

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

14 September 1970

At 4:15 President Coleman called the meeting to order with a few moments of silence.

- A. 1. The minutes of the meeting of 25 May were approved.
- B. Remarks by the President.
1. President Coleman called on departmental chairmen, who in turn introduced the new members of their departments.
  2. The matter of faculty development, evaluation and reward needs more attention. Of all the professions, teaching does the least to assist in the development of its younger members. We need to help each other more, and to obtain more information about performance before key decisions are made. He read a draft of a memo prepared for the visiting committee (Annex 1)
  3. He is concerned about our relations with Bryn Mawr, and wishes to remove obstacles to cooperation of the two colleges.
  4. Collection programs will relate almost exclusively to the concerns of the campus. Tomorrow's collection will deal with the proposed political recess; 29 September with our lawsuit against the Penna. Higher Education Assistance Agency; 13 October with sex and co-habitation on campus; 20 October the status of women; 27 October Harris Wofford; 17 November Kenneth Boulding.
  5. In order that members of the Board of Managers and the Faculty may get to know each other better, a luncheon or luncheons are planned for 14 November.
  6. We must make better use of our resources and of our money. Because of the tight financial situation the faculty and staff will not be increased in size, and some vacancies may not be filled. Budgets must be more tightly controlled, and it may be necessary to suspend the present policy of granting faculty members mortgages at 4½%. However, the policy of 7½% annual salary increase on the average will be the last place to trim our expenses.
- C. Harvey Glickman reported for the Academic Council, naming members of the Council and Faculty Representatives to the Board (see Annex 2, Faculty Committees 1970-71). At a date yet to be announced the Council plans to hold open meetings at which faculty members may present concerns. An ad hoc committee on an appointment in economics has been appointed: Wintner, Gangadean, Hunter, Gubins.

(continued)

- D.
1. Ariel Loewy reported on recent action of the Board of Managers. The College has withdrawn from the Foundation of Independent Colleges, and it will participate in a study of the financing of private higher education in Pennsylvania by the Commission on Independent Colleges and Universities. The Board approved of the involvement of the College in the lawsuit against the Penna. Higher Education Assistance Agency. It also approved a leave of absence for James Lyons, in the spring of 1971, who plans to travel to visit a number of colleges. Founders Annex has been spared, thanks, in part, to Paul Desjardins. (Applause). There have been several thefts of valuable objects on campus this summer, apparently perpetrated by very clever persons; these are unsolved as yet. President Coleman commented that other members of the administration than Dean Lyons may be granted leaves of absence, but not more than one a year.
  2. John Spielman, for the Committee on Student Standing and Programs, asked that grades be turned in promptly, by the 21st at the latest.
  3. Then, for the Woodrow Wilson Fellowships, he announced that there would be 300 fellowships this year versus 100 last year, and that they are more attractive. Department chairmen are asked to find out which of their majors are eligible and plan to go to graduate school, in order to choose who should be nominated.
  4. Edwin Brommer showed a book which had been borrowed from the library 60 years ago and just recently returned. He explained the new check-out system at the library door. This year, as an experiment, no fixed limit is set to the amount that each department may spend for books. Also, students will be permitted to borrow and hold books for a whole semester, subject to recall on demand.
  5. President Coleman reported that a new edition of the Faculty Handbook is now being typed up. He called attention (particularly that of new members of the faculty) to "The Friends' Method of Doing Business", Appendix I of this new edition of the Faculty Handbook. This procedure has served us well, helping to keep the faculty more united in controversial matters.

The meeting adjourned at 5:20 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

ANNEX I

Excerpts from a draft memorandum, "A CHARGE TO THE VISITING COMMITTEE FOR 1970-71", prepared by John R. Coleman, September 8, 1970

SOME STARTING ASSUMPTIONS:

The President and the Provost, as the two officers most directly charged with educational leadership at Haverford, agree on certain starting assumptions. The Visiting Committee may wish to challenge those assumptions, but they should at least know where the Administration's thinking begins. The key beliefs are these:

1. Haverford's first job is quality education. We desire that this education take place within a community of concern, and we recognize that an important part of Haverford's uniqueness comes from that community of concern. But the College must be educationally first-rate before anything else that we do, for our students or for society, amounts to much. Further we do not think there is sufficient justification for so small and expensive<sup>a</sup> College as this to exist unless we are right out front in the quality of undergraduate education which we offer.

2. The faculty is our prime resource to do the quality of educational job that we believe Haverford should and can do. Other resources are also necessary, but without a first-rate, high-morale, effectively utilized faculty we are only one more college in a sea of colleges.

3. The key measures of effectiveness in any faculty member ultimately come down to (i) skill, zeal, and sensitivity as teachers of undergraduates, (ii) intellectual leadership and creativity within their chosen fields, and (iii) conduct supportive of an environment of free, responsible inquiry and individual intellectual, social and moral growth.

(continued)

4. We believe there are certain necessary conditions before we can achieve or retain the quality of faculty needed for excellence in undergraduate education:

- our salaries and fringe benefits must be competitive with the best that prevail for top flight teachers elsewhere
- our working conditions must be competitive too
- our administrative policies must be marked by an active defense of academic freedom, a strong sense of academic responsibility, and a breathtaking act of walking the line between consulting the faculty too much and too little

5. Beyond that, we think the field should be wide open to review all existing educational arrangements and usages. We can find no evidence that, in listing necessary conditions for quality teaching, we need to be bound by any particular past practices on class size, structure of departments, range of offerings, details of curriculum, or structure of faculty ranks and tenure. Where so little is known, we think it best to start with the assumption that much of what we claim to know probably isn't so.

6. Throughout higher education, we believe that far too little is done, in graduate schools and on the job afterwards, to develop the teaching potential of prospective and present faculty members. We believe further that the processes of faculty evaluation need much improvement, for the sakes of the faculty members, the students, and the colleges.

7. We accept the fact that Haverford's economic position, like that of other private institutions, is bad. We believe that there are economizing measures that may and should be taken elsewhere in the budget in order to enhance our chances for survival as a quality institution. But we believe that this survival also demands changes in the way we utilize whatever funds are available for the core item in our budget, instructional costs. In looking at ways to make our instructional dollars go further, we hold that quality is more important in the faculty, the student body, and the range of offerings than is quantity.

FACULTY OF HAVERFORD COLLEGE

Special Meeting  
President Coleman presiding

17 September 1970  
4:15 pm. -adjourned 5:33 pm

This special meeting was called at the request of several faculty members who, following an all-College Collection on 15 September, asked for a reconsideration of a faculty action taken at the final meeting of the 1969-70 year.

1. Tom Gowen reported the results of the Student Referendum of September 16:

105	Recess October 23 - November 4
242	"Unstructured period"
38	Classes as usual

(about 60% of student body expressed an opinion)

2. Gerhard Spiegler reminded the faculty that the results of the poll are "for information only," since we are still on record as favoring a recess; and that Bryn Mawr College faculty had rejected a recess last spring. There were no indications that that decision was being reconsidered.

3. Considerable discussion of the meaning of the term "Unstructured Period": does this mean:

- 1) Classes as usual, but with no exams, papers, or special assignments due during this period,  
or
- 2) Classes as usual but with individually arranged extensions for those politically involved elsewhere during this period?

It seemed to be our impression that the Penn Plan for an "unstructured period" represented 1

4. There were several objections raised to a recess from the Left (it would represent a false sense of consensus about the meaningfulness of electoral-campaign political activity) and from the Right and/or Detached (it would represent a false sense of consensus about the desirability of political activity instead of education, or any special political activity felt as necessary at this time). In the course of discussion, these comments were increasingly applied to the "Unstructured Period" also.

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5. In the course of time, it was suggested that the declaration of an "Unstructured Period" would be a "cheap" and "meaningless" gesture: it involved no real commitment, it created a false illusion of political consensus, and it was unnecessary within the flexible and humane framework of the Haverford system. Any student who felt committed to absence from the campus at this period could make individual arrangements with his professor, always, to complete his work at another time; the faculty would, as always, be sensitive to such requests, and would accommodate the student's desires within the normal working rules of the College.

Minute: The faculty agreed to revise its earlier action in approving a recess for political action in late October. There will be no formal rearrangement of classes. Instructors will be free as usual to make arrangements to switch class dates or to change assignments to meet the wishes of students desiring to participate in individual political activity. The hope was expressed that instructors will be sensitive to the requests of such students, and students to such instructors.

Linda Gerstein  
Acting Secretary

Note: This Minute is based on the Secretary's notes of the meeting. It is subject to approval by faculty at its next meeting.

LG:jc  
9/18/70

Faculty Minutes 1970-71

Faculty Minutes should be sent to the following:

Note: \* Absent on leave, first semester  
\*\* Absent on leave, second semester  
+ Here first semester only  
++ Here second semester only

Manuel Asensio  
Duncan Aswell  
Peter Atwood  
Thomas Benham  
Richard Bernstein  
+Laura Blankertz  
Harold Boatrite  
+Michael Bratman  
Edwin Bronner  
Robert Butman  
Christopher Cairns  
John Cary  
Diskin Clay  
Francis Connolly  
Bradford Cook  
Thomas D'Andrea  
\*William Davidon  
John Davison  
\*Frances de Graaff  
\*Paul Desjardins  
William Docherty  
+David Elder  
++Jeffrey Galper  
Asoka Gangadean  
Robert Gavin  
Linda Gerstein  
Daniel Gillis  
\*\*Harvey Glickman  
Jerry Gollub  
Louis Green  
Samuel Gubins  
Marcel Gutwirth  
Norman Hannah  
Eric Hansen  
Paul Hare  
\*\*Douglas Heath  
Stephen Hecht  
Theodore Hetzel  
+Michael Hogan  
William Hohenstein  
Helen Hunter  
Holland Hunter  
Dale Husemoller  
Dietrich Kessler  
Aryeh Kosman  
+Tadeusz Krauze  
+Barry Krisberg  
Samuel Lachs

Roger Lane  
John Lester  
++Murray Levin  
Ariel Loewy  
Bruce Long  
Richard Lubarsky  
Richard Luman  
Patrick McCarthy  
Colin MacKay  
John McKenna  
+Maria Marshall  
Geoffrey Martin  
Douglas Miller  
  
Robert Mortimer  
Vivianne Nachmias  
Joseph Neisendorfer  
++Josip Obradovic  
++Temple Painter  
Bruce Partridge  
Sidney Perloe  
Frank Quinn  
Doris Quinn  
J. Kemp Randolph  
William Reese  
Edgar Rose  
Harry Rosenzweig  
Preston Rowe  
Paul Rozin  
Joseph Russo  
++Mark Sagoff  
Melvin Santer  
Alfred Satterthwaite  
Frederick Schulze  
Charles Stegeman  
Michael Showe  
Sara Shumer  
Craig Stark  
Robert Stiefel  
Josiah Thompson  
Walter Trela  
Sidney Waldman  
Paul Wehr  
Claude Wintner  
Andrzej Zabłudowski

\* Administration

William Ambler  
William Balthaser  
Elmer Bogart  
Stephen Cary  
David Fraser  
Greg Kannerstein  
Albert Levine  
James Lyons  
Zelbert Moore  
Charles Perry  
David Potter  
Ruth Reese  
William Shafer  
William Sheppard  
Charles Smith  
Charles Springer  
Dana Swan  
Steve Theophilos  
James Vaughan  
John Williams

Students

Jon Delano  
Peter Goldberger  
Tom Gowen  
Gary Greenspan  
Chris Laquer  
Greg Patrick  
Bob Sandhaus  
Tom Schiele  
plus one to be  
appointed

Faculty on Leave  
1970-71

John Ashmead  
William Cadbury  
John Chesick  
Harmon Dunathan  
Irving Finger  
Wyatt MacGaffey  
James Ransom

September 14, 1970  
Provost's Office

\*plus John Coleman and  
Gerhard Spiegler

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

15 October 1970  
4:15 p.m.

- A. The minutes of the meetings of 14 and 17 September were approved.
- B. 1. It was suggested that a letter of greeting be sent to Harris L. Wofford, Jr., and Marcel Gutwirth and John Spielman agreed to write it.
2. A memorial minute for Alfred J. Swan is to be written by John Davison and William Reese.
3. President Coleman spoke of his gratitude for the work of the faculty committees whose meetings he has attended and whose minutes he has read.
- C. Harvey Glickman reported that the Academic Council had held its annual open meeting. Among the topics discussed were the recruitment of black & women faculty, and the representation of students at meetings of the Academic Council. President Coleman read from a draft of a statement being considered by the Council, "Evaluation of Faculty Members" (Annex 1) on procedures to be followed in personnel cases, to make available the names of persons under consideration for reappointment, promotion or tenure, and to elicit from the wider community information which may be pertinent and useful. It was agreed that a revised version of this memorandum should be distributed, as an interim arrangement, with the understanding that the President is not restricted in seeking additional information through interviews for his own guidance and for the help of the Council in later stages of personnel reviews.
- D. 1. Marcel Gutwirth, for the Administrative Advisory Committee, reminded the faculty that we can draw on the Bryn Mawr Hospital's blood bank only if we contribute sufficiently to it. Dottie Archfield will telephone us occasionally in rotation to remind us to donate blood.
2. Colin MacKay reported for the Educational Policy Committee, (Annex 2).
- a. The faculty approved the recommendation of the E.P.C. for the routine approval by publication of proposals for course changes.
- b. The E.P.C. recommended that more time be allotted to discussions of educational policy, and that designated regular meetings of the faculty be reserved for this purpose. This appeared to meet with approval from all.
- c. The committee recommended and the faculty approved the proposal of a course by Norman Hannah, Political Science 356b, "The Cold War in Asia".
3. Douglas Miller, for the Faculty Research and Study Committee, urged that interested faculty members read carefully the Principles Governing Allocation of Faculty Research Fund. The deadline for the next consideration of applications is 13 November.

(continued)

4. Tom Gowen brought the faculty's attention to their responsibilities under the honor code by reading from pages 88-89 of "Information for Members of the Faculty". Questions of interpretation should be taken up in the first instance with Associate Dean David Potter.
5. John Spielman, speaking for the Committee on Student Standing and Programs, asked for deficiency reports on freshman whose grades are not above C, to be reported by 30 October, and reports on upper classmen by 6 November.
6. Harvey Glickman reported on the A.A.U.P. Haverford Chapter meeting of 7 October.
  - a. They hope that the term insurance proposed in Annex 6, minutes of 11 December, 1969, will be implemented.
  - b. They expressed their interest in the College budget, especially the expenditures for the faculty, and fringe benefits such as tuition refund and medical expenses. They questioned certain over-expenditures, particularly in administrative areas, in the 1969-70 fiscal year. President Coleman asked for suggestions as to how and what more information should be made available to the faculty in order to make their comments on priorities and allocations more helpful. He explained the necessity for some increased administrative costs, and that some increased costs were balanced by increased income.

The meeting adjourned at 5:40 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

Note: Annex I - "Evaluation of Faculty Members" - Distributed separately  
Annex II- Minutes - Educational Policy - 10/6/70-Distributed separately

### MEMORIAL MINUTE FOR ALFRED SWAN

We have lost in Alfred Swan a specially beloved friend and colleague. First professor of music and music department chairman at Haverford, he has left his stamp on the music department and set models of creativity and adventurousness for his successors to follow. He shone as conductor, lecturer, folk-song collector, musicologist, and composer. An expert on Russian church music, he contributed to its literature many new compositions that glow with a gentle radiance rare in music of our day or of any time; he also contributed much to piano and chamber music literature. As a music historian he published several books and many scholarly articles. As a teacher he was never pedantic, never dull; he encouraged the budding of the creative potential in each student.

He was a good friend to many, unfailingly kind and genuinely interested in all who crossed his path. He combined a childlike sense of wonder with the deep wisdom of age. Those who saw him as the archetypal absent-minded professor were surprised to learn that he had efficiently run an evacuation camp for nine hundred children in Russia during the First World War and helped to save them from the ravages of civil war. He was an enthusiastic swimmer and tennis player up to the last weeks of his long life. He was a great gentleman and a good man; his place in the hearts of all those of us who knew him is secure, and we shall miss him.

The Faculty of Haverford College wishes to express to Mrs. Swan and to Alexis Swan its most sincere condolences and sympathy in their loss.

## HAVERFORD COLLEGE

To: Faculty and Students

October 19, 1970

Subject: Evaluation of faculty members

The Academic Council (5 elected members of the faculty, meeting with the President, Provost, and Associate Dean) is charged with making recommendations to the President on all cases of new appointments, reappointments, promotions, and tenure within the faculty. The advice is confidential. The President, while not required to take the advice, will most often do so and will be expected to give the Council and the Board of Managers a full explanation of his reasoning if he departs from that advice.

Any faculty member or student who wishes to offer comments on a case under review by the Council is welcome to do so. The following procedure is being tried out this year:

1. To find out whose case is under review in any academic year, visit the office of either the President or the Provost and ask to see the list for the Council's agenda. That list will contain the names of present faculty members being reviewed for reappointment or tenure. However, faculty members who ask the President not to list their names in the agenda shown to people outside the Council will not be listed.
2. To offer comments on the teaching, scholarly ability, or community contributions of a faculty member under review, write to the person designated on the list as being the recommender for that particular case. The list will tell approximately when each case is to be taken up. Comments should always be sent in early in the season designated. (Thus, for cases scheduled for fall review, letters should be prepared now.)

Any comments made in this way will be treated confidentially, but members of the Council will be told who the evaluator is in each case. All such comments will be in addition to whatever is learned from those faculty members, students, and alumni whose evaluations are specifically sought out by the person handling the recommendation to the Council in each case.

WHAT COMMENTS ARE MOST USEFUL?

The College must aim high in its faculty decisions. The two most important decisions are the first reappointment (usually in the third year of a new teacher's career at Haverford) and the tenure decision (before the completion of seven years of teaching here or elsewhere.) In each case, the Council and the President must ask, "Is this the sort of person whom we would like to see stay on at Haverford until the age of 65?"

The most helpful comments are those then that speak to basic strengths

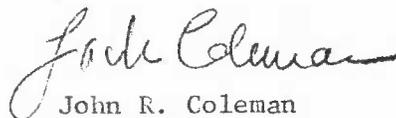
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To: Faculty and Students  
Subject: Evaluation of faculty members

October 19, 1970  
Page 2

and weaknesses in teaching, scholarship, and community service. Those comments should go beyond the superficial and the vague; they should cite evidence for the commentator's judgments about present performance and future potential. They should make the recommender's criteria for good or poor performance clear. They should of course be frank; but they should avoid cruelty and gossip.

To understand the College's rules and criteria for faculty reappointments and tenure a good place to begin is with the 1970 edition of Information for Members of the Faculty. (Faculty members have received copies; personal copies will be given to officers of the Students' Association, and the Library will have copies on reserve.) In that handbook, pages 9-13, 17-20, and Appendices II and III to Section I are the most relevant sections.

  
John R. Coleman

JRC:jc

From: Educational Policy Committee

Annex 2

15 Oct 70

To: All Faculty

Re: Proposals To Be Presented At Faculty Meeting of October 15

### I. Handling of Course Change Proposals

Background: Every year EPC must bring to the faculty for its approval a number of proposals dealing with routine changes in departmental curricula. Examples of these are a simple substitution of one course for another, a splitting of a course into two half courses, a course added for one semester only because of a temporary change in faculty composition. The mere mechanics of handling these proposals in faculty meeting can consume considerable time. Yet there is value in having these exposed to the faculty. On occasion even a routine proposal is improved as the result of faculty comment. It seems to us that this benefit can be retained, and concurrently some time saved in faculty meeting by adopting a somewhat different procedure for routine changes.

Proposal: We propose what is essentially a process of approval by publication for routine proposals. Any course change which the Educational Policy Committee classifies as routine will be published to the faculty and comment invited. After a period of at least one week, which necessarily includes one EPC meeting, it will either (1) be published a second time incorporating any changes resulting from faculty comment, or (2) if faculty comment is extensive be withdrawn from the routine category.

The proposal will not be brought to faculty meeting by EPC but will be considered as approved at the faculty meeting following the second publication unless a faculty member initiates questions at that meeting.

### II. Faculty Meeting Limited To Discussion of Educational Issues

Background: It is clear that the fraction of time in faculty meeting devoted to issues which are not directly related to education is steadily increasing. Yet education is the reason for our corporate existence. As a result we all feel the lack of a regular opportunity for extended discussion of important educational issues.

Proposal: We ask that the regular faculty meeting of April 15, 1971 be set aside solely for discussion of material brought to it by EPC. E.P.C. should bring to that meeting one or two issues which it sees as important. The success of this meeting will depend on the quality of the EPC presentation. If this meeting is successful we intend to further propose that in the following year two regular faculty meetings be designated by the Provost as being solely for the discussion of EPC business.

### III. Course Proposal From Political Science

Political Science 356b. The Cold War in Asia: Selected Cases Mr. Hannah

An examination of various forms of domestic and international pressures, competition and conflict, characteristic of the Cold War period, which have affected certain countries along the southern periphery of Asia. Particular attention will be devoted to specific cases involving Iran, Afghanistan, Burma, Laos and Thailand, examining operational problems and issues involved, as well as the significance for the U.S. Selected readings, seminar discussions and a research paper. Enrollment limited; priority to Political Science majors. Spring Term 1971.

Colin MacKay

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

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4:15 p.m.

- A. The minutes of the meeting of 15 October were approved.  
John Davison read a memorial minute for Alfred Swan, copies of which will be sent to Jane and Alexis Swan. Annex 1.
- B. President Coleman spoke of the financial problems of the College, the effect they may have on the kinds of students who come here, the fact that we will not be able to achieve a fully balanced budget next year because of large interest payments, (although the operating budget will be brought into balance) and the necessity of more economies in the future. This may possibly require a restudy of departmental structure, class size and course offerings, faculty tenure, public relations and printing costs, etc., but every effort will be made not to jeopardize the core educational work of the College.
  2. He invited faculty members to suggest names of candidates for honorary degrees. The character of the commencement exercises may be modified by the vote of the students to dispense with caps and gowns. The discussion pointed out that Commencement is a college community affair, so it was decided to ask the Educational Environment Committee (or the Academic Council) to consider this in consultation with students and to make a recommendation to the faculty.
  3. President Coleman introduced the principal subject of the meeting: women students at Haverford. We need a clear picture of the kind of student, education, and campus social life we desire. This determines how the College presents itself to prospective students and to the outside world. The Inter-College Cooperation Committee has been working on this problem, but is not ready to make a recommendation. After extensive discussion the faculty supported the recommendations of President Coleman that the College announce a decision to continue our policy of not admitting women for degree candidacy at this time and that this decision be reviewed again from one to two years hence. The faculty commended the work of the Inter-College Cooperation Committee in exploring new paths of cooperation with Bryn Mawr College.
- C. Harvey Glickman reported for the Academic Council.
  1. An ad hoc committee for religion has been appointed: ~~Waldman~~ (Chmn.), Bernstein, Bronner, Long, Luman, Showe, and Kee (Bryn Mawr).
  2. An ad hoc committee for mathematics has been appointed: D'Andrea (Chmn.) Connolly, Mosemoller, Partridge, Thompson, and someone from Bryn Mawr.
  3. Glickman also invited all faculty members to attend a meeting of the A.A.U.P. to be held 24 November, a joint meeting with the Bryn Mawr Chapter, at which academic freedom, especially with regard to West Chester State University, will be discussed.
- D. David Potter, speaking for the Educational Environment Committee, asked that Wednesday and Thursday evenings up to 8:30 p.m. be reserved for Glee Club rehearsals.

1. Robert Gavin reported on two recent meetings of the Board of Managers. Future capital improvements will be undertaken only as funds are available. Founders Annex will be renovated, providing three seminar rooms on the ground floor, and offices up-stairs. New Student Union facilities are being planned. The Development Committee has shifted some of its emphasis from buildings to endowment for scholarships and program. There is to be re-evaluation of the collection of paintings owned by the College. Some may have a very considerable market value, and could be sold for money for more useful purposes. Let Charles Stegeman and Edwin Bronner know your opinion in this matter.
2. Colin MacKay reminded the faculty of the publication of course proposals Philosophy 309b and 355 b, by the Educational Policy Committee. There being no questions these were approved. Annex 2.
3. John Spielman reported for the Committee on Student Standing and Programs. The number of deficient students is about as in recent years: 39 freshmen, 37 sophomores, 23 juniors, 15 seniors. A study of those students who had more than one deficiency revealed some who had still more deficiencies, which reveals that some faculty members have been deficient in making reports.
4. Gerhard Spiegler reminded the faculty of the decision of May 1970 to retain a budget for the Arts & Service Program. Faculty and students are encouraged to submit proposals to him for courses or projects, which are now, however, not for credit.
5. Thomas Gowen told the faculty about the cut-off of United Fund money from the Lighthouse. It was thought that this was because of the social action programs of the Lighthouse. He urged that we write to the United Fund to support the work of the Lighthouse.

The meeting adjourned at 6 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

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FIRST PUBLICATION

## COURSE PROPOSALS

The Educational Policy Committee has received the following course proposals which are tentatively classified as routine. Any faculty member who wishes to comment on these proposals should send his commentary to Colin MacKay. If there are no major changes suggested these proposals will be published a second time next week.

## 1. Philosophy

The following courses are proposed to be offered by Andrzej Zabłudowski, Sloan Assistant Professor of Philosophy of Science.

Phil. 309B Mon. & Thurs. 1-2:30

Observation and Theory

A. Zabłudowski

An analysis of some controversial problems concerning the structure of explanation in science, the cognitive status of scientific theories and the patterns of the growth of scientific knowledge.

(Explanation by the "covering laws" and other patterns of explanation in science. Deductive vs. probabilistic explanation. Explanation and prediction.-- Observational generalizations vs. theories. Theoretical concepts, "rules of correspondence" and models. The controversies concerning the status of theoretical entities and the function of scientific theories: realism vs. instrumentalism. -- Observational evidence and theoretical paradigms: the intricate ways of the growth of scientific knowledge.)

Readings from Nagel, Hempel, Popper, Duhem, Campbell, Braithwaite, Feyerabend, Kuhn and others.

Prerequisite: Permission of Instructor

Phil. 355B Tues. & Fri. 2:30-4

Philosophical problems of probability and induction

A. Zabłudowski

An examination of the traditional problem of induction, its modern treatments, and some related philosophical controversies concerning the notion of probability, the structure of inductive inference and the role of induction in science.

("Good and "bad" inductions. The paradoxes of induction. Can induction be codified? -- What is probability? The spectrum of competing interpretations. Probability and induction. -- Can we validate our inductive procedures? Hume's problem and its attempted solutions or "dissolutions". -- A controversy concerning the role of induction in science: inductive vs. hypothetico-deductive model of scientific cognition.)

Readings from Hume, Carnap, Reichenbach, Popper, Russell, Black, Goodman, Salmon, Strawson and others.

Prerequisite: Permission of Instructor

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

10 December 1970  
4:15 p.m.

- A. The minutes of the meeting of 19 November, with the exception of item B3 to be considered later, were approved.
- B. Some comments by faculty members subsequent to the November meeting questioned whether minute B3 was a correct statement of the sense of that meeting. President Coleman read that minute, and stated that the subject of coeducation will be under continuous review. He repeated his optimism for the prospects of effective cooperation with Bryn Mawr, itemizing possible educational and financial benefits. There is agreement on the importance of cooperation, and the recognition that cooperation will demand that we make some changes too. Coleman reviewed the sequence of the study of coeducation at Haverford: the release of the Report of Commission on Women Students at Haverford in the NEWS, September 18, the discussion of the report in Collection, October 20, and his memo to the faculty and statement in the NEWS both of November 6. There had been little response to these, perhaps due to the small print used for the report in the NEWS. There were suggestions of asking a special or a standing committee to study the subject of coeducation, but the consensus arrived at was that President Coleman would bring a recommendation for future action to the next faculty meeting. Thus minute B3 is accepted, but interpreted to mean that the subject is not closed and to be reopened in a year or two, but is to be under continuous review. Right on!
- C1. President Coleman reported that his proposal to the Board that his tenure of office be reviewed at a designated time did not seem likely to be adopted by the Board. However, he feels that he needs better feedback, especially from the faculty, about the operation of his office.
2. The question of faculty representation on the Committee on Intercollegiate Athletics was raised. It was felt that consultation with the Educational Policy Committee and the Educational Environment Committee would be adequate in addition to the faculty members already on the committee. Also that the report of the Committee on Athletic Program and facilities (May 1968) should be reconsidered before the Committee on Intercollegiate Athletics makes its report.
- D1. Harvey Glickman, for the Academic Council, reported that John McKenna is now the chairman of the Faculty Research & Study Committee, replacing Douglas Heath for one semester, and Josiah Thompson has been added to the committee; and that Robert Butman replaces Josiah Thompson as chairman of the Educational Environment Committee.
2. Marcel Gutwirth reported for the Administrative Advisory Committee on 1971-72 budget planning. Proposed savings may total over \$51,000 by reductions in infirmary, laundry and maid service, the Arts Series, the Arts & Service Program, the Computer Center, and an increase in faculty house rentals. All department budgets are likely to be reduced by 5%, with some modifications as may be justified.

(continued)

3. Richard Luman, for the Committee on Distinguished Visitors, reported that the Philips Fund money has been overspent. Few new requests can be granted, and those that have been approved have not been grants to departments, but were for specific proposals. If the commitment is not fulfilled, the grant is cancelled.
4. John Lester, chairman of a special committee to make recommendations about commencement, will report his recommendations to the faculty by campus mail, since the date of the next faculty meeting, 28 January, is too late.

The meeting adjourned at 6:05 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

28 January 1971  
4:15 p.m.

- A. The minutes of the meeting of 10 December were approved as written.
- B1. President Coleman announced that the Board of Managers has approved a sabbatic leave for Gerhard Spiegler in 1971-72. He will not be in residence. How the functions of the Provost's office will be performed is not fully clear yet but some substantial part of them will probably be divided between President Coleman and Associate Dean Potter.
2. President Coleman may accept an invitation to become involved in the next phase of the work of the Assembly on University Goals and Governance (the Meyerson Report). This would take some 20% of his time, over the next year and a half, and necessitate another assistant in addition to Zelbert Moore.
3. Coleman announced a series of informal evening sessions of students, faculty and administration to study the Meyerson Report, and asked those who would like to participate to let him know.
4. He spoke of Haverford's financial position. We will have a balanced budget, except for interest payments. We will be at our intended maximum size with 25 more students. It may be necessary in years after 1971-72 to decrease the size of the faculty or to reduce the rate at which faculty salaries have been increased. There are no easy or magic solutions to our financial problems.
5. The three-man Federal court has not yet decided our dispute with the Pennsylvania Higher Education Assistance Agency. The Board of Managers has encouraged us to take the suit to the U. S. Supreme Court if we lose this decision. However, college money will not be used for the legal costs involved, so contributions are requested.
6. During the second semester President Coleman plans to meet with departments individually to discuss cooperation with Bryn Mawr.
7. The President referred to his memo of 29 December (Appendix 1 and 1968 report) and the subject of the athletics program and facilities plans. It was felt that more members of the faculty who are interested in athletics should be heard from, so it was decided that the Academic Council should appoint faculty members to the Moore Committee, and that those who would like to serve should let that be known to Ariel Loewy.
- C. Ariel Loewy reported for the Academic Council. He mentioned Provost Spiegler's sabbatic leave of absence 1971-72. He asked for preliminary reaction to a proposal that members of the Academic Council who are members of the same department as a person being considered for promotion or tenure should not participate in the decision. There was no decision in this matter, but a number of faculty members raised doubts about the wisdom of such a further complication in Council processes.

(continued)

- D1. Richard Luman reported for the Distinguished Visitors Committee. The faculty accepted the Committee's proposal that departmental requests for Philips Visitors be limited to a maximum of \$5000 each for the first go-round of applications to the Philips Fund. Allocations may be less if the pattern of distribution is changed.
- D2. Robert Butman reported for the Educational Environment Committee (Appendix 2). He reminded the faculty of the hours when academic activities are to be scheduled, as set forth in Information for Members of the Faculty. Janet Henry can supply information that will minimize conflicts. The Academic Council will consider which is the proper committee to review our overall scheduling problems at this time.
- D3. Robert Stiefel, reporting for the Administrative Advisory Committee, asked that faculty members let him know what they think about the proposed College Work Requirement Proposal (Appendix 3).
- D4. Robert Gavin reported on the last meeting of the Board of Managers. A Long-Range Planning Committee has been established to consider the finances and the needs of the College for the next five to ten years. It will have faculty representation on it.

The meeting adjourned at 6 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

## HAVERFORD COLLEGE

To: The Faculty  
Subject: Athletics

From: John Coleman  
Date: December 29, 1970

Following up on our Faculty meeting of December 10, I attach to this memo a copy of most of the 1968 report of the Committee on Athletic Program and Facilities Plans. Long-time members of the faculty will have seen it before; newcomers will not. The only parts missing in this distribution are the pages on the physical facilities. Those latter pages do not seem to me to be of major interest today. Expanding physical education facilities are still prominently on the agenda for the College's future, but I see little likelihood of the funds coming forth in the near future to let us move ahead on this one. When we do start to move, we'll come back to the Faculty for advice. Meanwhile, if you are interested in the 1968 Committee's thoughts on the physical plant, a copy of the full Report can be borrowed from my office.

When the Report first was distributed, we had some Faculty discussion of the overall philosophy on athletics at Haverford. There was, as I recall it, approval of the statement of policy that now appears on page 175 and the top of page 176 in the current catalog of the College. But I suggested no formal discussion of the Report until the man who had just been appointed Director of Athletics had had time to take up office and to formulate his own views on the Report based on on-the-job experience. That accounts for silence in 1968-69. But I have no such satisfactory explanation for why I didn't bring it back to you in the 1969-70 year. Somehow, it just got lost on the agenda, in spite of reminders to me from a couple of faculty members.

We are now at a point where we need a further review of aspects of our athletics policy. We have said we will re-examine all aspects of our affairs in the light of new financial problems; that must apply to athletics as well as to other activities. The staff there and the students have a right to know where we expect to go in the years immediately ahead. That means there need to be some clearer signals about overall budgets, broad allocations within that budget (for example, among physical education, intramural sports, and intercollegiate sports), and plans for the status of the staff.

It was to review one part of our program, the intercollegiate sports section, that I set up the small committee chaired by Zelbert Moore. What involvement there is for faculty in that particular committee is something on which I have looked to the faculty for guidance. The December faculty meeting and some discussion in the Academic Council lead me to think some faculty members are willing to join in the discussions on intercollegiate sports but only as part of a broader discussion of issues raised by the 1968 report.

I therefore propose for your consideration that:

1. we open the floor at the next faculty meeting (January 28) for comments on any part of the attached Report to which members wish to speak. Such comments would be useful in the committee discussions mentioned below.
2. we then charge the Moore Committee with evaluating the 1968 Report in the light of today's conditions on campus; bringing such an evaluation back to the faculty, the student body and the administration for discussion; and going on from that evaluation to take up the specific question of recommendations on intercollegiate sports.

We urge full faculty participation in the Moore committee. (I am asking that committee to delay any meetings until after the Faculty meeting on January 28, but have urged Zelbert Moore to begin collecting data for its work.)

John Coleman

C O N T E N T S

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## I. Committee Assignment

Our directive comes from Provost Louis C. Green (Sept. 8, 1967), which states that our Committee

" . . . will be concerned with how our present program [in physical education] should develop and evolve -- in short, with what our program should be in the future and with the facilities which the College should have to make this program effective."

Our Committee, by personnel and by file records, is in touch with the work of last Spring's Gymnasium Planning Committee; it goes beyond the province of that Committee in that this new Committee considers the objectives of physical education in a new and expanded Haverford, and the curriculum, staff, and physical plant needed to assure that those objectives are achieved.

## II. Philosophy and Aims of the Department of Physical Education

The Physical Education Department stresses three elements in its program: the promotion of physical fitness as beneficial to physical and mental health, the attainment of proficiency in sports with "carry-over" value, especially in group endeavor, and the development of sportsmanship and community spirit through intramural and intercollegiate competition.

Physical exercise, physical fitness, and health are recognized to be important components in the life of the college student. The Department aims to guide the student to activities which are commensurate with his level of physical development while teaching him the physiological and psychological advantages of physical activity. The college medical staff advises the Department regarding each student to insure that programs are in keeping with needs and abilities.

The Department places special emphasis on providing facilities for and instruction in sports with "carry-over" value. Haverford's courses in physical education seek to insure that each student will develop both interest and proficiency in a sport which he can maintain after graduation.

The intramural program offers a variety of individual and team activities from which the student may derive the rewards and satisfactions of working with others and of sharing responsibility in a group endeavor. Intramurals also provide an important component in the recreational offerings of the college.

The athletic program as a whole, from basic instruction to intercollegiate competition, is concerned with the individual student's development and enjoyment. The sports selected are determined mainly by current student interest. As the consensus of the student body finds new activities to be more viable assets to the programs, or other activities to have lost their effectiveness, changes are

made in the sports offered as rapidly as circumstances permit.

\* \* \* \* \*

These aims are in part aspirations for the future; some of them we are not yet in a position to achieve. We suggest that, making these conditions clear, the substance of this statement might be included in the Haverford Catalog as the statement of purpose of physical education at Haverford, that it might be included on appropriate occasion in the Haverford College Athletics annual, and that it may possibly provide material for an Admissions or Publicity Office brochure.

III. Recommended Means for Achieving these Objectives.

A. Within the Physical Education Curriculum:

1. The tabulation on the following page gives a general overview of our present offerings, enrollments, and staff-time invested in Physical-Education courses at Haverford. There is much to recommend this program, and it has achieved some of our now newly-stated goals with distinction.

At other points the tabulation suggests clearly that the present program does not achieve what, by our stated aims, we wish to achieve at Haverford, and other Committee deliberations have led us to the same conclusion. The tabulation shows:

- a. 332 student enrollments in Sports Instruction, with 94 staff-instruction hours per week -- which is to say about 17 minutes per week per student;
- b. 515 student enrollments in Intramural Athletics, to which 27 hours of supervisory, instructional, and coaching time are devoted per week -- that is, slightly more than 3 minutes per week per student;
- c. 294 student enrollments in Intercollegiate Athletics, to which 219 instructional and coaching hours are devoted per week -- a bit over 44 minutes per week per student.

A study of Haverford's apportionment of budget to these three areas of physical education activity indicates even more strikingly the same unevenness in our support of the various parts of our undertaking in this department of the curriculum. [To some members of our Committee this unevenness is felt

OFFERINGS IN PHYSICAL EDUCATION, 1967-1968

1. Student enrollments are indicated in parentheses for each offering. Figures in brackets at the right margin of each of the columns of offerings indicate the number of hours per week of staff time devoted to instruction or coaching for each offering; (these figures do not include staff-time spent in planning, administration, and counselling).
2. All information here presented is based on winter and spring terms, 1966-67, and fall term, 1967-68.]

	<u>SPORTS INSTRUCTION</u>		<u>INTRAMURAL</u>		<u>INTERCOLLEGIATE</u>				
					<u>J.V.</u>		<u>VARSIITY</u>		
F A L L	Golf (38) [21] Tennis (30) [8] Beginning Intermediate Advanced Sports Instruction (27) [3] Touch Football Soccer Swimming (6) [6]		Touch Football (100) [3] Soccer (95) [3]		Soccer [10]	Football (35) [48] Soccer (18) [12] Cross-Country (16) [12]			
W I N T E R	Badminton (35) [10] Handball (20) [6] Body-Building (35) [5]		Basketball (120) [10] Volleyball (90) [4]		Basketball (12) [12]	Basketball (10) [12] Fencing (12) [5]	Fencing (8) [5] Wrestling (12) [6]	Wrestling (12) [6] Swimming (18) [13]	
S P R I N G	Tennis (80) Beginning (45) [6] Intermediate and Advanced (35) [6] Golf (25) [15] Sports Instruction (30) [3] Swimming (6) [6]		Softball (80) [3] Tennis (30) [4]		Baseball (11) [12]	Baseball (16) [12] Tennis (12) [6]	Tennis (8) [9] Track (40) [12] Golf (5) [15] Cricket (21) [12]		

to be an imbalance which might be rectified even with the present staff numbers; to others the unevenness has simply become visible in the light of our newly-formulated goals, and should be adjusted as we strengthen our resources to meet those new goals. Though the majority of our Committee perhaps favor the latter view, this is an issue on which we have not achieved agreement.]

The Committee is of the opinion that most resources should be invested in the basic and the advanced instructional programs. If a strong basic-instruction program could be achieved, only limited resources would be necessary for the intramural program (providing equipment and referees for the contests). The primary function of the intramural program could then be to provide opportunities to practice execution of the skills learned in the instructional program and to provide recreation.

It is obvious to the Committee that the present allocation of resources between basic and advanced instruction is incongruous with our stated aims for physical education. Steps must be taken to strengthen the basic instruction program by allocation of considerably more staff hours and Departmental funds in the near future. The achievement of our aims not only in the basic instruction area but also in the intramural program can be accomplished only by increased efforts in these areas

One could argue that advanced instruction and advanced achievement inevitably costs more than does instruction at more elementary levels; one could appeal to the apparent fact that other independent liberal arts colleges "with whom Haverford competes for applicants" show very much the same proportionate distribution of time and funds in their support of education in the Physical Education area. The Committee feels no necessity for an even balance per se in budget, staff, and other resources. Our newly-stated

aims, and the Haverford setting, give us a real opportunity for distinction in this direction: to find out the areas where elementary instruction may require greater resources, and where elementary instruction may be of deeper educational value; to develop further our capacity to meet students at many different levels of ability and achievement, and to bring them on, each at his own level of capacity, to the best achievement of which he is capable, to give new emphasis and vitality to our work in Physical Education.

The aims which we propose have led us clearly toward our proposals (below) as to physical facilities needed, facilities above all for carry-over sports which are now only barely sustainable, if at all, at Haverford-- swimming, handball, squash. The expanding student body at Haverford will of itself require expanded athletic facilities. Our recommendation here, and in D below ("Physical-Plant Needs"), is that new facilities be designed with particular attention to Haverford's need for greater strength in sports of carry-over value.

2. Again and again in our Committee discussions, we have become aware of the severe scheduling difficulties which exist in Haverford's curriculum, the more critically as the College expands. We have considered at some length

- (a) Our current plan, which reserves hours between 4:00 p.m. and dinner time for physical education and other non-academic pursuits;
- (b) Abolition of any time-schedule barriers whatsoever;
- (c) The underlying necessity, for Sports Instruction, Intramurals, and Intercollegiate Athletics, that there be a widely-acknowledged scheduled time for such education.

We conclude, and urgently recommend, that a special committee, with Physical Education Faculty representation, be appointed to review the whole question of scheduling in the Haverford educational process.

B. Outside the Physical-Education Curriculum:

The values and the joys of physical recreation run, we trust in the present and we intend in the future, through all curricular offerings of the Physical Education Department. Beyond the formal curriculum, we seek to provide for Haverford, much more abundantly than at present, the opportunity for "casual-recreational" participation in sports. The work in our three main areas of physical education must leave freedom also for the "un-enrolled" student to keep active in swimming, squash, tennis, handball, and other sports, "carry-over" and otherwise, in which student interest arises. The College should explore as well arrangements which might be made to make available recreational sports such as bowling and skating, making use of nearby off-campus facilities.

C. Staff Needs:

Detailed planning as to staff-allocation and rank we acknowledge to be, here as elsewhere in the Haverford structure, primarily in the domain of the administration. Our recommendations here are therefore general, and reflect, we believe, the direct implications of our stated Philosophy and Aims.

1. Staff needed to support new dimensions of our curriculum in physical education:

- a. Overwhelmingly our first need is for one, possibly two, faculty members whose primary gifts and allegiance are to Sports Instruction and to Intra-mural Athletics. We find an urgent and a primary need in this area.
- b. With active instruction in tennis, squash, and

badminton in the course of the year, we recommend that the College look forward to the appointment of a full-time "racquets" man, to instruct, coach, and coordinate these courses and activities.

- c. Absolutely essential, with the new swimming pool facility, will be the appointment of a full-time swimming coach. His time might well be engaged with other activities -- sailing? gymnastics? -- but a central direction of the swimming pool, its instructional, intramural, and intercollegiate use, is a necessity.
  - d. We urge strongly that the proportion of part-time instructors in Physical Education be reduced as much and as soon as possible. The "touch-and-go" relationship of the part-time instructor to the College and to the student body very generally has the effect of reducing the quality and the intensity of his impact in the educational process.
2. Recommendations of fuller and more effective use of present staff structure:
    - a. We recommend that the College consider appointing one member of the Physical Education Department as Associate Chairman of Physical Education, to serve as "control center" in the Chairman's absence, and to assist in making policy, budgetary, and administrative matters a concern of the whole department.

- b. With expanded facilities in physical education, the excellent services of the present trainer and supervisor of supplies and equipment will require supplemental assistance.
- c. Some staff means must be found to avoid the present overlap of the duties of assistant coach of varsity football and varsity coach of basketball.
- d. There has been a severe breakdown in the managerial system in several sports. Means must be found, through student aid or other resources, to solve this problem.

ote: Section III-D, which deals with Physical-Plant Needs is omitted from this version. A copy of that section is available in the President's office if anyone wishes to see it. - J.R.C.)

IV. PROPOSAL FOR ATHLETICS PLANS COMMITTEE PROCEDURE henceforth:

Our Committee asks for administrative guidance as to our directive and best procedure from this point on.

We see the work still to be done as falling into four fairly distinguishable categories:

1. Scheduling, and Curriculum Development;
2. Preparation of a Student Guidebook to Physical Education at Haverford;
3. Development of Physical Facilities; and
4. Staff Needs.

It appears to us that some or all four concerns might be, now or in the near course of time, be phased out from this Committee's domain.

We recommend that:

- I. Items 1 and 2 are ones on which our Committee, working through two "task-force" subcommittees, might profitably do further work. If our recommendation of a Special Committee on Schedule (above, p. 9) is approved, we assume that a member of the Physical Education Faculty will be a member jointly of this Committee and the new one.
- II. Items 3 and 4 would best be carried forward by the College administration,
  - (a) with Physical-Education Faculty representation on committees engaged with #3 ("Physical Facilities"), and
  - (b) with recognition that there should be some

[(b) con't.] degree of inter-consultation on #4 ("Staff Needs") and the "task-force" subcommittee dealing with #1 ("Scheduling, and Curriculum Development").

We refer these recommendations to the administration for advice and guidance at this stage.

Respectfully submitted,

John A. Lester, Jr., for  
Committee on Athletic Program and  
Facilities Plans

## Appendix 2

HAVERFORD COLLEGE  
Haverford, Pa. 19041

To The Faculty

January 28, 1971

From EEC, Robert Butman, Chairman

1. The hours already reserved by the faculty for extra-curricular activities must be strictly adhered to. Any exceptions to these rules must be passed by Dean Potter before the event.
2. That the administration <sup>should</sup> appoint an appropriate person or group to supervise the coordination and timing of extra-curricular events. It is expected that such supervisor(s) will consult all concerned and also work in cooperation with Bryn Mawr as much as possible. In case of difficulty the EEC may be consulted as mediator.

These proposals have the support of not only the EEC, but Tom Gowen, President of the Students' Council, Ken Ludwig, President of Arts Council, The Drama Club, Dr. Reese, Dana Swan, and myself, as well as Dean Lyons, Assistant Dean Kannerstein, various members of the faculty, including Doug Heath who has made an extensive survey of the value of these activities.

Appendix 3

28 Jan 71

HAVERFORD COLLEGE

To: Department Chairmen and Chairmen of  
Faculty Committees

From: Bob Stiefel

Re: College Work Requirement Proposal

Date: 12 January 1971

Dear Colleagues,

I have been asked by the President's Committee on a College Work Requirement to seek your opinions and advice on the proposed plan. I am enclosing a copy of the proposal in its present form, and I hope you will be able to find time to examine it and then share it with other members of the Faculty.

If interest moves you to send me a reply, would you try to give separate responses to the substance or principle of the proposal and to its particulars?

I have asked Gerhard Spiegler to place the Work Requirement Proposal on the agenda for the Faculty meeting of January 28th, but I do not expect we will get around to discussing it at that time. The final decision rests with Jack Coleman, and the committee assumes that he will wish to take action before Jim Lyons departs on his leave of absence. This means that the committee must consider your thoughts and advice in early February. The committee's final recommendation depends upon the nature of your response, as well as that of the students and staff.

Many thanks for your help,

Bob Stiefel

Hall 8  
Ext. 314

Report of the

PRESIDENT'S COMMITTEE ON THE WORK PLAN

December 22, 1970

Susan Bell '72	James W. Lyons, Chairman
Elmer J. Bogart	William A. Shafer, Jr.
Bruce L. Griffin '72	Robert E. Stiefel
Paul H. Haagen '72	Stephen P. Theophilos
Philip C. Hart '71	

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SUMMARY RECOMMENDATION

We recommend that every student be required, as a condition of graduation, to have worked for the College for at least 60 hours for each of six semesters.

We see two educational ends served by this requirement. For one, we seek to facilitate a greater sense of collegiate community that comes when all in the College share a common responsibility for the preservation of a healthy physical environment and mutually beneficial services. We also see this requirement as making a modest contribution to the economic plight of the College. Perhaps the surge of rising fees can be stemmed a bit, and the available resources of the College could be preserved for use in the more primary academic programs of the College. There is also a possible secondary economic benefit. If adopted this program might be favorably seen by potential donors for what it is--a unique campus-wide response to our economic plight.

THE WORK REQUIREMENT AND HOW IT MAY BE MET

Every student in order to be eligible for graduation, must have worked for the College for at least 60 hours for each of six semesters, or a total of 360 hours.

In those cases where a student is studying elsewhere for a year, he will be required to work at least five of his six semesters at Haverford. A student studying elsewhere for one semester only will not have his work requirement reduced.

A Bryn Mawr student living at Haverford will be expected to work for at least 60 hours for each semester she is in residence here. Since a Haverford student living at Bryn Mawr already has a work obligation in his dorm there, he will be given credit for 60 hours work for each semester he lives at Bryn Mawr.

It is unlikely that there will be a single pace of work to be followed in order to meet the work requirement. The varying time demands of students and of campus jobs lead us to envisage a variety of work schedules to choose from.

more skilled jobs will be done by our regular employees. The manual and semi-skilled work will be done by students. Some students may be involved in crew work on varying tasks such as raking leaves, clearing brush from the woods, shoveling snow, or washing windows. Others may have more regular or singular tasks such as sweeping a given corridor twice daily, emptying trash from waste baskets, washing chalk boards, or feeding the animals in the Psych lab.

We tend to favor getting students to work together in teams as much as possible. Thus, we may establish work teams that are available for a variety of tasks for a certain predetermined period of time each week. We've even thought of encouraging suite, entry, and corridor groups to try to free themselves for work at a common hour each week. If seven or eight members of a coed Lloyd entry were to form a work group for four hours each Saturday—the social ends would be better served than if all went their separate ways at odd times.

Finally, we do not feel that work in student government, athletic teams, social action programs, and other traditional student activities should count towards fulfillment of the work requirement.

*Administration of the work program is itself a job(s)*

#### ASSIGNMENT OF JOBS

We really don't know for sure. But we suspect the more important factors will be the student's skills, interest, schedule, seniority, and personal preferences.

#### FACULTY AND STAFF PARTICIPATION

As the social benefits to be attained by the proposed work plan are directed toward a more fully developed individual working within a true communal atmosphere, it would seem necessary to have as full a degree of faculty involvement in the program as is possible. We recognize the extra-academic demands now placed on faculty members' time by committee work and other community concerns; these activities are essential to the functioning of any type of community at Haverford today. We cannot make any demands upon the faculty to participate in the program, we would hope rather that faculty and administration members would become involved in the work program on their own initiative. We would welcome their assistance in initiating and, where possible participating in, specific activities within the work program.

ECONOMIC CONSEQUENCES

Because the Work Program does not suggest elimination of existing full-time staff, the labor contributed by unpaid students must be viewed more as enrichment than as replacement, at least as it is viewed against the background of current College resources. However, as budget constraints grow more severe and the background changes to reflect curtailment of services, the products of student labor may well come to replace services that would otherwise be dropped--services lost if the College were unable to replace retiring or resigning full-time staff. Both the short-term enrichment benefits and the longer-term replacement benefits are "product" or "service" benefits. But replacement has the potential of another blessing: cash savings. What are the consequences of the Work Program for the cash position of the College?

To simplify the discussion for the time being, let us assume the Program capable of instant acceleration--of running immediately at its full capacity and maximum efficiency; and let us assume that we can hold many economic variables constant.

We currently pay \$73,000 a year employing 250 students in term-time campus jobs. Roughly 70%, or \$51,000, of that amount is earned by students who are awarded their jobs as financial aid. Some of these jobs are provided by our participation in the Federal College Work Study Program (CWSP). For important social and economic reasons we shall have to continue participation in CWSP.<sup>1</sup> CWSP payrolls total \$21,000 from the Government and \$5250 in matching funds from the College. If we are to eliminate all other paid campus jobs, we must replace \$24,750 (\$51,000 less \$21,000, less \$5250) in financial aid. Conservatively, we can hope to develop \$6000 in off-campus employment reserved for aid recipients. This leaves a gap of \$18,750 which we will meet with additional College loan funds.

Now let's return to our \$73,000 payroll. Subtracting the \$21,000 Federal contribution, we find the College currently spending \$52,000 of its own

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<sup>1</sup> This has important implications for the Work Program. See Item 2 under summarized disadvantages of the Program.

Another perplexing variable is the fate of Federal Aid to higher education. The current trends of the administration in Washington suggest pessimism. Assuming that CWSP does continue, our position within that program will be enhanced over time as a function of increasing placement sophistication. As more off-campus jobs are developed, our costs will decrease because the employer provides the required matching funds; and increased off-campus CWSP jobs place the College in a more favorable position with respect to Federal funding guidelines.

The matter of increasing College loans is potentially the greatest single variable for two reasons: (1) the dollar amounts involved, and (2) the lack of empirical evidence on which to base a projection. This bears discussion in some detail.

In calculating the cost per year for a student to attend Haverford, we currently allow approximately \$500 in personal expenses (laundry, extra books, recreation, travel, etc.) beyond the fixed fees of tuition, room and board. In meeting the financial need of a student, we offer a "package" of scholarship, loan and campus job. We expect the first \$700 of aid to be "self-help", that is, loan and job. In most cases this is divided as \$300 loan, \$400 campus job. We do not specify how each part of the offer is to be applied in meeting expenses, but it seems (to reason and in fact) that most students use job earnings to meet personal expenses, since the job provides a periodic supply of cash, and most personal expenses are periodic out-of-pocket expenses. We know empirically that aid recipients do not typically earn all of the \$400 allotted them. Need analysis is not and cannot be precise, and the job provides a flexible form of aid that is drawn on as needed. The \$51,000 earned by aid recipients is appreciably less than the nearly \$100,000 offered.

Loans, on the other hand, are a form of aid drawn on before the year is under way and are in effect applied against predictable fixed expenses. They are thus more likely to be accepted than jobs, and with only few exceptions are accepted in the full amount offered. The trend over several years is unclear, but last year \$64,000 in loans was accepted against \$75,000 offered.

Now, if we were to offer a \$700 loan in place of \$300 loan and \$400 job, what would happen? If students were to undertake more loan obligation than they would job obligation, the additional loans required by the Work

figures, must be understood as speculation. In effect, we first described the program as it would have been had it been operating this year.

Second, by almost any reckoning the program cannot be seen as financial salvation for the College. Over a ten-year history, we can expect some reasonable contribution to the fiscal strength of the College. The short-term economic consequences might range from large losses to modest gains, dependent in greatest part on loan acceptance patterns, which depend in turn on a much more central variable: student attitudes.

Summary of Probable Trends in Long--Term  
Economic Consequences of the Program

FAVORABLE PROGNOSIS

- Placement sophistication
- Position vis-a-vis funding in CWSP (assuming CWSP continues)
- Repayment of loans

UNFAVORABLE PROGNOSIS

- Job market uncertainties
- Federal support to higher education
- Increasing loans to meet increasing costs.
- Foregone interest on loan principal

from the College. We see this function as naturally evolving as the staff coordinator comes to know students from more local work placement and evaluation contacts with them.

We envision the staff person as a man or woman with some professional training and experience in vocational guidance and placement, and with some managerial or personnel relations work experience. He or she must have those personal qualities that will lead to good relationships with students and staff alike.

#### A Coordinating Council

There is no good way to predict in advance all the variables and personal exceptions that will result from such a program and such a requirement. Many policy decisions and interpretations will need to be made. And some judgments about individual situations and exceptions.

Thus we foresee the need for the inevitable coordinating committee to attend to matters of policy, and with the authority to make individual exceptions to the work requirement. Such a committee should be primarily comprised of students, but with such staff, administration, and faculty representatives as seem appropriate given some experience with the program.

#### Evaluation of Student Work

The Committee recognizes the need for periodic evaluation of a student's work. Has he done work asked of him and at the times agreed to? Such evaluations should be a factor in making subsequent job placements, and could be a factor in deciding whether a student actually met his work requirement in a given semester.

#### EVALUATION OF THE PROGRAM

The committee is quite aware that this program will be difficult to organize and administer. There is every reason to believe that the program will be chaotic during its first year of operation and possibly only slightly less chaotic during subsequent years. So there is a real question about whether this program can be organized to work efficiently.

There are also questions about how real the projected social benefits will be. If the majority of students can enter into the spirit of the program without excessive grumbling about the inconveniences to their personal schedules, we think it will succeed. If, on the other hand,

Disadvantages

(1) The elimination of most paid campus jobs for students (some Federal Work-Study funds may have to be expended during the school year) will impose an inconvenience on some middle-income students; students who need to earn money for college expenses, but with need levels not high enough to qualify for financial aid. About \$20,000 of our work funds are earned by such students now. We say inconvenience rather than hardship because we hope to be able to arrange off-campus jobs through our new placement activities.

(2) In order to participate in CWSP--a participation necessary to the College's financial aid program, especially as the number of low-income students increases--we will have to retain some paying jobs on campus. CWSP is applicable to certain kinds of off-campus employment, but even at our best, we cannot expect to place all CWSP participants in off-campus jobs. This means one of two things: either we pay CWSP eligibles for their four hours Work Program job, or we allow these students to work beyond four hours weekly and be paid for anything over four hours. Each choice represents a kind of differential treatment, but such is economic necessity.

(3) We think the program will inject some chaos on campus since it will never properly account for the many variables inherent in successfully placing all students in so many jobs at the mutually best times. Thus the program will certainly be a source of new aggravations to students, and to employing departments.

(4) The program will demand from our employing departments the unusually high expenditures of time and patience that are necessary to plan and supervise the work of many part-time employees, and to cope with high turnover and absenteeism.

(5) The program adds a new and for some an unpleasant college requirement. There will be some students who simply won't like to work.

(6) In many instances, short-term (4 hours per week) work assignments will not be the most efficient way to accomplish the work tasks. Thus the 63,000 annual man-hours resulting from this program would not yield as much actual work accomplishment as would be the case if full-time employees worked the same number of hours.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

18 February 1971  
4:15 p.m.

- A1. The minutes of the meeting of 28 January were accepted as written.
2. Sidney Waldman asked if there were any objection to the presence at the faculty meeting of five of his students who are studying decision making procedures. There were none.
- B1. President Coleman stated that the Board of Managers would hold a retreat on 12 and 13 March at which the subject of faculty tenure would be discussed. The Academic Council will be invited to attend. The President will make a statement and the Provost will describe present practices regarding granting of tenure. Comments from the faculty are solicited. There are drawbacks to tenure, but there may be no better defense of academic freedom.
2. He asked the faculty to report student deficiencies before 18 March, so that the Committee on Student Standing can take effective action.
3. President Coleman has decided not to give 20% of his time next year to the work of the Assembly on University Goals & Governance as contemplated. There would have been advantages to Haverford for him to have done so, but there are good reasons for him to stay here full time next year.
4. He has decided that someone should be chosen to serve as Acting Provost next year. Suggestions of names should be addressed to the Academic Council, which will advise him. The President will also consult with representative students and senior administrators. He is particularly anxious to work closely with members of the faculty even with the post of Acting Provost filled.
5. The subject of the 1971-72 budget (Annex 1) was introduced with some remarks by the President. All information about the budget is open to faculty scrutiny except for individual salaries. A small surplus is anticipated except for interest payments of some \$450,000. The practice of increasing faculty salaries by 7-1/2% is in jeopardy (and 5% is more representative of increases other than promotion to higher rank). He spoke of his esteem for the Administrative Advisory Committee, and the helpfulness of their criticism. He asked the faculty to state if they want group life insurance, as previously recommended, even though it would have to be paid for out of money that would otherwise go to salary increases. Charles Smith discussed significant changes from the 1970/71 budget. The total allocation for faculty salaries will be increased by 7-1/2% although this will mean considerably less than that figure for many individual salaries; other salaries will total 5% more. Utilities, especially heating oil, will increase appreciably; so will property insurance. A 10% increase is budgeted for the Athletics Department, and

the Fine Arts Department costs are now in the budget. A special item is included to provide dormitory equipment required for the anticipated increased occupancy. Savings will be made by 5% cuts in most departments, by some reduction in administration and faculty personnel, elimination of laundry and maid service, and a reduction in the program of the Computer Center. He explained the benefits of four units of group life insurance for the faculty on a sliding scale from \$40,000 for a 30 year-old, to \$4000 for a 60 year-old) which would cost \$3500 a year, \$48 per person. The faculty agreed that they wish the college to buy this group life insurance.

- C1. Ariel Loewy reported that the Academic Council has decided against the proposal "that members of the Academic Council who are members of the same department as a person being considered for promotion or tenure should not participate in the decision."
2. Gutwirth and Hunter have been named to the Finance Projection Committee.
3. Shumer and Desjardins have been named to the committee reviewing aspects of the athletic program.
- D1. John McKenna, for the Faculty Research and Study Committee, asked that requests for grants be submitted before 1 March, when that committee will meet.
2. Edwin Bronner reported for the library. All departments are asked to review the list of the periodicals and to decide which they can not do without.
3. John Lester announced the plans for commencement, which is to be held on 25 May. The faculty will wear caps and gowns.
4. Robert Stiefel commented that evening classes frequently leave the classrooms in a mess, which is disturbing to the morning classes which meet before the janitors can clean the rooms.

The meeting adjourned at 5:55 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:cc

Haverford College

BUDGET

1970/71		
Current Restricted Funds	Current General Funds	Total
\$1,055,350	\$3,939,500	\$4,994,850
1,055,350	4,044,095	5,099,445
\$ -	(\$ 104,595)	(\$ 104,595)
	30,000	30,000
	170,000	170,000
	200,000	200,000
\$	\$ 504,595	\$ 504,595

SUMMARY

Income
Expenditures
Operating Surplus
Interest Payments
Gummere Hall
Bank Loan (\$3 million)
Under Investment of Endowment Funds (\$5 million)
<b>TOTAL DEFICIT</b>

1971/72		
Total	Current General Funds	Current Restricted Funds
\$5,375,249	\$4,308,325	\$1,066,924
5,350,140	4,283,216	1,066,924
\$ 25,109	\$ 25,109	\$ -
30,000	30,000	
195,000	195,000	
225,000	225,000	
\$ 424,891	\$ 424,891	\$

Note:		Estimated 1971/72	Actual 1969/70
Endowment Income	per page 2	\$1,145,000	\$1,076,000
Endowment Income	per page 3	223,000	202,000
Gross Income included		\$1,368,000	\$1,278,000
Deduct Measey Fund		66,000	66,000
		\$1,302,000	\$1,212,000
Deduct Interest on Underinvestment		225,000	214,000
Anticipated Cash Income 1971/72		\$1,077,000	\$ 998,000

Student Fees	1970/71	Increase	1971/72
Tuition	\$2,325	\$100	\$2,425
Room & Board (1)	1,300	200	1,500
Room & Board (2)	1,300	-	1,300
Unit	175	-	175
	\$3,800	\$300	\$4,100
	\$3,800	\$100	\$3,900

Annex 1  
18 Feb 71

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1970/71

1971/72

Current Restricted Funds	Current General Funds	Total
\$	\$1,511,250	\$1,511,250
	113,750	113,750
	18,000	18,000
\$	\$1,643,000	\$1,643,000
\$ 190,000	\$ 875,000	\$1,065,000
\$ 20,000	\$ 195,000	\$ 215,000
30,000	35,000	65,000
321,075		321,075
318,775		318,775
\$ 689,850	\$ 230,000	\$ 919,850
\$	\$ 20,000	\$ 20,000
\$	\$ 110,000	\$ 110,000
\$ 879,850	\$2,878,000	\$3,757,850

INCOME

1. EDUCATIONAL AND GENERAL

A. Student Fees

Tuition	\$1,697,500	\$1,697,500	\$
Unit Fee	122,500	122,500	
Other Fees	18,000	18,000	

TOTAL STUDENT FEES \$1,838,000 \$1,838,000 \$

B. Endowment Income \$1,145,000 \$ 910,000 \$ 235,000

C. Gifts and Grants

Alumni and Friends	\$ 230,000	\$ 210,000	\$ 20,000
Business Corporations	65,000	35,000	30,000
Foundations & all others	298,533		298,533
Sponsored Research	234,791		234,791

TOTAL GIFTS AND GRANTS \$ 828,324 \$ 245,000 \$ 583,324

D. Organized Activities relating to Educational Departments

Computer Center \$ 10,000 \$ 10,000 \$

E. Other Sources

Rental of facilities and miscellaneous \$ 125,000 \$ 125,000 \$

TOTAL EDUCATIONAL AND GENERAL \$3,946,324 \$3,128,000 \$ 818,324

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BUDGET

1970/71

1971/72

Current Restricted Funds	Current General Funds	Total
\$	\$ 500	\$ 500
	813,000	813,000
	100,000	100,000
	146,000	146,000
	1,000	1,000
	1,000	1,000
	<u>\$1,061,500</u>	<u>\$1,061,500</u>
\$ 147,000	\$	\$ 147,000
3,500		3,500
25,000		25,000
<u>\$ 175,500</u>	<u>\$</u>	<u>\$ 175,500</u>
<u>\$1,055,350</u>	<u>\$3,939,500</u>	<u>\$4,994,850</u>

INCOME (continued)

II. AUXILIARY ENTERPRISES

	1970/71	1971/72
Athletics	500	500
Dormitories & Dining Room	925,825	925,825
Faculty Housing	102,000	102,000
Bookstore	150,000	150,000
Infirmary	1,000	1,000
Coop	1,000	1,000

TOTAL AUXILIARY ENTERPRISES

\$1,180,325 1,180,325

III. STUDENT AID

Scholarships & Fellowships

	1970/71	1971/72
Student Aid	\$ 220,000	220,000
Prizes	3,600	3,600
Work Study Program	25,000	25,000

TOTAL STUDENT AID

248,600 248,600

TOTAL CURRENT INCOME

\$5,375,249 \$4,308,325 \$1,066,924

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BUDGET

1970/71

1971/72

Current Restricted Funds	Current General Funds	Total		Total	Current General Funds	Current Restricted Funds
<u>EXPENDITURES</u>						
L. EDUCATIONAL AND GENERAL ADMINISTRATION						
A1. Administration						
\$12,000	\$ 69,760	\$ 81,760		\$ 87,125	\$ 87,125	\$
	45,825	45,825	President's Office	43,505	43,505	
	8,000	8,000	Provost's Office	7,500	7,500	
			Ad Hoc Committee			
A2. Financial						
	25,589	25,589	Treasurer's Office & legal	30,800	30,800	
46,960	46,965	93,925	Development Office expenses	117,800	52,400	65,400
	129,500	129,500	Business Office	126,335	126,335	
\$58,960	\$325,639	\$384,599	<u>TOTAL ADMINISTRATION</u>	\$413,065	\$347,665	\$65,400
GENERAL						
B1. Student Services						
\$	\$ 69,025	\$ 69,025	Admissions	\$ 68,780	\$ 68,780	\$
	17,675	17,675	Recorder	16,700	16,700	
	21,600	21,600	Associate Dean	23,200	23,200	
	32,660	32,660	Dean of Students	34,385	34,385	
7,500	21,250	28,750	Buildings and Grounds	30,820	23,320	7,500
	29,505	29,505	Guidance Counsellor	30,405	30,405	
	48,000	48,000	Student Activities	55,650	55,650	
\$ 7,500	\$239,715	\$247,215	<u>TOTAL STUDENT SERVICES</u>	\$259,940	\$259,940	\$ 7,500
B2. Staff Benefits						
\$ 5,430	\$135,069	\$140,499	Faculty			
2,710	30,440	33,150	T.I.A.A.	\$136,505	\$129,285	\$ 7,220
485	13,110	13,595	Social Security	38,895	36,087	2,808
10,000		10,000	Medical Plan	16,500	16,000	500
240	4,620	4,860	Old Style Pensions	10,000		10,000
	5,900	5,900	Disability Insurance	4,380	4,080	300
	18,800	18,800	House Allowances	5,400	5,400	
	2,500	2,500	Tuition Grants	17,600	17,600	
			Moving Expenses	2,500	2,500	

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1970/71

1971/72

Current Restricted Funds	Current General Funds	Total		Total	Current General Funds	Current Restricted Funds
<u>EXPENDITURES (continued)</u>						
GENERAL						
B2. Staff Benefits (continued)						
Non-Faculty						
\$ 3,400	\$ 60,100	\$ 63,500	T.I.A.A.	\$ 69,500	\$ 65,730	\$ 3,770
500	28,000	28,500	Social Security	34,000	32,780	1,220
	7,000	7,000	Medical Plan	11,200	11,200	
	12,500	12,500	Non-Faculty Pensions	12,500	12,500	
	2,160	2,160	Disability Insurance	2,220	2,220	
	1,500	1,500	House Allowances	1,800	1,800	
	7,800	7,800	Tuition Grants	9,600	9,600	
\$ 22,765	\$329,499	\$352,264	<u>TOTAL STAFF BENEFITS</u>	\$372,600	\$346,782	\$ 25,818
B3. General Institutional Expenses						
\$	\$ 7,500	\$ 7,500	Alumni Association	\$ 7,500	\$ 7,500	\$
	27,625	27,625	Alumni Office	27,895	27,895	
4,250	33,710	37,960	Public Relations Office	37,442	37,442	
	-	-	Box Office	2,930		2,930
	7,500	7,500	Commencement & Parents Day	8,000	8,000	
14,000	45,000	59,000	Printing	42,468	29,473	12,995
	6,000	6,000	Subscriptions & Memberships	6,500	6,500	
1,000	22,750	23,750	Mail & Switchboard Service	22,750	21,750	1,000
	7,500	7,500	Insurance (general)	9,000	9,000	
	-	-	Board Committee Expense	1,500	1,500	
72,000	2,000	74,000	Speakers	76,000	2,000	74,000
	-	-	Long Service Awards	2,500	2,500	
	5,400	5,400	Addressograph Room	5,600	5,600	
1,500		1,500	Visitors' Committee	1,500		1,500
\$ 92,750	\$164,985	\$257,735	<u>TOTAL GENERAL INSTITUTIONAL EXPENSES</u>	\$251,585	\$159,160	\$ 92,425
\$123,015	\$734,199	\$857,214	<u>TOTAL GENERAL EXPENSES</u>	\$884,125	\$758,382	\$125,743

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Haverford College

BUDGET

1970/71

1971/72

1970/71			1971/72			
Current Restricted Funds	Current General Funds	Total		Current General Funds	Current Restricted Funds	
<u>EXPENDITURES (continued)</u>						
C1. Instruction						
\$ 74,475	\$1,056,400	\$1,130,875	Salaries	\$1,178,975	\$1,111,725	\$ 67,250
14,900	68,162	83,062	Supplies & Services	90,000	80,000	10,000
	41,500	41,500	Faculty Secretaries	42,000	42,000	
	9,000	9,000	Telephone & Telegraph	10,000	10,000	
20,000	20,000	40,000	Ford-Humanities Program	40,000	20,000	20,000
10,000		10,000	New Programs	10,000		10,000
<u>\$119,375</u>	<u>\$1,195,062</u>	<u>\$1,314,437</u>	<u>TOTAL INSTRUCTION</u>	<u>\$1,370,975</u>	<u>\$1,263,725</u>	<u>\$107,250</u>
	\$ 62,000	\$ 62,000	D1. Organized Activities Relating to Educational Departments			
			Computer Center	\$ 35,000	\$ 35,000	\$
			E1. Sponsored Research			
\$ 13,000	\$	\$ 13,000	Institutional	\$ 15,000	\$	\$ 15,000
100,000		100,000	Biology	106,461		106,461
20,000		20,000	Chemistry	6,360		6,360
30,000		30,000	Astronomy	-		-
20,000		20,000	Physics	-		-
-		-	Political Science	3,620		3,620
15,000		15,000	Psychology	1,350		1,350
90,000		90,000	Sociology	130,000		130,000
-	5,000	5,000	Faculty Research	5,000	5,000	
<u>\$288,000</u>	<u>\$ 5,000</u>	<u>\$ 293,000</u>	<u>TOTAL SPONSORED RESEARCH</u>	<u>\$ 267,791</u>	<u>\$ 5,000</u>	<u>\$262,791</u>
\$ 19,500	\$ 151,300	\$ 170,800	F1. Libraries			
	8,600	8,600	Salaries	\$ 181,045	\$ 159,055	\$ 21,990
61,000	14,000	75,000	Operating Expenses	9,200	9,200	
			Books, Binding, & Periodic	77,500	15,500	62,000
<u>\$ 80,500</u>	<u>\$ 173,900</u>	<u>\$ 254,400</u>	<u>TOTAL LIBRARIES</u>	<u>\$ 267,745</u>	<u>\$ 183,755</u>	<u>\$ 83,990</u>

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1970/71

1971/72

Current Restricted Funds	Current General Funds	Total
\$	\$ 48,800	\$ 48,800
	98,000	98,000
20,000	157,000	177,000
	6,000	6,000
	73,000	73,000
1,500	70,200	71,700
	51,075	51,075
<u>\$ 21,500</u>	<u>\$ 504,075</u>	<u>\$ 525,575</u>
\$	\$ 12,500	\$ 12,500
	9,000	9,000
	5,700	5,700
	19,350	19,350
	11,500	11,500
<u>\$</u>	<u>\$ 58,050</u>	<u>\$ 58,050</u>
<u>\$ 21,500</u>	<u>\$ 562,125</u>	<u>\$ 583,625</u>
<u>\$691,350</u>	<u>\$3,057,925</u>	<u>\$3,749,275</u>

EXPENDITURES (continued)

Gl. Maintenance & Operation

1. Plant

Supervision	\$ 52,750	\$ 52,750	\$
Janitorial Services	125,104	125,104	
Repairs to Buildings	188,400	168,400	20,000
Equipment	8,000	8,000	
Water, heat, light, & power	86,000	86,000	
Grounds	78,000	76,500	1,500
Security	55,700	55,700	

TOTAL PLANT

\$593,954      \$ 572,454      \$ 21,500

2. General

Property Insurance	\$ 22,400	\$ 22,400	\$
Auto Service	12,500	12,500	
Medical Plan	6,640	6,640	
Social Security	20,716	20,716	
Pension	13,044	13,044	

TOTAL GENERAL

\$ 75,300      \$ 75,300      \$

TOTAL MAINTENANCE AND  
OPERATION

\$669,254      \$ 647,754      \$ 21,500

TOTAL EDUCATIONAL AND  
GENERAL

\$3,907,955      \$3,241,281      \$666,674

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1970/71

1971/72

1970/71			1971/72		
Current Restricted Funds	Current General Funds	Total		Current General Funds	Current Restricted Funds
\$	\$ 124,570	\$ 124,570	II. AUXILIARY ENTERPRISES		
	158,100	158,100	Athletics	\$ 134,635	\$ 134,635
	-	-	Dormitories	135,000	135,000
	380,000	380,000	Special Equipment	16,000	16,000
	79,500	79,500	Dining Room	429,000	429,000
	43,000	43,000	Faculty Housing	82,000	82,000
	140,000	140,000	Infirmary	49,300	49,300
	6,000	6,000	Bookstore	144,000	144,000
			Serendipity Day Camp	6,000	6,000
\$	\$ 931,170	\$ 931,170	TOTAL AUXILIARY ENTERPRISES	\$ 995,935	\$ 995,935
			III. STUDENT AID		
\$ 334,000	\$ 29,000	\$ 363,000	Scholarships	\$ 390,000	\$ 20,000
	6,000	6,000	Fellowships	6,000	6,000
25,000	20,000	45,000	Employment	45,000	20,000
5,000		5,000	Prizes	5,250	5,250
\$ 364,000	\$ 55,000	\$ 419,000	TOTAL STUDENT AID	\$ 446,250	\$ 46,000
\$1,055,350	\$4,044,095	\$5,099,445	TOTAL CURRENT EXPENDITURES	\$5,350,140	\$4,283,216

CWS/jky

18 January 1971

2nd Draft-2 February 1971

3rd Draft-10 February 1971

Haverford College

CAPITAL DEVELOPMENT CAMPAIGN BUDGET 1971/72

DEVELOPMENT OFFICE

Salaries	\$37,070	
Expenses	15,330	
Consultancy Fees	<u>13,000</u>	\$65,400

PRINTING

Horizons		\$12,995
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FRINGE BENEFITS

T.I.A.A.	\$3,770	
Social Security	<u>1,220</u>	\$ 4,990
		<u>\$83,385</u>

CWS/jky  
11 January 1971  
2nd Draft-2 February 1971  
3rd Draft-10 February 1971

Haverford College  
Haverford, Pa.

Highlights

1971/72 Budget

Expenditures

1. Salary increases
  - a) Faculty. A sum equal to 7½% of Faculty Salaries provided.
  - b) All Others. 5% increase.
  
2. Increases outside our control:
  - a) Oil, electricity and water have risen or will rise considerably.
  - b) Insurance premiums.
  - c) Some fringe benefit costs.
  
3. M & O plus dormitories. See analysis. This included a special one time appropriation of \$16,000 for dormitory equipment to help furnish for overcrowding, etc.
  
4. Scholarships. More funds available from restricted funds, hence the lower sum from unrestricted sources.
  
5. Savings made:
  - a) 5% cut from 1970/71 expenditure levels (not salaries) made where possible.
  - b) Staff savings - Business Office - 2 staff - \$10,000  
Faculty - 2 staff - \$20,000
  - c) Laundry service to students eliminated - \$ 9,000
  - d) Maid service in the dormitories to be discontinued - \$20,000
  - e) Computer Center. Reduction of program.
  - f) Scholarships. Less to be taken from current funds.

CWS/jky  
12 February 1971

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

11 March 1971  
4:15 p.m.

1. The figure of 7-1/2% in minute 5 of the meeting of 18 February was challenged. It was explained that more explicit data would be available soon, and that 7-1/2% was not incorrect. It was agreed that the minutes should stand as written.
2. President Coleman commented on a number of things that reflected well on the College. He heard very encouraging reports from those alumni on the west coast whom he had just visited. Our admissions position is good; applications are down 3% (which is less than for other prestige institutions), but quality stays up. We are second in percentage of Woodrow Wilson Fellowships. New leaders of the student government are rapidly taking hold of their responsibilities. He is grateful to the Educational Policy Committee and its leadership, and to the Academic Council for its service. The cost of faculty group insurance will not be at the expense of salaries next year, because it had already been provided for in the budget which goes to the Board this weekend. Progress is being made in cooperation with Bryn Mawr: Bryn Mawr women may major in Haverford departments which have no counterpart at Bryn Mawr (Astronomy only so far).
3. Haverford and Bryn Mawr will consider jointly their social responsibility with regard to financial investments. How should proxies be handled? What considerations other than maximum return in our sale or purchase of securities?
4. The seniors want to be presented for their degrees at commencement by the chairmen of the departments.
5. The faculty, at its meeting 19 March 1970 decided that classes would be cancelled and a colloquium held on 14 April 1971. Is this still the desire of the faculty? The decision stands, pending a workable proposal from student leaders for the day.
6. Great difficulties are being encountered in scheduling the freshman-sophomore inquiries. Full participation by the faculty is requested. Should all classes be cancelled at the time of the inquires?
7. The Board of Managers will meet on campus tomorrow and Saturday. They will consider: What Haverford looks for in students; Is Haverford a Quaker college?; Tenure.
8. A memorandum from the student government asks that the President and the Second Vice-President be permitted, *ex officio*, to attend all faculty committees on which there are student representatives.

(continued)

Minutes of the Faculty Meeting of 11 March 1971

Page 2

9. We have a good record of admissions to graduate schools, but too many students appear to have no plans, and we do too little to assist them to find employment.
10. Charles Smith starts his leave of absence this weekend. Stephen Theophilos will be Acting Business Manager.
11. Members of the Academic Council will canvass the faculty for their thoughts about several persons most frequently suggested for the position of Acting Provost.
12. The appearance of many classrooms leaves much to be desired. How can they be improved? We need to enforce no-smoking rules. Better and more visible no-smoking signs are needed too. Performances in Roberts Hall should be stopped if persons in the audience smoke.
- Bl. The report of the Educational Policy Committee was presented by Colin MacKay. The faculty approved all the recommended new course offerings (those in psychology for one year only), see Annex 1, 2, 3. The faculty also approved the substitution of one semester of Freshman English for one of the present two semesters of Freshman Seminars.
2. Marcel Gutwirth, reporting for the Administrative Advisory Committee, suggested that a Householders' Association be formed, so that problems of faculty housing could be considered without involving the time of the entire faculty. Comments are solicited before the May faculty meeting, at which time a proposal will be presented for faculty action. He also asked that comments be sent to him on the subject of mortgages for faculty houses. The Finance Committee of the Board does not favor the low 4-1/2% rate when the College is in debt and paying higher rates on its indebtedness.
3. Ariel Loewy reported for the Academic Council. The scheduling of classes has become more difficult, requiring the use of early morning hours, and Saturday morning. The Associate Dean and the Provost will make a proposal for the E.P.C. to bring to the faculty. Students have asked to have two representatives on the Academic Council. What are the reactions of faculty members?
4. It was proposed from the floor, and the faculty agreed, that if the President senses that there be no great desire for a colloquium on 14 April, that he should cancel it.

The meeting adjourned at about 5:58 p.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

EDUCATIONAL POLICY COMMITTEE

## FIRST PUBLICATION

## COURSE PROPOSALS

The Educational Policy Committee has received the following course proposals which are tentatively classified as routine. Any faculty member who wishes to comment on these proposals should send his commentary to Colin MacKay. If there are no major changes suggested these proposals will be published a second time next week.

1. History

Approval for one year only is requested for the following:

History 261a     History of Traditional China                     Mrs. Borei

A general survey of Chinese civilization to the beginning of the nineteenth century. Lectures and discussions will deal topically with such themes as Confucianism and the growth of the Chinese bureaucracy.                     No prerequisite.

History 262b     History of Japan                                     Mrs. Borei

A general survey of Japan's institutional and cultural development, concentrating on the pre-modern and Meiji periods.     No prerequisite.

History 354b     Topics in Far Eastern History                     Mrs. Borei

Seminar meetings and reports based on primary sources in translation and on interpretive essays. Topic for Spring 1972: Intellectual response to modernization in China (1840-1950). Prerequisite: History 261a or consent of the instructor.

The addition of these courses to our offering next year is made possible by the engagement of Mrs. Dorothy Borei at one-half time to replace Linda Gerstein who will be on leave. It makes it possible for us to respond to long-standing student demands for courses outside the traditional fields of European and American history. Similar courses were formerly taught by Hugh Borton, but have not been available to our students except at the University of Pennsylvania since his retirement.

2. Economics

After a one year lapse the Economics Department proposes re-instatement of the course in Economic Accounting formerly offered by Howard Teaf. Vernon Dixon, who will join the Department next year, will teach the course.

An introduction to the theory and practice of classifying, recording, and evaluating the activities of business firms and the sectors of and economy. Brief treatment of the accounting cycle, corporate reports, an integrated system of national accounts, inter-industry accounts, and some concepts in social accounting. Prerequisite: Economics 101ab

3. German

For one year only

German 357a Advanced Topics in German Literature Mr. Cary

Thomas Mann. A study of selected major works.

Prerequisite: Consent of Instructor.

4. Religion

Professor Daniel Larkin joins the Department of Religion next Fall. We ask approval of the following additions to the curriculum in Religion. At this time we ask approval for one year only.

Religion 251a Religious Structures: Ancient Near East Mr. Larkin

Study of cosmology, cosmogony, functions of temples and cult places, rulers, and urbanization in relation to religious development.

Prerequisite: Religion 101 or consent of instructor. Limit: 30

Religion 252b Religious Structures: The Synoptic Gospels

Study of themes in the Gospels, their relations to themes in more ancient Near Eastern religions.

Prerequisite: Religion 251a.

These courses were planned as part of a three year cycle of offerings by Professor Larkin. We will present the rest of the proposal later on in the semester.

5. Political Science

For one year only.

Political Science 224a The Military and Politics Mr. Glickman

A comparative study of civil-military relations with special regard for the military as a system of power in a number of constitutional and political settings. Exploration of military coups, military governments, and "the military-industrial complex."

Prerequisite: Political Science 151a or 152b or consent of the instructor.

6. Physics

The Physics Department proposes the following changes in its program. These changes alter emphases in the Department program, but leave its fundamental structure unchanged. The changes are:

- (1) Alteration of the content of Physics 213a. Currently this course is entitled Electromagnetic Waves. The new course description will be

Physics 213a Physics of the Earth and Its Atmosphere  
Four hours including laboratory.

Fundamentals of thermodynamics, hydrodynamics, kinetic theory, electromagnetism and wave propagation will be developed and applied to man's physical environment. Phenomena to be discussed include the structure of the atmosphere, cloud formation, the earth's radiation balance, the dynamo theory of geomagnetism, the aurora, wave propagation in the ionosphere, ocean waves and tides, and seismic probing of the earth's interior. There will be some discussion of human environmental modification such as climate changes and shock waves. This course is intended to be of interest to anyone concentrating in the sciences. Prerequisite: Physics 116b.

- (2) Offering Physics 311 in the Spring term. Currently it is permanently scheduled for Fall term.
- (3) Dropping Physics 214b, Electric and Magnetic Fields. The subject matter of this course will serve as the subject matter of Physics 317a, Mathematical Physics, in alternate years. This material will first be offered in the Fall of 1972-73. Physics 214b has a required laboratory. Physics 317a does not.

Colin MacKay

date?

From: EPC

To: All Faculty

Re: Physics Course Proposal

After consultation with the Physics Department we recommend approval of the change in content of Physics 113a and 114b described below.

113a. Elements of Physics I, Light and Sound

Four hours, including one laboratory period.

This course will develop physical descriptions of light and sound. Relevant aspects of classical mechanics, electricity, and atomic physics will be presented. Interference, photons, the laser, and holography will be among the topics discussed. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed. This course will satisfy one-half of the pre-medical requirement in physics.

No prerequisite

114b. Elements of Physics II, Electricity and Atomic Physics

Four hours, including one laboratory period.

Fundamental concepts of contemporary physics will be presented with particular emphasis on the conservation of energy, momenta, and charge. Elementary circuits will be analyzed and studied in the laboratory. Some topics in atomic and nuclear physics will be developed. Those mathematical concepts beyond high school algebra which are necessary for the course will be developed as needed. This course will satisfy half the pre-medical requirement in physics.

No prerequisite.

Of note is the fact that the separation of the old Physics 113a, 114b into two distinct courses each with an independently defined content, allows the second semester Physics 114b to be offered without 113a as a prerequisite. Students can thus begin Physics with either course.

Colin MacKay

Annex 2

11 March 71

From: EPC

To: All Faculty

Re: Attached Proposal

Psychology

The attached proposal has been submitted by the Psychology Department. This is the first proposal EPC has had which attempts to comply with a mandated staff cut. As such it raised difficult questions. Some are: How should areas in which cutbacks are to be made be determined? What role, if any, should EPC play in the process? What criteria should be used in reformulating programs? Should EPC raise questions with Departments regarding the distribution of efforts among general, freshman, and major programs? We have not had time to consider these adequately. However, the program proposed seems to us to be sound given the limitations within which it must be set up. Therefore we recommend approval for one year only. WE will recommend to next year's EPC that it both review procedures for handling cutbacks, and the Psychology Department.

#### DIGEST

1. Eight courses are dropped, and five added. The net decrease in offerings can be held to three on the assumption that the course in Abnormal Psychology is taught by someone from outside the Department, and because of a small increase in departmental teaching loads.
2. The area represented by Rowe disappears from the curriculum.
3. Major requirements are revised to reflect the curriculum changes. There is no increase in major requirements.
4. Some prerequisites are altered to fit the new offerings.
5. The 345b description is somewhat altered.
6. The Senior Program, Psychology 399, is modified.
7. Some courses are exchanged between the Spring and Fall semesters.

#### SUMMARY

121 a. Individual In Society (Perloe)	DROPPED
136b. Social Psychology (Perloe)	136a. Social Psychology (Perloe) (Change in prerequisite and semester offered.)
307a. Social Psychology of Attitude (Perloe)	307b. Social Psychology of Attitudes. (Perloe) (Change in semester)
018a,b. Games, Decisions and Actions. (Rowe)	DROPPED
235a Perception and Cognition (Rowe)	DROPPED
340. Mathematical Thinking in Psychology (Rowe)	DROPPED
341e. Brain, Behavior, and Experience. (Rowe)	DROPPED
	224b. Theory and Research in Personality. (Vaughn)
153 d,e,g. Social Science Statistics (Staff)	DROPPED
399. Senior Program	399. Senior Program. (Change in content.)
351. Research Topics.	351 Research Topics
480. Individual Study	480. Individual Study.

#### MAJOR REQUIREMENTS

Old	New
130b. Animal Learning	111a. Introductory Psychology.
136b. Social Psychology	112b. Introductory Psychology
223a. Theories of Personality	130b. Learning.
235a. Perception and Cognition	223a. Theories of Personality (or 224b. Theory and Research in Personality)
153. Social Science Statistics	2 advanced courses.
2 advanced courses	399. Senior Program.
399. Senior Program	

From: S. Perloe

March 1971

To: Educational Policy Committee

Re: Changes in Psychology curriculum

The Psychology Department is proposing several course changes as a result of a cutback in our faculty, changes in interest on the part of its members and experiences with its senior program. The Courses to be dropped are:

018a,b	Games, Decisions and Actions	Mr. Rowe
121a	The individual in society (This course was never actually taught; it was bracketed for 1970-71.)	Mr. Perloe
130b	Animal Learning and Ethology	Mr. D'Andrea
153d,e,g,	Social Science Statistics	Staff
235a	Perception and cognition	Mr. Rowe
340b	Mathematical thinking in psychology	Mr. Rowe
341e	Brain Behavior and experience	Mr. Rowe

Five new courses will be added. Two will be beginning courses that will enable the Department to handle the large number of students seeking instruction at this level. One of the beginning courses will permit students to get a more active introduction to psychology than at present and may make it possible to cooperate more closely with the Bryn Mawr Psychology Department at the elementary level. One of the changes is simply a return to a course previously offered as a substitute for one which has to be dropped because of a cut in the faculty.

111a	INTRODUCTORY PSYCHOLOGY	Mr. D'Andrea Mr. Perloe
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Three hours of lecture and optional discussion sections.

The course will treat selected core problems in the objective study of behavior and experience. Topics will include: conditioning and learning, individual differences, emotion, motivation, psychoanalytic theory, and perception.

112b	INTRODUCTION TO PSYCHOLOGICAL RESEARCH	Mr. D'Andrea Mr. Perloe
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Students working in small research groups will deal with issues of current interest in psychology. After examining relevant research literature, each group will define a specific problem, design an experiment or field study to investigate the problem, execute the study and prepare a comprehensive report of the research. Students will work on two issues during the semester which they will choose from a set prepared by the course instructors. The course will also provide an introduction to basic statistics.

Prerequisite: Psychology 111a or its equivalent and consent of instructor.

- 130a LEARNING (Return to old learning course, Psychology 14,  
instead of Animal Learning and Ethology)

Three seminar hours and three laboratory hours.

The course focusses on the theoretical interpretations of learning in humans and animals, with emphasis on the empirical evidence on learned behavior. Topics covered will include classical and instrumental conditioning, memory and forgetting, S-R and cognitive models of learning, and learning sets and problem solving. The laboratory will include research in both human and animal learning.

Prerequisite: Psych. 111a or 112b or permission of instructor in lieu of Psychology 112b. Enrollment limited to 20.

- 224b THEORY AND RESEARCH IN PERSONALITY Mr. Vaughan

Approximately one half of the course will concentrate on basic theories of psychoanalytic, behavioristic, and existentialist writers. The focus will then shift to specific research problems derived from these and other theories. In connection with the second part of the course, students working in groups will design and carry out small exploratory studies utilizing clinical research techniques.

Prerequisite: One course in psychology and permission of the instructor. Students will not be permitted to take both Psychology 223a and 224b.

- 343b PERSONALITY IN THE POST INDUSTRIAL SOCIETY Mr. Heath

The course will explore the effect of different societal and cultural trends on the post-industrial society on the healthy development of individuals. Following an intensive introduction to the effects of societal institutions on personality development, small work groups will study topics like the psychological effects of extended leisure, automation and technology, mass media, changing family patterns, bureaucratization and other societal trends. Where possible, empirical studies in the field, site visits, and other field experience will be encouraged.

Prerequisite: Psychology 223a or 224b and permission of instructor.

The following catalog changes will be necessary:

- 136b SOCIAL PSYCHOLOGY Mr. Perloe  
Prerequisite: Psychology 111a or its equivalent or consent of instructor.
- 223a THEORIES OF PERSONALITY Mr. Heath  
Prerequisite: One course in psychology and consent of the instructor.
- 238b LANGUAGE Mr. D'Andrea  
Prerequisite: Psychology 111a or consent of instructor.  
Limit: 30.

- 345b ANALYSIS OF BEHAVIOR (Slight alteration in course description) Mr. D'Andrea  
Three seminar hours and three laboratory hours.

The course systematically formulates and analyzes the problem of scientific method, learning, motivation, and emotion in terms of the principles of operant and respondent conditioning. Detailed analyses will be made on such problems as primary and conditioned reinforcement, reinforcement schedules, and avoidance conditioning. Class discussions will emphasize the epistemological and empirical foundations of radical behaviorism. The laboratory will involve the study of an individual animal's behavior (e.g., acquisition, extinction, discrimination). Prerequisite: Psych. 111a or 112b or permission of instructor in lieu of Psychology 112b. May be taken without laboratory: Prerequisite 111a. Limit: 12 in laboratory.

Offered in 1970-71 and alternate years.

We also propose to change some aspects of our senior program. These do not involve changing courses but do involve changing the credit received for courses.

399(I have no idea what letters to use for reasons that will become clear.)

This will normally be a single credit course spread over the two semesters. The core of the program will be the preparation of a senior thesis. This will be a comprehensive, detailed, critical review of work on a specific issue in the field of psychology accompanied by relevant empirical material collected by the student. The empirical aspect of the work may consist of a laboratory or field experiment, a survey, a set of depth interviews, a program of systematic observation of some natural process, or some other form of disciplined contact with data. When necessary, a student may complete the entire credit during the fall semester; in that case he will still be expected to participate in the discussions of the theses at the end of the second semester. Students will also be expected to attend some lectures and discussions involving visitors to Haverford and neighboring schools. The normal half credit per semester load may be increased to a full credit if a student's research requires an unusually large time commitment or if he wishes to work as an assistant in one of the Department's courses.

#### Revised Major Requirements

Major requirements would be changed so that students would be required to take Psychology 111a (or its equivalent), 112b, 130b (Learning), 136b (Social psychology), 223a (Theories of personality) or 224b (Theory and research in personality), 399 and at least two additional courses in psychology as determined in consultation with the student's advisor. When we return to our full complement of four men we will restore the course in cognitive processes to its status as a required course.

# Annex 2

## Changes in Psychology Curriculum

4.

(( March 1971

We intend to include the following statement in our description of requirements: "Students whose interests fall outside the scope of the major program in psychology are encouraged to arrange interdepartmental or other special major programs. "Final approval of such programs will rest with the Committee on Student Standings and Programs."

Honors will be awarded to majors showing exceptionally high attainment in their course work and whose theses are of superior quality. Candidates for honors may be asked to take a written or oral examination.

### Time Changes

We would like to move the Abnormal Learning and Social Psychology courses to the first semester and the Attitude and Analysis of Behavior courses to the second to even out the demand on our lab facilities. The new curriculum would be as follows:

#### Fall

015a	Contemporary topics in psychology	Heath
111a	Introductory Psychology	D'Andrea and Perloe
130a	Learning +lab	D'Andrea
136a	Social Psychology +lab	Perloe
201a	Comparative Psychology	Bryn Mawr
202a	Motivation	Bryn Mawr
223a	Theories of Personality	Heath
301a	Physiological Psychology	Bryn Mawr
346a	Abnormal Psychology	Vaughan
351a	Research topics in psychology	Staff
399	Senior program	Staff
480	Independent study	Staff

#### Spring

012b	Aggression	Perloe
112b	Introduction to psychological research	D'Andrea and Perloe
201b	Animal learning	Bryn Mawr
224b	Theory and research in personality	Vaughan
238b	Psychology of Language	D'Andrea
307b	Social Psychology attitudes +lab	Perloe
343b	Personality in Post-Industrial Society	Heath
344b	Development through the life span	Heath
345b	Analysis of Behavior	D'Andrea
399	Senior Program	Staff
480	Independent Study	Staff

11 March 71

To: All Faculty

From: EPC

Re: Replacement of One Freshman Seminar by Required English Course.

Last Fall EPC and the Freshman Seminar administrative staff conducted a review of the Freshman Seminar program.

An important input into this review was the survey of students and teachers in the program conducted by Frank Quinn, Dick Lubarsky, and Dave Potter.

When the program was initiated it had several aims:

- (1) To capture and build on the enthusiasm of freshman by providing them with an opportunity to join in the study of some interdisciplinary area not usually covered in the curriculum.
- (2) To involve the entire faculty in the type of close instruction inherent in a form where classes were held to twelve students and tutorial sessions were held.
- (3) To improve the advising at the College by making the freshman seminar instructor the advisor. Thus each student would be advised by a faculty member with whom he was in close contact.
- (4) To serve the needs of the student for training in reading and writing.

Our judgment is that in general the program is a success, although the last three of the listed aims have not been totally realized.

Of particular concern is the development of skills in expository writing, since clear writing is not only convincing evidence of clear thinking, but is a central requirement of many of our later programs. Both student and faculty responses to the Seminar questionnaire indicate the desirability of strengthening the writing training in the freshman program. These responses also indicate less enthusiasm for second semester seminars on the part of both students and faculty. In part this may reflect a natural lessening of freshman enthusiasm in the second semester, but the pattern of answers in the questionnaire also indicates less enthusiasm for a second seminar than for the first.

These considerations lead us to recommend institution of a one semester required English course for all freshmen. This requirement would be met in either the first or second semester. The course would be on the model of the old English 11, and would have the same format, two discussion periods and one tutorial weekly, with each student writing a paper every second week. The reading would consist of literature covering several genres. Much of it would be common to all sections, re-introducing a common experience to the whole freshman class. The emphasis would be on reading chosen to stimulate writing, and on the teaching of competence in the writing of expository prose. Grading would be in the form of written evaluations.

The assumption of the responsibility for this course will relieve the English Department of any responsibility to the Freshman Seminar program. The current contribution of the Department to the seminar program will provide the bulk of the staffing needed for this course. It is expected on the basis of past experience with English 11-12 and current experience at Bryn Mawr with their introductory program, that 24-36 freshmen will be exempted from the English requirement on the basis of superior achievement in writing as judged by the English Department. Despite this, two part-time staff members will be needed to man the program.

In addition to the institution of a required one semester English course we recommend that the faculty

- reaffirm that training in writing is an aim of the freshman seminar program
- reaffirm the practice of stating expectations for writing in the seminars in terms of norms.

The advantages of this proposal as we see it are:

- (1) Each freshman will be assured one semester of training in writing by someone particularly trained for this.
- (2) Although those in the seminar program will still bear a responsibility for training in writing, they will be assured that this responsibility is shared with a member of English department.
- (3) Every seminar for a student will be a "first seminar", and insofar as this new experience generates enthusiasm, all seminar instructors can capitalize on it.
- (4) This format will bring us closer to the Bryn Mawr model. Such a drawing together is a necessary condition for closer cooperation in the Freshman English program. However, even with approval of this proposal there is no immediate prospect of such cooperation.

If the faculty approves this proposal, changes in the advising system will be required. EPC has been discussing these, and would present them formally at the next Faculty meeting.

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

15 April 1971  
4:15 p.m.

- A. The minutes of the meeting of 11 March 1971 were accepted.
- B. Announcements:
1. Faculty members are urgently invited to attend a meeting arranged by students to discuss current concerns about the honor system.
  2. Those who have not yet submitted their reports about the Freshman Inquiries are asked to do so promptly.
- C. In response to the request of the Educational Policy Committee (minute D2b of meeting of 15 October 1970) that more time be allotted to discussions of educational policy, this meeting was reserved for this purpose. President Coleman asked Colin MacKay to present the subject and direct the discussion. A memorandum "I have been instructed by EPC---" had been distributed in advance. (Annex 1). The discussion was principally about language instruction, and will guide the EPC in formulating its policy recommendations.

The meeting adjourned at about 6 p.m.

TBH:jc

Theodore B. Hetzel  
Secretary of the Faculty

Annex 1

15 April 1971

To: All Faculty  
From: Colin MacKay

rec'd 14 April 71

I have been instructed by EPC to adopt the following format for the faculty meeting on Thursday.

(1) I should distribute the attached document on language instruction at Haverford as a stimulus to discussion of the subject at the next faculty meeting.

(2) After some discussion of the above EPC should stand ready to answer any question from the floor either about its activities for the year, or its plans for the future. The following are areas to which we have devoted substantial discussion:

(1) Improving committee procedures.

(2) Methods of improving teaching at Haverford.

(3) Women at Haverford.

(4) Educational Facilities - computer, library, and visitors programs primarily.

(5) Aspects of admissions policy - the need for closer co-ordination between faculty and admissions office. The desirability of an annual report to the faculty from the admissions office - the desirability of admitting some more mature students.

(6) Alternate paths to graduation.

CM:

## The Role of Language Training In Education At Haverford

The first departments that EPC has attempted to survey have been the Departments of French and German. We began with these departments because of a strong feeling that this might be a time of decision in the area of language instruction, and that actions taken now would influence the form of a Haverford education for some years to come. Our discussions with these departments reinforced this feeling.

Why do we feel that this is a critical time for determination of the future of language instruction at Haverford? There are at least three reasons.

(1) Due to retirements there will soon be several openings in the language departments. How should these openings be filled? (2) There has been considerable questioning of the educational validity of the current one year language requirement. Some would like to see it eliminated. Some would like to see it strengthened. (3) Language instruction is one of the areas with high potential for development of a joint program with Bryn Mawr. What is the cost of development of that potential? Is it worth developing? This document attempts to lay out some areas for discussion. However, before doing this it seems worthwhile to review some recent history.

### I. History

In 1968-69 the long range planning sub-committee of EPC recommended elimination of distributional and language requirements. With respect to the language requirement the committee's report stated, "The committee does not think that there is anything objectionable in having formal requirements per se. It is our conviction, however, that the present language requirement does not achieve the aim or serious study and use of foreign languages. We are affirming that one of the paradigms of liberal education involves knowledge, sensitivity, and use of foreign languages. The most important consideration for the committee is that even the student who is highly motivated to study a foreign language rarely finds an opportunity to use his knowledge of a foreign language in the course of his studies." (Emphases are those of the LRPC report).

"Our main aim is to foster a spirit in which the study of foreign language is taken more seriously. We would like to see a greater use of foreign languages in enriching the student's major field of study when knowledge of a foreign language is relevant and we would like to see a greater number of majors in foreign literature. To this end we are making the following proposals:

Proposal I. We propose that the admissions committee seek out a greater number of qualified students who have shown evidence prior to coming to Haverford of mastery of a foreign language and a serious interest in the literature of this language.

Proposal II. A greater number of Haverford students should be encouraged to strengthen their foreign language skills by attending special summer institutes and participating in special language programs in foreign countries either for a summer, semester, or year. In the case of scholarship students who are expected to earn part of their tuition costs by working during the summer, we hope that special arrangements can be made to allow them to pursue supplemental language studies when these are judged educationally desirable. We also propose that the President investigate the feasibility of establishing a semester-abroad program where Haverford would arrange for a definite program of studies at a foreign institution.

Proposal III. We propose offering courses in comparative literature (either taught jointly by various members of the literature departments or individually) where a student is expected to read at least one foreign language.

Proposal IV. We propose that individual departments offer a greater number of courses which make an effective use of a foreign language in those areas where competence in a foreign language can enrich the subject matter of the course.

Proposal V. We propose that greater initiative should be taken by the Distinguished Visitors Committee to invite foreign scholars to the campus. These scholars should be invited to give "courses" (either full year or semester courses, or courses for a shorter period) in a foreign language. These visitors need not be restricted to scholars of foreign literature. For example, we might invite distinguished French or German sociologists, political scientists, historians, etc.

The report went on to say that "We have already indicated that we think (language study) is a major source of difficulty in the curriculum -----," and to describe the committee's attempts to assess the willingness of the faculty to implement its suggestions. However there was strong opposition in the faculty to complete elimination of the requirement, and so it was reduced from two years to one.

## II. Current Situation

The proposals of the long range planning committee of 1968-69 cited above seem to have had the intent of strengthening language instruction at Haverford, and the acceptance of the modified report by the faculty would seem to have committed it to carry out that intent. Where do we stand now, more than two years later? With respect to Proposal I, the Admissions Office does seem to have attempted to find more students with language skills. There has been this year some increase in enrollment in upper division language courses. With respect to Proposals II, III, and V little or no action has been taken. It is difficult to tell from the catalogue what has been done to implement Proposal IV. However, a quick reading shows only two courses outside the language departments with explicit language requirements. Two departments note that they will accept appropriate language courses for credit toward their major.

It would seem then that the problems of language instruction cited in the LRPC report are still with us. We may have in fact added to them by creating new ambiguities in the area of language training. Our words proclaim the importance of language study to a liberal arts education. Our actions, both in terms of our statement of requirements, and our failure to state language requirements for courses proclaim that in fact language study is not an essential element of a liberal arts education. The ambiguity of this situation affects both student and faculty attitudes. It may account for the failure to develop a group of courses with clearly stated language pre-requisites.

## III. Options

We can ask whether the ambiguity developed since 1968-69 in the area of language study is one that we can afford? The answer in a time of tight resources is probably no. The longer that this ambiguity is perpetuated the more likely it is that the ultimate decision in the area of language study will be forced by availability or lack of resources rather than being made on sound and rational educational grounds.

The first question to face is that of the depth of our commitment to maintaining language instruction as an essential part of a liberal arts education. One measure of the depth of that commitment is our answer to the following query. If experiments such as those which we are now attempting in the language area fail in their avowed purpose of strengthening language instruction, would we be willing to re-instate the two year language requirement as part of a new program to achieve that aim? Conversely, in the two years since the report of the 1968-69 Long Range Planning Committee with its clear statement that it did not oppose requirements per se has our view so changed that we are unwilling to support any requirement in this area.

If we do decide that language instruction is such an important element of our education that our paramount interest in this area is strengthening it, then we need to consider ways to do so. For example, perhaps we should write our language requirement in terms other than attendance at class for a specified number of hours. One suggestion offered to EPC is that we define a set of language competencies. One might be the ability of a student to express himself with some fluency in casual conversation; another the ability of a student to read and understand some category of written work - magazines and newspapers, scientific journals, literature are a few possible categories. The requirement would be met by the students demonstrating the competency of his choice. Different elementary language sections would be aimed at achieving different competencies.

Another possibility, which might be alternative to or combined with the above would be to join with Bryn Mawr in the development of joint language programs. This would open up the possibility of a range of language programs between the two colleges catering to a variety of interests. For example, a program of Latin American studies might be instituted. Full development of such programs could only occur on the basis of certain and long range commitments by Haverford to language instruction.

Within the programs it should prove possible to provide some options which do not now exist, and to strengthen others. The language faculty at Haverford seem united on the value of incorporating time abroad in the program. It should also be possible to provide some teachers from abroad in temporary appointments.

This then is an issue we wish to share with you. With your sentiments known, we hope, as part of our survey of the language departments, to be able to present you with some recommendation.

CM:lr

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

20 May 1971  
4:15 p.m.

- A. The minutes of the meeting of 15 April were approved.
- B1. President Coleman announced that a graduating senior presented the College with a grandfather's clock for the president's office.
  2. As of now some 60 grades for seniors are not yet in the Recorder's hands.
  3. Presidents Coleman and Wofford invite students and faculty to the Senior Dance, to be held in the Cloisters this Friday evening.
  4. The seniors invite the faculty to breakfast on Monday morning, and to a P.I.C.N.I.C. festival in the afternoon.
  5. It is proposed that the election of Faculty Representatives to the Board and of Divisional Representatives to the Academic Council take place a month earlier next year. This was approved.
- C. Ariel Loewy reported for the Academic Council.
  1. They recommend, when the reappointment or granting of tenure of a faculty member is in doubt, that he be given an opportunity to appear before the Academic Council.
  2. An ad hoc committee (Shumer, Lubarsky, F. Quinn, Satterthwaite, Trela) had been appointed to consider a three-year part-time appointment in English. Their deliberations raised questions of policy regarding fringe benefits and eligibility for tenure for part-time appointees, which have not yet been resolved.
  3. Bruce Long has been appointed to assist Howard Teaf in the administration of M.E.R.P.
  4. Asoka Gangadean, Kemp Randolph, and Claude Wintner have been appointed to assist Dietrich Kessler in advising pre-medical students.
  5. The Committee on College Governance is expected to report, with specific recommendations, before the end of 1971.
  6. No final decision has been made, but so far the Academic Council has not agreed to recommend to the faculty that students serve as members of the Academic Council.
  7. The Student Union Committee will include faculty members, to be invited by the Students' Council.
  8. A third student (a sophomore) will be added to the Committee on Student Standing and Programs.
  9. A student request that the President and Vice President of the Students' Association be ex officio members of all student-faculty committees was turned down on grounds that committee meetings would be too large and that the student members appointed by the Association should be expected to carry

the liaison function with the Association.

- C10. No decision has been made on the recommendation of the Tenure and Reappointment Advisory Committee (a student group) that their reports with student letters should be seen by the College's President alone. At this time, the President does not read the individual letters since he cannot share them with Academic Council. He does however read the covering report to see whether the recommendation is in harmony with the Council's recommendation.
11. Policy with regard to nepotism is unchanged: normally not more than one in a given family should be appointed to the same department. The meaning of "normally" was questioned, and after discussion it was agreed that this matter might be raised again in the fall if faculty members felt further clarification were necessary.
- D1. Robert Gavin and Ariel Loewy conducted the election of Faculty Representatives to the Board. Harvey Glickman was chosen as Representative, and Richard Bernstein and Sidney Waldman as First and Second Alternates respectively.
2. Robert Gavin reported on discussions of the Board at its March meeting. The 1971-72 budget was approved. The tight financial situation may prevent the college from admitting students who are unable to pay any of the costs. It may not be possible to continue the faculty salary average raise of 7-1/2%. The demolition of Whitall Hall is planned for December 1971, although the subject is still open for discussion. The annual cost of maintenance is estimated to be \$4000, of demolition \$5000.
- E1. Thomas D'Andrea presented the Freshman Inquiry Committee report (Annex 1), which was approved, being received with applause and expressions of appreciation.
2. Colin MacKay presented the report of the Educational Policy Committee (Annex 2), which was also approved.
3. Sidney Waldman reported for the Committee on Student Standing and Programs, presenting the nominations for College honors. Since these are not to be made public before Commencement, those present in the room obligated themselves to keep the information confidential. Summa Cum Laude: Richard Miller, Jordan Pober. Magna Cum Laude: Stephen Eisdorfer, Donald Ferree, Jr., Michael Goldman, Mark Huibregste, Roger Koeppe II, Stanton Lovenworth, Curtis Richardson.
- E4. Marcel Gutwirth, for the Administrative Advisory Committee, referred to the newly formed Haverford Householders Association. The faculty approved the appointment of Sidney Perloe to convene this group which will meet tomorrow to consider policies regarding rents, maintenance, renovation and leasing of College owned housing. The A.A.C. has met with a member of the Board's Finance Committee to discuss the mortgage policy. It is understood that the present policy will be continued with an interest rate less than that which the College pays on its indebtedness. That rate is to be reviewed annually in the light of prevailing rates. The President indicated it was the Finance Committee's intention to set that rate at 5-1/2% for the next year.

- E5. Gerhard Spiegler reported that Swarthmore's group insurance is for larger amounts than ours because that was legal when they took out their insurance. He and Howard Teaf will investigate to see what maximum amount of insurance can be bought at reasonable rates, and they will report at a future meeting.
6. Robert Gavin reported that Haverford and Bryn Mawr are not in agreement about Computer Center expenditures or program. Questions regarding the computer can be directed to him and to Green and Spiegler.
7. Sara Shumer reported that the Athletic Review Committee is alive and well, and that they will report recommendations in the fall.
8. John Lester detailed the plans for Commencement, to be held next Tuesday.
9. John Spielman presented a statement of the principles of the Committee on Student Standing and Programs. This was approved. See Annex 3.

6:00 p.m. the meeting adjourned.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:an

# Annex 1

To: The Faculty

May 18, 1971

From: Freshman Inquiry Committee

Re: Recommendations for action at faculty meeting of May 20.

The following recommendations are for the faculty's consideration at the meeting of May 20. They are taken from the report of the Freshman Inquiry Committee to the Faculty. Those interested in reading the full text of the report may obtain a copy from Tom D'Andrea.

## RECOMMENDATIONS

The Committee concludes that the overall impression of most freshmen, seniors, and faculty members was that the inquiries constituted a worthwhile addition to the college's activities. It recommends that the institution be continued as an integral part of each freshman's program. It proposes a number of modifications, however.

1. The advisory function (as distinguished from an examination or an assessment) should be stressed; this emphasis would be better conveyed by substituting the term "Freshman Conference" for Freshman Inquiry. It remains understood that the Conference committee has the discretion to require program obligations of the student.
2. The faculty membership per committee should be reduced from three to two, the third division to be represented by one of the two seniors. This change would reduce the staffing difficulties encountered this year without significant loss in the quality of advising. Many felt that a four-man committee might work more effectively than this year's five-man committees. (Normally the freshman's adviser, seminar or English instructor will be on the committee.)
3. The preparatory organizational responsibility should be handled by the Recorder's Office (or the Assistant Dean of Students) rather than by a faculty committee.
4. Scheduling. The conferences should be scheduled on Wednesday afternoon, Thursday afternoon, and Friday afternoon of the week that falls two weeks before spring pre-registration period. (For 1972 they will fall on March 22, 23 and 24.) A fifteen minute break should be scheduled between conferences (e.g. 1:30, 3:00, 4:30 with a conference normally running 60-75 minutes). No classes, distinguished visitors, or athletic events are to be scheduled on these three afternoons. Such a schedule would reduce the fatigue factor which was widely deplored under this year's scheduling.
5. A written summary of each conference's proceedings will be prepared by one of the faculty members of the committee and sent to the Recorder within a week of the conferences. The Recorder will send copies of the summary to the student and his adviser in time for Spring pre-registration.
6. Pre-conference "climate." There was much pre-Inquiry anxiety and skepticism this year. The Committee believes that a more positive attitude toward the exercise has been created by this year's experience. It will remain valuable in the future, however, to schedule an informational meeting for the freshmen about two weeks before their conference papers are due.<sup>1</sup> It recommends that individual conference committees meet briefly sometime before the first conference in order to "brief" the seniors and get a "feel" for the composition of the committee.

Freshman Inquiry Committee

T. D'Andrea, Chairman

H. Davis

D. Ferree

D. Gillis

G. Kannerstein

R. Mortimer

R. Sherman

R. Silberman

<sup>1</sup> This year freshmen were asked to prepare "a 1500-word essay on your perception of your present intellectual position, future course of study and plans." The Committee would welcome a sharper definition of the paper topic from those who felt that this was not clear enough. The Committee agrees that there should be less emphasis on length, and proposes that freshmen be informed as to length: "As a general guideline, most students have written approximately five-page essays; each student should use his own judgment as to the appropriate length. Committees have generally found these papers to be quite valuable in getting the conference off to a good start." The Committee also felt it would be appropriate to devote some time to discussion and preparation of the conference papers in Freshman English and Freshman Seminar courses.

Annex 2

To: All Faculty  
From: Colin Mackay for EPC  
Re: Changes in Freshman Advising

May 18, 1971

EPC has discussed changes in the system of assignment of freshman advisors necessitated by recent changes in our curriculum. Input to this discussion has come from the Committee on Student Standings and Programs and the Freshman Inquiry Committee. We have the following goals in mind:

(1) to insure that each freshman is advised by a teacher with whom he is in classroom contact and who has experience at Haverford; (2) to open up a wider choice of advisors for freshmen by expanding the pool from which freshman advisors are drawn to include all experienced teachers with whom he is in contact; (3) to expand a freshman's opportunities for gaining both advice and information.

To help advance towards these goals we recommend the following:

(1) We adopt a system in which freshmen choose their permanent first year advisors in the fourth week of their first semester from among the group of their experienced teachers. In the interim in so far as possible each student's freshman seminar or English section teacher will serve as his advisor provided that this teacher has experience at Haverford. When the freshman seminar or English instructor cannot serve as advisor one of a selected group of experienced teachers who are not participants in the freshman seminar program will be asked to do so.

(2) Each Department chairman will be asked to supply a list of seniors who would be capable of giving sound advice to freshmen. These students will then be asked if they are willing to have their names published to freshmen. The names of those agreeable will be circulated to the freshmen together with their Departmental affiliations and their addresses.

Annex 3

20 May 71

HAVERFORD COLLEGE  
Haverford, Penna.

February 24, 1971

To: All Faculty

From: Committee on Student Standing and Programs

Reference: Terms of Reference and Committee Procedures

Introductory comments:

There are presently several statements in the catalog and in the Committee's terms of reference as set forth in the faculty handbook which do not in fact correspond to the procedures we have followed, or which suggest procedures which would be either cumbersome or contradictory.

I TERMS OF REFERENCE (Information for Members of the Faculty)

A. Student Standings

The Committee on Student Standing and Programs regularly reviews individual students' academic progress. Ordinarily it deals with students whose academic performance is deficient, students who are working below their potential or who are not taking adequate advantage of the opportunities offered by the College.

In dealing with students whose performance is deficient, the Committee may decide to drop a student from the College, require him to take a leave of absence, or develop for him a program designed to re-establish good academic standing. It may set additional requirements or standards of performance above the normal minimal level for any student. The Committee may not require a student to leave the College without first giving him an opportunity to appear before it.

B Special Programs (Academic Flexibility)

The Committee on Student Standing and Programs also has the authority to waive requirements for individual students and to approve alterations in individual programs in line with the College's Flexibility Program described in the catalog. Petitions for changing requirements or creating special programs must have the approval of a student's adviser before the Committee may consider them.

If the student's petition is rejected he may request an interview with the Committee.

C. Appeal Procedure

A student who is dropped from the College by the Committee may appeal the decision, on procedural grounds only, in writing, to the President of the College within three days of his being notified by the Committee.

D. Composition of Committee on Student Standing and Programs

The Committee will comprise three faculty members, two students, and the Associate Dean of the College who serves as Executive Secretary. The Committee will consult where appropriate with the Dean of Students, the Admissions officers, and the Counseling staff.

E. Honors, Fellowships and Prizes (Separated from the functions of the Committee on Student Standing and Programs)

II CATALOG:

Flexibility Program (page 55)

The second sentence of the second paragraph under Flexibility Program, should be revised to read:

"A student submitting a petition to the Committee must secure approval in advance from his adviser."

John P. Spielman, Jr., Chairman  
Committee on Student Standing and Programs

FACULTY OF HAVERFORD COLLEGE

Regular Meeting  
President Coleman presiding

24 May 1971  
9:15 a.m.

- A. President Coleman commented on various matters.
1. Robert MacCrate '43 has been named to the Board of Managers. He has been on Governor Rockefeller's staff, Chief Legal Counsel in the Army investigation of the My Lai Massacre, a member of the College Visiting Committee.
  2. Public announcement of a \$28 million development campaign is in error. Current efforts are to solicit large capital gifts from a relatively few persons in order to pay off our present building debts.
  3. The Board heard a letter from David Simmons containing strong charges of racism at Haverford.
  4. The Board's Finance Committee has recommended that faculty mortgages be 5-1/2%, and raised the question of a moratorium on such mortgages.
  5. President Coleman told the Board that at the first faculty meeting in the fall he intends to recommend that some women transfer students now here be accepted as degree candidates. Only a few students are involved, since we are not admitting more women transfer students. Moreover, a key factor in leading him to this recommendation is an indication that Bryn Mawr College, on its own initiative, raises no objection. To decide this matter this spring would require too hasty action and then a special meeting of the Board, so the faculty did not take formal action, but considered the matter favorably.
- B. Provost Spiegler presented the usual recommendation that the appropriate degrees be awarded to those students who have successfully completed their work. This was approved.
- C. Ariel Loewy reported that the elections of two of the alternate divisional representatives to the Academic Council had not been completed at the faculty meeting of 20 May. Elections were held, and the following are now the alternates: Santer, Bernstein, and Waldman.
- D. The Provost recommended a reorganization of faculty committees. See Annex I. The regular and ad hoc faculty committees will deal only with academic program and faculty matters, and service on such committees will be obligatory. Service on other committees is to be optional. There are to be two students on each faculty committee, unless a request for more is presented to the Academic Council and approved by the faculty. This recommendation for committee reorganization was approved by the faculty.
- E. President Coleman announced that Claude Wintner has been granted tenure, and that Bradford Cook has been promoted to Professor.

(continued)

F. Richard Bernstein expressed the esteem and respect of the faculty for Gerhard Spiegler and the remarkable job he has done as Provost, and wished him well for next year, when he will be on sabbatic leave. Applause.

The meeting adjourned at about 10:15 a.m.

Theodore B. Hetzel  
Secretary of the Faculty

TBH:jc

Annex 1  
24 May 71

To the Faculty

From: Gerhard Spiegler

Re: Committees

Date: May 21, 1971

Two years ago we reorganized our faculty committee structure. It was our hope to increase the efficiency and effectiveness of committees. This hope has been only partially realized. I believe we must take a new look at our way of doing business. I agree, to do so is to engage in the labor of Sisyphus. But I also know that like Sisyphus' task it is inescapable.

Suggestions for changes in our committee operation have come from the College Governance Study Group, Students' Council, and many individuals. Most recently Bob Gavin and Tink Thompson wrote to the Academic Council on this subject. Also, three students (Jon Delano, Bill Loughrey, and Bob Atwood) prepared a document on Haverford's committee structure.

Before detailing the proposed changes, the following assumptions should be made explicit.

First, it is assumed that the committee structure of the College must reflect the functional differences of communal components, each of which bearing different primary responsibilities. Hence, no singular committee structure can be made efficient and effective.

Second, it is assumed that together with faculty appointments the academic program is the primary responsibility of the faculty. Other college affairs are of interest to faculty members, but it is the direct responsibility of the faculty to maintain and to develop the academic program of the College.

Third, regular-standing or ad hoc faculty committees should be established only in so far as they relate functionally to the primary responsibility of the faculty mentioned above.

Fourth, only service on regular-standing or ad hoc faculty committees should be made part of the professional obligation of a faculty member. Service on other committees can be requested but not demanded, and hence should have no direct bearing on the professional evaluation of a faculty member.

Fifth, the Academic Council shall appoint faculty members to regular standing or ad hoc faculty committees, and it shall recommend faculty members for service on other committees.

The Academic Council recommends for approval the following faculty committee structure. This proposal in no way pre-emptes the proposed governance review in the coming year.

1. Educational Policy (including Admissions)

Subcommittees:

a) Educational Facilities

Computer  
Library

b) Inter-College Academic Cooperation

c) Distinguished Visitors

2. Student Standings and Programs

Subcommittee

College Honors, Fellowships, and Prizes

3. Administrative Advisory (Program Budget Review)

Subcommittee

Faculty Compensation, Study and Research

4. Personnel Ad Hoc Committees

From time to time the need for special ad hoc committees will arise. These committees should be established by the Academic Council for a limited purpose and for short duration.

Regular Faculty Meetings for the Academic Year  
1971 - 72 to be held in the Common Room:

Thursday	September 9, 1971	4:15 p.m.
Thursday	October 21, 1971	4:15 p.m.
Thursday	November 18, 1971	4:15 p.m.
Thursday	December 16, 1971	4:15 p.m.
Thursday	January 20, 1972	4:15 p.m.
Thursday	February 17, 1972	4:15 p.m.
Thursday	March 9, 1972	4:15 p.m.
Thursday	April 20, 1972	4:15 p.m.
Thursday	May 4, 1972	4:15 p.m.
Thursday	May 11, 1972	9:00 a.m.

Faculty members, committee chairmen, or faculty representatives to the Board wishing to be placed on the agenda should so inform the Provost's office, in writing, by noon on the Tuesday preceeding the Faculty Meeting.



Gerhard Spiegler  
Provost's Office  
July 16, 1971

1971-72

Faculty Committees  
Faculty Representatives to the Board  
Special Assignments

Academic Council

John Coleman, Chairman  
David Potter, Secretary  
Thomas D'Andrea  
Richard Bernstein: Humanities  
Sidney Waldman: Social Sciences  
Melvin Santer: Natural Sciences  
Harvey Glickman and  
Robert Gavin: Faculty Representa-  
tives to the Board

Faculty Standing Committees:

1. Educational Policy Committee

Colin MacKay, Chairman  
Roger Lane  
Irving Finger  
Diskin Clay  
David Potter

Subcommittees:

1) Educational Facilities

Computer - Library

John Chesick, Chairman  
Louis Green  
Edwin Bronner  
John Ashmead

2) Inter-College Academic Cooperation

Louis Green, Chairman  
Frank Quinn  
Joseph Russo

3) Distinguished Visitors

Richard Luman, Chairman  
Michael Showe  
Wyatt MacGaffey

II. Student Standings and Programs

Patrick McCarthy, Chairman  
Walter Trela  
~~Sara Shumer~~ *John Spielman*  
David Potter

Subcommittee:

College Honors, Fellowships, and Prizes

Edgar Rose, Chairman  
Paul Desjardins  
Douglas Heath

III. Administrative Advisory (Program Budget Review)

Sidney Perloe, Chairman  
Harmon Dunathan  
Josiah Thompson  
Alfred Satterthwaite  
Daniel Gillis

Subcommittee:

Faculty Compensation, Study and Research

Holland Hunter, Chairman  
J. Bruce Long - (also MERP Representative)  
William Davidon

IV. Special Faculty Assignments

1) Faculty Marshal

John Cary

2) Faculty Secretary

Theodore Hetzel

3) Freshman Seminars

Edgar Rose, Chairman  
Frank Quinn  
David Potter

4) Advisory Committee to the Provost on Ford Faculty  
Development Program

John Spielman  
Richard Bernstein  
Edgar Rose

5) University City Science Center

(To be appointed)

V. Ad Hoc Committees

1) Language Review Committee (Reporting to EPC)

Diskin Clay, Chairman  
Robert Stiefel  
John McKenna

2) Personnel Committees

a) Math Committee

Robert Mortimer, Chairman  
Bradford Cook  
Bruce Partridge  
Jerry Gollub  
Dale Husemoller

VI. Special Student Advisors

1) Freshman Advisor

Weyland Melton

2) Post Baccalaureate Fellowship Program

Zelbert Moore

3) Business Administration

Holland Hunter

4) Education

James Lyons

5) Engineering

Theodore Hetzel

6) International Affairs

Eric Hansen

7) Law

Robert Mortimer

8) Medicine

Jenette Wheeler

Committee on Recommendation to Medical Schools

Jenette Wheeler, Chairman  
James Lyons  
Claude Wintner  
Ariel Loewy  
David Potter

9) Theology

Richard Luman

10) Advisor for Selective Service

James Lyons

11) Advisors for students considering CO status

James Lyons  
James Vaughan

- 12) Advisor for students interested in the Peace Corps, Vista, or teacher placement services:

James Lyons

- 13) Fellowships and Prizes

- a) Committee on College Honors and Fellowships and Prizes

Edgar Rose

- b) Danforth Fellowships

Josiah Thompson

- c) Woodrow Wilson Fellowships

John Spielman

VII. College Committees

- 1) Study Group on Governance

Paul Hare

~~John Spielman~~ Sara Shumer

James Ransom

- 2) Athletics Review

Zelbert Moore, Chairman

Sara Shumer

Dana Swan

Paul Desjardins

Paul Hare

\* For information on student representatives on Faculty Committees and other Committees, see Second Vice President of Students' Council: 1971-72: Jim Smalhout

  
Provost's Office  
July 23, 1971