

Attachment A: Draft, 4/12/2013

I. THE ACADEMIC ENDOWMENT

Enriching Minds in a Changing Landscape

Working together in laboratories, classrooms, and libraries, generations of Haverford students and faculty have discovered the rewards of intellectual engagement with the human and natural world. But the students and faculty of Haverford do not simply aspire to *know more*. We strive for *a better kind of learning* (as College's Latin motto announces) through a self-critical and analytical process that permeates the curriculum. This better kind of learning encompasses a range of activities and capacities, including:

- The capacity to analyze, defend, and produce original ideas;
- Mastery of the key methods and concepts in a field of study, complemented by a breadth of learning that places those methods and concepts in context;
- A critical stance with respect to received wisdom of a given field of inquiry, or to habits of mind and behavior that often go unquestioned;
- The ability to clearly communicate in a variety of venues;
- The perspective to understand and question areas of difference, and define one's own positions vis-à-vis various forms of history, politics, and knowledge, applying the Quaker principles of egalitarianism and social justice within and beyond the classroom.

We stress the benefits of an educational philosophy committed to the enrichment of the individual's capacity for original thought, the profound rewards of a lifetime of learning, and the public good that comes from a citizenry alert to the depth and breadth of the human experience. We imbue students with critical and flexible habits of mind that prepare them for success in a changing world.

Such work depends on close connections between students and a faculty engaged in innovative scholarship. Indeed, our tight-knit community — amongst the smallest of our peer institutions — encourages close collaborative relationships between teacher-scholars and students, culminating in an intensive capstone experience. As leaders in their fields of research and creativity, Haverford's faculty are dedicated to the acquisition, production, and communication of knowledge. This commitment to discovery models for students the generative life of rigorous study and shapes the faculty's mission of preparing students to realize their own potential for sustained and original work. Haverford's scholar-teachers transmit the excitement of learning to students by making visible and accessible the process of their own intellectual explorations, forging the College into a community of passionate inquiry.

Shaped by its Quaker heritage and academic Honor Code, our culture is guided by an ethos of shared responsibility both for intellectual tradition and for the social world in which that tradition figures. Our small size is also complemented by our connections to nearby institutions, giving our students and faculty access to resources unusually rich for our intimate scale. Haverford's consortial relationships with Bryn Mawr and Swarthmore Colleges enhance our human and institutional assets, from our shared

library system to collaborative curricular initiatives across the disciplines. Our relationship with the nearby University of Pennsylvania similarly affords our students and faculty unique curricular and research opportunities. Further, our students and faculty enjoy close proximity to Philadelphia (and New York or Washington, D.C.), a geographic advantage offering extraordinary intellectual and cultural resources.

Some Recent Developments

Over the course of the last several years Haverford has fostered a number of forward-looking frameworks which give us additional advantage to meet the challenges outlined above. Our Centers (the **Koshland Integrated Science Center**, the **Hurford Center for the Arts and Humanities**, and the **Center for Peace and Global Citizenship**) bring together students and faculty across disciplines around shared interests or pressing problems. The Centers support seminars, grant-funded research initiatives, and public forums for the discussion of novel modes of inquiry. As such, they highlight the many ways in which the disciplines connect, formalizing an aspect of cross-disciplinary engagement that has always been the mark of our liberal arts curriculum.

In addition to the Centers, the Faculty has recently approved new pathways through the curriculum, offering students expanded opportunities to attain formally recognized expertise. Among these we now count concentrations in **Neuroscience** and **Peace, Justice, and Human Rights**, as well as the interdisciplinary minor in **Environmental Studies**. These constructs offer new models of collaborative curricular innovation across the Tri-Co and across the disciplines. As this document further develops and explains below, there is good reason to think we could mount still other such programs in the near future—provided that the resources can be found to sustain them.

More recently, we have taken steps to strengthen our academic support centers for all students. Our **Writing Center** and the new **Office of Academic Resources (OAR)** lend support to students in courses across the curriculum, giving weight and visibility to the craft of writing, public speaking, and many other specialized skills. Alongside the **Library**, with its continued cultivation of expertise in information and digital instruction, these programs focus on the specific academic needs of each student, meeting students where they are, thus preparing them to thrive in the academic community, maximize the curricular opportunities available to them, and engage in the capstone research experience. From their new home in Stokes, the OAR and Writing Center are rapidly transforming how students work with peers, with faculty, and with specialist staff to aspire to a “better kind of learning.”

Each of these programs (the Centers, the new curricular pathways, and our invigorated support services) has brought faculty and students together in the pursuit of new ideas and new modes of inquiry. Meanwhile, beyond the gates, digital technologies are rapidly changing higher education, just as they are changing how people interact in almost every aspect of their lives. Advocates of distance learning and massive online courses promise to disrupt the traditional college classroom experience, offering open access to learning for students around the globe (and here at home) who might otherwise be unable to come to a residential campus.

Haverford’s faculty and administration recognize the power of these forces, even as we remain deeply committed to the traditional liberal arts experience. Digital technologies afford us new ways of collaborating, and new ways of knowing, but they are resources to be deployed carefully and thoughtfully. They oblige us to reflect critically on how the digital domain (in visual media, or in the oceans of data now accessible in a few clicks or taps) shapes our understanding of the world, and the questions we can ask about it. They also provide us with novel ways of interacting, and of knowing, challenging us to develop new literacies in our students.

Next Steps

At its core, the following set of plans seeks to secure our pedagogical model of a *better kind of learning* by developing our curricular endowment, and above all by fortifying new pathways through and among the disciplines. We have already begun some of this work. But Haverford's ability to realize the promise of these initiatives (while preserving our traditions of excellence in scholarship and teaching) will depend on the creative use of new resources: to create new tenure-line appointments, to appoint new specialized support staff, to renovate crucial facilities, and to update our libraries and information technology capacities. Such investments also make a strong commitment to our students as those who bear the promise of our common future. Our plan, in brief, offers ideas on how to enrich the curriculum, invigorate the disciplines, support existing and emerging interdisciplinary programs, and create the physical and intellectual spaces that will keep Haverford at the vanguard of the liberal arts tradition.

A. The Curricular Plan

We propose a double-pronged approach to fashioning a contemporary liberal-arts enterprise for Haverford:

- a strengthened core of **discipline-based curricula** leading to undergraduate student scholarship of unusual depth and sophistication; and
- strategically developed constellations of **interdisciplinary programs** providing students breadth of learning that connects disciplinary methods and knowledge.

Why disciplinarity? Haverford's curriculum is founded on respect for core disciplines as generative engines of exploration, discovery, and tutelage. The disciplines underwrite Haverford's collaborative model of education by organizing our pursuits in three fundamental ways:

- First, the disciplines are **learning communities** whose participants identify, revise, and employ analytical principles and practices in pursuit of new knowledge.
- Second, the disciplines serve as **frameworks** through which various kinds of 'reality'—material; historical; imaginative—are simultaneously identified and scrutinized, guided by initial questions that prompt a continuous dialogue between observation and interpretation.
- And finally, the disciplines constitute **intellectual workshops** where instruments of inquiry—the methods, protocols, concepts, techniques, and idioms particular to a discipline's history and aims—are honed as implements for study and research.

Research, understood as an encompassing project of defining, situating, and pursuing challenging questions, lies at the heart of our curricular enterprise. Disciplines furnish the tools and experience required for students to enter the arena of research, where knowledge merges with judgment to form original thought about significant problems. The process of thus mastering a discipline offers students membership in a complex cooperative community sustained by standards of excellence that are visible and attainable. By shaping coherent pathways from apprenticeship to proficiency, the disciplines provide students precious opportunities to confront uncertainty with agility, strength, and optimism.

Why interdisciplinarity? Disciplines produce knowledge, but that knowledge often cannot be contained by the discipline itself. Contemporary research into a variety of systems of experience and information--ecosystems; economic systems; social systems--has stretched disciplines beyond boundaries that were still clearly drawn at the end of the twentieth century. Effective twenty-first century education thus demands dialogue between disciplinary and interdisciplinary thought. Whether our students graduate into academic or worldly professions, they will need to move nimbly between the craft of disciplines and the connectivity of interdisciplinarity, particularly if they are to confront the urgent problems of our time: climate change; poverty; disease; development; sustainability; geopolitical strife; and the struggle to define values that can be shared within and across diverse communities.

Precisely because we have grown our interdisciplinary programs from roots in the disciplines, Haverford is enviably positioned to fortify students for this demanding challenge. Becoming fluent in a discipline's idiom, our students can enter the terrain of interdisciplinary study with critical awareness and earned confidence, ready to learn new intellectual languages that instill the disciplinary home with renewed purpose.

At Haverford, the relation between disciplinarity and interdisciplinarity is thus always dialectical: the disciplines provide the rich soil out of which interdisciplinary programs have grown, while exchange *between* disciplines is often a source of inspiration and enthusiasm *within* them. Our liberal arts environment can thrive more tangibly on this dialectic, provided we find ways to better support each sphere's development.

Toward these ends, we have designed a plan that builds our *disciplinary* assets in relation to strengthened *interdisciplinary* **constellations**.

As recently as 2012, we have conducted a department-by-department study of the broad changes that are restructuring contemporary science, social science, arts, and humanities. Building upon the Blueprint design fashioned in 2007-8, the results suggest striking development within individual disciplines (often informed by technological advances) *and* steady overlapping of disciplinary zones. Once-discrete areas find themselves increasingly conversing with one another. Our plan promises, for faculty and students alike, distinct opportunities to address vital new knowledge developed at these points of intersection.

Constellations: Three constellations—*Critical Literacies; Civic Engagements; Cultural Encounters*—are the key drivers of our plan for academic enrichment. We believe they invigorate our educational mission in five ways:

- They leverage the power of our three Centers, forging connections between the Centers and the curriculum, between the curriculum and special programming (such as internships, community-based learning, and symposia), and among the Centers themselves.
- They expand the scope of consortial partnerships with Bryn Mawr and Swarthmore.
- They sharpen the close, collaborative preparation of student-scholars by a faculty that has always consciously nurtured them cross-disciplinarily.
- They become bridges to future career paths by equipping students with rapidly developing technological skills and knowledge of contemporary problems.

- And, of equal importance, they strengthen our cultivation of global citizens committed to the exercise of “conscience and judgment.”

With those aims in mind, we now offer a fuller discussion of the proposed curricular development.

1. Critical Literacies: Cognitive, Computational, and Visual Studies

Liberal arts institutions have long been superior mechanisms for imparting to students interpretive skills. We want to add new kinds of literacies that will offer our students new perspectives on the social and natural worlds. Specifically, we will cultivate programs through which students can develop skills as interpreters of visual media (images, both moving and still, schemes for visualization, and other representational systems) and information (data of all kinds, and the structures in which they are arrayed).

These new literacies might be presented as unrelated curricular entities. But the proliferation of information, new modes of representation, and new insights about the perceptual and computational basis of knowledge itself (as found in images and data patterns not less than in texts) calls for a curricular approach that will prove more agile. And so we imagine a set of intersecting spaces (curricular and physical) in which modes of seeing and explicating the world are arrayed in productive combinations.

In particular, the related areas of **computational, visual, and cognitive studies** offer exciting opportunities for Haverford’s scientists, social scientists, and humanists to work collaboratively. We imagine, for instance, technologically savvy artist-programmers, deploying the resources of a renovated Old Gym, creating aesthetic environments in which audiences encounter performers in fields of video, light, and spatialized sound, choreographing novel relations of mind, body, and place. We anticipate researchers in cognition, linking refurbished Psychology labs with technology-infused features of a renovated Union, developing new connections between psychological and neurological accounts of perception and the history of aesthetics. And we envision social entrepreneurs, working in the media-enriched Digital Commons, blending sophisticated data mining techniques, visualization strategies, and behavioral analysis to translate poverty-fighting strategies like micro-financing across national and international communities. Moreover, experience across such intersecting areas will prepare our students to join a new kind of social researcher capable of addressing contemporary challenges from population growth, climate change, and the spread of disease to the workings of the brain and the transmission of social meaning through an explosion of competing media. Embracing the possibilities of this intellectual vitality, Haverford’s curriculum will strengthen these three areas of the curriculum, expanding our students’ “literacy” along innovative frontiers.

- **Computational Studies.** Computational studies at Haverford have recently become a central feature of the curriculum, comprising concentrations in advanced scientific computing and Mathematics & Economics, increased attention to statistical and computational methods across the social sciences, and the rise of humanistic inquiry into digitally aggregated sets of texts and performances. Still to be exploited fully are opportunities for synergy, in both teaching and research, across these activities. By defining the common skills, idioms, and techniques driving computational study, we can provide students enriched pathways through courses both within and across disciplines. At a higher level, computational literacy will enable our students to engage technological change both

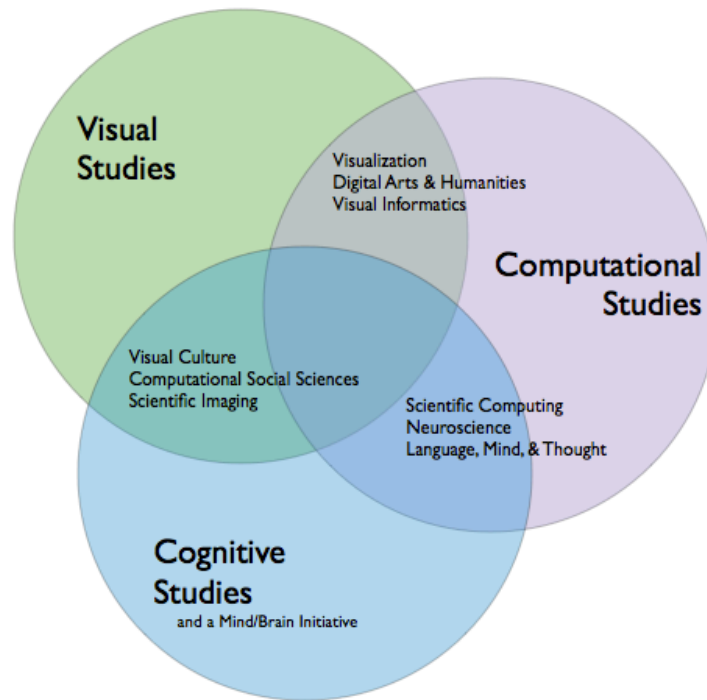
critically and creatively, becoming mobile inhabitants of “knowledge landscapes” shaped increasingly by large databases, sophisticated algorithms, and complex information networks.

- **Visual Studies.** Haverford’s curriculum is suffused with more than 200 courses that address features of *visuality* (biological and cultural forms of “seeing”) and *visualization* (illustrations both of what can and can’t be literally seen). Visual Studies is thus already a vibrant de facto feature of a Haverford education, from the study of medical imaging and astronomical observation in the natural sciences, to social scientific strategies for mapping and visualization of non-visual data, through the historical, political, philosophical, and aesthetic study of images in the humanities.

This year, a series of conversations among faculty and students has generated energy for organizing these multiple strands into curricular structures that ‘make visible’ the way *visuality* and *visualization* have become as elemental to modern understanding as verbal expression. Important, too, across these examinations of visual representation are curricular opportunities for students to *make* images with critical awareness of their power and limitations—opportunities that arise in such areas as documentary film-making (which has been supported by HCAH), Fine Arts, visual analytics (e.g., Geographic Information Systems, made present in the curriculum this year via Environmental Studies), and data visualization practices in Computer Science and other disciplines.

As with computation studies, an intentional, coherent visual studies curriculum will bring faculty and students together from across the divisions to share foundational understanding of the links among perception, design, visual reasoning, and visual production. Moreover, such a program can become the foundation for a broader exploration of media studies, which incorporates sound and new kinds of digitally shaped textuality to the study of ocular images.

- **Cognitive Studies, and a Mind/Brain Initiative.** *Visuality* and computation, we have claimed, are now two forms of essential literacy for the fully educated citizen; as generative modes of knowing they converge most dynamically in contemporary efforts to understand how human beings actually know—how they perceive, remember, reason, think, and communicate. Such an expansive concern demands a multi-disciplinary inquiry, engaging neuroscience, philosophy, computer science, evolutionary and developmental psychology, biology, anthropology, linguistics, cognitive ethology, and the arts, which have joined in a lively debate, asking: is there a unified explanation of how we ‘see,’ understand, decide, and communicate? What are the relationships among mind, brain and behavior? Are there deep analogies between the brain as a reasoning system and such creative endeavors as gaming, software design, and robotics that can be translated into productive partnerships between the sciences and the arts?
- Beginning with a **Trico Mind/Brain Initiative** that will gather faculty across the colleges to explore common interests in these and related questions, we will develop possibilities for enlarging and blending this area of inquiry. These possibilities include forming new curricular pathways in the philosophy of mind and cognitive science, and/or locating curricular connections between neuroscience and such areas as aesthetics, linguistics, and new media.



Critical Literacies

To give these intersecting spheres added dynamism and focus, we propose:

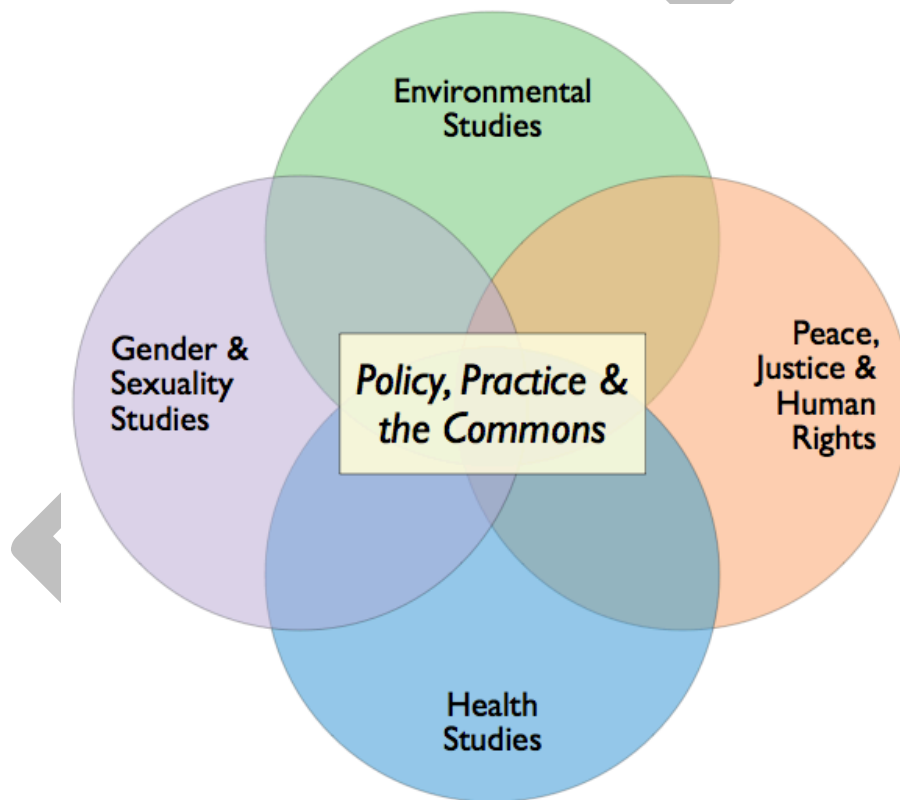
- **The Innovation Incubator** (drawn from a broader proposal submitted by Sorelle Friedler, Peter Love, and Josh Schrier): a ten-week summer atelier-lab in which students from the sciences, social sciences, humanities, and arts form teams to explore research problems in an atmosphere of entrepreneurial invention. This lab would provide a focused opportunity to develop connections envisioned among these new literacies, but also bringing into play some of the interests described in the constellations that are discussed below. Mentored by alumni/ae—and gently guided by faculty interested in pursuing their own research at various intersections of technology, aesthetics, cognition, and social experience—students will be given living stipends and modest funding to develop scientific, commercial, artistic, community, and activist projects with potential for practical application. A small number of these projects might be selected for further support during the following academic year so that they can advance to an early phase of implementation (possibly under the guidance of an “entrepreneur/artist/activist-in-residence”). A particularly generative space for these collaborations might well be the Old Gym’s Digital Technology Lab, with its twin platforms for hybrid experimentation and production, the Multimedia Installation Room and the Hacker/Makers-Space.

2. Civic Engagements: Multidisciplinary Approaches to Policy, Practice, and the Commons

Our students’ capacity to engage the world around them in a productive manner will grow as they confront pressures upon the common good. Whether through research that provides a) new ways of

deploying and protecting scarce natural, economic, and cultural resources; b) analysis that helps shape effective and just public policy; or c) critical re-conception of the human condition, our students can become significant contributors to the shared wellbeing of the world's inhabitants. We expect, for example, that our students will learn not only that caring about the environment is an abstract "good," but also how to assess the trade-offs between competing demands on the environment, and how to evaluate the competing benefits of alternative environmental policies; learn not only that all people deserve access to health care, but also how to discriminate between competing models of health services and to engage in the development of effective policy; learn not only that micro-financing has the power to enhance the life of many poor women in under-developed countries, but also to assess where it has been most effective and how to discern where the original ideals have been subjected to potentially corrupting influences.

The diverse yet interrelated aims of health, environmental stewardship, sustainability, development, conflict resolution, and human rights increasingly require integration of many kinds of specialized knowledge. Recently, Haverford faculty members have worked to develop creative and rigorous programs in these areas, which use both existing courses and newly-created offerings, as described below. All of these curricular offerings effectively leverage Haverford's engagement in the Bi- and Tri-College community to enhance opportunities in teaching and research for both students and faculty.



Civic Engagements

Present and planned curricular structures/programs include:

- **Environmental Studies.** This Tri-Co interdisciplinary minor aims to cultivate in students the capacity to identify, confront, and analyze key environmental issues through the lenses of multiple

disciplines. The Environmental Studies minor encompasses historical, cultural, economic, political, scientific and ethical modes of inquiry. In order to prepare students to participate in a series of interlocking dialogues between the “natural” and the “built”, the local and the global, and the human and the nonhuman, the program requires students to fashion a plan of study incorporating both *Environmental Science and Engineering* and *Environment in Society*. The development of this minor program was made possible by a grant from the Mellon Foundation. It is now in its second year and attracting a variety of multi-talented students.

- **Health Studies.** The proposed Health Studies inter-disciplinary minor will seek to inculcate in its students the ability to address questions of health and disease from a multi-disciplinary perspective. Students enrolled in the minor program will study the mechanisms of health and disease and learn how to evaluate critically the economic and political realities of the social and political structures that impact health care, both locally and internationally. Further, they will address the geographical, cultural, and socioeconomic inequalities in risk factors for diseases and access to health care. As they become more sophisticated in understanding the mechanistic basis of health and disease, so will they hone their ability to take nuanced positions regarding the disbursement or limitation of expensive, life-saving or life-enhancing treatments made possible by advances in basic and translational scientific research. This minor, which is currently under review by the relevant curriculum committees on each of the three campuses, has been developed by a Tri-College curriculum committee convened in response to a high level of student interest in the field of Health Studies.
- **Peace, Justice, and Human Rights.** This ongoing inter-disciplinary concentration offers students the opportunity to study the history, philosophy and critiques of the rights tradition. Students enrolled in this concentration examine themes of human rights and justice in their local and international contexts, and apply philosophical, social scientific and ethical reasoning to real-world problems. Students currently customize their plans of study in relation to three areas of focus: a) Conflict, Justice, and Human Rights; b) Governance and Development; c) Politics and Everyday Life. To these, we propose adding two new areas of focus: Applied Ethics, which would extend the theoretical underpinnings of an existing core program course into such areas as environmental and health justice, conflict resolution, and ethics in the professions; and Social Entrepreneurship, which would examine the governance and mission structures of non-profit organizations; the relation between social enterprise principles and social activism; sustainable development; impact investing; and the implications of entrepreneurship itself for evolving concepts of economic justice.
- **Gender & Sexuality Studies.** This ongoing Bi-Co interdisciplinary program develops in students a fluent and rigorous understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global. The vast breadth of the program allows students the opportunity to explore a range of approaches: feminist theory and women's studies; transnational and third-world feminisms; the experiences of women of color; gay, lesbian, queer, transgender and transsexual studies; gender as inflected by race, class, religion and nationality; and gender and science. Students may pursue a Concentration, Minor, or Independent Major in Gender and Sexuality Studies.

To better support these programs, we propose:

- **Coordination.** Gathering these programs under a single umbrella with a shared administrator will take advantage of the overlap in issues of interest and methods of analysis among the programs and allow for shared access to and engagement in curricular, co-curricular, and extra-curricular activities as well as joint opportunities for community engagement both locally and internationally.
- **A Public Policy Forum.** The work of many of the students engaged in each of the aforementioned curricular programs will specifically address policy issues. We therefore propose that a Public Policy Forum be held each spring semester. Seniors, enrolled in these programs and in other relevant major, minor, or concentrations whose capstone experience involves policy analysis or development, will join together to host and participate in, through poster exhibits and seminar presentations, a spring symposium involving faculty and external experts drawn from government, NGOs, think tanks, and academia. Taking advantage of our location between Washington and New York and our extensive network of policy-engaged alumni, this event will also incorporate an internship and job fair.

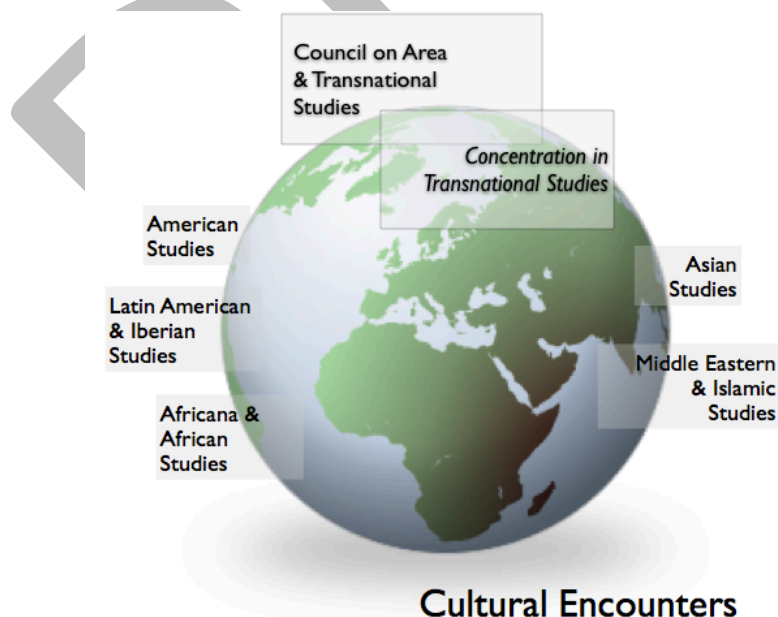
3. Cultural Encounters: Area Studies in Transnational Perspective

The destiny of contemporary life, both individual and collective, lies at the nexus of global and local experience. In the present as in the past, putatively distinctive histories and identities are shaped by national, continental, and transnational movements of commerce, ecology, technology, expression, and — quite literally — people. This ongoing process of cultural encounter has enriched the world's repertoire of knowledge and art while provoking some of its most intractable problems. If students are to both appreciate the immense palette of world cultures and act responsibly as global citizens they must develop a pluralistic vision of diverse geopolitical exchanges. They must both understand the processes of globalization and learn to question the concept of “globalization” itself; and they must acquire substantive knowledge about areas of the world, while also grasping that areas themselves are highly contingent (be they defined by topography, culture, political economy, history, or language).

Haverford's commitment to advancing students' grasp of our “global” world is embodied above all by our Area Studies concentrations. Area studies were initiated at Haverford in the 1970s and 1980s with the establishment of Concentrations in African and Africana Studies, Latin American and Iberian Studies, and East Asian Studies; these have now been joined by a new Concentration in Middle Eastern and Islamic Studies, with the possibility of an American Studies Concentration to come. Our area studies concentrations have helped internationalize our curriculum by establishing robust programs of regional studies that merge the analytical strengths of the social sciences — especially Anthropology, Economics, History, Political Science, and Sociology — with the cultural and linguistic expertise of the humanities. Students concentrating in one of our area studies programs marry the literacy gained by intensive language study and cultural immersion to the close examination of their chosen region through their disciplinary major. Our current area studies programs are as follows:

- **African & Africana Studies** brings together faculty from the departments of Anthropology, Biology, English, French, Religion, Philosophy, and Political Science to provide students with an interdisciplinary approach to examining African peoples around the world. In particular, Africana studies links political history to cultural experience and calls into question the boundaries that often continue to separate the study of Africa from other parts of the world.

- **American Studies** is still at the level of a working group, but the long-held desire of colleagues across the humanities and social sciences to create a concentration has been galvanized by recent and expected hires in English, Music, History, and (at the postdoctoral level) the Hurford Center for the Arts and Humanities. Haverford and the Bi- and Tri-Co and Penn communities possess unparalleled resources for a strong program in American Studies, which we expect will be in operation in the near future.
- **Asian Studies** is currently focused on the languages and cultures of East Asia, particularly China and Japan. The Bi-College Department of East Asian Studies works with East Asianists in the social sciences and humanities to offer a variety of approaches to the study of East Asia, all built on the foundation of two superb language programs in Chinese and Japanese. Faculty in both the EAS Department (soon to be reconfigured as East Asian Languages and Cultures) and the associated social science and humanities departments stress East Asia's global role in the past and present. This transnational perspective will be further enlarged as we endeavor to incorporate fields in South and Southeast Asia to the Asian Studies concentration.
- **Latin American & Iberian Studies** promotes interdisciplinary exploration of the cultures of Latin America and Spain in conjunction with a disciplinary major in Anthropology, Economics, History, History of Art, linguistics, Political Science, Religion, or Spanish. Currently the concentration is founded on the achievement of competence in Spanish, but we hope that in the near future Portuguese language training and coverage of Portugal/Brazil, along with extended attention to Latino studies, will be added.
- **Middle Eastern & Islamic Studies**, the newest of our area studies concentrations, is a collaborative program sponsored by colleagues in Anthropology, Art History, History, Political Science, Religion, and Sociology. Because of the vast geographic scope traversed by Islam students can satisfy the program's language requirement by achieving competence in a variety of relevant languages, including (inter alia) Chinese, French, or Hebrew. But given the centrality of Arabic to the study of both the Middle East and Islam it is an overriding goal of the Concentration to expand our current offerings to a truly robust Arabic language program.



We propose two additions to our regional studies institutional landscape:

- **The Concentration in Transnational Studies**

We believe there are sufficient resources and interest to mount an intellectually rewarding concentration in Transnational (or Global and Transnational) Studies. The idea, still nascent, is not to create an overarching “global” concentration capable of subsuming all regions (or all regions outside the US). Rather, the idea is that new insights and knowledge are acquired by examining transversal processes and flows that span regions and by studying how transnational dynamics shape human experience in particular localities. Understanding such dynamics are crucial for understanding the modern world, yet they often defy the territorial logic underlying the area studies paradigm. There is already a large and growing body of disciplinary and interdisciplinary scholarship on globalization in its many forms (cultural, economic, political, linguistic, and so forth), as well as a longer tradition of scholarship on world systems and global history. Among potential contributors to the Concentration in Transnational Studies are the departments of Anthropology, Economics, History, Political Science, and Sociology.

- **The Council on Area and Transnational Studies**

The Council on Area and Transnational Studies (CATS) would serve as an overarching structure that could orchestrate and amplify curricular, intellectual, and administrative linkages among the various area studies concentrations. The Council’s membership would include the Area Studies faculty, with the coordinators or their proxies serving as members of the Steering Committee, possibly under a designated Faculty Director. The Council would be responsible for organizing forums and topical symposia on issues of global importance, and for providing ways to enhance our area and global studies research opportunities and curricula. Whether or not a Faculty Director is appointed, it seems crucial to provide dedicated administrative support in the form of a staff-level Program Coordinator, modeled on the Associate Directors of the Humanities Center or the Program Coordinators of the CPGC. Among the tasks of the Program Director would be the charge to systematically enhance our knowledge of research, internship, teaching, and employment opportunities for students in and graduates of our area studies programs.

The scholarship and learning embodied in our area studies concentrations will be strengthened with new spatial configurations on campus. The study of world areas is heavily dependent on digital technologies that facilitate cross-cultural communication and provide access to source material from around the world. In this respect, the planned renovation of Magill Library and the creation of a Digital Commons will greatly enhance teaching and research in transnational and area studies, while also facilitating collaboration among students and faculty working in different areas. Such collaborations will also be enhanced with renovations to Stokes that would build upon the presence of the CPGC by providing new seminar rooms, event space and informal spaces, all of which would contribute to making Stokes into a place for both global scholarship and citizenship.

B. Enlarging Enrichment: Affiliated Graduate Programs

The College has begun a program of “4 +1” cooperative arrangements with top-tier universities that provide students the opportunity of obtaining a masters degree with one year, or slightly more, of graduate work after obtaining a Haverford B.A. or B.S. The following “4 +1” programs are already available to Haverford students:

- Engineering: Penn
- Biotechnology: Penn
- Latin American Studies: Georgetown

Areas where we might logically pursue new arrangements of this sort include:

- Public Health
- East Asian Studies
- Digital Media

Additionally, in cases where students have attained exceptional proficiency, we will explore arrangements with Penn and other area institutions allowing students to take graduate or advanced affiliate courses in their disciplines (as is already possible, for example, with the Wharton School of Business).

C. Implementation

Sustaining the excellence of our academic endowment and undertaking these initiatives require an investment in personnel (both key new tenure-track appointments and staff associates), curricular support functions, faculty development, renovated facilities and technological updating, as detailed in both below and in the Academic Space Planning Report in the next section of this document.

Recognizing that Haverford’s educational mission must be sustained in a context of limited resources upon which there are many important claims, we have developed approaches to responsible implementation of this plan, emphasizing these goals:

- **Excellence** (first-rate teacher-scholars generating curricula that are consistently rigorous, current, and evolving)
- **Sustainability** (programs that have dedicated faculty presence and leadership)
- **Synergy** (“win-win” arrangements that generate efficiencies)
- **Collaboration** (connections within the curriculum and across institutions)
- **Flexibility** (appointments that integrate programs without freezing future options)
- **Impact** (preparation of students for entering a complex world)
- **Holistic Foresight** (the gauging of adequate personnel, technologies, facilities, and infrastructure)

We recommend that the following initiatives and areas be highlighted as targets for funding, via both the Capital Campaign and foundation support:

PERSONNEL

- **New departmentally-based tenure-line positions, distributed across the three interdisciplinary constellations**, created to strengthen departmental curricula while forging connections across areas slated for development.
- **New tenure-line positions targeted for areas of significant need.**

Some Guidelines for New Hires

- New faculty lines will be established on a pay-as-you-go basis.
 - We anticipate that departments will draw from their 2012 Blueprint statements in articulating their needs and in formulating connections between their internal curricular aims and those of programs with which they find the most compelling affinities.
 - Both standing and envisioned interdisciplinary programs require dedicated faculty commitments in order to remain intellectually vital and to become bureaucratically sustainable. Such arrangements will be formalized by the Provost.
 - The College should seek opportunities for cluster hires that can galvanize new areas of the curriculum and create synergies across programs, while also exploring possibilities for meeting these needs via conversion appointments or other apportionment of existing resources.
- **Post-doctoral and program coordinator positions** to strengthen programs and assist established faculty to participate in interdisciplinary areas.
 - **Staff positions** for technical and field expertise, program oversight, and administrative support.

CURRICULAR SUPPORT

- **A newly established fund for Interdisciplinary Curricular and Scholarly Development**, to enhance faculty teaching (including team-teaching) and research in areas critical to academic enrichment.
- **A newly established fund to enhance Haverford's participation in BiCo and TriCo interdisciplinary and multimedia curricula and programming.**
- **A newly established fund for Praxis and Community-Based Learning**, to support curricular initiatives keyed to experiential education and civic engagement.
- **Sustained support for an expanded Writing Center** and for installation of the Writing Program's redesigned structure, including Writing Fellows, Associate Director, and appropriately trained staff in ESL, oral presentation, and video-graphic 'composition.'

FACULTY DEVELOPMENT

- **Expanded funding** (including start-up and continuity funds) for **faculty research**.
- **A newly established Provost's Faculty Support and New Directions Fund**, to provide resources for post-tenure faculty to complete long-term projects or to explore new areas of teaching and research.
- **Increased support for the Teaching and Learning Initiative**, in order to widen faculty access to a program shown to improve pedagogy in a variety of classroom situations.

Attachment B: Draft, 4/12/2013

THE PHYSICAL ENDOWMENT: Academic Space Planning

Overview

The Haverford faculty have been engaged in broad conversations about our academic programming aspirations and critical needs, led by the Task Force on Academic Enrichment. Recognizing that the excellence of our academic program is dependent on the adequacy and appropriateness of the facilities that support them, the work of the Task Force has, in turn, inspired and guided the work of the Academic Spaces Planning Committee, resulting in this plan.

We identified four core buildings on the central campus — Magill, Old Gym, Union/Roberts, and Sharpless — that are in need of renovation, revitalization and in some cases repurposing. During the course of the Committee's work, it became clear that Stokes too should be part of our space planning. As a consequence, this Plan identifies five academic clusters that would serve as important programmatic hubs on campus:

1. **Magill Library Cluster** – bringing text and information out into the open and providing a facility that fosters diverse access points to staff, holdings, and digital innovation
2. **Old Gym Cluster** – providing an interdisciplinary space for visual media, arts and culture to support the transformative scholarship that is emerging in these areas
3. **Union/Roberts Cluster** – offering a vision for how music is practiced in today's world, through thoughtful integration of physical resources, curriculum, practice, and performance spaces.
4. **Sharpless Cluster** – supporting the emphasis on the experimental approach to the disciplines of Biology and Psychology, with particular attention to the needs of modern sophisticated electronic instrumentation
5. **Stokes Cluster** – becoming a coherent programming center that focuses largely on student services

We looked at how these five buildings could help us to (1) realize our curricular and scholarly ambitions, especially with regard to interdisciplinary and cross-disciplinary opportunities, (2) catalyze effective faculty/student/staff partnerships, and (3) integrate digital technology in order to enhance learning and scholarship, particularly in the arts, humanities and social sciences. Each of the projects is rooted in the priorities set by the Task Force on Academic Enrichment. The need to support the core disciplines drives the proposed renovation of music spaces, biology spaces, and psychology spaces. Emerging interdisciplinary and cross-disciplinary trends would be supported in part by programming elements being considered for the Old Gym. Our intertwined teaching and scholarship – culminating in original and creative student research work – provides the energy behind our plans to renovate Magill.

Our overall goal in this proposed renovation and repurposing project is to facilitate excellence in teaching, learning, and scholarship on campus; to meet the needs of departments, programs and centers housed within each cluster; and to promote programmatic adjacencies where possible, while recognizing that each building is limited in space, so that connections among these buildings are also important. For example, with regard to technology we considered which elements are best centralized and which components can be effective in a distributive mode. This holds for human resources as well, since modern digital work demands the appropriate positioning of critical expertise to manage these digital technologies. Within each cluster, we recognize the growing need for spaces where student, faculty, and staff can work together collaboratively, involving the need for informal spaces, small classroom spaces, working spaces with sophisticated access to technology, conference rooms, and spaces that allow us to exhibit and interact with the texts, objects, and other holdings that are unique to Haverford.

Focus groups are continuing to develop program statements for each cluster, and the Academic Spaces Planning Committee is overseeing this project and interfacing with the work of the Task Force on Academic Enrichment. This is very much a work-in-progress, but the vision and functions of each project are described more fully below:

1. Magill Library cluster

We envision a modern library as both place and space: our goal is to re-situate the libraries as the physical and intellectual heart of the campus. Feedback from more than 450 students over the past year makes it clear that Magill is not meeting the needs and expectations of a modern library. Our ambitions are to create spaces that include:

- Vibrant social spaces, collaborative spaces, quiet spaces — all infused with technological robustness.
- An open, porous main tier that removes barriers between librarians, students and faculty, and generates a culture of vitality, access, engagement, and collaboration.
- A dedicated teaching, seminar and event spaces for Library purposes.
- New community spaces such as a café.

To achieve these ambitions, we imagine the following changes in programming needs:

- **Development of a Digital Commons to foster digital scholarship.** As the universe of scholarly “texts” expands beyond traditional formats to include digital and multimedia environments, the library is expanding its capacity to support reading, writing, creating, curating and preserving in those new modes as well. Librarians collaborate with faculty and students on projects that allow their research to move beyond traditional forms by providing digital tools, expertise in metadata, project management, and communities of collaborators for the production of digital scholarship. Further, librarians play a key role in teaching best practice in bringing together the traditional and digital skills of scholarship.
- **Shift from a Repository paradigm to a User-centric Intellectual paradigm.** Views of libraries as buildings full of books alone are outdated. Libraries are now dynamic, intellectually vital, mission-driven, and user-focused. Though Haverford began a shift

- towards a focus on teaching research skills and meeting users needs, our current space configuration undermines these activities. We are intensifying our focus on our students and faculty by creating intellectually vital spaces and services for the campus.
- **Teaching and Critical Literacy.** In support of the faculty, librarians teach students research skills and strategies, including the very critical work of finding and interrogating texts in all formats. Librarians also facilitate rich, complex, dynamic, and dialectic engagement with these texts. At all academic levels, librarians foster critical reflection and literacy, knowledge production, understanding, and scholarship. Flexible event and classroom spaces will permit greater levels of success.
 - **Collaboration.** The Libraries enjoy a robust and productive partnership in the Tri-Co Libraries Consortium. Collaboration with the Centers, the Deans offices, ITT and other areas are beginning to reap exciting possibilities. More focused yet, intensive collaboration with individual faculty is yielding exciting scholarly opportunities for our students and broader academic community. Space that facilitates such collaboration will allow us to realize our growing examples of “proof of concept” in dynamic ways.
 - **Increased visibility for Special Collections.** Special Collections are now recognized as a central element to the broader mission of academic communities that libraries serve. Special Collections will be increasingly important as the digital environment leads to collections homogenization. Appropriate space for our world-class Quaker collections and growing rare collections is critical to the success of Haverford. We expect greater exposure of and active engagement with these materials moving forward. Further, these rare materials, coupled with the digital and secondary texts, will allow enhanced multi-modal learning already underway on the campus.

2. Old Gym cluster

The interdisciplinary **Visual Media, Arts and Culture (VMAC)** facility will provide a vibrant intellectual and creative working space for students, faculty and the public. Building out from the current array of *Hurford '60 Center for the Arts and Humanities (HCAH)* programming, internships and scholarly initiatives, the space will encourage diverse activities in visual culture: film, social documentary, exhibitions, and multi-media fabrication. Enhancing student opportunities for civic engagement and professional praxis, the complex of classrooms, editing and sound labs, screening/performance venue, and lounge/reception areas will also serve as a lively corridor between the lower and upper campuses. The VMAC's spaces will experiment anew with media production and cultural artifacts in the classroom and out, augmenting college plans for a revitalized arts and exhibitions presence.

- I. The facility:
 - **will house** visual and sound production facilities, a screening and performance venue, student exhibition classrooms, a public lounge and work area, informal exhibition labs, and multi-modal fabrication.
 - **will foster** an environment where artistic experimentation, professional productions, curricular activities, workshops, and informal conversation intermingle. Social and work spaces will offer 24/7 access and opportunities for interactions between faculty and students outside of regular course or office hours.

- **will strengthen** the vibrant co-curricular presence of the *Hurford '60 Center for the Arts and Humanities* and will benefit from the Center's strong tradition of programming across the disciplines and divisions.
- II. Spaces/programming (19,000+ sq. feet) – floor designations are preliminary:
- **Basement:** Digital editing lab and sound studio, hackerspace and media installation area
 - **First Floor:** Multi-use lounge area, classrooms (3) with build-ins for exhibition and production pedagogy, exhibition labs, visible storage (arts/artifacts), HCAH offices and seminar room
 - **Second Floor:** Screening/performance venue, reception area, faculty offices; One design possibility includes filling in half the second floor oval to house the performance/screening space while building faculty offices around the perimeter of the other half.
 - **Expansion:** A modest expansion of the building will be considered to accommodate exhibitions activities, select visible storage of Special Collection arts and artifacts and programmatic functions.
- III. Administrative & staffing Needs:
- **Full-time IT Technician** for media lab/production spaces – we recommend that this be a new position. This could be a satellite position, in which the person might move from building to building and may report to ITS.
 - **Programs/scheduling administrator** (housed in HCAH) 50% dedicated to scheduling of co-curricular activities and public events in the building
 - **Staffing Liaison** to prepare college arts/artifacts collections for visual display and course use in the VMAC

3. Union/Roberts Cluster

Current facilities for the study, teaching, and performance of music are woefully inadequate. The problems of the spaces have been identified some time ago, and have been described at length in the Arts Report of 2008 which identified Union/Roberts as a high priority need. The Academic Space Planning Group encouraged the Music Department to revisit the wish list of renovations and improvements imagined in the Arts Report--while remaining mindful of the financial constraints of any work which might be undertaken in the short term. The goal was to limit the renovation project to Union only which might have a modest expansion. When work with a consulting architect projected the necessity of a larger-than-expected expansion of the building, however, the idea of moving Music entirely to Roberts was proposed. This alternative has not yet been thoroughly tested or costed out; it clearly requires further evaluation.

Meanwhile, whether in Union or in Roberts, we have worked to refine programmatic needs and space requirements that will create appealing, climate- and sound-controlled spaces including:

- Dedicated rehearsal space for large ensembles (choir, orchestra), which could also serve for large classes, lecture-demonstrations, and small-scale performances. The large ensembles would use Marshall auditorium only for final performances at term end if we were to put most of the Music facilities in an expanded Union. But if Roberts is deemed

to be a better space for the integrated Music facilities, then the Marshall stage space would probably continue to serve our rehearsal needs in some way.

- Musical practice and teaching spaces designed for academic courses in music, as well as private study and small ensembles.
- New space for the Music Library (the hub of student life in any music department) that would allow:
 - integration of holdings now divided impossibly among Union, Magill, and Canaday at BMC (the combined collections would rival almost any liberal arts collection in the country)
 - spaces for digital music facilities to support courses in music theory, composition, and musicology.
 - Synergies with digital facilities to be created for the Old Gym and Magill.
- Faculty offices, administrative, and social spaces that will support the program.
- Coherent planning of adjacencies that think carefully about placement of academic study spaces, faculty offices involving choral and instrumental work, practice spaces, and rehearsal spaces. The goal is to separate out quiet spaces from busy (or noisy) spaces.

All of these will be situated close to Bi-Co Transportation (to accommodate the many Bryn Mawr students who participate in our program), adjacent to Marshall Auditorium (where we will store some concert instruments and hold large public events), and within walking distance of the Haverford train station, so as to better encourage connections with musical Philadelphia.

4. Sharpless Cluster

Sharpless was last renovated in the 1960's at a time when the Biology and Psychology Departments, the primary residents of the building, both had much smaller faculties conducting research typical of that time period. During the 50+ years which have since transpired, the number of faculty members and the number of majors in each department have significantly increased, and both departments plan to further expand in the future. In addition, there has been an increase in the amount of research being conducted as well as the sophistication of the kind of instrumentation and equipment being used. The end result is that the building's facilities are both outdated and inadequate, and no longer able to meet the departments' pedagogical needs. These needs are articulated in much more detail within the individual vision statements each department has prepared. Architect schematics have already been completed for Biology but have not yet been initiated for Psychology. The types of facility upgrades that the two departments require can be summarized as follows:

- New office spaces (2 in Psychology and 2 in Biology) and a reconfiguration such that, within each department, all offices are located in proximity to one another to facilitate communication and a sense of community.
- With an anticipated increase of faculty, there is a corresponding need for additional research space (i.e., two new labs within each department) that is re-configured relative to existing labs to better reflect the practice of modern scientific research. As the sciences have matured during the past several decades, they have become increasingly more collaborative and inter-disciplinary in nature – a quality that, indeed, is reflected in the two departments' curricula and research programs. Hence, our vision is to have an

“open-lab footprint” that reflect critical adjacencies and will enable us to share equipment, expertise, and the exchange of ideas. Upgrades in the laboratory facilities (e.g., fume hoods, appropriate benches and cabinets) are also required to better accommodate the type of research now being done.

- The infrastructure of Sharpless is inadequate for both the amount and type of research being conducted. The electrical system produces low voltage levels, service interruptions, and electrical fluctuations while the HVAC system yields inconsistent and varying levels of temperature, humidity, and air flow. Beyond this, there is no building-specific generator to act as an immediate backup system for sustained power failures. Both Biology and Psychology rely heavily on the experimental method in their research, and these various problems severely compromise the ability (and need) to conduct research within a well-controlled environment.
- Student-faculty interactions contribute to the sense of community at Haverford and several initiatives would help foster these relationships. It is important to have informal spaces, such as student lounges and alcoves with whiteboards, in which students can gather to converse, work collaboratively or individually, and interact with both faculty and other majors. Moreover, several of the classrooms (e.g., 410, 412) are well worn and in need of attention to create an environment more conducive to learning (e.g., the replacement of desks/chairs, windows, flooring; new paint).
- Lastly, the overall appearance of hallways, labs, offices, and classrooms have been described as “dingy” and “drab” – none of which create a positive impression to current or prospective students, or other visitors to campus. To a large extent, the building’s atmosphere could be improved by higher ceilings, paint, and more modern light fixtures.

5. Stokes Cluster

One of the Student Support goals detailed in Section IV of the Strategic Plan is to coordinate and integrate better some of the many offices that provide some form of student support services. Bringing related functions into spatial proximity will allow for efficiency and maximize access to opportunities for students.

Relocating the Hurford Center for the Arts and Humanities (HCAH) to the Old Gym, creates available space on the 1st floor of Stokes, inviting us to reimagine part of Stokes Hall as a student-service-oriented programming center. The 1st floor is already home to the Office of Multicultural Affairs, the Office of Academic Resources, and some offices of the Writing Center, which provide support services for students in all academic areas. Three of our six Deans already have made Stokes their new home, including the Dean of Academic Affairs (who also has responsibility for OAR), the Dean of Multicultural Affairs (who oversees OMA), the Dean of First-Year Students. We have carefully examined other programming functions on campus that could benefit significantly by being adjacent to these student service oriented functions and would like to propose that the Career Development Office (CDO) move from the 3rd floor of Stokes to the 1st Floor, and the space that they vacate would then be filled by Counseling and Psychological Services (CAPS) and the Office of Disability Services (ODS). A move of CAPS and ODS from Founders to Stokes Hall achieves two purposes: it frees up critical space in Founders for academic programming, and it provides adjacencies with other student services. By moving this to the less-trafficked 3rd floor of Stokes, it offers some privacy for those members of our community who might avail themselves of these resources. Other functions that might move

into Stokes would be pre-health advising (currently in Chase) and 8th Dimension (currently in Founders). Overall, these recommendations put together functions that will benefit greatly from proximity to each other and form a cohesive student support network. A centralized location should lead to an increase in student traffic, improve coordination efforts and maximize efficiency of available resources.

To support adjacencies that are driven by personnel interactions or digital connections, (complementing “spatial” adjacencies), much of our digital and computational services will remain in Stokes, the home to IITS. The staff of this Department will of necessity become integrally involved in developing a vision for digital technology and digital support in each of the clusters described above. Several of the members of this staff have already been actively engaged in working with students and faculty in the areas of instructional support, digital scholarship and visual production, and will continue to work closely with us in planning the renovations needed to meet future academic needs. There may be the possibility of expansion of these technology services if additional space is made available in Stokes, for example by moving faculty offices to Founders. For one, the Registrar’s Office might move from Chase, which would then provide valuable adjacencies with IITS. This adjacency would recognize the fact that the Registrar Function is likely to be largely a virtual one, with students and faculty interacting largely over our computing networks, and can gain from direct support from IITS to help manage both the hardware and software support.

Should space become available in Chase, that building too has the potential to house yet another programming cluster in support of the goals of the Plan: a potential new location for CPGC (space needs for CPGC are provided in Appendix G.1) or as a new international services hub, providing support for faculty and students in a more cohesive manner.

All these ideas will need much further thought in the months ahead.

Next Steps

The Academic Space Planning Committee has recently met with an outside consulting group, called Brightspot, to help to us to think about the most effective ways to integrate our program ideas with the physical spaces that could house them before we move to the development of architectural plans. We are eager to move along as expeditiously as possible and to shape a number of these projects into possible campaign priorities. Our hope is to have preliminary architectural plans for the four major projects by the end of next academic year.