

## **Introduction**

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. Rather than augment coursework, it plays an instrumental role in students' ability to fully realize their academic potentials within the classroom. We are in the process of identifying a set of challenges and opportunities that, when acted upon, have the capacity to greatly enhance the student experience at Haverford.

While the holistic student experience is informed by innumerable factors, we have identified 10 areas of focus. The Student Experience Working Group (SEWG) developed and released a survey to solicit input from the full student body on these issues. The survey is attached for review.

## **Prioritization**

The areas that are in greatest need of attention are:

- Diversity, access, inclusion, and the sense that there is much work yet to be done for Haverford to realize the full potential of a multicultural community
- Common gathering, community-building spaces not tied to the curriculum
- Food—its availability, location and quality

The other areas to which attention is given are: stress & wellness, common experience & campus climate, community service & civic engagement, sustainability, athletics, dorms, and leadership & co-curricular development.

## **Diversity & Access**

The diversity of students that Haverford brings together is integral both to all aspects of community on campus. Students assert that we have work to do regarding helping students navigate the challenges and opportunities of living and working in a diverse community. We must also work to address the barriers students might face in accessing material resources as well as networks of support on campus.

### *Short-term recommendations:*

- Form a diversity council to identify ways to improve support for students of color and other minority groups on campus, and to help Haverford meet its potential as a multicultural community.
- Identify ways to minimize the impact that a student's socioeconomic has on his or her Haverford experience, such as reforming the reimbursement policy, providing support for unpaid internships, and further subsidizing transportation to courses at the University of Pennsylvania.
- Continue updating the campus to give disabled students full access to Haverford's physical resources.

### *Long Term Recommendation:*

- Prioritize the importance of securing the resources necessary to allow students from all socioeconomic levels to attend Haverford.

## **Food**

Food and dining are central pillars in a residential learning community. Students will not take full advantage of their Haverford experience if basic needs are not adequately met. Students have resoundingly expressed dissatisfaction with the quality and availability of food on campus. There is also a need for more meal plan options for all students, especially as the current system is a financial burden that sometimes determines where students feel they can afford to live.

### *Short-term recommendations:*

- Expand the Coop's operating hours on weekends and weekday nights.
- Expand the Dining Center's brunch to 3pm on weekends, and open earlier on Sundays.
- Evaluate the pricing and cost structure of the meal plans; work to provide a partial meal plan to students living up campus.
- Implement a reusable takeout container system, and make takeout containers available on weekends.
- Revisit menu options and ingredient sourcing to improve the general food quality and sustainability.

### *Long-term recommendation:*

- Evaluate whether the current Dining Center building is equipped to meet the needs of over 1200 students, and consider a timeline for its renovation or replacement.

## **Student Space**

Student space at Haverford should support a stimulating, educational, enjoyable, and safe community. Students very much appreciate spaces that they have control over, feel welcome in and feel "meant" for students. The availability of such spaces at present is quite limited, and they are lacking in many ways. Haverford must increase the effectiveness of existing spaces as well as address the dearth of community space on campus.

### *Short-term recommendations:*

- Create/open more 24/7 spaces on campus for students for study, meetings, group work, etc. Potential areas include classrooms, Stokes first floor spaces, and the Sunken Lounge in DC.
- Incorporate multi-use spaces that facilitate social interaction, studying, and group work into the college's current capital projects.
- Where possible, make beverages and/or food available in or near student use spaces.
- Create a room reservation system that facilitates student use of spaces/facilities, potentially using Magill Library's system as a model.
- Develop spaces for religious practice, quiet reflection, meditation, yoga, etc.
- Develop/Re-envision/Re-purpose spaces that can replace the current Ryan Gym when it goes off-line owing to construction. Some possibilities: the lobby and Sunken Lounge in the Dining Center, Game Room and other spaces in the Campus Center, and spaces that become available as the major construction projects move forward.

*Long-term recommendations:*

- Build a student center that provides ample community gathering space, individual and group work space, and other resources for students.
- Create a community center for the Haverford College Apartments.
- Create additional common spaces in all student residences.

**Stress & Wellness**

Academics, career plans, and social and financial pressures are significant sources of stress and anxiety for students. We seek to both minimize unnecessary stress and to provide resources to students to deal with unavoidable stress and other mental health issues. CAPS is seen as a key element in helping students cope with these and other issues that arise during their time at Haverford, and it should be bolstered.

*Recommendations*

- Increase CAPS staff and modify scheduling to better accommodate student needs and lifestyles (evening and weekend hours).
- Consider additional models of counseling beyond individual sessions, such as group counseling.
- Examine ways to reduce stress caused by the short fall exam period and absence of a true reading period. We recommend a discussion among faculty of these and other end-of-semester issues/expectations that often place students under a great deal of pressure.
- Increase emphasis on faculty advising and mentoring.
- Address the perception (and sometimes reality) that deans are not as available as students would like owing to responsibilities beyond advising.
- Find creative ways to address stresses caused by financial concerns that may have a negative impact on a student's ability to engage fully with all aspects of the Haverford experience.
- Review and address student concerns about the quality of care provided by the Health Center.

**Common Experiences & Campus Climate**

The recommendations in this section are meant to address important issues on campus that do not fall in a discrete category. From internship funding to Customs, students have identified areas where improvement would greatly benefit the community.

*Recommendations:*

- Convene a campus "summit meeting" to address meals, book purchases, transportation, course registration, and other obstacles that realize the full potential of the Tri-Co/Quaker Consortium.
- Share our survey findings with the Customs Review Committee and the Clearness Committee.
- Increase the emphasis on importance of effective faculty advising/mentoring for student success.

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- Consider endowing a fund that can make unpaid internship opportunities a reality for all students regardless of means or area of interest.
- With the demise of required Meeting and Collection a number of decades ago, the entire campus community rarely gathers for common experiences except for tragedy or ceremonies such as Commencement. Assuming there is value in such experiences, we should consider possibilities that would address this felt need.

### **Community Service & Civic Engagement**

Given Haverford's historic commitment to service and engagement with the world around us, the survey results show that relatively few students participate in these pursuits regularly. There is a desire for more variety in the types and duration of service opportunities as well as populations served (the current focus is perceived as primarily on kids). A cohort of students are frustrated by the lack of social/political/peace activism on campus. Civic engagement, like service, is an important part of Haverford's ethos, and it needs to be nurtured.

#### *Recommendations:*

- Better connect Customs Work Days and other one-time volunteer opportunities with ongoing engagement with service.
- Provide a wider array of volunteer opportunities that connect to more diverse populations.
- Raise the profile of service and civic engagement/social justice by more overtly identifying it as an institutional priority.
- Consider developing a Center for Civic Engagement to pull together the many efforts, both curricular and non-curricular that touch on service, civic engagement and social justice.

### **Sustainability**

Haverford's values include being a responsible steward of the environment. In order to prepare students to live in a world where sustainability is of paramount importance, the college should enhance its efforts to engage the community in sustainability issues, as well as dedicate itself to investing in projects related to sustainability.

#### *Recommendations:*

- Replace the cost-neutral policy regarding the introduction of new sustainability initiatives with one that better regards sustainability as an institutional priority.
- Identify areas in which infrastructure investment could lessen the college's environmental impact and save money in the long term.
- Continue working with the Committee for Environmental Responsibility to implement their recommendations to President Weiss.

### **Athletics**

Given the demand on athletic spaces for varsity, club, intramural, and recreational use, access to and scheduling of those spaces is a strong concern. Club sports lack resources

that they feel are integral to their experience. Students also perceive a cultural divide between student athletes and non-athletes.

*Short-term recommendations*

- Reevaluate current scheduling approaches and priorities as to avoid an undue burden on any team.
- Expand Tellem Fitness Center hours on weekends and weekday evenings.
- Convene a group to examine the cultural and structural elements that may be creating a divide between athletes and non-athletes.
- Review and expand options and scheduling for structured recreational activities and physical education classes.

*Long-term recommendations*

- Re-examine the structure and support of club and intramural sports on campus.
- Evaluate whether the problem overcrowding by athletic teams would be best solved by building or apportioning more indoor practice space.

**State of the Dorms**

Haverford is a residential college, and residence halls are a prime location for the learning and growth that takes place outside the classroom. Various improvements to dorm living will greatly enhance the opportunity for that growth, as well as simply create a more positive living environment for all students. Problems with wireless Internet is of great importance and must be addressed. Laundry is a pressing issue as well, among others.

*Short-term recommendations*

- Re-evaluate laundry program to increase its quality, availability, and ease of use. Consider a OneCard Account or a one-time laundry fee, and new or expanded laundry locations.
- Develop and solidify a robust wireless Internet connection in all residential, academic, and community spaces on campus.
- Examine utility usage to minimize waste and promote conservation.
- Make cleaning supplies and instruction for their safe use available to students at HCA.

*Long-term recommendations*

- Increase staff of Facilities Management, specifically within Housekeeping, to accommodate the increased number of buildings and responsibilities.
- Develop a more transparent Facilities work order protocol so that students can understand the timeline for requests and know when work has been completed.
- Commit to a plan for renovating and re-conceptualizing the HCA complex to create an effective and sustainable residential space for students, which must include dedicated common space.

### **Leadership & Co-Curricular Development**

The following recommendations are designed to help guide our focus on how to support students as they develop into intentional and effective leaders in their chosen fields.

*Recommendations:*

- Recognize the many different ways in which students develop as leaders, and highlight those opportunities for students to enter into leadership roles throughout their time at Haverford to ensure that access and resources are not concentrated in ways that create “a ruling class.”
- Consider the barriers to full access to leadership opportunities, i.e. the formulation of those leadership roles that are time-intensive and thus less accessible for students who work on campus
- Establish a framework that both sustains current initiatives (such as the Rufus M. Jones Leadership Institute, Customs training, and OAR skills-building workshops) and coordinates efforts and offerings by these programs and their supporting offices to reduce duplication and make explicit leadership development opportunities over the course of an academic year as well as over the course of a student's four years at Haverford.
- Clearly articulate what kinds of skills and capacities help foster ethical leadership, particularly in the context of a college that values community and consensus in which students engage in many different kinds of initiatives that are transformative for the community.