

Committee on Academic Priorities
2005-2006
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B R Y N M A W R

ANNUAL REPORT TO THE GENERAL FACULTY 2005-2006

The Committee on Academic Priorities (CAP) met weekly during the 2005-2006 academic year. This year, CAP members included Azade Seyhan (German, CAP Convener), Kim Cassidy (Psychology), Jim Martin (School of Social Work and Social Research), Susan White (Chemistry), Christine Koggel (Philosophy, Fall 2005), and Sharon Ullman (History, Spring 2006). The Provost was in attendance at most of CAP meetings by invitation. CAP gratefully acknowledges the informational assistance provided by the Provost and the administrative support by the Associate Provost Suzanne Spain, Anna Canavan, and Laurie Leininger.

During AY 2005-2006, CAP members met with the President on several occasions. In the course of its deliberations on an expanded range of academic, institutional, and policy issues, CAP solicited both information and advice from many individuals and groups. The full committee met twice with the Dean of Graduate School of Arts and Sciences, (GSAS) Dale Kinney and with our Haverford College counterpart, Educational Policy Committee (EPC), chaired by Professor Danielle Macbeth. All CAP members also met with the Committee on Appointments (CA), Curriculum Committee, Alev Çinar (Fulbright Scholar at Bryn Mawr as a part of the Middle Eastern Studies Initiative), Director of the Katharine Hepburn Houghton Center (KHHC), Professor Michelle Francl, authors of the Revision of the Faculty By-Laws (a meeting that included former CAP conveners), Chief Financial Officer (CFO), John Griffith, The Buildings and Grounds Committee, Members of the Optimal Enrollment Task Force (Professor Grace Armstrong, Dean of Admissions and Financial Aid, Jenny Rickard, and Director of Institutional Research, Elena Bernal), and the project managers of "Toward a Teaching and Learning Initiative."

CAP convener and another CAP member also sit on the Committee on Institutional Priorities (CIP) (and its Budget subcommittees) as well as on the Two College Committee on Academic Cooperation (TCCAC). Before the end of the year, CAP will have one more scheduled meeting with TCCAC and one or more meetings with the CA. Further meetings are also scheduled with the Director of KHHC and Revision of the Faculty By-Laws group.

CAP and CA meet after CAP recommendations have been approved by the President, and the recommended searches come under the auspices of CA at the end of the academic year. The two committees consider the transmission of information from CAP to CA of critical importance for the search process. During the AY 2005-2006, a second hand-off meeting took place at the beginning of the first semester to share further information regarding approved searches.

Two CAP members also served on a Curriculum Committee subcommittee to review the College Seminar (C-Sem) program. CAP also meets twice a year with members of the Board of Trustees at a breakfast meeting. This year three full-term CAP members served on the Board Task Force on Balancing the College's Mission and Resources and attended several brainstorming meetings with the President, Board Members, and the CFO.

Additionally, CAP invited members of departments and programs that had requested approval for five replacement positions to discuss their requests.

CAP's Mandate (Present and Future):

Under Bryn Mawr College's current Plan of Governance, CAP's responsibilities include evaluating the staffing and resource needs of the College's academic programs, assessing long-term academic and institutional priorities, and collaborating with the President and CFO in the financial planning required for meeting academic and institutional priorities. The 2005-2006 academic year was one of transition for CAP, as its job description expanded to take into its purview both financial concerns and participation in the Board initiated Task Force on Balancing the College's Mission and Resources. Furthermore, CAP presently awaits the final version of the revised By-Laws that will delineate in more detail its future tasks.

The Task Force on Balancing the College's Mission and Resources, as its name implies, is charged with making choices in a way that maintains the health of the College's finances, while promoting the College's high standards of education and promoting an innovative academic vision within the constraints of limited expansion. As the Task Force remains deeply committed to our concept of shared governance, President Nancy Vickers has asked the faculty, in her e-mail of March 23, 2006, to work with the Board under her leadership in order to address most effectively the issue of the relationship between our overall mission, the integrity and health of our academic programs, and our finances.

The formation of the Task Force on Balancing the College's Mission and Resources and CAP's involvement in this Task Force has as yet not changed CAP's process of reviewing departmental and program position requests. Much of the work of the Task Force this year has been to educate the members about the College's current status in terms of staffing, finances, and resources. In addition, CAP has considered ways to discuss broadly with the faculty, administrators, and the Board of Trustees strategies to meet the structural and fiscal challenges of the College, maintain its academic excellence, and promote critical pedagogy and research. We anticipate that next year the Task Force

on Balancing the College's Mission and Resources will focus on establishing priorities in a more concrete fashion and consult with the faculty to specify areas of concern.

CAP's Recommendations in Response to the Anticipated Challenges of Considering Institutional Priorities

The data provided by the Provost and the CFO has been very helpful in our understanding of CAP's possible role in the Task Force. While CAP encourages all departments and programs to collaborate with allied disciplines (and their Haverford counterparts) in their long-term staffing needs, it realizes that commitment to collaboration and interdisciplinarity varies greatly from department to department. This is not an unusual situation, since some disciplines enjoy many complementary interests, and others require much more specialized focus. Nevertheless, even in disciplines where paradigm shifts and intellectual rigor have necessitated drawing on allied fields, CAP sees a great degree of difference in departmental flexibility. CAP believes that a responsible setting for academic priorities requires that all departments and programs consult and collaborate with allied fields in some fashion and configure their requests with regard to existing faculty resources, programs, and future curricular objectives as these are envisioned in the larger academic world. CAP asks that departmental and program requests are presented with an eye on the larger and complex picture of College-wide and interdisciplinary programs, intradepartmental and interdepartmental long-term planning, and the demands of our sabbatical policy. CAP, therefore, recommends that future position requests be made public and posted on CAP's web site, not only because such a step makes the process more transparent, but also because it would urge departments and programs to engage in a process of genuine consultation with more faculty.

As it reviews position requests, CAP (along with the Curriculum Committee) will need to take a broader look at the curriculum and its projected demands in the long term. Such a task is difficult, if not impossible, if the staffing needs of a single department at a time are taken into consideration. Thus, CAP recommends that all departments and programs (whether requesting a position or not) prepare a long-term plan, updated periodically, that outlines their goals in relation to the College's academic mission, their department/program staffing needs, and the future intellectual and pedagogical directions of their specific academic area. This type of long-range plan will not only serve departments and programs, but will also be an invaluable contribution to the efforts of CAP and the Curriculum Committee.

Finally, CAP proposes to modify its procedures in handling failed searches. CAP would like the College to appoint the best possible candidates. Given that a new hire means a potential thirty-year commitment, CAP would not want departments to settle for less than optimal candidates. However, sometimes failed searches can be informative as to the definition and reconsideration of the position, the potential applicant pool, and the appeal of the position for the applicants. Therefore, CAP requests that when a search fails, the department or the program, if they wish to reopen the search, submit a very brief report to CAP as to why the search failed, and how that setback has (or has not) affected the

department's conception of, or commitment to, the position. This would be in addition to the resubmission of the job advertisement (as was the case in the old policy).

Recommendations for Departmental and Program Requests

Introductory Remarks:

As a deliberative body, CAP reviews each position request both in terms of its own merits and of its long-term impact on the curricular and financial interests of the College. CAP consults with requesting department chairs and their faculty by inviting them to respond to questions it sends them and to further discuss any concerns they may have. CAP also studies recent external reviews of requesting departments and departmental responses to these. CAP believes that balancing the College's mission and resources calls for a concerted effort on the part of all departments. In order to treat each request in a fair and equitable manner, CAP takes into account the following points (not necessarily in a particular order) in its deliberations: well thought out and planned cooperation with allied departments and disciplines; support of intradepartmental initiatives that serve the department faculty and student needs as well as the curricular needs and goals of the College as a whole (including granting major credit to courses taken in allied disciplines); consideration of changes in academic focus or shifts in disciplinary paradigms; student to FTE ratio; hiring with attention to leave proofing (e.g., hiring cohorts creates difficulties in coordinating leaves, and appointments in highly specialized fields create more replacement demands, since existing faculty cannot cover these).

Graduate School of Social Work and Social Research

During the AY 2004-2005, the Graduate School of Social Work and Social Research (GSSWSR) requested two assistant professor tenure track positions in clinical practice and policy practice, respectively. CAP's review of the position requests confirmed the extreme need of the GSSWSR for these areas. However, in its 2004-2005 Annual Report to the Faculty, CAP stated that the GSSWSR needed to articulate a clear and compelling vision for its future and to more precisely define the staffing and programmatic support required to achieve this vision. Therefore, CAP encouraged the GSSWSR to continue its ongoing discussions and submit a revised proposal to CAP in early fall 2005 with a request for an expedited search during 2005-2006.

The GSSWSR responded to CAP's encouragement and in early September 2005 submitted a thoroughly revised request. The positions, as reconceptualized, stressed specific areas of expertise, such as gerontology, human sexuality, domestic violence, women and poverty, substance abuse, and challenges of globalization, which fit well with the curricular needs of the GSSWSR and would allow the School to sustain its integrated training in areas of clinical practice, policy practice, and advocacy and social service management. Furthermore, the request saw the new hires as contributing to the Center for Child and Family Well-Being.

CAP acknowledged GSSWSR's significant progress in defining its vision for the future, its anticipation of the new trends in the field, and its identification of the needs of future students as well as new areas of expertise that might complement those of the existing faculty. CAP further noted GSSWSR's considerable progress in reaching the goals of its five-year plan in achieving financial equilibrium. The School is surpassing its enrollment targets and has made strong efforts to create additional streams of revenue.

In response to GSSWSR's well-articulated and strong submission that was a direct response to CAP's earlier recommendations, an expedited CAP request for approval of the two searches during the AY 2005-2006 was made to President Nancy Vickers in September 2005. President Vickers accepted CAP's recommendation in October 2005.

Classical and Near Eastern Archaeology

The Department of Classical and Near Eastern Archaeology (CNEA) is requesting a full-time, tenure-track replacement position in Classical Archaeology with particular emphasis on Greece and Italy, as well as ancient history. The Department has emphasized the importance of this position for continuing coverage of Classical Archaeology at the graduate and the undergraduate level. CAP recognizes the long and distinguished history of the Department and praises its leadership for the curricular innovations and excellent appointments of the last few years.

Both the departmental self-study and the external review of December 2005 stress the importance of this position for the future of the program. However, the external review points out the need for a clear mission of the program at the level of undergraduate study. Given that the College's primary goal is excellence in undergraduate education, the Department needs to outline a more coherent and purposeful curriculum for its undergraduate majors.

CAP notes that the Department has increased its enrollment numbers by offering a number of interdisciplinary courses of general student interest. Still, a more concerted effort to reach out to undergraduate students in allied and oversubscribed programs (Anthropology and Cities) would help relieve pressure on these programs and justify the Department's FTE numbers in the long run. In this context, the 2005 external review also suggests looking for "other clear connections that might be established to specific areas of the humanities and social sciences" (p. 5).

CAP appreciates CNEA's current efforts to articulate a unified departmental vision that balances the goals of effective undergraduate education with those of a distinguished graduate program. While CAP values the Department's efforts to expand its offerings and to forge strong links with Geology, it is concerned about the apparent lack of cooperation with other allied graduate programs in planning for future hires in areas with a strong graduate research focus. Even as early as 1993, the external review of the Department had recommended joint appointments with allied graduate programs. In the long run, the College cannot subsidize highly specialized fields without importing expertise from other departments.

CAP recognizes that this position is central to the integrity of any program in Classical Studies and Classical Archaeology. Because of the concerns raised in the 2005 external review, CAP recommends that the Department take a year to consider ways of building bridges both within the Graduate Group and the apparent divisions in the Department itself (old vs. new paradigms; material vs. visual culture; humanistic vs. scientific methodology or affiliation). Arguably, these divisions are constructs in a field that is inherently deeply interconnected. CAP appreciates the ongoing process of intellectual self-reflection at the departmental level that aims to promote institutional and disciplinary goals. CAP asks that at the end of their discussions, the Department members present CAP with a five-year plan that addresses both a vision for the undergraduate curriculum and proposed contributions to the Graduate Group. After completing this plan, the Department should provide CAP with a specific job description or ad that is agreed on by all the members of the Department and supported by the Graduate Group. Based on CAP's review of the five-year plan and the ad, CAP would expect a search to take place in AY 2007-2008.

History

The Department of History has requested two positions, one in Modern Europe (broadly defined from WWII to the present) and one in Medieval History (the 6th – the 15th Century) to replace two faculty departures.

Given the importance of a position to Modern Europe to the field and the fact that Modern Europe is not covered at Haverford College, CAP strongly supports a search in European History for the next AY. In a time of increased sabbatical leaves without replacement, departments need to think and plan creatively about ways to meet the needs of their majors and other students. CAP has been greatly impressed with the Department's thoughtfulness and resourcefulness regarding how this position will potentially benefit other departments and programs. CAP, furthermore, appreciates the Department's willingness to encourage their students to take courses in allied disciplines and to count these toward the major in History.

In its 2005 review of the Department of History, the external review team strongly supported the replacement of the position in Modern Europe and recommended that the position be filled at the senior level. CAP feels that the current Department chair is clearly providing and will continue to provide strong leadership and, therefore, recommends that the appointment be made at the junior level. Furthermore, CAP's conversations with the Department have shown that its reflections on the external review are thoughtful and well-informed and reconfirm the vision shared by all the members of the Department. CAP also agrees with the Department that the position should be broadly defined with no particular methodology specified, so as not to limit the applicant pool. It is CAP's understanding that the appointee could then meet the need for courses on both particular historical themes and courses with a more specific methodological orientation.

However, CAP has some concerns about enrollment and major numbers of the last years that would argue against recommending two concurrent positions at this point. CAP understands that the less than robust number of enrollments is related to interim staffing in response to unfortunate illness and departure. Additionally, the distribution of students across departmental offerings remains quite uneven.

At this time, CAP recommends that History rethink its conception of the position in Medieval History and encourages the Department to resubmit a revised proposal to CAP. In its reconsideration of the proposal, the Department should also think about enrollment patterns and distributions and about how this position would relate to these enrollments. CAP encourages the Department to bear in mind that the College has identified Middle Eastern Studies as an important area of curricular growth across relevant departments and programs. Given the College does not anticipate growth in the total number of faculty positions, it is unlikely that the Department will be able to make an appointment in Medieval History and an additional appointment in Modern Middle Eastern History at least in the near future. Thus, CAP would like History to consider the trade-offs in selecting the Medieval position over a Modern Middle East position, or advertising a position with emphasis on Medieval Islam. CAP would also encourage History to consider the extent to which Medieval culture(s) are represented in the Bi-College course offerings and discuss how that representation impacts (or complements) their request.

French

The French Department has requested a replacement position in the French 18th century with a focus on the French *philosophes* of the Enlightenment and with an envisioned link to the Program in the Growth and Structure of Cities, specifically a course on Paris. The position was originally held for many years by Catherine Lafarge. CAP authorized a replacement position in 2002, following Professor Lafarge's retirement. At that time, the Department redesigned the position to intersect with the History of Science, allied political and philosophical movements, visual studies, urban studies, identity politics, and material culture. The position was filled in AY 2003-2004 at the level of assistant professor. In 2005, the new appointee accepted a position at another institution and left. The Department has now submitted a new proposal that contains significant alterations to the one approved in 2002.

As described by the Department, this position would now focus on Enlightenment thought through major texts and authors of the French 18th century. In their proposal, the Department focuses extensively on specific French writers. The Department notes the universality of the Enlightenment and indicates that the person hired will inevitably be interdisciplinary and linked to various other programs such as History, Cities, Comparative Literature and "Woman Studies."

CAP takes very seriously the important role the French Department has traditionally held in Bryn Mawr College's intellectual life. The Department is justly proud of its strong language pedagogy, its healthy number of majors, its Summer in Avignon Program, and its well regarded graduate program. The Department is to be celebrated for its continued

strength in a time of decreasing national student interest in European language instruction in general and French Studies in particular.

CAP wishes to encourage the French Department in their ongoing curricular reassessment implied by the incorporation of interdisciplinary elements in this altered proposal. However, CAP remains concerned by several features of the proposal, as currently constituted. In the course of CAP's deliberations, the following issues were raised as questions that needed to be addressed:

The French Department was asked to respond to the external review from 2002 prior to the authorization of any position. As this has not yet happened, CAP finds it difficult to assess how this position addresses the issues raised by the review team in the absence of a cohesive, fully thought out response by the Department.

Although the Department has obtained a bureaucratic "divorce" from its Haverford counterpart, the two departments are still required to consult closely and offer a shared curriculum. CAP has received no supporting material from the Haverford French Department with respect to the proposal in its final form. As the Haverford Department begins to prepare its own proposals to EPC for the future, it is imperative that, in an age of limited resources, repetition in positions be avoided at all costs. To that end, we urge, in the strongest terms possible, that this position be redesigned cooperatively with the Haverford French Department. The shared curricular concerns and desires of both departments must be reflected in any proposal submitted to CAP.

CAP remains concerned by the issue raised in the external review regarding the teaching of all courses in French that works against the interdisciplinary French Studies track. This requirement, although directly responsible for providing the steel in the Department's solid internal frame, also inevitably limits the Department's capacity to share their excellent resources with the rest of the Bi-Co community. As CAP looks to ways to maximize the College's resources in the future, we believe it critical that every department take the extra step to reach out across campus. The external review team recommended that the French Department begin to offer some of its courses in English. CAP concurs. Given that the Enlightenment is an area of major intellectual import, as the Department justly claims, then its historical and cultural significance cannot be reduced to a narrow range of specific French literary texts. Such a position, as the Department itself believes, beckons to many across campus, and the Department needs to find a way to welcome more of them. To offer selected courses of wider intellectual interest in English (possibly with extra sessions in French) will inevitably strengthen the Department's links to other campus programs and departments.

As a result, we are recommending that the position be sent back to the Department for further discussion with an eye toward resubmission next year. We urge the French Department to work very closely with their Haverford counterparts as they redesign this proposal. Additionally, we recommend that they talk to other departments across campus that offer courses on the history, philosophy, and literary heritage of the Enlightenment. As the French Department correctly argues in its proposal, the Enlightenment is of

critical interest to those in History, Comparative Literature, Philosophy, Gender and Sexuality, and the Growth and Structure of Cities. It is in the College's interest that such linkages be made explicit. CAP encourages all proposing departments to be in conversation with other programs and departments that are potentially affected so that they can discuss ways to maximize the position's College-wide curricular usefulness. This enhanced communication produces greater benefits for all.

Computational Science

The departments of Biology, Chemistry, Computer Science, Geology, Physics and Psychology have jointly proposed a position in "Computational Science." This position would serve to cover those courses taught by a faculty member who was not reappointed. This appointee would teach two courses per year devoted to interdisciplinary science offerings in computational modeling and the remaining courses in the home department. Research would involve any scientific problem addressed using computational methods and would include student researchers. Mentoring would be provided by the home department which consults with relevant departments.

Computational approaches have become more common in all of the sciences and their popularity will almost certainly continue to increase in the coming years. In fact, numerous Bryn Mawr research groups and upper level science courses currently employ both experimental and computational methods and expect their majors to have skills both in performing experiments and in using associated computational methods. Physics and Chemistry, for example, currently have TT positions devoted to computational or theoretical scientists.

It is not clear to CAP to what extent an interdisciplinary computational person will be more effective compared to one housed in a traditional discipline. While it is true that large research universities may organize centers devoted to particular experimental techniques (e.g., University of Pennsylvania's Regional Laser Lab), departments and curricula are generally organized along disciplinary and not methodological themes.

Last year, a minor in Computational Methods was created that allows students to combine computational courses with relevant courses in their major. While it is too early to tell how many students will take advantage of this option, modeling courses in general have had mixed enrollment histories. CHEM 322, offered for Chemistry or Mathematics credit, has been a popular course. However, some of the departments offering computational minors feel unable to offer key courses as frequently as they would like.

The science departments with the highest enrollments per faculty member are Biology and Psychology. Mathematics also has very high enrollments but did not join this proposal. Physics, Geology, and Computer Science feel stretched by leave and replacement policies but teach fewer students. Chemistry already has a computational scientist, and Physics teaches a variety of numerical and computational courses for its majors.

CAP acknowledges the importance of this position in helping foster a genuinely interdepartmental environment, which we consider an important aspect of the College's academic mission. At the same time, CAP's criteria for recommending positions include support for leave replacements and assistance to departments and programs with high enrollments per faculty member. CAP particularly stresses that spanning positions provide leave proofing and address gaps in the curriculum. The person hired into the requested position should be able to teach several existing courses in their home department and ideally develop modeling courses that can be taught by faculty colleagues. CAP is particularly anxious that departments having no Computational Science presence be allowed to benefit from such a position.

CAP recommends that the departments involved in drafting the request work together to refine and redefine their interests with the goal of hiring a computational scientist into one of the departments with high enrollment pressures. Signatory departments have identified a range of desired fields—Biology indicates Ecology, Bioinformatics, and Neurobiology as possible areas; Psychology has listed Cognitive Neuroscience, Cognitive Science, and Neural Modeling as computational techniques for understanding behavior. The challenge will then be to design a modeling course of interest to a cluster of departments. CAP asks that the interested departments bring CAP a joint proposal in the fall of 2006 that incorporates these areas of specialization and modeling courses that would serve the interests of various science departments and programs. CAP also recognizes that the departments involved, after further evaluation, may choose not to request this position.

Physics

The Department of Physics requested that the position of the Introductory Laboratory Coordinator be converted into a CNTT position. While CAP recognizes the need for this existing position to be a more permanent one, it is unable to act on this request at this point. In her response to the 2004-2005 CAP "Annual Report to the General Faculty," President Nancy Vickers temporarily put CNNT positions on hold by deferring "approval of any additional CNTT appointments beyond those approved in May 2005" (p. 3). Once the administration supplies CAP with further information regarding the very nature of the CNTT category and its role and pertinence in a liberal arts college context, CAP will initiate a full faculty dialogue on the issue.

Spanning Positions

During the AY 2005-2006, CAP continued its review and reevaluation of spanning positions. In this undertaking CAP has been mindful of the criteria for the recommendation of selected positions stated in the 2001-2002 CAP "Annual Report to the General Faculty," specifically the need to provide continuing support to existing departments and programs, to promote the development of interdisciplinary initiatives, and to meet the greater staffing needs necessitated by the College's sabbatical plan. The 2001-2002 CAP Report also stated that spanning position requests needed to address the goals of the College's Plan for a New Century (global issues, scientific change,

information technology, diversity, excellence in arts and letters) as well as meet the following criteria: the need to cover introductory courses or courses required for the major, such as senior conference; strong enrollments as measured by the number of students /FTE in courses and the number of majors; support for interdisciplinary programs and interdepartmental cooperation; assistance to broader curricular initiatives.

Fiscal constraints have prevented consideration of the remaining original positions at this time. Further reviews of these positions will need to take into account information provided (in due course) by the current Task Force, specifically information on: current and future curricular needs, optimal size of the Undergraduate College, the sustainable size of the faculty, optimal student to faculty ratio, equitable distribution of faculty work, and sabbatical leave coverage. As part of the evolving shared governance of the College, CAP represents the General Faculty and participates in this Task Force process. CAP will continue to provide the faculty and appropriate chairs with specific information regarding this process, as it becomes available.

Mellon Postdoctoral Fellowships in the Humanities and Humanistic Sciences

In AY 2004-2005, CAP agreed to oversee the administration of Mellon Postdoctoral Fellowships in the Humanities and Humanistic Sciences as part of its institutional charge to promote emerging fields of inquiry and look at ways of filling underrepresented areas in the curriculum. These postdoctoral fellowships were originally in the purview of the Dean of the Graduate School and later the Office of the Provost. Both offices had agreed that the selection process be regularized under the auspices of CAP in order to better serve the larger research and curricular goals of the College. In September 2004, CAP invited faculty interested in hosting Mellon Postdoctoral Fellows to submit proposals to CAP.

In its selection process, CAP was guided by the criteria of filling curricular gaps, addressing cross-disciplinary fields of study, and providing leave replacement. During its first round of proposal reviews, CAP identified International Studies and Cultures and Societies of the Middle East as two complementary fields of curricular need. Searches were carried out in the spring of 2005, and the two positions in these areas were filled for the AY 2005-2006. The Mellon fellows who currently hold the positions have now been reappointed for the AY 2006-2007. CAP has recently invited faculty to submit proposals for the AY 2007-2008 Mellon Postdoctoral Fellowships.

CAP promotes The Mellon Postdoctoral Fellowships as a way for departments and interest groups to experiment with new fields or new combinations of fields and as an alternative to making multi-year appointments. CAP encourages faculty interested in new curricular initiatives to take advantage of the Mellon Postdoctoral opportunity.

Future Planning

In the light of its newly configured tasks within the revised By-Laws and its role in the evolving objectives of the Task Force on Balancing the College's Mission and Resources,

CAP will continue to pursue its aim of allocating needed faculty and curricular resources to the College's departments and programs in a fair and equitable fashion. In this task, CAP wishes to foreground the best interests of both the larger institution and specific departments and programs. CAP deeply appreciates the concerted efforts of many academic units to collaborate across curricular and disciplinary divisions, efforts including but not limited to offering academically rigorous and innovative College Seminars, energizing existing curricular structures by responsibly utilizing information technologies, exemplifying the best of dialogic and critical thought by team-teaching, or creating opportunities for undergraduate students to participate in collaborative faculty research. Since 1998, almost every CAP Report to the General Faculty has emphasized the importance of cross-pollination of disciplines, where this is feasible and helpful in enhancing the diversity of curricular offerings, while being mindful of optimal faculty size. The real limitations of our size and assets represent a blessing in disguise by encouraging creative sharing of intellectual resources and willingness to go beyond self-preservation. As Friedrich Nietzsche once said in reference to scholars, "the wish to preserve oneself is the symptom of a condition of distress, of a limitation of the really fundamental instinct of life which aims at expansion writ large and, wishing for that, frequently risks and even sacrifices self-preservation" (*The Gay Science*, Book 5, section 349).