COUNSELOR GUIDEBOOK

APPLICATION UPDATES
Our take on the New SATs and changes to the Writing Supplement, pg. 1

DORMS FEATURED IN DWELL
Haverford’s “Cutting-Edge Dorms Embrace The Landscape,” pg. 5

WHERE THEY’RE HEADED:
See where our recent grads will be headed after Haverford, pg. 9

ACADEMIC CENTERS
Test-driving scholarly theory in the real world
Dear Friends,

We hope your school year has gotten off to a great start – we are certainly enjoying the energy that the Class of 2019 has brought to Haverford's campus. And of course all of us in admission are now out on the road meeting potential members of the Class of 2020!

I’d like to take the opportunity to highlight two important developments in our application process. The first, of course, relates to the redesigned SAT. For students applying for the Class of 2021 and beyond, we will not require or recommend the optional essay; we also will not require the writing portion of the ACT. We will absolutely accept SATs in both the old and new format going forward.

We have also made some changes to our Writing Supplement on the Common Application. We remain deeply committed to asking students to respond in writing to questions we’ve asked as a part of the application process. We strongly believe that this gives us the opportunity to get to know students much better, and in turn we see this as an important way for students to better get to know Haverford. We will continue to ask students to write an essay about the Haverford Honor Code; however, we have rewritten the statement about the Honor Code and reformatted the questions. We feel very excited about these changes - our sense is that the new statement about the Honor Code will do a better job of describing the Haverford experience, and the new questions will be more accessible to students and provide for us responses that more directly relate to the ways we evaluate applications. You can see the full text of the writing supplement at hav.to/supplement

As always, we so appreciate your colleagueship as we collaborate in support of students. We definitely look forward to working with you and hope you have a fantastic year.

All my best,

Jess Lord
Dean of Admission & Financial Aid
The incoming class of 2019 is our first to be eligible for student loan debt relief after graduation. The $2 million fund is one of only a few such programs nationwide to aid undergraduates with their student loan payments. It is focused on helping young alumni who are employed in jobs of high social value with low remuneration, or who are in transition at some point following graduation.
HAVERFACTS

TOTAL ENROLLMENT

1,194
STUDENTS

PHILADELPHIA

Haverford is located just 8 miles from the fifth largest city in America. While life at Haverford is campus-centered, the city of Philadelphia has a significant impact on the experiences students have both on and off campus. PHILADELPHIA PROVIDES A WEALTH OF HISTORICAL, CULTURAL, AND SOCIAL RESOURCES including world-class museums, renowned restaurants, sports teams, and venues for the arts. The urban environment is rich with service, volunteer, career, and internship opportunities.

UNOFFICIAL MASCOT

THE BLACK SQUIRREL

CLASS SIZE

FEWER THAN 10 36%
FEWER THAN 20 STUDENTS 83%
FEWER THAN 30 STUDENTS 92%
50+ STUDENTS 0.3%

STUDENT: TREE RATIO

TRUST. CONCERN. RESPECT.

THE HONOR CODE influences everything from the spirit of intellectual inquiry to personal interactions. The Honor Code is not a set of rules, but rather an articulation of ideals and expectations emphasizing genuine connection and engagement with one another and the creation of an atmosphere of trust, concern, and respect. The Honor Code is COMPLETELY STUDENT-GOVERNED—one of the clearest demonstrations of this trust.

ACADEMICS

The core of the classroom experience at Haverford is learning from the professor's direct research and scholarship, and having the opportunity to be an ACTIVE, VITAL PARTICIPANT in every class one takes. It is also expected that all Haverford students will be involved in research during their time at Haverford — students are TRUE COLLABORATORS AND TRUSTED COLLEAGUES in the classroom, working directly with the material and ideas of the discipline they are studying.

FACULTY

Haverford faculty members are internationally recognized thought-leaders dedicated to working closely with undergraduates. At large research institutions, it can be difficult to connect with your professors—but the experience here is designed to maximize the amount of time students spend in direct collaboration with faculty. 61% OF OUR FACULTY LIVE ON CAMPUS, allowing them to develop strong, supportive ties and undertake in-depth research with their students.
A Portrait of the Class of 2019

3,468
# of Applications

24.6%
Admit Rate

347
Total Enrolled

95%
In the top 10% of their high school class

Median SAT
720 Critical Reading
720 Math
720 Writing

32
Median ACT Composite

50.4% Women

28%
At least one parent did not attend college

21%
Speak a language other than English at home

49.6% Men

Geography
Students hail from 34 states, Washington D.C., Puerto Rico, U.S. Virgin Islands, and 20 foreign countries.

Countries
Austria
Canada
China
Ethiopia
Czech Republic
France
Ghana
Hong Kong
India
Iran
Japan
Kenya
South Korea
Malawi
Mauritius
Philippines
Russia
Singapore
Switzerland
United Kingdom

Top States
New York
Pennsylvania
New Jersey
Massachusetts
California
Maryland
Washington
Connecticut
Illinois
Virginia

Students of Color
9.2% African American/Black
18.4% Asian/Asian American
9.8% Latino
1.7% Other

(16.7% identify themselves as Multiracial)

Academic Interests
Students had the option to choose multiple possible majors.

68.4% selected the humanities as a possible major
69.3% selected a social science as a possible major
69.5% selected a natural science as a possible major

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KIM & TRITTON HALLS

Haverford’s newest dorms were featured in the June 2015 Issue of Dwell which highlights buildings that “Bring the Outside In.” The residence halls feature an interior courtyard and a study room on each floor overlooking the woods on the edge of campus. The buildings were designed to blend with the natural environment of Haverford’s arboretum campus.
ACADEMIC CENTERS

Haverford’s three Academic Centers contribute to the intellectual dialogue on our campus in vital ways by bringing in influential speakers, hosting events, symposia, and more. But it’s also the opportunities they create beyond the borders of our campus that deeply impact a students’ academic trajectory and connection to their course of study. All three Centers work to help students find, develop, and fund internships and research projects that will engage them directly with their studies and passions. The Centers have built a global network of partner organizations in places where students can take their scholarship to the next level and develop hands-on-experience. Students receive up to $10,000 for travel and living expenses to pursue self-designed research experiences that take them beyond the boundaries of a traditional classroom.

CENTER FOR PEACE AND GLOBAL CITIZENSHIP

The Center for Peace and Global Citizenship (CPGC) supports a broad range of student and faculty projects that seek to further our understanding of conflict, discrimination, and inequality, both at home and abroad, and to contribute to creating a better world through study, research, and action.

KOSHLAND INTEGRATED NATURAL SCIENCES CENTER

The Marian E. Koshland Integrated Natural Sciences Center (KINSC) catalyzes and facilitates programs that maintain Haverford’s position at the leading edge of academic excellence in the sciences. The KINSC building is the epicenter of natural science research at Haverford. It was constructed to facilitate sharing of instruments, methodology, and expertise across disciplines and to contribute to a climate of cooperative problem solving and investigation.

HURFORD CENTER FOR THE ARTS AND HUMANITIES

The John B. Hurford ’60 Center for the Arts & Humanities (HCAH) enhances the intellectual and cultural life at Haverford by fostering challenging exchange among faculty, students, and diverse communities of writers, artists, performers, thinkers, activists, and innovators.

Each Center has a distinct mission, but they often find ways to collaborate and bring their individual strengths to bear on ground-breaking interdisciplinary projects. See pages 7-8 for an example!
Haverford’s three Academic Centers came together to fund *Wake*, a student-produced documentary about the impact of the Deepwater Horizon oil spill on life in southern Louisiana. The film features interviews with environmentalists, scientists, community members, and oil workers to explore the presence of the oil industry and the role of the community in the Gulf towns of Grand Isle and Lafayette, La.

*Wake* was produced by Haverford’s first-ever Interdisciplinary Documentary Media Fellows, Hilary Brashear ’14, Dan Fries ’15, Gebby Keny ’14, and Sarah Moses ’16, who made two road trips south over the summer to gather their footage. The quartet worked in collaboration with documentary filmmaker Vicky Funari, an artist in residence at Haverford’s Hurford Center for the Arts and Humanities, and Assistant Professor of Chemistry and Environmental Studies Helen White and her student research assistants. Focusing primarily on the community, the film considers a range of issues—land loss in Louisiana, the region’s economic dependence on the oil industry, environmental restoration and justice, and critiques of the oil industry.

The shifting stories and unexpected revelations of the people interviewed subtly illuminate the gray areas and challenge viewers’ perspectives on the oil industry. Beautifully filmed, *Wake* raises complex questions: How feasible is the transformation to alternative energy resources? What are the obstacles blocking this transformation? And how do we engage with an industry that supports the livelihood of the locals yet destroys the environment in which they live?
The film’s premier was followed by a short discussion session that brought up questions about the editorial process, the students’ own experiences and political views, and the meaning of the film’s title. As one audience member pointed out, Wake could mean the wake of a ship, the wake that follows a death, or a wake-up call to everyone.

Later, student filmmaker Sarah Moses reflected on the making of *Wake* in an interview for the Hurford Center blog DEcentered. Moses credited White and students Alana Thurston ’16 and Chloe Wang ’17, who are assisting White with her research into the oil spill’s continuing impact on the Gulf’s waters, with bringing a truly interdisciplinary flavor to the film project. “[They] really grounded our understanding of the spill in a scientific perspective that I don’t think we would have had otherwise,” said Moses.

Asked if the filmmakers brought an environmentalist agenda to the project, Moses responded: “The environmental degradation and sociopolitical issues along the Gulf have a long history... Everything truly is connected, and although we did not have the time, or the resources, to portray all of the factors and perspectives involved, our goal was to take the voices we did have and meditate on how they resonate with each other. It’s very easy to say, ‘We need oil,’ or ‘We need to switch to renewable energy,’ but the truth is it’s always more complicated than that.”

— Hina Fathima ’15 and Eils Lotozo
1. Marcus Levy majored in Spanish with a minor in Health Studies. He is spending the next year as a Center for Peace and Global Citizenship fellow at La Casa de Los Amigos in Mexico City. La Casa is committed to equality, justice, and nonviolence; it seeks to empower and support its local community. Marcus will be acting as a liaison between the nonprofit and its partner organizations to promote the local economy.

2. Psychology major Dylan Woloszczuk will be working for the next two years as a child welfare caseworker for Children’s Corps in New York City.

3. Sarah Eppler-Epstein majored in Political Science with a concentration in Peace, Justice, and Human Rights which prepared her well for her new job as a research assistant at the Justice Policy Center at the Urban Institute in Washington D.C.

4. Before heading to medical school, English major Abigail Moeller will work for the Camden Coalition of Healthcare Providers as a health coach.

5. Computer Science major Fangyu (Panda) Xiong started work at Facebook’s Menlo Park, Calif., headquarters in August as a software development engineer.

6. History and chemistry double major Max Findley will be working for the aquatic geochemistry laboratory at the University of Michigan, which will require him to travel to Toolik Field Station, a research base in the far north of Alaska, to collect and analyze samples.

For more on the senior thesis projects and career plans of the Class of 2015, visit: blogs.haverford.edu/haverblog
HAVERFORD’S NATURAL BEAUTY and extensive green space alongside the elegant and simple architecture provide an extraordinary setting for one’s education. A perimeter of woods circles the 216-acre campus that features a duck pond and 2.5 mile nature trail. It is the oldest planned college landscape in the country.

JUST EIGHT MILES WEST OF PHILADELPHIA, the second-largest city on the East Coast, Haverford gives students access to the opportunities of a huge metropolis. Philadelphia provides a wealth of historical, cultural, and social resources, including world-class museums, renowned restaurants, professional sports teams, and venues for concerts and the performing arts. The urban environment is also rich with service and volunteer opportunities as well as job and internship opportunities.

Within walking distance
you will find coffee houses, bookstores, pizza and cheesesteak emporia, a broad range of restaurants, and the Bryn Mawr Film Institute. The proximity of Bryn Mawr and Swarthmore Colleges gives students easy access to tri-college events and other programming. Shuttle buses run between the three campuses throughout the academic year.

Haverford, Bryn Mawr, and Swarthmore Colleges together comprise the Tri-College Consortium. Students can cross-register for classes amongst the three schools, and transportation is provided between campuses daily.
SOUTH CAMPUS
2019
DORM OLYMPICS CHAMPIONS

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