LEARNING – DISCOVERY – RENEWAL
A BLUEPRINT FOR HAVERTFORD’S FUTURE

FACULTY COMMITTEE ON ACADEMIC ENRICHMENT APRIL 2008
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Since its inception in 2006, the Faculty Committee on Academic Enrichment has been working with faculty, administration, and students to prepare a blueprint for Haverford’s future as the leading undergraduate academic institution in the liberal arts. Through a rigorous process of self reflection involving deep analyses of curricula both inside and outside of this institution, we have crafted a vision of Haverford that builds on its special strengths, core values, and traditions. The following proposal is the culmination of that work, the articulation of a vibrant community enabled with the analytical, conceptual, and communication skills to confront issues that cross national and cultural borders, and prepared to grapple with the most pressing problems of the day. Our students – educated by teacher-scholars in an intellectually rich and open environment and immersed in an ever-evolving process of learning, discovery, and renewal – will, and must be, the best prepared to lead. This proposal, our blueprint for excellence, nourishes Haverford’s commitment to social justice and human dignity while imparting the critical skills and experiences for leadership and citizenship in the contemporary world. It is the cornerstone of a strategic vision for Haverford’s future.

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The key elements of our blueprint for excellence are:

- To build the sharpest, deepest, and most engaging disciplinary and interdisciplinary curricula.

- To strengthen, expand, and model scholarly engagement through the identification of four new dynamic areas of learning:
  - Cross-Cultural and Area Studies
  - Computational Social and Natural Sciences
  - Arts, Visual Culture and Performance
  - Environmental Studies

- To cultivate faculty-student collaboration, creativity, and scholarship at all stages of the Haverford experience through:
  - Partnering faculty and students in innovative exploration and critical reflection.
  - Improving the freshman and sophomore experience through deeper and more integrated and flexible curriculum.
  - Enhancing cumulative skill building and expanding extra-curricular scholarship through symposia, summer research, and internships.
  - Providing access to novel and contemporary methodologies that open new areas of learning.
  - Adapting the curriculum to fit the needs of an increasingly diverse student body.
Our blueprint for excellence is ambitious by design. In order to best achieve these goals we propose the following key enhancements:

- An increase in the number of tenure line faculty on the order of 25-30 new faculty lines (See Table 1 and Appendix A and B) in order to:
  - Add innovative new scholarship
  - Deepen curricular offerings in departments and programs.
  - Build bridges between departments, programs and centers.
  - Energize curricular and extra-curricular collaboration among students and faculty.
  - Strengthen student-faculty advising and mentoring.
  - Increase faculty-to-student ratios to better align with ratios at peer institutions (see Table 2).

- A reallocation of faculty time towards greater space for scholarship (Tables 3 and 4) in order to:
  - Foster joint student-faculty research in all programs, concentrations, and departments.
  - Attract the highest caliber teacher-scholars in the country by aligning teaching responsibilities with peer institutions (Tables 3 and 4).
  - Promote a scholarly environment of excellence where the highest expectations for student-research and faculty-student collaboration are broadly achievable.
  - Empower students to be agents of discovery, leadership, and change through deep training, mentoring, and partnerships.

- A plan for implementation that is non-disruptive, gradual, and financially sound so as to:
  - Fund new hires in perpetuity by net increases in endowment.
  - Prioritize appointments based on the principles of need and financial opportunities.
  - Phase-in new appointments to align with infrastructure and teaching space. (See Appendix C for discussion)
  - Reallocate faculty time gradually based on sound departmental curricular plans consistent with the proposed transition.

- A plan for assessment that gathers annual information from students and faculty and presents to the Board:
  - Exit Surveys asking graduating seniors about scholarship, faculty interaction, and the liberal arts experience that are shared and evaluated by the Educational Affairs Committee (Appendix D).
  - Faculty reports on research activities and curricular innovations related to research summarized by the Provost and shared with the Board of Managers at the fall meeting.
  - Department, program, and center reports relating progress on newly articulated visions and on activities promoting faculty student scholarship.
### TABLE 1. Projected Tenure Line Hires

#### I. Cross-Cultural and Area Studies
- Modern Japanese Culture (*East Asian Studies*)
- 20\textsuperscript{th} Century American Literature and Culture (*English*)
- African Diaspora (*Africana Studies*)
- Contemporary Chinese Politics (*Political Science*)
- Peace Justice and Human Rights* (*Department unassigned*)
- Clinical and Cross-cultural Psychology (*Psychology*)
- Caribbean or Transatlantic (*Spanish, History*)
- Quaker Studies* (*Religion, History, Peace Justice and Human Rights*)
- Middle Eastern and Islamic Studies (*Department unassigned*)

#### II. Computational Social and Natural Sciences
- Computational Biology (*Computer Science*)
- Quantitative Economics (*Economics*)
- Differential Geometry (*Mathematics*)
- Applied Mathematics (*Mathematics*)
- Quantitative Sociology (*Sociology*)
- Neural Psychology (*Psychology*)
- Computational Physics (*Physics/Astronomy*)

#### III. Arts, Visual Culture, and Performance
- Visual Studies/Theatre (*English*)
- Sculpture* (*Fine Arts*)
- Digital Media Studies (*Fine Arts*)
- Film and Cinematic Theory (*French, German*)
- Musicology (*Music*)
- Aesthetics (*Philosophy*)

#### IV. Environmental Studies
- Plant Biology (*Biology*)
- Environmental Chemistry (*Chemistry*)
- Environmental Justice (*Anthropology*)
- Public Policy (*Economics*)

#### V. Future Appointments
- An additional 3-5 to be assigned

* Conversion appointments of non-tenure track full-time temporary positions
<table>
<thead>
<tr>
<th>School</th>
<th>Current Tenure-Track Faculty Total</th>
<th>Enrollment/Tenure-Track Faculty Total or Tenure-Track Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer 1</td>
<td>267</td>
<td>7.50</td>
</tr>
<tr>
<td>Peer 2</td>
<td>171</td>
<td>8.68</td>
</tr>
<tr>
<td>Peer 3</td>
<td>129</td>
<td>8.93</td>
</tr>
<tr>
<td>Peer 4</td>
<td>310</td>
<td>9.00</td>
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<tr>
<td>Peer 5</td>
<td>171</td>
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<td>Peer 6</td>
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</tr>
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<td>Peer 10</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Peer 12</td>
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</tr>
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<td>Peer 13</td>
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<td>11.45</td>
</tr>
<tr>
<td>Haverford</td>
<td>98</td>
<td>11.92</td>
</tr>
</tbody>
</table>

1 Information for this table was provided confidentially by peer institutions. This information is numerically accurate, up-to-date, and represents a fair selection of small liberal arts colleges of similar ranking to Haverford.
### TABLE 3. Teaching Load By Institutional Peer
(Confidential Survey Response Data1)

<table>
<thead>
<tr>
<th>School</th>
<th>Core Teaching Load/Total Courses</th>
<th>Mandatory Senior Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer 1</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>Peer 7</td>
<td>4</td>
<td>No</td>
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<tr>
<td>Peer 8</td>
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<tr>
<td>Peer 11</td>
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</tr>
<tr>
<td>Peer 5</td>
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<td>Yes</td>
</tr>
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<td>Peer 3</td>
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<tr>
<td>Peer 4</td>
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<tr>
<td>Peer 2</td>
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<tr>
<td>Peer 13</td>
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<td>Peer 9</td>
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</tr>
<tr>
<td>Peer 10</td>
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<tr>
<td><strong>Haverford</strong></td>
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<td>Yes</td>
</tr>
<tr>
<td>Peer 6</td>
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</tr>
<tr>
<td>Peer 12</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

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1 Information for this table was provided confidentially by peer institutions. This information is numerically accurate, up-to-date, and represents a fair selection of small liberal arts colleges of similar ranking to Haverford.
### Courses Taught

<table>
<thead>
<tr>
<th>Year 1 Semester</th>
<th>Year 2 Semester</th>
<th>Year 3 Semester</th>
<th>Year 4 Semester</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Option 1</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Option 2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Existing</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**NOTES:**

- In moving from the existing schedule to one of the new options, faculty members are exchanging teaching time (2.5 to 3 courses over the 4 year period) for time spent on scholarship either during the academic year (option 1) or with an extended leave (option 2).

- In choosing option 2 over option 1, faculty members teach one more course in the four year period in return for an extra semester of leave and one semester less committee work.
APPENDIX A. FCAE Position Summaries

Africana Studies

Recommendation: one new position plus shared appointment

FCAE recommends that Africana Studies make a designated full-time senior appointment to run the concentration, co-teach the introductory core course, and provide a regular upper-level seminar for concentrators, as well as teach other courses that count for Africana Studies credit. It seems to us that, given the interests of the parallel figure at Bryn Mawr, this position ought to be focused on the African diaspora. We understand that not all interested faculty agree on this issue, and further discussion may be necessary. Our central aim with this position is to strengthen the College’s commitment to the field, and to create a more coherent and vital program than in recent years.

We also anticipate a shared appointment with another department, to be determined by means of an open search in Africana Studies. The other department will likely be Anthropology, English, History, Religion, Spanish, or Comparative Literature. We encourage discussions with these departments in order to craft strong proposals for both the new position and the shared appointment.

American Studies

The FCAE has not discussed the American Studies initiative at length yet, and is unlikely to recommend any tenure-line additions to the program per se. However, it is likely to encourage the emergence of an academic/curricular program from the scholarly interests of the vital working group of Bi-co American Studies faculty. The FCAE may want to specifically encourage the development of a curriculum that includes opportunities to introduce students to issues and scholarship of Race in America. More conversations are needed before a full recommendation is made. We encourage discussions with the faculty in the History department to determine potential connections between any new hire they make and American Studies.

Anthropology

Recommendation: one new position

FCAE recommends that Anthropology hire one new tenure-track faculty member. The department should make its plans for the field of this position after the results of this year’s search are clear. The case for an Americanist is a strong one, and one that would find strong convergences with Africana studies and the Faculty Working Group in American Studies. Introducing the study of race at the upper levels of the department is clearly a worthy goal, as well. The department will also be part of the Mellon grant application in environmental studies, and if it is successful, the new position will have a focus in this area.

Astronomy/Physics

Recommendation: one new position plus some additional instructional support (perhaps a continuing appointment to assist in introductory courses and/or an enhanced lab instructor), and observatory support

Astronomy and Physics want to increase representation of women and minorities on their faculty. With one new position, plus the 07-08 hire and the expectation of two additional retirements in ten years, they should be able to meet this goal. The new tenure-track position allows Astronomy and Physics to maintain course power, although it may not be possible to expand the number of units devoted to senior research. We understand the department’s issues with replacement hiring, but in order to maintain equity on a college-wide basis we are not able to add an additional “leave-proofing” position. As an alternative, we encourage the department to consider additional forms of permanent instructional support at the
introductory level. This could take several forms, including a second lab instructor whose duties were enlarged to include discussion sections and other forms of course assistance, or a continuing appointment of a specialist who would have a special responsibility for the introductory courses, among other duties.

Additional support for the Observatory is intended to reduce faculty workload in observatory maintenance. FCAE envisions the new appointment in Physics, so that the two Astronomers could focus on Astronomy courses.

Astronomy and Physics have identified a number of initiatives aimed at recruiting more women and minorities into the major. No major structural revisions to the curriculum are planned. Astronomy and Physics do not face the student enrollment pressures seen in other departments (including science departments).

Biochemistry and Biophysics Concentration

FCAE does not recommend any new tenure track hires devoted to this concentration, but as noted in the vision statement, new hires (which have been approved) in biology, chemistry, and physics will free up time for existing personnel interested in biochemistry to devote more time to courses in this area. Therefore there may be important curricular gains. FCAE recommends hiring a computer support technician and an equipment support technician. Both of these positions will be support personnel for all the KINSC departments.

Biology

Recommendation: one new position (tied to the Mellon grant in environmental studies)

FCAE recommends that Biology hire a new tenure track faculty member in plant biology or systems biology as proposed in the Mellon grant application. This new hire will be a cornerstone of the emerging environmental studies program. With this new hire, biology will be able to continue to contribute to offerings for non-majors, the biochemistry concentration, and the writing program, while still increasing the upper level biology electives.

We expect the department to participate actively in discussions surrounding the new position in computer science, which is likely to have an emphasis in computational biology.

Chemistry

Recommendation: one new position, plus shared computer and equipment staff and/or instructional support

FCAE recommends that the Chemistry department add one new tenure-track faculty member. We strongly support the department’s proposed curricular areas of expansion (material, nano, environmental), as well as its goals of reducing interim hiring and diversifying the department along racial/ethnic lines. It is particularly fortunate that one of the department’s desired expansion areas coincides with a funding opportunity provided by the Mellon Foundation. Specific plans for the new hire await the outcome of this year’s search.

Chemistry faces significant enrollment pressures at the introductory level. It is critically dependent on a slot currently filled by a continuing faculty member, and will need to have that slot “converted” when its occupant retires. The question of whether one additional new tenure line is adequate should be revisited after implementation of the revised teaching and curricular programs has begun.
Classics

At this time FCAE cannot recommend adding a tenure-line position to the HC department given the relatively low number of student enrollments over the past five or more years. We are pleased that this department enjoys a close and fruitful association with their colleagues at BMC, a relationship that brings the total number of classics faculty in the bi-college to eight. FCAE does recommend a more liberal policy of faculty replacement for the classics department. Specifically, we recommend full replacement for faculty on leave and furthermore, that these positions be structured as multi-year visiting appointments wherever possible and in-line with departmental requests. In order to facilitate continued contributions to Comparative Literature, replacements should be available for non cross-listed courses. We also recommend developing a cumulative tallying of senior thesis advising credits, so that five such credits would yield one course release. If there is a spanning appointment in support of the Gender and Sexuality area of concentration, Classics should be considered as a possible disciplinary home for such a person. If enrollments and numbers of majors rise and are consistent over time, FCAE will reconsider its current staffing recommendation.

Comparative Literature

Comparative Literature impressed FCAE as a thriving interdisciplinary Bi-Co program that appears unique among our peers in the rigor of its requirements and the richness of its offerings. FCAE supports the request that appointments be made in other departments with an eye to their potential to enhance Comparative Literature curriculum. Their interest in film/visual arts, Africana literature, Cultural Studies resonate with interests in several departments and programs and FCAE encourages these departments to search for faculty who can contribute to Comp. Lit. FCAE encourages Comparative Literature’s interest in expanding its program to include non-Western languages and literature; the new position in East Asian Studies should help them achieve this goal.

Computer Science

Recommendation: one new position

The FCAE recommends one tenure track appointment in computer science and fully endorses the department’s well-articulated desire to broaden their reach to other departments with this addition. Connections to Biology will be specifically encouraged, and computational biology is likely to be the focus of this position. However, curricular needs in Computer Science are critical, and connections to other natural sciences and social sciences and the computational minor are also viewed very positively. Computer Science should benefit from the new computer lab support for KINSC.

East Asian Studies

Recommendation: one new position, plus instructional support for Chinese and Japanese

FCAE recommends that EAS hire a new tenure track faculty member at the appropriate level who studies modern Japanese film, literature, or cultural studies. Since the area of specialization might well overlap with initiatives in other departments—namely, film (German, French, English) or history (Asian-Pacific rim)—we request that the EAS faculty consult and possibly coordinate with these departments in order to facilitate the development of common areas of interest and to take full advantage of synergies that would result in mounting coordinated searches.

This new hire will create symmetry between the Bryn Mawr and Haverford branches of the department as well as the Japanese and Chinese branches, and will ensure that those students who concentrate on Japan will have a full complement of courses to choose from.
FCAE also recommends hiring a half time language instructor in both Japanese and Chinese language to lessen the enrollment strains in these language classes.

**Economics**

*Recommendation: Two new positions*

Economics is under considerable stress from enrollments and also has a large number of majors. They have responded creatively to the FCAE initiative with a number of curricular innovations, including a major overhaul of the introductory and a new collection of advanced core electives that will help enrich the senior experience. Field priorities for the new hires will emphasize developing areas of economics including experimental and behavioral, computational, and financial economics.

In order to strengthen possible connections with Psychology and Mathematical Economics, we request consultation and, if possible, close coordination with these departments.

**English**

*Recommendation: two new positions, plus potential conversion appointment conditional on reconfiguration of the writing program and developments in Gender and Sexuality*

FCAE recommends that English hire two new tenure track faculty members. Most urgent is a specialist in 20th-century American literature and culture. In addition, in response to intense student (as well as faculty) demand, the new hires should cover visual studies and performance studies/theater. It is possible that the senior position in Africana Studies could be someone with a Ph.D. in English, which would further expand the department.

FCAE notes that the department has lost 1.6 positions in the last five years and has been covering these courses with interim hires. At the same time, faculty in English regularly contribute to the Writing Program and the Gender and Sexuality core course. FCAE will revisit the potential need for a conversion of courses allotted to interim appointments to a third tenure line appointment in English.

**Environmental Studies**

*Recommendation: three new positions.*

Catalyzed by a recognition of a strong unmet need in curriculum, and accelerated by the Mellon Foundation’s Request for Proposal, FCAE recommends that Haverford build a program in Environmental Studies through the hiring, initially, of three new faculty positions sited in Biology, Chemistry, and Anthropology in order to meet strong departmental interest and to partner and augment Bryn Mawr’s existing faculty positions. The consideration of additional appointments with strong curricular links, such as Economics (Applied Public Policy) and Peace, Justice and Human Rights, is strongly encouraged moving forward. All three identified positions will contribute to a broader curricular program that will provide students with the ability to analyze contemporary environmental problems based on solid scientific knowledge and enriched with interdisciplinary methodology and content from the Social Sciences and Humanities (with seed funding for additional curricular development from a Haverford/Mellon Foundation match).
Fine Arts

Recommendation: one new position plus one conversion (sculpture)

The FCAE recommends that the current position in sculpture be converted to a permanent, tenure track position and also recommends that Fine Arts receive one additional tenure track position, perhaps at the senior level, who can help develop a multi-media art curriculum. We also support the vision of an artists-in-residence program that could enhance introductory offerings, create scholarly opportunities for faculty and students, and connect students to the best of the area art culture. FCAE also recognizes the importance of improving facilities to realize scholarly and educational ambitions. The FCAE strongly encourages the Fine Arts faculty to continue to develop their vision of a new and enhanced curriculum that better integrates the department, provides a cohesive and rigorous introduction to majors and non-majors, challenges majors to present and critique their work, and provides majors with a sound foundation for the rigor of work beyond Haverford.

French

Recommendation: one new position

FCAE recommends that the French department hire one new tenure-track faculty member. The department articulated a coherent and persuasive case for making this hire in the area of cultural studies rather than exclusively literary studies, and the specific field of cinema seems a particularly ripe one. Since both German and English have expressed interest in hiring in film studies, we urge the French department to hold discussions with representatives from the aforementioned departments in order to coordinate proposals for three new positions in film studies.

Gender & Sexuality

FCAE recognizes that the interdisciplinary program in Gender and Sexuality is currently thriving under committed leadership and a rich offering of core and elective courses. We are not recommending a dedicated position in Gender and Sexuality at this time. However, to help maintain the stability of the program and its offerings, we suggest that Gender and Sexuality could benefit from the addition of a faculty member whose position includes an explicit commitment to contribute to the program. Such a position should include a formal commitment to coordinate and/or contribute regularly to the core curriculum of this concentration. A number of departments have expressed interest in hosting a position of this nature, including Anthropology, Classics, English, and German. When these departments put forth proposals for searches, we will work with them, and you, to shape their proposed positions along such lines.

German

Recommendation: one conversion of interim position

FCAE recommends that the current interim position be converted to a tenure track position. The burden on the chair in a department of one is simply too high. Moreover, given both the bright prospects of collaboration with Bryn Mawr’s department and Ulrich’s interest in further expanding the curriculum’s offerings to non-majors, the already large number of students served by the department seems likely to grow in coming years. We request that German hire a faculty member who can contribute to Gender and Sexuality Studies and potentially direct the concentration. Because the department’s stated interests in film and Jewish studies intersect with those expressed by English and French, we request that you coordinate discussions with representatives from these departments in order to coordinate proposals for three new positions in film studies.
History

*Recommendation: one new position*

FCAE recommends that history make a new appointment in the Asia-Pacific Rim or Global South in order to strengthen their offerings in fields outside of Europe and North America. We both appreciate and admire the care with which you as a department have examined your curriculum and developed innovations to infuse it with research. FCAE believes that the one new hire together with other staffing developments both within and outside history will allow you to achieve your goals. In particular, since you already have a relationship with the East Asian Studies faculty, we encourage discussions with them as they search for a modern Japanese scholar. We also anticipate that the history department will be well represented in the search for a senior level position in Africana Studies. If a historian is hired, that scholar will contribute to departmental offerings. In addition, with the upcoming retirement of one of your Americanists, we anticipate that a replacement may be able to bridge 20th century American history with history in a country or region to the south through topical issues such as immigration, for example. Furthermore, when the financing for the new Quaker position develops, the search will very likely result in an additional hire in the history department, and that person might also contribute to 20th century American scholarship. When developing proposals for last two of these positions, we recommend speaking with faculty participating in the development of the American Studies program to determine potential connections. Finally, as the college moves forward, making a department leave proof will not be possible, and we foresee that you will have the opportunity to hire interim replacements when tenure track faculty go on leave. Therefore, taken together, all these opportunities along with a new hire are likely to make the history department robust with the regionally based research that you propose. We expect that these other staffing developments will help to guide your thoughts as you develop a proposal for the new position.

**Latin American & Iberian Studies**

FCAE does not recommend any hires exclusively to this program. However, we were pleased to discover numerous points of connection between LAIS and other departments/programs. Both history and Africana studies have shown an interest in Brazil, particularly as part of the African diaspora. The faculty representing American Studies have expressed interest in more interaction with Latin American, and with the notion of “Hemispheric Studies.” Also of potential interest: the English department has expressed interest in hiring a scholar with training in Latino/a studies.

**Linguistics**

The Tri-Co Linguistics program’s strength, organization, and record of student achievement are very impressive. However, there are many unresolved issues to be further discussed regarding its staffing, and it is unclear that all of them fall within the scope of FCAE’s work. We do, however, recommend considering that Haverford work with Swarthmore and Bryn Mawr to convert the Tri-co linguist position into a tenure track position and suggesting that this position have a home base at Haverford.

**Math**

*Recommendation: two new positions*

The FCAE recommends the addition of two faculty members to the Math department. These additions will allow the Math department to continue to mount a program that is both accessible to a wide range of students and demanding of their majors. We endorse the addition of expertise in applied sciences, which may contribute to a growing academic interest within the natural sciences, and the addition of a differential geometer who could contribute to their core and enhance Math/Physics interactions. Math’s
thoughtful response to the queries and their careful review of the impact of changes in teaching structure on their curriculum were appreciated. Curricular innovations (including mentored reading groups, as well as mathematical laboratories) that would enhance student exposure to faculty research, to discovery elements of math as well as to math theory were especially appealing; their plans to enhance preparation of students who wish to pursue graduate level programs were also appreciated.

Mathematical Economics

This program, which is currently quite stable, did not request any tenure-line additions, but new hires in economics will contribute to the Mathematical Economics program.

Middle Eastern and Islamic Studies

FCAE recommends that Haverford assume a leadership position by modeling the integration of Middle Eastern and Islamic Studies in the undergraduate liberal arts curriculum. The beginnings of a minor or concentration in this area exists currently at Haverford, with offerings primarily in Religion and Political Science, but also in Sociology, Anthropology, and Spanish. FCAE urges a strengthening of curriculum in this critical area through the hiring of tenure line faculty with expertise in this subject and through the strengthening of the Tri-College program in Arabic. Further planning for this position will take place in conjunction with Bryn Mawr and Swarthmore.

Music

Recommendation: one new position plus lab instructor and resident string quartet support

The FCAE recommends one tenure track position (specifically in Musicology), as well as support for a lab instructor for theory courses, and support to maintain a resident string quartet. The importance of facility improvements to advancing the ambitions of the department is also fully appreciated. These changes should help the Music department rebalance the curriculum, rebuild a program that offers a richer selection of electives, exposes students to the rich musical culture of Philadelphia, and enhances technological resources for the department.

Peace and Conflict Studies/ Peace Justice and Human Rights

Recommendation: one position at the senior level, providing leadership and administrative guidance for the concentration. This would be a "conversion" to tenure track of an existing temporary (not continuing) appointment. Positions in Quaker Studies, Africana Studies, Environmental Studies, Political Science, Middle Eastern and Islamic Studies, Economics and History will all contribute to the vibrant new program in Peace, Justice, and Human Rights.

Peace and Conflict Studies has articulated a dynamic new vision of a program in Peace, Justice, and Human Rights that will build on the College’s Quaker traditions and a deep commitment to non-violent conflict resolution, relieving and preventing human suffering, and transforming the conditions and relationships in the world that threaten human dignity. To achieve their goals, FCAE recommends an appointment at the senior level to direct and build the program. We envision that this position will have an administrative component equivalent to one course per year.

The disciplinary background of the person who fills this position is open. Anthropology, East Asian Studies, History, or Political Science are likely possibilities. This person would participate in the department that houses her discipline at Haverford, but will not serve as chair in that department. This appointment would not replace other positions allocated to departments and programs.
Philosophy

Recommendation: one new position

The new position in Philosophy will initiate their plan of deepening their curriculum by hiring a faculty member whose specialty will build on the key practices and areas of ongoing faculty. We ask Philosophy to be mindful of the current search for a philosopher of science at Bryn Mawr in determining what area of expertise would be best for the department, college, and bi-co. The expansion allows Philosophy to maintain the number of courses that the department offers annually, should the Board approve a flexible 2-2 teaching model.

The Philosophy department has begun to articulate a revised curriculum. As plans for enhancing student research opportunities and sharpening the curriculum become clearer, another tenure line may be appropriate.

Political Science

Recommendation: one new position and a revised proposal for the major curriculum and departmental expansion, plus a possible shared appointment with PJHR

The new position in Political Science should contribute to the department’s plan to increase offerings at the advanced level in order to better prepare students for senior thesis work. The department identified several possible specializations for a new hire, with Contemporary Chinese Politics at the top of the list, but included also contributions to American Studies; Peace, Justice and Human Rights; or Environmental Studies. Expected hires located specifically in Africana Studies and Peace, Justice and Human Rights may have disciplinary specializations in Political Science, which would increase the department’s offerings. The Political Science department is at the beginning of its discussions about how to improve their major program, and plans to continue discussions during 08-09, after two faculty return from leave.

Political Science faces significant enrollment pressures. Another tenure line is likely to be appropriate after plans for revising the curriculum and enhancing student research opportunities have taken shape.

Psychology

Recommendation: two new positions

In light of Psychology’s enrollment pressures, student requests, and curricular vision, FCAE recommends that Psychology make two new tenure track hires. Both hires are likely to provide much needed breadth in elective offerings. These hires are in the two areas specified by the department. The first is in clinical psychology with a focus on adults and possibly cross-cultural or diversity issues. If this hire addresses diversity and cross-cultural issues, s/he may provide a link to the Center for Peace and Global Citizenship as well as other disciplines such as anthropology. The second person is linked to neural sciences, and could be a medical psychologist. This position may contribute to programming in Science and Society.

Religion

The Religion department has a strong major and well-crafted curriculum. Religion recently made two new hires, one of which is an expansion of the department’s program. Enrolments in Religion courses are robust, but less over-subscribed than other departments and programs. We note that the department did identify important possibilities for expansion, particularly in the field of South Asian religions.

FCAE is not currently recommending an additional tenure-line position for Religion. New hires in Africana Studies or Peace, Justice and Human Rights could be scholars with disciplinary specializations in
Religion whose courses could contribute to the department. In addition Religion could apply for one of the five tenure lines that FCAE is recommending be left unspecified so that their allocation can respond to future needs and priorities.

Science and Society

This program has not requested a tenure line. However, faculty have emphasized the importance of hiring a humanist or social scientist who specializes in the study of science for the development of this program. A sociologist of science or philosopher of science is needed for this emergent program to become robust. We note that Bryn Mawr is currently hiring a Philosopher of Science whose courses should contribute to this program. We also note that faculty in the Economics department (Anne Preston) have research expertise in Science and Society and could be tapped to enhance this program. We recommend that a relevant department awarded a new position (Sociology, Philosophy or another suitable department) seek a faculty member capable of contributing to this program.

Sociology

Recommendation: one new position so far

Sociology is currently undergoing a major transition as the department conducts searches for two tenure track positions. Sociology’s revised curriculum and enhanced opportunities for student research must be developed by the two new and one standing member of the department together. FCAE foresees that Sociology will require a fourth tenure line in order to craft “an integrated program that presents both a diverse and a coherent curriculum” (as the department proposes) which will fulfill needs in the department and college. The department needs to articulate some possible areas of specialization that would facilitate other college programs, such as Science and Society, Gender and Sexuality, Africana Studies, or Peace Justice and Human Rights.

As the department stabilizes and develops its plans, an additional tenure line may be appropriate.

Spanish

Recommendation: one new position plus continuing appointments for basic level language instruction

FCAE recommends that Spanish receive one new tenure-track position support the following efforts: expanding the department’s areas of specialization, helping reallocate intermediate language instruction, and assisting the current faculty in its commitment to offering a robust array of upper level content courses that are needed for the Spanish major, Comparative Literature, Latin American and Iberian Studies, and Linguistics. We encourage the department to pursue its preferred areas of specialization for the position, in Caribbean or Transatlantic. We envision this position as possibly contributing to such interdisciplinary programs as Africana Studies or Peace, Justice, and Human Rights.

FCAE also recommends new continuing appointments in Spanish, which will allow the faculty to spend less time at the most basic level of language instruction and teach more from their research.
APPENDIX B

Vision Statements provided by
Departments, Concentrations, and Centers
Africana Studies Vision

Haverford’s Africana Studies Program welcomes the innovative recommendations put forth in the “Learning, Discovery, and Renewal” section of the FCAE Blueprint. Since its inception over a decade ago, Africana Studies has been strongly committed to bringing an interdisciplinary focus to the geographical region of Africa and to its diaspora communities in the Americas and the Caribbean. However, there have been two major challenges that have largely threatened the fulfillment of this commitment. First, Haverford has had to rely on a small number of trained Africanists and an almost non-existent number of African diaspora scholars to staff the Program. Thus, the African diaspora, in particular, has remained largely underrepresented within the curriculum. Second, the original crafters of the African Studies Program in 1991 envisioned a rich interdisciplinary and Bi-College exchange that would converge in the annual teaching of a team-taught introductory core course for Africana Studies. Unfortunately, staffing challenges have prevented the core course from being taught for almost four years. Given these serious impediments, the FCAE Proposal and its recommendation for one new position plus one shared position will enable the Africana Studies to provide Haverford students with a sound academic Program that is adequately administered, staffed, and supported. More importantly, FCAE’s Proposal will enable the Africana Studies Program to expand as well as to deepen its course offerings within the student concentration. The positions recommended by the FCAE will bring a needed coherence to the Africana Studies Program. By coupling them with existing faculty within the Program, these new positions will provide Africana Studies with the opportunity to offer students a more theoretical, methodological, and conceptual framework for the academic concentration. Africana Studies fully supports the proposed FCAE initiatives because they ultimately speak to the importance of intellectual engagement on Africa and the African Diaspora within Haverford’s wider curriculum.

Finally, maintaining an intellectually sound and administratively rich program in Africana Studies will strengthen and deepen Haverford’s membership within the Africana and African Consortium with the University of Pennsylvania, Swarthmore College, and Bryn Mawr College in addition to promoting important future collaboration among these regional programs.
Anthropology Vision

The anthropology department would like to express its strong enthusiasm and support for the FCAE proposal. Because FCAE’s plan constructs continuous productive opportunities in research and pedagogy, the anthropology department and the college will be able to hire and retain a faculty that remains competitive throughout the full span of a career. This makes us able to offer faculty and students the best program available in the liberal arts.

In anthropology, the FCAE initiative allows us to deepen our curricular offerings, add innovative new areas of anthropological inquiry to the curriculum and college, and build faculty-student research partnerships. It fosters closer collaboration with the Humanities and Peace and Global Citizenship Centers, and enhances our department’s participation in interdisciplinary programs at the college.

Depth

By expanding the anthropology faculty and promoting advanced research and collaboration between faculty and students, the FCAE initiative adds depth to the anthropology curriculum and major experience. Anthropology can redesign the major to reflect three key areas in which students will build mastery: 1) theory 2) practice 3) area studies. While our current curriculum touches on these three areas, our new curriculum builds in sequences in each area. After completing an introductory course that introduces students to the three areas, each major will take two courses each in theory, practice (field work), and area studies, one at the intermediate level and a second at the advanced level. This will make senior anthropology students better prepared to design, implement, and analyze an original ethnographic project for their year-long thesis.

Anthropology’s 100 level offerings will remain at current levels. We will redesign and expand current courses at the intermediate and advanced level to focus on theory, practice, and area studies. All courses will be identified as addressing one of the key areas (on occasion, a course may address two areas). Students will work closely with major advisors to articulate programs that address individual interests and build competency in each field.

The new curriculum gets students involved in original research during their sophomore and junior years. It allows for repeated, long-term engagement with social and cultural theory and promotes mastery in this area. It requires depth in the study of an ethnographic area, complemented by language studies, junior year abroad, and international and domestic internships. By creating more opportunities for comparative analysis and grappling with cultural difference, the new curriculum also fosters key goals of the college.

New Areas

Anthropology has identified Environmental Justice as our primary target for expansion. Among students and the general population we are witnessing a sense of urgency about the impact of past and present human activity on the natural environment, particularly in relation to global warming. Environmental Anthropology will build a strong intellectual foundation for the analysis of the social, cultural, and economic dimensions of human engagement with the environment. A new faculty member will be able to explore with students key environmental issues, such as environmental activism in Indonesia or the Amazon basin, where tribal groups, university students, and international NGOs have come together to rein in deforestation by multinational corporations; environmental toxicity and its effects on the urban and suburban poor, including how they, under the constraint of poverty and through the complicity of the state, normalize the destruction of their health and environment; and/or energy use and the forms of social and cultural life in which specific energy technologies and practices are embedded.
Adding faculty with expertise in Environmental Anthropology builds on current course offerings in the anthropology of space and architecture and urban anthropology. At the same time it brings new areas to the department and college, facilitates the mission of the Center for Peace and Global Citizenship, and ensures that the nascent Environmental Studies program at Haverford addresses social and cultural issues as well as environmental science.

Faculty-student partnerships

The FCAE proposal creates more space for shared faculty-student exploration in anthropology. We will be able to facilitate more independent student research through deeper mentoring and guidance. We will have more opportunities for including students in our ethnographic projects by bringing students to the field to work collaboratively with us or to carry out independent projects related to faculty research. Our new curriculum will ensure that students are well-prepared for these tasks, and the reallocation of faculty time ensures that these faculty-student research partnerships are possible.

Interdisciplinarity

FCAE’s proposal identifies four new areas of interest for the college: area and cultural studies; computational research; environmental studies; and visual studies/arts/performace. Anthropology is well-poised to contribute to three of these areas. New hires in Africana Studies, Peace Justice and Human Rights, Film and Cinematic Theory, and Middle Eastern and Islamic Studies will enhance the anthropology curriculum. At the same time, anthropology can be part of developing the existing and new programs that these hires facilitate. We envision close collaboration between Anthropology and Africana Studies, enabled by the expertise of our two Africanists. We will contribute to Peace Justice and Human Rights through our work in the Anthropology of Human Rights, Public Anthropology, and the study of ethnic conflict and violence. Our work in ethnographic film and film-making and our investigations into the uses that anthropologists have made of visual media (particularly photography and museums) will be crucial toward developing a program in Visual Studies. Finally, our ethnographic study of Muslim societies and culture will add new perspectives and methods to the study of the Middle East and Islam.

Conclusion

As departmental majors and minors met to discuss the FCAE proposal over the past year, they articulated a set of needs for the anthropology program. These include requests for more courses that address social justice issues and grapple with contemporary problems of globalization; enhanced field work opportunities; more intensive study of theory; greater development of competencies in multiple media; and closer faculty-student collaboration. The FCAE proposal enables us to respond to these demands. We regard implementing the proposal as a crucial step toward making us the best undergraduate anthropology program in the liberal arts.
Biochemistry and Biophysics Vision

The FCAE proposal to enrich student and faculty scholarship will have a positive impact on the biochemistry and biophysics concentrations by enhancing the research opportunities available to students interested in the interdisciplinary areas between biology, chemistry, and physics. Already, student research in collaboration with a faculty mentor is an essential part of the training and intellectual growth of every biochemistry or biophysics concentrator; all concentrators complete two semesters of senior research tutorials, and many have gained additional experience through summer research assistantships with Haverford faculty members. Although the FCAE proposal does not specifically target any new hires for biochemistry or biophysics, the hire of additional faculty members throughout the natural science departments and the redirection of faculty time toward increased one-on-one interactions with student research collaborators will create additional opportunities for students to engage in research and will allow some to start research earlier in their time at Haverford. It will provide all students with an enhanced research experience due to greater interaction with their faculty mentors. In addition, the training and research possibilities available for biochemistry and biophysics concentrators will be enhanced by the FCAE-proposed staff positions for support of scientific instruments and scientific computing. These staff members will assist faculty in acquisition, oversight and maintenance of our scientific instrumentation and computer clusters, along with the hands-on training of both student and faculty users. Addition of these instrument support positions will make feasible the acquisition of new state-of-the-art instrumentation important to research in biochemistry and biophysics, as well as to other areas of disciplinary and interdisciplinary science within the Koshland Integrated Natural Sciences Center, the KINSC.

The biochemistry and biophysics concentrations were established 15 years ago as the first formal interdisciplinary program within the natural sciences at Haverford. The motivation then and now is to encourage learning and scholarship at the interfaces between the traditional disciplines of biology, chemistry and physics. The concentrations have provided a home for many of Haverford’s most visionary and ambitious students who wished their training to go beyond the boundaries of a single discipline. Most students who complete one of our concentrations continue their studies toward Ph.D. and/or M.D. degrees in well-respected graduate science or medical training programs. Concentration faculty members are all housed in the recently constructed KINSC building. Each faculty member has a research laboratory with space for the faculty member and three to five students. The KINSC also contains many state-of-the-art scientific instruments and powerful computers used in teaching and scholarly research.
Biology Vision

The Biology Department embraces the efforts to enhance faculty and student scholarship on campus. We are looking forward to opportunities to enrich our program, which reflects a longstanding commitment to progressively developing students’ abilities as critical thinkers and problem solvers so they may contribute originally to the scholarship within the department.

The FCAE proposal specifically calls for the addition of a tenure line in Biology that will directly contribute to the development of an Environmental Studies program at Haverford. The Biology department hopes to work with other departments and Centers to take a lead in envisioning and developing a unique environmental studies initiative that rigorously taps into scholarship across academic divisions, takes advantage of Bryn Mawr College’s experience and curricular offerings in their environmental studies program, and reflects the strength of our emphasis on student scholarship. In our early discussions we have conceived of a program that offers students the opportunity to integrate a foundational understanding of natural sciences with academic pursuits outside the sciences so - with the analytical and informed eye of a scholar - our students can identify and work to resolve key questions that face a world that must confront environmental changes.

It is important that the college-wide commitment to developing an environmental studies program is fully compatible with individual departmental commitments to bringing our students a research rich experience and we can easily imagine several distinct scholarly interests that would synergize with the scholarly community within and beyond the Biology Department. A new faculty member (particularly if supported by staff addition(s) for our intensive laboratories) will also provide a significant benefit to the department as a whole, by allowing it to distribute more attention and resources to other important college-wide efforts to which biology is central, including the developing Haverford Summer Science Institute, the series of non-major courses (Perspectives) that expose students from across the disciplines to cutting edge topics in biology, the well established but ever-evolving Biochemistry and Biophysics Concentration, and the new Scientific Computing initiative.

In short, we look forward to working with Natural Science, Social Science, and Humanities departments, all three centers, and Bryn Mawr College to bring to Haverford a distinctive Environmental Studies program that will take advantage of our commitment to scholarship and provide students with the context and tools to apply their skills to pressing environmental needs of the future.
Center for Peace and Global Citizenship Vision

It seems appropriate that *A Blueprint for Haverford’s Future* is presented to the Board of Managers for approval at a time when a new president and provost have recently taken office, providing the College with a wonderful opportunity to institute fresh ideas. With a new executive director now in place, the Center for Peace and Global Citizenship (CPGC) is poised to take advantage of this historic tipping point in the College’s history.

The CPGC exists to advance Haverford’s long-standing commitment to peace and social justice through research, education and action. By integrating scholarship and responsible civic engagement around contemporary issues of global significance, the CPGC embodies Haverford’s Quaker ethos, grounded in testimonies of peace, lives of service and a concern for the world at large. Although not an academic department *per se*, the Center does support the scholarly mission of the College by serving as an incubator of fresh ideas and providing a link between classroom instruction and experiential learning.

It achieves this goal by providing innovative Center-sponsored programs and by supporting projects proposed by other stakeholders (students, faculty members and alumni). These include, but are not limited to, a robust program of student summer internships; Haverford House Fellowships; support for faculty/curricular projects; funding of student research, service learning, and conferences; and on-campus symposia and seminars.

*A Blueprint for Haverford’s Future* is a road map for the CPGC to fulfill its mission to more fully integrate scholarship and experiential learning by providing an intentional environment for programming in partnership with departments whose areas of study dovetail with the CPGC mission. The two most visible examples of this lie with plans to strengthen and expand scholarship in cross-cultural/area studies and environmental studies. More specifically, the CPGC expects to partner with individual faculty members in Africana Studies, American Studies, Anthropology, Biology, Chemistry, East Asian Studies, Economics, Latin American Studies, Political Science, Religion, Science and Society, and Spanish.

Special note should be made of the plan’s call for expanded scholarship in environmental studies. This is an area that dovetails completely with the mission of the Center and is currently underrepresented among the list of CPGC-sponsored programs. The symbiotic relationship between the establishment of an environmental studies program and offering experiential learning in this field is plain to see and provides a most innovative method for growing this nascent area of study.

Also of note is the relationship between the Center and the growth of a program in Peace, Justice and Human Rights. Given that 60% of CPGC internships fall into this category, the current situation at Haverford is akin to a person favoring one strong leg (CPGC). One would be better served with two equally strong legs for proper balance and thus the ability to run. Establishing a robust program in this area would provide the balance needed to move forward with the academic theory supporting the experiential fieldwork and vice versa.

The CPGC plans to utilize the momentum gained by *A Blueprint for Haverford’s Future* to enact closer ties with the other two centers (KINSC and Hurford). By combining their resources in an intentional way, the three centers offer a unique resource. Done properly, this aspect of the Haverford experience will set it apart from its peer institutions and secure its reputation as an institution where scholarship combined with experiential learning are cherished.
Chemistry Vision

We strongly believe that the FCAE blueprint will provide us with the unique opportunity to engage in a first-rate undergraduate education that centers on scholarship. A collaborative faculty-student partnership is the keystone to our students’ education and a vital source for maintaining a vibrant and creative scholarly community of the highest caliber. We are equally committed to all of our students, and believe it is an essential task to provide a challenging and rigorous program to all, whether they enroll in only one course to broaden their liberal arts education, take a series of courses required by medical schools, or pursue a major in chemistry or a closely related field. Chemistry is central to the intellectual and technological advancement in many areas of science and our chemistry majors are the future investigators who will shape the world and solve the pressing scientific questions of their time. For those students who choose not to major in the discipline, our mission is equally important. We strive to educate these young people to be scientifically knowledgeable global citizens who understand the challenges and problems facing our world. Our mission is to equip them with the right tools to make intelligent, informed decisions and choices.

In order to accomplish our goals, an energetic and accomplished faculty is essential. We are therefore thrilled about the FCAE proposal, which will provide us with additional faculty and staff to help us achieve our goals. Our main goal will be the strengthening of shared scholarly partnerships between faculty and students. Our aims are to provide (1) more time for undergraduate research at all levels of the curriculum, (2) an enriched range of course offerings, (3) access to our discipline for a more diverse student body, including those who have shown exceptional talent and motivation, but who enter college with a weak high school science background, and (4) smaller class sizes at the introductory levels. As the boundaries between traditional scientific disciplines blur, we envision a curriculum that continues to expand in interdisciplinary areas. Our current strengths include synthetic methodology, drug design and natural products synthesis, and biological/biophysical chemistry. We have nascent programs in nanotechnology, materials science and scientific computing. We envision strengthening these new interdisciplinary initiatives and expanding our offerings to include environmental science.

The chemistry department has a long tradition of involving students in research. Our majors all write a senior thesis based on a collaborative research project with a faculty member. In more recent years, we have strived to expand the research experience, particularly over the summer when our research is particularly vibrant, to include our younger students. We have experienced a surge in interest. Each summer during the last three years, 20-25 students from rising sophomores to rising seniors have worked in our faculty research labs, supported by a combination of independent outside grants and internal research funds. We are allocating an increasing number of summer research scholarships to rising sophomores and juniors. The FCAE recommendations encourage us to go further. Driven by student interest, we plan to grow our research program to incorporate a research course during the academic year, which targets first and second year students. Here, the underclassmen will carry out research in the lab (one afternoon per week) in close collaboration with more senior students and participate in weekly research group meetings. In this way we seek to include our younger students in the collaborative research culture, which is already quite strong in our department.

We have wonderful and unmatched facilities in the KINSC and we have worked hard to obtain funding to equip the labs with state-of–the-art instrumentation needed for our teaching and research. FCAE also recommends extended staff support to our department and we fully support this recommendation as central to our ability to accomplish our goals. We currently have a part-time staff member who maintains some of our instrumentation over the academic year. However, the majority of the instrumentation, and all of it during the research intensive summer months, is currently maintained by our own faculty. Over time, we would like to convert the part-time position to a 12-month, full time position. The instrument specialist would not only maintain all of our instruments, but also train students...
and faculty in their use. This setup would provide for a smoother operation in our daily routines, in which the use of instrumentation is essential, and allow faculty more productive time to mentor our students.

FCAE’s current proposal will enable us to hire a faculty member in Environmental Chemistry. Many students have recently expressed interest in this area and the addition is therefore exciting and timely. The environmental chemist will bring new opportunities for us to work across divisions with members of Anthropology, Economics, and other departments, and across campuses, in synergy with the Environmental Studies program that already exists at Bryn Mawr. With the retirement in the near future of one of our organic chemistry faculty members, FCAE recommends the conversion of her continuing position to a tenure track position. We envision a new hire in a timely field such as Nanotechnology, Energy Research, or Organic Materials. Any one of these areas would strengthen our Materials Science concentration, which has been developed recently by our inorganic solid state chemist in collaboration with Physics. Together with recent hires in materials science, computational chemistry, and biophysical chemistry, and with a new hire in environmental chemistry, we will be in a position to provide our students with a solid foundation in areas of study that are currently at the forefront of chemistry.

A unique aspect to our College, which sets us apart from many other institutions, is the vibrant and productive collaborations we maintain across our science departments. Chemistry will continue to build on these existing strengths. In partnership with other faculty computational experts, our recently hired computational chemist will greatly expand an existing supercomputer cluster at Haverford. This and other existing hardware will form the basis for the new inclusion of computational chemistry at all levels of our curriculum. More broadly, our physical chemists are also working with faculty in Physics, Biology, Computer Science, Math and Economics to offer a new concentration in scientific computing that promises to build new collaborative bridges throughout the natural and social sciences. Finally, together with our science colleagues, we hope to revamp our introductory courses to reflect the increasing integration of teaching and research at all levels of our curriculum.

Over the past 8 years, generous funding from the Howard Hughes Medical Institute has allowed us to offer a semester of intensive general chemistry for underprepared students. In the period from 2000-2006 (the years for which we have data about majors) 78 students were enrolled in this Hughes section, and 33% declared majors in the sciences. We see this as a successful program, and hope to continue to offer this course. We are even thinking of possibly extending the model to include a second intensive semester in order to offer our talented, yet underprepared students, an outstanding opportunity to succeed in chemistry.

This is an exciting and momentous time for the Chemistry Department, and the FCAE proposal will enable us to meet the challenges and to achieve levels of excellence and distinction in the areas of scholarly research and education as we move into the years and decades ahead.
Classics Vision

The Classics Department welcomes the FCAE initiative and shares its central goals: the continued reexamination and broadening of our curriculum, the introduction of modes of faculty-student collaboration that will enhance both scholarship and pedagogy, and the integration of both teaching and learning across the disciplines.

In our own case, the pursuit of these goals largely entails the creative use of existing resources, since we are not among the departments allotted new staffing and since as a department responsible for two languages we face certain fixed demands on our time. But we hope that the prospect under FCAE’s plan of full leave replacements and of replacements for courses taught in other programs will enable us to strengthen our curriculum by maintaining the number, variety, and regular sequence of courses in classical culture and society and by offering courses more regularly at the advanced level of Greek and Latin. We also hope that the enhanced sabbatical policy will help us to keep up an active scholarly program into which we can continue to incorporate the regular use of student teaching assistants.

Our hope for Classics is that it be able (in collaboration with our Bryn Mawr counterpart and with Bryn Mawr Archaeology) to offer an excellent program in the study of the ancient Greco-Roman world and that it also maintain its strong ties with other departments such as Philosophy, Religion, History, and Comparative Literature. This should mean, among other things, that the department is equally adept at meeting the needs of students who want a broad acquaintance with the ancient world and its later reception as part of a liberal arts education; students who hope to pursue graduate training and a career in Classics; and students in other disciplines for whom our two languages are of central importance.

We are currently engaged in a re-examination of the Haverford/Bryn Mawr senior seminar in Classics with a view to giving students a stronger sense of the theoretical and methodological bases of our discipline and better preparation for the work of the senior thesis. We also seek to foster extra-curricular intellectual interchange between students and faculty by such means as the current student-faculty interdisciplinary Greek reading group. A third initiative, this one in the early planning stages, is an effort to better integrate language learning in general into appropriate disciplinary contexts across the college curriculum; too many Haverford students view the language requirement as something to get out of the way rather than considering what languages are required for significant work in their chosen field. Finally, we consider we have a watching brief at the college against the ever-increasing bias (among students, but to some extent reflected in the curriculum) in favor of attention to the last couple of centuries at the expense of a broader historical context.

Should our increasing enrollments and numbers of major entitle us at some future point to another faculty member we would welcome the possibility suggested in the FCAE blueprint of sharing with another department a position in Gender and Sexuality.
Computer Science Vision

Computer science (CS) is the study of algorithms and data structures, including their creation, analysis, and realization. CS at Haverford College provides a set of programs for students to challenge their understanding of computation, as well as explore the world with it. Currently, there are three primary visions that distinguish the curriculum:

- The Science of Computing: Major in CS, Minor in CS, Concentrations from Mathematics and Physics in CS
- The Use of Computing to Enhance Other Forms of Inquiry: Concentration in Scientific Computing
- The Appreciation and Application of Computing: service and other introductory courses, many providing service learning and other experiential opportunities that promote "computational thinking" and improved fluency with information technology.

Our graduates have excelled in many fields, including graduate study, industry (including a few entrepreneurs), and other professions. The need for an appreciation of the leverage afforded and the consequences inherent in the utilization of computing and information technology drives our faculty to challenge the status quo.

Current faculty in CS mount a set of courses that promote a deep understanding and a rigorous treatment of computation that is second to none. The interactions fostered through the Koshland INSC provide expertise in scientific computing. We foresee computational techniques as the future of scientific investigation in the life sciences. Our goal in hiring under the FCAE proposal will be to first enhance the study of computing, and then to strengthen our expertise in such areas as computational biology, genomics, bioinformatics and networks.

CS intends to invest the time provided by a redesigned teaching structure by implementing a protocol where faculty participate directly with students (especially, but not limited to, seniors) in weekly research meetings, drafting and submitting completed research, and professional presentation. In this way, the resources of the FCAE proposal are explicitly and measurably realized as an increase in research quality as well as the amount and degree of student interaction, with faculty acting as both role model and mentor to begin the transition from student to research colleague.

CS at Haverford College is based not on the latest, greatest "killer application," but on a careful treatment of the principles of computation. Our students carry concepts and capabilities that transcend media hype (in either direction), and provide the resources that really matter: persistent investigation to tackle deep questions, rhetorical and analytical skills, and the resilience to not only recover, but to learn from failure. These features are easily recognized as the pillars of a high quality liberal arts education – the only kind of education available at Haverford.
East Asian Studies Vision

Haverford’s long-standing ties to East Asia go back over a century to the physician and missionary Henry Hartshorne, Class of 1839, who devoted the last four years of his life to service in Japan. Hartshorne’s daughter Anna wrote about Japan in her book “Japan and its People” (1902), while her childhood friend and Bryn Mawr alumna, Umeko Tsuda, founded the first women’s college in Japan, later named Tsuda University. On the China side, Robert L. Simkin (Class of 1903) and William Cadbury (Class of 1898) established colleges in Sichuan and Canton that helped lay the foundation for China’s modern system of higher education. The international diplomat Iwao Frederick Ayusawa (Class of 1917) helped hold together the small community of Japanese Quakers in the years prior to World War II; the current Director-General of UNESCO, Koichiro Matsuura, graduated from Haverford in 1961; and a founder of the Association for Asian Studies, Hugh Borton (Class of 1927), served as President of Haverford from 1957 to 1967. These are just a few of the individuals who personify Haverford’s historical links to and interest in East Asia. Yet despite these ties it was not until the late 1980s, in collaboration with Bryn Mawr, that we began offering a coordinated East Asian Studies program, culminating with the establishment of the Bi-College Department of East Asian Studies in 2004. We now offer an East Asian Studies major that links rigorous language training to the study of East Asian, and particularly Chinese and Japanese, culture and society. In the short time we have offered a major and enjoyed designation as a department our students have acquired a level of language mastery and cultural literacy that allows them to successfully compete with students from across the country for scarce fellowships in East Asian Studies doctoral programs and post-graduate jobs in East Asia itself. Although we are proud of what we have been able to accomplish thus far, we welcome Haverford’s campaign of Learning, Discovery, and Renewal as an opportunity to bring our program to the next level, by utilizing the new resources made available in the staffing recommendations of the Faculty Committee on Academic Enhancement an the impetus to recalibrate our programmatic options (major, minor, and concentration) to augment the strengths of the East Asian Studies curriculum while enhancing its links to affiliated disciplines.

On the staffing side, FCAE has recommended the hiring of additional half-time language instructors for both Chinese and Japanese, which will enable us to go beyond our current four-year offerings to provide the fifth year of language training that has become standard in the better East Asian Studies programs. In addition, it has authorized the creation of a much needed tenure-track position in modern Japanese culture, which will allow us to marry language mastery more fully to the study of East Asian cultures by providing a rich mix of courses on Japanese as well as Chinese society and a more robust program of undergraduate research based on the critical analysis of primary sources (including visual materials in addition to texts) in translation and in the vernacular. Programatically, we plan to build on enhanced capacity within the East Asian Studies Department to also reach out more effectively to our Bi-College colleagues in such disciplines as Anthropology, Economics, Fine Arts, Growth and Structure of Cities, History, Linguistics, Religion, Political Science, and Sociology, by reintroducing an East Asian Studies Concentration that will complement the EAS major by bringing the analytical strengths of other disciplines to bear on the study of the East Asian region. As the College implements the exciting new FCAE vision, we and our students will build on the efforts of pioneers like Henry Hartshorne, Robert Simkin, and William Cadbury to create enduring links between Haverford and the East Asian region.
Economics Vision

The economics department envisions a future curriculum offering both a broader set of courses able to prepare students to use economic thinking and analysis in a variety of different career paths and a research focus that ensures that all students will be exposed to and engage in original scholarship throughout the major experience.

The new curriculum, enabled by the FCAE initiative, will streamline introductory economics to a one semester course which will cover targeted topics in both microeconomics and macroeconomics with the intent of giving students a quicker entry into exciting applications. With both the reallocation of faculty teaching away from introductory courses towards in-depth electives and the increase in faculty members, non-majors, as well as majors, will be able to jump into a broad range of courses applying economic analysis to a variety of topics including law, public policy, the environment, health, development, finance and labor markets.

To make up for the lost introductory credit, majors will add a junior year research seminar to their curriculum. Focusing on their own area of economic expertise, faculty members will guide students through examples of well-posed research questions and hands-on work, either developing theory or using empirical techniques to estimate theoretical predictions. The seminars will give students examples of and experience with state-of-the-art research in economics with the goal of preparing students to conceive of and execute high-quality theses. The spring senior thesis will also be expanded to include a fall weekly seminar series which will alternate between skill building tutorials and research talks by local and national economists on areas of special interest to students. The success of both the new junior seminars and the expanded senior theses depends crucially on the level of our faculty members’ engagement with scholarship, and the FCAE proposal opens space for professors to maintain productive and vital research agendas. In addition this environment which blends cutting edge research with engaging teaching will attract the very best faculty.

Our new faculty members, whose expertise may include behavioral economics, financial economics, or environmental public policy, will bring new skills in experimental methodology, computational analysis, and advanced econometric techniques and will create bridges to mathematics, psychology, and computer science, as well as environmental sciences and the Center for Peace and Global Citizenship. Our advanced electives and research seminars will reflect these new fields, skills and links. Additionally we will introduce advanced core courses, in microeconomics, macroeconomics, and econometrics. Designed to prepare students interested in graduate school in economics, they will be taught at the 400 level and will be considered comparable to first year graduate school courses.

Finally we will cultivate a strong and supportive alumni network through an annual alumni newsletter and two annual alumni events. Each spring we will have a Comanor lecture in which a highly eminent economist will give a public talk followed by a banquet celebrating his or her work. In the fall, invited alumni will lead a seminar on a topical economic issue.

Our current space will be expanded to include offices for new and visiting faculty, a seminar room, a well staffed, cutting edge computer lab equipped with the necessary programs and data sets to conduct econometric, computational, and experimental analyses, and a common space where students and faculty can exchange ideas and pollinate intellectual partnerships.

The Haverford economics curriculum already stands out for its rigor, requiring all students to take calculus based intermediate theory courses and a senior thesis, and for the close ties students develop with their professors. With the expanded breadth of classes, the graduate level offerings, the junior seminar and the expanded thesis every student will be able to craft a curriculum that will prepare him or
her for the intended career while engaging in innovative and high quality economic research in an area about which he or she is passionate. In addition our students will be exposed to cutting edge economic thinking and debates in a variety of settings. The result will be a model of undergraduate economic education which stresses rigorous analytic thinking, peer, alumni and teacher partnerships, and independent scholarship. Haverford economics will be the model to which our peer institutions will aspire.
English Vision

For well over a decade, the English Department has consistently been one of the top two or three most popular majors in the College. We are a strong department, and the FCAE proposal will enable us to further the fit between our current curriculum and the areas becoming most vital to our field, which converge productively with the areas the FCAE has identified as most important to the Haverford of the coming decades. As a discipline, English has absorbed the topics and methodologies of the new social movements of the twentieth century (race, gender, sexuality, disability), it has adapted a diverse range of conceptual paradigms from other disciplines (media studies, cinema studies, performance studies, anthropology, sociology, political science, history, philosophy) and it has responded to the central political events and movements of recent world history (decolonization, holocaust, imperialism, environmentalism, sustainability, the extension of civil and human rights). While evidence of many of these changes is already visible in our course offerings, the articulation of the new FCAE positions will bring more of this dynamism into our curriculum, in a way that is intertwined with the vision driving the expansion of the College curriculum as a whole—as the “Learning, Discovery, Renewal” blueprint makes clear. We think this plan will not only make us the best department among our peer institutions, but also make our curriculum the best integrated into its larger college-wide setting.

To introduce visual/media and performance studies into our curriculum will satisfy students who have long clamored for their inclusion. It will also help build strong connections between the Arts Initiative and the traditional liberal arts curriculum. From our own perspective, it will allow us to bring both greater depth and greater nuance to the skills of textual analysis we cultivate in our students, even as we continue to teach the literary tradition that, while shifting with history, has been the core of the discipline since the introduction of modern literature to the college curriculum. The notion of “text” itself will be put under increasing scrutiny, as we train students to look at visual forms of representation, and as we work with our students to understand the vast changes wrought upon the term by digital media.

Hiring in American Studies means to tap into one of the most exciting interdisciplinary areas in the humanities today, an area in which attention to categories such as migrancy, border-crossing, and circulation (of people and culture) have replaced a more inward, U.S.-centric fascination with “Americanness.” Indeed, a central framework in this field is the “circum-Atlantic,” which sees “American” and “British” culture not as discrete entities but as ever-shifting products of exchange not only with one another, but with Africa, the Caribbean, and Latin and South America. Brining a scholar trained in this new mode of analysis will allow students to read, say, Emerson's individualism in the context of the Haitian revolution. It will illuminate numerous connections between (canonical and non-canonical) works of literature in English and areas of the College curriculum such as Africana Studies, Latin American and Iberian Studies, Spanish, and French. Moreover, in tandem with the other new areas it will make our department's students much more fully prepared to grapple with the history and culture of the diverse world that makes up their historical present.

Finally, we warmly welcome the FCAE proposal's emphasis on student research. Our faculty members agree that the most exciting aspects to emerge in recent years have been the student research assistantships and student seminars organized by the Hurford Humanities Center, endeavors in which we have all taken part. The student-faculty intellectual community which we have long desired seems to be taking shape, but to maintain it will require long term structural and philosophical shifts of the sort the proposal suggests.
Fine Arts Vision

Haverford College’s Fine Arts program is founded in visual culture and its connection to the intellectual, cultural, and social identity of both college and community. To provide instruction in visual culture as part of a liberal arts education in the broadest sense, distinguished by a commitment to excellence and a concern for individual growth, is the fundamental goal of the Fine Arts Department.

The philosophy of the Fine Arts Department centers on the concept that cognition and processing of visual information through creative thinking are key skills in Fine Arts disciplines. Fostering and tapping such thinking, by enhancing visual perception and creativity, can be of professional and personal benefit to all Haverford students, as individuals and in the community as a whole. To promote an active interdisciplinary culture, the Fine Arts faculty has been making a special effort to reach out to other departments, including East Asian Studies, History, Philosophy, Anthropology, Computer Science, Athletics and Music.

Fine Arts offers a program defined by five disciplines, each of which sustains a tiered structure of study: drawing; painting; photography; printmaking; sculpture. The new hire enabled by the FCAE proposal will allow us to launch a multi-media art program that will include digital photography, computer art and graphics, video art, digital imaging in printmaking, and total multi-media installation art. This new and innovative direction will diversify our departmental curriculum by including areas of study that are in heavily demand in the contemporary art scene. Our students are a multi-media generation and, with the addition of this program, will be more immediately engaged in the development of their ideas and concepts through the visual disciplines that are part of a liberal arts education at Haverford College.

By including a conversion position in sculpture, the proposal will also allow us to re-establish our strength in that crucial area of our curriculum. The two positions together will be indispensable aspects of the College’s commitment to enhancing the status of the arts in the curriculum.
French and Francophone Studies Vision

The members of the Department of French and Francophone Studies welcome and enthusiastically support FCAE’s proposal of a reallocation of faculty resources at Haverford and an additional tenure line for the department that will bring up the number of full-time French faculty from three to four.

A general reason that we believe in the importance of this increase concerns the missions of Haverford as a liberal arts college and as a college invested in the promotion of social justice. The Renaissance, Enlightenment, and modern discussions that have forged the values of social justice and the liberal arts have taken place to a large extent in French. We thus feel that an investment in French is an investment in the traditions that have defined Haverford and that we seek to strengthen for the future.

More particularly, change in teaching load and the new position would substantially alter the make-up and offerings of the department for the better, as we have just redesigned the senior experience and established a blueprint for a new interdisciplinary track to be implemented next academic year.

Senior Conference, until the current academic year, was a mandatory two-semester (Fall and Spring) long course. It is now a one-semester course (Fall). The old format’s second semester has been replaced by either a senior thesis written independently, or a shorter senior essay written in the context of a 300-level seminar (both in the Spring). This change was designed to promote the independence, rigor, and sophistication of critical thought that a sustained piece of research demands.

In light of this redesigned program it is obvious that a reallocation of faculty resources and a new position will help us achieve our goals. More time for our own research will enable us to model to our students, particularly our majors, how scholars construct arguments about critical problems. An additional professor will broaden our offerings on the advanced level and deepen our introductory courses as we adjust them to the new configuration of the major.

Regarding the field of the new hire, we agree that he/she should specialize in some branch of French cultural studies. The current faculty of French have all a literary background. Nonetheless, we have regularly offered the introductory course in French/Francophone civilizations and occasional courses in culture at the 200 and 300 levels, as some of us have self-trained in order to respond to our students’ growing interests in this field. However, sustaining a robust interdisciplinary track for rigorous advanced work requires the greater expertise that a new hire would bring. Besides sharing non-specialized courses at all levels of the program (language teaching, 100-level courses, the new required theory course for majors, and Senior Conference), the new colleague will help define and anchor the interdisciplinary track. He/She also will help integrate the civilization courses at the 100-level with the 200- and 300-level courses, enrich our course offerings, as well as supervise senior theses and seminar papers.

Cinema studies have emerged as one of the most exciting interdisciplinary fields in French studies in the past fifteen years or so. Hiring someone in this field, we think, would not only connect us to new developments in French studies but also to the growing student interest in visual culture. We are pleased to know that both the English and German Departments have expressed similar interests in this field. Given this, we could together envision a new and robust concentration in Cinema Studies at Haverford. Our expansion will, therefore, also locate French and Francophone Studies more centrally in the intellectual landscape of Haverford.
We are excited about FCAE's proposal and look forward to seeing it endorsed by the Board of Managers and implemented in the nearest possible future. We consider it to be an essential ingredient to the success we want to have in challenging ourselves and our students to read, speak, write, think, and therefore act as sensitively and forcefully as the ideals of Haverford engage us to do.
Gender and Sexuality Studies Vision

The faculty members and students affiliated with the Gender and Sexuality Studies Program at Haverford are committed to strengthening the foundation of our curriculum through an expansion of the number of introductory-level courses that provide a theoretical and historical grounding in the key concepts, questions, and issues that have been informing Gender and Sexuality studies. We are also invested in opening up more opportunities for student research in this area. The conversations catalyzed by the FCAE and the material, intellectual, and institutional support of the current administration have already borne fruit: in the fall of 2008, we will be offering our first dedicated introductory offering in Gender and Sexuality Studies, a course that is housed in Independent College Programs that will complement our other courses, such as our advanced interdisciplinary seminar that is team taught by Haverford and Bryn Mawr faculty members. In addition, with the support of the Provost’s Office and the Hurford Humanities Center, we are now able to support the work of student researchers who will be working to expand the range and purview of the program through projects based on their own intellectual interests and disciplinary training.

Given these exciting and invigorating developments, we deeply appreciate the FCAE’s move to encourage Anthropology, Classics, English, and German to cast future searches with an explicit investment in candidates whose research and pedagogical interests would contribute to Gender and Sexuality Studies. We wish to highlight the fact that History, Political Science, Religion, and Spanish have also maintained a strong presence in the program and that this should be taken into consideration as further allocations are made. In order to maintain the vitality of the program, we strongly advocate for more than just one of the anticipated positions to be designed with a clear investment in possible contributions to the program. A full third of regular faculty currently teach courses that are cross-listed with the program and we intend to advocate for future hires that will help maintain this strength and breadth of representation.

The success of our students in annual conferences such as the Geis Conference on Women’s Studies sponsored by the University of Delaware, and the Greater Philadelphia Philosophy Consortium’s conference speaks to the ways in which faculty affiliated with the program have been mentoring students who are already emerging as the crème de la crème in their fields. We look forward to building on this strong foundation and providing even more opportunities through continued collaboration with the FCAE, and we are grateful for the ongoing and generous support of the administration and the Board in our endeavors.
German Vision

The members of the bi-college German program enthusiastically support the recommendations proposed by FCAE in its recent statement “Learning – Discovery – Renewal. A Blueprint for Haverford’s Future.” The proposal – if implemented – will provide faculty and departments with the badly needed resources necessary to further raise the level of excellence in teaching and scholarship that will greatly benefit students and faculty alike. Moreover, it will transform Haverford College into one of the finest undergraduate institutions in the country in which teaching and research are interconnected in an exemplary and unique fashion.

Since the inception of FCAE in 2006, both German departments at HC and BMC have undergone a continuous self-reflective process that has not only led to a rethinking of our program’s position within the larger academic and institutional framework, but has also left its imprint on inner departmental structures, curricula, and pedagogical philosophies. Unlike more traditional programs that still attempt to duplicate and/or preserve an exclusionary cultural identity modeled after the university system in German-speaking countries, our program, by contrast, has pursued a proactive strategy, shaping a curriculum that is no longer based upon an outdated concept of national literature. Instead, it is designed to reflect the impact of fundamental social changes upon language and literature programs in the age of globalization, transnational economies, massive migrancy, and ever-increasing cultural hybridization. Opening up the research field of German studies to other disciplines, such as music, history, philosophy, film, feminist and gender studies, minority literatures, anthropology, and media theory, has become a model which we intend to further refine in the future. Since we cannot solely rely as a small department on our German students alone, we are offering in addition a number of literature, intellectual history, and film courses in English each year in order to attract more students outside the German department to our program. The strategy of opening up German Studies to Cultural Studies without abolishing literature appears to be a good solution, since it combines the theoretical sophistication of textual analysis with the study of non-literary phenomena. Likewise, while we focus on the cultural specificities of the German-speaking nations, we are also interested in the ways in which these nations communicate with other cultures in a globalized world. We are convinced that this model successfully addresses and reflects the current challenges and transformations in the Humanities and foreign language departments and will remain an exemplary model for years to come.

In order to fully implement this departmental vision, FCAE has recommended that the current interim position be converted into a tenure track position, a position that would not only bring further continuity and stability to our program, but also bring some relief to the senior member of the department who has been chair since 1998. Furthermore, FCAE has proposed to hire a faculty member who can contribute to Gender and Sexualities Studies (as well as to film and Jewish studies), fields that would both ideally complement our current curriculum, and connect German Studies to other areas in the Humanities and Social Sciences. The members of the department enthusiastically endorse FCAE’s thoughtful recommendations that would greatly strengthen our efforts to offer a comprehensive curriculum, consolidate our bi-college structure, and would promote cross-disciplinary dialogue beyond the confines of German Studies.
History Vision

The History Department is very excited to contribute to the FCAE initiative of heightening the role of research in the Haverford curriculum and to make more explicit the integration of pedagogy and scholarship for both students and faculty. We have updated our curriculum over the past three years with those aims in mind. Our department envisions a staged development of research skills and historical knowledge of the Americas, East Asia, and Europe—the three broad regions represented by the History faculty. The FCAE proposal will make it possible for us to realize those goals for a curriculum that is at once rigorous, pedagogically innovative and international in scope.

Currently, we require all senior majors to complete our senior thesis seminar, a yearlong course devoted to the research, drafting and revising of a substantial, original piece of writing of article length. If the History Departments at our peer institutions offer equivalent yearlong thesis writing (most do not), it is only as an honors program. In order to prepare all of our senior majors for independent research, we integrate training in historical methodology throughout our curriculum, starting in our introductory courses and continuing through our advanced seminars. Our curriculum is distinctive in its emphasis on primary sources (the literature and other forms of expression created in a given period) as our core base of readings for decoding the past.

At the same time, our broader curricular goal is to initiate all students—majors and non-majors alike—in the three key components of historical study: building a foundation of knowledge about specific places and societies over time, exploring the interpretative nature of that historical knowledge, and honing research and writing skills. Because the Haverford History Department has a small faculty relative to our peers, we want to achieve these pedagogical goals through an emphasis on depth of historical knowledge and comparative perspectives of the three regions of Europe, Asia and the Americas (North and South). As a part of cultivating a depth of knowledge, we encourage students’ acquisition and use of the languages spoken in our three broad regions, and we want to strengthen our connections with neighboring departments of French, German, Spanish and East Asian Studies.

The FCAE plan makes our curricular goals possible in three key ways. First, to teach research skills and up-to-date research in our areas, we need to be active, engaged scholars and the FCAE proposal provides crucial time for research, scholarly presentations and publication. Second, the labor intensity required to incorporate a research component into all levels of our curriculum simply is not feasible under the current teaching load. Thus, the FCAE curricular plan will allow for a more ambitious integration of pedagogy and scholarship to the great mutual benefit of both. Third and most importantly, our ability to move away from an outdated Eurocentric focus to a more globally comparative curriculum depends on expanding our faculty representation in non-western fields such as the Pacific Rim/Asia and Latin America. We hope eventually to incorporate an Islamic focus as well in conjunction with the expansion of Islamic studies at Haverford whether through our replacement hire in 20th Century Europe and/or a historian of the Middle East, Central or South Asia.

The proposed new History faculty hires will pay high dividends to our majors and the college more broadly because of the core role and interdisciplinary versatility of History within any college curriculum. The addition of a historian of the Pacific Rim, for instance, will contribute to East Asian Studies’ focus on cultural texts while also providing a historical base for the Political Science Department’s expansion into the study of Asian politics. The same interdisciplinary benefits and added value would be true of hires in the history on the African Diaspora to Latin America and the Caribbean.
In sum, the FCAE proposal will enable History to flourish as a rigorous and conceptually innovative major taught by an active group of scholars. In turn, the History faculty is eager to play a key role as a core department in the 21st Century transformation of the Haverford curriculum.
HHC finds in *A Blueprint for Haverford’s Future* several intersections between the Center’s ongoing and envisioned programming and FCAE’s strategies for enhanced pedagogical and scholarly innovation.

The curricular content of the proposal is encouraging in regard to the possibility of the Center becoming an official curricular site as well as a catalyst for pedagogical development in established areas. For the Center itself, there would be some benefit in our recovering the status of curricular host that we enjoyed a few years back. Specifically, our Mellon Fellows’ courses, which by design fall through the cracks of existing programs, would be better highlighted for students, while allowing the Center itself to foreground its contribution to the expansion of educational and intellectual opportunities in the College. Thus deputized, the Center could more easily become an instrument for forging and sustaining a Visual Studies/Culture concentration. This area of interest has arisen naturally within the ongoing parameters of Center programming. For instance, our recent Faculty Seminars have focused on aspects of Visual Studies and our Mellon Fellows next year will be offering four courses in the area. We also have been the principal vehicle for developing a documentary film-making presence in the curriculum and we will be supporting a Faculty Working Group on visual culture as of next year. We will soon structure into our budget a fund devoted specifically to faculty and curricular development in Visual Studies. Moreover, as the locus of the College’s Arts/Exhibitions program, we are well-positioned to orchestrate synergies between curricular and co-curricular explorations of visual culture.

In addition, some features of HHC programming dovetail with key features of the FCAE *Blueprint*. Our Internship and Student Research Assistantship programs offer "opportunities for extra-curricular scholarship ..." (p.1). The Center could prove a useful vehicle for thus enhancing a key feature of faculty-student scholarly collaboration in the Humanities and related Social Sciences. Our student seminars speak directly to the aim of “empower[ing] students to be agents of discovery, leadership, and change ...” (p.2). Our plans to develop a postdoc position in Visual Studies/Culture fits into, or at least rhymes with, the "Arts, Culture, and Performance" section of Table 1 (p.3). Finally, our efforts to develop a documentary film-making presence in the curriculum (augmented by film-making workshops extended to the full campus community) likewise fits into the "Arts, Culture, and Performance" rubric in what we hope will be an emergent Visual Studies concentration.
Independent College Programs Vision

ICPR is the re-named “General Programs,” which was created by the faculty in 1974 to bolster The Liberal Arts: to encourage broader student course choices and more diverse faculty course offerings. Courses are offered both by visiting professors and by regular members of the various departments of the College, and are in different ways outside the major programs of the departments. The program is funded by the Provost’s discretionary funds and soft money, and every course offered by ICPR has an opportunity-cost in something else which the College is NOT doing.

Over the years, General Programs had served as a “nursery” for new interdisciplinary programs and new curricular concerns, spinning off Areas of Concentration, entire new departments and independent Programs, and the recognition by the regular departments that they had a mission to service the needs of non-majors as well as majors. In the last decade, the creation of the Centers and a more explicitly evoked mission for Integrated Learning has enriched our learning environment, and ICPR has often served as a facilitating vehicle.

What remains somewhat outside the regular departmental programs, and hence still in the purview of ICPR, are courses that speak to the following: “Ethics and the Professions” (law, public health, medicine, social work, public service, journalism, business and finance); “Science and Society” (which sometimes overlaps: bioethics, urban public health problems); “Visual Studies” (the visual vocabulary, film studies, art in social context, art and literature); “Cultural Diversity and Social Justice” (racism, hyphenated-Americans, gender and sexuality, human rights.)

Thus, the existence of General Programs and ICPR has mitigated the restrictions of the current faculty configuration by providing some things which we cannot offer in the usual way. The FCAE plan to enlarge the faculty, in order to focus on a re-visioning of the curriculum which is intellectually challenging, is taking up the ICPR agenda in a grand way and institutionalizing it. ICPR, in coordination with the Departments and the Centers, will continue to provide the flexibility for doing this. (We may want to change the name again: Integrated College Programs, perhaps!)
Koshland Integrated Natural Sciences Center Vision

The essential vision of the KINSC is only just emerging and thus we have been able to respond directly to the FCAE missives. A primary aspiration is to promote scientific scholarship through close collaboration between faculty and students. Also important to the KINSC vision is to support and enhance engagement in multidisciplinary conversations and to stimulate development of curricular and scholarly programs that take advantage of the fruits of such discussions. It is expected that the KINSC will play a critical role in advancing the areas of environmental studies, science and society, and scientific computing, all having been identified as components of the new faculty clusters that are being proposed. It is also likely that the KINSC, in conjunction with the other Centers, will provide opportunities for Departments to engage in close and rigorous discussion about how best to implement these new multidisciplinary initiatives. As one example, there are plans to bring prominent scientists and statesmen to campus in the Fall of 2008 to discuss important areas of environmental science and policy and then to advise our community as to which elements are most critical for us in establishing a competitive and forward-thinking environmental studies program. Departments involved in either potentially hiring a new faculty member in environmental studies (Biology, Chemistry, and Anthropology) or with a clear disciplinary connection (Political Science, Economics) will be asked to become active participants. These discussions will then lead to the development of another more focused symposium featuring experts who can speak about areas of environmental studies that we feel are most likely to compose a viable and vibrant concentration for our students. These discussions will lead to better-informed opinions in hiring decisions and curricular transformation within the most appropriate disciplinary areas. Such strategic modalities will serve to inform future multidisciplinary initiatives.

Some of the programming goals that are envisioned for the KINSC include support for faculty travel, training and development opportunities, and summer research grants involving students. Students will also be supported in the form of research externships within their discipline or as a part of a multidisciplinary TriCenter-sponsored program. Special grants will be available to support the development of innovative disciplinary and multidisciplinary projects involving teams of faculty and students participating in extramural projects (such as a project initiated by Iruka Okeke involving students in research and training opportunities in Ghana and Nigeria). The success of these programming elements will be further assured by a reallocation of faculty resources to allow greater freedom for enhancing scholarship and developing innovative curricula.
Latin American and Iberian Studies Vision

The FCAE proposal if enacted would allow Latin American and Iberian Studies by to expand our existing course offerings and research focuses, creating an extraordinary experience for Haverford College students. One proposal we have made is to add a position that dealt with the African Diaspora in Latin America, perhaps focusing on Brazil and West Africa. This type of trans-regional or “global” study has produced some interesting work in History and Anthropology, so this would be a position based in a department other than Spanish. In addition to building links with Africana studies, adding a Brazilian component would also allow us to address the Portuguese component of the Latin American and Iberian world. Another suggestion has been to add someone teaching in the modern Caribbean, perhaps the Dominican Republic, Puerto Rico or Cuba, which is a position that could be based in the Spanish department. At this point, the requests for new positions remain to be worked out at the departmental levels, which will enhance our area of concentration.

We currently enjoy a significant enhancement of our course offerings through the Center for Peace and Global Citizenship. Faculty teaching on Guatemala and Mexico have been directly involved in programs funded by the CPGC that combine the classroom at Haverford with experience abroad. The CPGC summer internship program has been extensively involved with Latin American placements. An increase in the number of faculty with an interest in Latin America in related departments throughout Haverford would help us deepen and enhance these existing programs, creating truly unique opportunities for our students. The depth and range of course offerings we would be able to provide if the FCAE proposal is approved would make Haverford College’s Latin American and Iberian Studies area of concentration a truly superb undergraduate academic preparation for government service, international business or academic careers. When combined with the experiential possibilities of the CPGC, the overall experience for Haverford students would be unparalleled.

We have already established an agreement with the Center for Latin American Studies at Georgetown University to participate in a five-year joint degree program. The cooperative agreement allows undergraduate concentrators in Latin American and Iberian Studies to pursue an accelerated course of study towards a graduate degree. The program offers the highest qualified applicants the opportunity to count four courses from their undergraduate study toward the M.A. program in Latin American Studies at Georgetown University, enabling them to complete the degree in two semesters and one summer. Thus, the quality of our curriculum is already recognized and Haverford College LAIS students are already in demand. We would use the resources provided by the FCAE proposal to take our program to the next level, by making it the best undergraduate education on Latin America possible in the United States.
Linguistics Program Vision

The Linguistics Program, which is part of the unique and successful collaborative enterprise called Trico Linguistics, has every reason to anticipate a bright future. Formed over a period of fifteen years, Trico Linguistics now compares favorably with any liberal arts college that has a linguistics program as a result of years of imaginative and ground-level work. All of the members have contributed in bringing the program to the current status, but a pivotal part of that success lies in the Trico appointment of a linguist who teaches and coordinates our efforts on all three campuses: Haverford, Bryn Mawr, and Swarthmore. FCAE's recommendation to convert this appointment into a tenure-line position could not have come at a better moment.

The potential gains are obvious. In addition to the advantage of retaining a first-rate linguist (we have never had a problem attracting such young rising stars), making the position tenure-track will allow us to stabilize certain aspects of the offerings so that students can plan better. For example, if a student gets involved in the research area of this linguist, they can rest assured that the professor will still be around to act as mentor when they reach their senior year and write their senior thesis. This greatly facilitates the kind of profound research experience we are striving to offer our students.

The tenure-line faculty member will also help address the need to expand the intermediate-level Linguistics course offerings at Haverford. Such a need arises both for pedagogical and logistical reasons. Of the three colleges, Swarthmore offers a full array of Linguistics courses. Haverford's Linguistics Program currently offers the mandatory gateway courses, plus one mandatory synthesis course, and some elective courses. While we coordinate in Trico to make our schedules as complementary and compatible as possible, transportation still remains an inhibitor for students. The benefits of offering intermediate-level courses locally are enormous. For example, such courses are essential in training the students and building a track towards their senior thesis project. By teaching some of the intermediate courses at Haverford, we make it possible for more students, be they majors, minors, or interested students from other disciplines, to take such courses and gain valuable research experiences before they write their senior thesis.

In terms of faculty-student research collaborations, the tenure-line position will also have a welcome impact. One distinctive feature of the Trico Linguistics curriculum is the combination of rigorous theoretical training with serious efforts in studying a wide range of languages. The rich array of “synthesis courses” each of which is focused on the structure of a different non-Indo-European language truly makes us unique for a linguistics program at liberal arts institutions in the nation. The tenure-line Trico linguist can help us maintain this distinctive feature and translate it into more feasible faculty-student collaborative research projects that will benefit both faculty and students.

The Trico Linguistics community highly values the tight-knit organization they have created and expect to continue teaching on each other's campuses into the indefinite future, even after this position becomes tenure-track. Having a stable Tri-college linguist benefits everyone because it will allow us to set up long-term cooperative teaching and research plans across the three campuses.

Trico linguists have worked hard over the years to build a thriving Trico program with good coordination and a solid curriculum, bringing high achieving students into the discipline. We feel re-energized by FCAE's recommendation and look forward to an even brighter future.
Mathematics Vision

The implementation of the FCAE proposal will make a huge positive impact on the math department. The proposed two new faculty members will allow us to broaden our reach into the interdisciplinary applications of mathematics while simultaneously strengthening our core focus on teaching students how to “think like mathematicians”. More broadly, the proposal will allow us to expose more students to experiential or research-based learning, through curricular innovations not found at any of our peer institutions.

The proposed new positions would add expertise in two areas: applied/computational math and differential geometry/mathematical physics. Many Haverford students express a strong interest in connecting math to other fields (e.g., in summer research or senior theses), and these new hires (especially the first) will greatly enhance our ability to satisfy those interests. In the same vein, these new positions will bolster interdisciplinary curricular initiatives such as mathematical biology, environmental studies, and scientific computing (all new or emerging programs that the FCAE blueprint will bring to fruition). At the same time, even as these positions make connections to other disciplines, they also represent the addition of two new strong mathematicians to the faculty, which will allow us to maintain and even enhance our core curriculum in mathematics to best prepare our majors for graduate school in pure or applied math (as described below).

At the curricular level, the increased size of the math faculty, and enhanced focus on the integration of research with teaching, will make a visible difference at all levels of our curriculum. For example, at the senior level, we already devote a great deal of attention to the year-long project/thesis required of all majors. However, because of the “pyramidal” nature of mathematics (long sequences of courses building on each other), even more time and effort is needed to create truly excellent theses for all majors. Under the FCAE restructuring, we envision student research projects that launch earlier (e.g., via introductory sessions in the junior year), as well as new types of faculty student interaction (such as student/faculty "reading groups") that would introduce students to unfamiliar areas and suggest research projects in them.

A second focus would be on the freshman/sophomore year. Over the years we have developed an extensive “ladder” of introductory courses, which serve a large number of students taking math to satisfy a requirement plus a smaller number who will go on to major or minor in math. These courses are accompanied by a range of support structures (discussion sections, Math Question Center, tutoring, etc.), to an extent that surpasses what most other institutions provide. These support services greatly enhance the experience that non-majors have in these courses; the new resources coming from FCAE will allow us to add a parallel enhancement of these courses for those students who go on to take more math. Specifically, we aim to introduce companion lab-type sections for several of these courses, to provide extra stimulation and a broader perspective to a self-selected group of students. These companion sections could include computational modeling, statistics, biological or economic applications, or a theoretical enrichment of the course itself. We know of no other liberal arts college whose introductory curriculum contains this novel feature.
Music Vision

Enactment of the FCAE proposal for Music will enable the Department to offer students unparalleled opportunities to explore music-making in its global dimension and to benefit from a close working relationship with a distinguished ensemble-in-residence.

FCAE’s primary recommendation, that of adding an additional faculty member in musicology with an emphasis on ethnomusicology/anthropology of music, will allow us to broaden our curricular scope in ways that will revitalize all areas of the Department. We will be able to complement our currently strong offerings in Western music history with a global perspective, thus offering our students the opportunity to experience the crucially different meanings of music and musical performance in various cultures. We would expect that performance opportunities for our students would increase as a result of this new appointment to include a world music ensemble of some type. Such an ensemble would provide its participants hands-on experience with a specific world music tradition, while significantly enriching the vibrant performance atmosphere that already exists at the College. As faculty members, we are excited by the prospect of a colleague who could broaden our vision of research methodologies, performance practices, and compositional resources. We also see this appointment as a way to link the study and performance of music more closely with the curricula and research activities of other departments such as Anthropology, Sociology, and Religion, and regional study areas such as East Asian Studies, Latin American and Iberian Studies, and the proposed new curricular initiative in Middle Eastern and Islamic Studies. Closer programmatic ties with other departments will surely foster a more collaborative approach to student research involving music and its uses in societies across the globe.

FCAE’s recommendation to provide support for a resident musical performance ensemble will provide our students access to top-flight artists in a sustained manner rather than on an occasional basis, as is typical of a master-class encounter. The benefits of having a working relationship that lasts through the academic year (or even beyond, in the case of a multi-year residency) is invaluable in music: it allows both students and visiting musicians the time to pursue innovative, collaborative performance projects relating traditional and contemporary, Western and non-Western repertories. There is also a substantial benefit to the curriculum outside of music performance: distinguished players have much to contribute to history classes on matters of musical interpretation and style, they can be an unmatched resource to composers, reading and providing critical feedback on student works, and they can serve as coaches for our large student ensembles, thus raising musical standards across the board. There is no doubt that having a resident ensemble, whether a string quartet or some other configuration, will dramatically affect all aspects of our curriculum and demonstrate visibly to students the practical integration of all facets of music study. The benefits to the College community as a whole are no less exciting, as we can envision such an ensemble participating in cross-curricular events sponsored by the various Centers, and, through its very presence, demonstrating our shared commitment to artistic excellence.
Peace and Conflict Studies Vision

We propose a new vision of our peace and conflict studies concentration. Renamed “Peace, Justice, and Human Rights” (PJHR) the program will enable Haverford to reclaim leadership in a field of study which remains central to core institutional values and mission while also charting new terrain as an educational institution committed to interdisciplinarity and the bridging of research, field experience and analysis.

We thus intend to mark off an intellectual space where rigorous study of the inequalities that lead to conflict and of the diverse global frameworks available for analyzing and promoting justice and rights is supported and encouraged. This new name will also allow us to address issues of pressing international concern, including the intellectual and cultural foundations of human rights and justice claims, the social, political and economic dynamics of inequality, and the diversity of ways in which violence and peace have been studied, experienced and addressed.

We propose strengthening the structure of the program to ensure continuous intellectual and programmatic leadership, to encourage sustained and deepened cooperation with the CPGC and departments, and to provide students with mentorship for research experiences. The hire of new faculty alongside expanded opportunities for faculty research, an enriched CPGC (through the provision of international postdoctoral fellows, the establishment of “Haverford Houses” in the field) should enable us to enhance the mentorship and field based learning opportunities available to our students.

These components figure centrally in our proposed curricular innovations. We envision the development of 3-5 new 100- and 200-level courses centrally concerned with Peace, Justice and Human Rights issues, which can serve to introduce students to key concerns in the field while providing a more rigorous theoretical grounding. The designation of a carefully selected set of core and elective courses from the current College curriculum, spanning departments of Political Science, Anthropology, Sociology, History, Philosophy and Religion would also institute pluri-disciplinarity into our requirements promoting the acquisition of a range of intellectual approaches, while keeping our core focused enough to engage a common set of questions and concerns.

A new capstone course will be an interdisciplinary 300-level course (co-taught), and will focus on the integration of scholarship, field research, and policy perspectives. The success of the program relies on the proposed institution of a research Internship requirement enriching students’ classroom experiences and introducing them to the challenges of integrating data and theory into original analyses. While the majority of concentrators now participate in academic year or summer internships through the CPGC or other College programs, we wish to formalize this as a program requirement, while providing students with a capstone course in which to place their experiences in academic perspective.
Philosophy Vision

Haverford rightly aims to prepare students for thoughtful leadership and citizenship in a complex world. The study of philosophy has a central role to play in this ambition and FCAE’s blueprint for Haverford provides the vision to ensure that the philosophy department can help students achieve the reflective attitudes, critical skills, and sensibilities that are at the heart of a Haverford education. FCAE’s proposal enables the philosophy department to engage to the fullest the interests of all students, and to help them maximize their considerable talents in ways that will prepare them for leadership and stewardship. We see in this document extraordinary, transformative possibilities for Haverford.

First, and most obviously, with a new position in aesthetics we will be able to offer courses in a significant field of philosophy hitherto unrepresented at Haverford, and thereby greatly to enrich our array of core offerings in philosophy. This field is furthermore one that is of enduring interest to college students concerned to find value in their lives, and is as well of unprecedented significance in today’s hyper-visual, media-driven culture. Our students experience the world, both academic and non-academic, in units of intelligibility that are especially representational, uniquely synchronic, and often modally complex; more than ever before they need sophisticated tools to enable them to judge thoughtfully and well, both locally and globally. Today’s students also self-consciously aim to find meaning through self-expression. We need to provide them the theoretical tools and intellectual opportunities to understand and pursue such aims in ways that will realize the creative, intellectual, and socially transformative power of such self-expression.

A tenure line in aesthetics will significantly increase our already strong cross-disciplinary connections, especially with fine arts but also with comparative literature, culture studies, and sociology, among others. By reallocating faculty time, this new position will also galvanize the interface between student interests and faculty expertise in ways that will reverberate throughout our curriculum. Indeed we see this new hire as a crucial moment in our reconstituted and reinvigorated commitment to playing our part in providing all Haverford students an exceptional and unparalleled liberal arts education. We are especially excited about both the greater flexibility this will enable in faculty/student interactions and the significant improvements it will insure in faculty/student research initiatives. More than almost any other discipline, teaching philosophy is interactive; it does not happen on a schedule. Philosophy is also unique in the extent to which successful pedagogy depends not on experiments or fieldwork but on sustained intellectual exchange. To this end we are very eager to develop a series of regular reading groups with students—something that is possible only in light of this proposal. Haverford attracts some extraordinary students; we relish the opportunity to spend time working with them in reading groups on projects of mutual interest. Because reading and thinking together is a philosopher’s primary form of scholarly interaction—aside from writing and reading papers, we anticipate that, for our department, faculty/student research initiatives, like faculty/faculty research initiatives, will begin in reading groups.

With FCAE’s proposal the philosophy department can see a vibrant and active future of diverse, engaged, and sustained interactions both with students at all levels and with faculty at both colleges. The department has been underutilized at the college; and for all the demands the College puts on students, their peculiar and extraordinary talents are also, we think, not being fully developed. This is a tremendous opportunity to recreate Haverford, to realize it as the premier liberal arts college it has the potential to be. We in the philosophy department are not merely fully committed, in light of this blueprint for the future, to realizing the department as central to the academic and social mission of the college—we are inspired so to realize it.
Physics and Astronomy Vision

The FCAE’s recommendations will transform the physics and astronomy departments in three key ways. They will allow tenure-track faculty to use our time more efficiently and to deepen our already successful combination of teaching and research. We will be able to institute curricular innovations, reinvigorating our intro sequences and adding new courses at the cutting edge of physics and astronomy, to enhance the appeal of our programs both to enrolled and prospective students. New faculty hiring and changes to our introductory courses will position Haverford as a national model for recruiting and educating women and minority scientists.

Perhaps the most troubling issue facing physics and astronomy worldwide is the dramatic under-representation of minorities and (for physics) of women. Acutely aware of this problem, we have studied and adopted the best recommended practices to enhance participation of these groups, given our present resources. While these changes have benefited all students, and have contributed to a wonderful camaraderie amongst our majors, our numbers of women and minority majors remain close to national averages.

However, with further changes enabled by the FCAE recommendations, we will set a national model for education of students from these groups. The new hires recommended by FCAE will enable us to provide additional visible role models amongst our faculty, and to increase the flexibility of our curriculum to match diverse student needs. We have already begun this year, by hiring an outstanding woman astrophysicist (Beth Willman) to replace Bruce Partridge, who is retiring. However we still have no minority faculty. We plan to address this shortfall with the tenure-line hire recommended by FCAE. In order to increase the chances of hiring a strong woman and/or minority candidate who is committed to the liberal arts environment, it is essential for us to keep the terms of the search as open as possible. Thus, we would welcome a well-qualified experimentalist, theorist, or computational physicist. Of course, we are also excited about the new opportunities for student-faculty research that will be provided by this new hire.

FCAE has also recommended a new continuing appointment, and perhaps a second lab instructor. The former will have special qualifications to teach at the introductory and sophomore levels in astronomy and physics, and will help us to restructure our introductory courses in ways that would work best for all Haverford students. Finally, FCAE has recommended additional technical support for the observatory and its instruments. At present, all the instrument maintenance must be done by the astronomy faculty, a very inefficient use of their time. All of these changes will allow very significant enhancements to student-faculty research, by allowing us to spend more time working with our research students and planning their research projects.

Both the hiring of Beth Willman and the recommendations of FCAE will enable us to create a new and vital curriculum for all Haverford students. For general audiences, we will develop a new course, “Physics for the Global Citizen”, that will address issues in energy, the environment, and national security, interfacing with new programs in Environmental Studies and the CPGC. We will build on an undergraduate curriculum that is already strong by national standards—ranging from core courses in stellar structure, observational astronomy, advanced quantum mechanics, statistical mechanics, and electrodynamics to upper-level electives in astrophysics, cosmology, biophysics, computational physics, and solid state physics. We will introduce new half-credit courses, and year-long one-credit reading courses, in advanced topics, which will enhance the connections between coursework and our research. These will be offered on a rotating basis, and will include General Relativity, Computational Astrophysics, Continuum and Fluid Mechanics, Quantum Computation, Nanoelectronics, and Soft Matter Physics, plus a course in the research area of the new tenure-line faculty member.
Political Science Vision

The Political Science Department has experienced considerable change during the past decade with the retirement of three senior colleagues and the addition of five new faculty members, all of whom have brought a fresh and energetic commitment to teaching and scholarship. The influx of new faculty has revitalized our curriculum and sparked an impressive body of scholarship, including a number of recent publications at the highest levels. The intellectual excitement that permeates our Department is clearly evident to Haverford students. Enrollments in Political Science classes have been rising steadily and just last year we had the highest number of majors on campus.

We see the College’s proposal, *A Blueprint for Haverford’s Future*, as an unparalleled opportunity to do even more than provide a stimulating curriculum for our students. We hope to use this initiative to move to the forefront of all political science departments of liberal arts colleges in the United States by pushing the boundaries of the discipline. In some ways, we are already heading in that direction. For instance, recognizing the increasing significance of globalization with respect to virtually all aspects of the political world, we have established a fifth subfield in Global Governance and created a new, tenure-line position in this emerging area. We now offer courses on Global Civil Society, Politics, Markets and Theories of Capitalism, and Democracy and Global Governance. In addition, our Department has been on the cutting edge in developing experiential educational opportunities to complement more traditional classroom learning. One of our colleagues, to cite just one example, just took her class on Civil War and Revolution to Guatemala during spring break; several other faculty members structure their courses in innovative ways to enable students to study politics “in the field,” a practice that reinforces the Center for Peace and Global Citizenship’s support for integrative learning. Finally, our Department has assumed a leading role in fostering interdisciplinary approaches to education by contributing to numerous concentrations and area studies programs, including Africana Studies, Middle Eastern Studies, Gender and Sexuality Studies, and the Cities Department.

Looking to the future, we hope to add two new faculty members who would contribute to our goal of strengthening and deepening our curriculum while setting a new standard for political science departments throughout the country. One position would be in the area of East Asian Politics with a focus on China. Possible course offerings would include Chinese politics, International Politics of East Asia, and China-U.S. Relations. Such a position anticipates the rising importance of China in global affairs in the twenty-first century, responds to strong student demand for courses on East Asian politics, and would contribute to the East Asian Studies concentration. A second position would be in Law and Politics. We would seek a candidate who has expertise in American public law but whose research also examines, from a comparative and/or international perspective, the ways in which law can serve as an instrument to address inequality and protect and advance democratic rights and freedoms. While we would invite applications from all qualified applicants, we would be particularly interested in candidates whose expertise in American public law is complemented by knowledge of public law in European contexts. Possible teaching and research interests in this area would include Civil Liberties, Human Rights, Law and Social Change, Comparative Legal Systems, and International Law. A public law specialist at Haverford would allow our Department to fill a yawning gap in our curriculum, support the planned expansion of the American Studies concentration, expand the College’s course offerings in European Studies, and contribute to the Peace, Conflict and Human Rights concentration.

In sum, the Political Science Department’s future looks promising. We have assembled through a series of successful searches a critical mass of highly dedicated and effective scholar/teachers who have, in turn, generated broad excitement and enthusiasm among Haverford students. We believe that the College’s initiative will enable us to continue developing a curriculum that responds to the most fundamental issues and concerns in the study of politics and government while pushing the discipline to think about those issues and concerns in novel and provocative ways.
Psychology Vision

The aim of the Psychology curriculum is to provide students with an understanding of human behavior that will support their ability to participate as informed members of society, to help others, and to add to scientific knowledge. One path to this goal involves mastery of the theoretical concepts psychologists use in describing and understanding behavior; the other involves competence in the use of the scientific methodologies employed in the study of behavior. We emphasize the importance of both concepts and methods across diverse topic areas within psychology, including biological, cognitive, social, and personality.

The Psychology Department views the reallocation of faculty resources as crucial to our continued success as first-rate scholars. We are excited about the addition of new faculty, for the increased range of both conceptual expertise in the classroom and in new methodological perspectives. We see the reallocation of faculty resources as crucial to our ability to hire the best candidates in the field. As continuing scholars at Haverford, the enhanced space for faculty research allows us to improve our technical repertoires, that we can then use in our interactions with students, and enhance our rate of scholarly publication.

Our curriculum is unique in its requirement that every senior Psychology major designs and implements a year-long empirical research project, in collaboration with faculty members. This capstone experience sets us apart from Psychology Departments at other top liberal arts colleges, where senior research is often offered only to select students. Students and faculty alike deeply value these research collaborations. Our students’ research is frequently presented at national conferences, and in peer-reviewed publications. The FCAE proposal will serve to strengthen this aspect of our unique curriculum.

The enhancement in the Psychology curriculum that will result from the changes proposed by FCAE will be in the increased range of offerings, and the addition of more upper-level, seminar style coursework to the curriculum. With our small size (5 FTE, the smallest Psychology Department of our peer institutions), we are currently unable to provide students exposure to the breadth of the discipline that is represented at other institutions. Notably lacking from our current curriculum is any coverage of psychopathology, mental health, or diversity in its many forms. Furthermore, given our focus on research training, and the large demand for our courses from students both inside and outside the major, we are unable to regularly provide courses in the “seminar” style—small (~15-20 student) discussion courses in special topics. Indeed, enrollments in our courses are among the highest in the College.

Our goal is to add two faculty members, the most urgent addition will be in clinical psychology (with a focus on diversity—gender, ethnic, cultural, etc.), and a future hire will have expertise in any area that can contribute to our popular Neural and Behavioral Science (NBS) concentration. There is great interest in neuroscience among current and incoming students—each year more and more students express an interest in this integrative approach to understanding behavior.

In short, with the initiatives outlined in the FCAE proposal, the Psychology Department is seeking to grow from a position of strength, to become the best liberal arts Psychology Department in the country.
Religion Vision

Over the next several years, the Religion Department envisions a curriculum that is more comprehensive in geographic scope, more intentional in interdisciplinary efforts, and more innovative in creating collaborative intellectual forums for students and faculty.

Although FCAE did not recommend any new faculty positions for the Religion Department, FCAE did, however, recognize and acknowledge the importance of including the geographical regions of South Asia and Africa into a viably expanding curriculum. The Department welcomes any future collaborative efforts with Africana Studies in creating this possibility and will also consider submitting a proposal for a new position in South Asian religions in the near future.

The Religion Department is committed to providing Haverford students with a curriculum that emphasizes the importance of interdisciplinary methods and perspectives, and we welcome the emphasis on supporting such approaches in the "Learning, Discovery, Renewal" blueprint. In recent years, an increasing number of Religion Department courses have been cross-listed with other Haverford and Bryn Mawr Departments: Religion and American Public Life (Political Science); Prophetic Imaginations in the American Tradition (Political Science); Mystical Literatures of Islam (Comparative Literature); Jerusalem: City, History, and Representation (Bryn Mawr’s Growth and Cities Program); Wonder in Islamic Traditions (Comparative Literature); The Qu’ran (Comparative Literature). As we look to the future, we will strengthen these interdisciplinary efforts to provide the most expansive, engaging, and rooted major curriculum.

The FCAE Proposal will enable us to expand our efforts to organize intellectual forums that extend beyond the borders of the classroom. One such forum that we commit ourselves to on an ongoing basis is the Tri-College Senior Colloquium that we coordinate annually in conjunction with the faculty and senior student majors of Swarthmore College. In the upcoming Fall semester, we will also be inaugurating a new intellectual working group that will allow student majors and faculty to gather and discuss faculty and (perhaps student) research in progress. We plan to hold three or four evening seminars in which one member of the Religion faculty will offer a talk on their research to the senior majors. Embracing our students within our own disciplinary work, we expect a more reflective and sensitive approach when students embark on their own senior research. In the future, we envision that such an expanded colloquium would strengthen ties between our own scholarship and student research.

Finally, the Religion Department is in full support of FCAE’s decision to provide a more flexible model regarding the teaching load. This flexibility enables faculty members who share one faculty position, who conduct the bulk of their research in international contexts, or who would prefer to have consistent and on-going contact with their scholarship to choose a teaching load configuration that is most conducive to their specific research needs.
Sociology Vision

The most important thing to emphasize about the FCAE proposal, in respect to the Department of Sociology (and to the College as a whole), is that it will help us to hire first-rate Faculty.

As was apparent at our Symposium on the Future of Sociology at Liberal Arts Colleges, most sociologists understand their discipline as grounded in theory and empirical research. The mastery of a foundational body of sociological theory allows students to approach new problems creatively, with the capacity to posit explanations for social structures and social activities of interest to them. Sociology also requires a range of methodological orientations, including historical, quantitative, and participant-observation methodologies. Their mastery enables students to select the proper techniques to make their particular research problems empirical. Our task is to teach students to think sociologically and to evaluate empirically their arguments.

The full implementation of the FCAE proposal for us will entail enlarging our Department by (hopefully) two people, to better teach our basic course, “Foundations in Social Theory,” to teach a range of upper-division courses, where our students’ mastery of this core is deepened and developed, quantitative and qualitative methods courses, where their arguments will become empirical, and a year-long senior thesis, where each student will have the opportunity to design and undertake a supervised research project of her own choosing, working with an individual advisor, but in consultation with her peers and with all Faculty in the Department. This masterwork is intended to give our students a semiprofessional competence, to turn them into working sociologists.

Currently, we in Sociology connect mainly with other social science departments, teaching regularly economic and political sociology (economics and political science), law and sociology, and a course that discusses the contemporary situation of African Americans in the USA (Africana Studies). In addition, we teach often about Islam and contemporary Islamist movements (Religion). Next year, with our new appointment, we will make contact with the arts and psychology. We have hired a sociologist of cultural performance—both the social psychology of meaningful interaction at a micro-level (psychology) and of the arts (music and fine arts, nesting nicely with the College’s fine arts initiative). She will also teach a qualitative methods course.

Next year, we hope to hire a quantitative sociologist. This person will teach our yearly introduction to quantitative methods, introducing students to statistics and to the analysis of computer readable data. In addition to her substantive specializations, we hope that she will teach a social networks course, schooling students in a research technique suitable for studying a wide variety of social action, ranging from immigration patterns, to the diffusion of viruses (both kinds), to processes of political mobilization, among many others.

These appointments will be complemented by one or two others, which will deepen and broaden our empirical orientations as they extend the substantive areas within the discipline that we will be able to cover. Crucially, an increase in our Department to four or five members will increase the likelihood that each major will find a mentor with whom she is simpatico, someone who exemplifies the way the student thinks, someone to better help the student find her own voice, even as she confronts others (in the Department and elsewhere) who extend the range of her vision. This combination of congruence and complementarity in the development of each student’s sociological imagination will enhance her ability to take her perspective into graduate work in sociology, into professional training, and into the workplace in ways that facilitate creativity and excellence.

If prospective Faculty cannot envision an active research career in addition to an active career as a teacher, our ability to hire first-rate Faculty will diminish in an ever-more competitive college and
university system. The reallocation of faculty resources will enable us to better mentor our students because a higher-quality Faculty will have more time and more energy for the courses they teach, for the students with whom they work, and for their own research, which will feedback into their teaching and into the students’ research projects. Over the past generation, Haverford’s Sociology Department has been one of the premiere programs in the country, sending many of our graduates to the best Sociology Programs in the country. If we are able to hire first-rate people in the future, we will enhance the quality of our program through a broadening and strengthening of the curriculum and continue this distinguished tradition.
Spanish Vision

Under the FCAE plan the Spanish department will strengthen its position among the leading undergraduate departments. The addition of a tenure line position in Caribbean or Trans-Atlantic literature/culture and two dedicated language instructors will enable an already vital and creative program to expand offerings that introduce cultural or literary content, while simultaneously maintaining and refining access at the beginning or intermediate language levels. While Spanish remains the language of choice for students seeking to satisfy the language requirement, the department also attracts many other students from across the divisions who seek to become proficient in the language, pursue majors and minors in Spanish and Comparative Literature, and enroll in the area of concentration in Latin American and Iberian Studies. Increasingly, the college attracts Latino students who are “heritage speakers” and the need to offer appropriate language and culture courses for this population is currently unmet in the Tri-co. The new positions in Spanish will allow the faculty to fill this gap and to redress the current imbalance in their teaching by offering a richer array of courses at the 200 and 300 level that will attract larger numbers of majors and minors and better prepare the wide variety of students who desire to acquire the language and immerse themselves in the cultures of the Spanish speaking world. While we already have an extraordinary record of sending students to the top PhD programs in Spanish and Latin American literatures, the expected new appointment in Caribbean literature will add scholarly strength in an area currently under-represented. In addition, a specialist in Caribbean culture will give tangible curricular expression to the college’s long standing ties to students from the region—Padín scholars from Puerto Rico and others who for generations have nurtured Haverford ties to the Spanish speaking Caribbean. In addition, links to curricular and co-curricular programs in Peace, Justice, and Human Rights and Africana Studies will be strengthened by the appointment of a Caribbeanist.
APPENDIX C. Transitional Housing for New Faculty

Option 1: Renovation of Locker Building

- 18 Offices
- Projected cost of $300,000 to $350,000: project can be completed and funded in incremental stages without additional costs

- Time for Construction
  - 6 weeks lead time and 3 months of construction
  - Ready to begin any time

Option 2: Renovation of Squash Courts

- Judged Impractical Due to:
  - High Cost
  - Inferior quality of office space
  - Handicapped Inaccessibility

Option 3: Two Trailers Holding 7 Offices and 1 Bathroom

- Judged Impractical Due to:
  - High Cost of Rental, Site Preparation, and Utilities
  - Unsightly Nature
APPENDIX D: Additional Questions for Exit Survey to Graduating Seniors

I. THE LIBERAL ARTS EXPERIENCE

1. Do you feel you experienced a broad liberal arts curriculum (involving interdisciplinary courses outside your major department and/or division) during your four years at Haverford?

2. Do you feel you received deep disciplinary training?

3. If yes, do you feel well prepared for further graduate work in your discipline?

4. With how many Haverford professors within your major would you feel comfortable seeking advice from over the next 5 years?

   ___________ professors

5. Are there any Haverford professors outside your major from whom you would feel comfortable seeking advice?

   Yes            No

   6. If so how many?

       ___________ professors

II. SCHOLARSHIP

We are interested in your exposure to and production of original and contemporary scholarship during your time at Haverford. Exposure may take the form of reading, listening to, or critiquing original research or new creative arts endeavors. Production involves creating or contributing to original scholarship either individually or in a team with faculty members or other students.

7. Can you comment on any classes that you may have found particularly exciting, challenging, or inspirational?

8. Were you exposed to original scholarship (such as journal articles, published critiques, scholarly reviews, etc) in these classes?

9. Were you exposed to original scholarship outside of the classroom (such as in extra-curricular activities, or extra-curricular engagement with faculty or other students)?

10. Please circle all activities below during which you were actively engaged in producing original scholarship.

   Major Classes      Non-Major classes      Seminars      Senior Thesis      Summer Research

   Other (Please explain.) ________________________________

11. On average, when producing scholarship in the different venues, how often did you discuss your scholarship with a professor?

   Classes: not applicable      never      monthly      weekly      daily

   Seminars: not applicable      never      monthly      weekly      daily

   Senior Thesis: not applicable      never      monthly      weekly      daily

   Summer research: not applicable      never      monthly      weekly      daily

   Other(above): not applicable      never      monthly      weekly      daily