



2019-20 Counselor Guidebook

YOUR GUIDE TO HAVERFORD COLLEGE

HAVERFORD
COLLEGE



FROM THE DEAN

JESS LORD,
VICE PRESIDENT & DEAN OF ADMISSION AND FINANCIAL AID

Dear Friends,

I hope that your year has gotten off to a great start and that you are enjoying the energy and vitality that students bring to campus.

At Haverford, we are also enjoying the energy and vitality that comes along with new leadership, as we welcome our new President Wendy Raymond. You can read more about Wendy on the next page. We're so excited to have Wendy with us as we embark on the next phase in Haverford's history.

We also want to highlight some of the latest developments at Haverford. Our newly renovated library has reopened; we are so excited about this transformed space with innovation around collaborative learning, digital scholarship, and access to special collections. We've also seen the successful first year of the Haverford-Jefferson Medical School Early Admission Program. You can find more details about both of these in the following pages.

Thank you so much for taking the time to read this guidebook – we hope it is helpful for you in understanding what's new at Haverford and what kinds of opportunities are available for your students. As always, we so appreciate your collegueship as we collaborate in support of students. We look forward to working with you and wish you the best for a fantastic year.

All my best,
Jess

Application Deadlines

Early Decision: Nov. 15

Early Decision II: Jan. 1

Regular Decision: Jan. 15

Application Process Reminder!

Like last year, we are accepting either self-reported or official standardized test scores – we have no preference in the application process. Students can use any of the following options to submit test scores:

- Enter scores in the testing section of the application (Common Application, Coalition Application, or the QuestBridge application).
- Send a screenshot or scanned copy of official score report(s) to admission@haverford.edu.
- Have them sent directly to us by the testing agency; Haverford's testing codes are 2289 (SAT) and 3590 (ACT).
- A counselor or school official can provide a copy of your score report by email (admission@haverford.edu) or by fax (610-896-1338).

Please note that official scores will be required for all enrolling students.

WELCOME

WENDY E. RAYMOND

the 16th president of Haverford College

An accomplished molecular biologist, award-winning teacher, and academic leader, Wendy Raymond became the 16th president of Haverford College on July 1, 2019.

Previously, she served as vice president for academic affairs and dean of faculty at Davidson College, where she oversaw a significant reinvestment in faculty positions, research support, and curricular development. As Davidson's chief diversity officer, Raymond led a multidimensional effort to broaden and deepen faculty diversity, equity, and inclusion. From 2014 through 2016, she was chair of the Committee on Equal Opportunities in Science and Engineering, a Congressionally-mandated advisory committee to the National Science Foundation, on which she served since 2010.

Prior to Davidson, Raymond was professor of biology at Williams College, where she began teaching in 1994 with specialties in molecular genetics. She ran an active research laboratory with funding from the National Science Foundation and the National Institutes of Health. From 2004 to 2008 she was program director of the Howard Hughes Medical Institute's undergraduate science program at Williams involving science outreach to K–12 schools and research partnerships with other colleges.

In parallel, Raymond developed deep expertise in promoting diversity in the sciences and served as co-director of the Symposia on Diversity in the Sciences at Harvard University, the University of Washington, and the University of Louisiana at Monroe. After chairing Williams's Committee on Diversity and Community, Raymond was named the College's first associate dean for institutional diversity. She has gone on to gain national prominence for her work on issues of diversity, equity, and inclusion in academia, the sciences, and liberal arts institutions.

Raymond is a Phi Beta Kappa graduate of Cornell University. She earned her Ph.D. at Harvard in biochemistry followed by an American Cancer Society Postdoctoral Fellowship in genetics at the University of Washington.

WENDY'S FIRST DAY

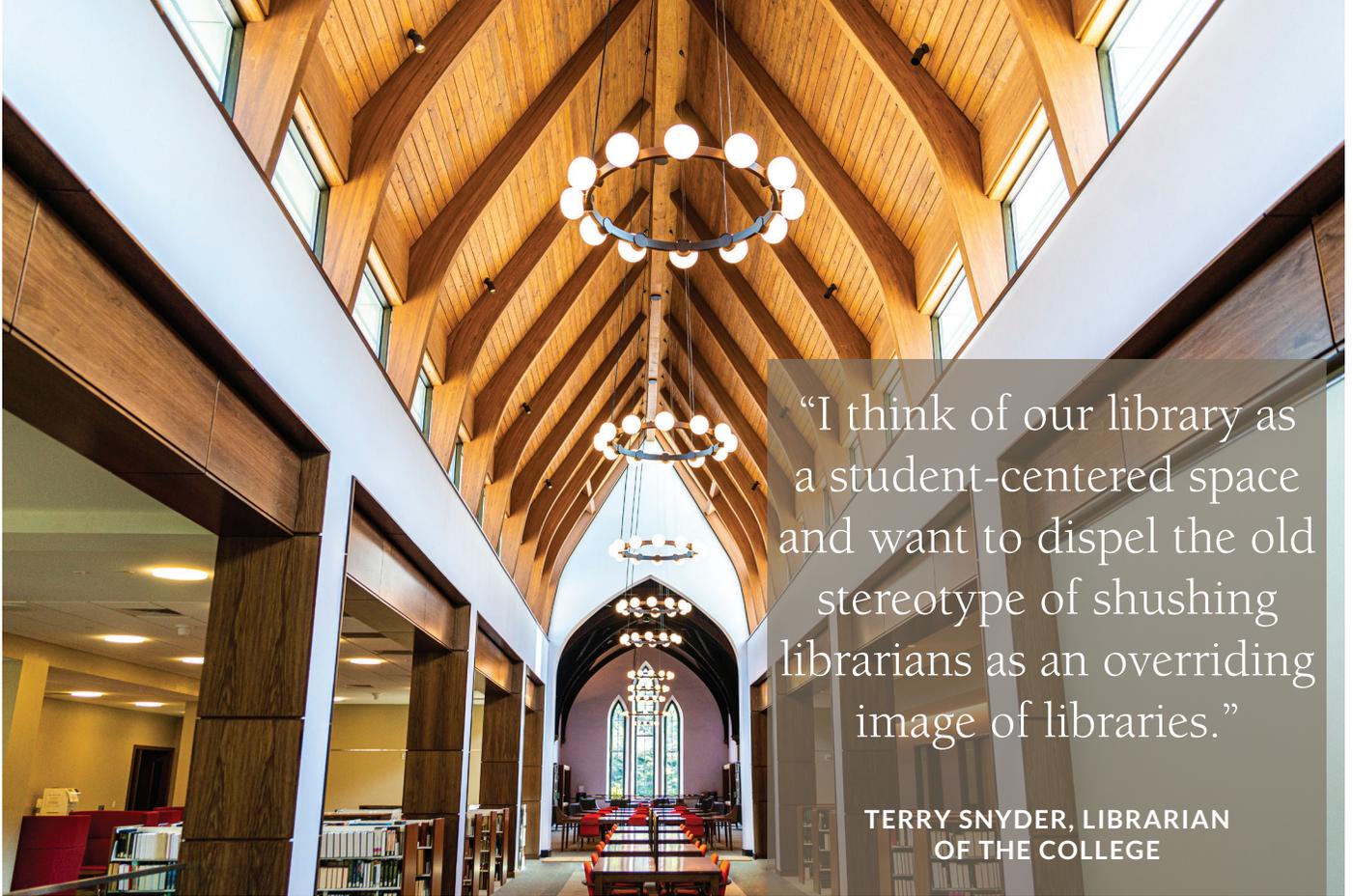


“The library of the 21st century is no longer a museum for books.”

ANN FIGUEREDO '84



LUTNICK LIBRARY



“I think of our library as a student-centered space and want to dispel the old stereotype of shushing librarians as an overriding image of libraries.”

TERRY SNYDER, LIBRARIAN
OF THE COLLEGE

A NEW ERA FOR A HISTORIC LIBRARY

WELCOMING STUDENTS BACK

This semester, the library opened its doors following a significant and long-awaited renovation. This exciting renovation retains the historic facade of the beloved old building while adding elegant new spaces, robust technology, beautiful natural light, and most importantly, new ways to connect with scholarly materials.

We spoke with Librarian of the College, Terry Snyder, who along with a committee of students, faculty, and staff, has led the vision for the new space.

WHAT SETS THIS NEWLY-RENOVATED LIBRARY APART FROM THE OLD LIBRARY?

In this library we are moving from a repository paradigm (a place of access to books and information) to one focused on the user, a learner-centric space. The centrality of the student – in the programming, the types of collaborative spaces, the critical engagement with a range of texts, the enhanced roles of student colleagues – represent an important shift towards learning and the growth of the individual student.

HOW WILL LUTNICK LIBRARY FACILITATE COLLABORATIVE LEARNING, AND WHY IS THAT IMPORTANT?

The café in Lutnick is designed for conversation and engagement. It includes two video screens that students can co-opt for multiple computer screen sharing. The teaching spaces include flexible and movable furniture that allow for a variety of learning styles and activities. Technological robustness also facilitates collaboration in these classroom settings and throughout the library. We have a Digital Scholarship Commons that features flexible furnishings, six rolling white boards and four rolling Google JamBoards. The space is fun, flexible, and engaging, and it brings students, faculty, and librarians together for collaborative work in exciting and visible ways.



*We're a **shush-free** library.*



Collaborative projects are valuable because they permit an array of learning styles and they expose students to a diversity of opinions and ideas about the problem at hand. Done well, this type of learning fuels imagination and creativity. In the longer term, collaborative learning also prepares students for workplace cultures and environments. The capacity to incorporate a diverse set of ideas to arrive at the best solution will be meaningful in work and in life.

HOW WILL THE NEW SPACE SUPPORT YOUR PROGRAMMING?

Our new gallery spaces allow visitors a chance to view and interact with our collections in new ways. We can't wait to host and facilitate a range of programming including exhibitions and lectures on themes as varied as the curriculum the College offers. Our new event and seminar spaces offer new venues to host meetings, workshops, screenings, and engaging lectures — we'll continue to offer our faculty publication talks, young academic alumni lectures, and a texts and a technology series.

WHAT ARE YOU MOST EXCITED ABOUT?

Everything!

We're particularly excited to see the ways students take advantage of features like the new 24/7 access area. The Open Reserves Reading Room, which offers access to all required curricular texts, in addition to three (of nine) group study rooms, the new library café, and gender-neutral, accessible bathrooms are all part of the 24/7 area which will be available to students day and night via keycard access.

In all areas, from traditionally quiet research and study to more collaborative and active learning, the spaces in the new library are qualitatively superior, advance the College's mission of academic excellence, and will serve the College well for generations to come.



DORM STUDY ROOM



SPOTLIGHT ON COLLABORATIVE SPACES

All of our recent campus building projects have included a significant focus on creating spaces that facilitate connection. These collaborative learning environments link elements of the curriculum, campus, and broader community. Newly configured open laboratories, group study rooms, and shared common spaces highlight the intersections between courses, faculty, students, departments, and, often, seemingly disparate fields of inquiry. Haverford has always been a place that fosters connection, but our newest campus spaces are designed to take those connections to the next level.

DINING CENTER LOUNGE



VCAM COMMUNITY KITCHEN



SHARPLESS LAB



SHARPLESS CLASSROOM



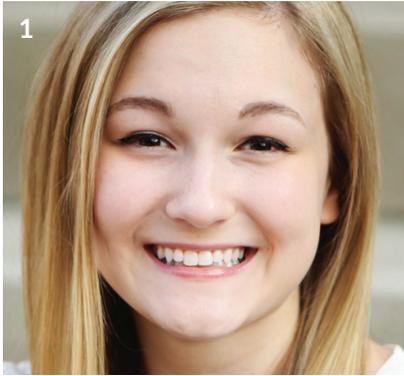
VCAM MAKER SPACE





CLASS OF 2019

Where They're Headed



1



1. **ELIZABETH CULP**, a Russian studies major, is traveling to Almaty, Kazakhstan, on a Boren Scholarship. There, she'll take classes in Russian at Al-Farabi Kazakh National University for a full year. The Boren Scholarship is a grant, supplied by the U.S. government, that enables a student's deeper learning of a language that is deemed pertinent to the Department of Defense.

2. Computer science major **AMANDA-LYNN QUINTERO** is using data science to break into the fashion industry. As a marketing operations analyst for URBN, the company that owns Urban Outfitters, Anthropologie, and Free People, Quintero is dealing with customer-related data to optimize the company's marketing and customer interaction strategies.



3

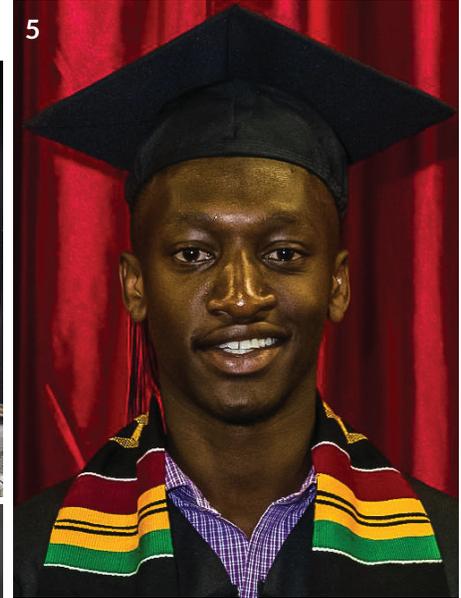


4

3. Political science major **NICO KAPLAN** is taking his passion for U.S - Latin American political relations somewhere surprising—a documentary distribution company in Brooklyn called Argot Pictures to reach Spanish-speaking audiences and organizations that stand committed to supporting immigrant communities in NYC.

4. Economics major **NICK PEREZ** will be interning with the Chicago White Sox in their player development department.

For more on the senior thesis projects and career plans of the Class of 2019, visit: blogs.haverford.edu/haverblog



5



6

5. International studies major **KOFI KWAKWA** is finishing up his internship at KiCK Global, a Barcelona-based marketing agency, prior to pursuing a U.S. position in the same field.

6. There are a million things that could take a recent Haverford graduate across the world, but for **CLAIRE BURDICK** there was only one: lemurs. Following her graduation, the psychology major is heading to Madagascar to volunteer for the Madagascar Biodiversity Partnership.



PRE-MED STUDENTS PRACTICE ETHICAL HEALTH CARE

In the first year of the Haverford–Jefferson Medical School Early Admission Program, students are taking on specialized internships in preparation for their planned enrollment at the Sidney Kimmel Medical College.

In lieu of running the standard senior-year gauntlet of strenuous MCAT preparation and medical school applications, five pre-med Haverford students have already received an early admission to the Sidney Kimmel Medical College (SKMC) at Thomas Jefferson University. This small group of rising seniors was selected to take part in the inaugural year of the Haverford-Jefferson Medical School Early Admission Program.

The students' early med school acceptance is supplemented by participation in a new program which offers the Fords a feel for Jefferson's campus in Center City Philadelphia as they engage in an enlivening mix of research, curriculum, and volunteer work.

"This very selective early assurance program is geared toward Haverford students interested in studying public health, community and social engagement, and health equity alongside SKMC's core medical school curriculum," said Jodi Domsky, the College's pre-med advisor and one of the architects behind the program.

Born out of Jefferson and Haverford's shared interest in promoting social justice in health studies, the project promises to offer its students a clean transition from Haverford to SKMC. This is partly accomplished by the summer program, which introduces them to the medical school while concurrently encouraging them to maintain the interests that they've developed in their undergraduate years.

"The program strives to foster a passion for population health, health equity, and social justice advocacy while students seek a medical education," said Rory Seymour '20, a biology major and one of this year's participants.

By placing the students into internships that are designed specifically for their interests, the summer program enables its participants' passions to grow naturally into their post-graduate plans.

Chemistry major Sheraz Qamar '20 spends the morning engaging in his own community outreach with the Nationalities Service Center (NSC), an organization dedicated to providing services, including health care, to immigrant communities. Like Seymour, Qamar has been able to contextualize his academics, in particular his health studies minor, by witnessing how health services play out under real-world constraints.

"My experience at the NSC and other organizations has really taught me about the daily struggles that can lead to health issues," said Qamar. "I had learned about the social determinants of health through classes at Haverford, but through this program, I have experienced real-life cases where these determinants play a major role in the health outcomes of a specific population or region in Philadelphia."

Following their respective projects in the morning, the five members of the program convene in the afternoon to participate in

courses that further educate them in the fusion of ethics with medical practice.

"As part of the curriculum, we are presented with a medical case and are guided to ask questions and solve the case," said chemistry major Clara Farrehi '20, who spends her mornings conducting biological research on spinal cord injury with Carley Pazzi '20, who majors in biology. "The hope is that all aspects of this program will help us to become better equipped and more caring physicians."

The students' curriculum maintains a wide focus of study, emulating the liberal arts environment at Haverford. Though it ultimately educates the summer scholars on themes of ethical health care, this has been accomplished through studying literature and their attendance at several performances in addition to standard health studies education.

"Other workshops have included work in narrative medicine, art and medicine, lessons on how to attentively observe, wellness, both involving ourselves and those we care for, and book discussions," said Charlie Siegel '20, a psychology major.

"[This] experience has provided me with a larger perspective in how to navigate the healthcare system as a future physician," said Siegel. "Though this program is in its infancy, I am very excited for future Haverford students to take advantage of the SKMC Scholars Program."

Class of 2023 Admitted Students

4,964

APPLICATIONS

16%
ADMIT
RATE

364
total
enrolling

94% IN THE TOP 10%
OF THEIR HIGH
SCHOOL CLASS

Mid 50% range for SAT

700-760 EBRW

720-790 MATH

Mid 50% range
for ACT Composite

33-35

Class of 2023 Matriculating Students

35 U.S.
states

19 &
countries

Canada	Mongolia
Chile	Nepal
China	Palestine
Egypt	Russia
France	Singapore
Hong Kong	South Korea
India	Thailand
Japan	United Kingdom
Kenya	Vietnam
Luxembourg	

26%

of students have at least
one parent who did not
attend college

33%

of students speak a language
other than English at home

48% STUDENTS OF COLOR

CONTACTS



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