

Report on the Structure of Harvard College



Submitted to the Dean of the Faculty of Arts and Sciences

August 19, 1994

Dedicated to the memory of Richard J. Herrnstein,
 member of the Committee on the Structure of Harvard College,
 who died shortly after this report had been completed.
 In this role, as in many others, he was a loyal and thoughtful servant of Harvard.

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1. Dimensions of this Review

Dean Knowles asked this committee "to review the structure of the College, with an eye both to improving its organization and arrangements, and to assuring ourselves that the College can operate as effectively and efficiently as possible." The subject of our review therefore most obviously included functions and offices that currently fall under the Dean of Harvard College, as well as, in varying degrees, the functioning and coordination of other offices that significantly affect undergraduate education and life.

Thus our review has ranged very widely; as will be seen in Section 5, we have been led naturally even to consider how the administration of academic departments interacts with the education of students in the College. At the same time we wish to stress that our review has been purely structural; we have not attempted to review the performance of any individual or the quality of any office or program, and none of our recommendations implies a view of the way any particular person has done or should do a job. Indeed, the Committee was impressed with the wisdom, dedication, and evident hard work of the individuals who work within and spoke to us about the College structure. It is apparent that our people are our greatest resource. The high quality and dedication of the individuals serving the College only reinforces the need to ensure that organizational problems do not cause these individuals to be less effective in their jobs than they might be.

When our review was already well advanced, L. Fred Jewett announced his intention to step down as Dean of Harvard College at the end of his tenth year in this position, more than 35 years after beginning to work at Harvard. While a great variety of views about many aspects of Harvard were voiced in our committee and by those with whom we spoke about our review, deep and universal admiration was expressed for Dean Jewett's wisdom about the educational development of our students, for his tireless work on their behalf, and for his capacity for uniting disparate interests for the benefit of the community and the institution as a whole. We want to take this opportunity to thank him for his extraordinary service to Harvard as Dean of Admissions and Financial Aids and as Dean of the College, as well as for his sage advice to us; we hope that he will continue to be a resource to the university in some capacity for many years to come.

It has been a guiding principle of our review to propose structural changes only in order to address problems that can be identified and articulated, not simply in order to achieve neater or somehow more symmetrical structural diagrams. These diagrams are helpful in clarifying reporting relationships, but cannot capture the lateral flows of advice and consultation that are the lifeblood of the daily life of the College administration. Moreover, the "mission" of the College is complex; to try to reduce it to a small number of objectives and functions, and then to create administrative boxes with corresponding names, would be an interesting theoretical exercise acknowledging few of the subtleties of our institution, which is shaped so much by the talents and energies of our students. So while we do have a few suggestive diagrams, their meaning and import can be appreciated only by reading the accompanying prose.

As stated above, in conducting our review we focussed closely on the functions and offices of the Dean of Harvard College, as shown in the chart near the beginning of the *Handbook for Students*. These are: The Dean of Harvard College; the Associate Deans for Finance, and for Human Resources and the House System, and their staffs; the Assistant

Dean of Harvard College for Coeducation; the Office of the Dean of Students; the Freshman Dean's Office; the Registrar and her staff; the Bureau of Study Counsel; the Office of Career Services; the Office of Public Service Programs and the Phillips Brooks House; the administration of the programs for Transfer Students and Visiting Undergraduates; the Parents' Association; and the Houses, including the Masters, the Allston Burr Senior Tutors, and the administrative and facilities staff that support the House system.

Further, in the course of considering undergraduate education and life, we most naturally discussed the position and functions assigned to the Dean for Undergraduate Education: what underlying assumptions define the role of this office, and distinguish it from the roles assigned to the Dean of Harvard College? Under the supervision of the Dean for Undergraduate Education are included Special Concentrations, Advanced Standing, the Office of Instructional Research and Evaluation, and the Bok Center for Teaching and Learning. The University Health Services and the University Police came up for discussion, even though they are not FAS departments, because they interact heavily with our large resident student population. Also touched upon were the Office of Admissions and Financial Aid; the Department of Athletics; the American Repertory Theater; the Core program; the Office for the Arts; the International Office; and Radcliffe College.

This report begins with some historical notes and an account of the (not widely understood, we have discovered) present structure of responsibilities within the Faculty of Arts and Sciences. Section 4 outlines the basic themes and issues that emerged during our review. Section 5 discusses three possible organizations for the overall administration of undergraduate affairs, with arguments for each; the committee does not have a single preference and believes that each could be effective and successful given the right understandings about interconnections with the rest of the structure of the Faculty. Later sections take up the several major components of the College administration: the office of the Dean of Harvard College, the Houses, the Administrative Board, and the major support offices reporting to the Dean of the College. We close with an account of the faculty committees having responsibility for undergraduate affairs, something of a reprise of a recurrent theme about faculty roles and opportunities for involvement. Appendix A is the report of a subcommittee charged with studying intensively the organization of public service activities; it is endorsed by the full committee.

Certain sections end with summaries of recommendations and encouragements that have been mentioned in the preceding pages. Other equally important sections have few or no explicit recommendations, being instead discussions of alternatives or merely food for thought. Although the report is long and its subject matter is complex, we hope that the report will be read as a whole, with all recommendations understood in the context in which they have been presented.

The committee is grateful to all who have offered advice; a partial list, together with an outline of the meetings of the committee, is given in Appendix C. Also, the Co-Chairs would like to express their thanks to the members of the committee, who represented both enormous range and profound depth of experience with Harvard College. Our group included, for example, a current Master and two former Masters, a former Allston Burr Senior Tutor, a current and a former faculty member of the Administrative Board, another member of the Board of some 20 years standing, and a former Associate Dean of the Faculty

for Undergraduate Education. It also included members with experience at Yale, Chicago, Cambridge, and elsewhere. The quality of discussions was high, and this report cannot do full justice to the wisdom of the participants.

Committee on the Structure of Harvard College

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Cheryl Buccelli (Secretary to the Committee)

2. A Bit of History

We include here a brief summary of the organizational history of the College over the past hundred years or so — that is, since the establishment of the Faculty of Arts and Sciences, the creation of the Graduate School of Arts and Sciences, and the assignment of responsibility for both the Graduate School and the College to the Faculty of Arts and

Sciences. This history may not point us toward any particular future, but we do wish to establish a common understanding of the past. In our conversations with a wide variety of concerned faculty, students, and staff, we discovered that history is often used to rationalize the current or desired nature of our collegiate institutions. It can and will be argued that certain of our structures no longer fit present circumstances, or that certain structures should be abandoned only if we are prepared to take the consequences; this historical summary is meant only to forestall arguments based on mistaken views of original intent.

2.1 *The Deans of Harvard College*

This is not an ancient title; the first person to hold it was Clement L. Smith, appointed in 1890 at the time of the establishment of the Faculty of Arts and Sciences. Smith and the next five Deans (LeBaron Russell Briggs, Byron S. Hurlbut, Henry A. Yeomans, Chester N. Greenough, and Chester Hanford) were tenured professors. Some of these Deans of Harvard College returned to the faculty at the end of their deanships, while others assumed different administrative responsibilities (for example, both Smith and Briggs became Deans of the Faculty of Arts and Sciences, and Briggs later became President of Radcliffe College).

In 1947, Wilbur J. Bender, a career educational administrator, and at the time an assistant to Dean of the Faculty of Arts and Sciences Paul Buck, was appointed as the first non-faculty Dean of Harvard College. Under Bender's deanship, the Allston Burr Senior Tutor positions were created. In 1952, Bender moved on to the position of Dean of Admissions and Financial Aids, and Delmar Leighton advanced from a long tenure as the first Dean of Freshmen to succeed Bender. Leighton did not at first have the title "Dean of Harvard College"; he was given the title "Dean of Students in Harvard College," and was charged with reorganizing the College administration. In 1956 Leighton's title was changed to "Dean of Harvard College." (Ours is probably the first extensive review of the College structure since the time of Bender and Leighton.) Of the subsequent Deans of the College (John Munro, Fred Glimp, Ernest May, Charles H. Whitlock, John B. Fox, Jr., and L. Fred Jewett), all but May were not Harvard teaching faculty; May, a Professor of History, served as Dean for two years in the aftermath of the intense unrest of 1969.

2.2 *The Administrative Board and the Allston Burr Senior Tutors*

Minutes of faculty meetings from the nineteenth century suggest that as much time was devoted to the discipline of individual students as to anything else. In 1890 responsibility for ordinary discipline was delegated to an Administrative Board, "consisting of members of the Faculty"; serious disciplinary matters were still brought to the full Faculty, as occasionally happens even today.¹ In 1929–30, on the eve of the opening of the first Houses, the Administrative Board consisted of the Dean of the College, five other professors, and the Dean of Freshmen. The Dean of Harvard College had four Assistant Deans responsible for individual students, grouped by class year (two for the Freshmen, one for Sophomores, and one for Juniors and Seniors). The four deans, called the "Chapter of Deans," met with the Dean of the College and the Registrar on Tuesday morning to prepare cases for the Tuesday afternoon meeting of the Administrative Board, at which final decisions were made.

¹ All cases of dismissal and expulsion (as opposed to mere requirement to withdraw) must still come to a vote of the full Faculty.

Though the establishment of the House system led to some changes in personnel, the composition of the Board did not change significantly until the Allston Burr Senior Tutor positions were created. The 1952-53 Dean's report describes the change as follows:

A member of the Faculty has been appointed Allston Burr Senior Tutor for each of the eight units. Relieved of one-half of his normal teaching load, he adds to those duties² previously performed by Senior Tutors under the direction of the Masters the new responsibilities transferred from the Dean's Office. The Allston Burr Senior Tutors are all members of the Administrative Board of Harvard College. They also have been given special responsibilities, in cooperation with the departments, for the organization of House-centered group tutorial as described below. Their position, it will be seen, is of the greatest importance as liaison and administrative officers, responsible both to the Masters and to the Faculty for the effective development of the individual House units within a unified educational structure for the whole College.³

With this change the 1952-53 Administrative Board was comprised of the eight Allston Burr Senior Tutors (mostly teaching faculty), three members at large of the Faculty (tenured professors), and four administrative officers (the Registrar, the Dean of Freshmen, the Dean, and an Associate Dean), for a total of fifteen.

By 1965-66 the Board had grown a bit; the official membership included the President and the Dean of the Faculty (Franklin Ford, who had himself been an Allston Burr Senior Tutor as a professor a decade earlier), one professor at large, the Dean of Admissions and Financial Aids, the Dean and an Assistant Dean of Harvard College, the Registrar, the Dean of Freshmen, and the Director of Advanced Standing (eighteen officially, though probably only sixteen in practice). By contrast, the 1993-94 Board has 27 members; the expansion has come in part through an increase to thirteen in the number of Houses, in part through the appointment of additional administrative officers to the Board (such as the Assistant Dean for Undergraduate Education), but also in part through the appointment as voting members of certain officers who used to attend as nonvoting guests (such as the Assistant Deans of Freshmen).⁴ In addition to the 27 members, five other individuals attend regularly as guests and participate fully in the Board's deliberations.⁵

The professional position of the Allston Burr Senior Tutors in the community has also changed over time.⁶ While it has been decades since the majority of the Allston Burr

² Apparently to coordinate in the Houses, on behalf of the Masters, the various Tutors, who were departmental appointees with primarily instructional responsibilities. See page 51.

³ Report of the President of Harvard College, 1952-52, pp. 74-75.

⁴ In 1991 University statutes were revised to provide that "Members of any Faculty and officers holding administrative appointments may serve on any such Board or Committee."

⁵ Officially, the Board is even a little bigger than this, since the President of Harvard University, the President of Radcliffe College, and the Dean of the Faculty of Arts and Sciences are all members, though none has attended any meetings in recent years.

⁶ The University's official advertisement for these positions, given in full in Appendix B, states: "The Allston Burr Senior Tutorships are half-time appointments, contingent on

Senior Tutors were junior or senior professors,⁷ only in the last dozen years have there been occasions when none of the Senior Tutors was of professorial rank. Doctoral students in the Graduate School of Arts and Sciences have filled in as Acting Senior Tutors for many years, but the number in this category has increased in recent years. To mention two recent years that illustrate the pattern of change, in 1985-86, four Senior Tutors were Associate or Assistant Professors, five were Lecturers, three were administrators, and one was a doctoral student; in 1993-94, none was a professor, four were Lecturers, two were Instructors or Preceptors, two were administrators, and five were doctoral students. We shall return on page 45 to a discussion of the pool of potential Senior Tutors, which is related, among other things, to changes in the demands on the time of the professoriate.

2.3 The Houses and the Masters

An authoritative history of the Houses has not been written, but from the Presidents' reports and other sources some facts about the intent and development of the House system can be ascertained. From the beginning, the Houses were conceived as a mechanism for enhancing the intellectual life of the College by bringing together students of different backgrounds:

... [T]he increase in numbers of the larger American colleges brings with it disadvantages. The personal contact of teacher and student becomes more difficult. Large communities tend to cliques based upon similarity of origin and upon wealth... Great masses of unorganized young men... are prone to superficial currents of thought and interest, to the detriment of the personal intellectual progress that ought to dominate mature men seeking higher education. This drift... is the cause of the exaggerated importance of the secondary interests as compared with the primary object of education; of what Woodrow Wilson, when President of Princeton, called the overshadowing of the main tent by the side-shows.⁸

Lowell rejoiced in finding a benefactor (Edward Harkness) who would enable the subdivision of Harvard College into residential units, one who moreover shared Lowell's vision of the nature of the units:

He believed, as we did, that the division should not be based upon differences in the subjects studied or the career the members intended to enter; that, on the contrary, men interested in various fields of thought should be thrown together with a view of promoting a broad and humane culture. ... So far as subjects of

complementary appointments or responsibilities at the Colleges. While the preference is for a teaching appointment of some kind, other suitable appointments may also qualify particularly well suited candidates for the Senior Tutorships." Given this definition, graduate students serve only as Acting Senior Tutors; typically such appointments "fill in" for Senior Tutors on leave from teaching, but in some cases Acting Senior Tutors who are doctoral candidates have held their positions for as long as two years in the absence of any "permanent" Senior Tutor.

⁷ In 1960-61, seven of the nine Senior Tutors were professors of some rank.

⁸ Reports of the President and Treasurer of Harvard College, 1927-28, pp. 10-11.

concentration, pecuniary means, and residence in different parts of the country are concerned, each House should be as nearly as possible a cross-section of the College. . . .⁹

He consequently rejected a system of free choice by students of Houses:

If the young men entering college were allowed to choose their Houses, those coming from the same school, or from schools of the same type and from similar early surroundings, would naturally select the same House; and thus there would be a segregation among the Houses on the basis of origin — certainly a most unfortunate one.¹⁰

Lowell was clear that the purpose of the Houses was to enhance the intellectual life of students, and to make possible "more personal attention to the individual," but not to alter in any important way the educational structure of the College.

Certain misconceptions are sure to arise. One is that Harvard College is to be superseded or rivalled. This has no foundation. Save so far as tutors may reside, or have their conference rooms, in a House instead of in a lecture hall or administrative building, there will be no change whatever in the methods of teaching, which will remain wholly under the direction of the Faculty of Arts and Sciences. The plan is expected to give an additional stimulus to scholarship and intellectual interest, but otherwise it is not an educational but a social one. The discipline of the Dean's office and the Administrative Board for deficient scholarship will remain unimpaired.¹¹

And again, in the next year's report:

The problem of the college is a moral one, deepening the desire to develop one's own mind, body and character; and this is much promoted by living in surroundings and an atmosphere congenial to that object. . . . The Houses are a social device for a moral purpose.¹²

Thus the Houses were conceived differently from the Oxford and Cambridge Colleges, to which they have often been compared.

In discussing the founding of the first Houses, Lowell refers to the selection of Masters:

[T]he masters . . . must take part in making the plans of communities they are to administer. . . . [O]n the masters will depend, more than anything else, the success of the project. The atmosphere, the aspirations, the enjoyment of the Houses, will take their tone from them. . . . [T]he masters have attached to each House, as Associates, a number of eminent professors in the University who will give it the support of their interest; and, when they can, grace the hall by their presence.¹³

⁹ *ibid.*, pp. 12-14.

¹⁰ Reports of the President and Treasurer of Harvard College, 1928-29, p. 10.

¹¹ Report of the President, 1927-28, pp. 14-15.

¹² Report of the President, 1928-29, p. 12.

¹³ *ibid.*, pp. 9-10.

Gradually the Houses assumed a more explicitly academic role. In his first report, Pusey notes of the House system,

It is interesting that, after twenty years, experiments are still being made with this instrument. Last year, for example, saw the institution within the Houses of group tutorial Also eight new Allston Burr Senior Tutors . . . were set up in place of three former Assistant Deans in the Dean's Office to take the counseling and disciplinary programs of the College more fully into the Houses and there to bring them into living relationship with the formal educational program. There is a developing recognition in this, without any inclination to minimize the primary importance of the classroom, that education goes on in fact every hour of every day.¹⁴

2.4 Titles and their Significance

Harvard's long history brings with it a rich and evocative terminology. On the one hand, some titles are today meaningful symbols — describing the situation of earlier times, but reminding us of the sources of authority and responsibility. Our corporate name is "The President and Fellows of Harvard College," because Harvard *was* its college for most of its history. But the phrase also reminds us that in spite of the President's now vastly enlarged responsibilities and relatively greater distance from College matters, he confronts and considers undergraduate issues daily in his interactions with alumni, with leaders in government and education, and with our own Dean; and he "presides" at our Faculty Meetings. Equally, although the faculty have become more removed from the day-to-day administration of the College, certain bodies remain constitutionally Faculty Committees, among them the Administrative Board of Harvard and Radcliffe Colleges. The status of the Administrative Board reminds us that it is not a group hired to administer College rules, but rather the faculty administering our own rules.

On the other hand, some titles retain only vestigial significance, and are more likely confusing than informative. The "Senior Tutors" have already been mentioned; it would probably be better to call them Assistant Deans, because that is what they really are.¹⁵ For that matter, there are "Head Tutors" in all concentrations, even those that have never had tutors or tutorial programs; probably better to call them "Directors of Undergraduate Studies" as a discussion paper of the Educational Policy Committee suggested in the fall of 1993. (These terminological changes would still leave two kinds of tutors — House Tutors and Department Tutors; we take this topic up again in Section 7.)

While titles and symbols can be evocative reminders, change typically comes through specific action, not by the radiated warmth of symbolic beacons. So we as a committee have pressed for greater substance when confronted with arguments of the form "There should be a . . . because he/she/it would be symbolic of . . ." An example of this kind of reasoning is "There should be a faculty Dean who would present candidates for undergraduate degrees to the President at Commencement, because that change would symbolize the academic

¹⁴ Report of the President, 1952-53, p. 7.

¹⁵ In fact, use of the title "Assistant Dean of Harvard College" was authorized by the Faculty Council in 1976, and Senior Tutors occasionally use the title today when identifying themselves in external communications.

nature of the institution." Better to think about real jobs done well, or so we have concluded; this principle is taken up in detail in Section 5.¹⁶ The symbolism will either trail behind change, usefully reminding us of our origins and intent; or, eventually, the changes themselves will create new symbolism. In neither case did our committee wish to make recommendations mainly for their symbolic significance.

Recommendations

- (1) *The multiple meanings of the term "tutor" are confusing and should be resolved, perhaps by calling the Allston Burr Senior Tutors "Assistant Deans" and the Head Tutors of concentrations "Directors of Undergraduate Studies."*

3. The Structure of the Faculty and of the College: Basic Principles

We now take up the overall allocation of responsibilities and of function in the Faculty of Arts and Sciences. While this section is primarily descriptive and analytical rather than prescriptive or hortatory, it does articulate certain important basic understandings.

3.1 *The Dean of the Faculty and the Academic Deans*

The governing boards and the President have vested in the Faculty of Arts and Sciences full responsibility for all aspects of undergraduate education. Accordingly, the Dean of the Faculty is ultimately responsible for all policies concerning undergraduate education and their administration, and for all policies and operational aspects of the residential system.¹⁷

The Faculty of Arts and Sciences also has responsibility for the PhD programs of its various departments. Academic and administrative issues of the PhD programs are assigned by the Dean of the Faculty to the Graduate School of Arts and Sciences, under the leadership of a faculty Dean of GSAS. The position of Dean of GSAS is nominally half-time, but in practice has expanded to include other areas of academic review, administration, and interfaculty coordination.

The Faculty of Arts and Sciences has set certain uniform curricular requirements for bachelors' degrees: the Core curriculum, the language requirement, and the writing requirement. The Faculty also requires each student to satisfy the requirements of a concentration. Concentration requirements are set and administered by the various academic

¹⁶ In the case of this particular example, which was mentioned to us more than once, there are additional complexities. The symbolic presentation of degree candidates is presumably the role of the individual who has certified that each of them has met each of the many degree requirements — a bookkeeping task, not an educational one. In any case, the symbolism in several Commencement roles is obscure.

¹⁷ The Harvard structure at this level is, of course, familiar and not under our review. But it is important to remember that other universities to which we might look for alternative models of the College structure have very different structures at the top. At Yale, for example, which has a faculty, a student body, and a residential system that are similar to ours, the responsibilities of the Dean of our Faculty are shared by the Provost, the Dean of Yale College, and the Dean of the Yale Graduate School, each of whom also carries responsibilities that would not be in the hands of our Dean of the Faculty of Arts and Sciences. We shall have more to say about the Yale system on page 25.

departments and committees. The Dean of the Faculty of Arts and Sciences has assigned to the Dean for Undergraduate Education, working with the Educational Policy Committee and the Committee on Undergraduate Education, responsibility for reviewing proposals for new concentrations and changes to concentration requirements. The Dean for Undergraduate Education is, like the Dean of GSAS, a professor serving part-time for a few years in this administrative capacity.

It is helpful in analyzing the administration of the Faculty's programs to think of their structure in two dimensions. Harvard has, by nature, what we may call "vertical" and "horizontal" educational aspects. As "horizontal" strata, it has undergraduate students, graduate students, and junior and senior faculty; as "vertical" structures, it has academic disciplinary divisions, such as academic fields or areas (History, or the Social Sciences, for example), each with undergraduate and graduate educational programs and faculty, and sometimes research programs and staff.

The Faculty of Arts and Sciences currently has a "horizontal" organization. The Dean for Undergraduate Education is, with the Educational Policy Committee, responsible for vetting rules of all concentrations, but only for undergraduate teaching; not for the admission, education, or funding of graduate students, nor for faculty appointments (except, as explained just below, as one of the Academic Deans). Similarly, the Dean of GSAS is responsible for all PhD programs, but not for undergraduate teaching or faculty appointments.

The Dean of the Faculty is assisted in his deliberations about academic affairs by a cabinet of "Academic Deans." These are typically the Dean of GSAS, the Dean for Undergraduate Education, the Dean of the Division of Applied Sciences, the Associate Dean for Affirmative Action, the Associate Dean in charge of coordination of the *ad hoc* committees, and one or more other senior faculty without formal portfolios but selected to ensure disciplinary balance in the cabinet. Faculty appointments are ultimately the responsibility of the Dean of the Faculty of Arts and Sciences and, in the case of tenured appointments, the President. The Dean of the Faculty of Arts and Sciences relies on the Academic Deans for advice on faculty appointments, with the Associate Deans for Academic Planning and Academic Affairs providing long-term institutional memory of departmental situations. But long-term academic planning for a department is not generally overseen by any Academic Dean with a background in the general disciplinary area.

3.2 *The Dean for Undergraduate Education*

The Dean for Undergraduate Education¹⁸ serves as Vice-Chair of the Educational Policy Committee (see page 71) and as Chair of the Committee on Undergraduate Education (see page 69). In these roles the Dean for Undergraduate Education vets proposals both for introduction of new concentrations and for changes in concentration requirements.

¹⁸ Eight persons have held the title of Associate Dean for Undergraduate Education, or Dean for Undergraduate Education — the first was appointed in 1972, so the average tenure has been around three years: Professors Robert Kiely, Frank Pipkin, Glen Bowersock, George Homans, Sidney Verba, Steven Ozment, David Pilbeam, and Lawrence Buell. It is, presumably, not an accident that this position came into existence around the end of the term of the last faculty Dean of Harvard College, Professor Ernest May.

This dean also administers the Instructional Support budget (including stipends for most Teaching Fellows) and special funds for fostering innovations in undergraduate instruction. Thus the Dean for Undergraduate Education is positioned to oversee and encourage changes in certain introductory courses and other academic programs touching large numbers of students. The Dean for Undergraduate Education also chairs the Committee on Nondepartmental Instruction (see page 70) and the Expository Writing Committee.

While the Dean for Undergraduate Education has these specific responsibilities, it is the view of many with whom we have spoken that the portfolio of this dean is not well or clearly structured. This dean's office¹⁹ is today seen by a number of faculty primarily as regulatory, and as executive in certain broad enterprises that touch all departments and faculty equally but indifferently (instructional lunch funds, the CUE Guide, and most recently Teaching Fellow training, for example), rather than as a source of pointed and direct interest in educational programs and problems specific to the various academic fields or requiring coordination across only a few of them. To the extent that the specific responsibilities of the Dean for Undergraduate Education provide a basis for regular and close interaction with individual departments on other practical matters of importance to undergraduate education, the Dean may be able to make many small improvements to the education of our students without broad policy initiatives. A better articulated scope for this job would clarify and improve its connections to other academic units within the Faculty. We do not present a particular proposal here, but two of the three restructurings of the responsibilities for undergraduate education proposed in Section 5 are motivated in part by a desire to rectify perceived difficulties with the role of the Dean for Undergraduate Education.

An obvious point for future consideration is whether the Dean for Undergraduate Education should take direct responsibility for our largest undergraduate educational program, the Core. It has been argued that only the Dean of the Faculty has the influence to keep the Faculty's commitment to teaching in the Core at its present high level. Yet it has also been argued that the Dean of the Faculty has too many direct responsibilities, that the Core is one for which there is a natural alternative leader, and that this moment, when the plate of the Dean of the Faculty is going from full to overflowing, is opportune for redistributing some of its contents.

Finally we note that the Dean for Undergraduate Education — and likewise the Dean of GSAS — are available for a variety of *ad hoc* assignments by the Dean of the Faculty as dictated by the needs and circumstances of the day and the expertise of the individuals holding these positions. Thus the two faculty Deans serve as primary faculty aides to the Dean of the Faculty and augment his decanal scope.

3.3 The Dean of Harvard College

The Dean of the Faculty of Arts and Sciences has assigned to the Dean of Harvard College responsibility for the academic progress of individual students towards their de-

¹⁹ The Dean for Undergraduate Education is assisted by an Assistant Dean and one staff member. In addition, the Office of Advanced Standing, the staff of the Expository Writing Program, and the Bok Center for Teaching and Learning report to the Dean for Undergraduate Education.

grees, as well as for non-curricular aspects of their educational growth and development. Accordingly the Dean of Harvard College is responsible for discipline of undergraduates in case of either academic negligence or improper behavior. The Dean of Harvard College has also been given ultimate responsibility for all non-academic aspects of undergraduate life: the residential system (the Freshman dormitories and the Houses), support services for undergraduates (counselling, career services, public service), and most nonacademic personnel who work directly in support of undergraduates, including the administrative staff of these various offices.

Those who have assumed noninstructional roles in support of undergraduate education are likewise in those roles part of the administration of Harvard College and as such are under the leadership of the Dean of Harvard College. The Masters²⁰ and the Allston Burr Senior Tutors are officers of this kind. Of course, in their roles as professors or other instructional officers in the Faculty of Arts and Sciences many are members of their academic departments and are responsible to the Dean of the Faculty. When they are not FAS faculty, both Masters and Senior Tutors may be responsible to others (e.g. the Deans of other Faculties) in their "other" roles.

The Masters meet regularly, but the group does not at present have a defined role; the Masters are appointed as individuals, and the "Council of Masters" is a locus for discussion of general problems and communication with the Dean. It is led today by the senior Master. We shall propose a more specific constitution for the Council of Masters on page 40.

The undergraduate college is the historical root of the University, and remains its core enterprise. Consequently, the President retains a special interest in undergraduate education and undergraduate life. For these important reasons of tradition and symbolism, appointments of Masters are made by the President. Notwithstanding the President's authority and interest in the appointment of Masters, in their roles as Masters they are working in an area that has been delegated to the Faculty of Arts and Sciences, and by its Dean to the Dean of Harvard College.

3.4 Faculty Roles in College Administration

The Faculty of Arts and Sciences, through its Dean, has responsibility for the College. In the myriad components of this enterprise, which are the most important for direct oversight by faculty members? Why and how should faculty exert their interest and leadership?

²⁰ The term "Master" is used here in the broad sense to include Co-Masters and Associate Masters; in practice the responsibilities of Masters are carried out by all in arrangements and proportions that are entirely the result of specific personal considerations. For the most part it seems neither necessary nor helpful to draw any distinction in the responsibilities of Masters, Co-Masters, and Associate Masters. While it is expected that the tenured professors in the Faculty of Arts and Sciences will continue to be a primary pool of Masters, the College has benefitted greatly both from the influence of Masters whose academic appointments are outside the Faculty of Arts and Sciences, and from the contributions of Masters by marriage.

In addition to the unique role of Master (discussed in detail on page 39), there are basically two kinds of administrative roles for faculty: as deans and as members of faculty committees. Undergraduate education entails many functions; some (for example, watching over the menu of courses in the Core, or reviewing proposals for Freshman Seminars) clearly demand academic training, others (for example, running the Dining Service) clearly do not. What about budgetary responsibility for the residential aspects of the College? or the discipline of students who set off fire alarms? These functions were once but are no longer executed by teaching faculty.

Committees of the Faculty set, interpret, and advise the Dean on policies of broad significance. When business comes before the Faculty as a whole for a decision, it typically has originated in, and has been vetted by, one of the committees. Among these are the Committee on Undergraduate Education, chaired by the Dean for Undergraduate Education and with responsibility for concentrations, academic policies, and degree requirements; the Committee on College Life, for nonacademic issues of broad significance to the undergraduate community; and the Committee on House Life, for issues relating specifically to day-to-day life in the Houses. Each of these committees has student members, drawn from and selected by specific subcommittees of the representative student government, the Undergraduate Council. There are a number of other faculty (or student-faculty) committees with significance for undergraduate education, for example, the Educational Policy Committee, the Committee on Nondepartmental Instruction, the Committee on Pedagogical Improvement, the Committee on Expository Writing, the Council on the Arts, the Core Standing Committee, the Committee on Athletic Sports, and the Committee on Admissions and Financial Aid. The roles of these committees are discussed in Section 10.

While some may rue the loss of direct faculty involvement in College business over the last hundred years, there is no denying either (1) that College business has become far more technical, and a far larger management problem, than it was in the past; or (2) that the ladder faculty are selected for excellence in research and teaching and hence there is little reason to expect *a priori* that they would have effective management skills, or knowledge of personnel or budgeting, or the other talents of good administrators. It has also been argued that the importance of research as a qualification for appointment further narrows the pool of "generalists" on the faculty who are likely to be capable administrators.

Recommendations

- (2) *Whatever proposal is adopted for the position of the Dean of Harvard College, the responsibilities and specific functions of the Dean for Undergraduate Education should also be reconsidered and articulated to the faculty.*
- (3) *Whatever proposal is adopted for the position of the Dean of Harvard College, it should be understood clearly that those who have accepted positions in support of the administration of the College, including both the Masters and the Senior Tutors, are responsible in those roles to the Dean of Harvard College.*

4. Summary of Issues

This section presents some of the central themes developed during our review. Several of them will be taken up later in the report in the context of specific offices and responsibilities.

4.1 *Education and Learning*

Harvard is an educational institution, and its core purpose is the promotion of learning and research. The academic program of our undergraduates — the structure of the curriculum, by whom and in what manner they are taught in classes, concentration and nonconcentration options and requirements — these were outside the scope of our review. Yet, as Pusey said, education goes on every hour of the day, and never more so than in today's Harvard College. Students who never take a course in Music or Fine Arts or English may learn about music, the visual arts, drama, or dance as performers in student productions, students in extracurricular classes, or members of the audience. The range, variety, and excellence of these extracurricular artistic endeavors is remarkable. Similarly, hundreds of students who may never take a course in Government can develop a keen understanding of American society and institutions through participation in workshops at the Institute of Politics or by attending debates in the Law School Forum. The many student-run community-service programs that benefit the Cities of Cambridge and Boston also benefit the students involved in them, providing moral and social education and, in some cases, practical education in organizational and financial management. The extensive athletic programs continue, as they have done for a hundred years, to educate in cooperation, teamwork, leadership, and habits of physical fitness to last a lifetime. There are hundreds of student organizations, providing education on seemingly every aspect of human culture — religious groups, ethnic groups, intellectually defined groups, groups organized to put out publications, groups to climb mountains, to ride horses, to fly airplanes.

No extracurricular learning is as pervasive and yet undefined as what arises from simply living with others from different backgrounds. The diversity of the College's student body — geographically, ethnically, economically, in country of origin, as well as in intellectual interests — is one of our greatest strengths.²¹ Unstructured peer-to-peer education both broadens the interests and perspectives, and challenges the stereotypical thinking

²¹ It is important to note that this diversity is not an ancient Harvard tradition and is the happy result of three intertwined initiatives undertaken over the past sixty years. *Recruitment* of desirable candidates, and the consequent selectivity of the admissions process, were essentially nonexistent until the 1930s; as late as 1933, more than 81% of the applicants to Harvard College were admitted. (This figure has declined rather steadily since then, reaching a low of 14% in the past year.) *Financial aid* has been critically important in expanding, diversifying, and improving the quality of the applicant pool. The first initiative was the National Scholarship program of the 1930s, designed to make Harvard a national rather than regional institution; after 1945 scholarships under the G.I. Bill of Rights brought Harvard much more "new blood"; and the expansion of Harvard funding of scholarships, loans, and jobs made possible in the late 1960s the unrestricted implementation of the "need-blind" admissions policy under which we are fortunate still to operate. Finally, perhaps no change in the population has been more significant than the effects on

with which students may arrive at Harvard. It is one thing to read in the paper about people who volunteer time to community service; it is another thing to have one of them tell you about her experiences in the Cambridge schools in a late night bull session. It is one thing to know that there are student physicists; it is another thing to find one singing soprano with you in an a capella group. Learning what happened in the mountains of Yugoslavia or on a farm in Kansas from a native is unlike learning it in any classroom instruction. In our complex community, expectations of personality, behavior, and interests of women and men, of blacks, whites, and Asians, of Christians and Muslims and Jews, of gays and straights, of rich and poor, are tested, observed, and reconsidered daily in a great variety of circumstances.

The Committee has repeatedly encountered the question of what structural arrangements are most beneficial for the ultimate educational objectives of the College, and has equally often been reminded that the central academic experiences of our students are by no means the only educational ones. We have learned that we, and all leaders of undergraduate education at Harvard, must think about the interrelations of academic and extracurricular forms of learning.

In this connection it has been reported to us in various ways that academic and non-academic aspects of undergraduate life are inadequately linked at Harvard. This is a troubling complaint, given the educational purposes of the House system, and the large numbers of academic personnel — Masters, Senior Tutors, resident tutors, and members of Senior Common Rooms — attached to the Houses. But one hears about the limited use of House tutors as academic advisers; about a rough transition from the freshman year, in which many academic advisers are in residence, to sophomore year, in which academic advisers are in departments and the roles of resident tutors are less clearly defined than those of Freshman proctors; about feelings on the part of some faculty that the workings of the Administrative Board in cases of academic malfeasance are mysterious. What structural alterations can redress such perceptions on the part of the faculty (and perhaps even the fact) of their distance from College affairs?

4.2 Stability and Experience — “Fresh Blood” and the Return of Cincinnatus

The old question, “How long should one stay in the same job?”, has special dimensions in the Harvard environment. Faculty are given the enormous freedoms of academia to move their research and teaching focus across hundreds of years, thousands of miles, and from one scientific frontier to another as knowledge develops and their intellectual inclinations direct. Such challenges as the equitable administration of personnel, rational and accountable budgeting, prudent management of thousands of units of rental housing, and execution of student discipline in the best interests of the affected students, may seem to some no more

the *gender ratio* of policy changes over the years. Held until 1970 at 4 or more men for every woman while Harvard and Radcliffe maintained separate offices and policies for both admissions and financial aid, the ratio was changed to 2.5:1 by a policy decided upon in 1971 and finally left to float free under the “equal access” policy adopted, along with the merger of the admissions offices, in 1976 (the ratio for the most recently admitted class is about 1.23:1). These changes affected both the number of women and the diversity of their backgrounds, as they opened Harvard financial aid sources to all students.

demanding. But it is probably unreasonable to expect that most faculty, selected for their dexterity with intellectual challenges, could as easily handle managerial and organizational tasks, even if they chose to take them up.

Factors of both professional specialization and accumulated wisdom about institutional experience enhance the value of longevity in certain positions. Budget planning for the College requires professional skills in accounting and financial management, and should not be done by an amateur; moreover, given the complexity of Harvard and the interactions with other unique institutional structures, it should not be done by a different person every couple of years. However the planning for undergraduate education is carried out, the system should have enough memory so that special arrangements and accommodations, made thoughtfully in recognition of special characteristics of certain academic disciplines, do not need to be rethought and justified annually simply because of turnover in personnel.

Of course, the flip side of the accumulated wisdom in the hearts and minds of long-serving faculty deans or long-term civil servants is the possibility that a job may go unexamined for too long, and the opportunities in the position and the personal growth of its occupant may be neglected. It cannot be in the best interests of either the University or the individual for someone who has assumed administrative responsibilities to go too long without thoughtful reflection and discussion of the dimensions of the job and a review of his or her performance in its various aspects. Accordingly we recommend that some form of periodic review be instituted for all officers — for example, deans, assistant and associate deans, Masters, Senior Tutors, and Masters’ Assistants — whatever the nominal duration of their appointments. It is not intended that these reviews be necessarily complex or burdensome, and naturally the structure of the review committees will have to be designed to suit the nature of the position. But each officer has (or should have) some kind of job description, reports to someone, works with a set of colleagues in the performance of his or her duties, and is known to others through less direct interactions; these would form the starting point for the design of the review processes. If such reviews were the ordinary expectation, we believe that the individuals under review might benefit in their professional development, that latent problems might be identified before they became difficult, and that jobs might be rationalized if sober reflection revealed them to be illogical or poorly matched to the strengths or backgrounds of the individuals holding them.

It has repeatedly been represented to us that, even for those who are so inclined, there are too few opportunities for our faculty to gain administrative experience and an understanding of the inner workings of the university. The pool of candidates for longer-term administrative positions, such as Dean of the Faculty, Provost, or President, would be expanded if there were more faculty with administrative experience, and more reliable information available to search committees about their administrative skills. Some have regretted to us the understandable and inevitable inaccessibility of recent Deans of the Faculty, and suggested that there would be benefits from more regular contact between ordinary faculty and appropriate faculty deans. In serving under the Dean of the Faculty for a few years and returning to their departments to take up teaching and research fulltime, faculty would bring to their colleagues a better sense of the rationale and process for administrative decisions that affect them.

4.3 Centralization and Uniformity — or Distribution and Variety

All undergraduates are admitted to Harvard College, not to any of its academic or administrative subunits. All pay the same tuition; for many years there have been no differences in room rental fees based on size or location, and no tuition surcharges based on usage of laboratories. There are no special Harvard scholarships based on academic or athletic potential or achievement. These policies of equal treatment of all students are designed in part to give students the maximum opportunity to redefine themselves through what they learn here.

As members in common of the Harvard College community, students have a right to expect that all services will be available to them regardless of their chosen academic field, the Freshman dormitory or House in which they live, or other similarly irrelevant factors. Most people would agree with this principle; arguments come only about how far it extends. To take some extreme and clear (and completely artificial) examples: professors in one department cannot have a "local custom" of not turning in grades on time; a House cannot have a "local custom" of assigning all the good rooms to men and only inferior rooms to women; other things being equal, instances of plagiarism by two Freshmen cannot result in drastically different protections or punishments depending on the inclinations of the responsible Assistant Deans. Beyond such common expectations and community standards, the College has certain legal requirements and responsibilities that obviously cannot be the subject of local option or interpretation, even if the wisdom of the laws is subject to individual challenge. Alcohol cannot be served to sophomores by College officers, for example; to do so would not only put the institution at legal risk but would breed cynicism in both students and staff about the significance of other College rules.

On the other hand, variety breeds innovation. There being no one "right" way to teach courses, different departments successfully develop different teaching cultures. Most importantly to the issues considered here, energy, creativity, and beneficial variety flourish in the localized cultures of the Houses. The Houses are not architecturally or geographically identical; some Masters are humanists, some are scientists; some Houses have traditions of, and facilities for, dramatic performance, others have ceramics workshops. There is no reason for the Houses all to be the same, especially in areas where it is not known or agreed what is best, or where there are many alternative good experiences to be had. In addition to the benefits of innovation and traditional character, some count among the strengths of the Houses the efficiency of distributed administration and localized decision-making by those they regard as most familiar with particular situations, rather than by centralized administrators they see at a greater distance from the daily realities of House life. Whether a House has official dinners for its students broken down by class year, by entryway, or by concentration field is surely a decision most naturally left up to the House.

Between such extreme and simple examples as those cited, where is it reasonable to leave decisions to individual Houses about how to do things? For example there are obvious reasons for Masters to think they should be free to organize their House offices; but the staff who are affected by such decisions are Harvard employees working under specific terms of employment, and may be of longer tenure than the Masters themselves. What about a policy, issued by the Dean, that each House should have a premedical adviser? a resident tutor or two from the humanities? a designated adviser on issues of sexual orientation?

4.4 The Portfolio of the College

Lack of redundancy. In general, although there are overlapping sources of related functions in the College structure, and the level of support accorded to students is high, the Committee did not feel that there were many areas where redundancy resulted in inefficiency. For example, a visitor from another college might think it a great luxury to have as sources of support for troubled students both a Mental Health Service within UHS and a Bureau of Study Counsel, as well as peer counselling services, and others who *de facto* provide counselling services, such as the resident tutors in the Houses. But our review showed that in fact UHS and the Bureau address distinct needs and cooperate effectively in areas of overlap. Moreover, far more would be lost in our capacity to reach students needing help than could be gained in administrative efficiency by any attempt to consolidate the operations. In fact, while some other institutions combine student mental health services and study counsel under one umbrella, our arrangement is less luxurious than merely bifurcated. In this report we make but two specific recommendations for the consolidation of offices, which seem to us to have more functional advantages than disadvantages: the merger of the Office of Instructional Research and Evaluation into the Registrar's Office (see page 66), and the combining of the Phillips Brooks House staff with the Office of Public Service Programs (see page 75).

Unstated responsibilities and ambiguous supervision. While redundancy does not seem to be a major concern, ambiguity of function and reporting relationships was a recurrent theme. In an unexpectedly large number of instances, individuals are appointed to positions without being told what their responsibilities are or who would have final responsibility for supervising them or reviewing their performance. Ambiguities are not intrinsically bad, but they can result in unwise use of resources and in uncertain allocation of responsibility, in the worst case making it difficult to resolve important problems. A few examples will suffice by way of introduction. Responsibility for musical groups is distributed among the Dean of Students, the Department of Music, and the Office for the Arts; how then are the resources of staff support and of practice room space to be allocated? Responsibility for public service activities is split between two offices reporting to the Dean of Harvard College, with several other university offices also regularly involved; are decisions always prudently made, and resources effectively distributed, under this structure? An Allston Burr Senior Tutor works closely with both the Masters of the House and with the Dean of Harvard College, and cooperation within this group is essential; but who has ultimate responsibility for hiring and extending the contract of a Senior Tutor? All Houses have resident tutors, but there is no agreement as to their responsibilities and obligations. It certainly can be argued that in many respects there does not need to be a single answer for all Houses; but the ambiguity becomes an issue for the entire College if something that is expected of tutors in one House is not expected in another, with the result that that task is left undone, or added to the workload of someone else who is already overburdened, or carried out through the expenditure of extra resources.

Workload of the Dean of Harvard College. It has seemed to us that as presently structured the job of the Dean of Harvard College is very burdensome, having a huge scope, a great number of day to day responsibilities (only some of which can easily be

delegated), and a large number of directly reporting individuals and offices. It has been an overarching concern as we contemplated alternative structures to decrease, rather than increase, the direct responsibilities of the Dean of the College. The agenda of the Dean of the Faculty is, of course, no less full, so relief for the Dean of Harvard College is not easily achieved by displacing responsibilities upwards. We have naturally been led to consider the portfolio of the Dean for Undergraduate Education, who in the current structure has fewer executive responsibilities (and has a smaller staff, and is himself appointed for a smaller fraction of an FTE) than the Dean of the College or the Dean of the Faculty. The models discussed in Section 5 arise in part from considerations about alternative distributions of workload among these three Deans.

Responsibility for issues of gender and race. We have repeatedly been confronted by questions surrounding the College's responsibilities to recognize and address special concerns of distinctive subpopulations of our students. Structural issues surround the tension between the impulse to develop special expertise in areas such as gender bias and racial harassment, and the ultimate objective of ensuring collective community responsibility for dealing with all kinds of discriminatory behavior.

Though Harvard was a single-sex institution for hundreds of years, it assumed formal responsibility for educating women and men in the same classroom more than fifty years ago, and since 1977 has maintained no formal distinctions in its treatment of men and of women in admissions, housing, or any educational program.²² Like many other coeducational colleges, Harvard is aware of the continued negative impact of gender bias on all its students, and of its responsibility to be vigilant in assuring the equitable treatment of all students, women or men in academic, residential, and extracurricular settings. Harvard College has given its Assistant Dean for Coeducation responsibility for working with all the College's offices and agencies, including the Houses, "to assess their activities and to help assure equal opportunity for men and women undergraduates."²³ Harvard's responsibilities in assuring equal treatment and equal opportunities for men and women are to be active in fostering and monitoring an equitable environment for living and learning. In addition, both by its own articulated policies and by the laws of the state and the nation, Harvard has specific responsibilities to react appropriately to complaints of bias, harassment, or differential treatment based on gender.

The Dean of Students has assumed a special role for considering and acting upon matters of race relations in Harvard College. In particular, the Harvard Foundation, which reports to the Dean of Students, is the focus of Harvard College's efforts to address the needs, concerns, and interests of minority students. Its conception is unusual among the agencies with which it might be compared at other colleges in that the Foundation also

²² Harvard became responsible for instruction of women by the agreement between Harvard and Radcliffe of April 16, 1943. In the superseding agreement of July 1, 1977 Radcliffe delegated to Harvard "all responsibility for undergraduate instruction and for the administration and management of undergraduate affairs and for the establishment of policies affecting undergraduates in the Faculty," with the President of Radcliffe continuing to "participate in the establishment of policy affecting undergraduates."

²³ *Harvard College Handbook for Students*, 1993-94, p. 8.

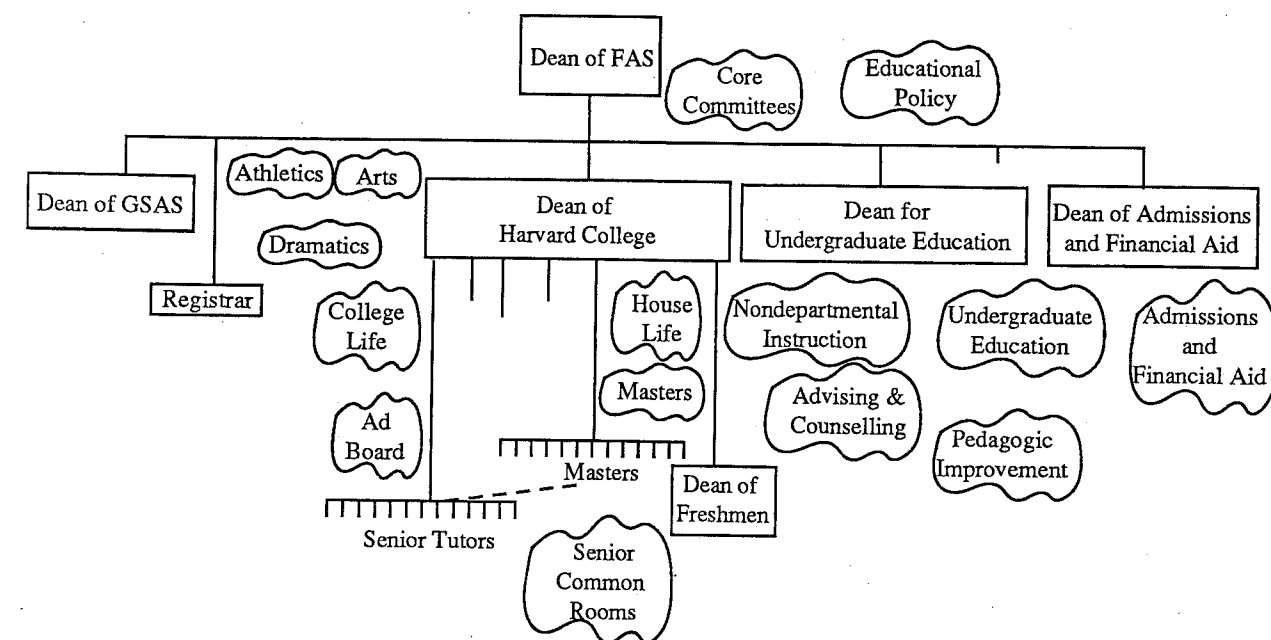
aims to improve cultural and racial understanding within the Harvard community, and works to include all Harvard students within its activities and programs. A logical and intentional extension of the principles upon which the activities of the Foundation are based places clear and unavoidable responsibility on every member of the faculty and staff of the college, as well upon every undergraduate. Thus, concerns about racial bias and harassment, like gender bias, are and must continue to be "community property." In this way, the College must be firmly committed to addressing the special circumstances of women and minority groups when obstacles to learning and growth are based on differences. But the responsibility is dispersed and shared, a consequential community task and not solely the special mission of any single office, group or person. For example, while the Assistant Dean of Harvard College for Coeducation is specifically identified as a resource and responsible agent for matters of gender bias and sexual harassment, it is also the responsibility of the Bok Center, the Houses, and individual faculty members to see that the learning climate for women is fair and supportive. Similarly, it is both the business of the Dean of Students, the Harvard Foundation, and the various faculty committees on the curriculum to see that a multiplicity of cultures is represented in educational opportunities available to College students. We return to this topic on page 54.

4.5 Accountability

Another recurrent theme in our discussions has been that of accountability. In general the various components of Harvard operate with common purpose on behalf of our students, and common purpose and mutual respect go a long way towards ensuring that institutional resources are being well used. Nonetheless, especially in situations where there is a transfer or allocation of money from one unit to another in order to provide certain services or carry out certain intents, it is both fiscally and managerially responsible to ensure that expectations are being met. Not to do so, indeed, would suggest indifference about the outcome. Yet accountability mechanisms are in some instances weak and in others a source of friction. For example, the University Health Services provides medical care for our 6400 undergraduates, in exchange for payment of significant sums collected from them; but the oversight of UHS by representatives of the College is limited. Houses receive significant discretionary budgets; but there is limited College oversight, and reporting is not carried out consistently. No general conclusion need be drawn at this point, but the concern for accountability will be echoed several times in what follows.

Recommendations

- (4) *All administrative officers and staff — for example, deans, associate and assistant deans, Masters, Allston Burr Senior Tutors, and Masters' Assistants — should be subject to serious periodic reviews, both to encourage communication about the scopes of their jobs, and to anticipate problems before they become difficult.*
- (5) *The Dean of the Faculty is encouraged to recognize the various benefits of having professors serve, even part-time and briefly, in the administration of the Faculty.*
- (6) *While recognizing the important reasons for vesting special responsibilities in designated experts on matters of race and gender, we endorse the view that these issues are the collective responsibility of all members of the university.*



The Two-Dean Structure

5. The Dean of Harvard College — Three Possible Overall Structures

The Committee has discussed extensively three organizational models for the administration of the College and of undergraduate affairs in general. The Committee as a whole does not wish to endorse one alternative in preference to the others; each has its supporters on the Committee, and many of us feel that each of the alternatives could be workable and effective given the right tenants of the critical positions and clearly articulated understandings about the connections to other university offices. In some of their aspects, the models present organizational types toward which current structures might gradually evolve. In Section 6 we take up the "fine structure" of the College offices under the level of the Dean or Deans, and take up more specific proposals relating to the several offices within the College.

For very rough illustrations of the three alternative organizations, it may be helpful to refer to the charts in this section. In these diagrams, the "clouds" represent committees of the Faculty of Arts and Sciences, and are generally shown floating near the parts of the administration to which they are closely tied.

5.1 The "Two-Dean" Structure

This structure is a modest variation on the basic model under which the College now operates. There would continue to be an experienced educational administrator serving as Dean of Harvard College, and a senior faculty member serving as Dean for Undergraduate Education.

In this model, the Dean of Harvard College is responsible in the broadest sense for the educational development of our undergraduate students. The Dean is responsible for

life in the Houses, the academic progress of students and procedures for student discipline, the vast array of extracurricular activities, the general harmony and welfare of the College community, and other points of contact between institutional programs and the lives of our students. The Dean of Harvard College would participate in discussions of undergraduate academic programs, being knowledgeable about how changes in curricular programs affect the educational progress of students. There are many opportunities for the Dean of Harvard College to be more tightly connected to such academic concerns than has been customary in the past. However the Dean of the College would not be a leader in planning or overseeing the academic curriculum. The Dean of Harvard College would be a person of proven administrative skill, preferably with a detailed knowledge of Harvard College. Because of the importance of experience and skills in many areas of educational management and knowledge of our institutional organization, it is envisioned that the Dean of Harvard College would ideally serve for a long time, not less than five years and preferably closer to ten.

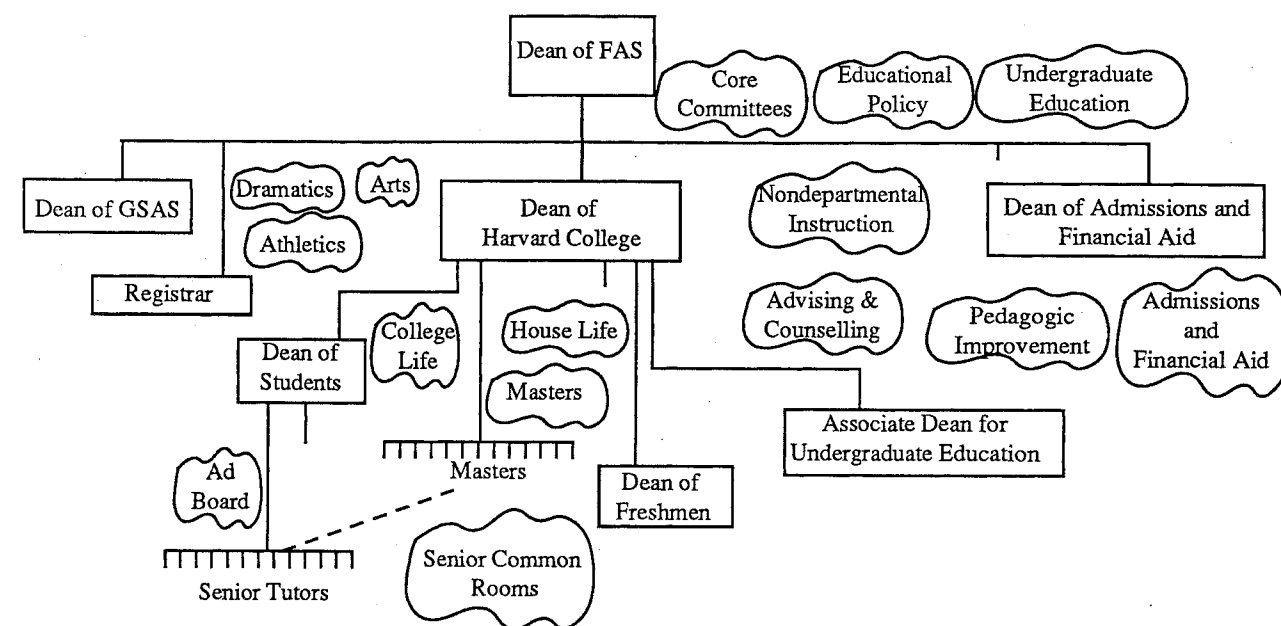
This model calls for the Dean for Undergraduate Education to be a faculty member intimately familiar with the academic side of undergraduate life, in particular with the academic choices that students make and the ways in which the Departments might make those choices more rational and satisfying. The Dean for Undergraduate Education would play an important role in many areas of curricular planning and development. In short, though both the Dean of Harvard College and the Dean for Undergraduate Education are responsible for educational matters, the Dean of the College is responsible for students' personal intellectual and social development, the Dean for Undergraduate Education for curricula and departmental programs.

In this model the Dean for Undergraduate Education works mostly with faculty, and would not have a large staff to manage. While knowledge of institutional history would certainly be helpful, the nature of the job does not require a long-term commitment to the position. Thus it would be possible to conceive of the position in more or less the terms in which it has been envisioned heretofore, as being held, part-time, by a senior faculty member who would command the respect of his or her peers and take a direct interest in educational issues. Normally, such deans would return to teaching and scholarship after a few years and even maintain them at a reduced pace while holding the office.

5.2 The "Single-Faculty-Dean" Structure

Arguably the "Two-Dean" structure results in an artificial separation of academic and nonacademic concerns. An alternative proposal would redefine the position of Dean of Harvard College as a faculty position with responsibilities to include (1) the current responsibilities of the Dean of Harvard College; (2) the current responsibilities of the Dean for Undergraduate Education; and (3) certain of the current responsibilities of the Dean of the Faculty of Arts and Sciences that are related to undergraduate activities.²⁴

²⁴ This structure is the closest of the three to the Yale structure. It differs, as noted on page 12, because Yale has no Dean of the Faculty; all of the responsibilities of our Dean of the Faculty of Arts and Sciences are shared among Yale's Dean of the College, Dean of the Graduate School, and Provost. For example, the Deans chair faculty appointment committees in areas where they have academic competence.



The Single-Faculty-Dean Structure

The faculty Dean of Harvard College would then be a close adviser to the Dean of the Faculty of Arts and Sciences, and a key member of the Academic Deans, to be consulted on all matters relating to undergraduate education. As now, the Dean of Harvard College would represent the Faculty with respect to the Houses and all aspects of undergraduate life. In addition, the Dean of Harvard College might work more closely with the Dean of the Faculty of Arts and Sciences on other issues, such as faculty appointments and *ad hoc* committees, the Core Standing Committee, and the Educational Policy Committee.

These responsibilities are vast in scope and clearly could not all be executed personally by any one individual. The faculty Dean of Harvard College would have either a single senior Administrative Dean or several Executive Associate Deans. It is envisioned that the faculty Dean of Harvard College would, under pressure of limited time, tend to retain personal responsibility for curricular issues and delegate administrative matters. Many of the operational responsibilities of the current Dean of Harvard College would be carried out by the Administrative Deans. Under this model the Dean of Harvard College would replace both the current Dean of Harvard College and the Dean for Undergraduate Education; structurally, the position lies between the Dean of the Faculty of Arts and Sciences and the current College structure. The proposed Dean's day-to-day responsibilities would be drawn both from above and from below in the current structure. The Dean of Harvard College would inherit the principal committee roles of the Dean for Undergraduate Education, being a member of the Academic Deans and Vice-Chair of the Educational Policy Committee.

The case for a single, professorial, head of the College administration rests on the view that there should be strong academic oversight of and input into all aspects of the

Harvard College experience. In particular, curricular planning, for which responsibility is distributed among the departments, the Dean for Undergraduate Education, and (in the case of the Core curriculum) the Dean of the Faculty of Arts and Sciences, might be overseen by one senior academic. While this could be the Dean of the Faculty of Arts and Sciences, given his heavy administrative load it would more realistically be a faculty Dean of Harvard College. Responsibility for advising is similarly dispersed but might similarly be coordinated better. Counselling of all kinds could be integrated better with both advising and curricular planning. The Houses and the Departments play mostly nonoverlapping roles in undergraduate education, yet no one (below the level of the Dean of the Faculty of Arts and Sciences) is charged with improving their complementarity. A faculty Dean of Harvard College would be in a position both to provide a global academic perspective on undergraduate issues and to lift some of the administrative burden of these issues from the Dean of the Faculty of Arts and Sciences.

Several Masters have argued that the Dean of Harvard College should have academic credentials, which they feel would add credibility and an appreciation for the educational dimensions of College administration. They argue that educational activities and initiatives in the Houses would be facilitated by this structure. For example, they have said that the initiative to appoint tutors as nonconcentration academic advisers in the Houses was welcomed, but has not flourished as it might have, because of infrequent and episodic communication between the Dean for Undergraduate Education and the Masters.

A principal concern about the position of faculty Dean is whether a job with such broad responsibilities can be carried out at all. Certainly, as already noted, it would require skilled staff — a structure of size comparable to the office of the current Dean of Harvard College — to which major administrative functions could be delegated. Otherwise there would be no time for the Dean to oversee academic programs or initiatives. Another significant concern is whether a tenured member of the Faculty would have the requisite qualifications, namely an interest in holding a demanding, full-time job with the responsibilities of the Dean of Harvard College, a background that includes appropriate administrative experience, and a willingness to stay in the position long enough to provide administrative stability and to justify the costs of on-the-job learning. Many of our academic colleagues may have one or even two of these prerequisites, but few indeed will have all three. One may also wonder whether it would be in the best interests of the Faculty of Arts and Sciences to try to combine the responsibilities currently falling on the Dean for Undergraduate Education with those of the Dean of Harvard College in order to have the benefit of a full-time dean drawn from the tenured faculty. Is it wise to enlarge a job that some believe to be, at present, too small in scope and too limited in authority for a professor, by combining it with one that may already be too large administratively?

Yet perhaps the same arguments would suggest that no faculty member could be the Dean of the Faculty of Arts and Sciences. With the authority and title suggested, and with a strong and stable administrative staff, the single-faculty-dean position might attract a faculty member who was also a capable administrator, able to delegate and yet maintain guidance.

Another concern about this structure is that it would tend to make that part of the organizational tree to which the College offices belong one level deeper; for example, if the

chief disciplinary officer were not the Dean of Harvard College but someone who reports to the Dean, he or she would be two steps away from the Dean of the Faculty of Arts and Sciences, not one. (In a sense, this move would repeat the step, taken a hundred years ago, in which the President was separated from the day to day operation of the College.) It is arguable that distancing the Dean of the Faculty of Arts and Sciences further from the administration of the College actually diminishes the College's importance rather than enhancing it. Under this structure the administrative Dean or Deans of the College, being further away from the Dean of the Faculty of Arts and Sciences, might be viewed as less responsible and important positions, and hence less likely to attract excellent candidates, when the desired structure should make it possible to attract individuals of experience and proven judgment into such positions.

5.3 The "Divisional" Structure

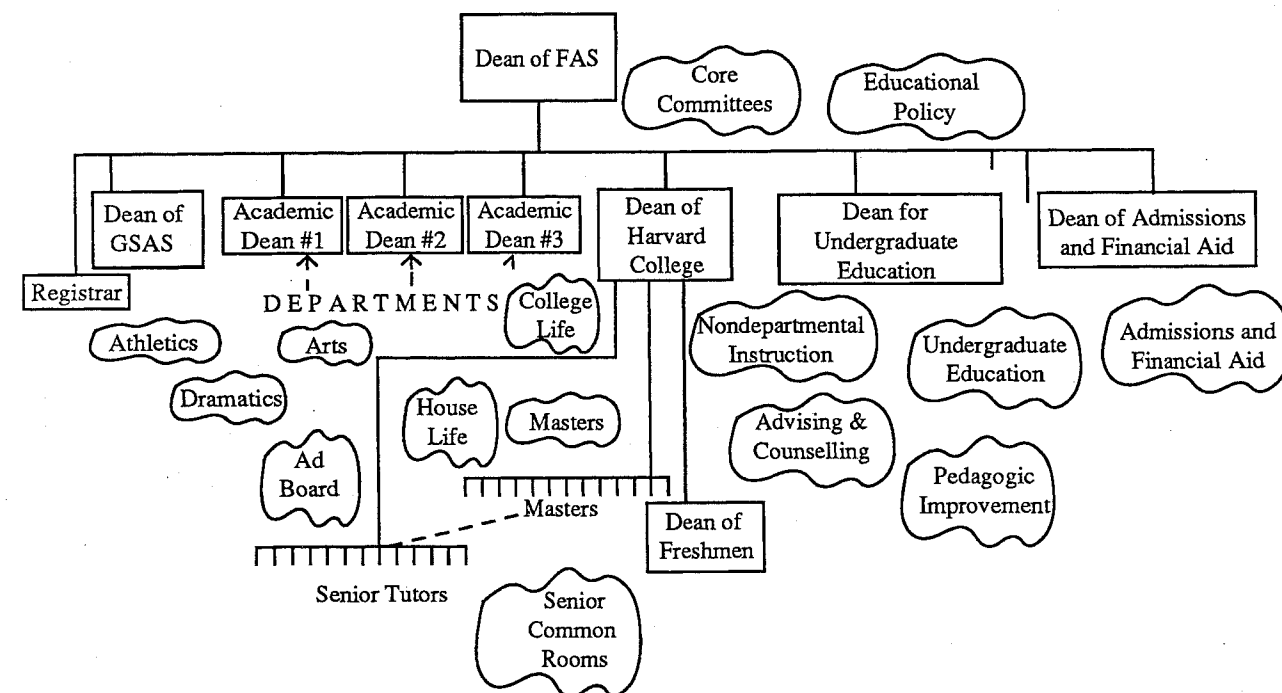
The "Divisional" model would constitute a more extensive restructuring of the administration of the Faculty of Arts and Sciences.²⁵ It is proposed that the Dean of the Faculty of Arts and Sciences appoint three or four "Area Academic Deans," to serve part-time for about five years and have as their responsibilities the thorough understanding of academic concerns in broad academic disciplinary areas (perhaps the Humanities, the Social Sciences, and the Natural Sciences). The Area Deans would work with department chairs and advise the Dean of the Faculty of Arts and Sciences on both educational and appointment issues in their areas. They would act as points of coordination on the many policy and resource issues for which matters concerning undergraduates, graduate students, and faculty intersect and interrelate. The Dean of the Faculty of Arts and Sciences could decide — and this might change over time — how much formal decision-making authority he might wish to confer on the Area Deans. These Deans would, in any event, be natural persons for department chairs to consult regularly about matters of academic planning.

This structure could be combined with either the "One-Dean" or the "Two-Dean" structure for College administration. In addition to the Area Deans, the following academic deans would report directly to the Dean of the Faculty of Arts and Sciences: the Dean of Harvard College, who might or might not be a faculty member; the Dean for Undergraduate Education;²⁶ and the Dean of the Graduate School of Arts and Sciences.²⁷ These officers

²⁵ Because it is less familiar than the other proposals, we present the Divisional model in greater detail.

²⁶ Some members of the committee argued strongly that the Dean for Undergraduate Education should in any case remain a faculty member; others felt the incumbent might not be a faculty member, especially if the role were increasingly administrative and managerial, and directed by the efforts of the divisional deans.

²⁷ We have not reviewed the Graduate School of Arts and Sciences, and therefore have no basis for recommending any changes in its structure. There are good arguments why the Dean of the Graduate School should remain a faculty member, no matter what happens to the undergraduate deans. Graduate education is fundamentally different from undergraduate education. For example the tight linkage of training for the PhD degree to research programs and faculty development within an academic department requires strong academic oversight and leadership.



The Divisional Model (of the Two-Dean Structure)

and the Area Deans would constitute the core group for planning and change in all academic programs and all major concerns of faculty and students. It would be the responsibility of the Dean of Harvard College, the Dean for Undergraduate Education, and the Dean of GSAS (1) to ensure common purpose across all academic areas, and (2) to bring important concerns to the attention of the Area Deans, who would work to resolve them with the departments in their areas. There is much to be said for regular, ongoing communication between deans with Faculty-wide mandates and deans with responsibility for academic areas.

The proposal for a Divisional structure is aimed to address certain weaknesses in the Faculty's current "horizontal" organization (see page 13). The Dean for Undergraduate Education cannot provide informed criticism of undergraduate academic programs in all fields. The Academic Deans, who are distributed across fields and have some role in vetting faculty appointments, are not involved in the review of undergraduate or graduate academic programs or in considering their resource needs. The Dean for Undergraduate Education has (except in his role as one of the Academic Deans) limited influence over the utilization of resources — including faculty appointments, the selection and support of graduate student teaching fellows, the Core curriculum — which are of critical importance to the undergraduate program. Given the great variety of academic disciplines, and the strength of local academic cultures in which undergraduates participate, it is unlikely that simply placing more resources at the disposal of the Dean for Undergraduate Education would better position him to have significant influence on undergraduate education.

The purpose of the proposed reorganization of the Faculty of Arts and Sciences with the appointment of Area Academic Deans is to improve academically grounded coordina-

tion of decisions and tradeoffs which are inevitably interrelated and which today can be coordinated only at the level of the Dean of the Faculty. For many important considerations, decisions about priorities and resources affecting undergraduates, graduate students, and faculty in a single academic area must be made in a coordinated fashion; decisions within a single academic stratum spreading across several areas cannot take necessary account of the other strata that are affected. For example, the issue of the proper staffing levels of History and Literature tutorials has more to do with the question of graduate admissions and financial aid in the History department than it has to do with the issue of tutorials in the Mathematics Department. Curricular innovation in the teaching of Fine Arts courses has more to do with the question of faculty hiring in Fine Arts than it has to do with curricular innovation in Computer Science.

The Dean of Harvard College would work closely with the Area Academic Deans to strengthen the flow of information between the academic departments and the Masters, Senior Tutors, resident tutors, Dean of Freshmen, and freshman advisers. The Dean for Undergraduate Education (who might bear the title of "Associate Dean of Harvard College") could be either a faculty member or a senior academic administrator (perhaps a former faculty member, who might keep a limited teaching role). Working closely with the faculty Area Academic Deans, who would have relatively shorter terms in office, the Dean for Undergraduate Education would provide stable, longterm understanding of academic concerns of undergraduates and keep those issues before the eyes of the departments. Advising, logical progression of course sequences, grading standards, general principles for the design of concentrations, evaluation of courses and instructors, and the like would be within the immediate domain of the Dean for Undergraduate Education, but she or he would rely on the Area Deans in bringing reviews and concerns before the relevant academic departments.

If the Dean for Undergraduate Education were a faculty member in this model, the deans would have to resolve the balance of responsibility between the Area Deans and the Dean for Undergraduate Education for undergraduate issues: how to vest in the Area Academic Deans enough responsibility for undergraduate education that they would exert "ownership" over undergraduate issues in the complex contexts in which they arise, rather than leaving these issues to the Dean for Undergraduate Education who would be less well positioned to influence their resolution.

In its most elaborated form, with three or four Area Deans as well as faculty Deans of Harvard College, of Undergraduate Education, and of GSAS, this proposal is subject to the criticism that there would be too many faculty deans, and that there is neither an adequate supply of candidates for these positions, nor sufficient authority to distribute rationally among them. On the other hand there would cease to be a need for Academic Deans "without portfolio" as have been appointed in the past. And some members of the Committee are confident that either or both of the Dean of Harvard College and the Dean for Undergraduate Education could (and might better) be non-faculty in this structure, with one of the faculty Area Deans assuming primary responsibility for such undergraduate curricular roles as chairing the Committee on Undergraduate Education.

It is, in any case, critical to the success of this organizational structure that a group of Deans, including the Dean of the Faculty of Arts and Sciences as Chair, the Area Academic

Deans, the Dean of Harvard College, the Dean for Undergraduate Education, and the Dean of GSAS, meet together regularly, and that all major resource issues be discussed by the group. But it is essential that all Area Deans should have oversight over academic affairs at all levels within their academic areas.

Area Deans would have, by the end of their terms, a better understanding of issues confronting the Faculty of Arts and Sciences than tenured faculty typically do today, even if they have been department chairs. As such, they will form a natural pool for subsequent searches for positions such as Dean of GSAS, Dean of the Faculty of Arts and Sciences, Provost, or President, positions for which there are few "training grounds" in the Faculty of Arts and Sciences today. Perhaps even more importantly, Area Deans would typically return to the Faculty after their terms, thus increasing the ranks of well-informed citizens among the regular tenured faculty. Such informed citizens are crucial to the wellbeing of the Faculty.

This proposal is a novel one, and surely there are many questions that can be raised about it. Harvard has a tradition of strong leaders as Deans of the Faculty, and any Dean of the Faculty would naturally be reluctant to give up his or her authority without clear evidence for the benefits of doing so. At least initially while the system develops, the Dean of the Faculty of Arts and Sciences might treat the Area Deans as strong advisers rather than authority figures. Over time, the Dean of the Faculty of Arts and Sciences, the Area Deans, and the department chairs could develop useful procedures and lines of communication. Any permanent system must make sense from the viewpoint of departments as well as deans, enabling everyone to do a better job of academic planning and management.

It is not the intention of this proposal that the disciplinary "areas" operate completely independently of each other, but there is a danger, especially if the Area Deans are given some control over the allocation of resources, that the local academic cultures could develop in unhappily inequitable styles. It is critical that the Area Deans meet frequently as a group with the other deans in order to ensure that faculty and students across all areas are, as a general principle, treated comparably.

6. The Function and Structure of the Office of the Dean of Harvard College

The "fine structure" of the immediate staff of the Dean of Harvard College should be up to the Dean to determine. The observations and suggestions made here should be regarded as informed but not definitive; much will depend on the administrative style and special competence of the Dean. Of equal import, of course, is which of the overall structural models, or what variation or compromise on them, the Dean of the Faculty chooses to implement.

By way of preliminaries, the Committee feels that most of the offices and functions now the responsibility, direct or indirect, of the Dean of Harvard College should remain so. One possible change in reporting structure is for the Registrar. The Committee feels the Registrar should be viewed, not only as the ultimate keeper of the academic records for all FAS students, but as an important resource for academic information, available to department Chairs, the Dean of GSAS, the Dean of Harvard College, and the Dean for Undergraduate Education, as well as the Dean of the Faculty himself. (To a significant degree, this is the role the Registrar already plays.) Consequently it seems appropriate for

the Registrar to report directly to the Dean of FAS, rather than to the Dean of the College; this is taken up on page 64. Moreover it may be that certain responsibilities currently the direct responsibility of the Dean of FAS (the Core curriculum, for example) might, under a more academic conception of the job of the Dean of the College, be incorporated under the College structure.

The question then becomes, how should the responsibilities of the Dean of the College be subdivided for more effective management? The Dean now has a staff of about 13.5 FTEs,²⁸ and a very large number of "direct reports": the Directors of the Office for Career Services, the Bureau of Study Counsel, the Phillips Brooks House, and the Office of Public Service Programs; the Registrar; the Dean of Freshmen; the Dean of Students; the Associate Deans of the College for Finance, and for Human Resources and the House System; the Assistant Dean for Coeducation; the thirteen Allston Burr Senior Tutors and the thirteen Masters; the Director of the Parents' Association; and the Coordinator of Transfer Students and Visiting Undergraduates. Under almost any imaginable theory of institutional management, this set of directly reporting individuals is too large. Though some of these officers successfully direct their offices with little supervision, an undesired side-effect may be attenuated communication among major functional units of the College and the Dean.

The Dean ought to have a small number of senior staff with broad areas of responsibility, so that day-to-day developments in many different areas do not constantly distract the Dean's attention. A plan to reorganize staff functions and to delegate responsibilities to a few senior assistants able to act with the Dean's authority will not only make the College operate more effectively; it will make the Dean's job doable in a way it barely is today. Especially if the Dean is to have an opportunity to plan and reflect as well as to manage and react, some matters must be delegated.

In broad outline, the responsibilities of the Dean's staff can be grouped into three general categories: student activities and services, academic matters, and finance and administration. The division is of course not a clean one, particularly between services and administration. And the three areas are likely to be of greatly differing sizes, depending in part on which overall organizational model (or blend of them) is implemented. So we discuss each domain briefly, without suggesting that there would necessarily be at least or at most one "Associate Dean" for each. There are, in any case, a great variety of "College Life" matters that require attention directly out of the Dean's office but do not fit neatly into these categories — for example, coeducation, alcohol policies and their administration, the Administrative Board. It is assumed that these will continue to demand significant attention from the Dean's office, but the specific allocation of roles will depend heavily on the talents and skills of the cast available to assume them, and may not even remain fixed.

²⁸ Heads of major offices, such as the Bureau of Study Counsel, reporting to the Dean of the College are not included here but are counted in the figures given elsewhere for those offices. Also not included here are a few musical and artistic directors reporting to the Dean of Students. The figure of 13.5 constitutes a reduction of 4.7 FTEs, or more than 25%, over the period 1991–1994. (The transfer of the office of Advanced Standing to the Dean for Undergraduate Education in 1993 is not counted as a reduction.)

6.1 Student Activities and Services

The major *student service* offices, such as the Bureau of Study Counsel and the Office for Career Services, are discussed in Section 9. Their directors now operate with substantial autonomy. Delegating to a senior member of the Dean's staff responsibility for following developments in these offices, and connecting them to developments elsewhere in the College and in the Faculty of Arts and Sciences, cannot help but improve the offices' effectiveness, even if the impact on their internal programming is minimal.

The present distribution of responsibility and support for *student activities* is complex. Some activities, such as House dramatics, are administered through the Houses (see Section 7) with limited staff support, while comparable activities, such as productions in the Loeb Drama Center, receive significant FAS subventions. College staff are assigned to support certain undergraduate public service activities, and the directors of certain undergraduate musical groups are College employees; but most student organizations receive only very limited assistance from the College. While not desiring to bring uniformity to enterprises with a variety of special characteristics, we believe there are some places (for example in the administration of public service programs, sketched briefly below) where apparently analogous situations are not but ought to be handled in comparable ways.

Public Service Programs. Public service has been a rewarding feature of undergraduate life for many generations of Harvard and Radcliffe students, providing opportunities to share knowledge and give assistance. Students participate as individuals and through their organizations; the College is responsible to all participants, to those who contribute and those who welcome these programs and services. Harvard's obligation to both communities lies in three broad areas: first, to encourage and enhance a range of student initiatives; second, to assure social and fiscal accountability that merits confidence and trust; and third, to articulate and affirm the multiple objectives of public service for all participants.

Public service programs now operate through the parallel structures of the Phillips Brooks House and the Office for Public Service Programs, with some purely student-run programs being independent of both offices. The significant increase in students' involvement in public service programs over the past twenty years and in the College's commitments to support those programs led to the appointment of a subcommittee to advise on the administrative structure of public service activities in FAS. That subcommittee's report is included as Appendix A of this report. The report proposes a way of allocating resources more rationally and effectively. Our key proposals are the consolidation of the Phillips Brooks House with the Office of Public Service Programs, the appointment of a single individual as Assistant Dean for Public Service and Director of the Phillips Brooks House, and the creation of a standing committee of the Faculty to set priorities where resources are constrained or external circumstances limit our students' freedom of action.

Student Organizations. The significance of organized noncurricular²⁹ activities to the

²⁹ This word probably denotes the same thing as "extracurricular," but we shun the latter term because of its connotation of "extra-academic" or even "extra-educational." Participation in the Harvard-Radcliffe Orchestra is noncurricular; a performer does not get course credit for it. But it is profoundly intellectual and educational, and may even directly enhance the curriculum being followed by a Music concentrator.

lives of our students and to the richness and vitality of the Harvard College experience is hard to overstate. Over two hundred organizations now operate under the official recognition of the Dean of Students (there were only 65 in 1971); a number of others operate without seeking official recognition. According to a study done by Professor Richard Light of the Harvard Graduate School of Education, more than 80% of our students participate in one or more activities, and more than a third of our students average at least twelve hours per week in their participation. Some of our students — different examples seem to be known to each member of our Committee — spend really remarkable numbers of hours, often in leadership positions. The amounts of time devoted to these activities, and the quality with which they are carried out, seem to have grown significantly over the past twenty years. It has been argued that what some perceive as a decline in House-based activities — House drama, House athletics, House political tables — is simply the inevitable consequence of the much greater involvement of our students in College-wide, organized student activities.

What problems does this growth create for us? Though most student organizations are “on their own” financially, more Harvard money is involved in the support of student organizations today than ever before. Among the sources are the Council on the Arts, the Harvard Foundation, the President’s Public Service Fund, the Sanders Theater Support Fund, and student funds collected via term bills on behalf of the Undergraduate Council and the Radcliffe Union of Students and distributed by them. Some student activities receiving little or no Harvard funding still have six-figure annual budgets. Pressure is very high for office space and for practice and performance space. Professional staff support is provided for a few activities under FAS funding; for example, the Directors of the Harvard-Radcliffe Orchestra and the Radcliffe Choral Society are paid by Harvard, and staff support is also provided by Harvard for technical advice to House dramatics. Some of the music professionals, in turn, have teaching appointments under the Music Department; these arrangements complicate questions of supervision and review, which are shared between the Department and the College.

We suggest a few principles to guide College management of these activities. We endorse the College’s current requirement that student organizations seek recognition and meet minimum standards of self-organization and record-keeping. These regulations provide that some measure of financial stability be demonstrated, and that the responsible officers be identified and agree to broad principles such as nondiscrimination and the protection of the University’s name and tax-exempt status. We also believe that the College should continue to fund, at some level, professional support for musical performance, House dramatics, and other artistic activities. The return on these investments, in the quality of these activities and their significance for our students, is very high. Beyond these endorsements of existing practice, we would make certain further suggestions.

Ideally, the College would encourage organizations to work closely with it, by facilitating access to space and providing training and advice on basic issues of organizational management (what does a budget look like? what should we do with these checks, invoices, and receipts? do we need to worry about being subject to taxation? how can we help ensure that this organization will survive the graduation of its senior officers?). To the extent that the College can be seen as supportive, rather than merely regulatory, in

its dealings with student organizations, they can probably be made to run more smoothly, with benefits to the participating students and the College community as a whole, and the possibility of financial or managerial lapses can be reduced.

The Committee believes that faculty should be engaged in the direction and prioritization of student artistic, musical, dramatic, and dance organizations insofar as Harvard funds are involved in supporting them.³⁰ (They already are, in varying degrees, through the Council on the Arts, the Committee on Dramatics, and the faculty of the Department of Music and the Department of Visual and Environmental Studies.) Direct supervision of professional staff in these areas should where possible be provided not by the Dean’s office, but rather by the Music Department in the case of musical directors or the Department of Visual and Environmental Studies in the case of the visual arts. It simply makes sense for these staff to be under the supervision of managers with an understanding of the culture surrounding these activities, working with the faculty experts in the fields.³¹ Where a relevant academic department lacks the desire, interest, or managerial expertise to supervise professional directors of artistic groups, supervision should come from the Office for the Arts, but dual reporting relations should be avoided if possible.

6.2 Academic Affairs

Explicitly under the “Single-Faculty-Dean” Model, and implicitly under any other model for the overall organization of undergraduate affairs, the Dean of Harvard College should be tied closely to areas of faculty concern, such as academic advising and its connection to personal counselling, general characteristics of concentration programs that affect the nature of students’ annual and quadrennial lifecycles outside the classroom, and patterns of academic behavior observed in the Administrative Board that should be known to academic departments. Given the current split of responsibilities between the Dean of Harvard College and the Dean for Undergraduate Education, relatively few strictly academic programs or activities are run under the auspices of the Dean of Harvard College. The Registrar’s office is a critical one, of course, and even if the formal reporting relation of the Registrar is changed as we recommend, the communications link between the Dean of Harvard College and the Registrar will have to remain a strong one. The Dean of Freshmen is responsible for academic advising of freshmen and for linking freshmen to academic departments. In a similar way, the Allston Burr Senior Tutors have as part of their responsibilities the communication to students of accurate and wise information about academic programs. The Director of Advanced Standing, who used to report to the Dean of Harvard College, has for the past couple of years reported to the Dean for Undergraduate Education. Transfer students and Visiting Undergraduate Students remain under the Dean of Harvard College.

Of course, under the “Single-Faculty-Dean” model a great many more academic issues would come under the position of the Dean of the College, as the Dean for Undergraduate

³⁰ This suggestion parallels the proposal made in Appendix A that a faculty committee be charged with oversight of public service activities.

³¹ Questions were raised with us more than once whether the FAS financial support of the American Repertory Theater was being adequately repaid in ART professional support for student amateur dramatics.

Education position would be consolidated within it. (In turn there would almost certainly be some academic substructure.) The entire undergraduate experience will benefit if the academic information and advising programs coordinated by the Registrar, the Allston Burr Senior Tutors, and the Dean of Freshmen can be seen as part of a larger picture involving others in the College administration, and coupled with activities of the Dean for Undergraduate Education and other faculty members.

6.3 Administration and Finance

Personnel management is a function of the Dean's office as it is part of any department of comparable size in the university. If our recommendation to review periodically all holders of administrative appointments is implemented, there may well be increased burden on personnel functions within the College, though we are persuaded that the advantages of periodic reviews outweigh their costs.

Other administrative functions of the Dean's office are specific to Harvard's nature as a residential college. Chief among these are management of the College's housing stock; the assignment of students to residences; handling the rooming contracts and placements of students who return from leaves, transfer between residences, or depart the university; and working with those in charge of Harvard's physical facilities on maintenance, repair, and renovation projects. It is to be hoped that a simplified House assignment system, as well as smooth working relations between the House offices and the College Housing Office, might enable the staff of the Housing office to assume other responsibilities during slack periods of the academic year cycle.

We have considered the financial management of the College and would suggest that steps might be taken toward merging FAS and College financial accounting. The income and expenses associated with the Houses and Freshman Dormitories have long received separate accounting, but around 1986 the costs of the staff of the Dean of Harvard College, student activities and organizations, student services, the Registrar, and College administration and finance were split off from the so-called "central" FAS budget. Since then, all aspects of College operations have been treated from a budgetary standpoint as an "affiliate," like the Harvard College Library. The change occurred because of a well-founded concern that the central FAS finance office was managing financial decisions that needed to be reached by those working more closely with the day-to-day business of the College.

The arrangement worked well, but over time and not surprisingly, it has created an artificial accounting barrier to good financial management in the Faculty of Arts and Sciences. In sum, the dual budgets of the College and the "center" are often viewed separately, almost as if the College — the Faculty's largest educational responsibility — were a separate "tub." The dual accounting artifact, like all classification schemes, has real consequences. For example, the College building operating plan (about 30% of what the Faculty of Arts and Sciences undertakes in its physical plant each year) is cordoned off (and tends to be separately evaluated for priority ranking) from the plan for other Faculty of Arts and Sciences physical projects.

We recommend that consideration be given to the eventual merger of these accounts and a dual reporting line for the College financial officer — to the Dean of Harvard College and to the Associate Dean for Finance in the Faculty of Arts and Sciences. We hesitate to overdetermine the pace and details of this change, but an initial event might be assign-

ing the chief financial officers of the FAS and the College the task of producing a phased merger plan designed to capitalize on opportunities for efficiencies, while ensuring that the Dean of the College retains adequate administrative support for the administration of the undergraduate residential system. As with our other recommendations, this one bears no negative implications about the individuals who have worked well with the current structure and system. But it seems a good time to address some of the structural consequences of current administrative operations.

Recommendations

- (7) *The Dean of Harvard College (under any of the models) should have a small senior staff with broad areas of responsibility, to whom many day-to-day developments could be delegated.*
- (8) *The College should continue to require student organizations to meet minimum requirements for recognition. In addition, the College should, to the extent possible, train and advise student organizations in areas that will result in the maximum benefit to the College community as a whole.*
- (9) *As with other extracurricular activities, faculty should be involved in setting priorities for the College's musical and artistic programs insofar as Harvard funds support them.*
- (10) *Direct supervision of professional staff in music and the arts should, if possible, be done through academic departments or the Office for the Arts rather than through the office of the Dean of Harvard College.*
- (11) *The Dean of Harvard College (under any of the models) should be tied closely to academic areas of primary faculty concern.*
- (12) *Consideration should be given to a dual reporting line for the College financial officer — to the Associate Dean for Finance of the FAS as well as to the Dean of Harvard College.*

7. The Houses.

The Houses are uniquely successful communities which cut across both horizontal and vertical organizing principles. They are comprised of faculty, resident tutors, and undergraduates, each group representing a variety of intellectual disciplines, brought together in a residential community primarily for the educational benefit of undergraduates. The Masters are responsible for the creation of these complex educational communities composed of students and faculty of many backgrounds and interests. The term "educational" here is used in its broadest sense, not chiefly meaning "curricular," but embracing all the intellectual, developmental, cultural, artistic, and athletic enterprises based in the Houses within the collegiate life of Harvard.

Because of their different histories and traditions, different architectures, and different facilities, it is both inevitable and desirable that Houses have different character. Pride in House activities, rivalry between Houses in matters such as interhouse athletic competitions, and the development of House spirit by well-functioning House Committees,³² can all enhance the quality of residential life and the development of community spirit,

³² Committees of students elected within each House to manage certain House activities and events.

especially to the extent that Houses are representative of the diversity of the Harvard student population.³³ On the other hand it is important that the stakes of the competition between Houses be limited to matters of pride and honor; these communities are not so separate that they should see themselves in competition with each other for material resources, for example. Thus House-oriented fundraising should ultimately be aimed, as much as possible, at levelling the differences in endowments and facilities between Houses. Similarly, the welfare of individual students is not an appropriate currency for competition; when a disciplinary matter involving students from two Houses must be adjudicated, the responsibility of a House is, as in any other disciplinary case, to the best interests of the students and of the entire Harvard community, not to "winning" a case "against" the other House.

We note with approval the progress that has been made over the years towards making each House reflect the extraordinary complexity of our undergraduate population. Nonetheless, our Committee is troubled that pronounced variations in the populations of the various Houses — with some Houses still having disproportionate numbers of varsity athletes, or members of certain ethnic or religious groups — result in those students being, as one person put it, "educationally deprived" because they have contact only with a somewhat homogeneous group of their peers. We endorse Lowell's notion that one of the goals of the Houses is to "throw together" students of different origins and interests and consider forces that encourage segregation to be of serious concern. We do not find persuasive some of the arguments put forward in opposition to heterogeneity, such as the need for the Houses to be a place of retreat from the stresses of College life, this supposedly requiring students be able to restrict their social contacts to persons similar to themselves.

House choice should not be a major factor in students' College experience, but the availability of choice creates an exaggerated impression of its significance. Indeed, the College has exacerbated this misimpression, by publishing a booklet for freshmen in which the Houses are compared and given the opportunity to advertise their several advantages. The results of this "beauty contest" are released to the student press, so that the whole community is informed from year to year which House it considers ugly and which glamorous. Worst of all, these comparisons, analyses, strategic choices, tensions, and joys and disappointments are happening just at the time of year when freshmen ought to be concentrating on the infinitely more significant matter of concentration choice, which seems to some Head Tutors to be done hastily and with very little consultation.

In order to address both the educational disadvantages of a housing system that does not reflect the richness and complexity of the student body, and the distractions to students and the negative stereotyping of Houses resulting from the current system of House choice, we recommend that the current system for assigning students to Houses be abandoned in favor of random assignment of roommate groups at the end of Freshman year.³⁴

³³ In Lowell's words: "... each House should be as nearly as possible a cross-section of the the College; ... but, on the other hand, one of the elements relied upon for the effectiveness of such a system is emulation, and that implies a competition between two or more." (President's report, 1927-28, p. 14.)

³⁴ We envision that controls would be enforced, as now, to prevent the gender ratio in any House from varying too far from that of the College as a whole.

7.1 The Masters

The Master is the leader of the House community and has ultimate authority and responsibility for the smooth functioning of the House in support of the College's educational objectives. A House is an intellectual as well as a social community, and the Master's scholarly or professional involvements are important to his or her relations with students, tutors, and faculty associates of the House.

As noted on page 15, we generally do not distinguish the roles of Masters from those of Co-Masters or Associate Masters. (We by no means intend to suggest by this that married Masters are to be preferred over unmarried Masters.) While it is expected that, except under rare circumstances, only one member of a couple will have the particular professional status at Harvard prerequisite for appointment as Master, once both members of a couple have accepted the appointment as Masters, they can and will divide the duties according to their own preferences and sense of personal competence and responsibility. While both are responsible and accountable to the Dean of Harvard College in their roles as Masters, it is unrealistic and unnecessary to expect that the Dean would specify which member of the couple is to do what, as long as everything that needs to be done is accomplished effectively, and it is made explicit to the Dean and to the House staff who has taken responsibility for each role.

Different Masters bear and distribute their responsibilities differently, sharing the duties and pleasures variously with Allston Burr Senior Tutor, the resident and nonresident tutors, the other members of the Senior Common Room, and the House administrative staff. We will consider the roles and responsibilities of each of these components of the House community in turn below. For the moment we simply note that a Master's individual qualities and family and professional circumstances, and the mixture of qualities of the rest of the House staff, necessarily affect how the Master administers the House. At the same time the variability is not infinite: a Mastership is by no means a purely symbolic function with no operational significance, nor should it extend to executive minutiae in a way that would completely displace other professional commitments. Two qualifications are essential: to be successful, Masters must find their job a source of genuine satisfaction, and Masters must be clear that they are ultimately responsible and accountable to the Dean of Harvard College. Thus although the President has formal responsibility for appointing Masters (as he makes final decisions on and formal appointments of tenured faculty), on all operational and policy matters relating to the administration of Houses the President has transferred authority and responsibility to the Dean of the Faculty of Arts and Sciences and through him to the Dean of Harvard College.

In the broadest terms, the Master is responsible for the House as a whole and the community it creates. Specifically, all Masters bear certain core responsibilities:

- The Master presides over all official House events of the academic calendar, such as the presentation of diplomas at the House Commencement ceremony.
- The Master cooperates with the Dean of Harvard College in selecting the Allston Burr Senior Tutor, whom the Dean appoints.
- The Master chooses the faculty affiliate members of the Senior Common Room. The Master defines the role of the Senior Common Room, directs the service of its members to the House, and meets with it according to a schedule devised by the Master.

- In consultation with the Allston Burr Senior Tutor, the Master appoints and supervises resident and non-resident tutors.
- The Master is the administrative head of the House, supervises the Assistant to the Master, and meets with the House Office staff regularly. The Master has final responsibility for the House budget, and for setting priorities in expenditures for activities and events.
- The Master organizes and hosts functions that provide students with opportunities to meet and talk with a broad range of members of the Harvard community.
- The Master, through the House Committee on Instruction, develops House Seminar proposals for approval through the Committee on Nondepartmental Instruction.
- The Master works with relevant departments to institute House-based tutorials or course sections. (Coordination is required since the departments are responsible for the tutorials themselves and appointments of their instructors, the Master for associating tutors with the House.)
- The Master works with the office of the Dean for Undergraduate Education to develop nonconcentration advising programs in the Houses.
- The Master oversees advising and nomination for fellowships and prizes in the Houses, and writing letters of recommendation for House students applying to graduate and professional schools.

This is a very long list and even so does not adequately reflect the time many Masters take in "working the lunchroom," as one Master put it, to knit together many small transactions of significance to House life; nor the enormous amount of time needed to manage the occasional crisis (death, serious illness, or drastically antisocial behavior of a House resident).

One important matter that is ambiguous in the present structure is the process by which College-wide policies concerning the Houses are established, and who exercises leadership of the Masters. It has been reported that it is difficult for the Masters, some of whom are faculty, to accept the leadership of the Dean of Harvard College, who is not; especially on matters that would generally be described as "educational," but even on matters of budgetary practice, personnel issues, and the like. Further, the reporting relationship of a Master who is the spouse of a faculty member has been described as doubly ambiguous. We noted certain basic principles on page 15. To clarify further the reporting relationships, and to provide a constituted forum of manageable size for effective discussion of important issues, we recommend reconstituting the Council of Masters as a committee consisting of one Master from each House and the Dean of Freshmen, with the Dean of the Faculty of Arts and Sciences serving as Chair, and the Dean of Harvard College serving as Vice-Chair. Ordinarily the Council would meet with Dean of the Faculty of Arts and Sciences twice a year, and at regular and more frequent intervals with the Dean of Harvard College in the chair. The Council would be consulted on matters such as the appointment and use of House staffs and would establish common practices in the running of the Houses to the extent that common practices seem appropriate. The Council should oversee the use of resident tutorships, so as to make the allocation of these positions educationally efficient. The Dean for Undergraduate Education (if different from the Dean of Harvard College) should be an active participant in

discussions in the Council of matters of academic significance such as the responsibilities and appointments of House tutors, and might well be a member of the Council to improve coordination of educational initiatives. One of the explicit tasks of the Council of Masters should be to work toward eliminating counterproductive differences among the Houses.

This Council would not have exclusive purview over all matters affecting the Houses. Unlike the members of other faculty committees, the Masters were not selected with conscious attention to creation of a balanced group representing a variety of viewpoints from different parts of the Faculty; they were selected (often as couples) for expected excellence as Masters of their Houses. Therefore, on the matters of the broadest educational significance, such as assignment of students to Houses, and on matters exclusively within the domain of Faculty consideration, the Dean of Harvard College should consult Faculty groups, such as the Committee on College Life, before setting policies, which are ultimately within the Dean's authority to establish. For example, on House Seminars, which have been raised with us several times as a concern of some Masters, the proper locus of discussion is with the Dean for Undergraduate Education, through the Committee on Nondepartmental Instruction; it makes sense for this Committee to have a Master as a member, as it does today. On the other hand, a subcommittee of this Council of Masters might replace the Committee on House Life, if augmented, at certain of its meetings, by appropriately chosen student representatives.

It is critical, if this structure is to be successful, that the Dean of Harvard College enjoy the full confidence of the Dean of the Faculty, and that this confidence be articulated to the Masters. If policies set by the Dean of the College can be avoided or subverted by appeals to the Dean of the Faculty of Arts and Sciences or even the President, or if the Dean of the College cannot expect that College policies will be implemented by the Masters without appeals to the Dean of the Faculty of Arts and Sciences, then the Dean of the College cannot be an effective leader and cannot equitably administer the operations of the College.

The Committee noted with some surprise that very little is communicated to Masters upon their appointment about the expectations or responsibilities they are to fulfill. We recommend that a "job description" along the lines of what is stated above be the basis for appointment to this position. Masters, like holders of other administrative positions, should be reviewed periodically; the "job description" would provide the basis for assessing performance. Reviews of Masters should be under the direction of the Dean of Harvard College, since it is to this Dean that Masters are accountable. We note that Masterships are already, for the most part, term appointments subject to periodic renewal. While Masters of long standing have given extraordinary service to the College since the early days of the House system, we nonetheless endorse the general notion that in Masterships, as in other administrative appointments, there should not be a presumption of tenure. Reviews should be of some substance, since even favorable reviews can reveal unexpected information that can lead to improvements in the way the subjects of the reviews carry out their responsibilities.

Masters seem to learn the job from other Masters, not necessarily their predecessors in the same House. We believe this training should be more systematic, and that the Dean of

Harvard College should play a significant role in executing it.³⁵ We also recommend that an effort be undertaken to document the operational aspects of Mastering, with advice about successful and unsuccessful solutions to common problems and objectives. We were repeatedly told of the existence of a "Master's Handbook," but very few of today's Masters had seen it. We believe that a document of this kind can be very useful and should be completed.

These recommendations are in no way in opposition to the development or continuation of individualized styles among the Houses or their Masters in matters that do not require uniformity. We simply recognize that newly appointed Masters, being responsible and accountable to the Dean for execution of University policies, can use all the help they can get in learning how to carry out their complex responsibilities efficiently and effectively, and that typically they start out knowing very little about how to do that.

We referred to Masterships as administrative positions, but they are surely administrative positions of a unique variety, since one of their defining purposes is so hard to pin down in a list like that given above: to develop the educational environment of the House. One Master crystallized the issue for us: when joining a group of students at dinner in the dining hall, this Master wants to talk about what books the students are reading, not which entrées they find tastier. By this Master's example, not only does more intellectual conversation occur in the House, but its social acceptability to the students is enhanced, perhaps for the rest of their lives. So while the Masters' administrative responsibilities must be taken seriously, their execution should not be so personally burdensome to the Masters as to eclipse their broader and less tangible educational roles. It should be a goal of the rest of the administrative structure — the House offices, the parts of the office of the Dean of the College that administer the House system, as well as the administration of the physical facilities — to ensure rational distribution of responsibility, and simple and effective communication in the management of noneducational matters such as room assignments, bill-paying, repairs, maintenance, and food services.

Indeed, nowhere does the broad meaning of the term "educational," as opposed to merely "academic," become more significant than in the way the Master brings intellectual vitality to a House. Masters can, directly and through their selection of and instruction to House tutors, encourage educational programs such as language tables, political discussions, House-based theater, art, and photography. It would be a mistake to define the educational success of a House in terms of the number of House seminars,³⁶ tutorials, or sections taught in the House. Indeed, students themselves seem not to define their educational experiences that way. The Committee learned from Professor Richard Light of the School of Education the results of some surveys and interviews he has done on the subject of the intellectual life of the Houses. Professor Light reports that students are eager for a greater educational role for the Houses, but there is little enthusiasm for for-

³⁵ Some kinds of communication occur fairly naturally but not always universally. One Master reported having had no discussion whatsoever with the previous Master; clearly this level of communication, at a minimum, should be expected of outgoing Masters.

³⁶ Except for a few Seminars taught by the Masters themselves, most House Seminars do not in practice draw their enrollments primarily from the Houses in which they are taught.

mal instruction in the Houses of a kind that replicates the ordinary lecture and classroom experience. Instead, his studies indicate that the intellectual dimensions of House life are advanced more effectively by enterprises that involve faculty but are small and informal — for example by small dinners or lunches at which a few students can have an intellectual conversation with a faculty guest. In this context it is worth reporting the admiration reported by several sources for the model used in one House, where several times each term a distinguished faculty guest joins a small number of students for an informal dinner in the Master's residence, a brief but intellectually substantial after-dinner talk, and followup conversations.

More than one Master pointed out that the vast expansion of social, ethnic, and gender diversity in the Houses, coupled with their crowded conditions, made the creation of community spirit itself an important and profoundly educational undertaking, which occupied much of the energy of the Masters and the House staff. Conversely, the lack of a random assignment system, and the resulting special character of some Houses along dimensions such as ethnicity, participation in intercollegiate athletics, and academic specialty, are felt by many of the Masters to be anti-educational, as they encourage students to self-segregate into homogeneous groups.

One important area of interaction between the Houses and the Dean's Office is in the budgetary process. The sometimes vague responsibilities of the Master, the fact that the position provides a personal residence to be used both for entertaining students and members of the Senior Common Room and as the living quarters of the Master, and the fact that both Masters and Co-Masters receive compensation, all make the Master's position unique in the University in the extent to which personal life and university business are intertwined. To deal with this complexity, the Faculty has provided a sizable "reimbursement fund"³⁷ for each House, to be used to assist with expenses related to managing the Masters' residence for University functions and hosting functions that contribute to the education and enrichment of students (including Senior Common Room functions). This fund can be used to purchase food, beverages, and services attendant on student and faculty entertainment in the Master's residence;³⁸ for catering and cleaning services; and to purchase household equipment such as china and linens, which then become the property of the University. It is, naturally, to be expected that these funds will be used for the specified purposes, and that accounting of their use will satisfy the IRS standards to which the University is required to adhere in reimbursement of other business expenditures. Additional compensation (over and above the stipend that all Masters and Co-Masters receive) is paid to the Master and/or the Co-Master in recognition of their own contributions to entertainment in the residence. A further complication arises when the Assistant to the Master manages the House budget and the Master and Co-Master manage the reimbursement fund, both finite; the Masters and the Assistant may feel some incentive for ambiguous expenses to be paid out of the "other" budget. The design of a

³⁷ Actually an advance fund, like the funds sometimes issued to faculty and other university employees as travel advances; receipts and documentation of the purpose of expenditures are to be provided after the fact.

³⁸ House dinners and the like are paid through the House budget, generally under the management of the Assistant to the Master.

system for handling these expenditures, reimbursements, and compensations that meets the University's obligatory accounting requirements without imposing an intolerable paperwork requirement on the Masters, or implications about the nature of their work that are unwelcome to some Masters, seems to be an unresolved problem.

Another area in which Masters and House offices must work smoothly with the Dean's office is in the use of the rooms they are given to manage. In addition to rooms rented to undergraduates and rooms provided to resident tutors in consideration for their House duties, some rooms in some Houses are available for rental to visiting faculty or fellows, or as short-term guest suites. Each House has some latitude in the allocation of its rooms to these various purposes, and different incentives and ways of managing the allocation process may lead to different uses of the rooms. For example, a Master might be able to alleviate crowding, while sacrificing a resident tutor position, by converting a tutor suite to a student rooms, but not if additional students are then assigned to the House by the Dean's office. Part of the income from rooms for visitors or guests is retained by the House and is available to meet other expenses. While tutors and fellows are different kinds of appointments, there may be borderline cases in which the same individual might be appointable either as a visitor (and hence a source of rental income to the House) or a tutor (and hence the recipient of room and board in exchange for specified educational duties). We note these complex forces only to point out the importance of keeping the educational role of the Houses as the primary objective in such issues of housing practice, and to note the expectation that the Council of Masters under the leadership of the Dean will develop a common understanding and an applicable set of general policies on the use of the Houses' precious space resource in support of Harvard's educational purposes.

7.2 Allston Burr Senior Tutors

The Allston Burr Senior Tutors are members of the office of the Dean of Harvard College appointed by the Dean of Harvard College in consultation with the Masters of the Houses³⁹, and resident in those Houses. The first responsibility of the Senior Tutors is advice, assistance, and monitoring of the academic programs and progress towards degrees of the students in the Houses. They are, in fact, deans for the students in their Houses, and as noted on page 11 we recommend that their titles be changed to reflect this. The

³⁹ The current advertised description of these positions is given in Appendix B. It may be asked why, if the Dean and the Master cooperate on the selection of the Senior Tutor, there is a need to specify who makes the appointment, or if this needs be specified, why it should be the Dean rather than the Master, who may well see more of the Senior Tutor than will the Dean. The reasons are basically twofold. First, in a sense the Senior Tutors are decanal; it is to the Dean that the Senior Tutors are ultimately responsible, and having someone other than the Dean appoint them clouds this important understanding. Second, there are 13 Senior Tutors, many of whom have some special circumstances in the timing and length of their appointments, the nature of their "other halves," family situations, etc., and it is essential, to ensure equity and to prevent misunderstandings, that all offers be made and all negotiations be carried out by the same person. We encountered a number of instances in which such inequities and failures of common understanding became personnel problems.

Senior Tutors represent the authority of the Faculty in the academic progress and social conduct of individual students. While it would certainly be inaccurate to suggest that there is a "bright line" separating the jobs of the Masters and the Senior Tutors, a general principle can be stated thus: Masters are responsible for the conduct and welfare of the community, Senior Tutors for the situations of individual students.

The job of the Senior Tutors is complex since they alone can be aware of the intersection of the many lines of force that converge on the lives of individual students. Accordingly they would ideally have completed their own education, hold faculty appointments of some kind, and have some demonstrated experience in resolving complex problems.

To a far greater extent than need be true for the Masters, the Senior Tutors must carry out their roles as academic officers in a uniform fashion defined by the Dean of Harvard College. For example, the Allston Burr Senior Tutor is the custodian of students' educational records; the policies for content, access, and the like cannot vary significantly from House to House. The Senior Tutors are members of the Administrative Board; for reasons of College-wide equity they must carry out their responsibilities of representation and recommendation to similar effect in the various Houses. Senior Tutors should be reviewed annually by the Dean of Harvard College, and the Masters should be closely involved in the review process.

Naturally there must be good communication between the Master and the Senior Tutor of a House, especially on day-to-day developments affecting the life of the House. Naturally the Masters need to know promptly of disciplinary actions such as required withdrawal, since such actions of the Administrative Board affect both the social climate of the House and its balance of room rentals. Consultation between Masters and Senior Tutors in advance of Administrative Board deliberations is neither inappropriate nor necessary, but when it does occur it should not be for the purpose of the Master directing the Senior Tutor towards a particular recommended outcome. The Master's primary objective of maintaining a smoothly running House community may not be identical to the Senior Tutor's objective of ensuring the equitable and constructive guidance and discipline of the individual student.

As noted on page 9, more of the individuals holding Allston Burr Senior Tutorships are more "junior" professionally than in the past; Senior Tutors still in graduate school are now more numerous, for example. In keeping with the expectation that Senior Tutors would ideally be regular members of the teaching faculty, Senior Tutors' salaries are not less than those of Associate Professors. While the current and recent Senior Tutors seem to have done a superb job in their difficult roles, it is a concern of the committee that important qualities of academic experience and worldliness cannot be as fully represented in predoctoral Senior Tutors as in Senior Tutors who have earned their doctorates and have had some additional academic employment. No desire was expressed more consistently by the Masters than the hope that methods could be found to deepen the pool of Senior Tutors or to modify the job so that teachers and scholars of greater stature could be attracted to it. At the same time, the Masters, unanimously appreciative of the difficult and time-consuming demands of the Senior Tutorship, worry that it is more than a half-time position, and not comfortably balanced with teaching and research. We fear that the current appointment practice, under which an applicant for a Senior Tutor position must

already have (at least in theory) a Harvard appointment, limits the pool of candidates to our institutional disadvantage. It is recommended that the search and appointment process for the Allston Burr Senior Tutors be adjusted to make it possible to search for and to attract capable individuals, further along in their academic careers, who might not already be at Harvard. We also urge creative thinking about other patterns of appointment and responsibilities for Senior Tutors; it was suggested repeatedly that while it may be hard to find many Senior Tutors among the ladder Harvard faculty, the position might be very attractive to postdoctoral scientists or teachers from elsewhere aiming to make a career in scholarship or administration. If possible, funds might be raised to endow the Senior Tutorships, making the teaching half "free" to departments for, say, a three-year period at a half-time rate. Because the Senior Tutorship would not be dependent upon a pre-existing Harvard "half," it would then be advertised nationally.⁴⁰

While knowledge of this university is certainly an important qualification, since Senior Tutors must often refer students to resources, offices, or persons that can assist them, a person experienced in higher education and with a curiosity about Harvard should be able to learn quickly the resources available here. To this end, we recommend that, just as new Masters should be educated by the Dean and the Masters about how to do their jobs, so new Senior Tutors should receive a thorough orientation during the summer before the beginning of their appointments.⁴¹

In general, we anticipate that Senior Tutors will be junior academics appointed for a period of up to five years, though there have been successful — even legendary — Senior Tutors of much longer tenure. Whatever the details of the terms, Senior Tutors should, like other administrative appointees, be subject to serious periodic review before their appointments are renewed.

There are many potentially workable divisions of labor between the Masters and the Senior Tutors, but the fundamental difference between them should be underscored: the Master is responsible for the House as a whole and the community it creates; the Senior Tutor for the welfare of individual students resident within the House.⁴² This distinction, as well as other basic understandings, should be established in the appointment process and through the orientation of new Masters and Senior Tutors.

It is essential that the Master or Masters of a House and its Senior Tutor work closely together on many matters and develop a mutually respectful professional relationship. Neither works for the other; each is responsible to the Dean of Harvard College. Thus,

⁴⁰ These term appointments would most likely be viewed as transitional — bridges to teaching or administrative jobs, probably elsewhere. A semester's leave for research or additional administrative experience might be made available to the Senior Tutors some time toward the end of the term appointment, on application, when a project of sufficient scope had been planned.

⁴¹ We understand that at Yale, where the "Residential College Deans" play a role like that of our Senior Tutors, the orientation retreat for these Deans lasts two full days.

⁴² After the creation of the Houses but before the institution of the Allston Burr Senior Tutorships, there were assistant deans responsible for the affairs of individual students within a class year. Historically, the Masters never acted as deans of their students as individuals.

just as the Dean makes the official appointment of the Senior Tutors, the Dean is also ultimately responsible for review of their performance and renewal of their appointments.

The job of the Senior Tutor is described by some as overwhelming, and we have given some consideration to the alternatives of either expanding its nominal FTE fraction, or offloading some of its responsibilities to other staff. We tend towards the latter alternative for several reasons: there seem to be Houses in which a management style has evolved that makes the job more doable; if Senior Tutors can be appointed who are more advanced professionally, they should have a shorter learning period⁴³ and a more efficient style of managing workload; and there is a positive benefit to the House (and to the Senior Tutor) if the Senior Tutor has a firm identity as a teacher or scholarly researcher.

One area in which there is presently considerable variation from House to House is in the relation between the tutors (resident and nonresident) and the Senior Tutor. Just as the Senior Tutor has joint responsibilities to the Master of the House and the Dean of Harvard College, so the resident and nonresident tutors ought to have joint responsibilities to, and be appointed cooperatively by, the Master and the Senior Tutor. When appointments are made in this way, and the tutors are given some reporting relationship to the Senior Tutor, the Senior Tutor can delegate some of the more routine advising and decanal duties to the tutors, and more confidently rely on the tutors in discussions of confidential information concerning individual students.

Since the Senior Tutor is the ultimate authority in the House on College requirements, curricular programs, and the academic situation of individual students, the Senior Tutor is also the natural focus for programs to provide effective and informed nonconcentration advising through the House system. Once again, this task can be carried out effectively only if the tutors in the House are to a degree responsible to the Senior Tutor. We return to a discussion of the tutors below.

Finally, to the extent that the heavy workload of Senior Tutors may be the result of the functioning of the College's disciplinary process, they may benefit from some reorganization of the Administrative Board. But this is not a simple matter; we return below to a considered discussion of this Board in Section 8.

7.3 House Offices

Each House office has an administrative staff of two individuals, except Dudley House, which has one. (Each House also has a Superintendent, and is served by custodial and maintenance staff; these are separate from the office staff.) There are thus 25 individuals (slightly fewer FTEs) in the Houses, plus a few more in the Dean's office in University Hall, devoted exclusively to the administrative support of the House system.⁴⁴ With properly articulated and well understood job descriptions, and adequate supervision, training, and coordination, this staff should be more than adequate for the tasks that need to be carried

⁴³ Though this gain might be offset somewhat if they are more often appointed from outside Harvard and are hence unfamiliar with its House system and other institutions.

⁴⁴ This represents a reduction of about 6% in the the House office staffs since 1991. Including House Librarians and Assistant Senior Tutors as well as the office staff, 29.3 FTEs are today in House administration, a reduction of about 11.7% since 1991. These figures do not include the Masters, Senior Tutors, or Superintendents.

out. But accidents of history and certain unplanned developments have resulted in a staff that is not in every case deployed as happily or effectively as it might be.

By tradition, one of the two staff has been the Assistant to the Master (called before that the "House Secretary"), the other the Senior Tutor's Assistant. Some years ago, in recognition of the perception that the Assistants to the Masters were actually carrying significant administrative responsibilities, and were not merely assisting the Masters, they were reclassified as exempt staff. Several of them are of very long tenure, and many have been in their positions longer than the Masters of their Houses. Responsible for budgeting, supplies, and delivery of many kinds of support services in the House, and in certain cases for rooming assignments, the Assistant to the Master often retains memory of institutional practice that keeps the House running. The Senior Tutors' Assistants remain nonexempt and are part of the bargaining unit (grade 8), though they too have at times argued for reclassification as exempt staff. The Senior Tutors' Assistants work, of course, for the Senior Tutors, in managing student records, typing and photocopying letters of recommendation, preparing materials for meetings of the Administrative Board, scheduling the Senior Tutors, contacting students on behalf of the Senior Tutor, and the like.

Even though the Masters and the Senior Tutors have distinct areas of responsibility, ideally the Masters, the Senior Tutor, the Assistant to the Master, and the Assistant to the Senior Tutor work together as a harmonious team, with backup and sharing of work as suits the schedules and inclinations of all. However, this pattern is not always realized. In some offices the two staff members have such strongly separated domains of responsibility that neither answers the telephone for the other, and each has been equipped with a FAX machine and FAX telephone line since they have been unable to agree on a system for sharing.⁴⁵ Clearly such failures of cooperation are costly both in dollars and in quality of service.

The origins of such failures are not always simple. Architecture plays a role in some Houses, where the two offices are not configured for communication and sharing. More significantly, reporting arrangements can be delicate or confusing. A dual reporting relation to a married couple can be unclear and hard to manage. An Assistant to the Master may be daily supervised by a too-present Master or Co-Master who may be unwilling to delegate the tasks for which the staff member is responsible. Others receive little supervision from Masters who are rarely at their House Offices (and feel that they would in any case have little to contribute to the administrative tasks of the House). Under these circumstances, and especially since the Assistants to the Masters are Officers of the University, they have in some cases increasingly defined the scope of their own jobs. Dealing with many day-to-day student crises, and being a source of wisdom to students on how to get things done,

⁴⁵ Also in some House offices the telephone is rarely answered at all, voicemail having almost completely displaced human receptionists. While we enthusiastically support the availability and appropriate use of office technology to improve the functioning of House offices, we believe that the Houses, as part of the administrative structure of the larger institution, should carry out their functions in ways that are consistent, responsive, polite, and designed to meet the needs both of the residents and members of the House and the other parts of Harvard to which the Houses connect.

have always been important parts of the job of the Assistant to the Master. But today some Assistants to the Masters view counselling of students as an integral part of their responsibilities, to the extent that telephone-answering, and even keeping the office open during business hours, are given lower priority.

The Senior Tutor's Assistant, on the other hand, deals routinely with information of a more sensitive and confidential nature than does the Assistant to the Master, information which may on a particular day be of far greater significance than the party invitations with which the Assistant to the Master is dealing. The Senior Tutor and the Assistant to the Senior Tutor may feel either that sharing such work with the Assistant to the Master is only proper given the urgencies, or that the information is so sensitive that it should not be shared with anyone not beholden to the Senior Tutor to maintain its confidentiality. For this and other reasons, both the Senior Tutor and the Senior Tutor's Assistant may resent the assignment of tasks by the Master's Assistant to the Senior Tutor's Assistant, particularly if assignments in the reciprocal direction are unwelcome.

A further stress in certain House Offices is the evolving responsibilities and skill requirements of the staff, and their consequent concerns about professional development and job security. As already noted, the "natural" rate of turnover in Assistants to the Masters seems to be slower than the turnover among the Masters, and indeed the Master's Assistants' longevity in office can be an advantage to the House. On the other hand a new Master may feel a desire to replace an Assistant to the Master lacking what the Master believes are the needed technical, supervisory, or executive skills, even if the Assistant's skills and performance were completely satisfactory to the previous Master. In most organizations, including the Faculty of Arts and Sciences itself in its management of departmental administrators, methods have been devised to develop a well-trained and well-coordinated administrative staff that is physically spread out over several buildings and departments but is carrying out similar tasks in those locations. Among these methods are regularly scheduled meetings of the group to cover important topics of common importance, and standardization of computer equipment and software and the availability of training in its use, all designed to foster a close and cooperative working relationship with a number of administrative officers as well as the primary reporting relationship to a local supervisor. Some efforts of this sort (periodic meetings of the Assistants to the Masters, for example) have already been instituted for the Houses, and we believe that some such practices should be further expanded in the interests both of the professional development of the staff and of the effective administration of the Houses. In such efforts Masters should not fear the encroachment of bureaucratic centralization, any more than Department Chairs do when efforts are made to train and coordinate Department Administrators. Isolation of administrative staff from each other, from information, and from the Dean's office cannot be in the best interests of any individual or office.

For all these reasons, it is important to rationalize, and to a degree standardize, the responsibilities and supervisory and reporting relations of the staff in the Houses. Currently, inefficiencies in the Houses result from poor communication within the Houses and between the Houses and the Dean's Office. There is also a danger that a unique job arrangement developed by a particular set of Masters and Senior Tutor will not prove satisfactory to their successors in office or to the staff who must do the jobs. Together,

these concerns are sufficiently serious that we recommend the College move towards a system (gradually, but less gradually in cases of new appointments) where all House offices are staffed, and understand their responsibilities, similarly. Any transition would require careful attention to the situations of each House and of each affected member of the staff.

The basic principles behind our recommended view of the organization of House offices are: (1) that in concept (whatever the physical arrangements) each House should have one administrative office, not two; (2) that the Masters, Senior Tutor, and administrative staff (including the support staff member) should understand their responsibilities to work as a team in that office; and (3) that the accountability of the staff members in the office should be made clear, and all members of the office are ultimately accountable to the Dean of Harvard College. Within the framework established by these broad (but not empty) principles, each House needs to determine the working arrangements that will make for the most effective organization, given the styles and skills of the individuals involved.

For example, there might be a single administrative office under the direction of the exempt staff member, who would be given the title of House Administrator, since she or he would have duties analogous to those of a Department Administrator. This Administrator would report directly to the Master and work for both the Master and the Senior Tutor in setting up systems to meet the House's needs. She or he also would have a subsidiary reporting relation to a designated member of the staff of the Dean of Harvard College. The second member of the administrative office staff might be given the title of the House Staff Assistant, and would report to the House Administrator and work for the House Administrator and the Senior Tutor as needed or defined within the particular House. Alternatively, the Staff Assistant might report to the Senior Tutor as is typical today, but with the clear understanding that the Staff Assistant would help the Administrator and the Masters, and the Administrator would relieve the Staff Assistant and support the Senior Tutor, as circumstances might demand. Thus, while the two members of the office would continue to work day-to-day predominantly in support of different individuals, and there may be House-to-House variations on this general outline, in all cases the staff should view themselves as a team working in support of both the Masters and the Senior Tutor (as well as others as appropriate, such as the resident tutors). Both staff members should see their connections to the Dean's office not as a matter of divided or ambiguous loyalties. Again, the analogy to an academic department should be followed: in many departments, the departmental administrator supervises other staff, all of whom work in different degrees in support of the Department Chair (who changes from time to time, but does not have the authority to change Administrators without significant cause) and other faculty in the department. Department Administrators work closely with a number of central offices of the Faculty, an arrangement generally considered helpful by the Department Chairs.

Particularly since there are, and to a lesser extent under our recommendations would continue to be, House-to-House variations on the reporting relations and responsibilities of the House Office staff, it is important that reviews of the staff be carried out annually. These reviews can be the occasion not merely for expressions of satisfaction or dissatisfaction, but for the supervisors and the staff to clarify their understanding of what is expected. As the staff have connections and ultimate accountability to the office of the Dean of Harvard College, the Dean's office should take a role in these reviews.

Houses should study space requirements to determine how most effectively to ease communication and workflow within the office. While the Masters and the Senior Tutor may maintain separate telephone extensions, the office staff should plan their absences in such a way that the office is generally open during the business hours kept by other administrative offices of the College and that the telephone is generally answered by one of the staff. All sensitive information handled by the office staff (both student and financial records, for example) should be understood by all as confidential. Both staff should be trained in the use of computers, database software, electronic mail, and the like,⁴⁶ which have great potential for improving communication among students, the Dean's office, and the House offices on budgetary, residential, and other informational matters. The staff, the Masters, and the Senior Tutors should welcome the opportunity for development of the administrative skills of the staff, even though training and coordination may result in occasional absences from the office.

The work of the House office staff is to ensure the smooth operation of the House. The more they know about Harvard and its offices and resources, the better they will be able to do their jobs. On many administrative matters, they are the human interface between students and the College, and a demeanor that is friendly, knowledgeable, and confident is highly desirable. But they should gently direct students needing personal counselling to trained advisers: tutors, deans, and Masters.

With improved distribution of staff effort, there is good reason to believe that two staff will not be needed in each House during the summer months, and it may be possible to achieve some FTE reduction in the College by reducing positions to 10 months' duration, as has been done in some Houses. At a minimum it should be possible to avoid wasteful practices such as the reported hiring of casual labor at moments when both staff are in the office but one happens to be busy and the other idle.

7.4 House Tutors

About 250 members of the Harvard community — typically graduate students in the Faculty of Arts and Sciences and in the professional schools — live in the Houses as tutors.⁴⁷ Tutors were an important part of Lowell's original design for the Houses; historically, the tutors were all appointees of particular departments offering tutorial instruction to students in the Houses, as they had, before the institution of the House system, offered tutorial under other circumstances to students not organized by residence. Today, few tutors offer tutorial in the Houses, though certain departments work actively with the Houses, and

⁴⁶ Like student rooms, House offices will be on the campus computer network.

⁴⁷ There are also about 65 resident Freshman Proctors. In some ways Freshman Proctors have roles akin to House tutors, but responsibilities of Freshman Proctors are both broader and more tightly described: they are all academic advisers of freshmen (that is, members of the Board of Freshman Advisers), reporting to Assistant or Associate Deans of Freshmen and charged in addition with explicit counselling and disciplinary responsibilities. Their role is not subject to the ambiguity of House tutors, who are generally not students' official advisers. By contrast Freshman Proctors are engaged daily with students both in their academic affairs and in their transition from life at home in the more structured system of secondary school to Harvard's expectations for independence and self-reliance.

certain Masters work actively with a number of departments, to arrange for tutorials to be offered by resident tutors.⁴⁸ As a result, the term "House tutor" now signifies a College appointment, not a departmental one, though some tutors may hold both.

Fundamentally, a House tutor is expected to be an adult presence and an intellectual role model for undergraduates. The specific responsibilities that tutors bear vary significantly by House, according to the inclinations of the Masters and the traditions of the House, but involve to greater or lesser degrees proctorial, advisory, and academic roles. In some Houses, tutors have proctorial responsibilities for a cluster of student rooms (an entryway, for example), and offer both personal and academic advice and counsel. They organize and participate in intellectual, cultural, and extracurricular activities in the House, such as topical or language "tables", interhouse athletics, or musical or dramatic performances. Further, as representatives of their intellectual disciplines, they may advise, participate in writing recommendation letters, and perhaps teach sections or tutorials.

Generally tutors receive no stipend for these duties, except that a tutor offering tutorial or section in the House is paid by the tutor's academic department. Certain tutors are paid for additional duties, for example in the role of Assistant Senior Tutor or House Librarian.

House tutors (like Senior Tutors) reside and take meals in the Houses as a requirement of their positions, in order to fulfill the duties outlined above. While relatively small amounts of money are paid as stipends to House tutors, the cash value of their residences should not be underestimated: resident tutors occupy more than 200 college rooms.⁴⁹

Houses also have nonresident tutors, who receive a more limited meal allowance, as well as other members of the Senior Common Rooms, such as faculty associates. A few fortunate Houses have suites adequate for rent to resident faculty families.

There are significant House-to-House variations in the methods for selecting and appointing resident tutors, the responsibilities attached to them by the Masters and their own understanding of those responsibilities, and the degree to which they receive training to understand the other parts of the Harvard community to which they and their students may need to relate. In at least one House the Master alone interviews and appoints all the tutors; elsewhere the Senior Tutor chairs a committee of members of the Senior Common Room. Often, but not always, students are actively engaged in the appointment process. As in other matters we have discussed, the Committee sees no need for the process to be conducted in the same way in all Houses. But at the same time not all procedures have proved equally successful, and we see no reason why the advantages and disadvantages

⁴⁸ Several explanations can be given for the disappearance, by and large, of House-based tutorials. A smaller percentage of students concentrate today in fields in which tutorial is offered at all. In the fields offering group tutorials, a department may wish to organize them by other dimensions — by subject matter or by class year, for example — in preference to grouping students according to their residence.

⁴⁹ To indulge once again in a comparison with the most nearly analogous institution, we note that no comparable staff exists in the Yale system, that many of the responsibilities ascribed to the approximately 20 resident House tutors in our system fall on the Residential College Dean at Yale, and that many of the other responsibilities of our House tutors are not performed there at all.

of various procedures should not be discussed and documented, especially for the sake of newly appointed Masters. Even more importantly, the charge given to the tutors when they are appointed has a strong impact on the educational benefits accrued to the House and the College for the investment made in the position. As already suggested, if the Senior Tutor stays completely apart from the selection and appointment process, then the tutors feel no allegiance to the Senior Tutor and the Senior Tutor may feel unable to rely on the tutors for enforcement of College rules or sharing of sensitive information. Thus, even though all resident tutors are university officers and are expected to understand and maintain (if not necessarily agree with) College rules, without some kind of formal link to the Senior Tutor these understandings may have no practical force.

To take another example, the writing of letters of recommendation is done very differently in different Houses, though it seems to be a major responsibility for all of them. Typically, recommendations to graduate programs in the Arts and Sciences come directly from the faculty, and do not involve the House except in that Houses are asked to keep copies on file. However, recommendations for Medical, Law, and other professional schools, and for the vast array of fellowships and prizes for which Harvard students so successfully compete, must often come from the "Dean," which in the case of Harvard College means the Senior Tutor. Some Houses have small pre-medical, pre-law, and fellowships committees charged with writing these letters, sometimes for final editing and signature by the Master and/or Senior Tutor. In other Houses these responsibilities are more widely distributed, and it is understood that in accepting a position as resident tutor one is expected to know the students in one's entry well enough to be able to write recommendations for them. The length and style of these letters that are preferred by the professional schools are well-understood,⁵⁰ and could be reduced to a simple set of guidelines for the tutors. Distributing responsibility for letter-writing among all the tutors has the merit of allowing broader representation of academic interests in the group; instead of needing several pre-medical or pre-law resident tutors to shoulder the heavy burden of writing letters, a House could get by with one, charged strictly with advising.⁵¹

To take a third example, few subjects excite stronger opinion than the quality of

⁵⁰ Though not always observed. Harvard letters are sometimes criticized by outside readers for being too long, filled with too many superlatives and not enough comparatives, and too often mosaics of passages from letters that are already available to the Admissions Committees.

⁵¹ This is perhaps the right place to add a few more words about the production of letters of recommendation. Nearly every Master mentioned this as an important House function, and some Senior Tutors have expressed their frustrations with the effectiveness of the process and mechanics of writing and copying letters. Yet testimony we have had from several sources suggests that not all the effort that goes into producing letters has even potential payoffs. We understand, for example, that Law Schools generally want from the "Dean" short, simple letters dealing with specific questions about students' training and integrity, and that the kind of longer and more discursive personal analysis that may be important in the "official" Medical School or fellowship letters is wasted in letters for Law Schools. On a related issue, it seems that the mere mechanics of producing and photocopying letters is seen as much more burdensome in some Houses than others; one

advising at Harvard.⁵² The House tutors (especially the resident tutors) are a natural pool of talent for both academic and nonacademic advising, yet it is unclear what value is placed in the various House-based tutor selection processes on candidates' potential or qualifications as advisers. Since resident tutors are not usually departmental appointees, they are generally not certified by the departments to provide formal advice on concentration requirements, or to sign study cards, or the like;⁵³ in any case they can represent only a subset of the departments. In the area of nonconcentration advising there are more opportunities for improvement and perhaps a greater need, since under the present formal structure concentration Head Tutors and advisers do not usually consider it their responsibility to know rules and the courses relating to the Core, the foreign language requirement, the Quantitative Reasoning Requirement, and other degree requirements. While the Senior Tutor clearly has this knowledge and works with a few students (especially those in academic crises) to help them plan to satisfy nonconcentration degree requirements, it is impractical for the Senior Tutor to similarly advise all 400-odd students in the House.

Accordingly we recommend that a more clearly articulated set of expectations for resident tutors be developed, and that the College devise training programs to acquaint tutors with the nature of Harvard's academic programs and requirements, the characteristics and rules of the College residential system, and the important resources (Health Services, Career Services, Study Counsel, etc.) available to students.⁵⁴

Finally, a part of the College's educational and counselling role about which there is

Senior Tutor suggested that the clerical burden on the Senior Tutor's office from producing House letters was so stressful that it would justify charging room rent of the resident tutors, the proceeds to be used for hiring casual clerical help in the office for typing and photocopying. The perceived clerical burden seems to be related both to the distribution of workload to the tutors and other members of the Senior Common Room, and the effective use of computers and networking to reduce clerical strain. We have no particular recommendation as to the most effective practices, but we urge greater communication among the Houses and with the Office of Career Services, with consultation from experts in the professional schools, to ensure that all aspects of this process are organized and carried out effectively.

⁵² We have not attempted to form an opinion on whether advising at Harvard is presently adequate or not, but we have looked for opportunities to improve it. In this context, one unforgettable anecdote we were told underscores the difficulty in assessing the absolute quality or availability of advice. An undergraduate being interviewed on the subject of advising scornfully snorted, "Advising at Harvard is terrible. Nobody knows anything and no one will tell you anything. Why, if I hadn't gotten friendly with this graduate student who was living in my entry, I never would have learned all the ropes I needed to know to get through this place." The graduate student was, of course, his resident tutor, charged, apparently unbeknownst to the student, with advising him.

⁵³ An attempt a few years ago by the office of the Dean for Undergraduate Education to coordinate the appointment of tutors by the Houses with a vetting by the departments was abandoned because it seemed to result in far more movement of paper than change in quality of concentration advising.

⁵⁴ We note with approbation that, independently of this recommendation, the College

clearly *de facto* disagreement is in the assignment to particular tutors in the Houses of special responsibilities as advisers on sexual harassment/sexual assault, race relations, and gay/lesbian issues. Clearly each of these matters is of great significance to students in the College and the College must do its best to provide access to information, advice, and wisdom on these matters as they affect both individual students and the community as a whole, as well as information about appropriate channels for redress of grievances. There are various specially designated individuals, offices, and agencies that provide advice and support; among these are the Assistant Dean of Harvard College for Coeducation, the Dean of Students, the Harvard Foundation, and peer agencies such as Contact, Response, Peer Relations Workshop, and SHARE. In addition, the Dean of the College has encouraged each House to designate specific tutors in each House to be concerned with each of these issues. Not all Houses have, however, designated tutors in each area, and even among those that have, involvement by the tutors in training and orientation sessions, and in sponsoring educational activities in the Houses, has been described as sporadic or indifferent. From the Houses' standpoint, some of the reported reasons for the lack of enthusiasm are easy to credit, though they may in part result from failures in communication. While it has not been assumed or urged that the designated tutors be of the affected class (a person of color as the race relations tutor, for example), the combined requirements of special interest and approachability, replicated in a dozen Houses for three classes of social issues, both limit the pool of likely candidates and multiply the possibilities for local misunderstandings. In addition, there is some fear that in assigning special responsibility for these issues to specially designated deans and tutors, there is a tendency to lessen the common responsibility shared by all student advisers — Masters, Senior Tutors, tutors, and faculty alike — to respond in a supportive and encouraging fashion to students who reveal that they are troubled by an instance of harassment. While it may be a welcome resource to the adviser, it may be disconcerting to the student for the adviser to be able to react at the first sign of trouble by searching for the phone number of someone else, perhaps unknown to the student, who has been designated as knowledgeable on how to deal with such problems. Likewise, we reject the notion — occasionally heard in various contexts — that the College does not take an issue seriously unless it demonstrates that by designating an expert on that subject. On the other hand, reported rationales for lack of cooperation by some Houses are more doubtful, for example, "We don't have those problems in X House," or "Any student who is troubled by that is welcome to talk to the Master."

Without coming to any definite conclusion on the best way to assign these special responsibilities to individuals, we would stress certain basic understandings. The Faculty of Arts and Sciences has educational, moral, and legal responsibilities in dealing with sexual misconduct and other forms of harassment. Its policies and procedures on these matters have been published and are easily available. For undergraduates, the Dean of Harvard College has ultimate responsibility for the implementation of these policies and procedures; for many years this responsibility has been assigned to an Assistant Dean of Harvard College for Coeducation. For reasons of the safety of individual students, the welfare of the community at large, and the legal responsibilities of the university, many aspects of the handling of issues of harassment and sexual misconduct, especially in its violent forms,

has already planned a pilot tutor training program for September 1994.

cannot be the subject of local option. At the same time, we would re-emphasize what was said on page 23: that an understanding of issues of gender, race, and sexual orientation, and their impact on our community, is the common responsibility of us all.

Recommendations

- (13) *The current system of assignment of students to Houses should be replaced by one based on random assignment of roommate groups at the end of freshman year, with controls on gender ratios enforced as at present.*
- (14) *The Council of Masters should be constituted as a committee consisting of one Master from each House plus the Dean of the Faculty, the Dean of Harvard College, the Dean of Freshmen, and perhaps the Dean for Undergraduate Education. The Dean of the Faculty would be the official chair but would preside only rarely in practice; ordinarily the Dean of Harvard College, as vice-Chair, would preside.*
- (15) *A job description for Masters should be developed, which can serve as the basis for their appointment and review.*
- (16) *A Handbook for Masters would be of help to newly appointed Masters and should be completed.*
- (17) *The matters of compensation and reimbursement of expenses of Masters deserves further attention.*
- (18) *The Dean of Harvard College and the Council of Masters should develop a set of general policies on the use of space in the Houses in support of the College's educational purposes.*
- (19) *Patterns of appointment and responsibilities for Allston Burr Senior Tutors should be the subject of creative thought, with the general objective of bringing more experienced academics into these positions. If possible, funds should be raised to endow Senior Tutorships in full, so that the current requirement of a pre-existing Harvard half-time appointment can be relaxed.*
- (20) *Both new Masters and new Senior Tutors should receive orientations to their jobs.*
- (21) *Each House should be viewed as having one administrative office, not two. The staff should work with the Masters and the Senior Tutor as a team, and should provide backup for each other. Reporting relations within each House should be made clear, and all members are ultimately accountable to the Dean of Harvard College.*
- (22) *House offices, like other administrative offices of the Faculty, should follow conventional practices in operating hours, answering of telephones, and the like. Each House should study its office space and infrastructure needs for most harmonious and efficient operation.*
- (23) *The administrative staff of the Houses, including both the exempt and the nonexempt staff members, should direct students needing personal counselling to trained advisers, such as tutors and Masters.*
- (24) *A more clearly articulated set of expectations for resident tutors should be developed, and the College should continue to develop a training program for resident tutors.*
- (25) *Senior Tutors should have a role in the appointment of House tutors, so that the Senior Tutor can confidently delegate certain responsibilities to them.*
- (26) *The objective and process of producing House letters of recommendation should be considered by the Houses in cooperation with the Office of Career Services, with the*

aim of ensuring that the logistics are in each House effectively organized and that the results are as beneficial as possible.

8. The Administrative Board

The Administrative Board is the primary disciplinary body of the College; it "reviews all undergraduate records and handles any undergraduate disciplinary case or petition for exception to the administrative rules of the College for which there is governing faculty legislation and/or for which there is precedent for interpreting and applying the rules of the Colleges."⁵⁵ Its workload can be divided into three broad categories: *petitions*, which generally are requests by students for administrative actions relating to College academic rules; *disciplinary cases*, which involve behaviors that appear to violate University rules or standards of behavior; and *academic cases*, which are reviews of unsatisfactory records and the imposition of consequent sanctions.⁵⁶ Harvard may be unique in uniting all these kinds of cases under the jurisdiction of a single Board; it is commonplace elsewhere to use different processes for academic and disciplinary matters. Without digressing to an extended consideration of the philosophical arguments on this subject, we note that the overriding justification for having a single Board with fixed membership take up cases of both kinds is that the entire system is intended to produce the best educational outcome for the students involved, recognizing that students are whole individuals, not divided into separate academic and behavioral souls. Thus the same student, reacting to the same personal stress, may punch his roommate one day and fail to show up for an exam on the next; two roommates involved in the same scandal may exhibit their anger and depression in entirely different aspects of their lives. If we believe that one of Harvard's strengths is the degree to which our students' intellectual and personal lives are intertwined, then when lapses or failures occur we should also be sure that those considering the remedy see the student as a whole. The Allston Burr Senior Tutors and the Assistant Deans of Freshmen, being at the confluence of all academic and residential currents of students' lives, are best positioned to see students as wholes, and form the natural core of the Board membership.

Whatever its educational merits for the students, the Administrative Board plays another important role in the College community: through its discussions of many individual cases, by not only the students' "deans" but by representatives of many other aspects of College life (admissions, study counsel, the Core, undergraduate education, the Registrar, teaching faculty, etc.) as well, the College administration itself is educated about its own functioning and how its various parts affect the lives of its students. This experience is especially helpful to new members of the administration, but observations by the experienced attendees can also result in discoveries of new developments, and suggestions for changes in handling issues, as the student population and its social and academic behaviors change

⁵⁵ *The Administrative Board of Harvard and Radcliffe Colleges and the Student-Faculty Judicial Board: A User's Guide for Students, 1993-1994*, p. 7. (This booklet is distributed routinely to students, but faculty would also find it informative.) Until 1971 there were separate Administrative Boards for Harvard and for Radcliffe; when the House systems were unified these disciplinary bodies were merged.

⁵⁶ In 1992-93, the Board handled 1,992 petitions, 156 disciplinary cases, and 303 academic reviews.

over time. For example, if electronic misbehavior, or harassment of or by a particular subpopulation of the College, or a particular new strain of academic dishonesty were to develop, the first place the pattern would be noticed would likely be in the meetings of the Administrative Board.

In current practice, many petitions, especially routine ones, are now handled by the Exceptions Committee, a subcommittee of the Board; the full Board meets somewhat less frequently (every other week, for most of the academic year). Formation of the Exceptions Committee was a step taken to streamline Board meetings; it was viewed as inefficient to have more than thirty people considering requests such as for dropping courses after the deadline. Nonetheless, even with the Exceptions Committee in place, meetings of the Board have been characterized to us by some as overly long and inefficient, especially given the number and standing of the individuals in attendance. Various explanations have been put forward for the perception by some that Board proceedings are unreasonably difficult. It has been pointed out that the Board handles many more peer-against-peer cases than it used to, presumably in part because many instances of harassment and assault used to go unreported. Facts in these cases are often especially difficult to ascertain. Procedurally, the Board increasingly uses standing subcommittees for investigating such cases and bringing recommendations to the full Board. Another complicating factor in Ad Board business is a general increase in litigiousness, reflecting trends seen elsewhere in society. Meetings of the Board are closed and confidential and the Board does not permit representation of students by legal counsel in its proceedings; nonetheless it is clear that students are consulting lawyers increasingly when they are threatened with disciplinary actions against them. It may be that there is greater formality in Board procedure today because of the threat of litigation against the University by a student or family fearing that a financial investment of enormous magnitude will be endangered by Board actions.

Comparing Harvard's disciplinary system to Yale's, one person familiar with both described Harvard's as being both more and less centralized. It is more centralized in that only the Board (through its Exceptions Committee), not the individual Senior Tutors or Assistant Deans, has authority to grant even routine petitions; in the Yale system, the Residential College Deans can grant and simply report routine exceptions. Harvard's system is less centralized in that Senior Tutors are in practice less closely associated with the Dean of the College, and more closely with the Masters of their Houses, than the corresponding individuals in the Yale system. In the Yale system the Residential College Deans meet regularly with an Associate Dean of the College, not in executive session to act on individual cases, but in sessions designed for information and discussion on matters of policy and practice in which uniform handling across the College is considered important. In the Harvard system there are lengthy meetings of the Administrative Board, but only rare meetings of the Senior Tutors with the Dean outside of these executive sessions.⁵⁷

While the list of members and guests of the Administrative Board has grown in recent

⁵⁷ Certain other groups do meet regularly for exchange of information about College matters. An informal group known as the "College Council" meets monthly for briefings on news of significance to the operation of the College; the invitation list is much larger than the membership of the Administrative Board, but does not include those Senior Tutors who do not have other administrative roles in the College. Also, the Senior Tutors

decades, the most important changes to its basic operation have been the institution of the Exceptions Committee and the more frequent and more standardized use of subcommittees. Balancing the efficiency that might be gained by these alterations in Board procedure are the practice to hear and discuss subcommittee reports, so that cases prepared in great detail by the subcommittees are discussed at length in the full Board; often, if not always, the subcommittee recommendation is ultimately adopted by the full Board. Students subject to serious disciplinary sanctions have the right to make personal appearances before the full Board; a Tuesday afternoon with three or four personal appearances (an uncommon but not unknown occurrence) has on occasion stretched into the evening. (In cases of peer assault the accuser as well as the accused may appear personally before the Board.) A decision, once taken, may not be final, as a student may request reconsideration of a case on the basis of new evidence or procedural error. All these arrangements are designed to improve the quality of decision-making, and especially to assure thoughtful and informed consideration of matters of extreme consequence to the affected students; but such valued ideals are upheld at a heavy cost in human time. Arrangements for personal appearances, reconsiderations on the basis of procedural error, and the like also tend to mimic court proceedings, which have a different purpose, and for which Ad Board proceedings are not intended to substitute.

Several suggestions have been mentioned to us to improve the efficiency of Board proceedings. One is to authorize Senior Tutors and Assistant Deans to deal directly with routine matters for which there are ample precedents, reporting their actions to the Dean or the full Board on paper; or at least to curtail discussion of such matters as much as possible when clear precedents can be cited. A second is to allow subcommittees appointed to investigate complex cases to dispose of those cases directly, rather than bringing recommendations for action to the Board. If this were done, the full Board would act only as the locus for appeals (or possibly for personal appearances and appeals).⁵⁸ We note that while both of these suggestions seem reasonable, we have not investigated them in detail, and there may be strong countervailing arguments. Indeed, simplifying the process for consideration of routine matters is a principal objective of the Exceptions Committee, and a proposal to make subcommittee decisions final was considered and rejected by the Board itself. A general and perhaps more useful observation connects to the appointment process for Senior Tutors, discussed on page 46: the workings of the Administrative Board would be more effective to the extent that the Senior Tutors were guaranteed to be more experienced.

More drastic restructurings of the Board are certainly possible; while the threat of litigation certainly complicates Board procedure to some extent, we have been assured by counsel that other more modest disciplinary procedures would certainly meet all legal requirements as long as they were explained in advance and executed as described. On

meet about once a month without the Dean of Harvard College to discuss an agenda that they themselves have set.

⁵⁸ Under current practice, the Faculty Council may hear an appeal of an Administrative Board decision. (Such appeals are rarely made, and the Council is ill-prepared to deal with College judicial matters.) Also, any member of the Faculty may ask that the full Faculty review a decision of any faculty committee, including the Ad Board.

the other hand, a drastically simplified disciplinary process, while meeting requirements of law and equity, might fall short of our educational and developmental goals. The option of creating special tribunals to consider infractions of special varieties is not attractive, since doing so would make it harder to assure comparable treatment of comparable misbehaviors, and would tend to confine and isolate information, both about individual students and about subpopulations of the College. It is possible, however, that the peer-to-peer cases that now occupy a significant amount of attention from the Board (and some of which cannot, after lengthy consideration, be resolved satisfactorily because of insufficient evidence) would benefit from some other process than the current system of lengthy preparation by a subcommittee and then consideration by the larger body.⁵⁹

One disturbing trend in recent years has been the small number of regular teaching faculty serving as members of the Administrative Board. The insights and understandings brought to the Board by "ordinary" faculty cannot be replaced by the experience of Senior Tutors and Deans. Indeed, the value added by faculty members of the Board is, we discovered, deeply appreciated by its administrative members. Faculty who have served on the Board report that their understanding and appreciation for the complexities of student life have been enhanced. Even more importantly, however, faculty involvement, and the Board's status as a faculty committee, legitimize the Board's actions; if it were a body entirely without representation from the teaching faculty, its actions might, with good reason, be more easily questioned by both students and faculty.

Finally, we note that the Administrative Board is technically only one of the College's two disciplinary bodies. The other, the Student-Faculty Judicial Board, is specifically intended to handle disciplinary cases "for which there is no clear governing precedent or policy; for which the procedures of the Ad Board are inappropriate; or the disposition of which will have profound effects on the community in general."⁶⁰ The Judicial Board was created by Faculty legislation in 1987 after lengthy and constructive cooperation between the Faculty and representatives of the undergraduate student body. In actual practice the Judicial Board has heard only a single case in the seven years since its creation, while the Ad Board workload seems to have become ever more difficult. We certainly should not regret the lack of extraordinary cases that could go only to the Judicial Board; and it may be some indication of student confidence in the Ad Board that there have been very few requests by students for cases to go instead to the Judicial Board. But while the Judicial Board was created in part to deal with cases that could severely impair the Ad Board's ability to deal with its important weekly business, it was not intended to be dormant, and its inactivity raises the question of whether it could operate effectively, and with the confidence of the community, if called into action in a time of crisis.

⁵⁹ A "Mediation Service," intended to resolve certain peer-to-peer disputes through mutual agreements and understandings, was instituted during the 1993-1994 academic year. It is to be hoped that in the future certain matters that would not appropriately be referred to the disciplinary process (which might not be able to adjudicate them anyway) may be resolved through the mediation process.

⁶⁰ User's Guide, *op. cit.*, p. 7.

Recommendations

- (27) *Ways of further streamlining the operation of the Administrative Board should be considered, perhaps by reducing its size or further subdividing its workload.*
- (28) *Service on the Administrative Board by teaching faculty should be encouraged.*
- (29) *The advantages and disadvantages of continuing the Student-Faculty Judicial Board should be reviewed, and alternative processes should be considered for handling the business it might receive at some future date.*

9. The Offices

We now briefly survey the major administrative offices of the College — the offices that report to the Dean of Harvard College, or are otherwise closely associated with undergraduate life, but are not part of the Dean's own immediate office staff. (Public service programs were discussed briefly on page 33, and are treated in full in Appendix A.)

9.1 The Freshman Dean's Office

The Freshman Dean's Office is unique among the offices considered here in that it is directly responsible for a quarter of our undergraduate students, during the year before they are associated either with Houses or with concentrations. Accordingly, the Freshman Dean has the huge responsibility not only of running the freshman residential system but of ensuring that freshmen receive academic advice both in specific disciplines and in connection with nonconcentration requirements; of providing freshmen personal advice and counselling or directing them to other sources of support, as Senior Tutors and, in varying degrees, tutors do in Houses; and of assisting freshmen in connecting to noncurricular sources of intellectual, social, and cultural development, as are fostered so successfully in the Houses by their Masters and Senior Common Rooms and by our student organizations. These tasks must be accomplished for a population that arrives in Cambridge knowing nothing about our structures and organization.⁶¹

One of the greatest challenges for the Dean of Freshmen is to help develop strong academic connections between students and the academic enterprise of the College. These connections are harder to nurture in the freshman year than later: the courses freshmen take are larger and more introductory; there is no analog of the Houses' Senior Common Rooms; and because of the clear expectation that Freshman Proctors will monitor the behavior of their 18-year-old protees and will be available almost constantly to provide them with personal counselling, it is harder to staff the freshman dormitories with older Proctors who have developing academic careers. (Also the typical living accommodation is more modest in the proctors' suites than in House resident tutors' suites; it is all but impossible to accommodate Freshman Proctors who have families.)

⁶¹ The Freshman Dean's Office has a staff of 9 FTEs (including the Dean). The per-student expenditure in the freshman system is only 59% of the amount spent per student in the House system — per student personnel costs in the freshman system are 83% of those in the House system, and spending for discretionary program activities in the freshman year is per student only 39% of the amount spent on behalf of students beyond the freshman year.

We endorse and support the efforts made by the Dean of Freshmen over the past two years to develop tighter and more regular academic bonds between the Freshman Dean's Office and the faculty, and encourage further efforts in this direction. These might include such structural arrangements as the inclusion of the Dean of Freshmen on the Council of Masters, as suggested on page 40; continued efforts to recruit faculty freshman advisers; and, as suggested on page 71, charging the Committee on Advising and Counselling to consider the various forms of concentration and nonconcentration advising in an effort to tie students and faculty more closely, especially in the freshman year.

9.2 *The Office of Career Services*

The Office of Career Services assists Harvard students in career planning, through individual counselling, meetings that provide information about specific career opportunities, networking with alumni and alumnae, interview training, on-campus recruiting, dossier services, and other programs. It also coordinates advising for graduate and professional study, administers out-of-residence study during the undergraduate years, and assists with hunting for summer jobs. OCS is also the focal point for many fellowship and prize competitions, both external (Rhodes, Marshall, etc.) and internal (Sheldon, Shaw, etc.). It produces many publications, both newsletters with specific postings and guidebooks on broad career areas. It provides information in virtually all areas that Harvard students pursue after graduation, not only industries, businesses, and the professions, but academic careers, public service, government, and the arts. Most importantly, it sees its role as educational, in helping students learn and think about career possibilities, not merely to reach known career objectives.

OCS currently has a staff of 24.3 FTEs (including the Director), a reduction of more than 8% from the staffing levels of ten years ago. By most measures its business is booming, however; for example the number of employers using its facilities for on-campus recruiting has increased by 73% in the past ten years, a period during which some campus employment offices have experienced a decline in employer visits. The numbers of students using OCS services is substantial (perhaps more easily explicable, given recent shrinkage in the job market); 95% of the respondents to an annually conducted survey of seniors report that they used the services of OCS.

The Director reports that staff cuts have occurred mostly in the number of counsellors; support staff are needed to manage the large number of individual interactions between students, employers, interviewers, etc. The large traffic volume is reported to be putting a strain on the physical facilities of the office. It is hoped that, with the connection of the office (a frame building at 54 Dunster Street) and most student rooms to the campus computer network, it will be possible to improve efficiency through increased use of electronic collection and distribution of information, interview scheduling, and the like.

Some friction has been reported between House fellowship advising and OCS's role in coordinating Harvard's applicants for a few major foreign fellowship programs. It is inevitable that there will be many disappointed applicants for these fellowships, even though the number of Harvard winners is extraordinarily high; and it is understandable that some of the disappointment will fall on OCS, because of its responsibility for the administration of endorsement and selection committees. Houses should and will have their particular methods for nominating candidates for fellowships and prizes, but they should be aware of

the consequences of following, or failing to follow, certain practices; in its coordinating role OCS can provide helpful feedback on these practices. For example, it was reported that certain Houses have traditionally succeeded in appointing fellowships tutors earlier than others, with the result that OCS has been able to educate the tutors sooner, those Houses have been able to advise and organize their candidates better, and the early-fall deadlines for certain fellowships have affected those Houses less adversely.

OCS serves undergraduates, students in GSAS, and alumni/ae, but most of its business is with undergraduates. For example, of the 8,232 individual counselling sessions held during the academic year 1992-93, about 9% were with GSAS students, about 18% were with alumni/ae, and about 73% were with College students. Consequently, this office ought most logically to remain part of the College structure. Though its Director reports to the Dean of Harvard College, the office currently operates rather autonomously, without close supervision from the Dean or any of his staff. This structure seems unproblematic at present, though it also creates the opportunity for the office to work more closely with a senior Associate Dean of Harvard College if the Dean of the College wished to rearrange or share responsibility for some of the offices that are currently his direct reports. Whatever the precise reporting structure, it is important that OCS continue to have the support of a dean who remains in place long enough to provide consistent guidance on the office's long-term development. There is at present no direct faculty oversight committee,⁶² though faculty are involved operationally in screening and selection committees for a variety of fellowships, prizes, and study abroad programs. We would not suggest any need for extensive or formal faculty oversight of this office, but would suggest that the Committee on College Life, if reconstituted as suggested on page 70 as a broadly representative faculty body, might periodically review the educational mission and practice of OCS.⁶³

Virtually all of OCS expenses are paid through the College budget; arguably this creates a minor subvention of GSAS from the College operating budget. The cost of services provided alumni/ae should probably continue to be written off against their goodwill, at least until the demands imposed become significantly more burdensome than they now are.

9.3 *The Bureau of Study Counsel*

The Bureau of Study Counsel provides a combination of academic and psychological services to Harvard students. It is best known to most faculty for its counseling of students experiencing difficulties with the learning process itself, and for its program of peer tutoring in academic subjects, especially in the sciences, mathematics, and foreign languages. But it also provides, in a setting that students consider inviting and comforting, personal counselling and brief psychotherapy. In addition, the Bureau offers certain organized activities, such as a noncredit course in study strategies and group discussions on aspects

⁶² There was once a Standing Committee on Graduate and Career Plans; it merged with a Standing Committee on Study Counsel in 1972 to form a Standing Committee on Study Counsel and Career Services. This committee was renamed in 1978 to be the Standing Committee on Advising and Counselling, which still officially exists though no members have been appointed to it recently.

⁶³ We understand that the Visiting Committee for the College was so briefed this year.

of personal development connected with university life. There is no charge to students for most of the Bureau's services, though peer tutoring costs \$8/hour (paid to the tutor) and there is a fee for the Study Strategies Course. The Bureau staff are also available for consultations and presentations to Houses, faculty, academic departments, or student organizations on issues affecting students' activities and wellbeing at Harvard.

The Bureau currently has a staff of about 12 FTEs (including the Director), of whom 9.5 are counsellors and interns. In its counselling services it saw 728 students during the 1993-93 academic year for a total of 3930 hours of counselling. 64% of its counselling clients were undergraduates, 13% were GSAS students, 12% were students from other Harvard graduate schools (mostly the Graduate School of Education and the Kennedy School of Government⁶⁴), and the remaining 11% were other Harvard affiliates. 910 students requested, and 683 students received, peer tutoring.

The Committee pressed the question of whether the division of labor in psychological counselling between the BSC and the Mental Health Services of UHS was effective and efficient. Each office reports its relations with the other as being cooperative and noncompetitive. Moreover each made persuasive presentations that the Bureau's psychological counselling was not redundant with that of UHS. The relaxed, nonthreatening, "homey" setting of the old frame building in which BSC is housed, and the nonmedical status of its staff, seemed to induce certain students to seek help from it who would not go to UHS. Moreover, Bureau counsellors can sometimes see students over a longer period of time than is routinely permitted by the protocols under which UHS must operate. The Committee noted, however, that because of the entirely different situations of the Bureau and the Mental Health Services, there is no effective mechanism for making tradeoffs between their contiguous areas of professional work if it were possible to expand, or necessary to contract, the available staff resources.

On the broader questions of the scope and mandate of BSC functions, we would note that the Bureau is a service organization, not a research institution, though it can and should continue to employ therapists of active intellect engaged as much as possible in the life of the University. While the personal counselling of individual students of college age presents an ever-changing set of opportunities, the Bureau may, at some point, have to focus on a restricted subset of the possible counselling domains, concentrated around issues of direct significance to their academic progress. Like the programs of the Office of Career Services, this matter of focus for the Bureau might receive faculty attention from a reconstituted Committee on College Life.

9.4 The Registrar's Office

The Office of the Registrar maintains academic records for all students in the Faculty of Arts and Sciences, and produces reports of those records for many purposes, from official transcripts of individual enrolled students and alumni/æ, to summaries of grading patterns over several years used in planning academic policies. The Office is also responsible for associated recordkeeping such as registration, study cards, and course enrollment records. The Office collects course and concentration information from departments and committees and produces the course catalog and the Handbook for Students. The Registrar's Office

handles course scheduling, a very complex process since the office controls only 85 classrooms but schedules classes into many others controlled by academic departments. The Registrar's Office is also responsible for administering Midyear and Final Examinations and supervising the Student Disability Resource Center.

Probably no College office has been affected as much by technological change as the Registrar's. It is, in essence, an information-processing operation that interfaces to a great number of human clients, both students and faculty. Networking, digital printing, and other information technologies have made possible new services and new ways of delivering old services. As a small example, it was possible this year for the first time for anyone connected to the network to view a preliminary version of the Courses of Instruction in mid-June; in prior years the only way to get information about course offerings was to phone the relevant department or to view one of a small number of proof copies of the catalog. The Office of the Registrar is therefore naturally driven towards development of new services. On the other hand there is an enormous volume of routine but critical and essential daily business to be carried out, business for which new systems that "almost" or "usually" work cannot be used at all.

The Registrar therefore serves as a technical manager, as a deliverer of repetitive services to a large population of customers, and as a key data resource in academic planning. Many of the important issues confronting the Office involve technology, privacy, and development efforts extending over time frames measured in years. The Registrar interacts regularly with many senior figures in the Faculty of Arts and Sciences: the Deans of Harvard College and of the GSAS; the Dean for Undergraduate Education; department Chairs; the Director of the Core Program; the Associate Dean for Academic Planning. At present the Registrar reports to the Dean of Harvard College, although much of her business is not College business, relating more to academic departments, GSAS, or other units. We suggest that the Registrar might more logically report directly to the Dean of the Faculty, understanding that the Office continues to serve all of the Deans, department Chairs, and Directors just enumerated. We recognize that in this one instance we are adding to, rather than subtracting from, the direct reports of the Dean of the Faculty. But the benefits of assuring closer involvement with a larger number of key figures, while ensuring long-term stability for planning and development, seem to outweigh the disadvantages.

The Registrar's office (including the Disabilities Center) includes 34.7 FTEs (including the Registrar), of whom about 14 are support staff.⁶⁵ There are no obvious inefficiencies within the office, although information technology developments might have eventual consequences for the number of staff or the requirements on those staff. We do note, however, that the Graduate School of Arts and Sciences maintains its own computer system and data-handling personnel, and it is hoped that, as the Registrar's software and hardware systems are modernized over the coming years, it may be possible to eliminate some apparently redundant operations between these offices. To a lesser extent, coordinated information technology development between the Office of the Registrar and the Office of Admissions and Financial Aid may also in the long run eliminate some inefficiencies in the transformation of the records of admitted applicants into the records of enrolled students.

⁶⁴ There is some payment from GSE and KSG for Bureau services.

⁶⁵ This is a reduction of almost 3 FTEs over the past three years.

9.5 The Office of Instructional Research and Evaluation

The Office of Instructional Research and Evaluation (OIRE) gathers, analyzes, and reports data pertinent to many enterprises of the Faculty of Arts and Sciences. For example, it has undertaken projects in recent years to analyze trends in the pool of applicants to the College; to survey graduating seniors on a variety of questions of satisfaction and opinion; to analyze trends in grade point averages; and to analyze the preparation and performance of students in certain courses. OIRE can construct and administer questionnaires, or work from cumulative registration and grading data, obtained from the Registrar's Office but maintained online for five years or more.

OIRE provides services essential for academic planning and for understanding trends in our educational programs. It has a variety of clients: the Dean of FAS, the Dean for Undergraduate Education, the Dean of the Graduate School, and department Chairs, among others. It has 3.33 FTEs and maintains its own computer systems. It is located in Shannon Hall, at a distance from most of the other FAS administrative offices.

There are many studies and analyses that OIRE is able to perform that the Registrar's Office could not perform today, because the Registrar's staff lack either the proper skill sets (for example, in the composition of survey instruments, psychometrics, etc.), or the needed data (direct access to information about College applications and admissions, for example). However, the rationale for bringing some questions to OIRE and others to the Office of the Registrar is not always so clear; nor does there seem to be a strong argument for preserving the historical separation, which arose at a time when the Registrar's Office mainly kept paper records and would rarely have been able to analyze the data they contained. In the long run, it would seem to make sense to consolidate OIRE with the Registrar's operation, to reduce the number of separately managed computer sites, and to make the best use of the analytical skills of OIRE staff. If this is done, however, it is important that none of the capabilities of the office be lost in the process.

9.6 The University Health Services

This is not the place for a detailed review or explanation of the University Health Services, but we do wish to note the important role this service organization plays in the lives of our undergraduates, and the responsibility of the FAS to ensure that UHS decisions concerning services offered to those students are made with due consideration of the needs of this large group of its clients. Of course, the changes going on regionally and nationally in health care management are also a major part of the picture and a part over which we have no control.

The UHS provides medical, dental, and mental health care to some 20,000 students, nearly half of whom are students in FAS. It arranges the health insurance most of them carry, and provides them with both hospital-level and infirmary-level care. It also offers health education programs to the student community and organizes some peer counselling services. In addition to these student services, UHS runs a Health Maintenance Organization, an employee health program, and a retiree health program (almost a third of Stillman Infirmary bed-days are occupied by retired faculty and staff).

The UHS is part of the Central Administration of the University and is overseen by an Advisory Board of about 10 members, meeting twice per year. The Board is chaired by the President; the Dean of Harvard College and the FAS Dean for Administration are

both members. This Board provides one avenue for feedback and accountability, albeit at a very high level and with a slow response time. There is also an annual meeting of administrators of the Faculties concerning the setting of health service fees. UHS also conducts user surveys, reportedly with favorable results, and has a patient advocate on its staff. But with the vast changes in health care delivery affecting even UHS, FAS needs a different — more formal, and more immediate — form of oversight and cost management of student health services. It is interesting to note that of the UHS annual income of more than \$24 million, almost half comes from fees paid by students, at least half of whom are from FAS.

The Committee has some concerns about the nature of service being provided to our undergraduates, who constitute, from the standpoint of medical needs, a unique population among UHS clients: they are mostly resident on campus, and living away from home for the first time in their lives. UHS clearly recognizes these special characteristics, and indeed takes it as part of its mission to teach this group how to access and use the health care system. But this same inexperience makes it essential that response to urgent distress be prompt and positive, and that the College and the Health Services have the same view of the circumstances under which a student can be discharged to feed and care for herself as an outpatient rather than remaining as an inpatient in the Infirmary. Students will, all too often, behave as they believe they are expected to behave; if told that their problems are not urgent, they will ignore them, and if told they are well enough to live in their freshman dormitory room, they will stay there, even if too fatigued to walk across the Yard to the dining hall.

We also urge, in the inevitable cost accounting for the services of UHS professional personnel, that the institutional benefits of their consultations with deans, departments, and faculty be somehow acknowledged and not curtailed. We are extremely fortunate that mental health professionals in particular, well-versed in the general problems of college students and of the structures affecting them at Harvard, are available for phone calls by and presentations to the Athletic Department, the Admissions Office, the Masters and Senior Tutors, Freshman Proctors and Assistant Deans, and other individuals and groups.

Recommendations

- (30) *Efforts made by the Dean of Freshmen to develop tighter bonds with faculty and academic departments are applauded, and further such efforts are encouraged.*
- (31) *The Registrar might more logically report to someone other than the Dean of Harvard College, perhaps directly to the Dean of the Faculty.*
- (32) *The Office of Instructional Research and Evaluation ought in the long run to be consolidated into the Registrar's office, without in any way diminishing the special expertise OIRE alone currently possesses.*
- (33) *The Faculty of Arts and Sciences should have a more formal and more immediate form of oversight and cost management of the University Health Services.*
- (34) *The benefits to the College of consultations with and presentations by UHS staff, especially mental health professionals, should not be underestimated or overlooked in the process of UHS cost management.*

10. Faculty Committees, their Membership and Roles

We return, finally, to the role of the faculty in participating in the life of the College, in setting and implementing its policies, and more generally, in exerting ownership over its activities. We have mentioned the important roles of the Masters, about ten of whom are typically senior FAS faculty. Of course there are Deans, though in our system there have not been many faculty deans with executive responsibilities — only the Dean of the Faculty, the Dean for Undergraduate Education, the Dean of the Graduate School, and the Dean of the Division of Applied Sciences — and those occupying these positions often do so at a sufficiently advanced point in their careers, or for a sufficiently long time, that there are typically less than a dozen former Deans in the active Faculty at any one time. As described on page 13, there are the “Academic Deans,” but for the most part their advisory responsibilities intersect only occasionally with undergraduate affairs, and then only on purely academic matters. There are the Senior Common Rooms, but only a few members are vigorous in their dealings with College affairs. There are the Head Tutors of concentrations, but their concerns are generally restricted to purely curricular affairs, and then only to their own disciplines.

And then there are the Committees of this Faculty.⁶⁶ Several of these have explicit legislative roles; others have defined areas of educational responsibility; some have a great deal of detailed business, some a few items of broad interest that may take years to develop. Some of the major undergraduate offices and programs, for example Athletics, the Office of the Arts, and Admissions, have accompanying Standing Committees that oversee their policies and operations, or help ensure that they function in support of the College’s larger educational objectives (we propose in Appendix A the creation of a corresponding committee for public service activities). Other offices and programs, for example the Bureau of Study Counsel and the Office for Career Services, have no analogous form of faculty oversight. In other cases committees exist but are dormant (for example the Committee on Pedagogical Improvement, which is to guide the Bok Center for Teaching and Learning). It is not obvious to us that certain of these offices and activities need faculty guidance less or more than others.

A large number of committees of the Faculty have responsibility for shaping policies and practice relating to undergraduate affairs, both curricular and noncurricular. Some of these committees appear to be more active than others, and to act with more confidence of their missions; and at the same time we have heard expressions from a number of faculty of confusion about and detachment from the structure of faculty responsibility for undergraduate affairs. So we shall close with a précis of some of the major committees, their membership and approximate domains of responsibility. In doing so we invite the Faculty to express to the Dean their interest in shaping undergraduate affairs by volunteering as members. At the same time we urge that the list be searched for committees with an uncertain sense of their own identities, with the objective of rejuvenating some by giving them new or more specific charges, reconstituting others, and perhaps consolidating or eliminating yet others.

⁶⁶ We refer to the Standing Committees and other long-lived committees such as the Administrative Board, as opposed to *ad hoc* committees like this one, which issue their reports and dissolve.

Before proceeding to this listing, however, we note that several of these committees have student members, and that in a number of cases these student members are chosen in a particular way: by election from specific committees of the representative student government, the Undergraduate Council. Some concerns have been expressed to us that this source of student members of important Faculty committees is too narrow; that in restricting membership on these committees to students who had sought to be elected to the Undergraduate Council, and thence to specific subcommittees of the Council, the Faculty legislation unintentionally produced very unrepresentative student membership. Accordingly we recommend that the membership restrictions imposed by the legislation of May 18, 1982 be rescinded, and that the appropriate Deans be charged with consulting both with the Undergraduate Council and widely in the Faculty, for example with Head Tutors, Masters, Senior Tutors, Assistant Deans, and others as appropriate, to develop a pool of students from which committee members can be appointed by the Dean of the Faculty in consultation with the chairs of these committees. We also note that the Undergraduate Council is now more than ten years old, and that, while its original design was carefully thought out and persuasively argued in the Dowling report,⁶⁷ its structure and function in College affairs should be reviewed in light of actual experience. (In addition to an apparent narrowing of the pool of candidates for the major student-faculty committees, another unexpected consequence of the development of the Undergraduate Council that has been reported to us is a weakening of the roles, and in some cases exclusion from important College business in which they used to participate, of the House Committees.) We therefore recommend that the Dean of the Faculty appoint a student-faculty committee to review the Undergraduate Council and its role in College affairs, and possibly to recommend changes in the constitution of student government.

Committee on Undergraduate Education. This is a subcommittee of the Faculty Council, and deals with a broad range of issues affecting undergraduate education, including, for example, proposals for new concentrations, academic advising, the educational significance of variations in the reading and examination periods and other aspects of the academic calendar. The CUE Guide, a survey of student opinion of undergraduate courses, is published under its editorial policies.

The CUE has five faculty members (chosen from the Faculty Council) and five student members (elected from and by the Student Affairs Committee of the Undergraduate Council) and is chaired by the Dean for Undergraduate Education.

Committee on House Life. This committee consists of five Masters selected by the Masters, and five students, three from the River Houses, one from the Quad, and one freshman from the Yard, chosen by and from the Residential Committee of the Undergraduate Council. It is chaired by the Dean of the College and includes as regular guests the heads or representatives of important administrative units (Food Services, the Housing Office, the Freshman Dean’s Office, for example). In recent years most of the Masters on this committee have been Co- or Associate Masters. As a constitutional committee of the

⁶⁷ *Report on College Governance*, submitted to the Dean of Harvard College by the Committee to Review College Governance, March 1981.

Faculty it is anomalous, since neither the Dean of the Faculty nor the President has a say in determining any of its members.

We suggest that this committee might better be viewed in the future as a subcommittee of the Council of Masters and appointed by the Dean of the Faculty on the advice of the Dean of Harvard College, the Masters, and (in the case of the student members) the Senior Tutors and other advisers.

Committee on College Life. By the legislation of May 18, 1982, this committee was to consist of five student members elected by and from the Student Service Committee of the Undergraduate Council and four faculty members appointed by the Dean of the Faculty in consultation with the Faculty Council and Masters, with the Dean of the College or the Dean of Students serving as Chair. It was suggested that one of the faculty members of the committee be a Master, and that the others would be "individuals such as the Director of the University Health Services . . . as well as regular faculty members." Actual practice has varied from this in recent years; in 1993-94 the Dean of the College was the Chair, and the Director of UHS was a member, but the other nonstudent members were two Co-Masters who were not faculty members, the Dean of Students, and an Allston Burr Senior Tutor who was not a teaching member of the faculty. There was, moreover, a significant overlap in membership between this Committee and the Committee on House Life, and the two Committees often met in joint session.

In light of the fact that many aspects of the College's educational mission are neither issues of House life nor academic issues in the narrow sense, it seems appropriate to restore this committee to its original legislated intent and to separate it from the Committee on House Life. Indeed, some of the matters of broadest significance, affecting nearly every student, ought to be in the province of this committee, even though they may also affect the residential system or areas in which other committees have an interest. Moreover, in light of the perception by some faculty members of a distance separating the teaching faculty from the non-curricular aspects of the life of the College, we recommend to the Dean of FAS that the nonstudent members of this committee be predominantly teaching faculty in the future, and to the faculty that those concerned about or interested in the life of the College make themselves available for service on this committee.

Core Committees. The Standing Committee on the Core Curriculum, and each of its subcommittees such as that on the Quantitative Reasoning Requirement, consist of tenured faculty but have two student members from the Undergraduate Council, generally from its Academics Committee.

Administrative Board of Harvard and Radcliffe Colleges. We have already discussed the composition of this committee at some length (page 8). We simply reiterate here the importance of representation on this committee by "at large" members of the regular teaching faculty, in order to maintain channels of information between the instructors of our courses and the Board's practices, especially in areas of academic malfeasance such as plagiarism.

Committee on Nondepartmental Instruction. This committee approves credit courses not falling under the domain of any academic department or committee: House seminars, Freshman seminars, and General Education offerings. It also formulates general policies

as to the standards such course offerings must meet. It is chaired by the Dean for Undergraduate Education and, as a matter of regular practice, has a Master as a member.

Faculty Committee on Athletic Sports. This committee sets (and makes exceptions to) policies concerning both intercollegiate and intramural athletic programs; it also reviews important aspects of those programs, and its members sometimes serve on search committees for coaching positions. It consists of 15 faculty and administrators (about half and half), and five students: a representative selected by the Undergraduate Council, a female and a male intercollegiate athlete, an undergraduate team manager, and an undergraduate House athletic director. It is chaired by a faculty member with the Director of Athletics serving *ex officio* as a member.

A major cost center charged with running programs subject to unique interuniversity agreements, external regulatory pressures, and legal constraints, the Department of Athletics reports directly to the Dean of the Faculty through the Dean for Administration. However, in practice the Dean of Harvard College has long had a close connection to both policy and operational aspects of the athletic program, and has been a member of the faculty standing committee. We note the importance of maintaining this close linkage in the future in the best interests of our students, to ensure that the program continues to serve its educational purposes. Though the connection is an important one there is no simple structural formula to be proposed; it would make sense, however, for the membership of the Dean of Harvard College on the Athletic Committee to be *ex officio* and permanent.

Educational Policy Committee. This committee was established in early 1992, to consider broad policy and resource issues affecting undergraduate education, and to provide something of the same oversight of departmental course and concentration offerings that the Core committee provides for the Core program. For example, it has considered changes in departmental curricula, grade inflation, and opportunities for small group instruction. This year it issued a discussion paper on undergraduate concentrations. It is chaired by the Dean of the Faculty, with the Dean for Undergraduate Education serving as Vice-Chair and in practice setting most of the agenda, and having as members nine tenured faculty (three each from the humanities, social sciences, and natural sciences), and selected senior administrators, including the Dean of Harvard College, as participating guests.

Committee on Admissions and Financial Aid. This committee has official responsibility for admitting students to Harvard College. It meets in full committee to discuss a small number of unusual cases and to monitor trends in characteristics of the applicant pool and the group of admitted students, but most of its work is done in subcommittee and in the evaluation of individual applicants. It is chaired by the Dean of Admissions and Financial Aid, and of its 32 members in 1993-94 somewhat more than half were teaching faculty. Both the Dean of Harvard College and the Dean of Students are members of this committee.

Committee on Advising and Counselling. As noted earlier, this committee is dormant. It is supposed to have both student and faculty members. A very large number of the individuals who met with our Committee or its Co-Chairs raised advising as a complex matter for which responsibility is distributed between the Head Tutors and other faculty of the concentrations, the Senior Tutors and resident tutors of the Houses, the Board of Freshman Advisors, the Dean of Harvard College, the Dean of Freshmen, and the Dean for

Undergraduate Education. Given the level of concern about the subject, there ought to be a large number of volunteers for membership if this Committee were awakened and given a specific charge. Two particular areas where changes in advising are contemplated or underway are the better integration of academic departments and their faculty into the process of advising freshmen, and the more effective use of House tutors for nonconcentration advising; this committee might well be used to help formulate and evaluate such plans, and to be a conduit of information about such initiatives to the faculty at large. Alternatively, these functions could be among those assigned to the Committee on College Life.

Council on the Arts. This committee oversees artistic practice and performance outside the formal academic curriculum. It works closely with the Office for the Arts, whose Director is a member of the Committee. The chair and more than half of the other members of the committee are faculty. It might well assume a greater role in ensuring a rational distribution of responsibility and oversight if the changes suggested on page 35 concerning extracurricular music and dramatic programs were implemented.

Committee on Dramatics. This committee's dominant responsibility is for setting and monitoring policies for the Loeb Drama Center and for recommendation of academic appointments and credit courses in dramatic arts. It also has a broader if vaguer mandate "to encourage University-wide enterprise and activity, as well as to suggest and consider policy and new projects." It presently deals with budgetary matters only through the Director of the Loeb Drama Center, who is a member of the Committee, but it seems logical that since FAS funds go to support both the Loeb productions and, to a much lesser extent, other undergraduate theatre (House drama in particular), this committee might be asked to consider questions of balance and priority of support for theatrical enterprises, and allocation of limited FAS financial resources among them.

Recommendations

- (35) Attention should be given to the question of whether offices of the Faculty serving important educational functions, such as the Bureau of Study Counsel and the Bok Center for Teaching and Learning, receive the proper form of faculty oversight.
- (36) Constitutional faculty committees that are inactive or do not have well-defined functions should be rejuvenated, consolidated, or eliminated.
- (37) The legislation of May 18, 1982, which provides that student members of certain student-faculty committees must be selected in particular ways through the Undergraduate Council, should be rescinded, with the objective of broadening the pool of potential student members of these committees.
- (38) The structure and function of the Undergraduate Council in College affairs should be reviewed by a student-faculty committee.
- (39) The Committee on House Life should be viewed in the future as a subcommittee of the Council of Masters, augmented by student members.
- (40) The nonstudent members of the Committee on College Life should be predominantly teaching faculty.
- (41) On matters of broad educational significance, concerning either the Houses or other College institutions, the Dean of Harvard College should consult Faculty committees such as the Committee on College Life before setting policies.

Appendix A. Report on the Administration of Public Service Programs

The Subcommittee on Public Service Administration, consisting of Harry Lewis, Nancy Maull, Peter Gomes, Theda Skocpol, and Daniel Steiner, met over a period of several months in 1993-1994, and had individual meetings with about a dozen people. The Subcommittee also attended a meeting of the PBH Association Committee, and reviewed a number of letters and other documents relating to Public Service at Harvard, including the 1993 report of the Shattuck-Hiatt Review Committee appointed by the President. Our review focused on the location and administration of public service activities in relation to undergraduate programs within the Faculty of Arts and Sciences, and did not attempt to review either the quality of the programs themselves, or the relation of these activities to programs underway in other Faculties. Although we reviewed the sources of financing for public service ventures in Harvard College, we did not attempt to assess the adequacy of financial support for student-led public service ventures.

In summary, we have two major recommendations. First, we suggest that the Dean of the Faculty of Arts and Sciences appoint a Standing Committee on Public Service which would have oversight of the public service and volunteer programs authorized by and supported by the Faculty of Arts and Sciences, and like certain other standing committees, include students among its membership. Second, we propose that a new administrative position be created with the title "Assistant Dean of Harvard College for Public Service and Director of Phillips Brooks House." The Assistant Dean/Director, reporting directly to the Dean of Harvard College, should have administrative responsibility for the College's public service and volunteer programs. Working closely with the Dean of Harvard College and the Standing Committee on Public Service, the Assistant Dean/Director would be responsible for the allocation of all College and University resources and personnel associated with the public service and volunteer programs of the College.

Presently Harvard College has fragmented dual administrative structures that support and supervise public service programs. The two major pieces are the Phillips Brooks House and the Office of Public Service Programs. As of today, the Phillips Brooks House staff are 12 individuals, and 11.3 FTEs;⁶⁸ 48% of their salaries are paid by FAS unrestricted funds, 28% by FAS restricted endowments, 12% by presidential funds, and 12% by an annual gift to the Stride Rite Program.⁶⁹ The PBH staff work side by side with the independently incorporated Phillips Brooks House Association, all of whose members and officers are Harvard undergraduates.

Formally separate from PBH and PBHA, the Office of Public Service Programs includes 1.6 FTEs paid by FAS unrestricted funds,⁷⁰ and supervises the coordinators of the House and Neighborhood Development (HAND) programs in the Houses and the First-Year

⁶⁸ This total represents an increase of 4.8 FTEs, or about 74%, above the 6.5 FTE level of 1991, and an increase of 2.8 FTEs, or about 33%, in the past year.

⁶⁹ We have learned from the President that the ongoing Campaign will seek endowments to support these public service staff positions; we understand that these endowments, if successfully raised, would ensure that public service staffing at approximately the current levels could be secured for the future.

⁷⁰ This constitutes a reduction of 0.4 FTE from the staffing level of 1992.

Community Service Programs (FCSP), as well as coordinators of many other independent student public service programs such as CityStep. The Office of Public Service Programs also works in support of PBHA activities. The Executive Director of PBH and the Director of Public Service Programs both report to the Dean of Harvard College. The student leaders of PBHA and other, independent, student public service activities have, like the directors of other undergraduate organizations, responsibilities to the Dean of Students. PBHA has an advisory committee called the Phillips Brooks House Association Committee, consisting of 26 individuals, predominantly alumni and alumnae. The Association Committee is not part of the University structure and its members are appointed by the chair of the Committee. There is no active faculty committee connected with public service activities, though three professors and the Dean of Harvard College are members of the PBH Association Committee.⁷¹ The Phillips Brooks House building is formally "owned" by the President and Fellows, who have delegated to the Dean of the Faculty of Arts and Sciences responsibility for determining the appropriate use of the building.

Our committee was impressed by the range and variety of programs that have developed under these structures, making Harvard's involvement in public service a source of local pride and national recognition. Testimony to this effect has come from many directions and without contradiction. It has also been represented from several directions that the structures supporting these programs often do not work to provide the best effect, either for our students or for the ultimate beneficiaries, given the considerable sums of money Harvard is investing. Our proposals aim to ensure a more effective and better managed institutional commitment to activities of enormous importance to our undergraduates and significance to the community in which Harvard lives.

Reasons for proposing changes to existing structure have been presented to us by many different individuals. First, public service programs have grown very rapidly in the past few years, and are now very numerous and of great importance to many of our undergraduates.⁷² But the sources of support, advice, and oversight vary greatly depending on the organization that happens to be sponsoring the program — PBHA, HAND, FPSP, or an independent group. Second, the dual structure — PBH and Office of Public Service Programs — creates confusions of communication and responsibility. Third, the nature of public service programming has changed considerably over recent years; not only have the numbers of programs and students increased, but the level of students' involvement in many programs has intensified. Moreover, with the greater complexity of the programs, dealing with ever more serious social problems, comes increased concern over issues of safety,

⁷¹ From time to time there has been a PBH faculty advisory committee (not a Standing Committee), consisting of faculty and administrators, and having uncertain authority.

⁷² These numbers may serve as measures of growth of just the PBH component of public service programs: PBHA volunteers are estimated at 1000 students in 1989 and 1500 in 1992, according to the Fall 1989 and Spring 1992 issues of *Connections*, a publication of the Office of Public Service Programs; the number was reported as 1700 in a March 1994 meeting of the Association Committee attended by the subcommittee. The number of PBHA programs was reported at that meeting to be nearly 80, including 13 intensive summer programs, for which over \$750,000 is raised in cash and in-kind contributions and which are widely described as placing severe demands on the PBH infrastructure.

liability, responsibility for other peoples' children, and the like. Some of these concerns have been partly addressed by recent changes, but not all such questions of responsibility and liability have been resolved: indeed, they are so important as to require continuing review and oversight. Fourth, representatives of the faculty have had little voice in setting directions or priorities among public service activities. Over the past twenty-five years there has not been any collegial body effectively and consistently involved in considering the educational role of public service for our undergraduates. Faculty representatives have not consistently considered the place of public service activities in the curriculum as a whole; nor have they had a voice in the allocation of FAS resources. Finally, mechanisms are required for assuring that all programs that proceed under Harvard sponsorship do so with appropriate faculty and administrative oversight.

We have therefore proposed some changes in organizational structure in order to ensure that the needed staff support and expertise will be available to all public service programs sponsored by the Faculty of Arts and Sciences. First, we propose a Standing Committee on Public Service which, like other standing committees, would consist of members of the Faculty; like many constitutional faculty committees, for example the Committees on College Life and on Athletics, it would also have student members. This committee should be a small and active one, as it will be the ultimate source of authorization for new programs, discussions with the Dean of the Faculty of Arts and Sciences about appropriate and necessary resource commitments, and the like. On issues relating to public service activities of FAS students, including connections to PBHA, Inc., we recommend that the President delegate ultimate judgment on appropriate levels of activity and educational objectives to the Dean of the Faculty of Arts and Sciences and this Standing Committee and that the President channel all appropriate University funds through the Faculty of Arts and Sciences. (The PBH Association Committee is, of course, not an FAS Committee, and is associated with an organization that is an independent incorporated body, so it would not be appropriate for us to imagine whether changes might take place in it.)

We also believe that there should be a single person with clear administrative responsibility for all FAS public service support programs. In our interviews and investigations we discovered this to be a consistent recommendation for reform; the current dual structure is viewed as inefficient and confusing. Its rationale is now merely historical and should not be sustained.

The title of the new director should reflect the combined responsibilities for all public service programs in the College and we propose the joint title: Assistant Dean of Harvard College for Public Service and Director of the Phillips Brooks House. This individual would report to, and work closely with, the Dean of Harvard College. The duties of this individual would be to develop, and provide support for, all public service activities sponsored by the Faculty of Arts and Sciences, including both PBHA programs and independent programs; to approve only those programs that can be effectively and responsibly supported; and to help teach our students the skills needed to manage and execute public service programs. It is envisioned that the Assistant Dean/Director would be supported by professional program directors, and an administrative staff (including fund-raising support) whose jobs would be defined by their College-wide roles, not by whether the programs they were supporting happened to be PBHA programs or others. This Assistant Dean/Director would work

closely with a newly created Standing Committee of the Faculty of Arts and Sciences on Public Service, which would help to set priorities, consider curricular connections, and deal with issues both of development and of the proper scale and cost of programs. While all student organizations would continue to need recognition from the office of the Dean of Students, all University moneys for College public service activities would be integrated into a single fund, administered by the office of the Assistant Dean for Public Service.

The reorganizations we propose are designed both to capitalize upon the enormous energy and initiative of the students associated with PBHA, Inc., and to ensure that proper oversight and support is also given to public service programs that operate independently of PBHA, Inc. Because PBHA, Inc. depends so heavily on FAS support of its programs, especially in the form of the professional staff of the Phillips Brooks House, it is most important that there be full coordination between PBHA and the FAS, so that PBHA can, after careful planning, have a clear understanding of the level of support it can expect for its programs over the long run. By these arrangements, PBHA continues free and independent, as an incorporated entity with its own advisory board, officers, resources, and programs.

After new arrangements inside the Faculty of Arts and Sciences are put into place, we believe that there should be written understandings developed between the Assistant Dean and PBHA on financing, fund-raising, staff support, safety, external regulatory constraints, as well as procedures for regular review for supported programs. Analogous understandings should be developed between the Assistant Dean for Public Service and other annually repeated public service programs in the College. In this way, proper staffing levels for all programs can be established before programmatic commitments are made, and the misunderstandings and confusions that have occurred in the past can be avoided. We should never undertake new programs for which there is inadequate staff support. This moral and legal concern for the program participants may actually limit the growth of new programs at times: but it also clearly requires serious annual reviews for existing ones. By the same measure, these new arrangements are not intended to impose an umbrella authority over all public service activities for college students. A number of programs, for example, Radcliffe's Education for Action program, and numerous student organizations that do not require FAS resources or FAS staff expertise, will continue to develop and flourish outside the structure we have recommended.

We further believe that the new administration for public service should be physically housed in Phillips Brooks House.

These proposals, we should again emphasize, are intended to build on present good circumstances, on the success of student programs and on the College's clear commitment to their success.

Recommendations

- (42) *A Standing Committee on Public Service should be appointed, to have oversight of all public service and volunteer programs authorized and supported by the Faculty of Arts and Sciences. The committee should have both faculty and student members.*
- (43) *A new position of "Assistant Dean of Harvard College for Public Service and Director of the Phillips Brooks House" should be created. This Assistant Dean/Director should report to the Dean of Harvard College as a member of the Dean's senior staff*

with special administrative responsibility for the College's public service and volunteer programs.

- (44) *The President should delegate to the Standing Committee on Public Service ultimate judgment on levels of activity and educational objectives of public service programs. The President should also channel all appropriate University funds through the Faculty of Arts and Sciences.*
- (45) *The new administration for public service should be physically housed in the Phillips Brooks House.*

Appendix B. Allston Burr Senior Tutorships

"These are half-time positions in academic administration, held in conjunction with another half-time compensated appointment in the University. Persons holding a teaching appointment in the Faculty of Arts and Sciences are strongly preferred. The Allston Burr Senior Tutor's primary responsibility is fostering the academic progress and personal welfare of the undergraduates in one of the 13 Harvard-Radcliffe Houses (approximately 400 students). The Allston Burr Senior Tutor works closely with the Master(s) and the staff of the House. Normally resident in the House, he or she personally advises students on a wide range of issues and concerns, both academic and non-academic. The Senior Tutor, a member of the Administrative Board of Harvard and Radcliffe Colleges, shares responsibility for many of the House's activities, including preparing letters of recommendation requested by students in the House. The fundamental requirements of the position include a demonstrated ability to advise and counsel college students, a knowledge of the academic opportunities and support services available to undergraduates, and a competence at academic administration. The Allston Burr Senior Tutor is an assistant to the Dean of Harvard College and a member of the staff of a particular House. The term of appointment is ordinarily from three to five years. The salary for this half-time position is based on the salary scale for the Associate Professors in the Faculty of Arts and Sciences (or at the rate of the individual's other appointment should that rate be higher); there are in addition limited opportunities for supplementary summer employment."

- from the published advertisement for Senior Tutorships

Appendix C. Meetings of the Committee

The full Committee met on the following dates with the following individuals:

Date	Guests
November 5, 1993	L. Fred Jewett, Dean of Harvard College
November 18, 1993	Lawrence Buell, Dean for Undergraduate Education Jeffrey Wolcowitz, Assistant Dean for Undergraduate Education John B. Fox, Jr., formerly Dean of Harvard College
November 24, 1993	L. Fred Jewett David Pilbeam, formerly Dean for Undergraduate Education
December 2, 1993	David Rosenthal, Director of University Health Services Charles Ducey, Director of the Office of Career Services
December 7, 1993	Elizabeth Nathans, Dean of Freshmen David Pilbeam
December 16, 1993	Georgene Herschbach, Registrar of FAS Jeffrey Wolcowitz, Assistant Dean for Undergraduate Education
December 22, 1993	Randolph Catlin, MD, Head of Mental Health Service Thomas Dingman, Associate Dean of Harvard College
January 6, 1994	Garth McCavana, Director of Advanced Standing Martha Leape, Director of the Office of Career Services
January 13, 1994	Archie Epps, Dean of Students
January 20, 1994	Martha Gefer, Associate Dean of Harvard College
January 27, 1994	L. Fred Jewett
February 9, 1994	
March 4, 1994	
March 16, 1994	Richard Light, Professor of Education
April 8, 1994	
May 6, 1994	
June 3, 1994	

The Public Service Subcommittee, consisting of Nancy Maull, Harry Lewis, Peter J. Gomes, Theda Skocpol, and Daniel Steiner, held meetings on the following dates:

Date	Guests
March 10, 1994	Greg Johnson, Director of the Phillips Brooks House
April 12, 1994	Gail Epstein, Director of the Office of Public Service Programs
April 26, 1994	John King'95, Chair of the Phillips Brooks House Association Jennifer Goldberg'94, past Chair of PBHA
May 12, 1994	

In addition, one or both of the Co-Chairs of this Committee received the advice of the following individuals: Robert Kiely, Master of Adams House; William H. and Mary Lee Bossert, Masters of Lowell House; Linda Wilson, President of Radcliffe College; Margaret Marshall and Robert Donin, University Counsels; William R. Fitzsimmons, Dean of Admissions and Financial Aid for Harvard and Radcliffe Colleges, and Marlyn McGrath Lewis, Director of Admissions for Harvard and Radcliffe Colleges; Michael Shinagel, Master of Quincy House; Stephen Mitchell and Kristine Forsgard, Masters of Eliot House;

Donald and Kathy Pfister, Masters of Kirkland House; Karel and Hetty Liem, Masters of Dunster House; Paul Hanson, Master of Dudley House; James and Martha Davis, Masters of Winthrop House; John and Judith Dowling, Masters of Leverett House; Jurij and Emanuela Striedter, Masters of Cabot House; Sandra Naddaff and Leigh Hanfrey, Masters of Mather House; Anne Peretz, Head of the PBH Advisory Board; Reinhold Brinkmann, Chair of the Department of Music; Dean K. Whitla, Director of the Office of Instructional Research and Evaluation; Edward T. Wilcox, formerly Assistant Dean of the Faculty of Arts and Sciences; Woody and Hanna Hastings, Masters of North House; William and Barbara Graham, Masters of Currier House; Rory Browne, Senior Tutor, Quincy House, and Coordinator of Transfer Students; Richard Brodhead, Dean of Yale College; Joseph Gordon, Associate Dean of Yale College and Dean of Undergraduate Studies; John Meeske, Registrar of Yale College; Mark Ryan, Dean of Jonathon Edwards College, Yale College; Charles Long, Deputy Provost of Yale University; President Neil Rudenstine; Dean Jeremy Knowles; the Allston Burr Senior Tutors as a group; Frank Duehay, Cambridge City Counsellor and PBH Advisory Board member; Paul Bittenwieser. We thank all these, and many others who offered us counsel by letter or telephone.

(Corrected September 26, 1994)

Recapitulation of Recommendations

- (1) The multiple meanings of the term "tutor" are confusing and should be resolved, perhaps by calling the Allston Burr Senior Tutors "Assistant Deans" and the Head Tutors of concentrations "Directors of Undergraduate Studies."
- (2) Whatever proposal is adopted for the position of the Dean of Harvard College, the responsibilities and specific functions of the Dean for Undergraduate Education should also be reconsidered and articulated to the faculty.
- (3) Whatever proposal is adopted for the position of the Dean of Harvard College, it should be understood clearly that those who have accepted positions in support of the administration of the College, including both the Masters and the Senior Tutors, are responsible in those roles to the Dean of Harvard College.
- (4) All administrative officers and staff — for example, deans, associate and assistant deans, Masters, Allston Burr Senior Tutors, and Masters' Assistants — should be subject to serious periodic reviews, both to encourage communication about the scopes of their jobs, and to anticipate problems before they become difficult.
- (5) The Dean of the Faculty is encouraged to recognize the various benefits of having professors serve, even part-time and briefly, in the administration of the Faculty.
- (6) While recognizing the important reasons for vesting special responsibilities in designated experts on matters of race and gender, we endorse the view that these issues are the collective responsibility of all members of the university.
- (7) The Dean of Harvard College (under any of the models) should have a small senior staff with broad areas of responsibility, to whom many day-to-day developments could be delegated.
- (8) The College should continue to require student organizations to meet minimum requirements for recognition. In addition, the College should, to the extent possible, train and advise student organizations in areas that will result in the maximum benefit to the College community as a whole.
- (9) As with other extracurricular activities, faculty should be involved in setting priorities for the College's musical and artistic programs insofar as Harvard funds support them.
- (10) Direct supervision of professional staff in music and the arts should, if possible, be done through academic departments or the Office for the Arts rather than through the office of the Dean of Harvard College.
- (11) The Dean of Harvard College (under any of the models) should be tied closely to academic areas of primary faculty concern.
- (12) Consideration should be given to a dual reporting line for the College financial officer — to the Associate Dean for Finance of the FAS as well as to the Dean of Harvard College.
- (13) The current system of assignment of students to Houses should be replaced by one based on random assignment of roommate groups at the end of freshman year, with controls on gender ratios enforced as at present.
- (14) The Council of Masters should be constituted as a committee consisting of one Master from each House plus the Dean of the Faculty, the Dean of Harvard College, the Dean of Freshmen, and perhaps the Dean for Undergraduate Education. The Dean of the Faculty would be the official chair but would preside only rarely in practice; ordinarily

the Dean of Harvard College, as vice-Chair, would preside.

- (15) A job description for Masters should be developed, which can serve as the basis for their appointment and review.
- (16) A Handbook for Masters would be of help to newly appointed Masters and should be completed.
- (17) The matters of compensation and reimbursement of expenses of Masters deserves further attention.
- (18) The Dean of Harvard College and the Council of Masters should develop a set of general policies on the use of space in the Houses in support of the College's educational purposes.
- (19) Patterns of appointment and responsibilities for Allston Burr Senior Tutors should be the subject of creative thought, with the general objective of bringing more experienced academics into these positions. If possible, funds should be raised to endow Senior Tutorships in full, so that the current requirement of a pre-existing Harvard half-time appointment can be relaxed.
- (20) Both new Masters and new Senior Tutors should receive orientations to their jobs.
- (21) Each House should be viewed as having one administrative office, not two. The staff should work with the Masters and the Senior Tutor as a team, and should provide backup for each other. Reporting relations within each House should be made clear, and all members are ultimately accountable to the Dean of Harvard College.
- (22) House offices, like other administrative offices of the Faculty, should follow conventional practices in operating hours, answering of telephones, and the like. Each House should study its office space and infrastructure needs for most harmonious and efficient operation.
- (23) The administrative staff of the Houses, including both the exempt and the nonexempt staff members, should direct students needing personal counselling to trained advisers, such as tutors and Masters.
- (24) A more clearly articulated set of expectations for resident tutors should be developed, and the College should continue to develop a training program for resident tutors.
- (25) Senior Tutors should have a role in the appointment of House tutors, so that the Senior Tutor can confidently delegate certain responsibilities to them.
- (26) The objective and process of producing House letters of recommendation should be considered by the Houses in cooperation with the Office of Career Services, with the aim of ensuring that the logistics are in each House effectively organized and that the results are as beneficial as possible.
- (27) Ways of further streamlining the operation of the Administrative Board should be considered, perhaps by reducing its size or further subdividing its workload.
- (28) Service on the Administrative Board by teaching faculty should be encouraged.
- (29) The advantages and disadvantages of continuing the Student-Faculty Judicial Board should be reviewed, and alternative processes should be considered for handling the business it might receive at some future date.
- (30) Efforts made by the Dean of Freshmen to develop tighter bonds with faculty and academic departments are applauded, and further such efforts are encouraged.

- (31) The Registrar might more logically report to someone other than the Dean of Harvard College, perhaps directly to the Dean of the Faculty.
- (32) The Office of Instructional Research and Evaluation ought in the long run to be consolidated into the Registrar's office, without in any way diminishing the special expertise OIRE alone currently possesses.
- (33) The Faculty of Arts and Sciences should have a more formal and more immediate form of oversight and cost management of the University Health Services.
- (34) The benefits to the College of consultations with and presentations by UHS staff, especially mental health professionals, should not be underestimated or overlooked in the process of UHS cost management.
- (35) Attention should be given to the question of whether offices of the Faculty serving important educational functions, such as the Bureau of Study Counsel and the Bok Center for Teaching and Learning, receive the proper form of faculty oversight.
- (36) Constitutional faculty committees that are inactive or do not have well-defined functions should be rejuvenated, consolidated, or eliminated.
- (37) The legislation of May 18, 1982, which provides that student members of certain student-faculty committees must be selected in particular ways through the Undergraduate Council, should be rescinded, with the objective of broadening the pool of potential student members of these committees.
- (38) The structure and function of the Undergraduate Council in College affairs should be reviewed by a student-faculty committee.
- (39) The Committee on House Life should be viewed in the future as a subcommittee of the Council of Masters, augmented by student members.
- (40) The nonstudent members of the Committee on College Life should be predominantly teaching faculty.
- (41) On matters of broad educational significance, concerning either the Houses or other College institutions, the Dean of Harvard College should consult Faculty committees such as the Committee on College Life before setting policies.
- (42) A Standing Committee on Public Service should be appointed, to have oversight of all public service and volunteer programs authorized and supported by the Faculty of Arts and Sciences. The committee should have both faculty and student members.
- (43) A new position of "Assistant Dean of Harvard College for Public Service and Director of the Phillips Brooks House" should be created. This Assistant Dean/Director should report to the Dean of Harvard College as a member of the Dean's senior staff with special administrative responsibility for the College's public service and volunteer programs.
- (44) The President should delegate to the Standing Committee on Public Service ultimate judgment on levels of activity and educational objectives of public service programs. The President should also channel all appropriate University funds through the Faculty of Arts and Sciences.
- (45) The new administration for public service should be physically housed in the Phillips Brooks House.

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