty positions constant.

Since the first realization last year that the period of faculty expansion was ended the administration, the Council, and EPC have attempted to formulate a policy for rational allotment of faculty vacancies. Since decisions on allotment of vacancies had important consequences on our educational program it seemed clear that EPC should play a role. However, we have had great difficulty defining that role.

Our initial thought was that EPC should serve as a source of information to the administration and the Council, and that the substantial discussions should take place there. This method of operation has not proven successful. Information provided by EPC has often been outdated by events. Since EPC was not directly involved in the discussions it has had little influence on them. As a result the faculty as a whole has lacked a forum in which these important issues can be discussed.

Reluctantly EPC has come to the conclusion that in accord with the expressed opinion of the President it must play a greater role in the allotment of vacancies. The Council has agreed. We are currently discussing our policy in this area. Some of our discussion is outlined here.

The Committee is unwilling to follow a procedure in which vacancies are announced and departments "bid" for them. For us the problem is essentially one of defining educational needs, defining resources, and, should the resources fall short of meeting the needs, allotting those resources to the set of highest priority needs in the light of some over-all plan. We have already begun the task of defining needs. Departments who feel that they can define important unfilled departmental educational needs have been asked to contact us. However this is clearly not sufficient. We need also to define needs for the College as a whole. We intend to invite faculty in general and students to help us in this process.

With the educational needs defined we shall need to know the resources which the College is willing and able to allocate. We have asked the administration to define for us the number of faculty positions currently available and to give us their current disposition. We already have the list of projected retirements and information on re-appointments.

It seems quite likely that the educational needs which we define will outstrip the resources available. We will then face the problem of assigning priorities. Some of the factors which we will consider in doing this are.

- maintenance of current essential programs.
- the filling of new or unmet educational needs.
- the administration's commitment to institutionalization of diversity.
- cooperative programs with either BMC or other departments.
- service to other departments.
- size of departmental teaching teaching loads.
- contribution to a career option for students (includes graduate school).

There is no significance to the order given here.

Language at Haverford

The EPC sub-committee formed to discuss this issue has made a report to the parent committee. This report reviews the committee's deliberations. It is now being considered by EPC. In the course of the year the sub-committee dealt with several issues. These include the position of the Spanish and Russian departments at Haverford, the language requirement, and measures for strengthening language instruction at Haverford. The committee has sought a range of faculty and student points of view both by conducting open meetings and by inviting individuals to meet with it. In addition it has met with the Humanities Division.

Russian

In an interim report submitted to President Coleman last Fall the language sub-committee recommended that the College make one full time appointment in Russian. Russian has been temporarily continued at Haverford on a half time level by making a money payment to Bryn Mawr in exchange for the offering of elementary sections here at Haverford. The sub-committee is concerned about a possible situation which finds Bryn Mawr providing a service for Haverford outside of a general framework in which Haverford and Bryn Mawr have agreed on specific mutual exchanges of services as part of a general pattern of planned cooperation. In addition it cites possible difficulties in such an arrangement.

1. Haverford students go reluctantly to Bryn Mawr for a beginning language.
- "2. Such an arrangement seems to indicate to our students that Haverford does not itself have a serious commitment to a program in Russian studies - despite the courses we offer here in Russian studies.
3. By the contribution of one half of a salary to Bryn Mawr we lose control over the shape of a program in Russian studies.
4. From the point of view of the development of our Haverford students it is of great importance to have a faculty member at Haverford who is committed to the College and its students and who is here and able to attract students to his discipline and to direct their programs.
5. The notion of another college "serving" our students in a language conveys an attitude towards language which sees it as a tool and not an integral part of history and culture."

For the reasons cited the sub-committee favors a full time appointment in Russian at Haverford.

Spanish

Last Fall the sub-committee recommended that the College make one full time appointment and one part time appointment in Spanish. Since then the ad hoc committee for an appointment in Spanish and the Puerto Rican students have presented convincing evidence that current and future demand for Spanish instruction at Haverford required the appointment of two persons in Spanish, and these appointments have been made.

In addition both the ad hoc committee and the Puerto Rican students have argued that Haverford should organize a separate Spanish Department. Reasons given were.

1. Spanish and French would be placed on a par with other languages which are organized into separate departments.
2. Since the administration often does treat Spanish and French as separate entities creation of Departments of French and Spanish would institutionalize a de facto arrangement.
3. Prospective students would be made aware that we offer full programs in French and Spanish.
4. Programs in South American studies might well develop at Haverford, and these would not fit well in a department of Romance Languages.
5. Establishment of separate French and Spanish departments would be in line with the commitment to institutionalization of diversity made by the administration.

EPC will recommend the establishment of separate French and Spanish departments.

Language Requirement

The sub-committee recommends to EPC a new formulation of the one year language requirement. It supports the one year requirement as follows:

"We argue for a universal requirement of one year of work in a foreign language at whatever level. The educational reasons for such a requirement make sense to us in terms of the benefits which can be had from even one year of work in a foreign language. But at Haverford such an argument is not supported by a core curriculum: or commonly shared convictions of what kinds of study are essential to a proper education in the Liberal Arts. We are persuaded that a case for a similar requirement in science and the social sciences can be made with something like the cogency of the case for a language requirement. We are also convinced that a language requirement cannot stand in isolation in a campus where there are only two other general requirements (one semester of Freshman English; one semester of Freshman Seminar), and that it will not, of itself, strengthen languages at Haverford. Our analysis of the situation of languages at Haverford (Part I of our report) makes it clear to us that a language requirement is necessary to language programs at Haverford until the educational context in which they subsist has been fundamentally changed."

The sub-committee's proposed draft of the statement of the language requirement is given below.

Haverford College requires of all students one year of study in a foreign language. Such study may be at an elementary, intermediate, or advanced level, and as a rule it is pursued at the College or at Bryn Mawr College.

Why does the College have such a requirement? Because language is the basic tool of human civilization. The foreign language requirement acts as a complement to the requirement in English for Freshmen. The study of a foreign language makes possible and encourages a structural and cultural perspective on one's own language. It serves to overcome that parochialism of the mind and spirit that prevents appreciation of the diversity inherent in the Civilization of the West.

Ordinarily, the College expects a student to meet this requirement in his Freshman year. In some cases this may be delayed until the end of the Sophomore year.

The College offers placement examinations to entering students to help them decide whether to continue study in a given language at an appropriate level or to begin a new language.

Advanced students of a given language may meet the requirement by way of courses in literature. A student of advanced training in more than one language may meet the requirement with courses in more than one language, e.g., a semester of Greek literature and a semester of French literature.

A student whose native language is not English may meet the requirement with courses specifically in English grammar, composition, or literature. The College assumes that such a student would continue the study of his native language, if it is offered at the College.

Credit may be given for the study of a foreign language at another institution of higher learning. The College Committee on Foreign Language Study determines such credit in cooperation with the appropriate Department. Ordinarily, we do not grant credit for work done in high school or preparatory school. The College defines the study of a foreign language as a necessary part of one's studies while engaged in the liberal arts program at the College.

The sub-committee recommends two changes in the nature of the language requirement.

1. Special cases would be referred to the Committee on Languages and Foreign Study. (This would be a new committee charged also with facilitating language study abroad).
2. Language study which meets the college requirements can be taken with the notation Pass/Fail (NNG).

Grade Release Policy

EPC is again considering the two aspects of our grade release policy raised last Fall, the reserved grading policy, and the question of conversion of grades to the 4-3-2-1 notation. We have more evidence now that our policy is reducing opportunities in graduate and professional schools for our graduates. This evidence consists of both the experience of some of our students with admissions up to this time and frank responses from some schools as to why our students are having trouble. Last Fall we had statistical evidence that few enrollments were affected by the reserved grade policy. We are now circulating a memorandum to students asking them about their use of the policy. We quote from the memorandum sent to students.

"EPC is again considering our policy of not releasing grades of the first two years outside the college unless they are directly related to a graduate or professional program to which a student is applying. This policy has both benefits and severe disadvantages for students. The benefits arise from a student's feeling freer to experiment in his first two years, to try courses in which he fears he might not do well. The disadvantages are felt by senior applicants to graduate and professional school, particularly those whose records are good, but not outstanding. Admissions to good graduate and professional schools are more competitive than they have been for many years and show every indication of becoming more competitive in the future than they are now. Schools now wish to look more carefully at all aspects of a student's credentials, and our students are at a disadvantage relative to students who can provide complete transcripts.

Our current policy has been criticized on other grounds. It involves a tension between the claims of one group of students for an opportunity to experiment free of grade pressure, and another group's claims that each student has a right to receive a record of his level of achievement in his courses to use in whatever way he wishes. Critics suggest that we have not struck an even balance between these claims!"

Possible Recommendation: We are considering the following recommendation.

"EPC believes that it should be possible to strike a more even balance, than we have. A policy directed toward such a balance might be one in which the general restriction on reporting grades is removed, but freshman and sophomores are granted the option of taking one course of the normal four and any fifth course NNG. A freshman then will take only two courses with reported grades, since both Freshman Seminar and Freshman English give written evaluations. A sophomore will take 1 of 4 courses NNG. This policy would be effective with next year's freshman class."

A second problem with which we have been concerned is the way the transcript reports grades. Each numerical grade on a Haverford transcript is translated into the 4-3-2-1 notation by many schools in the following way:

90 or above	4
80 - 89	3
70 - 79	2
60 - 69	1

The translated grades are then averaged. A short example follows:

Haverford Grade	Translated Grade
88	3
81	3
92	4
<u>8.7</u>	2
Average 85.2	<u>3</u>
	3.0

As the example shows a Haverford student with a grade in the mid 80's or higher can be rated with a 3.0 average using this system. Many good graduate and professional schools routinely screen out all students with a less than 3.5 average from serious consideration. Although we can often overcome this problem with a personal appeal to someone we know at a graduate school, we have little influence at the professional schools.

It seems to us unfair to our students to allow the graduate and professional schools to do this. A simple way of restoring the initiative to our hands would be for us to translate to and average the grades in the 4-3-2-1 system.

We are not proposing a fundamental change in the grading system which would involve considerable discussion, but a simple change in the way we report grades which would improve the chances of our students being admitted to graduate and professional schools now.

We are discussing a proposal of the following form.

1. Faculty would report grades in the numerical system as is now done.
2. Each grade would be converted to the 4-3-2-1 system by the recorder using an agreed upon scale. The grades in the 4-3-2-1 system would then be averaged.

3. Any transcript which goes outside the College would be in the 4-3-2-1 notation.
4. This would apply to all grades on transcripts of the classes of 1973 on. Beginning in the Fall transcripts in which all grades are numerical would be issued for the classes of 1972 and earlier. For the classes of 1973 and following all grades would be reported in the 4-3-2-1 system. With these transcripts we would supply a grade-frequency distribution. In order to do this we would have to agree on a translation scale. We have not decided on one, but have considered the following:

88 and above	4
83 - 87	3.5
78 - 82	3.0
73 - 77	2.5
68 - 72	2.0
64 - 68	1.5
60 - 63	1.0

This would mean that any student who had all his grades at 88 or above would have a 4.0 average.

The purpose of this proposal is to help good students by attempting to make it more likely that their applications would receive serious attention. One of its chief drawbacks is that the transcript would conceal the achievements of the truly outstanding student. However, these can be pointed out in the letters of recommendation.

FACULTY OF HAVERFORD COLLEGE

Special Meeting

27 April 1972

Acting Provost D'Andrea Presiding

4:15 p.m.

The report (annex 1) from the Faculty Study Group on Governance, recommending the formation and charges of a new Commission on Governance, was presented and discussed. On the basis of the discussion, the Study Group may bring a somewhat elaborated and altered proposal for approval at the regular faculty meeting of 4 May.

Claude Wintner
Secretary of the Faculty

27 April 1972

Annex 1

COMMISSION ON GOVERNANCE

A Report from the Faculty Study Group on Governance (FSGG)

I. STRUCTURE OF THE COMMISSION ON GOVERNANCE

- A) Five faculty members. The present members of the FSGG are willing to serve, if the faculty so desires, and provided that they may be excused from other faculty committee duties.
- B) Seven students
 - 1) A suggestion by a representative group of students was: two members of BSL, one member of PRSH, two women resident at Haverford, and two members selected by Student Council.
 - 2) A faculty decision is required only on the 5/7 ratio: the make-up of the student contingent should be determined by the students.
 - 3) The larger student representation is important and proper because of the larger diversity within the student body.
- C) One Administrator as a full member of the Commission.
 - 1) We recommend that the President or Provost serve, or a person selected by the Senior Administration.
- D) At a later time, one or more members of the Board of Managers to act as a liason -- timing and number to be decided by the Commission itself.
- E) The Commission will operate by consensus.

II. CHARGES TO THE COMMISSION

- A) To study the present governance, administrative structures, and procedures for decision-making at Haverford; including, for example, but not restricted to, the Board of Managers, the Administration and Staff, the Faculty and its committees, and Student Council.
- B) To devote special attention to the ways decisions affecting more than one group in the college are made; for example, decisions on the budget, on admissions, and on long-term educational policy.
- C) To make recommendations for change in governance procedures and structures. The commission shall be free to make recommendations on any aspect of college governance: no prior limits shall be set on its powers to investigate and to recommend changes.
- D) To keep all constituent groups, including those off campus (the Board of Managers), informed of its findings and activities.
- E) To present all recommendations to the constituent groups for their consideration and action. Final power of decision on all such recommendations will continue to rest with presently authorized bodies.

- F) To consider specifically and promptly issues and decisions which bear on diversity at Haverford. The commission may make policy recommendations on specific issues which arise during the time it meets. It is understood that (E) above will hold for all specific policy recommendations as well as for procedural recommendations made under (C).
- G) To function temporarily as a collective ombudsman until the recommendations it makes under (C) have been acted on. (Normal functions of an ombudsman include hearing grievances, making them public, and bringing them before presently authorized bodies.)

III. TIMESCALE

- A) The Commission would begin its work this term.
 - 1) It may make recommendations under (C) and (F) above whenever it decides to.
 - 2) Recommendations on important procedural and structural changes should be made only after the constituent groups, especially the students have had time to formulate their views.
- B) The Commission is urged to finish its work by the March meetings of the Faculty and Board of Managers.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting

4 May 1972

President Coleman and
Acting Provost D'Andrea Presiding

4:15 p.m.

- A. The minutes of the meetings of 20 April and 27 April were approved.
- B. Patrick McCarthy urged the faculty to meet the deadlines on grades: 10 May for seniors, 15 May for underclassmen.
- C. The faculty decided to spend the whole meeting on the topic of governance. Therefore, a special meeting was called for 5 May at 4:15 p.m., to discuss the other items on the agenda. President Coleman yielded the chair to the Acting Provost, who had presided over the earlier discussion on governance.
- D. The Faculty Study Group on Governance presented its revised proposal for the formation and charges of a new Commission on Governance (annex 1), altered as a result of the discussions of the faculty meeting of 27 April and subsequent meetings of the Study Group. Those portions of the proposal which were in any way altered from the earlier version are marked with an asterisk. As a result of lengthy discussion:
 1. The faculty APPROVED parts II and III of the document as they stand. Strong objections were raised by a faculty member to portions of II*(F)), but he did not, in the end, wish to block consensus.
 2. The faculty APPROVED parts I*(A) and I*(E)), and revised the other portions of I to read as follows (APPROVED in this form):
 - I B) Seven students. The make-up of the student contingent should be determined by the students. The larger student representation is important and proper because of the larger diversity within the student body.
 - I C) Two Administrators as full members of the Commission. We recommend that the President or Provost serve.
 - I D) One or more members of the Board of Managers and one or more members of the Haverford College Staff Association--timing, number, and role to be worked out by the Commission in consultation with the Board and the Association.

The meeting adjourned at 6:30 p.m.

Claude Wintner
Secretary of the Faculty

4 May 1972

COMMISSION ON GOVERNANCE

Annex 1

A Report from the Faculty Study Group on Governance (FSGG)

I. STRUCTURE OF THE COMMISSION ON GOVERNANCE

- * A) Five faculty members. Four of the present members of the FSGG are willing to serve, if the faculty so desires. Faculty members of the Governance Commission will be excused from other faculty committee duties if they so request.

~~B) Seven students~~

~~1) A suggestion by a representative group of students was: two members of BSL, one member of PRSH, two women resident at Haverford, and two members selected by Student Council.~~

~~2) A faculty decision is required only on the 5/7 ratio: the make-up of the student contingent should be determined by the students.~~

~~3) The larger student representation is important and proper because of the larger diversity within the student body.~~

- * C) One Administrator as a full member of the Commission.

~~1) We recommend that the President or Provost serve.~~

See Body
of Minutes
for changes

- * D) At a later time, one or more members of the Board of Managers and one or more members of the Haverford College Staff Association to act as a liason -- timing and number to be decided by the Commission itself.

- * E) The Commission will operate by consensus, and meetings of the Commission will normally be open.

II. CHARGES TO THE COMMISSION

- A) To study the present governance, administrative structures, and procedures for decision-making at Haverford; including, for example, but not restricted to, the Board of Managers, the Administration and Staff, the Faculty and its committees, and Student Council.
- B) To devote special attention to the ways decisions affecting more than one group in the college are made; for example, decisions on the budget, on admissions, and on long-term educational policy.
- C) To make recommendations for change in governance procedures and structures. The commission shall be free to make recommendations on any aspect of college governance: no prior limits shall be set on its powers to investigate and recommend changes.
- D) To keep all constituent groups, including those off campus (the Board of Managers), informed of its findings and activities.
- E) To present all recommendations to the constituent groups for their consideration and action. Final power of decision on all such recommendations will continue to rest with presently authorized bodies.

- * F) To consider specifically and promptly issues and decisions which bear on diversity at Haverford. A priority task of the Commission will be to define diversity in the Haverford context and establish guidelines for its implementation. The Commission is not to act as an "interim government". It may choose to make policy recommendations on substantive as well as procedural matters during the time it meets.

All such recommendations shall be presented to the constituent groups, including their committees, for consideration and action. It is understood that (E) above applies.

- * G) To function temporarily as a collective ombudsman until the recommendations it makes under (C) have been acted on. (The functions of an ombudsman include hearing grievances, making them public, and bringing them to presently authorized bodies.)

III. TIMESCALE

- A) The Commission would begin its work this term.
 - 1) It may make recommendations under (C) and (F) above whenever it decides to.
 - 2) Recommendations on important procedural and structural changes should be made only after the constituent groups, especially the students have had time to formulate their views.
- B) The Commission is urged to finish its work by the March meetings of the Faculty and Board of Managers.

FACULTY OF HAVERFORD COLLEGE

Special Meeting
Acting Provost D'Andrea Presiding

5 May 1972
4:15 p.m.

A. Colin MacKay reported for EPC. The faculty APPROVED:

1. Codification of advanced placement practice (annex 1). It is understood that further discussion of the practice of granting course credit via advanced placement is in no way precluded by this action.
2. A small guest student program at Haverford (annex 2).
3. Separation of the Department of Romance Languages into Departments of French and Spanish (annex 3).
4. Changes in grading policies (annex 4), as modified below.

a. The new form (annex 4, part II) for the external transcript is approved, and the conversion system to be used is reproduced here so that faculty may be reminded of the new definitions their grades will have in the outside world. Although grades will continue to be submitted in the same form as before, they henceforth will be translated as follows (this includes grades previously given):

90 and above	4.0
83-89	3.5
78-82	3.0
73-77	2.5
68-72	2.0
64-67	1.5
60-63	1.0

- b. The recommendations of annex 4, page 4, are approved with the understanding that the written evaluations for Freshman English and Freshman Seminars will NOT be part of the outside transcript.

- c. The recommendations will apply for the class of 1975 in the sophomore year, as well as for the class of 1976 in the freshman and sophomore years.
- d. IF the classes so desire, the faculty approves the recommendations, inasfar as they apply, RETROACTIVELY, as follows:

- 1975 retroactively for freshman year
- 1974 retroactively for freshman and sophomore years
- 1973 retroactively for freshman and sophomore years

- 5. Changes in policy for graduation after six and seven semesters (annex 5), with the following two modifications in the wording on page 2 of annex 5.
 - a. (line 22) "... the requirement of 30 courses for graduation can only be justified in a program that is clearly demanding." (The other words in the original sentence are deleted.)
 - b. (line 37) "...culminating in a thesis submitted to the department and approved by both the department and CSSP."

6. A B.A. - M.A. program (annex 5, page3.)

There was applause for Colin MacKay, who is retiring as chairman of EPC. Dave Potter expressed his and the general appreciation of Colin's fine work as a sensitive and fair chairman of EPC, and earlier of CSSP. (More applause.)

- B. Bill Davidon reported on policies required by the Office of Federal Contract Compliance. The Administration was requested to consult the College Counsel, and the Office of Contract Compliance. For the meeting of 11 May a report was requested on the amount and status of Haverford's grants, as well as on what steps Haverford is taking towards filing a plan of compliance.

The meeting adjourned at 6:00 p.m.

Claude Wintner
Secretary of the Faculty

5 May 1972
annex 1

May 2, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Advanced Placement Credits

EPC has reviewed the criteria which the Haverford Departments use in granting credit for advanced placement units presented by entering freshmen. We summarize what we found for the current year below:

Advanced Placement Grade	Number of Students Receiving Credit			
	Indicated	1C	$\frac{1}{2}$ C	0C
5		27	11	0
4		7	37	3
3		0	23	21
2		0	1	27

There seems to be a reasonably consistent pattern here. We therefore recommend that we codify our practice by adopting the following policy statements.

- (1) All grades of 5 will usually receive 1 course credit.
- (2) All grades of 4 will usually receive a minimum of $\frac{1}{2}$ course credit. Departments may at their discretion grant 1 course credit.
- (3) Grades of 3 and lower will be given course credit at the discretion of the department involved.
- (4) Grades lower than 3 will normally receive no credit.

Adoption of this policy will allow any department that wishes to treat the bulk of the advanced placement examinations as an administrative matter. It need consider in detail only those examinations with a score of 3. Normally only these examinations will be forwarded to the departments by the associate dean. Any department which wishes to continue to evaluate all the examinations in detail and assign credit should notify the associate dean.

5 May 1972

annex 2

May 2, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Guest Student Policy

Upon initiative of the Admissions Office EPC has discussed the possibility of setting up a small guest student program at Haverford. In the last few years there has been increased student interest in doing work away from the home campus. This semester 5 Haverford students are studying at other institutions in the United States, and 23 are studying abroad. The motivations for doing this include the existence of special programs elsewhere and the desire to experience a different style of education or educational environment.

A freer movement of students among institutions seems to promise educational benefit both to students and to institutions involved. In recognition of this several institutions have been considering the admission of "guest students", students of another college who would be admitted to the institution for a stated period of time. Our own experience with exchange students indicates that carefully selected guest students benefit the College both in and outside the classroom. They would replace Haverford students studying elsewhere so that accepting guests will not expand the size of the college.

EPC has formulated the following guidelines for admission of guest students.

For the academic year 1972-73 and following up to 10 guest students a term may be admitted to Haverford.

All visiting students must meet our usual entrance requirements, have demonstrated academic ability, and have the recommendation of their home institutions. Preference would be given to students who wish to spend a year at Haverford. No financial aid will be available for guest students.

Sophomores and juniors in good standing at other colleges may apply to be guest students. The home institution must agree to grant academic credit for work completed at Haverford. Guest students will be expected to return to their home campus at the end of their visit.

While at Haverford guest students will have all the rights and obligations of Haverford students. In particular they will be expected to enroll in the normal four course program.

We ask your approval.

5 May 1972
annex 3

May 1, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Establishment of French and Spanish Departments

EPC recommends that the faculty recommend to the Board separation of the Department of Romance Languages into Departments of French and Spanish. Our reasons for this are:

1. We have made two appointments in Spanish. This means that for the first time we have the minimum staff required for a Department of Spanish.
2. Spanish and French would be placed on a par with other languages which are organized into separate departments.
3. Since the administration often does treat Spanish and French as separate entities creation of Departments of French and Spanish would institutionalize a de facto arrangement.
4. Prospective students would be made aware that we offer full programs in French and Spanish.
5. Programs in South American studies might well develop at Haverford, and these would not fit well in a department of Romance Languages.
6. Establishment of separate French and Spanish departments would be in line with the commitment to institutionalization of diversity made by the administration.

5 May 1972
annex 4

May 1, 1972

TO: All Faculty
FROM: Colin MacKay for EPC
RE: Change in Grading Policies

EPC will present two recommendations in the area of grading for your consideration at the next faculty meeting. One involves a change in our policy of reserving grades of the freshman and sophomore years for use inside the College only. The second involves a change in the way grades are reported on transcripts that go outside the College.

I- Reserved Grading Policy

As we pointed out in our memorandum prepared for the last faculty meeting, our current policy of not releasing freshman and sophomore grades outside the college has both benefits and disadvantages for our students. The benefits arise from a student's feeling freer to experiment in his first two years, to try courses in which he fears he may not do well. The disadvantages are felt by senior applicants to graduate and professional school, particularly by those whose records are good, but not outstanding. Admissions to good graduate and professional schools are more competitive than they have been in many years and show every indication of becoming even more competitive in the future. Schools now wish to look more carefully at all aspects of a student's credentials, and we have been told by some that our policy places our students at a disadvantage relative to those who can provide complete transcripts.

Our problem is to find an even balance between the claim for an opportunity to experiment free of grade pressure, and the claim of the right to receive a record of level of achievement in course work to use in whatever way a student chooses. EPC has felt that an NNG (no numerical grade) policy for freshman and sophomores would preserve almost all of the benefits of the current policy, and at the same time eliminate almost all of its disadvantages. The policy which we propose would allow freshman and sophomores to take one course NNG each semester. We have circulated a questionnaire among students to find out if from their point of view such a policy would provide most of the benefits of the current policy. The results are summarized below. They indicate clearly that of the students responding a majority felt that they have not benefited from the current policy. Only one student had been influenced by our current policy to take more than the four courses we propose as the NNG limit. For most the policy had no effect on course choice. 28 students held that they could not under the NNG policy realize the benefits that they gained from the current policy. Of these 28, 8 reported that they had no benefit from the current policy. This survey reinforces our feeling that we can realize almost all the benefits of the current policy if we change to the proposed NNG policy.

Recommendations

1. Starting with the class of 1976, we should adopt the policy of reporting all freshman and sophomore grades along with the junior and senior grades on our external transcript.

See p. 4.

2. All freshmen and sophomores shall be allowed to take one course NNG each semester. (For an NNG course no numerical grade is reported on the external transcript. The grade is available on the internal transcript.)
3. All students in a regular program ^{shall} ~~should~~ be allowed to take any fifth course NNG.
4. The NNG option should be extended to include courses in the division of the major. With the permission of his major advisor any student should be allowed to take a course NNG in the division of his major provided that this course is not offered for major credit.

5. See Corrections, Page 4.

II- Form of the External Transcript.

As we pointed out at the last faculty meeting, the translation of our grades into the 4-3-2-1 system by graduate and professional schools results in some good Haverford students being at a disadvantage in the application procedure. Many schools translate a grade in the 90's as a 4, in the 80's as a 3, in the 70's as a 2 and routinely screen out students whose averages are below some predetermined level. In the more competitive professional schools this level is often set at 3.5. Thus the credentials of many students are never seriously examined. We feel that Haverford should take the initiative in this situation by adopting a policy by which we translate the grades ourselves and send out transcripts only in the 4-3-2-1 notation.

We are not now attempting to change the grading system, but merely the way in which we report grades to graduate and professional schools with the object of gaining serious consideration for more of our students.

Recommendations

1. Faculty continue to report grades to the Recorder in the numerical system as is now done.
2. Each grade would be translated into the 4-3-2-1 notation using the following conversion table.

90 and above	4
83-89	3.5
78-82	3.0
73-77	2.5
68-72	2.0
64-67	1.5
60-63	1.0

3. Starting next Fall for the class of 1973 and those following transcripts which go outside the College will be in the 4-3-2-1 notation. On these transcripts averages in the 4-3-2-1 notation will be provided. With these transcripts we may provide a grade-frequency distribution.

4. EPC will review the workings of this policy, and particularly the grade translation scale annually, considering both faculty grading procedures and graduate and professional school admissions policies.

Comments: The recommended translation scale is more generous than either the LSDAS scale used by the law schools or the scale used by most medical schools.

EPC reminds the faculty that the translation scale adopted is based on our current grading practices, and that the current median grade has been an important consideration in establishing this scale. We strongly urge the faculty to maintain current grading practices and current medians. If this is done we have a basis for acting collectively to remedy inequities which our graduates may face.

REPORT ON QUESTIONNAIRE

(Every students did not answer all the questions.)

1. Have you found valuable the current policy of reserving freshman and sophomore grades to the College only?

Yes - 60

No - 77

2. Which courses that you included in your freshman and sophomore programs would not have been included if this policy had not existed? (We report the number of students reporting the stated number of courses).

No. of students	Number of Courses							
	6 or more	5	4	3	2	1	0	
	1	5	4	5	8	22	13	35

3. Did taking any of these courses affect your educational plans in some way?

Yes - 37

No - 60

4. Do you feel that you could have had equivalent benefit from the WNG policy outlined above?

Yes - 104

No - 28

(of the 28 students checking No here, 8 checked No on the first question indicating that they did not find the current policy valuable.)

To: All Faculty
From: Coltin Mackay for EPC
RE: NNG Proposals Previously Distributed

May 3, 1972

Earlier I sent to you an EPC recommendation on revisions in the way that we handle grades. This included a set of recommendations on NNG grading. I listed only four of the five EPC recommendations. I give a corrected list with the fifth recommendation added below.

1. Starting with the class of 1976 we should adopt the policy of reporting all freshman and sophomore grades along with the junior and senior grades on our external transcript.
2. All freshman and sophomores shall be allowed to take one course NNG each semester. (For an NNG course no numerical grade is reported on the external transcript. The grade is available on the internal transcript.)
3. All students in regular program shall be allowed to take any fifth course NNG.
4. The NNG option should be extended to include courses in the division of the major. With the permission of his major adviser any junior or senior shall be allowed to take a course NNG in the division of his major as well as in the other divisions provided that this course is not offered for major credit.
5. If a course taken NNG becomes part of a major program the NNG may be changed to a numerical grade as decided by the student and his major adviser at the time of enrollment in the major.

See A. 4. b., c., d. in main
body of minutes

5 May 1972
annex 5

April 27, 1972

TO: All Faculty

FROM: Colin MacKay for EPC

Re: Changes in Policy for Graduation After Three Years. Graduation in Seven Semesters; B.A.-H.A. Program.

This year EPC has given serious consideration to a range of proposals directed towards increasing the options open to a student for earning a Haverford degree. We have concluded that programs currently in existence at Haverford provide an attractive range of options, that, with some modification can not only be made more attractive, but also serve as the basis for further options.

Graduation After Three Years

As a result of a recommendation by the Carnegie Foundation interest in three year degree programs in Colleges and Universities has risen substantially. Several prominent universities have announced serious studies of such programs. They are seen as possible ways of reducing the cost of education to students. They have the potential advantages of allowing well motivated students to complete their educations in fewer than the traditional eight semesters, and of reducing the cost of that education to the student. A serious potential disadvantage is the weakening of the quality of the education provided to students enrolled in the program.

Haverford College already has a program for graduation in three years which is structured to ensure the quality of the degree granted. The program is one of those described as for "sufficiently mature students if they possess outstanding ability or are judged to have legitimate reasons for special consideration". These students "may be allowed to graduate without necessarily accumulating all the credits normally required". The program is administered by the Committee on Student Standings and Programs (CSSP).

The specifics of the three year program are summarized in our Catalogue.

- "(a) Graduation after three years: A student who has done consistently good work and who, by the beginning of his second year at Haverford, has credit for 12 or more courses, may request permission to graduate after only two more years at the College. If such permission is granted, it will be with the proviso that he must maintain a very high level of performance and, to help assure sufficient breadth in his program, he must not only meet the usual distribution and minimum departmental requirements, but must study for four consecutive semesters some subject (or meaningful combination of subjects) outside of the division in which his major department lies. His continuation in this program is subject to review, before he enters his senior year, by the Committee and by his major supervisor."

A few students have used this option.

The current program is sound in general conception. However, since it does involve petition to and approval by CSSP in the sophomore year it is not a pure three year program, but a conditional one. The option open to the student is not that of enrolling in a three year program, but that of petitioning a committee for early graduation.

We see several advantages in defining the criteria for three year graduation somewhat more explicitly, and then allowing students the option of deciding whether or not to enroll in such a program.

- (1) Strongly motivated students with well defined career goals can consider this option early in their careers. Our expectation is that only a few students in each class would follow it, but that more would do so than at present.
- (2) The College would begin to gain some experience with a carefully controlled three year program. This would be most useful in helping us to decide on our course of action should a trend to three year degree programs develop.
- (3) The Admissions Office would have a strong three year program to point to as an option which students may elect now at Haverford. Bill Ambler feels that this will be of some benefit.

In the recommendation which we present for a three year program we recommend that graduation requirements for students enrolled be stated as 30 courses in 3 years. We feel very strongly that the requirement of 30 courses for graduation can only be justified in a program that is clearly *demanding.* ~~more demanding than the usual 32 course program.~~ We have attempted to formulate such a program in the following statement.

Graduation After Six or Seven Semesters

Graduation in Six Semesters

Students who have clearly defined career goals and strong motivation to achieve them may wish to consider our program for graduation in three years. This program can allow graduation with 30 course credits provided that overall performance is at a high level and that in addition to the usual requirements special requirements are fulfilled. In order to ensure breadth in the student's program he must study for four consecutive semesters some subject or meaningful combination of subjects outside the division of his major department. These must be approved in advance by his major advisor and by CSSP. In addition one of his courses must involve a research project on a topic approved in advance by his major advisor and culminating in a thesis submitted ~~to CSSP and to his department.~~ No course taken ~~will~~ can be counted toward the thirty required for graduation. Advanced placement credits may be counted toward graduation as determined by CSSP after careful evaluation.

* to the department and approved by both the department and CSSP.

A student who wishes to graduate under this plan must inform his faculty advisor and the Associate Dean at the beginning of his second semester at the College, and must enroll in five courses in each semester of his first year. He should also be in contact with departments in which he might major. Choice of major should be made by the end of the first semester of the sophomore year. Students who begin in this program may switch to a program of 32 courses completed in seven or eight semesters at any time.

Graduation in Seven Semesters

Students may meet the normal degree requirements of 32 courses by enrolling in five courses for four semesters and in four courses for 3 semesters. Selection of this pattern will allow students to spend a full semester away from the campus at some time in their college careers.

B.A. - M.A. Program

As a result of an initiative taken by a student EPC has discussed the possibility of a very limited program which would allow an occasional Haverford undergraduate to earn both a B.A. and an M.A. in four years at Haverford. Such programs should be undertaken for unusual reasons for example taking advantage of special resources such as our Quaker Collection. It should be clearly understood that no teaching credit should be given for faculty involvement in such a program. In our view the only justification for such a program is benefit to the student involved. However, presence on campus of an able student actively engaged in intellectual concerns must also benefit the College as a whole.

Our description follows. B.A. - M.A. Program. Haverford undergraduates of unusual ability who might normally complete a BA in three years may, for special reasons, stay at Haverford for an additional year in an MA program. Such a program might use the resources of Haverford, Bryn Mawr, and perhaps Penn. Students would have to be accepted by the department or departments involved and have the approval of CSSP for the specific program involved. Award of the degree must be approved by CSSP.

We will submit recommendations on these programs at the next faculty meeting. Will any faculty who wish to comment before then please contact Colin MacKay?

FACULTY OF HAVERFORD COLLEGE

Regular Meeting
President Coleman Presiding

11 May 1972
9:00 a.m.

- A. The President gave a short summation of the year. He gave special thanks to Tom D'Andrea for a fine job as Acting Provost.
- B. The minutes of the meetings of 4 and 5 May were approved.
- C. Tom D'Andrea recommended that the faculty approve for the B.A. or B.S., whichever is appropriate, those students who have completed the degree requirements and those who will be judged by CSSP to have done so previous to Commencement. APPROVED.
- D. Ted Rose recommended the awards of honors, fellowships, and prizes as in annex 1. APPROVED. There seemed to be general agreement that the criteria for honors should be more widely published next year, and that something more might be made of the procedures of standing for honors. The faculty joined John Spielman in thanking Ted and the Committee.
- E. The faculty APPROVED Sid Waldman's proposal from the Academic Council for a lottery plan to give released time from committees (annex 2.)
- F. The faculty decided that Frederica Brind, Harvey Glickman, Dan Larkin, and Bruce Partridge -- all from the present Faculty Study Group on Governance -- should be four representatives to the Commission on Governance. Using the voting procedure for a faculty representative to the Board, Louis Green was elected the fifth representative. Jim Ransom, the runner-up in the election, was declared an alternate for any of the other five.

- G. President Coleman gave a short report on Haverford's status vis-a-vis the Office of Federal Contract Compliance. It is believed that the College is presently in compliance, because we have only grants to individuals, not contracts. However, Charles Smith has made an appointment with the Office to gain assurance on this point. Charles Smith and Zelbert Moore have been working on an Affirmative Action Program. Such a program, in order to be accepted, will have to be extremely specific in terms of numbers of employees and a timetable. Steve Theophilos will be taking up the work when Charles Smith leaves. The faculty will have to have input, probably via the Academic Council and AAC.

The faculty wishes to consider this matter again early in the next semester, and requests that it be placed on the agenda.

- H. Dick Bernstein expressed the faculty's warm appreciation for Tom D'Andrea's contributions this year as Acting Provost. Applause.

The meeting adjourned at 10 a.m.

Claude Wintner
Secretary of the Faculty

Haverford College

11 May 1972

Annex 1

& Prizes Committee

TO: Del Davis, Recorder FROM: E. S. Rose, Ch'm of Fellowships, Honors, ^
RE: Various awards and honors DATE: May 9, 1972

The Committee on Honors, Fellowships, and Prizes recommends to the faculty that the various honors, fellowships, and prizes be awarded as follows:

Summa cum laude:

David E. Rohrllich

Magna cum laude:

Balter, Andrew L.
Emanuel, David L.
Finley, David E.
Greenspan, Gary H.
Haagen, Paul H.
Hirsh, Paul D.
Katz, Robert S.
Kelemen, James A.

Kleiman, Mark R.
Kozey, Stephen G.
Lichtenstein, Jaclyn
Ludwig, Kenneth-D.
Pace, Timothy
Rodeheffer, Richard J.
Stoll, J. Robert

Augustus Taber Murray Research Fellowship:
Peter Hanford

Clementine Cope Fellowships:

First Cope Fellow:
Robert S. Katz
Second Cope Fellow:
Ghebreselassie Mehreteab

John B. Garrett Prizes for Systematic Reading:

First (\$150):
Willem deVries
Second (\$75):
Gary J. Lesneski

Edgar Smith Rose

Copies to:

John R. Coleman
Tom D'Andrea
David Potter

11 May 1972

Annex 2

TO: The Faculty

FROM: The Academic Council (1972-73)

DATE: May 8, 1972

We feel that the faculty would welcome an arrangement by which once every four of his working years an individual faculty member would be freed from serving on regular faculty committees. Consequently we shall ask the faculty to approve a lottery-based plan at this Thursday's meeting which will allow such an arrangement.

According to the plan every faculty member would be freed from serving on a regular faculty committee one out of every four of his working years. (A working year includes any year in which a faculty member is not on leave.) In any given year the following people would not be eligible for the lottery that determines who is free from committee responsibilities: 1) those who have already been excluded by lottery from a regular assignment in one of their last four working years. 2) those in their second year of appointment to the faculty who have not served on a regular committee in their first year. 3) those who have just completed a year or semester on leave (unless they have served on regular committees for their past three working years). 4) those who request that they not be included in the lottery drawing because they wish to serve on a regular faculty committee (these requests should be made to the provost). 5) those who have been elected to serve on the Academic Council or to especially elected groups such as the Governance Commission. People on these committees will get credit for serving on them so that when their term of office is up, they will be eligible for the lottery under the usual terms.

It should be noted that this plan does not apply to ad hoc committees; consequently a member may be called upon in any given year to serve on ad hoc committees.

Sidney Waldman
for the Academic Council