

Committee on Academic Priorities
2003-2004
Cynthia Bisman, *Convener*
Grace Armstrong
Azade Seyhan
Elizabeth McCormack
Christine Koggel (fall 2003)
Marissa Martino Golden (spring 2004)

B R Y N M A W R

April 30, 2004

**ANNUAL REPORT TO THE GENERAL FACULTY
2003-2004**

The 2003-2004 members of the Committee on Academic Priorities (CAP) included Cynthia Bisman (Convener, Graduate School of Social Work and Social Research), Penny Armstrong (French) and Elizabeth McCormack (Physics). For the fall semester Christine Koggel (Philosophy) replaced Azade Seyhan (German) who then served in the spring semester along with Marissa Golden (Political Science), elected to replace Kim Cassidy (Psychology), on leave for the full year. CAP met weekly; the Provost joined us for many meetings at our invitation. The Provost's Office, especially Associate Provost Suzanne Spain and Dolores Burdo, was instrumental in providing data and administrative support to CAP.

During the course of the year, CAP has had four meetings with President Vickers. Additional meetings, yet to come, will consider specific recommendations and priorities for the Katharine Houghton Hepburn Initiative (KHII). CAP also met with the Committee on Appointments, the Deans of the Undergraduate College and the Graduate School of Arts and Sciences (GSAS) and the Co-Deans of the Graduate School of Social Work and Social Research (GSSWSR), the Curriculum Committee, the Feminist and Gender Studies Steering Committee, the external review team for East Asian Studies, the Director of the Mellon Tri-College Forum for Faculty Development and a visiting team from Mills College. In addition, CAP is initiating discussions about International Studies, the Middle East, Peace and Conflict Studies and the Hebrew Language Program. Before the end of the year, CAP will meet with the faculty of the Graduate School of Social Work and Social Research and Haverford's Educational Policy Committee (EPC).

CAP also met with faculty from the two graduate schools to share information about graduate work practices across campus and to consider approaches for strengthening our

graduate programs. As part of the Katharine Houghton Hepburn Initiative, CAP engaged wide-ranging groups of faculty to work together towards constructive strategies and ideas with regard to academic innovation in our curricular structures and culture. Reflected in these activities is CAP's commitment to a strong faculty voice, and belief in the need for a renewed sense of community.

In addition to reviewing nine position requests and discussing a previously approved spanning position, CAP spent much time reaching out to faculty, seeking ways to strengthen existing programs, continuing our support of broad initiatives, and bringing greater transparency to our process. CAP's new Web and Blackboard sites are further examples of our efforts to provide more opportunities for dialogue among the faculty and with CAP colleagues about academic priorities.

Representatives from CAP sit on the Committee on Institutional Priorities (CIP) and its Budget and Space subcommittees as well as on the Two College Committee on Academic Cooperation (TCCAC), and attend meetings with department chairs. Additionally, CAP met several times with members from the Board of Trustees and a representative from CAP was a member of the Board of Trustees Task Force on College Governance. CAP representatives also participated in meetings of the Ad Hoc Committee to Revise the Plan of Academic Government and served on the Committee for the Middle States Report.

The Plan for a New Century continues to drive CAP's assessment of institutional priorities. As we seek to advance the College's mission and goals highlighted in the Plan, we are attentive to the weight of budgetary constraints. We note that they have delayed our ability to move forward on the spanning positions already recommended by CAP and have impeded leave replacements in many departments. Consequently, we especially welcome the potential for increased flexibility offered by the KHHI as well as the opportunity to increase the national visibility of the College and thus continue to strengthen our programs.

Web and Blackboard Sites

To increase transparency about CAP's activities and provide increased opportunities for discourse between CAP and faculty, CAP established its own Blackboard site and Web page <http://www.brynmawr.edu/cap/index.html>, with links to its Annual Reports, the "What is a Course?" report from last year, Guidelines for Requesting Positions and a narrative of CAP's role as a faculty committee. The Blackboard site (accessible via the College Web site as a course for which all faculty are enrolled) has a public discussion board that enables faculty to share their concerns, raise questions, and make suggestions with respect to academic priorities under discussion by CAP.

CAP encourages faculty to make use of these sites to communicate with the Committee and each other to ensure a strong faculty voice and participation in issues that affect faculty and the College as a whole. It is CAP's hope that these sites will continue to evolve in facilitating our communication with each other as we address our challenges in

establishing institutional priorities, providing meaningful governance structures, facing our budgetary constraints, and planning programmatic initiatives.

History of CAP

This year, CAP felt it important to track the ways in which our agenda has developed over the years from the Committee's inception. Reminding ourselves of our roots can be helpful as well for the entire Faculty, since our collective memory is inevitably influenced by retirements from and new additions to our body.

The Ad Hoc Academic Planning Committee, which preceded CAP, first met in November 1987. It was charged, according to the College's Middle States Report "with developing plans for the academic future of the College within the guidelines of the already adopted Plan for Achieving Financial Equilibrium [PAFE]." Related concerns included but were not limited to faculty research issues, the relationship between research and teaching, the nature of the curriculum, and faculty workload level. The Committee was composed of members of the Faculty and the Administration. Its co-chairs were J. Shapiro (Provost) and D. Kinney (HART). Three members were liaisons from the Curriculum Committee, the Committee on Appointments, and the GSSWSR. The six additional members included three colleagues elected from the floor of the faculty and the Deans of the Undergraduate College, the GSAS, and the GSSWSR. During its first semester of meetings, the Committee indicated its interest in and concern about merging departments (thus deciding to oversee the Bi-College French merger, after that of German had occurred without any input from College committees), "increasing faculty participation in academic decision-making and setting of policy", as well as catalyzing discussion of issues and policy in faculty meetings. Members of this first year of the Ad Hoc Academic Planning Committee were D. Kinney, J. Caplan, N. Farley, F. Mallory, A. Albano, J. Wright, J. Kronick, the Deans of the Undergraduate College, the GSAS, and the GSSWSR and Provost J. Shapiro.

This experiment having proved a success, the faculty voted to change the bylaws, make this committee a permanent part of the institution, and reconceptualize it as a faculty committee only, consisting of five tenured members of the faculty elected from its floor with a view to representation from the various divisions and schools. The duly elected and newly named Committee on Academic Priorities first met in March 1989 and its first five members were D. Kinney, J. Kronick, J. Wright, G. Armstrong, and M. Hollyday. Its charge, as articulated in the minutes of 5/15/89, was "to engage academic priorities for the College". In these early working meetings, Committee members agreed to study the following issues: the structure of full-time tenure lines, part-time lines, non-tenure lines; minimum and maximum enrollments; the definition of a full-time teaching load and examination of decisions based on these figures; study of how work-load credits were counted; analysis of courses within departments by numbers of students and levels of courses; study of the Arts program, its rationale and status. The Committee also decided to take responsibility for recommendations to the President regarding search requests submitted by departments and programs. CAP also indicated its desire to have input in

the external reviews of departments and programs. We note with interest the continuing relevance of the issues identified by the first CAP.

Strategic Planning

Bi-College Cooperation

By the end of this year, TCCAC will have met twice. Chaired in alternate semesters by each of the College presidents, the committee consists of the provosts, representatives from CAP, Curriculum Committee, Haverford's EPC and students from both campuses. Furthering its efforts to strengthen collaboration, the committee met with the Bi-College departments of Philosophy and Physics in the fall and will meet in the spring with Feminist and Gender Studies and the Computer Science Program.

As part of the planning process, both CAP and EPC continue to ask for evidence that departments shape position requests in consultation with each other.

Curriculum Planning

CAP continues to recommend that the Undergraduate Curriculum Committee engage in strategic curricular planning which would consider overall curricular coherence, diversity and sustainability. To support its recommendation, CAP representatives attended several meetings held by the Ad Hoc Committee to Revise the Plan of Academic Government at which we articulated the relationship between a strong faculty voice, a College that is vibrant and fiscally healthy and the need for an institutional perspective in our curriculum planning. CAP believes that the responsible setting of academic priorities requires curriculum planning attentive to the curriculum as a whole including trade-offs between and within departments.

These committees met together a number of times to engage in such strategic planning, specifically focusing on the College Seminar Program, Film Studies and on ways to enhance collaboration between the committees. At a meeting later this semester, the committees will meet with their Haverford counterpart to consider a new proposal concerning a Bi-College East Asian Studies Program. CAP met several times with the Dean of the Undergraduate College and representatives from the Curriculum Committee joined CAP representatives in the Open Meetings held across campus around the KHHI.

Feminist and Gender Studies

CAP met with members of the Steering Committee for the Feminist and Gender Studies Program in early October to discuss the profile of Feminist and Gender Studies and its role in the College. Everyone agreed that such a program continues to be important to women's colleges in general and that it was time to strengthen Feminist and Gender Studies at Bryn Mawr as a means of raising our visibility as a women's college. Discussion also focused on current problems facing Feminist and Gender Studies including need for faculty time and resources for program coordination and leadership, lack of stability of teaching faculty, and coverage for departments when faculty commit to teaching courses in this Program. Some possible new approaches considered were to negotiate terms with new faculty hires that include offerings to Feminist and Gender

Studies (as we have begun to do with Film Studies) and to discuss course replacement options for departments with faculty interested in contributing to this area. These sorts of measures could facilitate long range planning and help to strengthen Feminist and Gender Studies.

Members of the Steering Committee also reported that at an open meeting with students and faculty they had discussions about changing the name of the Program. Before the end of the year, CAP will meet again with the Steering Committee to discuss this issue as well as an expanding profile and role for Feminist and Gender Studies. Such work will gain increasing importance with the emerging Katharine Houghton Hepburn Initiative.

Hebrew

Retirements over a number of years in Judaic Studies, History and Hebrew have left a critical gap in the teaching of Hebrew and Judaic Studies. Due to the absence of a tenured faculty member, direction of the Judaic Studies Program has been undertaken by the Office of the Provost. The College has hired interim faculty members to teach specific courses (e.g., Sephardic Literature, Jewish Identity) and has invited tenure-track faculty members to offer relevant courses, reimbursing them or their departments. For the past two years (2002-04), the College has offered additional courses through an interim appointment in Political Science, cross-listed under Judaic Studies. Next year "Islamic Political Thought" and two courses on the Middle East will be taught, as well as Intermediate Hebrew.

The Hebrew Language Program has performed well: its enrollments/FTE were only slightly lower than those in other language programs. However, given that the majority of courses are language instruction and not literature and culture, one might expect somewhat more robust enrollments (the average enrollment in language instruction courses is about 14 students/course, with very little spread, which translates to enrollments of about 60 to 65 UG enrollments/FTE based on a load of 4.5 courses/FTE).

CAP believes that the College needs to think strategically about Judaic Studies, Hebrew and the Middle East. The Plan for a New Century notes that programs at the College should have a compelling curricular agenda, meet a demonstrated need and show a strong performance. As we do with all programs, CAP must ask whether there is a persuasive curricular need presently answered by the Hebrew Language Program. The Hebrew Language courses are not currently integrated with additional programs of study, in contrast to other languages taught at the College. Nevertheless, it is clear to us that recent world events highlight the importance of this area. Therefore, CAP is initiating dialogue with various members of the faculty and the Curriculum Committee to consider ways to offer courses on a regular and committed basis that address the languages, history, cultures and politics of the Middle East. It is our expectation that these conversations will continue next year with the goal of developing a proposal that presents a coherent and balanced approach for covering this area of study.

Spanning Positions

CAP continues to hold to its recommendations and priorities for positions to support the sabbatical plan. In the academic years 2000-2001 and 2001-2002, we recommended the following "spanning" positions: Computational Science, Legal Studies, Environmental Studies, Romance Languages and Literature, Urban Social Problems and Policy, Anthropology and Psychology, Drama, Comparative Literature, Economics and Statistics. Thus far, the College has filled positions in Computational Science and Legal Studies but has been unable to move forward on any of the others due to budgetary constraints. It is our hope that the recent Mellon Bridge Grant will allow for a search next year in Comparative Literature. CAP is very aware of the pressure on departments to fill the additional leave replacements resulting from the new sabbatical plan without these "spanning" positions. We plan to discuss these issues further either later this semester or include them in our agenda for next year.

"What is a Course?"

The range of faculty reactions to the "What is a Course?" document from last year served to promote continuing dialogue among the President, Provost and CAP to make clear each of our roles and responsibilities with regard to strategic academic planning, policy setting and implementation.

CAP reached out to the campus community to clarify further the guidelines recommended in this document. Along with the Provost and Treasurer, we met with faculty returning from leave. To respond to concerns from some students with regard to course size we communicated with the student group CHIDE, summarizing our thinking around that issue. In doing so, we reiterated our expectation that our recommendations would offer faculty teaching large courses the time to devote to them (by giving them more credit as we do for students in some intensive courses), as well as provide a greater number of students access to smaller classes by decreasing the number of those that are very small.

Graduate Schools

Graduate School of Social Work and Social Research

CAP continued its ongoing discussions with the School by inviting Co-Deans Raymond Albert and Marcia Martin to talk with us about the School's progress in meeting its goals around recruitment, financial stability and curriculum articulated in the GSSWSR Plan. Two meetings were held, one in May 2003 and the other in December 2004.

The Deans and CAP were pleased to note that the School's applications and enrollments show modest increases and these, combined with improved fundraising (aided by increased efforts for funded faculty research and for developing networks with alumni) as well as programmatic changes, have improved the School's fiscal situation. Better balancing of resources for the master's and doctoral programs has been introduced 1) with more enhanced Master's courses which count for doctoral credit and 2) the simultaneous admission of qualified students to both the M.S.S. and doctoral programs. The new

curricular initiatives, including Family and Child Well-being and the Advocacy concentration, seem to have the potential to strengthen and refine the School's identity.

The School and the Undergraduate College are achieving greater collaborative interactions -- and should work to achieve much more -- through the reciprocal use of individual colleagues who teach on the other campus. CAP and the Deans believe that the School can also be particularly helpful to the Undergraduate College by expanding opportunities for undergraduate internships through community partnerships and the increased placements afforded by praxis. These opportunities have the additional recruitment advantage of increasing the attractiveness of Bryn Mawr by enhancing the social justice profile of the College. CAP notes that the President's Plan for a New Century includes expectations for collaboration between the GSSWSR and the Arts and Sciences programs, and we look towards the School for continued leadership in helping to build a strong social science nexus at the College. Additional collaborative opportunities should grow out of the evolving discussions around the Katharine Houghton Hepburn Initiative.

The new Advisory Board, chaired by a member of the College Board of Trustees, is an especially welcome development for the School. Its members can serve as a resource to enhance fundraising and recruitment as well as to link the School to the wider professional and regional communities. By the end of this academic year, CAP plans to meet with the School's faculty members to discuss planning for the future of the School.

Graduate School of Arts and Sciences

In September 2003, CAP met with the Dean of the Graduate School of Arts and Sciences, Dale Kinney, to discuss the current status of the GSAS. CAP is pleased to note in the Dean's Report the productive energy which members of the Graduate Group (History of Art, Classical and Near Eastern Archeology, and Classical Studies) have shown in working together on various interactions. Faculty and students in these departments share space and resources and collaborate in many scholarly, professional, and social activities including interdepartmental seminars (GSems) co-taught by faculty in at least two and usually three departments. These endeavors can only enhance the visibility and attractiveness of the Group's graduate programs. Dean Kinney also reported on discussions taking place for developing a Graduate Group in the Sciences described as "an alternative to traditional graduate programs in its attention to the unique needs of individual students and its commitment to developing a more broadly trained community of scholars who are equipped for meaningful and rewarding professional careers as scientists".

Dean Kinney shared the contents of her report to the Board of Trustees, including her recommendation that the test of viability of graduate programs in the Arts and Sciences be suspended, given the negative effects that fiscal constraints were having on recruitment and reform efforts. She also described a project examining the cost of offering graduate programs. This study revealed that costs vary widely across programs due in part to different practices in offering graduate curriculum. Issues raised about graduate curricular models; ways to credit faculty for administering, teaching and

advising in graduate programs at Bryn Mawr; the significant contributions of the GSAS to the undergraduate College; along with other issues that emerged from our discussion, ultimately helped to shape the agenda for the meeting held with graduate faculty later in the semester (see below).

Meetings with Graduate Faculty

In December 2003, CAP convened a meeting with faculty from graduate degree-granting departments to exchange information about graduate curricular structures, student financial support, faculty credit for graduate education activities and collaborative relationships among the graduate schools and programs. The discussion provided useful information about graduate work practices across campus, along with a helpful sharing of ideas for strengthening our programs. Several suggestions emerged from the meeting to enhance the relationships of the GSAS with the GSSWSR as well as the linkages between the graduate and the undergraduate programs. These included: 1) Work with the Director of Undergraduate Admissions to recast the messaging associated with the graduate programs on campus, in particular, to promote the advantages the B.A./M.A. option that graduate programs can offer to well-prepared undergraduate students; 2) Support the Graduate Council to write a new GSAS-wide mission statement for the graduate programs that articulates the current intent and value of our graduate programs including their contributions to meeting the undergraduate educational mission of the College, and 3) Commit to exploring a variety of models for giving faculty credit for administering, teaching and advising in their graduate programs. To follow up on these issues and to identify a set of priorities for promoting and strengthening graduate education, CAP is hosting a second meeting of graduate faculty at the end of this semester.

Recommendations for Departmental Position Requests

A range of variables informs CAP's recommendations with regard to position requests. This year our decisions reflect financial support from Mellon grants, enrollment data and the current budgetary constraints. To foster greater transparency, we wish to briefly discuss each of these factors.

Mellon Grants

Two Mellon grants allow the College to move forward with searches for positions vacated by retirements. The first, the Mellon 2000 grant, underwrites searches in anticipation of retirement. In the original proposal, the departments targeted for such support were HART, Archaeology, Philosophy and Classics. In 2002-03, Provost Kuncel asked permission from the Foundation to include Italian and English. Four of these six departments have now filled positions. The fifth, Classics, has submitted a replacement request to CAP for 2004-05 (see below). In 2003-04, the Provost also sought and received funding from the Mellon Foundation, the Mellon Bridge grant, to cover especially pressing academic needs. These funds permit CAP to recommend that the College move ahead with the search in Comparative Literature, approved as a spanning position in 2002, but placed on hold because of the College's fiscal situation (discussed below). They also target support of the History department, which has been hard pressed by, among other things, a resignation. CAP expects the History department to bring a search request after discussion and an outside review in 2004-05.

Enrollment Data

For the past years, CAP has considered such figures as numbers of students/FTE for each department and number of majors as informative and important, though not definitive, factors for consideration. How one counts full and part time FTEs, leave replacement FTEs, chair release FTEs, CNNT FTEs, laboratory teaching, graduate courses, Haverford students and double majors impacts the specific numbers obtained. Therefore, different methods of counting these contributions will usually explain the occasional disparities between departmental numbers and those of the Provost's Office (Registrar). CAP encourages department and program chairs to work together with the Provost to agree on an appropriate set of procedures for calculating enrollment and FTE figures.

Budgetary Constraints

Due to the large number of position requests this year, including four in the Sciences, CAP recommends that searches be staggered over the next two years. We recognize that this may result in pressure on some departments and therefore we also recommend hiring of interim faculty to cover departmental responsibilities.

Anthropology

In late spring of 2001-2002, the Department of Anthropology's request for a tenure-track replacement position at the rank of Assistant Professor was approved for a search effective 2002-2003. For a number of legitimate reasons, the Department, President and Provost agreed to delay the search until fall 2004. Due to the time delay, CAP and the Anthropology Department met this year in order to consider shifts in Anthropology's needs and potential new directions.

The Department will seek to fill this position with a cultural anthropologist who has competency in cultural interpretative approaches to music, dance, art, language, material culture and/or other expressive areas. Ethnographic or ethnohistorical approaches are emphasized and area preferences are the Americas, Central Asia, South Asia, or the Middle East.

Biology

The Biology Department has requested a full-time tenure-track position in biochemistry at the assistant professor level to replace a colleague who is retiring. This new faculty member would teach biochemistry and molecular biology as well as share responsibilities for providing coverage in the Environmental Studies or Neural and Behavioral Science concentrations. CAP recommends that Biology's request be approved. Given current fiscal constraints, we recommend deferring the search for one year.

Biology is a central scientific endeavor and one that needs to be represented strongly in any institution that purports to train young women in the sciences. In addition, biology is central to many of our students - including our pre-med students and those in the post-bac program. Biology is a very popular department with both large enrollments and consistently high numbers of majors. In 2002, for example, Biology graduated 31 majors, in 2003 it graduated 28. Additionally, the Department contributes

significantly to the Center for Science in Society and to the College Seminar Program. Bryn Mawr is committed to offering a broad curriculum in biology which, in our view, requires including biochemistry (a view that is shared by the Department in its position request as well as by its Haverford counterpart).

CAP recommends, however, that this search be conducted in 2005-2006. Biology has recently benefited from two hires - one a spanning appointment and the other a replacement position. Postponing this search for one year will provide the College with some lead-time to identify funding sources that might help defray the anticipated high cost of providing the new biochemist with an appropriate research space.

Chemistry

The Chemistry Department has requested a replacement tenure-track assistant professorship in experimental physical chemistry. This new faculty member would share responsibilities for providing coverage of physical chemistry topics in the curriculum and provide opportunities for undergraduate research in physical chemistry. These are of critical importance in preparing students for graduate work. As a second physical chemist, this individual would add flexibility to teaching assignments at both the introductory and advanced levels and share with other department colleagues in the development and teaching of a new integrated laboratory. This change to their curriculum, fully endorsed by the Haverford Chemistry Department, will reduce the advanced laboratory teaching load of faculty, lessen the department's dependence on one-year interim appointments, and allow more flexibility for leave replacements. In addition, the research space renovated previously is appropriate, with little modification, for a new physical chemist.

The Department has maintained a relatively constant number of majors and has contributed consistently to the College Seminar program. It acknowledges a trend of fewer enrollments in their introductory courses and attributes this to a variety of legitimate factors, including changes in the College's requirements. Chemistry has provided greater program flexibility for majors. This will open up opportunities for students to construct interdisciplinary programs of study by completing minor concentrations in, for example, environmental studies, computation, and education. These changes are well aligned with the goals of the Plan for the New Century to promote interdisciplinary training for our students. For these reasons, CAP recommends that Chemistry be allowed to search in 2004-2005 for a tenure-track Assistant Professor in Physical Chemistry.

Classical Studies

The Department of Classical Studies has requested a full-time tenure-track faculty position in Latin poetry at the assistant professor level to replace a colleague who will be retiring in a phased manner over the next two years.

We consider Classics integral to Bryn Mawr's liberal arts curriculum and part of what makes us distinctive. Moreover, we consider this request to be particularly important because of the Department's small size and the impact that this position has on both our

undergraduate and graduate programs. In addition, this department has a long history of contributing to the College Seminar and General Studies programs. And finally, our communications with the Department and with its Haverford counterpart have persuaded us of the centrality of Latin poetry to its curriculum.

CAP has concerns about the current enrollment figures in Classics, particularly their low number of majors. It is important for Classics to bolster its enrollments and to attract more majors. In our view, greater participation in the College Seminar Program, in Comparative Literature and in other College-wide programs, would provide opportunities to attract students to Classical Studies. We also ask the Department to consider conceiving of the requested position as having a theoretical component as well as a substantive one. In other words, while CAP recognizes the need for a specialist in Latin poetry, we also encourage the Department to search for someone whose training reflects current trends in Latin and literary and cultural studies (e.g., critical theory) and whose research will promote interaction with colleagues from other departments as well as contribute to the intellectual dialogue in the humanities and to the Graduate Group seminar.

CAP recommends approval of this request and, given the leave schedules of department members, that this search be conducted next year. This replacement position will be supported by the College's Mellon 2000 grant.

Comparative Literature

For the past two years, CAP has recommended that a search in Comparative Literature be at the top of the priority list among approved spanning positions. We are especially pleased that the financial support from the Mellon Bridge grant this year (see above) may enable the College to move ahead with this search in 2004-2005. In CAP's 2001-2002 Annual Report, we agreed with the request of the Comparative Literature Steering Committee that the position should be "at the level of open rank to fulfill its need for the sustained presence and guidance of a faculty member whose primary academic responsibilities center upon the program. Applicants would be expected to teach three-fifths in Comparative Literature and two-fifths in an appropriate department such as one of the languages or English." Additionally, CAP acknowledged the strong Bi-College cooperation in this program and wanted to respond to needs in the German Department. We, therefore, encouraged a search that could result in contributions to both German and to Comparative Literature, recommended that a faculty member from German be a member of the Search Committee, and supported an open search to attract the best applicant.

Computer Science

The Computer Science Program requested replacement for a full-time tenure-track faculty position at the assistant professor level.

Computer Science is identified in "The Plan for a New Century" as an important priority area of study for our students and women in general; it is an area where women and minorities are currently under-represented. The Program is also committed to developing

interdisciplinary research; areas already represented in the department include Artificial Intelligence, Cognitive Science, Compiler Design, and Complexity Theory and Robotics.

This program's conception provides a novel approach to instruction and student research opportunities in computer science; it offers a minor in Computer Science, an interdisciplinary minor in Computational Methods, and independent majors in Computer Science. Moreover, it seeks to develop and complement the curriculum offered in conjunction with Haverford whose contributions are defined more traditionally. To uphold its Bi-College commitments and its responsibility to teach students a stable curriculum, CAP believes that Computer Science requires a third member.

The alternative of hiring interim faculty to staff this new program is undesirable since in this phase of growing the program, strong commitment and engagement are required to build community and shape priorities. The current faculty of two would benefit greatly from a colleague with whom to share important planning and departmental service duties.

Although enrollments have been growing in this program, they have recently become erratic, affected by the instability of offerings and other staffing related issues. To help rectify this instability and to build on the momentum established with the two hires (in 2001), CAP recommended approval of this request for a search during the 2003-2004 academic year. CAP encourages this program to continue to explore the potential use of alternative structures for computer science laboratory instruction.

English

The Department of English has requested a full time, tenure-track position in either Latino/a-American or Asian-American literature to replace a colleague who has left for another institution. The Department consistently contributes generously to the College Seminar program as well as to other College programs and has had more than 30 majors each year for the past decade. This has led to heavy teaching and advising workloads within the Department. CAP feels that such a position is, indeed, a very important one in the larger intellectual map of English studies; this view is also supported by the Haverford English Department.

In the last few years, CAP has recommended that English replace each tenure-track position vacated by retirements. At this time, we suggest that English take the next year to reflect on the Department's identity and significant role here at the College. CAP would like to invite English to come back to CAP next year with a request for two tenure-track positions, the position currently under consideration and the anticipated retirement replacement position. We suggest that the proposal include: a) a continuing consideration of the Department's contribution to College Seminars in FTE numbers given the recent ratification of a one-semester College Seminar requirement, b) a detailed examination of these two positions in the context of short and long term planning for the Department, and c) the larger picture of course offerings in ethnic literatures of America and the Americas in the tri-college community. With respect to the last point, CAP encourages the Department to work more closely with departments and programs that offer courses in Hispanic, Latino/a-American and Chicano/a literatures, many of them in

English. CAP acknowledges the innovative energy of the Department and believes that taking the next year to consider these two positions in tandem will allow for more effective planning to sustain this intellectual vitality.

Geology

The Department of Geology has requested a full time, tenure-track mid-career position to replace a colleague who is retiring. The Department argues the necessity of maintaining expertise in the four fundamental fields of geology to offer a sound and satisfactory major. Furthermore, the continuation of the Environmental Studies Concentration requires staffing from Geology. Most importantly, the Department feels that it is critical to its success to have a mid-career faculty member to provide leadership and asks that the search be undertaken during 2004-2005. The new appointee would have experience in the field of igneous and/or metamorphic geology with emphasis on geochemical applications. Furthermore, for purposes of collaborative research, the Department needs an individual whose principal research interest would be in a field that complements that of at least one other faculty member and who could contribute substantially to one or more of such areas as geochemistry, geodynamics, environmental geology, Earth system science, remote sensing or geoarchaeology.

CAP recognizes the very distinguished history of the Department of Geology and the need to maintain the representation of the four fields of the discipline in their program. Many colleges do not have undergraduate programs in Geology and the BMC department is the only one serving the tri-college community. CAP is also cognizant of the increasing contribution of the Department to interdisciplinary course offerings, such as Geochemistry, Geophysics, and Geographic Information Systems. CAP does have concerns about the low major numbers in Geology, given the centrality of the discipline to the study of the Earth and its environment.

CAP approves the request of the Department, but due to the above concern and the current financial constraints, it recommends that the search be postponed for a year. This will allow the Department some time to reflect on ways of attracting more majors and tapping its considerable potential for student interest in ways commensurate with the ever-important place of the discipline.

Philosophy

The Philosophy Department requested a conversion of their Postdoctoral Fellowship under the Minority Scholar-in-Residence Program to a full-time tenure-track position at the rank of Assistant Professor.

Women and Asian/Asian Americans are seriously underrepresented in the profession. According to a 1995 report by the American Philosophical Association, "Among all the fields in the humanities – History, Art History, Music, Philosophy, English/American Language/Literature, Classics, Modern Language/Literature and Other (including Linguistics, American Studies, etc.) – Philosophy was the most disproportionately male. Of the 8300 Ph.D.'s, 82.6% were male and 17.4% female." The latest figures provided by the APA show that of Ph.D.'s awarded in Philosophy for each of the years between 1993

and 1996, Asian/Asian Americans represented 3.9, 3.6, and 3.2 percent respectively. The most recent data suggest that there is little to no improvement in these numbers for women or Asian/Asian Americans. Additionally, for each of these groups the numbers drop in the profession itself first at the assistant, then the associate, and full professor levels.

In our 2002 Annual Report we modified our guidelines to match our practices and stated that in "*exceptional* circumstances, non-tenure-track positions may be converted without a national search." Indeed there are several precedents of these "exceptional" conversions. Moreover, the College conducts national searches in choosing these minority scholars.

CAP strongly recommended approval of this conversion effective 2004-2005. A central goal of the Minority Consortium Program is to increase the presence of minority faculty at Liberal Arts Colleges and Haverford and Swarthmore have both already converted post-doctoral fellows to tenure-line positions. It was CAP's hope that Bryn Mawr would also be able to make such a conversion when we recommended participation in the Minority Scholars Program in 2002; "we hope to recommend to the President an outstanding candidate from this program as a Minority-Scholar-in-Residence whose position could be converted to a tenure-track position after one year at the College."

CAP further based its recommendation on the Department's steady enrollments in introductory courses and increases in the number of majors despite staffing challenges. The Review Committee for the Haverford and Bryn Mawr Philosophy Departments stated in their 2000 Report, "Bryn Mawr indeed needs a new position to attain critical mass as a successful department" and "in order to carry its weight in a bi-college venture." CAP hopes that the increased staffing stability will enable Philosophy to contribute to College Seminars as well as facilitate its continued contributions to Centers.

Physics

Physics has requested a tenure-track assistant professorship in either theoretical or experimental physics to replace a colleague retiring at the end of 2004-2005. The Department has been an innovator and leader among undergraduate institutions in preparing women for graduate education and professional careers in science. CAP wishes to support the Department in this enterprise so important to the Plan for a New Century. In a department with four tenure-track faculty, the retirement of a colleague whose teaching excellence and active research profile contribute to that nationally recognized excellence can have immediate unfortunate effects. Furthermore, given the close cooperation between the Department and Haverford Physics in scheduling advanced-level courses, the absence of a tenure-track faculty member would be felt even more widely. In addition, Physics has contributed consistently to the College Seminar Program. It has also analyzed in a responsible and convincing way its modest numbers of majors and a trend of somewhat fewer enrollments that it attributes to a variety of legitimate factors and is currently addressing.

For these reasons, CAP feels comfortable in recommending that Physics search for a tenure-track Assistant Professor in 2004-2005, timing that both enables the participation of all three tenure-track faculty and also meshes well with the future proposed search in Haverford Physics. CAP recommends that, for reasons of balance and fiscal responsibility, the search be conducted for a theoretical or computational physicist.

Spanish

The Spanish Department requested conversion of an on-going three-year interim appointment to a continuing non-tenure-track (CNTT) position.

CAP agrees with the Department's assessment that Spanish has a continuing and long-term need for the position of a language pedagogue to assist with the training and oversight of undergraduate language teaching assistants as well as to provide for continuity and innovation (the model in French that Spanish would like to re-establish). The fact that Spanish is the second language within this country and continuing to grow in importance, makes the necessity of a conversion of this position to CNTT even more compelling. While the principal benefit of converting the interim position to CNTT would be to provide continuity to the Department and to enable Spanish to meet its current curricular needs with this more permanent staffing, the excellent fit between the established record of success from such a pedagogue and the special demands of the intensive and non-intensive language courses round out our reasons for making this recommendation.

CAP is conscious that enrollments have decreased in Spanish. Enrollments have run from a high of 87.78 per faculty FTE in 1997-1998 to 63.08 in 2002-2003. The presence, however, of two interim faculty hired on year-to-year contracts offers some flexibility, if necessary, by enabling the reduction of the number of courses staffed by interim hires.

For these reasons, CAP has supported this request and recommended that, as in other language departments, the bulk of this CNTT's responsibilities should lie in language teaching in the intensive and non-intensive sequences as well as in assuming responsibilities for course design, oversight, and coordination. This recommendation included an expectation that the more secure staffing support should enable Spanish to become actively involved in contributing to the College Seminar Program and center activities.

Katharine Houghton Hepburn Initiative

The Katharine Hepburn/Houghton Initiative -- originally called the Houghton Hepburn initiative (HHI) -- will honor the lives of Katharine Hepburn (class of 1928) and her mother Katharine Houghton Hepburn (class of 1899) through the development and raising of support for appropriate and intellectually compelling programs. In response to Nancy Vickers' request that CAP consider this Initiative, CAP spent considerable time meeting with faculty groups across the campus. Joined by representatives from the Curriculum Committee, we scheduled four open meetings on different days, times and locations in order to fully engage our community in a

constructive process of brainstorming. Additionally, we met with faculty in Film Studies, Feminist and Gender Studies, and Visual Culture because of their clear and obvious connections to the legacy of the Houghton Hepburn women.

Our goals for these meetings were to foster a creative, community building process to identify academic initiatives that reflect the lives of these women and relate them to the College's areas of expertise and need. In subsequent work, CAP will build on and prioritize the exciting ideas generated by our community according to their potential impact on attracting support for developing our academic mission, enhancing student recruitment and their fit with the Houghton-Hepburn heritage. In this Annual Report, we highlight some of the ideas raised in our many stimulating discussions.

Undergraduate Financial Support in the form of *Katharine Houghton Hepburn Scholarships* to undergraduates selected on the basis of both need and merit could substantially reduce this major College expense. The idea of generating revenue for student financial aid received wide community support.

Women in the Visual Arts/Women in Public Life/Women in Film provide three rubrics which would enrich the intellectual life at the College and increase our visibility in the wider world. An *Endowed Speaker Series in Women in Public Life* bringing prominent women (politics/public service, the arts and sciences) to campus to lecture, perform and teach (*Katharine Houghton/Hepburn Visiting Scholars*) could impact many College programs and departments and energize the intellectual life and artistic cultures of the College and the Tri-College community.

Funding *internships* in the arts, politics, public service and advocacy work would enable our students to get critical work experience in the “real world” helping to prepare them for their own roles as women in public life. We believe that this would be a fitting tribute to Katharine Hepburn, the actress, and to her mother, Katharine Houghton Hepburn, the activist and suffragist. Undergraduates pursuing careers in the arts could seek out positions in film production companies, art museums and galleries, for example, while those in the social sciences would benefit from experiences in governmental or non-governmental service settings. Likewise, internships in academic and commercial presses could offer important networking opportunities to those interested in publishing.

Other ideas included a *KHHI Prize* as a major event featuring a prominent speaker at commencement, *enhancement of the Career Development Office* (to better serve the needs of students interested in career paths in public service, government, the arts, acting and publishing), *support for the Praxis program, Student Leadership Workshops/Institutes* (possibly in the summer with outreach to high school seniors selected for KHHI scholarships and promising high school juniors). A *KHHI Annual Award for a Distinguished Bryn Mawr College Alumnae* could further engage alumnae for recruitment and mentoring of students.

A major area of need is *space for the Arts*. A particularly important need is a major renovation of Goodhart Hall. The development of an informal theatre and an arts and dance studio also received support.

Document Archives focusing on the roles women have played in cinema would stake out this niche for the College and involve students in archival work, support courses in film and production, and coordinate with regional film archives. There is no center currently devoted solely to the preservation and study of women's contributions to the history of film-making. Additional archives could also build on the College collection of suffragist documents and include papers of other women involved in international politics.

Faculty in the Graduate School of Social Work and the Graduate School of Arts & Sciences, as well as other faculty, were interested in a variety of *research areas* focusing on *maternal health* and *preventive health care*. Activities might include a *Research Day* and *Speaker Series* or *Conference* on reproductive health encompassing local, national and international perspectives and with connections to the Center on Family and Child Well-being. Faculty see these activities as a way to link graduate programs with the Undergraduate College.

CAP will continue to consider the administrative and structural issues raised in these discussions. In particular, we will continue to discuss the relationships between these new initiatives and related departments, programs and centers such as Film Studies, Feminist and Gender Studies and the Center for Visual Culture. And we will continue to discuss the type of leadership and staffing that will be necessary to bring these ideas to fruition.

CAP is especially excited about the opportunities KHHI offers to capture the adventurous and bold spirit of the Houghton Hepburn women. The above ideas reflect themes important to Bryn Mawr including women paving the way for women, women in activism, women and their voice, balancing of the public and private roles, transitions from the academy to family and/or career, women in their everyday lives, trans-generational issues, women and leadership, women in education, global and historical perspectives, and reproduction writ large.

Most important to us, and raised regularly in the faculty discussions, was the need to use the KHHI as an opportunity to raise the visibility of the College, enrich our pool of applicants, and claim Bryn Mawr as a women's college.