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# Introduction

## ***Preface***

Since its founding in 1833, Haverford College has evolved significantly, but it retains its distinctive character as a residential learning community rooted in Quaker values and dedicated to developing in young people the highest standards of academic rigor and personal integrity. In a rapidly changing and uncertain world, this resonant mission is more relevant than ever.

At this transitional moment in the College's history, we see great opportunity and seek to articulate a compelling vision for the next period of institutional development. Our aim is to put forth ambitious goals and aspirations that embrace the future while respecting our past, to integrate strategic and financial priorities in a way that assures the long-term excellence and financial sustainability of the College, and to unite internal and external constituents in common cause.

## ***The Context: Opportunities and Challenges Facing the Liberal Arts College***

Haverford and other small, private colleges were in the vanguard of the spread of educational opportunity in North America in the 19<sup>th</sup> century. Now in the 21<sup>st</sup> century they are a small component in the American system of higher education, claiming less than 2% of the total number of matriculants. The dominant enrollment trends are towards large, public, nonresidential -- including for-profit and on-line -- institutions with multidimensional missions including pre-professional, vocational, applied, community-based, and adult education.

The higher education landscape is currently one of great uncertainty, the causes of which are well known. Higher education's economic model is such that costs continue to outpace inflation, exacerbated by the competitive forces of a market economy, with no obvious end in sight. Technology continues to change the way institutions operate and educate, even if we don't yet know where it will lead us. Demographic shifts already well underway mean that colleges of all stripes will increasingly serve students with different educational needs from those of previous generations. Finally, in light of these trends and others, the public is increasingly skeptical of the value, direction, and integrity of the higher education system.

While the challenges are indeed sobering, the liberal arts college is well worth our best efforts. We know it to be an exemplary model of education, arguably the best way to prepare young people for lives of high purpose, integrity, and engagement, a commitment that has special urgency given the forces eroding such values in the larger world. As was said at the 1995 Pew Higher Education Roundtable:

It is the liberal arts college--residential, devoted to instruction in the broad curriculum of the arts and sciences, designed as a place of growth and experimentation for the young--that remains the mind's shorthand for an education at its best. Architecturally and philosophically, the liberal arts college embodies the ideal of learning as an act of community, in which students and faculty come together to explore and extend the foundations of knowledge. The intimacy of the residential setting, the emphasis placed on teaching, the celebration of the liberal arts as

the foundation for a lifetime of learning--all define the ideal form of scholarly purpose and endeavor in undergraduate institutions.

The U.S. boasts a robust cohort of elite liberal arts colleges that together set a standard of excellence for undergraduate education that is recognized and emulated throughout the world. And even among this impressive group, Haverford stands out. By dint of a fortunate blend of size, location, history, and ethos — most profoundly its commitment to Quaker-rooted practices of self-governance, communality, and reflexivity — the College fosters its students' commitment both to academic proficiency grounded in rational inquiry and to ethical engagement sharpened by critical reflection. It is this dialectical synthesis of disinterested and activated learning that lends a Haverford education its peculiar power to shape the *whole person* as an agent of personal and collective realization. And it is elementally toward achieving an improved version of that synthetic ideal that our Plan has been crafted.

The Plan outlines and articulates an academically compelling, publicly comprehensible, and economically sustainable vision for Haverford College designed to assure that it fulfills its potential as a truly world-class educational institution. Haverford should join with others, including especially its Tri-Co partners, in being a clarion voice for the importance and the effectiveness of a rigorous liberal arts education and for “the ideal of learning as an act of community.” Indeed, far from being in the backwater while dominant trends wash over higher education, Haverford represents an important countervailing current, but also the model of enlightened leadership in an age of rapid change and uncertainty.

The great challenge before us is not one of identity or purpose, but rather in recognizing that this time of change in higher education is also one of opportunity. In our time, we must build on what we have achieved and what we believe in order to strengthen our institution and serve our mission more effectively.

### ***Plan Overview***

The Plan is organized around five topics:

1. **The Academic Plan** articulates a set of principles around which to build out the academic program in order to provide a liberal arts education that will better position students for the 21<sup>st</sup> Century world. We reaffirm the importance of retaining and building new strengths in our disciplinary efforts and describe three interdisciplinary areas of study that are of increasing relevance and interest to faculty and students. These three “constellations” will guide our investments across the College’s traditional core disciplines and in the people, programs, and spaces that will bring them to life.
2. **Educating the Whole Student** suggests ways to build on the resources, traditions, and values that together shape the undergraduate experience at Haverford, from Customs to counseling services and from the Dining Center to the deans.
3. **Expanding Learning Spaces** focuses on technology, civic engagement, and ethical engagement, three areas of evolving practice at Haverford that promise to bring heightened richness, dynamism, and relevance to a Haverford education.
4. **Haverford in the World** addresses the interplay between the College and the world outside the gates, in which Haverford seeks to have an impact greater than our modest size would suggest.
5. **Institutional Stewardship** demonstrates how we will support our ambitions of today while preserving our institutional strength for future generations.

There are a number of themes that appear and reappear in this document that represent core premises of the Plan's argument. These guiding values merit overt articulation:

- **Academic excellence.** Haverford is committed to providing a liberal arts education based on a rich academic curriculum, distinguished by its excellence and concern for individual growth. This academic rigor is foundational to all Haverford is and aspires to be.
- **Ethical character.** Haverford's Quaker origins help to make the College a place where the excellence of the academic program is deepened by its moral and ethical dimensions. This ethos permeates the community and has helped distinguish Haverford among even the very finest colleges and universities. The Plan calls for continued reflection, tending, and renewal of our ethical character in order to ensure that it plays a constructive role in the advancement of our mission.
- **A learning community.** Our Quaker principles turn classrooms into communities where faculty and students learn from each other, and where all voices are heard. In such contexts, students, faculty, and increasingly staff as well become better thinkers, listeners and speakers, making them partners in the creation of knowledge. The curricular, co-curricular, and extra-curricular programs that we envision in this Plan all exist in service to this ideal.
- **Diversity and inclusion.** Diversity is a necessary component of a rigorous learning community. Only through dialogue with people representing different ideas, experiences, attributes, and talents can individuals become fully educated and prepared for citizenship in a globalized world marked by difference. Diversity on its own, however, is insufficient; only an inclusive learning community that genuinely embraces difference can realize its potential. Haverford has work to do in this area before institutional realities live up to our ideals. This theme becomes particularly explicit when we discuss how we will hire and retain faculty and staff, how we admit and support students, how we build community, and how we engage with communities beyond the gates.
- **Sustainability.** Haverford was founded as a perpetual institution and that imperative permeates all we propose in the Plan. Sustainability means more than thinking about the environment, although that is a critical component. It also means that for Haverford to fulfill its mission in an unknowable future we must wisely steward all our assets – dollars, infrastructure, and people – and enable them to work in support of the College's highest priorities. It means that faculty and staff time is precious and we must not build programs whose labor demands erode energy, creativity, and good will. It means that we must keep Haverford affordable to students and families so they do not mortgage their futures to receive a great education. It means that all we do for Haverford today should make us a stronger learning community tomorrow, even better able to play a productive role in society.

Finally, in order for a Haverford to transcend the inherent limitations of its size, **collaboration**, while more a mode than a value, is one other recurring theme. The College already benefits in many ways from its longstanding institutional relationships. BiCo, TriCo, and the Quaker Consortium already provide significant benefits but may hold even more unrealized potential. New collaborations within the

region and much further afield likely hold opportunities to expand educational opportunities and reap operational benefits.

### **Bringing the Plan to Life**

Once vetted by the campus community and approved by the Board of Managers, the realization of the Plan's initiatives –hires, programs, facilities, etc. – will occur through the College's established governance structures. The faculty will implement the academic program; Senior Staff and other standing committees will oversee the operationalization of administrative components; students through self-governance will play a central role in shaping the Haverford educational experience. The Board will retain the fiduciary and strategic oversight delegated to them by the Corporation and will also serve as a partner to the campus in securing the necessary resources and stewarding them responsibly.

Many of the proposals in this document require additional resources. As such, this document will guide the fundraising priorities of our Institutional Advancement team, who will seek to align the philanthropic goals of our supporters with the College's most pressing needs. The Plan will also inform our annual budgeting process, the regularized system through which we provide the means to convert ambitions into actions. Our ten-year budget model, which undergirds the Plan's section on Financial Sustainability, shows that we can make incremental investments in our articulated priorities while maintaining fiscal equilibrium.

To help keep us on track in this multidimensional effort, we will convene an implementation committee as a natural successor to the Strategic Planning Steering Committee. This body will be charged with developing near-term agendas that advance the Plan's long-term aims, serving as a resource to those groups realizing the Plan's various objectives, assessing our progress toward our goals, and allowing for dynamism in the Plan by interpreting and adapting priorities in the face of evolving environmental contexts and resource availability.

## 1. The Academic Plan

### ***Enriching Minds in a Changing Landscape***

Working together in classrooms, laboratories, studios, and libraries, generations of Haverford students and faculty have discovered the rewards of intellectual and creative engagement with the human and natural world. For Haverford students and faculty, those rewards do not consist simply of *knowing more*. We strive for *a better kind of learning* (as the 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 produce, analyze, and defend original ideas;
- Mastery of the key methods and concepts in a primary 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 principles of egalitarianism and social justice within and beyond the classroom.

We stress the benefits of an educational philosophy committed to

- The enrichment of an individual's capacity for original thought;
- The profound rewards of a lifetime of learning;
- The public good that comes from a citizenry alert to the depth and breadth of the human experience.

In short, 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 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.

That landscape of expansive opportunity sets the scene for transformations of the Haverford classroom within the matrix of the current academic plan. Building upon pedagogical innovations in Fine Arts, Music, and the experimental sciences, contemporary faculty across the divisions are extending the classroom into new sites of inquiry and discovery. To the studio and the lab we can add the archive, the community, and the natural environment to those spaces where faculty and students explore urgent questions and hone analytical tools that are core to our educational mission. As with drawing in Fine Arts or Biology's "superlab" (now celebrating its 50<sup>th</sup> anniversary), courses taking place "in the field" or in spaces where collections and databases are most readily investigated are no longer just supplemental to seminar and lecture rooms but are sometimes stand-alone curricular venues.

This expansion in the spaces of learning not only widens the "source material" available for study but also intensifies the Haverford learning paradigm as one that minimizes the teacher-centric model of knowledge delivery-and-reception in favor of collaborative interrogation of information, received meaning, and potentially new ideas. More than ever, Haverford faculty spend less time serving students facts and truths and more time helping students analyze the validity and value of what they can find for themselves. Whether in the traditional or "expanded" classroom, this intensified student opportunity for critical and creative thinking is enhanced by revolutions in information technology. No longer are we limited by the availability of faculty knowledge in the classroom, for there is a world of ever-exploding and instantly available fact at everyone's finger-tips. In the twenty-first century classroom, memorization of information becomes less important than learning how to discriminate within a vast array of materials what is valid, relevant, and worthy of further study. Likewise, the library is no longer a static repository of things to be recovered but instead, like the seminar room, studio, and lab, a lively arena of exploration.

At heart, the seminar room remains the locus of a Haverford education. It is indispensable for two reasons: first, because critical analysis through close scrutiny of human expression and natural objects, salted by historical awareness, is the essential vehicle of understanding across the liberal arts; and second, because they are the central mechanism for rendering Haverford an intimate community of learners. Upon that foundation, Haverford's curriculum and pedagogy continue to expand into new locales and formations, opening up between once firmly distinguished curricular and co-curricular structures, between the campus and the world beyond Haverford's walls, and at the points of intersection between disciplines. Like the seminar, disciplines remain foundational for a Haverford education; and like the classroom, they have expanded outward while retaining their integrity as "fields" where students attain greatest depth of understanding. The challenge addressed in this academic plan

is how to sustain the College's commitment to disciplinary learning while promoting the curricular and pedagogical innovation. The stakes are high; the opportunities inspiring.

### ***Some Recent Developments***

Over the course of the last several years Haverford has created a number of frameworks that position us to meet the challenges and opportunities 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 to focus on shared interests or pressing problems. The Centers support seminars, grant-funded research initiatives, faculty and student travel in support of research projects and presentation, and public forums to explore novel modes of inquiry. Accordingly, they highlight the many ways in which the disciplines connect, formalizing an aspect of cross-disciplinary engagement that has always been the hallmark 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 programs in **Environmental Studies**, **Health Studies**, and **Peace, Justice, and Human Rights**. 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, such programs—and any strategically identified additions to them that we might contemplate—can thrive only if made sustainable by faculty whose scholarly, pedagogical, and administrative energies underwrite the programs' missions. Such sustainability will require enhanced faculty presence, accompanying staff expertise, and resources for faculty development.

We have also 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, honing the craft of writing, public speaking, and many other specialized skills. Alongside the **Library**, which educates students to navigate various platforms for information acquisition and use, these programs focus on the specific academic needs of each student, preparing them to thrive in the academic community, utilize 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 participate in the ambitious learning enterprise.

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. Distance learning and massive online courses provide alternative models to 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.

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At its core, the following ideas seek 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 ensure the faculty's ability to produce research at the front-lines of their fields;
- 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, strengthen existing and emerging interdisciplinary programs, attract and support the most creative and generative people (students, faculty, and staff), and create the physical and intellectual spaces that will keep Haverford at the vanguard of the liberal arts tradition.

## A. The Curricular Blueprint

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 research 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. Strength in core disciplines remains the College's curricular foundation, the bedrock upon which it builds interdisciplinary innovation. Thus every effort in this plan to sustain interdisciplinary programming will be designed simultaneously to intensify bolster disciplinary capacity.

**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 continued to stretch disciplines beyond boundaries that governed intellectual work when current practitioners were trained. 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 and 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 conducted a department-by-department study of the broad changes that are restructuring contemporary science, arts, and humanities. Building upon the Blueprint design fashioned in 2007-8, the results highlight areas of growth and change 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, as well as opportunities to develop and deepen work within the individual disciplines.

**Constellations:** Three constellations—*Critical Literacies*; *The Commonwealth: Social Philosophy, Policy, & Public Value*; *Area Studies*—are the key drivers of our plan for academic enrichment. We believe they invigorate our educational mission in five ways:

- They highlight and further enable connections among naturally affiliated programs that presently stand in isolation from one another, making relationships among fields of inquiry more visible to students and bringing faculty into proximities more likely to spark new collaborations.
- 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 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 and lifelong learners committed to seeking knowledge with passion and purpose.

With those aims in mind, we now offer a fuller picture of our plan for academic enrichment that will unfold as follows:

- Expanded discussions of the three curricular constellations
- Recommendation of three related initiatives for co-curricular programming that in each instance brings together faculty and students across all three divisions
- Descriptions of opportunities that expand the curriculum toward opportunities for graduate training linked to work done by Haverford students while earning their Haverford B.A. or B.S.
- Recommended resources for program and personnel support needed to realize our educational vision
- Discussion of capital projects that have been carefully linked to academic program planning

### **Constellation #1.**

#### **Critical Literacies: Computational Studies; Visual Studies**

Liberal arts institutions have long been superior mechanisms for imparting interpretive skills to students. We want to add to that skillset new kinds of literacies that will offer our students fresh 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 integrative and 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** and **visual studies** offer exciting opportunities for Haverford's scientists, social scientists, and humanists to work collaboratively. We imagine, for instance, technologically savvy artists deploying the resources of a renovated Old Gym to design, assemble, and exhibit multi-media installations that expand the resources of modern storytelling. We envision social entrepreneurs working in the media-enriched Digital Commons, blending sophisticated data-mining techniques, visualization strategies, and behavioral analysis to consider poverty-fighting strategies like micro-financing across national and international communities. Moreover, experience across such intersecting areas will prepare our students to join researchers capable of addressing contemporary challenges—from population growth, climate change, and the spread of disease to the transmission of social meaning through an explosion of competing media. Embracing the possibilities of this intellectual vitality, the plan will give faculty the resources needed to strengthen these budding areas of inquiry, 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 100 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 multiple forms of microscopy, 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.

Last year, a series of conversations among faculty and students 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 in all three divisions 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 via Environmental Studies), microscopy, 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.

New critical literacies require not only new tools and new personnel but also new spaces. Crucial features of the latter are the renovations of the Old Gym and Union/Roberts as sites for engagement with visual culture, arts, and media, of Magill as a center for integrating digital and traditional modes of information, and of Sharpless as the completion of the KINSC, where new kinds of advanced instrumentation have accelerated discovery in and across scientific disciplines. Equally important as an extension of visual and computational studies is the development of training programs to support use of information technology. These will be tailored to individual disciplinary and interdisciplinary programs by relevant faculty, librarians, and IT specialists adept in navigating between digital technologies and traditional fields of inquiry.

## Constellation #2.

### The Commonwealth: Social Philosophy, Policy, and Public Value

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 social policy; or c) critical re-conception of public value and the human condition, our students can become significant contributors to the 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. Likewise, they will 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. And they will learn not only that micro-financing has the power to enhance the lives 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 endeavors in environmental stewardship, sustainability, health delivery, economic 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.

These 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 that provided three tenure lines. It is now in its second year and attracting a variety of multi-talented students.
- **Health Studies.** The Health Studies inter-disciplinary minor seeks 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 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 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, 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, was recently 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 interdisciplinary concentration offers students the opportunity to study the history, philosophy and critiques of the rights tradition, to examine themes of human rights and justice in their local and international contexts, and to apply philosophical, social scientific and ethical reasoning to real-world problems. In addition to taking core courses shared with other PJHR students, concentrators design their own path through the program by choosing an area of inquiry in consultation with the director, working out a plan that focuses the concentration regionally, conceptually, or around a particular substantive problem. Students are encouraged to generate creative new approaches to current problems and historical ways of thinking. Themes include, but are not limited to: human rights, international and domestic justice, peace and conflict, governance, development, applied ethics, social entrepreneurship, technology and politics, global health, and political reconciliation and transitional justice.

Contemporary studies of societies blend traditional discursive inquiry with modes of information gathering and analysis that draw upon the critical literacies highlighted in our first constellation. Projects to renovate key spaces for those modes of research and learning are therefore integral elements of our second constellation's focus on twenty-first-century social issues. Alongside traditional survey and narrative texts, students probing environmental, health, and social justice issues increasingly use data visualization, statistical analysis, and geographical mapping (GIS). Such tools will be honed in the KINSC and the newly designed Magill. Likewise, VCAM will provide the means for students to use cutting-edge methods of documentary imaging to convey insights about modern social experience.

### Constellation #3. Area Studies in Transnational Perspective

The destiny of contemporary life, both individual and collective, lies at the nexus of global and local experience. More than ever, 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 constructs that remain open to evolving definitions (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 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. 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.

- **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, and Latino Studies** promotes interdisciplinary exploration of the cultures of Latin America, Hispanic North 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.
- **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.

As with the first two constellations, scholarship and learning embodied in our area studies concentrations will be strengthened with new spatial configurations on campus. The study of global 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 regions. Similarly, the cross-cultural and inter-media studies facilitated by a renewed Music library and VCAM will energize students' embodied encounters with myriad expressive forms and traditions.

## **B. Augmenting the Constellations: Transdivisional Co-Curricular Programming**

As an intentional community guided by the spirit of cooperation and mutuality, Haverford presents a fertile proving-ground for our students' acquisition of the collaborative skills, habits, and temperament needed for success in the dynamic future that awaits them. Accordingly, in order to enhance the College's curricular opportunities we envision a number of exciting co-curricular vehicles that will bring together faculty and students across the divisions to undertake creative collaborations. While arising from each of the three constellations, these structures—which will begin as pilot programs, continuing only if there are sufficient resources—will not limit their interests or their participants to those defined by the programs enumerated above.



1. **The Innovation Incubator.** A ten-week summer program in which students from the sciences, social sciences, humanities, and arts will form teams to jointly explore research problems in an atmosphere of entrepreneurial invention. Mentored by alumni/ae conversant both with specific areas under exploration and with entrepreneurial techniques, skills, and strategies—and gently guided by supportive but not suffocating faculty oversight—students will be given living stipends and modest funding to develop scientific, commercial, artistic, community, and activist projects with potential for ‘real-world’ 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 “entrepreneurial/artist/activist-in-residence”). We anticipate that the VCAM and a renewed Magill will be key locations for these shared explorations.

2. **The Public Policy Forum.** A project for students studying in such programs as Environmental Studies, Health Studies, Education, PJHR, area studies, Economics, Cities, Economics, Sociology, Anthropology, and Political Science who produce a policy brief or proposal in the fall semester, then join together to host and participate in a spring symposium involving faculty and external experts drawn from government, NGOs, and academia (taking advantage of our felicitous location between Washington and New York, and our extensive network of policy-engaged alumni). In addition to providing students experience building consensus in a policy-making process, the Forum would offer a medium for forming partnerships that can generate future opportunities for students such as internships and training in specific areas of interest.

3. **The Council on Area and Transnational Studies.** Keyed to the second of our constellations, the Council would develop programs of lectures, symposia, exhibitions, readings, screenings, and public conversations among faculty, students, and visitors in order both to highlight features of each area of study and to probe areas’ relationships as a form of transnational inquiry. The Council would also provide students who have gained international experience through CPGC’s array of internships opportunities to connect that experience to their academic pursuits by helping to shape and manage Council programming. Finally, the Council would serve as a mechanism for area studies participants to forge programming, including possibly courses, in trans-national studies that put regional concerns and knowledges into conversation with one another.

Of special importance for the meaning and success of these forums is their readiness to leverage and extend strengths of two major College resources: the Centers and the renovation of key academic spaces, most especially Music, the Old Gym, and Magill. The first provide what we might call the *conceptual space* within which latterday transdivisional collaboration thrives in innumerable forms. The second offers the *literal spaces*—classrooms; studios; research locales; media labs; screening rooms; pop-up galleries; etc.—through which emerging technologies combine with traditional resources to form new kinds of intellectual and inventive hubs for shared discovery and making. Taken together, these dynamic capital investments will give vivid reality to Haverford’s ideal of the “campus (as) classroom.”

### C. 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 (encompassing such disciplines as biotechnology, bio-engineering, chemical engineering, electrical engineering, nanotechnology computer graphics and game technology, and computer and information science): Penn
- Finance: Claremont McKenna
- Latin American Studies: Georgetown

Areas that connect to programs highlighted in our constellations where we might also pursue new arrangements of this sort include:

- Public Health
- Bioethics
- East Asian Studies

Additionally, in cases where students have attained exceptionally advanced proficiency, we will explore arrangements with Penn and other area institutions allowing students to take graduate courses in their disciplines.

### D. Implementation and Resources

Sustaining the excellence of our academic endowment and undertaking new 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.

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 research and curricula that are consistently rigorous, current, and evolving)
- **Sustainability** (programs that have dedicated faculty presence and leadership)
- **Synergy** (coordination of investments that maximize impact for academic aspirations)
- **Collaboration** (connections within the curriculum and across institutions)
- **Flexibility** (appointments that integrate programs without freezing future options)
- **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:

## 1. People

- **New departmentally-based tenure-line positions, distributed across the three interdisciplinary constellations**, created to strengthen departmental curricula while forging connections across areas in need of sustainable development. {In addition to eight tenure-line positions already attained or promised, we aspire to six tenure-line hires connected to the programs located among the constellations.}
- **New tenure-line positions targeted for areas of great need (e.g., where enrollment pressures are straining over-taxed curricular and faculty resources, significantly constraining a discipline's ability to meet student needs and develop its intellectual mission)** {We aspire to two "free-floating" tenure-line positions.}

### Some Guidelines for New Hires

- The faculty will have responsibility for determining how to implement the academic plan, including: approving new areas of study and new curricular pathways; allocating new resources for faculty hires; and seeking the proper balance between innovation and sustainability.
  - New faculty lines will be established on a pay-as-you-go basis.
  - Both standing and envisioned interdisciplinary programs require dedicated faculty commitments in order to remain intellectually vital and to become bureaucratically sustainable.
  - Hires that stabilize programs should also strengthen departments. Principles for distributing responsibilities for and evaluations of such hires will be established at the time of appointment and overseen annually by the Provost.
  - 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 affinities are most compelling.
  - The College will seek opportunities for cluster hires that can galvanize new areas of the curriculum and create synergies across programs and should also explore possibilities for meeting these needs via conversion appointments or other apportionment of existing resources.
  - The College will undertake a robust approach to ensuring that applicant pools for all searches are diverse and will recognize faculty diversity as a compelling institutional priority in hiring decisions.
- **Post-doctoral and program coordinator positions** to strengthen programs and assist established faculty to participate in interdisciplinary areas. Post-docs bring us fresh curricular ideas, especially in practitioner areas (like documentary film-making), while program coordinators alleviate administrative burdens currently borne by faculty Concentration/Minor Coordinators and provide creative programming for the constellations. {We aspire to three such positions.}
  - **Staff positions** for technical and field expertise, program oversight, and administrative support. Especially in library and IT positions, staff are increasingly

partners and not merely assistants to faculty in advancing curricular aims, while well-trained AAs can be integral to the smooth operation of departments and programs. {We aspire to four such positions.}

## 2. Faculty Development

Enhanced faculty support is essential if we are to meet the ambitious goals and new academic initiatives described in this Strategic Plan. Indeed, the innovative ideas discussed here can be realized and sustained only if we simultaneously put in place a robust set of initiatives for faculty development. As noted in the preamble to our portrayal of curricular constellations, the lifeblood of Haverford's curriculum is a mode of learning in which faculty and students equally take responsibility for interrogating received understanding and producing new knowledge. The faculty's ability to conduct original, meaningful research underwrites the exciting pedagogy of discovery that fuels that intimate, collaborative educational mission. And that ability requires time and resources, well-placed investments in the College's aspiration to offer a singular liberal arts experience to an outstanding student body.

Those ends can be met through the following initiatives for faculty support and development:

- 1) Encourage growth, momentum, and new directions in scholarship and teaching:
  - a. Expand the resources to support innovative scholarship, including support for both current and new directions in faculty research agenda
  - b. Create Term Chairs for Associate and Full Professors in order to sustain faculty productivity post-tenure
  - c. Extend availability of the Teaching and Learning Institute to foster career-long innovation and collaboration in teaching
  - d. Institute a 5/1 sabbatical system, providing more continuous time for research projects while adding stability to faculty governance structures
- 2) Free up faculty time currently devoted to administrative tasks:
  - a. Compensate Chairs for their distinctive administrative and leadership obligations
  - b. Provide qualified administrative help and specialist technical collaborators (per recommendations made above)
  - c. Renew technological infrastructure (per recommendations made in the Technology section of this Plan)
- 3) Provide support for a variety of faculty work/life issues:
  - a. Explore new resources to help Faculty and Staff with dependent and elder care.
  - b. Identify and implement best practices with respect to Dual Career Partner Issues

- c. Develop new options and ideas for pre-retirement transition from full-time work at the College
- d. Develop new options for post-retirement service to the College

### 3. Capital Projects

#### *Overarching Goals*

Recognizing that the excellence of our academic program is dependent on the appropriateness of the facilities that support them, we have identified four core buildings on the central campus — Magill, Old Gym, Union/Roberts, and Sharpless — that badly need renovation and in some cases repurposing. The work of the Academic Space Planning Committee (ASPC) aims to map this recuperation of our physical endowment in ways that support the College's strategic planning goals, focusing in part on fortifying the disciplinary core of the academic program. Building projects directly tied to this programmatic element include renovation of music spaces, biology spaces, and psychology spaces. Second, Haverford is particularly recognized for its strength in interdisciplinary and cross-disciplinary scholarship and curricular programming, the area highlighted in, but not limited to, the constellations identified above. This interdisciplinary strength will be supported by the renovations of Magill, Old Gym, and Sharpless, which together present new trans-divisional and multi-media research and teaching opportunities. We also face a unique opportunity to consider these four projects as a whole; where possible, architectural and landscaping themes are being considered to reveal the scholarship that lies within these structures, and to achieve enlivened harmonies across the campus's central quads.

Thus the task of the ASPC has been to create a plan to attend to the physical needs of key academic buildings while also designing spaces that will advance the aims of our academic programs for many years. The following principles have been established for meeting these needs:

- Technology-infused facilities that provide faculty the modern resources to interrogate texts, art objects, and other visual and acoustical resources
- Increased visibility and illumination of critical resources for disciplinary and cross-disciplinary scholarly ambitions
- Enhanced facilities to support formal and informal engagement across faculty, student, and staff cohorts

#### *Music*

The programmatic needs for the Music Department have been clearly articulated over the last two years, with special emphasis on the creation of state-of-the art facilities for the study of music (as praxis, and as a mode of inquiry) in the liberal arts. It will be a home for serious study and musical encounters for the entire College community. We aim to create spaces for:

- Private Study: with comfortable, welcoming rooms for individual practice, and in a new Music Library that will array a first-class collection of scores, books, and sound recordings alongside spaces for reading and collaboration;
- Rehearsal and Creation: with dedicated spaces for our small and large ensembles, and for using equipment suitable for projects of audio-visual documentation of performances and work with legacy a/v formats;
- Shared Experience: with acoustically flattering spaces for workshops with visiting artists, and intimate performances by student chamber ensembles and student composers.

### ***Library***

A modern library moves from the traditional repository paradigm to a central academic space of activity and intellectual engagement. There is a collective and urgent sense from the community that our library does not meet the needs of scholarly practices today. Given its central place on campus, revitalizing the physical endowment of the library will meet critical goals to increase active scholarly engagement within this location, and throughout our community.

- Planning for a renovated library envisions appropriate teaching spaces, event space, centralized access for students to subject specialists, quiet reading rooms, and social spaces, as well as a café that fosters community and intellectual exchange, keeping in mind that some spaces will be available 24/7.
- The library is expanding its capacity to support reading, writing, creating, curating and preserving by embracing digital and multimedia environments. The new spaces will allow librarians to play a key role in developing best practice for bringing together the traditional and digital skills of scholarship through direct engagement with faculty and students.
- Spaces for Special Collections are being designed to make these resources more accessible to the community. Further, these rare materials, coupled with the digital and secondary texts, will allow enhanced multi-modal learning already underway on campus.

### ***Visual Culture, Arts, and Media (Old Gym)***

The interdisciplinary **Visual Culture, Arts, and Media** (VCAM) facility will provide a vibrant, flexible, 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,

professional praxis, and trans-divisional collaboration, the complex of classrooms, media labs, presentation spaces, and informal meeting areas will also serve as a lively corridor between the lower and upper campuses.

The facility:

- **will foster** an environment where artistic experimentation, professional productions, curricular activities, workshops, and informal conversation intermingle. Social and work spaces will offer 24/7 and year-round 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.
- **will share** with the Haverford community and the public work that will prompt continued discussion and cultural enrichment.

Spaces/programming (19,000+ sq. feet) elements include:

- Digital editing lab and sound studio, hacker-maker space, and media installation area
- classrooms with build-ins for exhibition and production pedagogy, exhibition labs, white spaces for pop-up exhibitions and project development, visible storage (arts/artifacts)
- faculty offices, HCAH offices and seminar room
- Screening/performance venue, reception area
- Multi-use lounge area, informal gathering spaces

### ***Biology & Psychology***

Sharpless is shared between Biology and Psychology. The building's facilities are both outdated and inadequate, and no longer able to meet the departments' pedagogical needs. A thorough engineering study, published in 2009, proposed a deep renovation of building systems. In addition, programming goals are being refined. The types of facility upgrades that the two departments require can be summarized as follows:

- The building will receive upgrades to electrical, HVAC, and plumbing systems. 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.
- A new footprint has been designed to support the collaborative and interdisciplinary nature in Biology. Research spaces in Psychology are being redefined to express a growth in this major and in an increasing emphasis on experimental work.
- 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 staff will be emphasized. Classroom spaces will be renovated.

## 2. Educating the Whole Student

One of the great virtues of a residential liberal arts college like Haverford is its attention to holistic student development through rigorous academics, enriching and supporting co-curricular and extracurricular opportunities, and the intimacy and energy of communal living. In many ways, there is notable constancy in the experiences of Haverford students over the years. Fords chart their own educational courses, govern themselves, and resolve social and residential issues as a community. The Honor Code, Customs, diverse programs from the arts to athletics, and multiple avenues for engagement with communities on and off campus remain foundational to the Haverford experience. Student idealism remains palpable: Haverford students now as always want both to “do well” and “do good” as undergraduates and as citizens.

In other ways, current generations of Haverford students are distinctly different. They are more diverse than a generation ago by virtually any measure, bringing with them a wide range of life experiences, cultural values, learning styles, communication styles, mental and physical health challenges, and priorities. Supporting our students and their evolving needs requires strong, coherent, consistent academic advising; coordination among support functions; and regular professional development for faculty and staff.

In recognition of both the value of Haverford’s abiding traditions and strengths, and the ever-changing needs of students, this Plan aims to:

- Coordinate, integrate and enhance student support services and academic resources;
- respond to and prepare for student needs as they evolve with changing demographics;
- ensure co-curricular resources contribute to and are aligned with academic initiatives and innovations as outlined in the strategic plan; and
- foster a vibrant residential student community enriched by a broad range of extracurricular opportunities.

These imperatives guide our work across two key co-curricular arenas: Enhancing Student Development, and Fostering Community and Engagement.

### A. Enhancing Student Development

The Haverford educational experience is enhanced by myriad programs and departments that support students and enrich their intellectual and personal development. In the next phase of institutional development, we will seek to build on strengths and reimagine areas of student support where we can serve our students in newer or more productive ways.

1. **Enhance and integrate advising.** Augment advising to encourage all students, from their first days at Haverford, to be thinking about the possible trajectories that they



can create for themselves, pulling together curricular, co-curricular and off-campus elements such as internships, international research and service learning experiences; build on the momentum of the new Center for Career and Professional Advising in encouraging students to take advantage of the many opportunities that faculty, staff and alumni can offer in helping students envision and experiment with a variety of life paths.

2. **Coordinate and enrich student support offices.** Support the continuation of the Office of Academic Resources (OAR)/Writing Center through raising funds to sustain the partnership beyond the initial years of the grant; expand its portfolio to become a true teaching and learning center, where initiatives related to innovative pedagogy and strategies to reach all types of learners could be supported; consider expanding the programs that it currently supports so that student access is centralized; liaise consistently with campus technological initiatives and expertise to maximize the contribution of technology to student learning. As the Office of Disability Services (ODS) function becomes a formal element of the OAR, support and extend as necessary current efforts to determine best practices in the accommodation response to disabilities as our student population evolves and presents more numerous and more complex physical and learning challenges; examine whether collaboration with other institutions could help us keep pace with student needs and technological advances, and determine what level and type of coordination on campus will be most appropriate to our size and capacity.
3. **Bolster and broaden support for student well-being.** Conduct a review of Counseling and Psychological Services (CAPS) and overall mental health support for students that includes (1) institutional policies and practices that bear on and respond to student mental health; and (2) staffing, structure, and services at CAPS. Examine whether the Women's Center and the Health Center, with some staffing adjustments, could become more centrally involved with the academic direction and scholarly activities of the College; emphasize their educational dimensions while retaining a high standard of provision of student services; consider relocating the Women's Center to benefit from synergies with offices such as OMA, CDO, OAR or the Academic Centers.

## **B. Fostering Community and Engagement**

1. **Improve residential resources on campus.** As a residential college, Haverford recognizes that a vibrant and productive experience outside the classroom provides a fundamental contribution to students' intellectual and social growth, and it deepens students' understanding of the benefits and responsibilities of citizenship and communal life.
  - A. Make available more 24/7 student spaces on campus for study, meetings, group work, and socializing, as plans for renovated Library and Old Gym begin to do. Provide easy scheduling of such spaces, adequate support services, and whenever possible empower students with ownership and control of them.

- B. Reassess the current utilization of Whitehead Campus Center to better serve the student community.
- C. Ensure that adequate spaces are available for religious practice and quiet reflection.
- D. Ensure that students have sufficient access to athletic opportunities and fitness facilities, whether through varsity teams, club sports, intramurals, or recreational activities.
- E. Provide high-quality dining and meal plan options that are aligned students' dietary needs, lifestyles, and budgets. Address lack of food options on evenings and weekends.
- F. Ensure that residence halls adequately support safe, healthy, productive, sustainable student lifestyles through core services including housekeeping, maintenance, network access, laundry facilities, recycling and conservation measures.

**2. Develop a robust approach to diversity and inclusion.** Productive citizenship in our globalized world rests upon understanding and working across difference. While Haverford is a significantly more diverse community than in the past, our commitment to inclusion requires constant attention and critical reassessment.

- A. Support student interest in forming a diversity council or other mechanism tasked with creating and overseeing a range of structures and programs that will engage the community in what it means to celebrate and grapple with the various dimensions of diversity on a small college campus; create a campus network of diversity support, programming and consultation.
- B. Identify and address policies and practices on campus that disadvantage students with fewer financial resources, for example programs posing transportation or other incidental costs, or leadership positions that conflict with students' needs to hold paying jobs.
- C. Continue work to ensure that all students with disabilities have access to Haverford's physical, educational, and programmatic resources.
- D. Examine the role, scope and resources of the current Office of Multicultural Affairs to develop strategies that would permit this office to continue to provide support to individual students, affinity groups and diversity-related programming while also contributing to the academic program and leadership initiatives; consider new administrative relationships with other offices to offer greater flexibility for small staff.

**3. Enhance and coordinate leadership development opportunities.** Haverford's tradition of student self-governance creates significant opportunities for students to play leadership roles on campus and to hone the intellectual, reflective, and ethical habits of mind that will serve them as leaders throughout their lives.

- A. Recognize the many different ways in which students develop as leaders, and ensure that students have access to a wide range of leadership roles throughout their time at Haverford; focus particular attention on how to support students whose circumstances make taking on leadership roles challenging.

- B. Further develop and fund a leadership institute that would advance the skills and capacities required for ethical leadership. The institute would coordinate and promote existing support for student leadership of current programs, as well as offer explicit training in the skills that leaders need while at Haverford and beyond; establish a framework that both sustains current initiatives (such as the Rufus M. Jones Leadership Institute, Customs training, athletics leadership development, and OAR workshops) and coordinate efforts and offerings by these programs and their supporting offices to reduce duplication and make explicit leadership development opportunities.
- 4. Emphasize and integrate engagement with the community and the world.** In conjunction with efforts to enhance curricular and co-curricular resources around Civic Engagement and Social Responsibility (see Chapter III.B.), we will make student engagement with outside communities more visible and more integrated into student life programming.
- A. Service and volunteer opportunities. Reposition and enhance the volunteer center (8<sup>th</sup> Dimension) and establish a more robust and explicit role for the exploration of engagement opportunities during Customs. Work with students to provide a wider array of volunteer opportunities that connect to more diverse populations. Consider including the MAST program and other currently-autonomous service activities into this new framework.
  - B. Leadership development. Ensure that the leadership institute focuses centrally on the importance of engagement, drawing on existing work of the OMA and the Multicultural Leadership Institute, and is closely integrated with the Ethical Leadership initiative described in Section II.
- 5. Strengthen and centralize the international dimension.** Establish an international office or center that would coordinate administratively, oversee risk management concerns, and serve as a focal point for faculty discussion and program development; coordinate the area-studies focus of the academic enrichment plan with international opportunities of all kinds that are currently scattered across campus (study abroad, internships, volunteer activities, visiting scholars, community outreach). Ensure in particular that the international academic initiatives as described in Section I are administratively supported as well as coordinated with financial and staff resources dedicated to student and faculty research and travel.

### 3. Expanding Learning Spaces

Today's "classroom" at Haverford has many guises. In addition to traditional venues like the seminar, library, and laboratory, teaching and learning are now occurring on partner campuses, out in the field, embedded in communities local and overseas, and through various forms of electronic mediation. Our students increasingly seek to integrate their curricular and co-curricular interests, and their learning is supported by peers, faculty, and staff across all sectors of the institution. In these and other ways, our ideas about what, how, when, and where learning happens are all subject to continuous rethinking and evolution.

Guided by Haverford's abiding commitment to residential liberal arts education, we will support the work of our faculty, students, and staff as they explore alternative pedagogies, new teaching modalities, and fruitful partnerships. These evolving practices complement and enrich the traditional Haverford classroom to provide powerful new approaches to liberal education in order to prepare students for productive and principled lives.

#### A. Technology and the Liberal Arts

Technological innovation has led to remarkable improvements in pedagogies and the dissemination of knowledge, dating back to the printing press. The current "disruptive innovation" of electronically mediated teaching and learning is reshaping some sectors of higher education, as evidenced by on-line college degrees, MOOCs, and the like. We expect these trends to continue and to spur broad rethinking of the essential components of higher education.

Like many of our residential liberal arts peers, we do not believe Haverford's future lies in the use of technology to supplant the faculty-student dyad that is at the heart of what we do. Rather, we see great potential for technology to complement and enhance the generative energies of our intimate residential learning community.

Haverford and other colleges are currently experimenting with the ways in which technology could conceivably advance our missions, in the classroom and out, such as lecture capture, "flipping the classroom," and seamless collaboration with geographically remote partners. We will continue to invest in technologies that promise to contribute positively to the teaching, learning, scholarship, and community values that are at the heart of our enterprise.

##### 1. Enhance pedagogy and scholarship

Our faculty, staff, and students are already demonstrating in their classrooms, labs, and beyond the potential benefits of technology to a liberal arts education. There is much more Haverford must do to support this generative work (for fuller discussion see Appendix):

- a) Invest in our IT system. Maintain a robust set of IT services, systems, infrastructure and staffing that supports and contributes to the development of core competencies among faculty, staff, and students.
- b) Develop and sustain collaborations. Transformative scholarship occurs across disciplinary and institutional boundaries. We will continue to explore ways that technology supports and inspires collaboration, taking advantage of our existing relationships among campus individuals and departments, and with partners beyond campus, for example within Tri-Co.
- c) Build in capacity for innovation. Provide community members the physical spaces, forums, technological resources, skill development opportunities, and time to engage creatively with technology within and beyond their core areas of expertise.

## **2. Pursue new models of technological collaboration in support of residential liberal arts education**

Cognizant of the tremendous power of our collective institutions, we will continue to work with peers to imagine new ways for our institutions to harness the power of technology. We believe that collective action among groups of colleges is more likely to gain traction than isolated experimentation. Haverford has begun conversations with peer liberal arts colleges and other potential partners at the local level (Bi-Co, Tri-Co, and the Quaker Consortium), within the region (Pennsylvania Consortium for the Liberal Arts), and among its national cohort (Liberal Arts Consortium for Online Learning).

Areas of exploration may include:

- Enhanced teaching tools
- “Porous classrooms” that draw in diverse student, faculty and other voices through online exchanges
- Expansion of campus curricula
- Resources to enhance scholarship and research
- Faculty and staff development opportunities
- Reflection on academic governance structures that foster innovation
- Access to data about student learning and the impact of teaching innovations
- Administrative systems

## **B. Civic Engagement and Social Responsibility**

Civic Engagement and Social Responsibility (CESR) is a pedagogical approach in which faculty members and others collaborate to provide opportunities for students to partner with community-based organizations in order to confront ideas, issues, and aspirations through the integration of theory and practice. In deep resonance with Haverford’s emphasis on preparing students to create and apply knowledge for greater ethical purposes, CESR enriches a traditional classroom-based learning experience by fostering in students higher levels of civic awareness and skills, a broader capacity to engage diverse perspectives and people, a more sophisticated

ability to reflect on existing social, economic, cultural, and political structures and processes, and a deeper desire to become more active and imaginative citizens in the life of a community.

Haverford faculty, students, and staff across many academic and co-curricular departments are already engaged in a variety of CESR-aligned activities, from coursework to volunteer experiences. The organic development of such programs has led to a multitude of opportunities for engagement and learning. However, the absence of coordination or systematic utilization of College resources leaves the whole less than the sum of its parts. We will seek to enhance Haverford's CESR programming through the following measures (see Appendix for fuller discussion):

### **1. Coordinate and centralize**

In the long term, the College should consider creating a centralized office to serve as a coordination nucleus to sponsor and track activities, support faculty, build networks, develop partnerships with community members, institutions, agencies and umbrella organizations, and serve as the spawning ground for new initiatives. In the short term, we will improve coordination and communication among departments engaged in this work by forming a CESR Council and by centralizing information about extant programs and opportunities. As further elaborated in Section III, our goal is to provide opportunities for early and sustained civic engagement as a thematic element of the Haverford educational experience.

### **2. Provide sustained opportunities for reflection, analysis, discussion**

One of the essential elements for an educationally powerful CESR project is dedicated time for skillfully facilitated reflection, discussion, reading and analysis. There are some courses in the Haverford curriculum that do this, with a focus on theories and conceptual frameworks regarding injustice and social transformation, for example, although few have CESR components. The CPGC requires all students returning from international or domestic internships to take a course that provides a critical and conceptual framework with which they may reflect on the experiences, issues and ideas in circulation during the internship. The Andrew W. Mellon Teaching and Learning Institute also already plays a role in fostering reflection by students and faculty at both Haverford and Bryn Mawr, with programming responsive to curricular goals of participants such as CESR. We must ensure that such opportunities for reflection are available to all students participating in CESR activities.

### **3. Invest in partnerships**

Each spring, six graduating seniors committed to social justice and volunteer action are selected for one-year fellowships with non-profit host organizations and live at Haverford House in West Philadelphia. Built on a set of successful partnerships between the College and community organizations, Haverford House stands as a model for how Haverford can construct fruitful bilateral relationships with community organizations that advance students' educational and career aspirations and provide meaningful benefits to the greater community. Haverford House Fellows could serve as a bridge for

undergraduate students and community organizations, and these six alumni can facilitate workshops and discussions.

Another extraordinary model is Bryn Mawr College's robust Civic Engagement Office (CEO) that oversees its Praxis curriculum, community partnerships, and volunteer opportunities. As Haverford further develops its own CESR offerings, we should learn from our partner's accumulated wisdom in program development and delivery, and we should move ahead in close coordination with the CEO in order to manage community relationships effectively, deploy resources efficiently, and identify together opportunities for expanded CESR programming for BiCo students.

### C. Ethical Education and Leadership

Haverford's enduring commitment to a values-centered liberal education rooted in Quaker principles and practice sets the College apart from other institutions. We believe in providing for our students an education that emphasizes the examination of ethical decision-making processes and choices. Moreover, our students contribute meaningfully to the pursuit of ethical engagement in much of what they do on campus through their engagement with the Honor Code and through the distinctively high level of student agency and involvement in decision-making. In our view, this commitment is the essential component of a Haverford education that encourages students to "lead lives that speak."

As we consider the future of a liberal arts education, we recognize the extraordinary value of explicitly preparing our students for the ethical challenges that society must confront. The ethical commitment we seek to instill in our students rests on the development of an individual's capacity to use knowledge, discernment, empathy, humility, and courage in order to make judgments about difficult problems for which there are no pre-existing answers. This is not to pretend that Haverford enjoys any sort of moral or ethical superiority; rather what makes our community distinctive is our common *commitment* to exploration of these issues, whether in our academic pursuits, extracurricular life, or in the workplace.

To this end, we formed in 2013 a working group on Ethical Engagement & Leadership which has been exploring ways to support and expand enterprises at Haverford that foster ethical engagement and leadership in students and that provide opportunities for teaching and scholarship to reflect these interests. Our goal is not simply to further invest in the existing commitment to ethical engagement at Haverford, but to raise the profile of this dimension of our identity and push forward our commitment into new territory. Looking forward, this group recommends:

- **Building programs and creating activity on campus around issues of ethical engagement.** This could include speaker series, conferences, symposia, residencies, seminars, etc. The formality of this could range from ad hoc events to the creation of an entity that organizes a collective and ongoing effort.
- **Establishing externally Haverford's identity and reputation as a place committed to leadership development and ethical engagement.** We believe we should be asserting our commitment to ethical engagement beyond Haverford's boundaries, and show

leadership in our commitment to this endeavor. Again, specific possibilities are wide ranging:

- Creation of a Summer Institute that brings college students from around the country or world to campus for a short-term program;
  - Programs for the professions on ethical decision-making and leadership;
  - Establishment of an award, recognizing ethical engagement in leadership.
- **Creating more formal trajectories and pathways for students to pursue ethical engagement and decision-making.** This could take several forms, and further discussion should consider the merits of various approaches (curricular, co-curricular, extracurricular, and blended pathways). Serious consideration should be given to formalizing and certifying student development in this area; at the same time, caution should be exercised to avoid systems that reflect nothing more than a “punch list” of activities. Any formalized trajectory should reflect a purposeful developmental experience, akin to major or distribution requirements, and should reflect the importance of collaborative experiences, faculty mentorship, and student agency. Ideas and approaches might include:
  - Placing even greater emphasis on Ethical Leadership within the Peace, Justice and Human Rights concentration; this could include building and expanding the PJHR concentration to allow its focus on ethical leadership to reach more students.
  - A formal certification program for students, articulating and acknowledging various pathways students might take in the formal development of ethical decision-making, leadership, and problem solving. This would draw heavily on work and activities already happening at the College, but could also suggest new opportunities and experiences.
  - Alignment with and/or expansion of the work already being done by the Rufus Jones Leadership Institution;
- **Providing greater support for faculty creativity and initiative** for ideas and activity that engage with ethical issues within and beyond their discipline.
- **Conducting a closer examination and inventory of the existing activity** at Haverford that promotes and serves ethical engagement, with the purpose of holding up what we are already doing and revealing ways we might further develop such activity. A bird’s-eye view of what is already happening at Haverford will allow for better institutional support of these activities, and may reveal ways to coalesce such activity around more focused themes and desired outcomes.



## 4. Haverford in the World

The vision expressed in this Plan is the result of considerable self-study and reflection. It takes into account the history and mission of the College in articulating its ambitions for students who seek an undergraduate education unlike any other. But for all its unique qualities that set it apart from virtually every other setting in higher education, Haverford does not exist apart: we are one strand in the fiber of many societies, literal and virtual. Our Plan for what will happen here must also take into account 'there': the milieu from which our students are drawn, and the communities into which they will graduate.

### A. Admission

The College benefits enormously from its reputation as one of the very best liberal arts colleges in the world with a distinctive and resonant mission. While the powerful mission of the College has remained remarkably constant over time, the mechanisms for attracting students to the College must change as the landscape of higher education keeps changing. In recruiting the world's best students, Haverford competes with much wealthier and better-known liberal arts colleges, and with many other kinds of institutions public and private. Furthermore, the changing demographics of college-bound students -- much more diverse, along multiple measures, many with significant financial need -- will present new challenges to conventional wisdom and approaches. With access and affordability key to the College's central mission, we remain deeply committed to providing admitted students the financial aid they need. In order to maintain these values for future generations, we must evaluate the sustainability and effectiveness of our current financial aid policies and procedures.

- **Ongoing assessment and strengthening of the admission process.** Evaluate the strength of the Admission process including the numbers, academic quality, and diversity of applicants, yield rate, and comparative data with peers.
- **Savvy use of technology and communication strategies.** Continue to develop consistent, cohesive, effective messaging and deliver this message in a more targeted, professional, sophisticated manner and to a broader range of audiences.
- **Targets.** Grow applicant pool to 4,000; improve yield to over 40%; close the reputation/awareness gap between Haverford and the majority of our admission competitors.
- **Affirm the importance of financial aid to the values of the institution and the recruitment of students and make funding for it a high campaign priority.**
- **Re-articulate a vision for the desired makeup of the student body.** Discuss the implications of the significantly changing demographics on our goal of building a diverse community.
- **Engage the broader community.** Far-reaching decisions about shaping the student body of the future should not take place in isolation within the Admission Office, but should engage the broader community.

## B. Career and Professional Advising

In 2013 Haverford restructured and reoriented the Career Development Office towards greater alignment with the academic mission and a stronger commitment to engaging all relevant constituencies. The new name reflects an intentional change in approach: the Center for Career and Professional Advising has already begun to help students think more strategically about how to “put all the pieces together” in order to position themselves for meaningful and rewarding lives after Haverford. These efforts are grounded in the belief that the skills, interests and self-awareness that students develop and synthesize while here at Haverford, from the very first year onward and through the totality of their coursework and activities, form the nucleus of an orientation to life and work that will be of lasting value, if appropriately nurtured, supported and integrated.

To that end, the work of the Center will be deployed both more broadly (as a focal point for the larger conversation about education and employment and the role of liberal arts institutions in the global community) and more narrowly (by offering concrete resources such as workshops, guidance on self-presentation skills, and the encouragement of reflexive experiences that will contribute to students’ readiness for employment in a variety of areas). A critical aspect will be focused and sustained outreach to faculty, alumni, employers, agencies and other institutions, drawing in all members of the community as both resources for students and beneficiaries of CCPA programming. In concert with the initiatives outlined in Section II, another key goal is to establish the Center as a dynamic and visible locus for conversations about incorporating praxis, service learning and internship-based coursework into the curriculum.

Goals include:

- **Build a career community.** Help students think about a career trajectory; integrate education and career exploration.
- **Increase professional development resources, programs, and advising.** Provide opportunities for students to learn about career fields and to network with alumni and others, on campus and off. Expand resources and advising to help students identify and articulate their strengths and interests in professional settings.
- **Increase access to externships and internships.** Help students get into workplaces. Coordinate information about and access to opportunities from across campus departments.
- **Develop a robust recruiting program.** Ensure that employers are aware of Haverford and the strength of its students. Collaborate across TriCo on local recruiting events.
- **Leverage outcome data.** Improve tracking of students after graduation in order to inform practice and programs.

## C. Alumni

The value and power of a Haverford education are realized through the lives of its alumni. The College depends on its graduates to connect Haverford to the greater world and to ensure the College’s continued relevance in a dynamic, global society. Whether through volunteer service, campus programs, student mentoring, or providing opportunities for internships and

employment, alumni enrich the educational experiences of Haverford students and serve as the College's ambassadors around the globe.

To ensure that the College builds and maintains productive, mutually enriching relationships with its alumni, we will work to improve our alumni relations strategies and infrastructure, broadly conceived, across campus.

- **Strengthen programming to support the alumni journey across all life stages.** Provide current value to our alumni lives throughout their journey, and have the Haverford community extend well beyond campus and four years of undergraduate study. Reunions will remain a centerpiece, but not the only opportunity for alumni to connect intellectually, socially and financially with Haverford. Affinity groups, regional programs, admission education sessions are among several programs that will be enhanced. Reinvigorate reunion programming. Use technology to strengthen alumni connectivity with what is going on at Haverford, and with alumni around the world.
- **Improve data sharing and coordination.** Guided by the Institutional Effectiveness Committee, improve communication and cooperation across departments that regularly seek to foster alumni involvement. Institutional Advancement will play a central role in stewarding alumni data and ensuring its integrity in partnership with other campus entities, while Communications will support a more coordinated approach to alumni outreach, particularly via electronic media.
- **Serve as an ongoing career resource.** Through the reconfigured Center for Career and Professional Advising, facilitate contact among alumni and with students in order to align passions and interests with possible career and life trajectories.
- **Improve collection of outcome data.** Through Institutional Research, explore ways to capture data about alumni that will help assess the College's educational programs while making a compelling public case for liberal arts education.
- **Keep alumni connections strong.** Led by College Communications, employ a multi-faceted strategic communications program to grow alumni engagement and showcase alumni accomplishments through web, print, and social media.

#### **D. Academic & Educational Leadership**

By virtue of its distinctive mission as a Quaker institution and its exceptional academic strength, and notwithstanding its modest size, Haverford has much to contribute to current debates about higher education, and especially the value and purposes of a liberal education. In the midst of a period of dramatic change and uncertainty, Haverford's faculty, administrative leaders, and Board can help to inform the public and shape the direction of higher education in the coming decade. Indeed, with confidence in our mission to provide students with a rigorous and student-centered academic experience, combined with a strong ethical foundation, we believe that there is a special opportunity to share best practices and reflect carefully on the enduring purposes of undergraduate education within a society undergoing rapid socio-economic, technological, and cultural change.

## 5. Institutional Stewardship: a College for the Future

As we prepare to enrich and expand the Haverford experience, we must do so mindful of both the institutional foundation upon which this work will be done and the infrastructure that will ensure its success. Such resources -- financial, physical, human -- will be called upon to realize our vision, and this Plan must provide for each in ways, and to degrees, that are equal to the commitments it makes to the academic enterprise.

### A. Financial Sustainability & Endowment Management

The effect of the 2008-09 global economic crisis resulted in a three-fold impact on the College's finances. First, the value of the endowment, which provides more than 25% of our operating budget, declined significantly and has not fully recovered. Second, the ongoing economic malaise has inhibited growth in family income in the U.S. and made it harder for families to meet rising educational expenses, even as financial aid costs have more than doubled over the past seven years. And third, uncertain economic conditions have resulted in a more challenging fundraising environment.

Despite these challenges, Haverford remains an institution with significant financial resources and has always managed to compete successfully with wealthier institutions. Haverford faculty and staff have always found ways to do more with less. Continuing to do so will require an integrated, sustainable financial structure that will enable the College to use its financial resources wisely and to adapt to the new economic realities of the world.

We are committed to a long-term financial plan that supports the initiatives and objectives of the strategic plan. It will do so through thoughtful balancing of needs and resources so that the College can continue its commitment to quality and mission, while reasonably projecting sustainable balanced budgets into the future. The first iteration of our ten-year budget model was vetted by the campus community in 2012-2013 and endorsed by the Board of Managers, subject to updates based on actual performance and evolving institutional priorities. The financial plan considers the following budgetary guidelines and trade-offs:

- **Sustaining Institutional Excellence.** In allocating resources, we must sustain Haverford's standing as a leading liberal arts institution.
- **Financial Equilibrium.** Require that annual revenue be equal to or greater than annual expense, without eroding the financial and physical endowment. Growth in revenue and expense should be reasonably projected to maintain a sustainable relationship, as the future trend is as important as the existing relationship.
- **Student Charges and Financial Aid.** Maintain competitive levels of student charges, while considering the increasing cost of higher education. Preserve generous financial aid policies that are also financially sustainable over the long term.
- **Enrollment.** Manage enrollment levels, given the limitations imposed by the capacity of our facilities, academic program, and student services.
- **Endowment Spending Rate.** Provide sustainable endowment income in support of both current and future generations at Haverford.

- **Endowment Management.** Maintain an endowment return in excess of spending and inflation. Continue to develop and refine investment policies, processes and research to provide for best practices in endowment management, recognizing the central importance of the endowment to sustaining the excellence and long-term welfare of the institution.
- **Investment in Physical Plant and Technology Infrastructure.** Fund expenditures for renewal and replacement of the physical plant and equipment annually through the operating budget, and do so at a level that preserves their useful life and recognizes replacement cycles.
- **Human Resources.** Maintain appropriate levels of human capital, competitive compensation and benefits, to sustain the quality of the institution.
- **Fundraising and Capital Campaign.** The campaign, which began July 1, 2010 and will end on June 30, 2017, will provide significant resources to support the strategic plan across all dimensions. The campaign goal of \$225 million provides a floor, not a ceiling, to our fundraising potential. We will seek current, capital, and deferred support for stated priorities. In executing the campaign, we will be attentive to campaign success, as well as creating a positive climate for future campaigns to address any underfunded areas of the strategic plan.

Based on the results of the preliminary phase of the campaign started on July 1, 2010, with a nucleus fund of \$160 million and an alumni body of 13,000 (half of whom have graduated since 1990), the Senior Staff will recommend that the Board set an ambitious but achievable campaign goal of \$225 million at its April 2014 meeting. Haverford will take the campaign public in Fall 2014 and it will run until June 30, 2017 (see separate Campaign Plan for ***Lives that Speak: A Campaign for Haverford***).

The campaign goal sets a floor, not a ceiling, for the dollars raised. Most peer campaigns in recent years have surpassed their campaign goals. The total for the items articulated in the plan exceed the goal, as responsible institutions plan for continuous fundraising beyond the parameters of a single campaign effort, and articulate a broad set of priorities to inspire capacity level giving from donors with diverse philanthropic interests.

## **B. Access and Affordability**

Haverford is committed to admitting students who will most benefit from and contribute to this unique community of scholars and citizens, regardless of their ability to pay. Our financial aid program must meet these three objectives:

- Our financial aid program should support our mission of admitting the best students to Haverford, regardless of ability to pay, and making a Haverford education accessible and affordable to those students.
- Our program should minimize, to the extent we can afford to do so, Haverford students' debt at graduation and be comparable to that for students at peer institutions.
- Our program should be financially sustainable given our resources, current obligations, strategic objectives, and in light of foreseeable economic conditions.

Over the coming years, we will monitor the effects of our 2014 decision to reintroduce loans and consider alternate measures that could help us meet our objectives, for example the possible addition of a loan forgiveness program.

### C. Supporting Staff and Faculty

As a labor-intensive teaching organization, Haverford can only be as excellent as the people it employs. We operate in a highly competitive environment for attracting and retaining the very best faculty, staff, administrators and professionals. Haverford “over-achieves,” that is, maintains with fewer resources an academic reputation that equals that of its wealthier competitors. In large part this has been accomplished by the hard work and dedication of its employees.

Ultimately, we seek to enhance the sense of community that has made Haverford a special place to spend one’s working career. We will initiate a multi-year review of how well we are meeting our objectives. This will include:

- **Orientation:** improve the processes through which new employees receive essential on-boarding services and information about the College as employer and community.
- **Compensation:** ensure the College is providing compensation that appropriately addresses both competitiveness and equity considerations.
- **Benefits:** review the relative balance of salary and benefits, including retirement savings and paid leave time.
- **Diverse community:** continue efforts to become a more diverse community of employees at all institutional levels by aggressively pursuing diverse applicant pools in our hiring processes and by fostering an inclusive work environment.
- **Communication:** ensure broad and regular communication with employees to enhance coordination and collaboration.
- **Shared Governance:** strengthen partnerships among Staff Association, administrative/professional staff, faculty governance structures, and senior administration to promote engagement and participatory decision making around areas of common interest.

### D. Technological Infrastructure

It would be hard to overstate the impact of technology in transforming the nature and context of knowledge and learning and its impact upon academic and administrative activity. Keeping abreast of rapidly changing technology is a challenge and a necessity. Under the leadership of Information Technology Services, Haverford is working systematically to overcome past deficits in technological infrastructure and support in order to provide consistent, sustainable, reliable and service-oriented technology resources that support teaching, learning, research and operational success. A 22-month capital budget plan has been developed. The plan calls for updating the core IT infrastructure by addressing deferred maintenance issues. Moving forward, a 10-year core infrastructure R&R budget has been developed and will be incorporated into annual IITS operating budgets beginning in FY15-16.

- **Consistency.** Wherever possible, promote and employ Open Source Software and community sourced technologies strategy for all systems and services.
- **Collaboration.** Identify and pursue collaborative opportunities with our counterparts at Bryn Mawr and Swarthmore.
- **Teaching and Learning.** Foster a healthy digital media ecology by staying abreast of current trends and creating a forward-looking, technology-infused environment that supports the College's educational and research activities.
- **Enterprise Systems.** Develop, provide and promote state-of-the technology resources to support the enterprise functions of the College including finance, payroll, registration, advising, admission, scheduling, Institutional Advancement, libraries, and identity management.
- **Infrastructure.** Provide a robust, secure, and high-performance network and systems infrastructure to support the teaching, research and computing needs of the College.
- **Client Services.** Provide a highly-responsive, client-focused environment to provide desktop support for students, faculty and staff in all campus computing environments.
- **Planning and Governance.** In consultation with the Technology Advisory Committee, the IT Policy Committee and, possibly, a Board of Managers Technology Task Force, develop and maintain an operational plan that is both proactive to emerging technological trends and reactive to immediate user needs.

## E. Physical Plant

Haverford's buildings and grounds create a distinctive sense of place that is elemental to our collective identity. At times of financial stress, it is easy for an institution to underfund its facilities maintenance to provide general budget relief. As any homeowner knows, some expenses can be delayed, but deferred maintenance as an ongoing budget tactic will only cost more in the long run. To be a responsible steward of our "physical endowment," Haverford must remain on top of its maintenance needs, and invest in the preservation of our campus for future generations.

At the same time, changes in technology and interdisciplinary work demand that our physical structures do more than simply house our instructional and student life programs. Physical spaces become protagonists and catalysts to academic programs that pursue new knowledge in new modes. In keeping with our sense of place and limited resources, Haverford will seek to renovate existing facilities to address these opportunities wherever possible and fiscally prudent.

### 1. Space Planning and Stewardship

Haverford addresses facility capital needs through the Renewals and Replacements (R&R) line in the operating budget. The Facilities Management Department has developed a 5-year rolling plan of R&R expenditures that is updated on an annual basis. R&R must be adequately funded in order to steward responsibly the College's aging and ever-growing capital facilities.

Specific facilities needing attention in the coming years include:



- **Haverford College Apartments**
- **Faculty housing**
- **Dormitory upgrading**
- **Track**
- **Dining Center**

## 2. **Campus & Arboretum**

Haverford's treasured 200 acres play an integral part in our mission. Natural beauty inspires, restores, and reminds each of us how setting shapes experience and, in turn, how we as individuals contribute to that setting. Conceived by intentional plan at the College's founding in 1833, our exterior space remains a jewel for students, faculty, staff, alumni as well as countless members of the surrounding community.

Our investment in the campus continues to be guided by the 2008 Campus Master Plan, a document that we will consider updating to reflect our latest thinking about our critical needs and the timeframe. In particular, with four major projects being planned for Founders Green, this is a moment to reflect on that space and its evolution.

Stewardship of this greater campus and its natural resources requires constant vigilance and preventive maintenance. Major initiatives planned for the months and years ahead include:

- 3- to 5-year plan to replace the alleé of trees on College Lane due to deterioration caused by bacterial leaf scorch.
- Ongoing 10-year plan to increase the large canopy cover by 10%.
- Continue to remove Norway maples in the woods to reduce competition to allow native species to return.
- Underplant the large specimen trees in center campus so there will be another tree of significant volume in place when declining trees need to be removed.
- Plant 10 to 15 new trees each year, at least 2 species new to the collection
- Expand ongoing conversion of turf into meadows.
- Release of beneficial insects in Pinetum; possible expansion to other areas

In this effort we will continue to partner with the Arboretum Association, a volunteer group that promotes the Arboretum among a range of audiences by planning programs about campus history, stewardship of the grounds, preserving existing trees, and plans to perpetuate this history for future generations.

## F. **Sustainability and Environment**

"Sustainable development," the United Nations articulated in its 2007 Brundtland Report, "is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." The College takes seriously the question of how we as an institution and as a community can integrate the principles of sustainability into our work and lives, and in particular how we can contribute to a reduction or mitigation of human-



induced climate change.

Haverford's institutional footprint is modest in the face of global environmental challenges. We believe we can make the most meaningful impact through the many lives the College touches, in particular the lives of our graduates. Pursuant to that highest purpose, we are committed to fostering engagement with issues of sustainability in and out of the classroom and to modeling sustainable practices as an institution. We will concentrate our efforts across four categories:

1. **Academics.** Most visibly embodied by the new Tri-Co environmental studies program, the Academic Plan (Chapter 1) calls for continued strengthening of our curricula and scholarship that address issues of sustainability.
2. **Engagement.** The Committee on Environmental Responsibility (CER) is the campus community's coordinating body for environmental issues. In addition to sponsoring a 'green purchasing' policy for campus operations, CER partners with departments in order to promote sustainable practices, ranging from local sourcing in the Dining Center and composting food waste, to energy conservation strategies. We will increase the administration's participation in CER in order to strengthen the group's leadership role in promoting campus engagement, as well as support the continued engagement of the enterprising student groups pursuing other environmental goals, such as CISR's management of a "sin portfolio" of stocks that enables students to participate in shareholder activism with respect to companies that present particular social and environmental concerns.
3. **Operations.** In our ongoing work to fulfill Haverford's 2007 ACUPCC pledge to achieve carbon neutrality, and informed by the 2012 Climate Action Plan, the College currently buys 100% of its electricity from renewable sources and has made numerous other operational improvements to reduce energy consumption, mitigate our waste stream, and promote other sustainable practices. Under the leadership of the Sustainability Coordinator this work will continue as an integrated component of the College's core operations. Immediate steps include:
  - All future buildings to meet or exceed LEED Gold standards or equivalent.
  - Electric Sub-metering all major dorms, Dining Center and Magill Library to assess the performance of individual buildings and the energy use of their inhabitants, creating opportunities for energy savings and critical reflection on the implications of personal behavior on energy consumption.
  - Addition of building light sensors and automation systems.
  - Retro-commissioning of GIAC to achieve new systems efficiencies.
4. **Planning & Administration.** In 2013 the Board of Managers charged the College with a comprehensive review of its approach to environmental responsibility. Guided by a chief sustainability officer reporting directly to the president, Haverford will develop a more strategic institutional approach to sustainability and improve coordination and prioritization among its many ongoing activities. The first step of this work will occur in 2014 with the completion of the triennial AASHE/STARS survey. As an indicator of continued progress, our goal is to improve Haverford's current STARS rating from bronze to silver or better by 2017, and to gold by 2020

## G. Corporation

The Corporation of Haverford College is the holder of the legal title to Haverford's assets, and it is also a partner in advancing the College's mission. While it has delegated fiduciary oversight of the College to the Board of Managers, the Corporation has retained as its priority strengthening and enriching Haverford's Quaker character. Our Quaker heritage and values contribute positively to the College's distinctiveness and institutional strength.

- **Alignment.** Continue to partner with the Corporation Advisory Committee to maximize the Corporation's positive impact on the College and its mission, both strategically and spiritually.
- **Quaker character.** Support the Director of Quaker Affairs and Faculty Director of Quaker Affairs in their work to provide a wide array of Quaker and spiritual programs, opportunities for community engagement, a vibrant conversation about Quaker values and practices in the community, and greater involvement by Corporation members on campus.
- **Academic enrichment.** With the fundraising complete to endow the Douglas and Dorothy Steere Professorship in Quaker Studies, work to position it effectively within the faculty structure and hire its first incumbent.

## Acknowledgements

This Plan draws from a number of previous studies and plans (the Academic Blueprint, the Campus Master Plan, the Middle State Reaccreditation Self Study) and owes a debt of gratitude to the many faculty, staff, students, and friends who shaped that work. The development of this document is thanks to many standing and ad hoc committees of faculty and students, the senior staff, the Board of Managers, and the many contributors who have participated in the consultative and iterative processes over the past two years.

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### **Academic Spaces Planning Committee (ASPC)**

Kim Benston, Marilyn Boltz, Don Campbell, Joanne Creighton, Rob Fairman, Richard Freedman, Maris Gillette, Dave Harrower, Sam Hersh '15, Lili Hutchison '15, Jesse Lytle, Laura McGrane, Terry Snyder, Dan Weiss

### **ASPC Magill Working Group**

Laurie Allen, Kim Benston, Joanne Creighton, Rob Fairman, Rich Freedman, Robert Germany, Dave Harrower, Darin Hayton, Sam Hersh '15, Lili Hutchison '15, Jacob Lowy '14, Jesse Lytle, Laura McGrane, Maud McInerney, Norm Medeiros, Alex Molot, Rio Morales '17, Bethel Saler, David Sedley, Terry Snyder, Jon Sweitzer-Lamme '14, Dan Weiss,

### **ASPC Old Gym Working Group**

Marcus Baenziger, Kim Benston, Don Campbell, Joanne Creighton, Maris Gillette, Jesse Lytle, Laura McGrane, Terry Snyder, Gus Stadler, Sam Hersh '15

### **ASPC Sharpless Working Group**

Marilyn Boltz, Don Campbell, Joanne Creighton, Rob Fairman, Stuart Hean '14, Kate Heston, Ben Le, Jesse Lytle, Lili Hutchison '15, Christie Quake '13

### **ASPC Union Working Group**

Ingrid Arauco, Kim Benston, Curt Cacioppo, Adam Crandell, Joanne Creighton, Richard Freedman, Dave Harrower, Sam Hersh '15, Heidi Jacob, Tom Lloyd, Nancy Merriam, Micah Walter '14, Matt Walker '13

### **Civic Engagement Working Group**

Fran Blase (chair), Kelly Cleary, Martha Denney, Kaye Edwards, Cathy Fennell, Alice Lesnick, Tom Lloyd, Jesse Lytle, Steve McGovern, Julie Sheehan, Theresa Tensuan

**Ethical Engagement and Leadership Working Group**

Ethan Adelman-Sil '16, Kelly Cleary, Ann Figueredo, Anita Isaacs, Ken Koltun-Fromm, Jim Krippner (Co-chair), Kayoung Lee '16, Jess Lord (Co-chair), Damon Motz-Storey '16, Jill Stauffer, Dan Weiss, Helen White

**Faculty Affairs & Planning Committee**

Richard Freedman (chair), Suzanne Amador Kane, Peter Love, Rob Manning, Lisa Jane Graham

**Faculty Working Group**

Kim Benston, Richard Freedman (Chair), Lisa Jane Graham, Suzanne Amador Kane, Rob Manning, Jill Stauffer

**Institutional Effectiveness Committee**

Fran Blase, Chris Chandler, Kelly Cleary, Martha Denney, Maris Gillette, Kaye Edwards, Cathy Fennell, Spencer Golden, Alice Lesnick, Tom Lloyd, Jesse Lytle, Donna Mancini, Steve McGovern, Chris Mills, Jenn O'Donnell, Julie Sheehan, Terry Snyder, Theresa Tensuan, Diane Wilder

**SEADS Advisory Committee**

Kim Benston, Mike Casel, Martha Denney, Spencer Golden, Jess Lord, Jesse Lytle, Dick Wynn, Joe Spadaro

**Senior Staff**

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**Student Experience Working Group**

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**Task Force on Academic Enrichment**

Kim Benston, Fran Blase, Craig Borowiak, Joanne Creighton, Cristina Fuller, Shizhe Huang, Richard Freedman, Jesse Lytle, Raji Mohan, Judith Owen, Anne Preston, Joshua Sabloff, Paul Smith

**Technology Working Group**

John Castrege, Adam Crandell, Darin Hayton, James Keane, Ava Janina Lichauco '16, Josh Schrier, Elliott Schwartz, Joe Spadaro (chair), Beth Willman