



HAVERFORD COLLEGE

Periodic Review Report

May 2004

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Middle States Periodic Review Report 2004
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ADDITIONAL MATERIALS

- 1) Haverford College Catalog, 2003-04
- 2) The Quaker Heritage of Haverford College
- 3) Haverford College Factbook 2003
- 4) "Educating to Lead, Educating to Serve" Campaign Case Statement
- 5) Endowment for Diversity Program brochure
- 6) Audited Financial Statements FY03& FY02
- 7) Middle States Annual Institutional Profile 2003-04
- 8) Faculty Handbook
- 9) Student Handbook

HAVERFORD COLLEGE **Periodic Review Report 2004**

SECTION I: EXECUTIVE SUMMARY

In Haverford's 2004 Periodic Review Report (PRR), we respond to the recommendations of our 1999 comprehensive self-study and those made by the Visiting Evaluation Team, describe the College's processes of assessment and planning, and share our plans for the future. These elements become more meaningful in the context of a few key institutional characteristics.

Our mission and our resources are focused entirely on providing a liberal arts education of the highest quality to 1,100 full-time, residential students. All members of the faculty teach at all levels of the curriculum, and all are expected to be both outstanding teachers and productive scholars. We believe that research is integral to high quality teaching on a sustained basis, not in competition with it. We also have concluded that faculty deeply engaged in their own research are more open to the philosophy of assessment as the basis for improvement.

Haverford's institutional culture reflects its mission and Quaker heritage and shapes the ways in which we educate students and conduct our business. Given our size and singleness of purpose, we can often use simple (and sometimes informal) structures and procedures in running the institution. Our decision-making processes are highly participatory and of a consensual style. The Honor Code is central to academic and social conduct among students. Haverford and Bryn Mawr Colleges form a "bi-college community" in which there is extensive cooperation in matters academic and otherwise.

This PRR was prepared with wide community involvement. The President, senior administrative staff, faculty department Chairs, and the College Planning Committee (CPC, our strategic planning group that is a standing committee and includes faculty, student, staff, and Board representatives) contributed to the development of the draft report. The draft was placed on the President's website for community comment and reviewed by the Senior Administrative Staff, CPC, the Chair of the Educational Policies Committee (our curriculum committee), and the full Board of Managers (Trustees). Suggestions and comments were incorporated into this final report.

The Last Five Years and Looking Forward

Planning, in a variety of forms, has been a constant and central activity of the past five years and has produced much fruit. The 1999 self-study clarified our priorities: integrated learning, community life, diversity, technology, need-blind admission and need-based financial aid. At the strategic level, the newly created College Planning Committee (CPC) translated these institutional priorities into the case for the \$200 million *Educating to Lead, Educating to Serve* campaign, now in its final phase.

Comprehensive space planning was undertaken in concert with academic and athletic planning in order to bring into reality integrated learning concepts and improved physical space for communal activities. The Integrated Learning Council (ILC) was established as a forum for discussion of integrated learning at the College, with a specific emphasis on the contributions of three new interdisciplinary centers. A college-wide diversity plan was created and initiated, and a statement of commitment was drafted and circulated widely. One of the responsibilities of the new CIO is to evaluate ways to enhance the instructional, research and service missions of the College using information technology as a tool. But rather than hiring a Chief Information Officer (the usual CIO), we rely on the collective expertise of several individuals (the Collaborative Information Officers) who currently share distributed responsibilities for computing and technology resources on campus. We successfully continued our “equilibrium analysis” approach to financial planning. From this financial stability, although not without challenges over the last five years, we have been able to move forward on a remarkable number of initiatives and look to the future. To guide the College’s thinking about the next five to ten years, CPC has drafted a “Looking Forward” statement which will guide our continuing planning process, including the identification of goals, the assignment of tasks to existing groups or two new ad hoc committees, and the development of concrete plans.

But specifically, what have we accomplished?

To further academic innovation, we have enhanced and expanded our sabbatical program and focused on integrated learning. The Marian E. Koshland Integrated Natural Sciences Center (KINSC) is complete and impressive. Two additional centers, the John B. Hurford Humanities Center and the Center for Peace and Global Citizenship have been established and are flourishing. The three Centers form one basis for the evolution of Haverford’s curriculum with emphasis on integrated learning. The Centers present students with opportunities for study outside of the traditional majors. We intend to avoid the fragmentation of knowledge that comes with over-specialization, preferring instead to seek connections, relationships, linkages and interactions among and between the various disciplines and modes of inquiry. Thus, the Centers add a new layer of possibility to the established curriculum. Plans are in place to construct a temporary physical location for the Hurford Humanities Center and the Center for Peace and Global Citizenship in Stokes Hall, and later to renovate Ryan Gymnasium, located adjacent to the Koshland INSC, for a permanent home for the Centers following the completion of the Douglas B. Gardner Integrated Athletic Center (GIAC). Our commitment to integrated learning will also be evident in the development of a new Technology Learning Center that will position Haverford among the innovators in the educational uses of information technology. In matters technical and otherwise, we will continue to enhance collaborations, including Bi-College and Tri-College interactions and enriched global affiliations.

With our ongoing emphasis on the concept of integration in all elements of learning, we foster the classic educational model of balance in mind, body and spirit. We have committed to raising twenty million dollars to design and build the Douglas B. Gardner Integrated Athletic Center (GIAC) so that it is dynamic, integrative, aesthetically pleasing, and environmentally sound (we are seeking Leadership in Energy and Environmental Design –LEED–certification). Located in close proximity to the

Whitehead Campus Center and to the central space of the southern campus quad, this Athletics Center is designed to initiate a new “neighborhood” of integrated learning by bringing enhanced social interaction to complement the adjacent academic quad. This setting, and the many-faceted programs of the GIAC, will concretely enact our belief that athletics is a vital part of our educational mission and a key to fulfilling our commitment to truly integrated learning. Through a combination of fund-raising and borrowing, we began construction of the \$28 million project in the spring of 2004 and expect to open the new facility in approximately eighteen months. The creation of this new facility will foster greater dialogue about the role of athletics and academics and will serve to initiate the second phase of our plans, which calls for the removal of the current Field House and the use of that site for other campus ventures, quite possibly an enhanced arts presence conceptualized through conversations within the Centers leading to a greater “Plan for the Arts” to be realized in the longer term.

Haverford has a longstanding commitment to diversity, a commitment rooted in Quaker traditions and values built on a foundation of inclusion, social justice, peacemaking, and conflict resolution. Preparing students for life and leadership in a complex, multicultural world is at the core of the College’s mission. We have brought new energies and additional resources to bear on achieving the diverse community in which the richest learning takes place. Our goals are both to enhance campus climate and to increase numbers, and our initiatives are working. Over the last five years, 27%-32% of entering classes have been students of color, compared to less than 20% in earlier years. Following the Diversity Plan, we have directed additional resources into recruitment, financial aid, and longstanding initiatives like the Multicultural Scholars Program (with enhanced budget and faculty participation for the academic support and summer research opportunities involved). We were awarded several grants that are assisting us in first-year success and retention efforts, support for summer research opportunities and the encouragement of graduate study, and significantly increasing the programming of our Office of Multicultural Affairs. We committed to a \$5 million endowment goal for diversity within the current campaign. As we look forward, we are committed to promoting a diversity in which the expression of individual difference will interact in ways that sustain a multicultural community characterized by lively interactions, vigorous debate, and multiple conceptions of the College’s communal identity.

We have affirmed our policy of need-blind admission and meeting the full demonstrated financial need of all admitted students. The Board of Managers approved raising the financial aid discounting trigger from twenty-four percent to twenty-eight percent. When this figure is surpassed, an automatic review of our financial aid policies is required. Currently the discount rate exceeds twenty-seven percent, and the trend line suggests we will pass 28% in the near future. Consequently, financial aid policy is likely to be the focus of a new planning exercise.

Processes of Assessment and Planning

Haverford's processes of self-study and planning reflect the focus and nature of the College. Two committees--the Educational Policy Committee (EPC) and the Administrative Advisory Committee (AAC)--play key roles in annual evaluation and

planning. Each is composed of faculty, staff, and students, and meets weekly during the academic year to direct policies and make decisions with institutional impact. While this academic and financial planning is guided at the highest level by the CPC-affirmed priorities from the self-study, there are many other significant components.

We employ a wide variety of mechanisms for analyzing our curriculum and the performance of our students and faculty, and for implementing the changes suggested by such analysis. Many of these mechanisms--course evaluations, promotion and tenure reviews, and reviews by external Visiting Committees--are common at other institutions. But several critical processes, including curricular planning and student evaluation that we will highlight here, have distinctive Haverford twists.

EPC is responsible for on-going curricular planning, evaluation and academic goal setting. It is often the stimulus for large scale innovations in the curriculum, such as the recent major restructuring of Freshman Writing--moving from a one semester course taught by members of the English Department, to a series of Freshman Writing Seminars taught by faculty from different departments and administered by a newly-instituted College Writing Program led by a new tenure-track appointment in the field of Rhetoric and Composition. Through its evaluation and approval of all new courses, EPC insures the integrity of individual components of the curriculum (majors, areas of concentration, programs) and maintains an educationally desirable balance within the Haverford experience as a whole. EPC presents to the faculty for its approval recommendations pertaining to both courses and wider changes in the academic program, such as the recent establishment of nineteen minors, revisions to major requirements, and reviews of college-wide curricular requirements. In considering EPC's recommendations, the faculty operates by consensus, which sometimes necessitates several meetings for major changes. The authority of EPC's guidance is significant, however, and reflects Haverford's emphasis on college-wide rather than departmental oversight of the curriculum. It is EPC that advises the Provost and President on the allocation of tenure-track positions for the replacement or addition of members of the faculty, based on requests from individual departments but evaluated with the interests of the entire College and cooperation with Bryn Mawr College in mind.

Analysis of student performance is central to our approach to curricular assessment. Excellent student performance, measured against specific but varying departmental expectations, is the best indication that our curriculum and teaching techniques are effective. While we employ the full range of standard academic assessment mechanisms (quizzes, examinations, research papers, oral presentations and class discussions), the high degree of direct interaction between faculty and students and the capstone project of the senior year are the most critical elements of our approach. The particular form taken by the senior experience (thesis, comprehensive exam, seminar, research project, other kind of performance, or some combination thereof) has been designed both to foster what each department regards as essential skills and to provide the most appropriate mechanisms for revealing whether those skills have been mastered. Although assessment mechanisms vary considerably within and among the three academic divisions of the College, virtually all departments draw on departmental discussion surrounding the evaluation of the work of senior majors as a primary source for departmental self-reflection and planning.

Evaluation of the faculty occurs on an annual basis through a "Professional Activities Report," as well as through the thorough processes of re-appointment, tenure and promotion. The former provides an opportunity to report on scholarly or creative work, to reflect on student evaluations and to present plans for new curricular ventures. The latter include input from individual department members, outside scholars and current and former students.

AAC oversees the annual budget process, reviewing the priorities of our planning exercises and evaluating revenue and expenditure trade-offs. Historical and comparative information regarding enrollment, tuition charges, compensation, financial aid, academic needs, physical plant, and many other expenditures are studied and discussed. Models are used to explore the relationships and results of tuition, compensation, financial aid, and other policy decisions. AAC recommends tuition rates and salary pool increases to the President and the Board. In tandem with the development of the annual operating budget, a report of our historical performance (sources of revenues, measures of liquidity and depth of resources) is updated annually and widely distributed, and equilibrium analysis is the basis of our longer-term financial planning. The historical performance summary reveals enormous change over the century in the College's dependence on tuition revenues (25% of Educational & General Revenues in FY1920 compared to 61% in FY2003), and that while we have achieved a strong liquidity position, we continue to trail our academic peers in the depth of our total financial resources. We adhere to an equilibrium analysis approach in that: 1) our intentional over-enrollment and our rule of building the budget on 20-40 fewer enrolled students than anticipated keeps current income equal to or greater than expenses; 2) our models of revenues and expenditures indicate that our growth in income is equal to or greater than our growth in expenses; 3) our endowment investment policy and spending rule preserves the real purchasing power of our endowment; and 4) our increased spending on renewals and replacements and equipment since 1988 more adequately provides for the preservation of our physical capital. Despite the sharp decline in the equity markets early in this decade, our fund-raising efforts and enrollment picture have been very positive.

Administratively, our management style and information system rely on widely dispersed data collection and subsequent communication of analyses/results. Institutional research can be classified into three categories: 1) activities related to the development of longitudinal institutional information; 2) activities surrounding the collection and analysis of comparative information; and 3) activities that measure outcomes and monitor performance. The latter involve student outcomes (including the interventions of the Committee on Student Standing and Programs), curricular assessment and administrative effectiveness. Forums for information dissemination and consideration have both "people-based" and technological components. The participatory decision processes common at Haverford serve as information gathering and information disseminating channels. The technological aspect draws on the communication capabilities of the academic network and the data resident within the administrative system.

SECTION II: INTRODUCTION

Haverford

As the foundation from which we teach, learn and work everyday, Haverford's Statement of Purpose guides both strategic and operational decisions, and is a succinct way to introduce the College (from the Haverford College Catalog, available as additional material):

Haverford College is committed to providing a liberal arts education in the broadest sense. This education, based on a rich academic curriculum at its core, is distinguished by a commitment to excellence and a concern for individual growth. Haverford has chosen to remain small and to foster close student/faculty relationships to achieve these objectives.

The College's rigorous academic program is flexible in form and content to meet the needs of individual students, and rests on the assumption that the able students who come here will use their capacities fully. Haverford's faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to students their enthusiasm and high standards. The faculty members are teaching at an undergraduate college of arts and sciences by choice and they expect to learn, as well as to teach, in this close relationship with undergraduates.

The full resources of the College, in and out of the classroom, are designed to promote the personal and intellectual growth of students. Through an ambitious program of visiting lecturers and cultural activities, a conscious effort to recruit faculty and students representing diverse backgrounds and perspectives, student self-governance and service programs, an athletic program focused on participation and the scholar-athlete, and through day-to-day living in a residential community, the College seeks to broaden and enrich each person's development. Students are asked to give of themselves, even as they draw new strength from others. We seek to foster the pursuit of excellence and a sense of individual and collective responsibility throughout the entire environment.

Haverford strives to be a college in which integrity, honesty and concern for others are dominant forces. The College does not have as many formal rules or as much formal supervision as most other colleges; rather it offers an opportunity for students to govern their affairs and conduct themselves with respect and concern for others. Each student is expected to adhere to the Honor Code as it is adopted each year by the Students' Association.

Haverford College, while a non-sectarian institution, has Quaker origins which inform many aspects of the life of the College. They help to make

Haverford the special college that it is, where the excellence of its academic program is deepened by its spiritual, moral, and ethical dimensions. These show most clearly in the close relationship among members of the campus community, in the emphasis on integrity, in the interaction of the individual and the community, and in the College's concern for the uses to which its students put their expanding knowledge.

To many, the Honor Code is Haverford's most striking feature. A pamphlet describing the Code, Honor Council, and the Code's processes—entitled “The Quaker Heritage of Haverford College” — is included as additional material. The Honor Code governs both academic and social behavior, and an individual's withdrawal from this commitment results in separation from the College. Because of the Code, exams have not been supervised since 1897 and have been self-scheduled since 1962. The Code also provides the basis for respectful community living and a model for the resolution of disputes. The Honor Pledge is brought to the attention of each applicant for admission, and the Code is presented for ratification by the student body every year at Spring Plenary. Prior to admission to the College, candidates must sign the Honor Pledge: "I hereby accept the Haverford Honor Code, realizing that it is my responsibility to uphold the Honor Code and the attitudes of personal and collective honor upon which it is based." For candidates accepting the College's admission offer, signature to the Honor Code replaces an enrollment deposit.

Organizational Overview

The operational structure of the College reflects our size (approximately 1,100 full-time, residential students, and 110 full-time equivalent teaching faculty, over half of whom live on campus), and the participatory nature of decision-making processes. Haverford has relatively few administrative layers, and five primary groups attend to the mission and daily operations of the College: Senior Staff, the College Planning Committee (CPC), the Educational Policy Committee (EPC), Academic Council, and the Administrative Advisory Committee (AAC). The Senior Staff reports directly to the President, and is composed of the Dean of Admission, the Director of Athletics, the Dean of the College, the Provost, the Vice President for Finance and Administration, and the Vice President for Institutional Advancement. An expanded organizational chart is included in the Haverford College Factbook (pages 1-6), which is provided as additional material. CPC is our "strategic planning committee;" EPC is our "curriculum committee;" Academic Council functions as our "promotion and tenure committee;" and AAC is our "budget committee." The compositions and responsibilities of these four committees are detailed subsequently.

Haverford and Bryn Mawr Colleges are closely associated and form a "bi-college community." This cooperation, grounded in tradition, is extensive, and is very important to understanding the "Haverford experience" (from a student perspective) and how the College operates in general terms. In 1977, three years before Haverford officially became co-educational, Bryn Mawr and Haverford agreed to a curricular cooperation intended to provide greater diversity of academic offerings and intellectual opportunities at both colleges without sacrificing the distinctiveness or excellence of each. The two

institutions agreed, on a voluntary basis, to "full consultation with each other at all appropriate faculty, student, and administrative levels before any decision is made concerning policies which will have a significant effect on the other college." The full agreement appears in Appendix A.

Most academic disciplines are represented at both institutions in what we call "counterpart" departments, each of which has its own requirements for the major and special emphases. Coordination of offerings and faculty appointments is encouraged both formally (for example, there is a member of the counterpart department on all faculty searches) and informally. In a few cases, the Colleges have decided to focus efforts in a particular discipline on one campus, so that each campus has a few "non-counterpart departments." At Bryn Mawr, these include Archaeology, Art History, Geology, an interdisciplinary major in the Growth and Structure of Cities, Russian, and arts programs in Dance and Theater; at Haverford, these include Astronomy, Fine Arts, Music, and Religion. In addition to several bi-college programs, we also have a bi-college department of French; faculty are appointed at one college or the other, but there is only one chair, one curriculum, and one set of major requirements.

The benefits of bi-college cooperation include advantages in student, faculty, and administrative recruitment; curricular breadth and diversity; enhanced opportunities for collegial relationships; and the opportunity for collaborative initiatives that often attract outside funding, such as several recent Mellon grants. The latter also reflect the increasing collaboration with Swarthmore College. Students at Haverford may take classes at Swarthmore as well as at Bryn Mawr; physical proximity and historical habits make this less frequent but still valuable to students and faculty alike.

The Periodic Review Report Process

In this report, we will update the Middle States Association on significant changes at Haverford over the past five years, respond to the recommendations of the 1999 self-study and visiting evaluation team, describe the assessment and planning processes of the College, and conclude with our visions for the future. To the greatest extent possible, we have utilized existing committee structures to ensure broad community involvement. A number of individuals contributed text to the preliminary draft that was reviewed by the College Planning Committee (CPC, our strategic planning committee). CPC is chaired by the Provost and includes: the President of the College; the faculty representatives of the Administrative Advisory Committee (our budget committee), the Educational Policy Committee (our curriculum committee), and Academic Council; three members of the senior administrative staff; three representatives of the Board of Managers; two student representatives; and a Staff Association representative. Department chairs assisted the Provost in developing portions of the report. The Assistant to the President for Special Projects coordinated the various phases of the report's development and editing. A revised draft was placed on the President's website for community comment, along with two of the assessment-related appendices, and reviewed by CPC and the Board of Managers in the fall of 2003. Suggestions and comments were incorporated into this final report.

Throughout the narrative, we have attempted to be thorough, yet brief, and have included tables and graphs to communicate a great amount of information in a limited space. In many instances, fuller detail is provided in the referenced appendices and additional materials.

SECTION III: SINCE OUR 1999 SELF-STUDY

The 1999 evaluation team report concluded that the “biggest challenges of the coming years, broadly stated, are to continue to make much-needed enhancements to ... facilities and technology, to address issues of student diversity and student support [financial aid], and to integrate further [the] curriculum... Comprehensive planning, with clearly articulated goals, will be critical.” These are precisely the issues on which the College has been focusing, and we are pleased to report considerable progress on virtually every recommendation from our comprehensive self-study and the visiting team report. To summarize the significant developments at the College since the 1999 evaluation, we have organized this section in reference to the accreditation standard-related chapters of our self-study. For the few items on which only the visiting team commented, our response to the visiting team report (Appendix B) continues to represent us accurately.

Mission

There were no recommendations regarding mission. The Mission Statement of the College introduces this Periodic Review Report. While acknowledging that the words are not perfect, the community as a whole has a coherent agreement that we understand and remain committed to our liberal arts mission and direction. Consequently, there is neither an inclination to tinker with this statement nor any contemplation of change in our fundamental mission.

Institutional Essence

1. *The community should continue to work towards a shared description of what we mean by diversity.* Achieving a diverse community at Haverford is foundational to our work. To remain a first rate academic institution preparing students for leadership and service, we envision a flourishing multi-cultural college. Haverford’s history of academic excellence and commitment to social justice gives us the ability—and the responsibility—to address the complex issues of racial, ethnic, and socioeconomic diversity. Our goals are to both enhance climate and increase numbers. Initiatives (plans, programs, resources) and results are summarized below:
 - Creation of a Diversity Plan (*Building and Sustaining Diversity at Haverford*) (Appendix C.)
 - Creation of *Diversity at Haverford* statement of commitment and philosophy (Appendix D.)
 - Member of Trinity Consortium of liberal arts colleges committed to progress on diversity matters.

- Mellon Foundation Minority Undergraduate Program (begun in 2000 and ongoing) provides support for summer research opportunities and two years of academic-year scholarship support to encourage traditionally under-represented students to pursue graduate work in designated fields in the Arts and Sciences. Students who go on to pursue graduate studies also receive some money to repay their undergraduate student loans.
- Mellon Foundation grant for First Year Transition (2001 through 2005) is making it possible for the College to establish the permanent position of Coordinator for First-Year Student Support. The Coordinator works closely with students, the deans, and the faculty with the goal of guaranteeing first-year success and retention. Central to this work is the development of a much clearer understanding of the profiles of first-year students who require academic interventions to address under-preparation.
- Hewlett Foundation Pluralism and Unity Program Grant (1999-2002) made it possible for the College to significantly increase the student programming of our Office of Multicultural Affairs in parallel with the expansion of that office's staff.
- Committee on Diversity (CoD) focused on classroom climate and began work on the “achievement gap” which we observe in some students who arrive with high academic credentials but who perform at a weaker level than expected.
- Conducted analyses of housing patterns, major choices, and financial aid impact on diversity on campus.
- Four faculty opportunity appointments, which are Board-approved tenure-track appointments to faculty of color that are above our mandated tenure cap. These appointments were made in Religion, Psychology, Political Science, and English.
- Member of Consortium for a Strong Minority Presence (Minority Scholars in Residence).
- According to the Association of Northeast Deans Survey (2000), our 20% faculty of color places us first among liberal arts peers.
- Cited in the *Journal of Blacks in Higher Education* (June 22, 2000) as tied for first in the percentage of Black faculty (6.9%) among liberal arts colleges and as first among peers in the percentage of Tenured Black faculty (9.7%).
- Office of Multicultural Affairs (OMA) Dean increased from .20 to .80 FTE.
- Enhanced program budget for OMA.
- Hired Director of Multicultural Programming.
- Enhanced budget for the Multicultural Scholars Program (MSP) which provides academic support through student tutors, faculty advisors dedicated to the success of the participants, inspiring educational events, and funded summer research opportunities. The MSP also provides a social community in which students can feel at home and where other students and faculty support and encourage their successes.
- Increased faculty participation in MSP.

- Alumni Mentoring Program for students of color.
- Creation of a diversity website
<http://www.haverford.edu/admissions/diversityweb/>
- Provided funding for prospective students of color to travel to campus.
- Began “Science Recruitment Initiative” to showcase Haverford’s excellent facilities and programs that prepare students for scientific or medical careers.
- Hired Admission recruiter for students of color.
- Hired multicultural recruiter for athletes.
- Doubled the number of Reid and Padin Scholarships for African American and Latino students.
- Added one new full scholarship for an international student.
- Committed to a \$5,000,000 endowment goal for diversity within the current campaign to endow people and programs. The immediate goal is to improve access to a Haverford education and support academic achievement. Ultimately, these endowed resources will help us develop a permanent approach to reaching underrepresented students.
- Increased first year students of color from under 20% to over 30%.

Table 1: Students of Color

Class of (Fall)	1999 (1995)	2000 (1996)	2001 (1997)	2002 (1998)	2003 (1999)	2004 (2000)	2005 (2001)	2006 (2002)	2007 (2003)	2008 (2004)
% Students of Color (US/perm residents)	12%	19%	21%	15%	26%	27%	30%	27%	25%	*26%
% Students of Color (Total)	13%	20%	22%	17%	27%	30%	32%	30%	27%	*31%

*estimates

- In a study conducted by the *Journal of Blacks in Higher Education* (Autumn 1999), our graduation rate for Black students is second best in the country.
 - 4.1% of our alumni of color are listed in *Who’s Who*, which places us eighth among 50 top schools.
 - Named as one of the ten best schools for Asian American students.
2. *We should continue to develop excellence in those areas of the curriculum already committed to the study and analysis of global cultures, such as Latin America and East Asian Studies.* Since the completion of the self-study we have added a tenure-track appointment in East Asian Studies.

3. *The goal of the next Capital Campaign should include raising funds for targeted need-based financial aid, both for International students and for American students of color.* This has been done as indicated under number one above.
4. *The President should continue to work with national leaders in making the case for the importance of considering race as a factor in college admissions.* The President has written and spoken on this subject extensively. In addition, the College submitted an amicus curiae brief along with a number of peer institutions in the Michigan Affirmation Action case. The Haverford community was collectively pleased when the Supreme Court ruled in favor of allowing Affirmation Action in admissions, similar to our past practice.

Governance

1. *Recommended to the Board of Managers that several revisions be made to committee descriptions within the Board of Managers operating procedures.* This has been accomplished.
2. *Explore ways to facilitate communication between the board representatives from the faculty, staff, student body, and alumni association, and their constituencies.* We believe it is important for the Board to have good lines of communication with all groups at the College. Since the self-study, we have initiated dinners for faculty and board members once each year. In addition, at each of the four board meetings, board members are invited to a lunch with students in the dining center. With respect to alumni, we have introduced “Leadership Weekend” at each fall board meeting. This experience brings together all of the College’s key volunteer Alumni Committees with the Board of Managers. These approaches have succeeded in making the workings of the Board more transparent, more visible, and better understood both on and off campus. We intend to continue these activities.
3. *Conduct annual Board orientation sessions for new representatives and new managers.* We now conduct a one and a half day orientation for all new members of the Board. This includes a campus tour and meetings with the Dean of the College, Provost, Dean of Admission, Director of Athletics, Vice President for Institutional Advancement, Vice President for Finance and Administration, and the President. A large amount of information is transmitted in this session, and new Managers feel well-prepared for the task of beginning board service and well-educated for contributing in meaningful ways to the discussions.

Faculty and Curriculum

1. *We recommend that the Administrative Advisory Committee look carefully at the cost and benefits of several models of sabbatical policy that might increase opportunities for sabbatical leave.* We have indeed strengthened the sabbatical

program so that it is now comparable to the leave programs at our most generous peer institutions. The essential features are:

- a. One semester with 75% of compensation after three full years of teaching service at Haverford. Contingent upon timely and substantial efforts to obtain outside funding, the Whitehead Faculty Development Fund will supplement to 100% of compensation for the semester.
- b. One year with 75% of compensation after each six years of teaching service at Haverford. Contingent upon timely and substantial efforts to obtain outside funding, the Whitehead Faculty Development Fund will supplement to 100% of compensation for the year.

2. *We recommend that the College undertake a review of the Admissions Subcommittee of the Educational Policy Committee.* Following the recommended review, the faculty concluded that the Admissions Committee become a full standing committee of the faculty. This new structure has now been in place for four years, and the Faculty Admission Committee (FAC) has succeeded in getting the faculty more involved in the recruitment, admission, and matriculation processes. In addition, the FAC has worked on: the College's admission criteria; our approach to recruiting varsity athletes; recruitment of students of color; and recruitment of high achieving academic students. All of these initiatives have contributed to a more robust interaction between the Office of Admission and the full faculty. In addition, the FAC has participated in the application review and decision-making for selected candidates for admission. This has proven helpful in educating both faculty and admission officers in the complexities of admission at a highly selective institution. In the coming years, the FAC intends to focus its attention on how interested faculty can most productively employ their time and talents in increasing the yield on the most highly sought students who have myriad outstanding college choices.
3. *We recommend a sustained commitment to diversify the student body and faculty at Haverford with the highest priority for recruitment focusing on racial, ethnic and national origin.* When the last self-study was undertaken, the College typically enrolled about seventeen percent students of color, as indicated earlier in Table 1. Through sustained effort this number has now risen to nearly a third of each freshman class being men and women of color. In addition over this period, we have made four "opportunity appointments" of faculty of color that are above and beyond our Board mandated tenure cap. The diversity of the faculty is tracked historically in Table 2. A projection of faculty demographics to 2018 estimates that, if recent hiring patterns continue, over half our tenure-track faculty will be women. The study also highlights our early success in diversifying the faculty when examining the profile of the group projected to retire. (Appendix E). We understand that Haverford cannot rest on the laurels of past success. A successfully diverse community needs constant attention in order to sustain what has been accomplished. The Board, the Faculty, and the Administration are all committed to doing so.

Table 2: Faculty of Color

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Headcount	19	17	21	19	21	24	22	20	22	24
% of Total Headcount	17%	15%	19%	17%	19%	20%	20%	18%	20%	21%
# Tenure-Track	14	14	13	14	15	16	17	17	18	20
% of Total Tenure-Track	17%	17%	16%	17%	18%	19%	20%	20%	21%	22%
# Tenured	9	9	10	11	12	12	11	11	11	12
% of Total Tenured	16%	15%	17%	19%	19%	19%	18%	17%	17%	18%

4. *Priority be given to two proposed centers: The Center for Peace and Global Citizenship and the Humanities Center.* Both of these centers have been established and are flourishing. Together with the Koshland Integrated Natural Science Center (KINSC), the three Centers form the basis for the evolution of Haverford's curriculum and emphasis on integrated learning which is described subsequently in the context of curricular planning. The Centers present students with opportunities for study outside of the traditional majors. We intend to avoid the fragmentation of knowledge that comes with over-specialization, and prefer to seek connections, relationships, linkages and interactions among and between the various disciplines and modes in inquiry. Thus, the Centers add a new layer of possibility to the established curriculum. Plans are in place to construct a temporary physical location for the Hurford Humanities Center and the Center for Peace and Global Citizenship in a renovated Stokes Hall. The new permanent home for the Centers will be adjacent to the KINSC, in a renovated Ryan Gymnasium, following the completion of the Douglas B. Gardner Integrated Athletic Center.
5. *We recommend that the College explore alternative models for teaching freshman writing.* The Educational Policy Committee (EPC) conducted a year-long review, and then engaged the entire faculty in an additional year of discussion, of the centrality of writing in our curriculum. This reinvigorated our commitment to writing as the central tool of intellectual life and we have completely reorganized the freshman writing program. We hired a new faculty member, an Assistant Professor of Rhetoric and Composition, to be the Director of the Writing Program, and an Associate Director who also is an Assistant Professor of Rhetoric and Composition. In addition, we hired a Director for the Writing Center. To enhance the writing experience, we broadened the mandate for the program and now involve faculty from all disciplines, in addition to those from the English department.
6. *We recommend EPC give consideration to the possibility of creating minors in fields where faculty believe there to be sound pedagogical rational.* The Haverford faculty has long believed that the best way to afford students a formal opportunity to pursue an area of study distinct from their choice of major is what

we call Areas of Concentration. These are interdisciplinary programs that involve several different departments. Following the self-study recommendation on minors however, the Educational Policy Committee recommended to the full faculty that departments and academic programs be permitted to also offer this academic option. The faculty approved, and we now offer nineteen minors that provide additional opportunity for an educational experience and credential. Data on the completion of minors is available in Appendix F.

Educational Assessment and Academic Planning

In the fall of 2003, all department and program chairs were asked how their departments or programs responded to the first five assessment-related recommendations from our 1999 self-study. Below we summarize these responses in the broadest fashion. Appendix G contains the more detailed descriptions on which these summaries are based. Appendix H, Divisional Assessment Mechanisms at Haverford College, contains additional detail on goal-setting, assessment, and planning from selected departments. These appendices have been shared with the College Planning Committee, the Educational Policy Committee, and have been posted on the President's website. In addition, a version of this material has been shared with all departments and concentrations to aid in their own future planning regarding assessment. Section IV of this report, Assessment and Planning, provides extensive context for all of these individual items.

1. *Foster new junior/senior faculty collaboration on course design and pedagogy independent of professional evaluations of junior faculty by senior faculty.* Across departments, several approaches have emerged to address the need for more non-evaluative junior and senior faculty collaboration: departmental discussions, mentoring of junior faculty by senior faculty, senior/junior faculty team-teaching, faculty workshops, formal and informal discussions on course design and teaching, collaborative work on steering committees for interdisciplinary programs, departmental rotation of teaching responsibilities, visitation of one another's classes, and collaborative course design.
2. *Promote discussion of course evaluations that go beyond measures of popularity to probe teaching effectiveness.* Although it typically focuses on traditional end-of-course written evaluations by students and mid-course student assessments, evaluation of teaching is multi-faceted. In addition, as befits a college with an enviably small faculty-student ratio, faculty-initiated one-on-one discussions with individual students often establish a crucial "pedagogical baseline" against which faculty can measure the effectiveness of their teaching. Insights into departmental teaching also come from the faculty's evaluation of major programs and from surveys of students across class sections that focus on programmatic concerns. Additional faculty techniques for improving teaching effectiveness include sitting in on one another's classes, discussion about teaching within departments, discussions with faculty in other departments, assessment of student success in advanced courses and in their post-undergraduate careers, external departmental

- reviews (Visiting Committees), and faculty attendance at professional meetings devoted to best practices in teaching and learning.
3. *Use forms of assessment beyond standard student course evaluations to gain insight into the relative effectiveness of different teaching techniques and course designs.* Measures of assessment beyond student course evaluations common at Haverford include interviews with seniors about their experiences in the major, meetings with students as part of the course design/redesign process, ongoing informal meetings with students on topics such as the strengths and weaknesses of alternative approaches to course design, collaborative work with student discussion leaders, faculty participation in pedagogy symposia and workshops, faculty discussion with alumni, and consultation among faculty within departments and across programs, and in certain instances, with Bryn Mawr departments and colleagues.
 4. *Enhance the integration of teaching and research, especially in the humanities and social sciences.* Our self-study concluded that faculty deeply engaged in their own research bring their discoveries and evolving insights into their classrooms and are more open to the philosophy behind, and methods involved in, assessment as the basis for improvement. Our continuing efforts to enhance the integration of teaching and research include the following (some are more possible in certain departments than others): student participation in faculty research, co-authoring with students, design of courses informed by research interests (both research topics as well as methodologies or theoretical approaches), strategic faculty hiring (e.g., in the creation of the position of Assistant Professor of Rhetoric and Composition/Director of College Writing, we added a faculty member whose primary work is in the field most closely concerned with academic writing), Bi-College and Tri-College interdisciplinary links through Areas of Concentration, and programmatic cultivation of opportunities for cross-fertilizing dialogue, through interdisciplinary programs as well as the three new academic Centers (discussed subsequently in more detail).
 5. *Incorporate alumni perspectives into departmental assessment mechanisms as appropriate.* Departments use a variety of approaches to maintain relationships with alumni in their post-Haverford lives that benefit both current students and departmental assessment efforts. These include hosting distinguished alumni visitors, encouraging students to interview alumni about their careers and academic preparation, systematic queries of alumni on program effectiveness informal feedback from alumni on specific course content, helpful suggestions (e.g., GRE study groups) or probing areas in need of more attention (e.g., professional communication skills), and departmental receptions for alumni scholars at professional meetings.
 6. *Communicate questions arising from CIRP (Cooperative Institutional Research Program) data and pilot survey of alumni values and life-long learning and consider developing a mechanism to compare educational goals of entering students, exiting seniors, and faculty.* The Institutional Research Office has developed an extensive comparative and longitudinal analysis of both CIRP and

Senior Survey data that is shared annually with Senior Staff and others as appropriate. Additional focused analyses (Appendix I) have examined particular topics (such as self-reported enhancement of abilities, and comparison of personal values between first-year students, alumni and faculty) by excerpting and compiling relevant items from multiple sources--including CIRP, the AICUP (Association of Independent Colleges and Schools of Pennsylvania) first-year experience survey, the HEDS (Higher Education Data Sharing Consortium) Senior survey, alumni surveys, and HERI (Higher Education Research Institute) faculty surveys. This topical, more integrated aspect of reporting provides focused perspective on selected questions.

Academic Support

1. *Manage the ongoing transition of the campus from Apple to a mixed Macintosh/Windows environment.* Haverford was exclusively a Macintosh campus until about five years ago, when we transitioned to a mixed PC/Mac environment. Presently, all faculty have the choice of platforms when their computers are replaced on the standard four-year cycle: most choose Macintosh. Administrative and professional staff exclusively use Windows machines. Students also have a choice and most choose Windows. Since we support several UNIX machines for research and administrative purposes, we have expanded the staffing in computing and networking in order to maintain the levels of support needed for all users. Consequently, computing positions have grown faster than any other category at Haverford over the last few years. While we expect pressure to continue this trend, we recognize that other support areas also merit consideration for increased staffing. Thus, it is likely that the rapid growth in computing will slow somewhat over the next five years.
2. *Equip heavily-used classrooms with direct computing and projection facilities.* We have invested over \$400,000 in order to accomplish this goal. Because of the short lifespan of most computer-related equipment, we have been building amortization accounts for the public labs and other shared facilities, so that we are able to keep up with the rapid change in technology and the quick obsolescence of many kinds of equipment.
3. *Both the evaluating team and the College recognized the need to examine information technology requirements and aspirations from an institutional perspective.* Rather than hiring a Chief Information Officer (the usual CIO) Haverford now relies on the collective expertise of several individuals (the Collaborative Information Officers) who currently share distributed responsibilities for computing and technology resources on campus. The group includes the Director of Academic Computing, the Director of Networking and Systems, the Director of Administrative Computing, the Librarian of the College, and a technically astute member of the faculty. The CIO reports directly to the President, and meets regularly with the President, the Provost and the Vice President for Finance and Administration to discuss IT issues. The overall goals of the CIO are:

- To assess our current IT status and make recommendations to meet future needs and goals in computing, information systems, networking, telecommunications, library collections, multimedia, worldwide web, and related technologies.
- To evaluate ways to enhance the instructional, research, and service missions of the College using IT as a tool
- To consider the unique requirements of the academic and administrative systems in Haverford's overall IT planning
- To develop an ongoing inventory of issues, challenges and opportunities
- To consider the possibilities for enhancing bi and tri-College collaboration using IT
- To recommend priorities for staffing needs in the IT arena
- To recommend priorities for fundraising to support the College's IT goals

While at times we may have been limited by the lack of a single voice as the CIO, the structure has clearly improved the coordination and IT planning on campus. The CIO and President evaluate this structure each year and is currently satisfied that the collaborative model is filling our needs.

The Library is at the heart of academic life, both physically and electronically. The last five years have seen substantial growth in our electronic collections of reference works, journals, and monographs, and we are engaged in a multi-year experiment with the University of Pennsylvania Libraries and Oxford and Cambridge University Presses to assess the uses of online monographs. The Library has developed, on behalf of our Bryn Mawr and Swarthmore partners, a prototype digital library schema that is now operational; the experience gained with this project will be valuable in working with other College departments in archiving digital materials created on campus. We will enhance electronic use of our collections by creating more access to them for users when they are off-campus and by creating a more sophisticated and complete online environment both for materials discovery, selection, and access, and for using materials online in study, instruction, and research. Creating this environment will mean working with faculty and IT staff to improve the technical infrastructure.

Student Services

1. *Work to make the social Honor Code more vital. Encourage authentic debate in general and in particular around difference.* The Honor Code is utterly central to student life at Haverford. The academic Honor Code which concerns exams, plagiarism, and other aspects of academic honesty, works extremely well. We have few instances of cheating, and those that do occur are handled sensitively by the student-run Honor Council. The social Honor Code, which is concerned with personal interactions, behavior, and the ill-defined "community standards," is more difficult to codify and to administer. Cases of sexual assault are no longer handled by student panels, but instead by the Dean's office. In addition, instances

- of rowdy behavior, excessive consumption of alcohol or drugs, abusive or threatening language, and other aspects of college student behavior seem increasingly difficult for Honor Council to handle effectively. Such matters are generally referred to a Joint Panel (combined Honor Council/Deans). Since the Honor Code itself prescribes neither specific violations nor specific sanctions, it is often very difficult for students to set clear limits, particularly since decisions are made by consensus. This creates a tension between the academic Honor Code—which works very well—and the social Honor Code—which is frothier and more prone to a wide variety of interpretations. We expect that the Dean’s office, Student Leadership, and the Honor Council will continue to wrestle with how to implement the Honor Code in ways that are most effective for Haverford.
2. *Increase and/or improve physical space for communal activities and consider new activities that would bring the entire community together.* We accomplished a number of renovations and additions designed to improve and extend the spaces on campus where students, faculty, and others engage in community-building. These include: Creation of a new lounge in the Whitehead Campus Center; improved lighting and furniture throughout the Campus Center; creation of a new student run café in Lunt; creation of student lounges in the departments of Economics, Anthropology, and in the new Koshland Integrated Natural Science Center; renovation of lounges in two dorms (Lunt, Gummere) and in the Haverford College Apartments; renovations of the Sunken Lounge in the Dining Center--including an extension of the hours at night to provide a welcoming community space. We are planning additional spaces in the new Douglas B. Gardner Integrated Athletic Center, as well as in the new home for the Hurford Humanities Center and the Center for Peace and Global Citizenship. Thus, in a span of a relatively few years, communal spaces have been materially improved.
 3. *Evaluate the effects of interventions around alcohol problems.* Alcohol overuse is a problem on all campuses, even very intense academic environments like Haverford. Following the work and recommendations of a bi-college committee on this subject, we have implemented three broad based approaches to the problem. The first is educational i.e. providing high-quality, non-threatening information to all students on an ongoing basis about the uses and abuses of alcohol. Second, we have added funds to the budget for a variety of activities that provide an alternative to drinking. These are jointly coordinated in the Dean’s Office and carry the enticing acronym FAB (Fords Against Boredom). Third and most important, we have tried to create sense of student ownership of the alcohol challenge. In this approach, it is not adults and authority figures telling students what to do, but students themselves taking responsibility for their own behavior and actions. This involves the visibility of campus leaders, athletes, and a specially designed committee called JSAAP (Joint Student Administration Alcohol Committee). Finally, together with Bryn Mawr College we have hired an Alcohol and Drug Awareness person, who provides advice and support for students at all levels of need. While one can never be completely satisfied in this area, the College has made a significant progress in reducing the number and severity of incidents of alcohol poisoning, and similarly related traumas of college life.

4. *Improve mentoring opportunities for students of color in the Humanities and Social Sciences.* The Multicultural Scholars Program (formally the Minority Scholars Program) is a very successful mentoring and support program for multicultural students. Following the retirement of its longtime Director three years ago, the College appointed Professor Kaye Edwards as the new director. Kaye reorganized the MSP to involve more faculty and to ensure that there was one principal faculty member from each of the College's three academic divisions (the Natural Sciences, Social Sciences, and the Humanities). This has substantially advanced an already very successful program and provides many opportunities for mentoring, service, research, internships, and other academic and non-academic endeavors for the growing population of multicultural students at Haverford
5. *Increase opportunity for paid summer internships.* The College, through the Center for Peace and Global Citizenship, has added more than a dozen summer internships for students interested in finding peaceful solutions to the world's problems. These internships also have a foundational and capstone academic experience associated with them, so that they are well grounded and rigorous. In addition, the Whitehead internships offer students with an entrepreneurial bent the opportunity to engage with small companies in the private sector during the summer months. Both types of internships are very competitive, but together offer a good diversity of opportunity for all students.
6. *Consider new programs for students who matriculate with skill deficits.* Even with very high board scores, grades, and class rankings, students sometimes arrive with a lower level of preparation than we expect. We have made two major changes to address this situation. First, we have created a new position of Dean of First Year Students. This Dean deals exclusively with first-years and has been extremely helpful in supporting the students directly, as well as in creating useful resource materials for their faculty advisors (all faculty advise first and second year students). Second, we have created special sections in three courses where first year students commonly experienced academic difficulty: General Chemistry, Calculus, and College Writing. If placement tests reveal skill deficiencies students are automatically assigned to these special sections.
7. *Continue to explore means of fostering student/faculty relationships.* In a classroom setting, student/faculty relationships are excellent. This, of course, is the core of our purpose. Outside the classroom such relationships take many forms, from large social occasions, to small one-on-one discussions over coffee. The College encourages such activity; in fact, such interactions are often the basis for some of a student's best memories about their college years. We provide funds to faculty to take students to lunch or dinner, to have them over to their homes, or to engage in other types of intellectual relationships. In addition, the space renovations mentioned earlier were designed to provide more loci where both planned and spontaneous interactions would occur. There is no reliable way to measure either the quality or the quantity of such interactions. Nonetheless, the

subject is constantly on our active discussion list, thus ensuring that the community as a whole remains engaged with this central aspect of learning.

8. *Engage in discussion about ways to support student interest in Theme Houses.* Probably for reasons of busyness and too much else on the agenda, there has been little discussion of this recommendation since the self-study.
9. *Institute a program of systematic evaluation of student life programs, with two evaluations of student life programs each year .* We now regularly review student life programs with external reviewers and a full self-study. Since the accreditation self-study in 1999 we have done so for the Career Development office (a bi-college review), Pre-professional Advising, and the Student Housing. Additionally, Study Abroad underwent an extensive internal review under EPC, the Educational Policies Committee.

Athletics

1. *Consider construction of a fitness center/basketball pavilion in the southwest quadrant of the campus, offering eventual possibilities for a full complex.* Athletics play an essential role in the College's intellectual and academic life, helping to develop leadership skills, teamwork, and a sense of service. Unfortunately, the College's current indoor athletic facilities, designed for a College of four hundred male students, no longer serves us well. Therefore, the College has committed to raising twenty million dollars to design and build the Douglas B. Gardner Integrated Athletic Center (GIAC). Bohlin Cywinski Jackson (BCJ), the internationally acclaimed architectural firm, has been retained to design the center. BCJ has developed a one hundred thousand square foot design that is dynamic, integrative, aesthetically pleasing, and environmentally sound. The new complex has been deliberately sited adjacent to the Whitehead Campus Center and near the academic heart of the campus. We envision the GIAC as a vital component of the educational and community life at Haverford. Through a combination of fund-raising and borrowing we began construction in the spring of 2004, and expect to open the new facility in approximately eighteen months.
2. *For the very top in the scholar-athlete pool, make admission decision earlier; notify these candidates sooner; in general improved communication with the admission office so recruiting efforts can be focused on students who will be admitted.* We have made a determined effort to ensure smoothly functioning communications between Athletics and Admission. This has been accomplished by designating one person in each office to be the principal liaison through which communications flow. Although there will always be coaches who are disappointed when top recruits enroll elsewhere, we have made progress in improving yield among recruited athletes and also in focusing the coaches' attention on those students most likely to be admitted.

3. *Engage in a College-wide discussion of why Haverford has not achieved the competitive success of many peer colleges.* In one set of related sports (men's and women's track and field, men's and women's cross country) we have been peerless in our conference. In a couple of others (men's and women's soccer, women's volleyball) we have been reasonably competitive. In most of the other sports, Haverford has generally been in the bottom half of the Centennial Conference. Even with the successful programs, our overall win/loss record is generally in the bottom one-third to one-half of the conference. While winning and losing is not the essence of sport, we nonetheless believe that teams should feel they have a chance to prevail when they go on the field; this has not been the case for the majority of our teams in the last few decades. We have set three items on the agenda for improving this situation. First, we are building new indoor athletic facilities. This will make the College more attractive to the top athletes and also provide them with better training and competition experiences. Second, we have improved the communication and information flow between Admissions and Athletics. This too is expected to improve the yield of top athletes, and our general ability to attract the students we wish to come here. Third, the Director of Athletics has instilled into coaches the importance of their personal involvement and commitment to recruiting. Early (but unscientific) indications are that this approach is working. The past year was our best one athletically in some time. Thus, while we are not yet where we believe we should be competitively, we are none-the-less on a good track and have not comprised our academic integrity to do so.
4. *Create a "Club Board" to give club sports an administrative home within the College.* Club sports are a very important way that the experience of competitive athletics is extended to students who may not be interested in intercollegiate varsity teams. The Athletic Department cooperates with Club Teams by providing, where possible, equipment, facilities, transportation, and in many cases, credit towards the College's physical education requirement. Clubs include: swimming, sailing, outing, skiing, badminton, crew, cycling, golf, ice hockey, women's rugby, men's volleyball, and ultimate Frisbee. With this complex array of opportunities, we concluded it would be helpful to have a coordinating body that facilitated fund-raising and communications between the teams themselves, the student government that provides financial support, and the Athletic Department which provides additional money and services. Although the board per se could not be formed, our efforts have resulted in a situation where club sports now work much more closely with the Athletic Department via a staff liaison. The liaison keeps in touch with clubs and ensures that their concerns are dealt with quickly and efficiently. The situation continues to evolve, and we will be taking another look at the place of club sports as the College considers a revised wellness/physical education program, with the opening of the new indoor athletic center.

Admission and Financial Aid

1. *Continue efforts to attract more minority applicants, and increase yield on admitted students of color.* To accomplish this goal the College added a

multicultural recruiter to the admissions staff, and a multicultural recruiter specifically for athletes in the athletic office. We focus on the recruitment of students of color in cities where we already have a history of success, including Los Angeles, Miami, and Atlanta. We provide funds for top prospective students to visit campus, and the College doubled the number of named scholarships specifically designated for high academic profile minority students. All of these efforts have resulted in an increase of students of color in the first year class from a typical seventeen percent five years ago to now closer to thirty percent (refer to Table 1).

2. *Increase faculty involvement in yield activities, particularly for students of color and top academic achievers.* Like all similar schools, Haverford hosts an admitted student day in the spring. At least one member of every academic department participates in the formal activities that showcase our academic programs. We also hold two or three specific recruitment days for students of color, and encourage faculty participation in the events of these weekends as well. The Faculty Admission Committee is also interested in exploring additional ways for faculty to be involved in recruitment and yield activities, without excessive time requirements. The table below tracks our success in increasing overall yield.

Table 3: Admission Statistics

Class of (Entered Fall)	1999 (1995)	2000 (1996)	2001 (1997)	2002 (1998)	2003 (1999)	2004 (2000)	2005 (2001)	2006 (2002)	2007 (2003)	2008 (2004)
Applicants	2,622	2,812	2,769	2,600	2,650	2,683	2,574	2,598	2,973	3,039
Admitted Students	975	975	946	947	862	862	839	843	878	887
Matriculants	306	313	298	322	302	334	296	311	313	*315
Admit Rate	37%	35%	34%	36%	33%	32%	33%	32%	30%	29%
Yield	31%	32%	32%	34%	35%	39%	35%	37%	36%	*36%

*May 2004 estimate

3. *Continue to work toward improved communication and recruitment coordination with the Athletic Department.* As described above under Athletics, the College has made good progress in improving the collaboration between these two key departments. While coaches still sometimes fear that the admission officers feel apathy toward sports, and admission officers at times complain that the coaches push hardest for the least qualified students, we have nonetheless created a good situation of understanding and trust between the two departments. We have seen improvements in both the flow of information and in the matriculation of recruited athletes.
4. *Discuss financial aid spending under our current policy.* Several important policy decisions have been made since the reaccreditation self-study in 1999:
 - The College will continue its policy of need-based admission and meeting the full demonstrated financial need of all admitted students.
 - We will offer no merit aid (financial aid above demonstrated need).

- Haverford is a charter member of the “President’s 568 Group” which seeks to provide common methodology and transparent procedures for determining the parental contribution of all students.
 - We have doubled the number of Reid and Padin scholarships for African American and Latino students. Studies revealed that we obtained a higher yield for Reid and Padin scholars than with any other methodology.
 - The Board of Managers approved raising the financial aid discounting trigger from twenty-four percent to twenty-eight percent. When this figure is surpassed, an automatic review of our financial aid policies is required. Currently the discount rate exceeds twenty-seven percent, and the trend line suggests we will pass 28% in the near future. Graph 15 in the finance portion of this report tracks our discount rate for over two decades.
5. *To further our diversity goals one of the fund-raising targets for the next Capital Campaign should be to provide need-based assistance for additional international students and U.S. students of color.* These goals are incorporated in the priorities for the current *Educating to Lead, Educating to Serve* capital campaign. The campaign Case Statement is included as additional material.

Finance

1. *Create a Planning Committee to consist of Senior Administrative Officers, Chairs of key faculty committees, students, members of the Board.* The Self Study Steering Committee considered several models for formalizing planning, and recommended formation of a new College Planning Committee (CPC) whose purposes would be: 1) to provide coordinated planning and information flow among the various standing committees and groups at the College; 2) to avoid “progress by Brownian motion” that characterizes less purposeful institutions; 3) to assure that all campus constituencies know what the general directions of the College are and have an opportunity to be heard; and 4) to be ready to meet any unexpected challenges that may arise.

To accomplish these purposes the committee is asked to consider several short and longer-term goals:

- Each year the CPC will review the academic and resource health of the College. This may be accomplished by examining certain measurable benchmarks the committee may wish to set, and by taking a holistic view of the issues before the standing committees of the College represented on the CPC.
- Each year the members of CPC will attempt an environmental scan on trends in higher education, liberal arts education, and society at large to see if the College is both responsive to and leaders of innovative approaches to first quality education. This could be accomplished by bringing external speakers to campus, discussing selected readings, or other means decided by the committee.

- About every five years the CPC will lead more intensive strategic planning to help guide the College's directions and priorities. This can be organized in any manner the committee sees fit but could perhaps be timed to coincide with the need to accomplish accreditation-related college-wide analysis every five years.
 - When the College is actively engaged in a capital campaign, the CPC will serve as the campaign priorities committee. In this role, the group will gather existing College needs and aspirations, attempt to estimate their value and cost to the institution, and work with the President to set the goals and priorities for fundraising. The CPC will also chart the financial progress of a capital campaign and seek to be responsive to changing needs and aspirations on campus as a campaign progresses.
 - When needed, the CPC will serve to oversee major campus planning and assessment initiatives. Immediate examples resulting from the "Looking Forward" process include CPC responsibility, at least initially, for information technology planning, as well as more effective communications (with the assistance of a media consultant) and the renovation of Ryan Gymnasium for the permanent home of the Hurford Humanities Center and the Center for Peace and Global Citizenship.
2. *Hire a consultant to make a thorough examination of the adequacy of space available in various programs of the College.* Following this recommendation, the College hired the firm of Dober, Linsky, and Craig to conduct a thorough space planning exercise. They focused on classroom utilization and space allocation by function compared to peer institutions. As expected, athletic spaces were found to be our weakest point. We responded by hiring the firm of Sasaki Associates to prepare a sports facilities master plan. In 2001, we hired the architectural firm of Bohlin Cywinski Jackson to revise the campus master plan and to design what we now call the Douglas B. Gardner Integrated Athletic Center. The master plan creates a useful set of land use policies and depicts a pathway for campus development over the next several decades. This includes the possibilities of a new student residence hall, a performance center, a new academic building of unspecified use, and phase II of the indoor athletic project. When completed in several decades, this project would finish the envisioned uses of the south campus in an aesthetically harmonious manner with the rest of the developed campus
 3. *Continue to prepare the annual operating budget based on the major budget parameters proposed by the 1989 LRPC and reaffirmed in 1995 and 1998.* These include not changing the size of the student body; maintaining student charges roughly in the middle of our peer group; targeting employee compensation at the midpoint or above of the appropriate reference groups, with salary increases of at least 1% in excess of the CPI; continuing the current policies of need-blind admission and need-based financial aid until the discount rate exceeds 28%; and providing for the College's physical capital needs. These parameters have been satisfied and the College has produced a balanced budget

each year. The following table presents a history of most of these parameters since 1990.

Table 4: Budget Parameters

Fiscal Year	FTE Students	Student Charges	% increase in Charges	% increase in Salary Pool	Difference	Financial Aid as % of Tuition Revenue
1990-91	1,122	20,150	8.3	7.0	1.3	22.4
1991-92	1,092	21,550	6.9	5.0	1.9	23.5
1992-93	1,112	22,825	5.9	5.5	0.4	23.9
1993-94	1,065	23,950	4.9	4.5	0.4	21.7
1994-95	1,079	25,250	5.4	5.0	0.4	22.6
1995-96	1,088	26,625	5.4	5.0	0.4	22.6
1996-97	1,104	27,700	4.0	5.0	(1.0)	23.2
1997-98	1,125	28,810	4.0	**	(1.0)	25.1
1998-99	1,109	30,230	4.9	4.0	0.9	25.2
1999-00	1,107	31,400	3.9	5.0	(1.1)	24.8
2000-01	1,109	32,850	4.6	5.0	(0.4)	25.5
2001-02	1,110	34,300	4.4	5.0	(0.6)	26.7
2002-03	1,089	35,850	4.5	4.0	0.5	26.8
2003-04	1,142	37,900	5.7	3.0	2.7	27.8
2004-05	1105*	39,690	4.7	2.5	2.2	27.8*

* Estimate

** 8% for faculty, 5.0% for others

4. *Improve communication about the annual budget process by having the chair of AAC and the V.P. for Finance discuss budget issues at the November or December meeting of the Board.* This change in procedure has been implemented and we believe that the budget construction process is now more effective and open to Board and community guidance.

Administration

1. *Continue and expand the appropriate application of technology in administrative areas including utilization of the web.* Since 1999, Administrative Computing has concentrated development efforts on creating web applications to “front” the existing administrative database and application system. The ongoing goal is to streamline information gathering, eliminate redundant data processing, reduce and/or eliminate labor-intensive processes such as producing reports and distributing paper copies and provide the community with a common view to more accessible information. Some of the web applications that have already been developed and are actively used include the campus directory, searchable schedule of events, transcripts, class lists (with photos), grade submission, a searchable Tri-College course guide, extended on-line course information (syllabi), course registration (including add/drop), major and advisor selection, bookstore purchasing, on-line donations including the senior gift contribution, Alumni Weekend registration as well as employee benefit selection and enrollment.

2. *Continue the formal planning process for the replacement of the administrative computing system.* After a thorough assessment, Bryn Mawr College decided to proceed with a Peoplesoft implementation for all administrative data systems. At Haverford, we concluded that our own internally developed data system serves the needs of the College well. Thus we will continue to support and enhance our own system. In addition, Bryn Mawr and Haverford have pledged to ensure that robust and well-documented methods exist for the extensive data sharing we do at all levels of the institutions. At present this arrangement is serving both colleges well.

Communications

1. *Position Haverford College as one of the leading Liberal Arts colleges in the country.* In order to further effective communications, the College created the new position of Executive Director of Marketing. The new director has reorganized this six-person office, which includes Media Relations, Web Design, College Publications, and all other forms of marketing and outreach to our varied and multiple constituencies. The College is active in the Annapolis Group which seeks to enhance the visibility of the entire segment of residential liberal arts colleges. For the next two years, Haverford's President will be the chair of the Executive Committee of the Annapolis Group and our Executive Director of Marketing will be a member of the Communication Committee.
2. *Develop additional ways in which communications can support efforts to increase diversity on campus.* The Marketing and Communications Office has developed and distributed a diversity brochure designed to support advancement efforts to raise a five million dollar endowment for diversity programs. A copy is included as additional material.
3. *Develop a visibility marketing plan within the context of the next campaign.* Over the past three years the College conducted a series of focus groups around the country designed to collect advice about marketing and visibility from alumni and key supporters. Haverford also undertook an extensive written survey of all living alumni that probed all areas of the College's mission and purpose. These efforts were quite important in developing the language and messages that are now being used to reach the goal of our two-hundred million dollar Educating to Lead, Educating to Serve Capital Campaign. The case statement of which is available in the additional materials.
4. *Maximize use of the web as part of an overall communication strategy.* Two years ago we contracted for a completely redesigned Haverford web presence (www.haverford.edu.) The goals were visual attractiveness, ease of use, and rapid loading even with low speed modem connections. All of these goals were met and we consider the new web design to be very serviceable.

5. *Continue to educate the campus about the benefits of departmental information on the web.* Almost all departments at Haverford have a significant web presence. Some departments choose to do their own design and implementation, while others rely on computing support personnel. We have made progress in the use of more consistent design elements, as well as a recognizable look and feel for all heavily-used pages. Finally, we are encouraging all departments to maintain accurate and updated departmental home pages. While some departments are more effective than others in this regard, we have nonetheless generally succeeded in presenting web pages with the newest and most reliable information available for public use.
6. *Identify faculty members and administrators who are willing to be proactive in media relations.* We hired Arnold Communications as media consultant to Haverford College. This consultant will work with all constituencies to develop a compelling set of messages and media strategies that will put forward the story of the College in a way that is much more proactive than in the past. While we enjoy generally good public relations and a decent reputation in the marketing firmament, we nonetheless seek to enhance the College's profile and name recognition and to tell the Haverford story in appropriate national and international outlets. In this way, we seek to broaden the general public awareness of Haverford and our particular way of educating students. To do so we will seek increased and strategic placements in national and international newspapers, magazines, and websites, as well as broadcast media. The target audiences are mainly alumni and prospective students, but we are aware that campus constituencies also appreciate seeing their accomplishments and aspirations in public forums. This new and more aggressive approach to marketing is currently underway. Examples of Haverford in the news can be seen at <http://www.haverford.edu/publicrelations/inthenews.html>.
7. *Consider an occasional newsletter and page on the website that identifies reasons to raise in the press about the College.* This has been accomplished in the past year. The website for the newsletter, which is e-mailed to all alumni and friends with known e-mail addresses, can be found at <http://www.haverford.edu/newsletter>.
8. *Develop a catalogue website.* This was accomplished in the year following the self-study. <http://www.haverford.edu/catalog/catalogmain.htm>

Institutional Advancement

1. *Identify the institutional needs and establish priorities that will become elements of the campaign's case for support.* We used the 1999 reaccreditation self-study as the strategic planning document that led to the establishment of the priorities for the campaign. The broad goals of the campaign include funds for student scholarships, support for professorships, support for the College's new integrated learning centers, construction funds for the integrated natural science center, construction funds for the integrated athletic center, and endowment support for

- information technologies and diversity programs. The total campaign goal of \$200 million, contains \$120 million for endowment, \$60 million for capital projects, and \$20 million for current funds. The Campaign Case Statement is available in the additional materials.
2. *Conduct an external feasibility study on the campaign's case and goal.* We hired the firm of Washburn and McGoldrick to serve as our campaign consultants. They conducted a thorough feasibility study, interviewing about sixty prominent alumni and supporters of the College. Using this information and an analysis of our alumni database, the Board reached consensus around the ambitious goal of \$200 million dollars.
 3. *Assess the need for additional staff and/or office space for the campaign.* The office space at Founders Hall was reconfigured to make room for the additional staff needed for the campaign, including three major gift officers, a campaign assistant, and an additional person in Marketing and Communications. Each of these positions was initially funded on the campaign budget, but they are gradually being brought onto the regular College budget so that we can sustain this level of activity once the campaign is formally completed.
 4. *Recruit and train campaign leaders.* The Institutional Advancement Office worked very diligently to create an extensive national and international network of volunteers who are proving to be instrumental in reaching our campaign goal. The existing structure of the Board of Managers and its Advancement Committee was enhanced by the creation of following additional volunteer groups: Campaign Executive Committee, Committee of One Hundred, Major Gifts Committee, National Gifts Committee, Annual Giving Committee, Regional Committees in six national regions, and an International Council. This latter group has been in existence for three years, meets regularly in Europe, and is beginning to take root in Asia. In addition to being essential to the success of the campaign, this extensive network of volunteers will also be able to help alumni and friends remain connected to the College once the campaign has concluded.
 5. *Continue improvements to the development module on the administrative computing system.* This is an ongoing set of projects, and the advancement officers work closely with administrative computing personnel in order to establish priorities and design parameters for needed enhancements to the data systems that support the campaign and other advancement activities.

SECTION IV: ASSESSMENT AND PLANNING

Educational Assessment and Academic Planning

Educational assessment and academic planning is a highly integrated process at Haverford. We have in place a wide variety of mechanisms for analyzing our curriculum and the performance of our students and faculty, and for implementing the changes suggested by such analysis. Many of these mechanisms--course evaluations, promotion and tenure reviews, and review by external Visiting Committees--are common at other institutions. But several critical processes, including curricular planning and student evaluation, have distinctive Haverford twists.

Although the separation is to some degree artificial, we will treat first the assessment and planning mechanisms focused on the College's curriculum, and then we will proceed to the processes of student and faculty evaluation. In curricular planning and assessment, a central role is played by the Educational Policy Committee.

The Educational Policy Committee (EPC)

EPC is responsible for on-going curricular planning, evaluation, and academic goal setting at Haverford. As a standing committee of the faculty, EPC meets weekly during the academic year, and is composed of a faculty Chair, one faculty member from each of the three disciplinary divisions of the College, the Dean of the College, the Director of Multicultural Affairs, two students, and the Provost. As is typical at Haverford, deliberations are inclusive and decisions are reached by consensus. This consensual style gives weight to the voices of all members, including students.

EPC is often the primary stimulus for large-scale innovations in the curriculum. For example, EPC recently led a recent major restructuring of Freshman English, moving from a one semester course taught by members of the English Department, to a series of Freshman Writing Seminars taught by faculty from different departments and administered by a newly-instituted College Writing Program led by a new tenure-track appointment in the field of Rhetoric and Composition. In this case, EPC was the forum for evaluation and planning that led to the creation of this new program. In other cases, its role has also involved establishing procedures to implement curricular innovation. More generally, the committee has fostered a willingness among the faculty to face the inevitable difficulties associated with significant change.

EPC is most directly involved in the evolution and direction of the curriculum through its evaluation and approval of all new courses submitted by members of the faculty, its consideration of proposals for substantially altering existing courses, its review of the requirements of individual majors, and its review and recommendations of new programs and majors. EPC also reviews distribution requirements, our program for graduation in six semesters, and considers problems related to enrollment limitations of courses. Discussion and debate is detailed and thorough. EPC review insures the integrity of individual components of the curriculum (majors, areas of concentrations,

programs) and maintains an educationally desirable balance within the Haverford experience as a whole.

With regard to individual courses, the committee evaluates the scope of a proposed or altered course, its prerequisites, how it would fulfill distribution requirements, its appropriate academic level, and its class size limitation. While teaching methods, specific textbooks, assignments, papers, laboratory work and lecture topics are generally the concern of the department and respective faculty members, these factors may also become the concern of EPC insofar as they relate to or impinge upon other courses or departments, here and at Bryn Mawr, or upon the curricular program as a whole.

The authority of EPC's guidance is significant and reflects Haverford's emphasis on college-wide rather than departmental oversight of the curriculum. This oversight naturally includes significant departmental input, but it stands in contrast to procedures at other institutions that give departments a preeminent voice in matters ranging from faculty hiring to the structure of majors. In particular, it is EPC that provides advice to the Provost and President on the allocation of tenure-track positions for the replacement or addition of members of the faculty. EPC receives requests from individual departments, but weighs such requests with the interests of the entire College and cooperation with Bryn Mawr College in mind. Academic matters are often discussed jointly between EPC and Bryn Mawr's Committee on Academic Priorities (CAP).

The degree to which EPC interacts with the faculty as a whole cannot be overstated. There is constant conversation between the committee and members of the faculty and administration. Some of this interaction takes place during the monthly Faculty Meetings that place issues before the faculty for debate and discussion. But conversation also takes many informal routes: through faculty lunchroom conversation, through the campus computer network, and through all sorts of casual encounters at other campus events. The business of EPC is transacted in formal weekly committee meetings, but its negotiations take place in many other forums. EPC thus functions not as an authoritarian voice from on high, but as a mechanism by which the energies of informal means of goal setting, assessment, and planning are collected and formally channeled in communally agreed upon directions. This past year, the committee provided a series of important venues for faculty-wide discussion of potential new faculty appointments. In a series of open meetings as well as several presentations at faculty meetings, the committee guided the faculty in its consideration of a variety of new directions to which the College might commit new faculty resources.

Curricular Assessment and Planning

How are individual courses assessed once they receive EPC approval and enter the curriculum? Direct forms of assessment include the student evaluation of courses, but the more indirect and powerful forms of curricular analysis are based on longer-term faculty-student interaction.

We do not use a standard course evaluation form, in large part because our faculty prefer to tailor the forms to provide the most useful information within the context of a

particular course (two examples are attached as Appendix J). Nor do we require anonymous student evaluations in every course. However, we do encourage the use of student course evaluations, and ask each faculty member to report yearly to the Provost on their assessments of the replies they receive. Roughly 3/4 of our faculty use some form of course evaluation questionnaire. A few others use other means -- e.g. anonymous letters from their students -- to evaluate their courses.

External Visiting Committees are charged to review departmental programs and requirements on a rotating basis. These committees, composed of three to four scholars in the field from outside the College, are appointed by the Provost, and most reviews are conducted jointly with Bryn Mawr College. Each academic department under review is asked to prepare a detailed self-study for the members of the Visiting Committee. These committees typically spend two to three days on campus, consulting with the President, Provost, Dean, department members and departmental students, and when appropriate, faculty in related departments. A list of recent Visiting Committees to academic programs are contained in Appendix K.

Broad issues regarding academic cooperation and evaluation are discussed in the Two College Committee on Academic Cooperation (TCCAC). TCCAC is co-chaired by the Presidents of Haverford and Bryn Mawr, and includes two faculty from EPC, two faculty from Bryn Mawr's Committee on Academic Priorities (CAP), one student representative from EPC, the student chair of Bryn Mawr's Undergraduate Curriculum Committee, and the Provosts and Deans from both institutions. On an annual basis, TCCAC reviews Bi-College academic programs, often focusing on counterpart departments with recent external reviews as a follow-up.

Year-in year-out assessment of both courses and departmental programs is the responsibility of the academic department. Our departments employ a variety of mechanisms to set goals, to assess the success of faculty and students in meeting them, and to plan curricular changes. Some of these are highlighted subsequently. In addition, because of the centrality of this review process, we present a much more detailed description of typical departmental approaches to student evaluation and curricular planning and assessment in Appendix H—as mentioned earlier.

At Haverford, student performance is the keystone of our approach to overall educational assessment. Excellent student performance, measured against specific but varying departmental expectations, is the best indication that our curriculum and teaching techniques are effective.

While student performance thus assists the faculty in curricular planning, students provide direct input as well. Most departments routinely ask senior majors to evaluate the department curriculum, and this has led to a number of changes.

Assessment of Student Performance

Analysis of student performance is central to Haverford's approach to curricular assessment. We employ the full range of standard academic assessment mechanisms: quizzes and examinations, short essays and longer research papers, oral presentations and

class discussions. But the effectiveness of Haverford's assessment of student performance (and the related improvements to the curriculum and teaching techniques) lies largely in the following three features:

1. Frequent and intense intellectual interaction between individual students (at all levels) and faculty members, and between faculty members themselves, in each department.
2. Close faculty supervision of recently declared majors as they work their way through intermediate courses.
3. A high degree of direct and ongoing faculty involvement during the senior year with each major's research and writing, especially in the various combinations of seminar work, oral and written examinations, and senior thesis projects that characterize all majors at the College.

In short, the faculty members' direct, personal knowledge of every major's performance and progress provides additional data to complement traditional academic assessments. This highly personalized evaluation of student performance is essential, given the fact that most departments seek to train students to "think and write" as professional members of a particular discipline (e.g. Philosophy's desire to train students to "think philosophically") or to become accomplished scholars of a particular subject matter (e.g. Religion's desire to train students to become scholarly analysts of various religions). Objective knowledge (such as that evaluated by exams) is a basic minimum demanded and tested by all major programs. But in keeping with our curricular goals, we expect students to go beyond the mastery of facts and begin to evolve into potentially creative and innovative thinkers, experimenters, or scholars. In a curricular and pedagogical sense, such goals have led us to develop an array of major programs that combine much of the disciplinary training of graduate programs with the kind of direct, imaginative, and exploratory engagement appropriate to undergraduate education.

Assessment Mechanisms

Here we will survey mechanisms employed in the student's foundation years and first year in the major.

Departments in the Humanities division can be divided into three categories, each with a different approach to assessment. First, there are the non-English language based departments (Classics, Comparative Literature, East Asian Studies, French, German, Spanish); second, the English based departments (English, Philosophy, Religion, General Programs); and third, the performance oriented departments (Fine Arts, Music).

Departments that teach languages other than English and their literatures use quizzes, examinations, essays, classroom conversation and analysis, and language lab work to evaluate student performance. When the department teaches living languages, there is greater emphasis on classroom conversation and language lab work, as well as on creative oral events such as skits and "real-life" conversations. The French Department uses outside certified testers for evaluation of oral language proficiency, and standard

College Board examinations for written proficiency. Classics makes greater use of written examinations, essays, take home essay exams, and analytical or thematic classroom presentations to measure student progress.

In the humanities majors that are based on English, the assessment mechanisms are similar. But there is a significant reduction in the use of quizzes and examinations, and a corresponding increase in the number (and, in upper-level courses, the length) of written essays. There is also considerable use of revision of written essays as a combined pedagogical and assessment technique.

The assessment processes of the two humanities departments that emphasize creative performance (and the understanding of such performance) depend largely on the faculty's professional esthetic judgment. In the case of students who do not aspire to become professional artists (the majority of students in Haverford's performance-oriented departments), success is determined by whether their artistic performance improves over the course of instruction and by the degree to which they comprehend why their performance has or has not improved. The objective quality of their work is assessed by the faculty; the student's own understanding of what has been accomplished (and what yet needs to be done) is revealed in conversation with the faculty and in written essays.

Assessment techniques in the social sciences correspond closely to those in the humanities, though the social science departments tend to be closer to the non-English based humanities departments in their significant use of examinations, and closer to the performance-based humanities departments in their concern to incorporate "real life" experiences into their curricula (see Political Science, Appendix H). However, particular means of assessing student progress are blended and implemented differently across the Social Science division. Three models or styles of assessment can be distinguished.

One model---that of the History Department--stresses a two year evaluation of student familiarity with disciplinary praxis. Seeking to relate the theoretical and methodological dimensions of the historical enterprise, the department features junior year assessment to a degree that is distinctive at the College. Its Junior Seminar (History 361a) has earned national recognition. Obligated to become practicing historians, students do original research on unidentified tokens of material culture and on unpublished archival manuscripts. The seminar-length essays students produce are judged by professional standards. They become part of the College's holdings and are published with some regularity. The Junior Seminar is articulated with a Senior Seminar (History 399b).

A second model--that of the Political Science Department--targets the inclusive senior experience for assessment. The senior experience in political science includes a Senior Seminar, a Senior Thesis, and a Comprehensive Oral Examination by an outside examiner.

The third model--that of Psychology--takes performance in the Senior Research Project as an appropriate measure of student achievement. To a degree unusual within the division, the Psychology Department emphasizes student research and a scientific approach to psychology.

As one might expect, the highly empirical character of the natural sciences lends itself most easily to objective assessment mechanisms--though even here, it would be a mistake to overlook the extent to which these disciplines are also interpretive and require the sorts of nuanced, personalized faculty judgments described earlier. The goal of these departments is above all to produce scientists, or to produce students who think like scientists and are capable of doing scientific work, regardless of their eventual careers.

The acquisition of the necessary knowledge and skills in the natural sciences takes a more sequential pattern than is typically the case in other disciplines. As a result, assessment mechanisms are closely connected with discrete steps in the progression to full scientific capability. Comprehension of lectures and textbook readings, and weekly lab work are assessed by quizzes and examinations, and by faculty inspection of laboratory reports. The development of laboratory skills is assessed through faculty interaction with students in the labs and in group lab meetings as students progress through the intermediate levels of the natural sciences curricula.

As with the other two divisions, the Natural Science division finds its most direct opportunity for assessment of both students and the departmental program during the work of the senior year. There are four basic models for evaluating senior performance: the senior research model as in biology, the comprehensive examination model as in astronomy, the senior research seminar model as in physics, and the senior thesis model as in mathematics. These approaches measure the extent to which students have mastered and are capable of applying the skills of the entire curricular sequence.

The Senior Experience in the Major

With virtual unanimity, departments regard the performance of senior majors as the single most important indication of whether the goals of the major have been met. This makes sense, given the goal is to train a student to become a practitioner of the discipline (rather than merely an adept taker of tests, writer of essays, or designer of experiments). Student success is found in the character and quality of the original research, analytical writing, or experimental projects that every Haverford senior must attempt.

Senior programs across the three divisions generally embrace two or more of the following components:

1. A Seminar (an organized course given course credit).
 - a. a course seminar (a seminar with its own independent content not specifically geared to the writing of a senior thesis)
 - b. a thesis seminar (a seminar that provides guidance in the writing of a senior thesis)

2. A Written Examination
 - a. a comprehensive examination testing general knowledge of the field
 - b. a more specific examination, organized around certain texts or issues
3. An Oral Examination
 - a. an oral examination on the senior thesis
 - b. an oral examination on a specific text or topic
 - c. a comprehensive oral examination
4. A Written Senior Thesis
 - a. a longer thesis (about 50-60 pages)
 - b. a shorter thesis (about 25-45 pages)
5. A Research Project (may involve considerable laboratory research yet take relatively short written form)
6. Other Kinds of Performance, e.g. oral presentations to faculty and peers, art projects, artistic performances

There is no college-wide mandate regarding the nature of the work of the senior year, and there are even further elaborations of the basic categories listed above. Over the years--and in response to the assessment mechanisms noted previously--each department (under the supervision of EPC) has arrived at a particular mix of requirements that it deems especially suited to promoting and assessing the specific goals of its major program.

Some examples will make clear the range of possibilities. The French department requires an oral examination (which involves an explication of an assigned text) and a comprehensive written examination but no thesis; the Philosophy department requires a shorter thesis, and a formal oral presentation and examination of the thesis; the Religion department requires a longer thesis and oral examination on the thesis; Biology requires a year-long research project and an oral presentation based on it; Astronomy requires three separate three-hour written comprehensives covering the entire field but no thesis.

In these instances, and others not mentioned, the particular form taken by the senior experience has been designed both to foster what the department regards as essential skills, and to provide the most appropriate mechanisms for revealing whether those skills have been mastered. Virtually all departments draw on departmental discussion surrounding the evaluation of the work of senior majors as a primary source

for departmental self-reflection and planning. Appendix H describes more fully the various assessment models characteristic of each academic division of the College.

Finally, most departments assess their programs in part by the success of their majors in gaining entry to first-rate professional and graduate programs and internships. Some faculty make a particular point of tracking the careers of their majors who enter such programs, and the experiences of former students provide another means of evaluating departmental programs.

Haverford departments make full use of the standard mechanisms for assessing student performance, and every department goes well beyond these customary mechanisms to draw on a variety of subtle, nuanced, personalized forms of evaluation that only a small student-teacher ratio and creative student-faculty interrelations make possible. There is also considerable evidence of departmental planning and curricular innovation in response to external developments in the discipline and the impact of new faculty appointments. For detailed examples of the many ways Haverford departments shape their major programs in light of their assessment of the particular needs of majors, see Appendix H.

One might want to ask whether departments have means of assessing the adequacy of their performance for the non-majors who take their classes that are as rigorous and relevant as those geared toward the task of teaching and evaluating majors or would-be majors. It appears from departmental self-descriptions that most departments intend to introduce non-majors to the content of their discipline, and not to develop wider interdisciplinary skills. A number of departments, particularly those within the Natural Sciences, have developed specific courses for non-majors that are tailored to serve these students.

College-wide Curricular Planning and Review

The overall shape of the College's curriculum and college-wide requirements are determined by EPC and by the faculty as a whole. While individual courses are approved by EPC and reported to the Faculty, wider changes in the academic program are discussed by the Faculty in one or more of its monthly meetings. Since the Faculty, like EPC, operates by consensus, curricular changes occur only when the entire Faculty is persuaded to move forward. One example of this process is the adoption of a new Freshman writing program. To complement on-going curricular development, working groups periodically review the curriculum as a component of reaccreditation self-studies and the long range planning process.

As described earlier, College-wide planning is carried out by the College Planning Committee (CPC). Chaired by the Provost and comprised of three faculty members representing EPC, Academic Council, and AAC, three members of the Board of Managers, a representative of the Staff Association, two students, the President, the Dean of the College, and the Vice-Presidents for Finance and Administration and Institutional Advancement, CPC coordinates planning and information flow among the various standing committees and groups at the College, and assures that all campus constituencies are aware of the general directions of the College and have an opportunity

for input. Periodically, CPC undertakes more intensive strategic planning to help guide the College's directions and priorities. Over the past year and a half, CPC has been involved in the preparation of this Middle States Periodic Review Report, with the aim of using this obligation as the basis for conducting its own discussions of the larger issues and prospects before the College. This larger view is presented in the "Look Forward" section of this report. The committee also guides discussion of various building projects on the campus, especially the construction planning for the Gardner Integrated Athletic Center and the renovation design for Stokes Hall. CPC is regularly called on to provide advice to the President and Senior Staff.

Our Board of Managers, through its Educational Affairs Committee, also provides useful guidance to the Provost and the Faculty. This committee has shown no inclination to micro-manage the curriculum, but it does provide an interesting perspective on the nature and success of our educational efforts. For instance, the Educational Affairs Committee has shown a keen interest both in the writing skills of our students--and in our efforts to strengthen them--and in our moves to introduce computer-assisted learning across the curriculum. More recently, the committee has taken an interest in the relationship between academic and space planning on campus, and the relation of the Academic Centers to the larger College curriculum.

The Integrated Learning Council (ILC) comprised of the President, Provost, Associate provost, and Directors of the three Academic Centers, provides a forum for discussion of integrated learning at the College, with a specific emphasis on the contributions of the Centers. The ILC is not a governing body, but seeks to advise the President and Senior Staff on governance questions and EPC on matters relating to the academic program. Recently the ILC has joined with EPC in considering a variety of new questions surrounding the interactions of the Centers with the larger College curriculum, a topic that EPC has also explored jointly with the Board Educational Affairs Committee.

The Academic Centers

The three new Academic Centers have become primary vehicles by which the College has been developing new interdisciplinary opportunities for faculty and students, as well as new venues for the integration of traditional academic work with field based experiences. Some of these opportunities offer new stimulation for greater integration of teaching and research interests, again on the part of both students and faculty members. The Centers are administered by faculty directors appointed by the Provost and are advised by separate steering committees comprised of interested faculty members.

The John B. Hurford Humanities Center

The Hurford Humanities Center seeks to enhance intellectual and cultural life on the Haverford campus by fostering challenging exchange among faculty, students, and diverse communities of writers, artists, performers, thinkers, activists, and innovators. Through initiatives organized under four intersecting domains—scholarship; teaching; arts; and public forums—the Center sponsors programs that promote a deeper

relationship between classic humanistic study and contemporary intellectual, artistic, and ethical currents in the wider public world. The work of the Center is guided by the double insight that meaningful intellectual work in the humanities requires clear, knowledgeable, and resolute focus on specialized scholarship, and that the most profound and enduring scholarly work in the humanities arises through sustained interaction with the broader cultural landscapes of imaginative assertion and social action. In short, the Center advances the twin imperatives of conservation and critique that have long underwritten humanistic inquiry, while striving to bridge the often-separated worlds of scholar/teacher and public intellectual by encouraging their mutual interrogation and improvement.

In the area of scholarship, recent initiatives of the Hurford Humanities Center include the ongoing Faculty Seminar in the Humanities, in which Haverford faculty from many disciplines study topics essential to contemporary humanistic inquiry; a series of Working Groups for faculty from Haverford and other regional institutions who share an area of research interest; a number of Student Research Assistantships that match students with faculty on various scholarly projects, both during the summer and school year; and funding support for *Feminae*, a national archive of research on medieval women housed at the College. In the area of the arts, the Center sponsors an Annual Performance/Arts series for visitors practicing in various media; the Leaves of Grass Visiting Artists Fund, supporting short-term residencies for visiting artists; the Lutton Fund for Student Performance, which offers intellectual and monetary support for student productions; the Film Forum; and the Web Gallery, a soon-to-appear exhibition linked to a revamped Center website. The Center also sponsors a series of Forums, including a Lecture Series, focused this year on Translation (the theme of this year's Faculty Seminar); Symposia such as the Mellon Fellow Symposium; the Young Academic Alum Lecture Series, and the Literary and Cultural Studies Colloquium, a revamped version of the former Literature Colloquium. Finally, the Humanities Center is also an energetic contributor to the College curriculum, supporting Mellon Fellows' courses through the Mellon Postdoc program administered by the Center, providing Curricular Innovation Grants for development of new directions within current teaching portfolios, supporting a Summer Curricular Institute to promote collaborative course design across departments, and funding Symposium Courses for development of public forums that emerge from courses and combine outside visitors with Haverford faculty and students.

Center for Peace and Global Citizenship

Haverford College's Center for Peace and Global Citizenship supports study and outreach in areas related to peace making and peace building, as well as to broad development (social, political and economic) and governance challenges. The Center has two interrelated objectives. First, it seeks to foster campus integration. This is pursued through interdisciplinary work, linking the various academic divisions in a common academic and outreach enterprise and also engaging members of the campus community as a whole in these initiatives. Second, it is outward looking—both in its intellectual focus and in its concern with connecting the Haverford community to individuals and organizations beyond the campus gates. The Peace and Global Citizenship Center extends Haverford's long-standing commitment to peace and conflict resolution in its focus on connecting the College to the world beyond and on preparing students to become global

citizens. By building bridges from Haverford to the world beyond, students develop greater sensitivity and understanding of other people, cultures, and situations, while reflecting the fundamental values of a Haverford education.

Programs of the Peace and Global Citizenship Center include internships, an Intercultural Dialogue Institute, a speaker series, and opportunities for new faculty-student projects. In the area of internships, the Center provides summer internships for students to work with international and domestic organizations on projects that promote peace and global citizenship. The Center has supported 30 internships since 2000 and plans to fund 20 more this coming summer. Eight interns from summer 2003, plus seven other students with international service experience, enrolled this year in GNPR/ANTH 201 "Human Rights, Development and International Activism," taught by an anthropologist who is the new program coordinator for the Center. The Center also provides year-long internships for recent alumni through the Haverford House program begun in 2002. Currently five graduates (HC '03) live in a row house in the Fairmount section of Philadelphia and work with community service and governmental agencies in the city. They also work 5 hours per week on Center-related activities, including helping interested faculty develop outreach components for their courses (e.g., a political scientist is proposing a new political science class, "Grassroots Politics in Philadelphia," which will include field placements in the city.) On April 16-18, 2004, the Center brought 16 representatives of non-governmental organizations (NGOs) and policy-makers to campus from Guatemala, South Africa, and Indonesia to meet, reflect and discuss post-conflict reconciliation and justice. This event also featured student panelists from POLS232, "Peace Building, Reintegration and Reconciliation," who traveled with faculty members to Guatemala over spring break to meet with community leaders and those affected by the previous conflict. The Center also organized a series this spring in conjunction with Koshland Integrated Natural Sciences Center on "Health and Human Rights." This featured topics relevant to courses, such as GNPR 221 "Epidemiology and Global Health," GNPR254 "Bioethical Dilemmas," and ANTH234 "Violence, Terror, and Trauma." Finally, the Center is offering a new initiative to support faculty and student initiated projects that support study and outreach in areas of peace building, community development, public health, governance, and human rights. Successful projects will enhance the global awareness of the Haverford community through courses or on-campus events, or through opportunities for faculty and students to work and learn off-campus, either internationally or locally.

The Marian E. Koshland Integrated Natural Sciences Center

The Koshland Integrated Natural Sciences Center (KINSC) is a platform for curricular and scholarly discussions among Haverford College's Departments of Astronomy, Biology, Chemistry, Computer Science, Mathematics, Physics, and Psychology. A focus of the KINSC is the development of innovative curricula in interdisciplinary areas, such as biochemistry, biophysics, neurobiology, and materials science. The Center also seeks to promote research initiatives in rapidly emerging fields of study, such as nanoscience and bioinformatics, which are not traditionally represented at liberal arts colleges. Through interactions with the Hurford Humanities Center and the

Center for Peace and Global Citizenship, the KINSC explores the impact of science and technology on society.

The Center administers the Howard Hughes Medical Institute's (HHMI) Scholars Program. Originally focused in the biomedical sciences, the program has evolved to include a broader range of interdisciplinary fields. Scholars commit themselves to a program, which, while grounded in the experimental sciences and mathematics, explores interdisciplinary science and math outside of the major. HHMI Interdisciplinary Scholars participate in the Summer Research Poster Session, held in September, which provides an opportunity for Scholars to present their research to an audience of students and faculty. In addition, the Center supports the HHMI Multicultural Scholars Program—which offers research and mentoring opportunities to under-represented students; the HHMI Cascade Mentoring Program—a summer research-based outreach program for inner city teachers and students; and a Concentration in Biochemistry and Biophysics, which is an interdisciplinary program of study for chemistry, physics, and biology majors. Another key aspect of the Center is the Science and Society Program. This program is not a Major or an Area of Concentration, but a cluster of courses and opportunities for students who are interested in exploring the interplay between society and technology, and the cultural issues raised by modern science in such areas as biomedical ethics, public health, science education, and environmental science. The Nanoscience Program is a major research and curricular initiative of the Center, with the goal of bringing together faculty from biology, chemistry, physics, and math in the pursuit of an interdisciplinary effort to develop new protein-based biomaterials for the field of nanometer-scale electronic and mechanical device fabrication. This field, collectively referred to as nanotechnology, holds great promise for the advancement of medicine and materials science. The specific goals of this research program are to design, synthesize and characterize protein-based assemblies that incorporate novel optoelectronic functions. Finally, the KINSC sponsors a seminar series, comprised of talks with wide interest on science and science-related topics.

Evaluation of the Faculty

The connection between students and the curriculum is the faculty. Thus, it is appropriate that the scholarly productivity, teaching and community service of each faculty member is reviewed each year. The mechanism is an annual "Professional Activities Form," sent out by the Provost (available in Appendix L). The aim is to give each faculty member a chance to report on scholarly or creative work appearing during the preceding year (or in preparation); to list the courses he or she has taught, to reflect on student evaluations and to present plans for new curricular ventures; and to describe contributions to the academic community (here and outside our walls). These Professional Activities Reports are reviewed by the Provost, and constitute one important input into faculty salary decisions. If reports from particular faculty members raise concerns, they are reflected in a letter from the Provost, and are frequently followed by meetings with the Provost to try to resolve the concerns. In the past two years, much more emphasis has been placed on the Professional Activities Reports.

The most searching reviews of our faculty occur during re-appointment, tenure and promotion reviews. While the timing of these is not uncommon--a beginning assistant professor is reviewed after three years; the promotion and tenure review is in the sixth year; and promotion to full professor is generally considered in a person's twelfth year at the College-- some of the mechanisms we employ are special to Haverford.

For instance, the person preparing the reappointment/promotion/ tenure case is never from the candidate's department. This practice reflects our belief that our faculty are members of the College as a whole, not just a department. Nor do we solicit a monolithic "departmental" recommendation; instead, members of the candidate's department are asked to write individually to Academic Council, our "tenure committee." Academic Council itself consists of elected members of the Faculty, one from each of the three disciplinary divisions of the College and two "at large" members (who also serve as the Faculty representatives to the Board). Academic Council is chaired by the President, and the agenda is coordinated by the Provost. At the conclusion of its deliberations on each case, Council members present their individual views to Council as advice to the President.

In assembling a personnel dossier, the person presenting the case (the Recommender in our terminology) solicits the professional opinions of eight to ten outside scholars from the candidate's field, some of whom are suggested by the candidate. In addition, the Recommender will contact between fifty and one hundred current students and recent alumni/ae taught by the candidate, asking them to write a thoughtful letter of assessment about the candidate under consideration. The Recommender will also solicit the views of members of the candidate's department and members of the counterpart department at Bryn Mawr, if there is one. Persons with whom the candidate has served on College committees may also be asked to write. Note that we do not rely on course evaluations or other more mechanical instruments in personnel cases (see Appendix M, Guidelines for Recommenders).

It is our opinion that these personnel reviews serve two purposes. The obvious one is to ensure the overall quality of the Faculty. A less obvious but equally important one is to provide guidance to the individual faculty member. That generally takes the form of a long letter prepared by the Provost and sent to persons whose cases have been decided positively. In ways that protect the confidence of the writers of letters and of Council members, the Provost's letters outline areas of strength and weakness in the candidate's scholarly and teaching performance. We are currently discussing whether these letters, unlike the rest of the personnel dossier, should be available when Council considers the candidate's next promotion.

Since our general practice is to hire at the beginning assistant professorial level, most persons joining our faculty are reviewed three times (in their third, sixth and twelfth years, typically). Approximately 85% of reappointment, tenure and promotion cases have positive outcomes. It should be noted that most personnel cases are decided positively, not because our procedures are perfunctory but because we take great care at the time of initial hiring.

We have in place a system for the orientation, mentoring and review of our junior faculty. In addition to the mechanisms described above, each non-tenured, junior member of the faculty has his or her teaching performance assessed by the relevant department chair. Ordinarily, this assessment involves both a visit to a class taught by the junior faculty member and discussions with him/her about teaching methods and objectives. The assessments of department chairs are then reported to the Provost. The purpose of this mechanism is to help junior faculty members with their teaching, not merely to assess it. As a further aid, each incoming faculty member is assigned another faculty member as a Mentor. That person is selected by the Provost from among relatively junior members of the faculty who are recognized as superior teachers. In every case, the Mentor is selected from a department different from the junior faculty member's in order to provide support from outside the department. This mentoring process is part of our orientation of new faculty which involves "philosophical" discussion sessions with the Deans and the Provost, discussions with other young faculty about teaching techniques and practices, and an introduction to the administrative staff of the College.

Above and beyond all these procedures, however, is the collegial nature of the faculty. Members of the faculty help each other in a variety of ways, ranging from informal discussions to jointly taught classes to reading groups on subjects that have ranged from teaching in a multicultural classroom to the works of Lacan. We believe these informal contacts are as important as any mechanism run from the Provost's office in the nurturing of young teacher-scholars.

Institutional Effectiveness

The Nature and Scope of Institutional Research

Haverford's approaches to data collection, institutional research, and information dissemination reflect our small size and inclusive management style. Haverford has had an Office of Institutional Research since 1996. The Director and Assistant Director (1.25 FTE) coordinate the IR function for the College, but rely on departmental colleagues to meet the increasing need for accurate, timely and useful information for internal decision-making and external reporting.

As its primary mission, the IR Office is responsible for the collection, analysis, distribution, and presentation of longitudinal and comparative information for use in planning, decision-making, and policy formulation. The IR Inventory (Appendix N) is a database that tracks available datasets and analyses. A major function of the Office is to ensure the accuracy of vital College statistics and report these data to a broad spectrum of internal and external audiences. The IR Office shares in the College's assessment activities through analysis of comparative assessment data. The Survey Data Inventory and Schedule is available in Appendix O.

Generally speaking, there are four categories of assessment activities at Haverford, each having responsible parties: 1) student learning assessment (Academic Departments/Student Services Departments); 2) academic program assessment (Educational Policy Committee/Provost); 3) faculty performance (Provost); and 4) institutional effectiveness (VP for Finance and Administration/President). A diagram illustrating the components of each can be seen in Appendix P.

Our approaches to evaluating student learning, educational effectiveness, and faculty performance were described thoroughly already. Institutional Research supports institutional effectiveness efforts in several ways:

1. *Maintenance of longitudinal institutional data and consistent external reporting.* The annual Haverford College Factbook captures and publishes historical and current data relating to our students, faculty, and finances. (A copy of the 2003 edition is provided.) It is the primary vehicle for disseminating consistent, comprehensive information about the College to the campus and beyond, including foundations from whom we seek support. The factbook and our Common Data Set contain the majority of the data required to complete over fifty external guidebook and database surveys each year. The Office of Institutional Research maintains extensive longitudinal datasets on selected admission, enrollment, graduation rate, faculty, and finance information. Additional department-specific data is maintained by the respective offices across the campus.
2. *Collection and analysis of comparative institutional data.* When considering a campus issue, one of the first-asked questions often is: How does our experience compare to that of other schools? To facilitate such comparisons, Haverford actively participates in the Higher Education Data Sharing Consortium (HEDS), subscribes to the services of Cambridge Associates, and participates in various surveys and studies with the understanding that we will receive copies of the results. Through these activities and other professional memberships, we are alerted to instances of creative and useful practices at other institutions, and we are better prepared to respond to campus issues.

The HEDS organization facilitates the exchange of comparative information among institutions. Descriptive information about the HEDS Consortium and its services is available at <http://www.e-heds.org>. Haverford regularly participates in the data exchanges relating to admission, student charges, financial aid (historical), enrollment, graduation and retention, faculty compensation, and institutional finance, as well as CIRP and Senior Survey data. Bi-annual conferences keep us informed of relevant national developments and provide a forum for learning about examples of good practice elsewhere.

Cambridge Associates and the annual NACUBO Endowment survey are the primary sources of much of the comparative endowment data that informs our campus and Board decisions. From the data they provide, we are able to track comparative endowment asset allocation, spending rates, and rates of return as illustrated elsewhere in this report.

3. *Activities that measure outcomes and monitor performance.* At Haverford, multiple measures are applied, ranging from simple indicators of program completion, to more

comprehensive measures of individual student accomplishment following interaction with our curriculum and environment. The latter were fully described earlier in this report. However, academic/student services departments and the IR office also utilize the following techniques to evaluate the extent to which we are accomplishing our goals: regular tracking of graduate and professional school attendance rates, analysis of senior survey data, and periodic surveys of alumni. The results of both regular and special interest research are shared within departments, among senior administrative staff, and/or with committees responsible for planning and program development.

The Committee on Student Standing and Programs (CSSP) monitors individual student performance and intervenes when a student is not performing at an acceptable level. As a standing committee of the faculty, CSSP is composed of three faculty members, three students, the Director of Multicultural Affairs and one of the Deans. Its deliberations are highly confidential and its recommendations are geared to the individual situation of the student.

CSSP meets regularly to review reports of concern from the Faculty. The Committee relies on the Faculty to provide information on students who are in academic difficulty and those who stand in the lowest decile of a class, regardless of their absolute grade. Once such students are identified, the Committee focuses on the steps that would most likely assist these students in achieving success in their academic work. Often, a letter of concern from CSSP with specific recommendations for tutoring or counseling is sufficient. However, the Committee also has the authority to place a student on academic probation (with requirements for continued enrollment --such as additional work or stipulated levels of achievement), as well as the authority to require that a student leave the College. Additional information on CSSP can be found in the College Catalog on page 35.

Administrative Effectiveness

Many techniques of evaluation are also applied to administrative areas. Extensive historical and/or comparative data is collected and analyzed pertaining to staffing, salaries, benefits, and other expenditures by the Vice President for Finance and Administration, or by those managers who report to him. Administrative, professional, and staff employees are evaluated annually in a process which mandates that a one-on-one discussion be held between each employee and his/her immediate supervisor, with a written summary filed in the employee's personnel file. Salary increases heavily reflect merit as described by these evaluations. External visiting committees are also common components of administrative evaluation, as illustrated in Appendix Q, our Inventory of Major Documents.

Management Information Systems

Haverford's small size, limited complexity, and Quaker heritage shape a management style and information system which relies on widely dispersed data collection and subsequent communication of analyses/results. Forums for information

dissemination and consideration have both "people-based" and technological components. On the people side, the forums range from divisional and senior staff meetings, to the broad-based committees responsible for academic policy and the budget. The participatory decision processes common at Haverford serve as both information gathering and information disseminating channels. New campus needs are brought to light, and feedback on the results of completed initiatives informs the next round of planning.

Haverford's Academic, Administrative, and Networking computing groups are closely associated—and located together, but they specialize in serving the computing and information needs of different constituencies. Each director is a Collaborative Information Officer (CIO), as described earlier, and is involved in technology planning for the entire College.

The Administrative Computing Center staff develops information delivery systems designed to meet the needs of individual offices and departments, and provides special data compilations. The administrative staff is responsible for maintaining the integrity and security of our integrated databases which, through reports and queries, describe where we have been and assist us in planning where we want to go. In recent years, Administrative Computing has concentrated development efforts on creating web applications to front the existing administrative database and applications system. The data managed within the administrative system includes student records, accounting and budget status data, and information relating to prospective students. Additional applications are described in the Haverford College Factbook (page 49).

The Networking and Systems group manages the campus high-speed network for all users, as well as the electronic mail and Internet connections that have become central to the life and work of the entire campus community. The Academic Computing Center supports the computing needs of all faculty, academic staff, and students. This includes Helpdesk, computing labs, training, one-on-one consulting, and many other services related to the academic work life of students and faculty.

The technological aspects of the campus management information system rely on collaboration: the communication capabilities of the network, and the data resident within the administrative system, and the support facilities for both academic and administrative users. Through our management communications and institutional research projects, data are translated into usable information. The College Planning Committee folds data analysis into visions for the future and establishes specific goals against which to measure progress. The Educational Policy Committee, Administrative Advisory Committee, and other established groups operationalize these goals and move us forward one step at a time.

Graduation Rates

Graduation and retention statistics are simple, yet powerful measures of the extent to which we serve our students' intellectual needs, as well as being indicators of the general level of student satisfaction with the opportunities and amenities the College provides. Haverford's Registrar tracks and shares this data on a regular basis. Fluctuations by class, gender, and race are monitored and investigated. He also utilizes the data contained within the Student Information System to prepare special reports and analysis on issues of concern (i.e. class size, enrollment by division).

Our graduation and retention rates affirm our educational methods. (Refer to the Haverford College Factbook, pages 23-24.) For example, of the five-year cohort of students entering the College between 1994 and 1998, 87.3% graduated in four years, and 91.5% graduated by May of 2003. These rates are among the highest in the country, and compare favorably to graduation rates at peer institutions (Table 5). Internal study has revealed a number of factors negatively impacting the performance of the class entering in 1999; and we note the exceptional performance of the class entering in the following year. Our first-year retention rate is typically 98%.

Table 5: Comparative Four-Year Graduation Rates

Entering:	1994	1995	1996	1997	1998	1999	2000
Haverford	89%	88%	86%	89%	86%	81%	**92%
Peer	84%	85%	83%	85%	85%	86%	n/a
Median*							

*Amherst, Bowdoin, Carleton, Smith, Swarthmore, Wellesley

**Estimate

Source: HEDS Graduation and Retention Reports

The academic caliber of students upon entrance to the College is an important ingredient in our success. Consequently, the academic profile of the entering class is carefully tracked by the Dean of Admission and reported to the faculty each fall as illustrated in Table 6.

Table 6: Academic Profile of Entering Students

Class of (Entered Fall)	1998 (1994)	1999 (1995)	2000 (1996)	2001 (1997)	2002 (1998)	2003 (1999)	2004 (2000)	2005 (2001)	2006 (2002)	2007 (2003)
% ranking in top 10% of high school class	75%	80%	79%	80%	83%	76%	83%	81%	80%	84%
% ranking in top 20% of high school class	96%	91%	93%	97%	95%	93%	98%	92%	94%	98%
% with VSAT 600 or higher	*64%	*70%	87%	87%	88%	85%	85%	87%	89%	92%
% with MSAT 600 or higher	*87%	*90%	88%	85%	89%	84%	88%	87%	90%	92%

*prior to recentring

Financial Trends and Comparisons

Haverford's financial position has remained strong during the past five years, despite the sharp decline in equity markets in 2000-2003. As an institution that relies on its endowment to provide approximately one-quarter of its revenues, the College has been subjected to the much-publicized budget pressures on those institutions that are most generously endowed. Fortunately, Haverford does not use the three-year moving average formula that has created problems for many institutions; our approach, described below, limited spending through the equity market bubble of the 1990s and softened the necessary reductions in the early 2000s. In addition, our fund-raising efforts and enrollment picture have been very positive, and we continued to generate substantial operating surpluses throughout the period.

Because the College still feels lingering effects from an earlier period of financial distress (roughly from 1967 to 1975), we often examine a period of more than 40 years when discussing financial trends with the Board and various Haverford constituencies. This extended time frame reviews both recent performance and how Haverford's position has changed relative to its peers. The legacy of this period of financial difficulty and its impact on our endowment continues to affect Haverford's current financial standing.

Equilibrium Analysis

Haverford utilizes an "equilibrium analysis" approach to its financial planning. For an institution to be in financial equilibrium, it must strive for the elusive but important goal of maintaining four conditions simultaneously: operating budgets must be balanced, physical assets preserved, the endowment's purchasing power protected, and human assets developed and nourished.

1. *Current income must be equal to or greater than expenses, both in the short and long term.* Haverford has budgeted for 1,060 full-time equivalent students (FTES) on campus in recent years while following admission policies designed to produce enrollment levels of around 1,100 FTES (see Graph 1 and Table 7). This approach creates a contingency in the budget, and generates excess revenues ("Additional Allocations", in Haverford terminology) that have been devoted to building, equipment and technology needs (see Appendix R for a list of such projects). While on-campus enrollment dropped to 1,089 in FY03 thanks to a record number of students studying away and a small senior class, enrollment soared to 1,142 in FY04. Haverford has been fortunate in its ability to meet handily this equilibrium target for the past five years; our projections for the next five years appear in the following section.

Graph 1: FTE Enrollment, 1981 to present

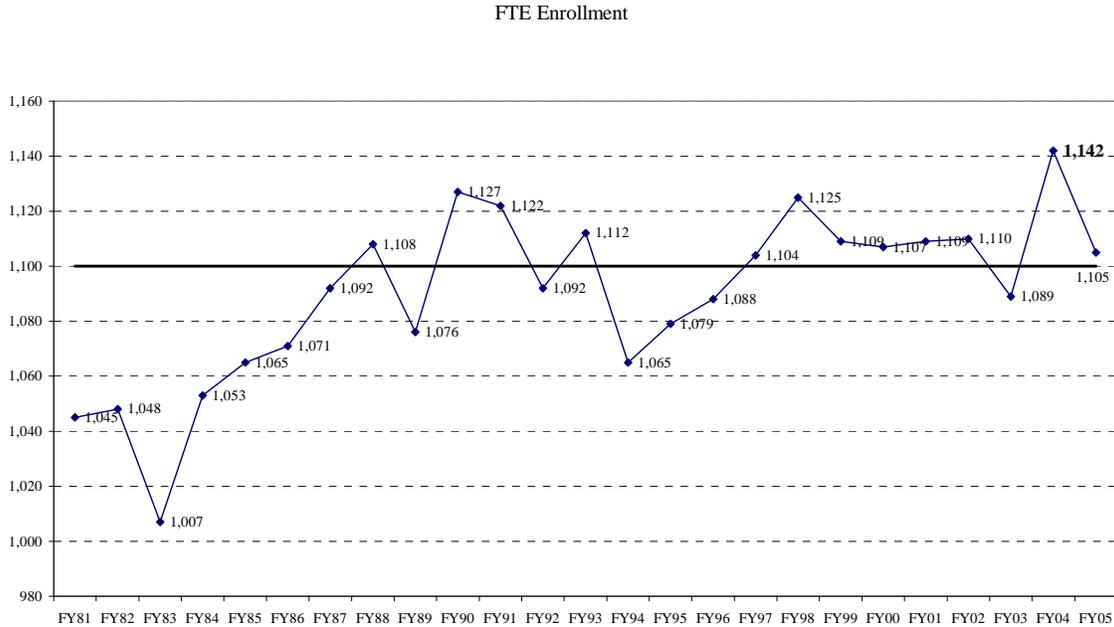


Table 7: Enrollment, Contingency, and Excess Revenue

	Budgeted FTE	Actual FTE	Enrollment Difference	To Operating Reserve	Additional Allocations	Total Excess Revenue
FY99	1,060	1,109	+49	\$69,000	\$1,614,000	\$1,683,000
FY00	1,060	1,107	+47	\$81,000	\$1,899,000	\$1,980,000
FY01	1,060	1,109	+49	\$94,000	\$2,450,000	\$2,544,000
FY02	1,060	1,110	+50	\$60,000	\$1,200,000	\$1,260,000
FY03	1,060	1,089	+29	\$67,000	\$1,250,000	\$1,317,000

2. *Expenditures and contributions to reserves for renewal and replacement of physical plant and equipment (including technology) must be at or above the level that preserves their useful life.* The College has made steady progress in its goal of providing funds from the operating budget sufficient to maintain our physical assets in the long term. Table 8 lists the three primary budget sources of capital funding from the budget. We are committed to making annual additions to the Renewals and Replacements budget line that is used by the Physical Plant Department for major capital projects (indeed, only \$323,000 was budgeted for R&R as recently as FY88), while routine upkeep and maintenance is handled through departmental budgets. Equipment expenditures are primarily for replacements; we are gradually moving departments to an amortization approach as budget flexibility allows. Additional Allocations tend to supplement the R&R budget for major projects, while also providing for a sprinkling of smaller projects and faculty start-up funds.

Table 8: Capital Funding

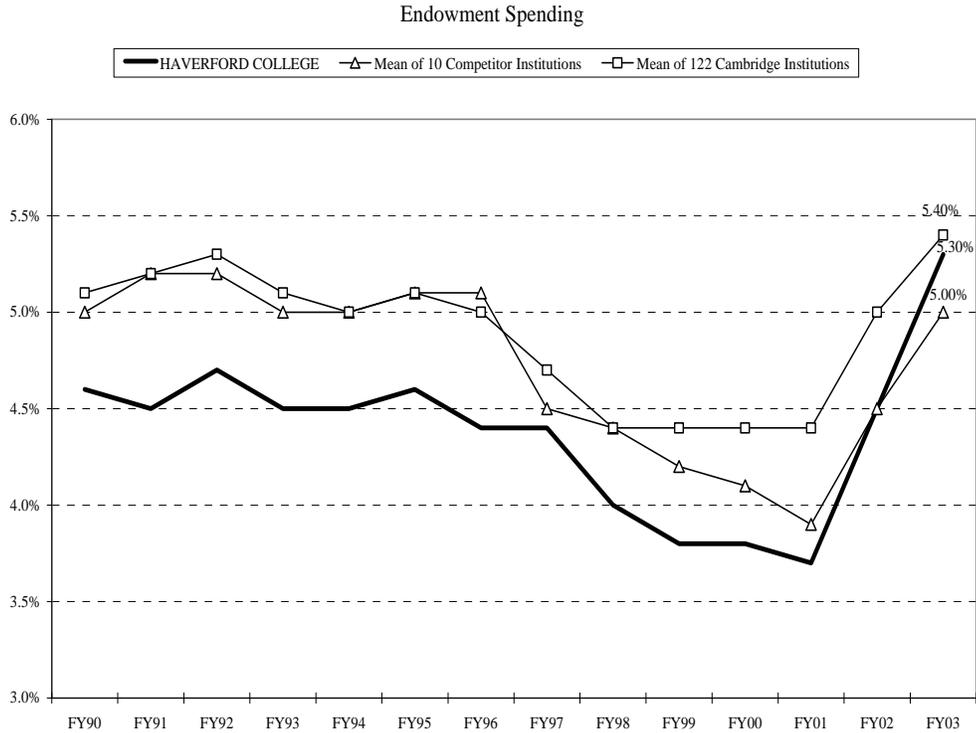
	Renewals & Replacements	Equipment	Total Budgeted Capital Expenditures	Additional Allocations
FY99	\$1,850,000	\$1,226,000	\$3,076,000	\$1,614,000
FY00	\$1,950,000	\$1,330,000	\$3,280,000	\$1,899,000
FY01	\$2,041,000	\$1,257,000	\$3,298,000	\$2,450,000
FY02	\$2,148,000	\$1,352,000	\$3,500,000	\$1,200,000
FY03	\$2,199,000	\$1,369,000	\$3,568,000	\$1,250,000

The College has carefully monitored deferred maintenance over the past 15 years. External consultants conducted studies of the condition of the physical plant in 1986 and 1994, enabling the College to track electronically our progress in reducing the backlog of deferred maintenance. The latest consultant's report was received in 2003 and is being used to update our five-year plan for the use of annual Renewals and Replacements funding. Over the past five years we have been able continually to reduce the level of deferred maintenance.

Periodically the College turns to special fund-raising and the issuance of debt to finance significantly larger projects that involve both renovations and expansion of existing facilities. A prime example is the Koshland Integrated Natural Sciences Center. 60,000 square feet were renovated for the Biology and Psychology departments, and more than 120,000 square feet were added to bring these two departments together in one location with Chemistry, Physics and Math/Computer Science. This solved a number of deferred maintenance problems, while adding state-of-the-art science facilities to the campus. Haverford raised \$39 million for the support of the sciences, then leveraged these gifts by borrowing \$45 million in April, 2000 and placing the gifts in an endowment designated for paying debt service on the bonds. Similarly, the College will add about \$30 million to its endowment designed to pay the debt service on a \$40 million bond issue in May, 2004 for an expansion of athletic facilities and other projects.

3. *Spending from the endowment must be at or below the level that preserves its real purchasing power over the long term, after adjusting for investment returns, gifts, and inflation.* Very few if any institutions of higher education were able to meet this goal in the 2000-2002 period. However, given that security markets and endowments do not grow in predictable, linear patterns in the short term, a key to long-term performance is the endowment spending formula. Haverford increases its spending by 5% annually, subject to the constraint that spending must fall within 4.75% and 5.75% of the four-quarter market value of the previous year. This has produced effective spending rates (based on beginning-of-the-fiscal-year market values) for Haverford of well under 4% in recent years, reaching a low of 3.7% in FY01 (Graph 2). Generally, the College's spending has been lower than the mean of a group of 10 peer institutions and well below that of a large sample of well-endowed institutions tracked by Cambridge Associates. Spending for all institutions in Graph 2 jumped noticeably in FY02 and FY03; Haverford's spending will level out in FY04 and drop back well under 5% in FY05.

Graph 2. Endowment Spending

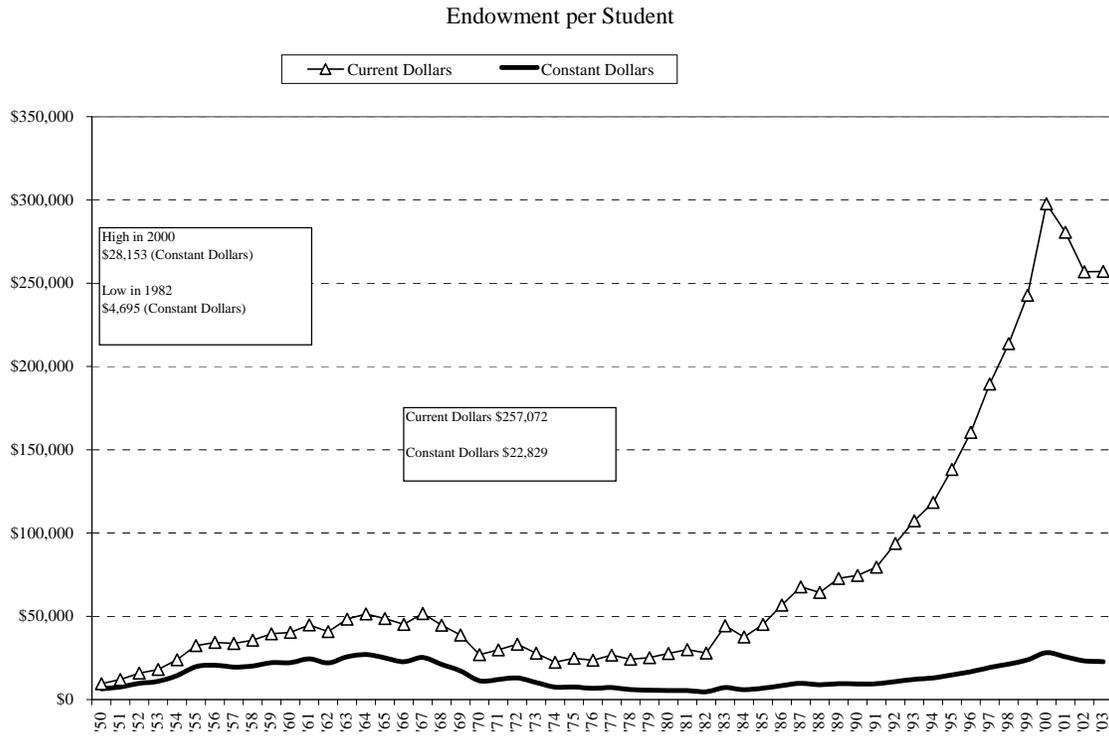


In the late 1960s and early 1970s, a combination of growing enrollment, disappointing endowment performance, and the spending down of quasi-endowment to finance operating deficits and construct buildings led to a significant decline in Haverford’s endowment per student (Graph 3). The College has been scrambling to overtake its wealthier peers in endowment per student ever since, with some modest success in the past several decades (Graph 4). However, while Haverford’s endowment per student exceeded that of Amherst, Swarthmore, Wellesley and Williams forty years ago, today those institutions have twice Haverford’s figure (Graph 5). One result is that our current capital campaign has emphasized giving to the endowment. For the past five years (FY00 was the year the campaign was announced publicly), gift additions to the endowment have totaled \$67,678, 000 (Table 9):

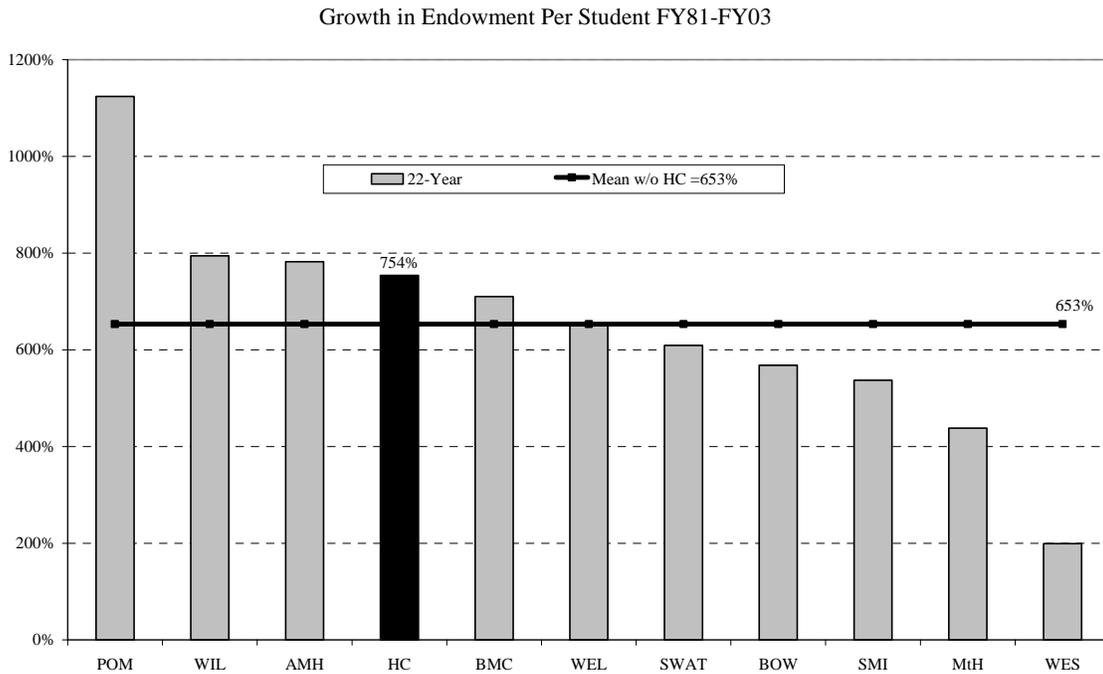
Table 9: Gift Additions to the Endowment

FY99	\$12,700,000
FY00	\$32,314,000
FY01	\$10,660,000
FY02	\$5,948,000
FY03	\$6,056,000

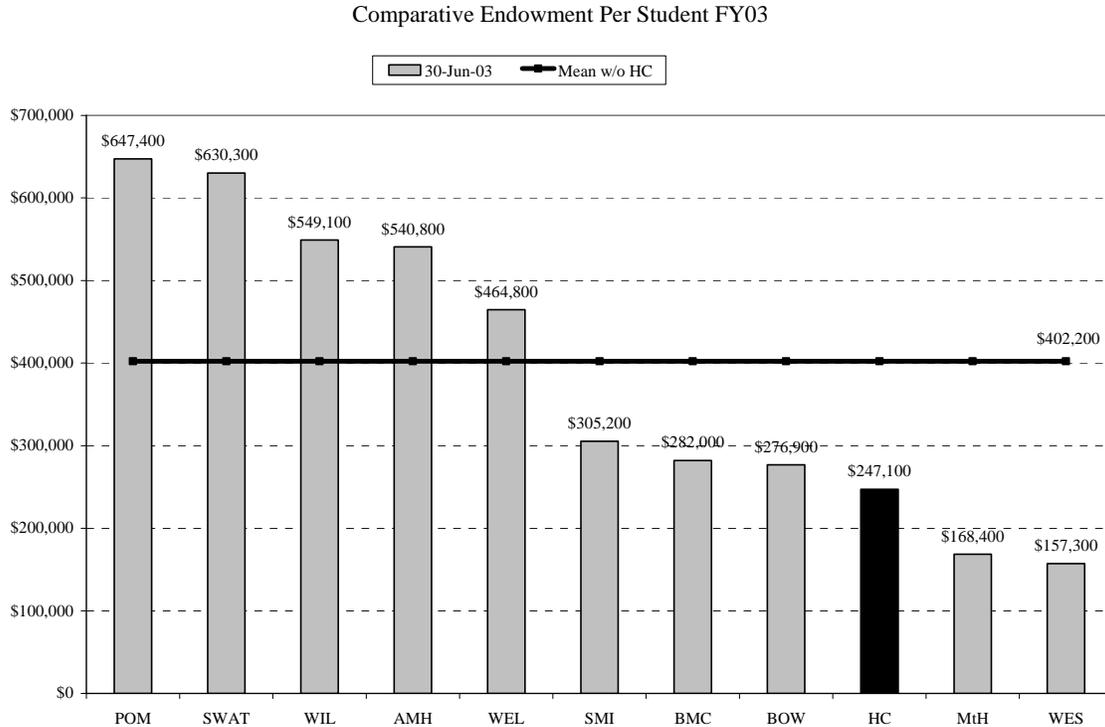
Graph 3. Endowment per Student



Graph 4: Growth in Endowment per Student FY81-FY03



Graph 5. Comparative Endowment per Student FY03



4. *Faculty and staff are our most important resources; compensation must remain competitive and provide real (inflation adjusted) increases, and opportunities must be provided for professional development.* The College has been able to provide substantial real salary increases for its employees over the past two decades (Graph 6), although those real increases have slowed the past two years. At the same time, Haverford maintains one of the most generous benefit programs in higher education (Table 10). Extensive comparisons of Haverford's faculty, administrative and professional salaries with those of other highly selective colleges indicate that the College is holding steady in the midrange of this wealthy comparison group, but not without a struggle. Staff (non-exempt) salaries are compared to local labor markets, where Haverford has been somewhat below the midrange for some employment categories. However, special funds included in the budget each year for the past decade have been directed to rectifying this situation, and substantial progress has been made.

Graph 6. Salary Pool and CPI Comparisons for returning Employees

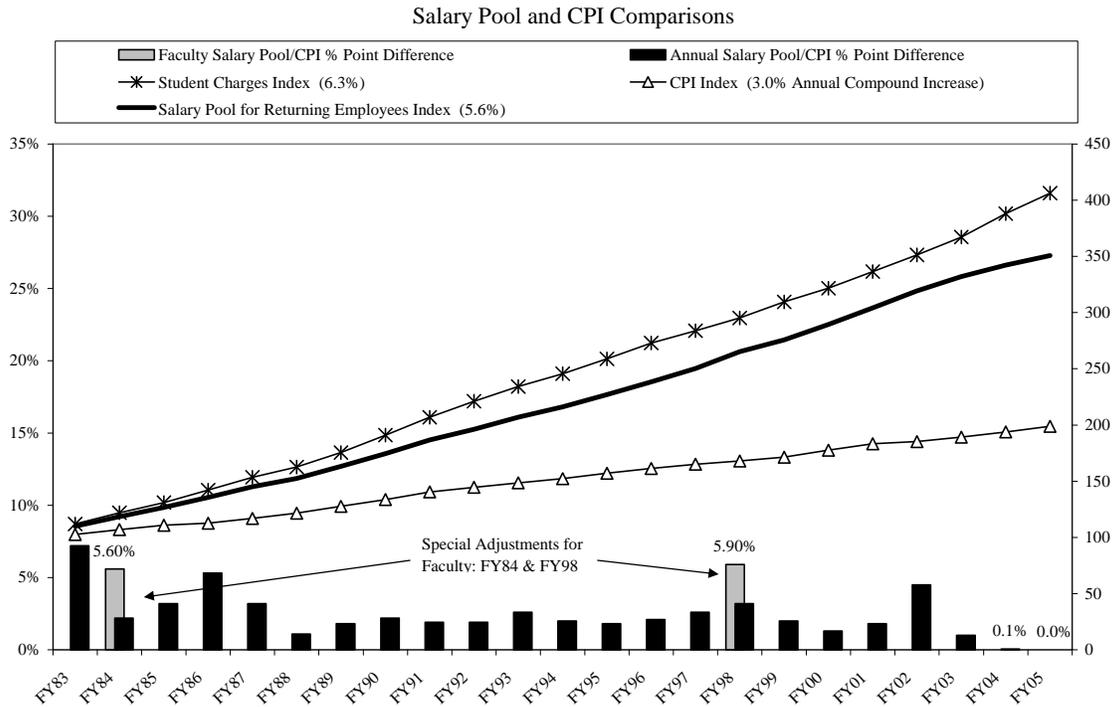


Table 10: Comparative AAUP Full-Time Faculty Benefits

	Haverford		Peer Group*	
	Average Benefits (\$)	Benefits as % of Salary	Average Benefits (\$)	Benefits as % of Salary
FY99	22,611	36.0	17,840	25.4
FY00	24,568	38.5	18,721	26.2
FY01	25,594	38.5	19,820	26.2
FY02	27,105	39.0	20,735	25.6
FY03	27,468	38.1	22,403	26.6
FY04	28,670	39.1	23,436	27.3

*Peer Group includes: Amherst, Bowdoin, Bryn Mawr, Mt. Holyoke, Pomona, Smith, Swarthmore, Wellesley, Wesleyan (not available in 2004), Williams.

Source: HEDS AAUP Faculty Benefits Reports

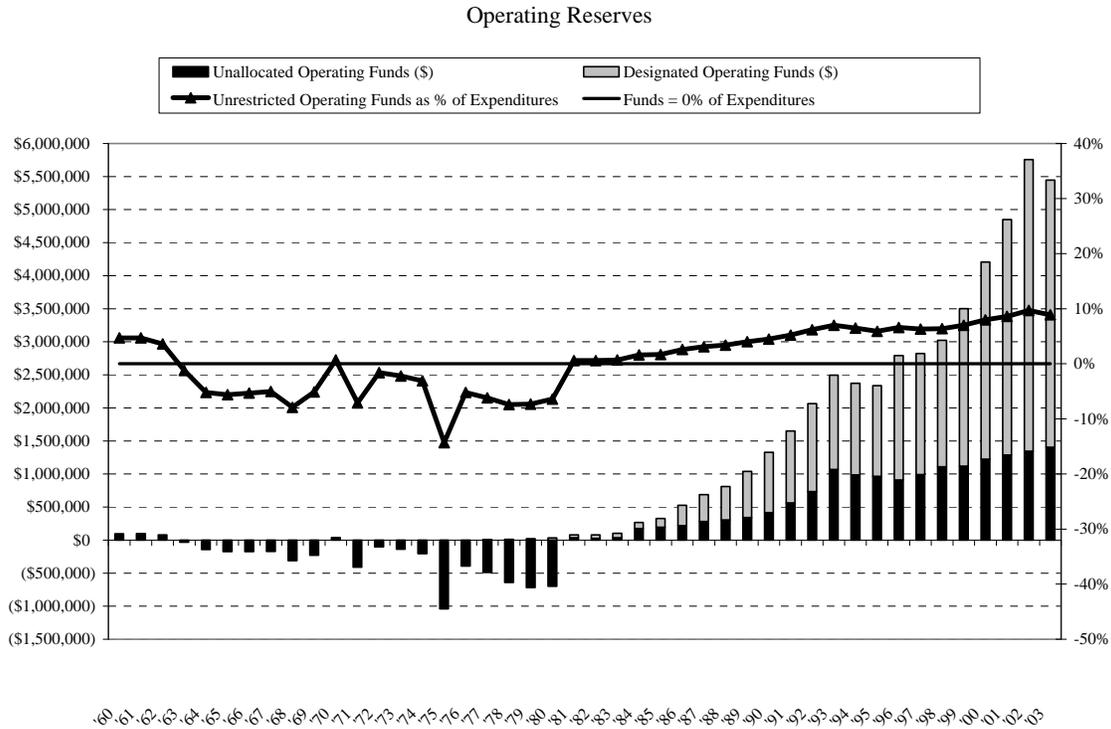
As described earlier, during the past half-decade the College has enhanced its faculty sabbatical program so that it now matches or exceeds the leave programs of almost all highly selective liberal arts colleges. As part of this program, Haverford deliberately is moving counter to the trend in much of higher education; rather than expand the use of (lower-cost) part-time faculty, we are increasing the number of tenure-line positions so that an even greater proportion of our instruction will be provided by full-time tenure-track professors.

Ratio Analysis

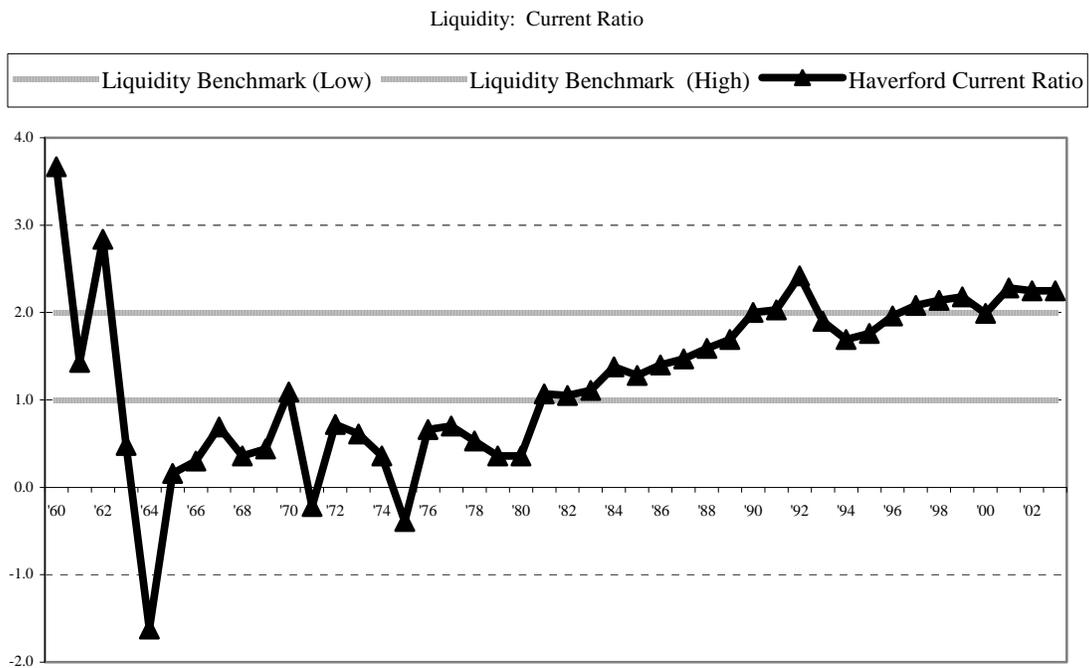
In addition to equilibrium analysis, Haverford annually charts its financial position using ratio analysis. Longitudinal information of interest to the rating agencies (e.g., Standard & Poor's, Moody's) is reviewed annually with the Board Finance Committee (see Appendix S, The Financial Health of Haverford College). A few examples follow, several of which have been affected by the decline in equity markets in recent years.

Liquidity: The financial difficulties of the late 1960s and early 1970s are obvious in the 40+ year history provided in Graphs 7 and 8. The former shows the growth of unrestricted operating funds, with noteworthy increases within the past five years providing a solid reserve base for the College as it experiences a less favorable financial climate. The latter reveals a current ratio that steadily has been above the 2:1 range in recent years.

Graph 7: Operating Reserves (Liquidity: Unrestricted Operating Funds)

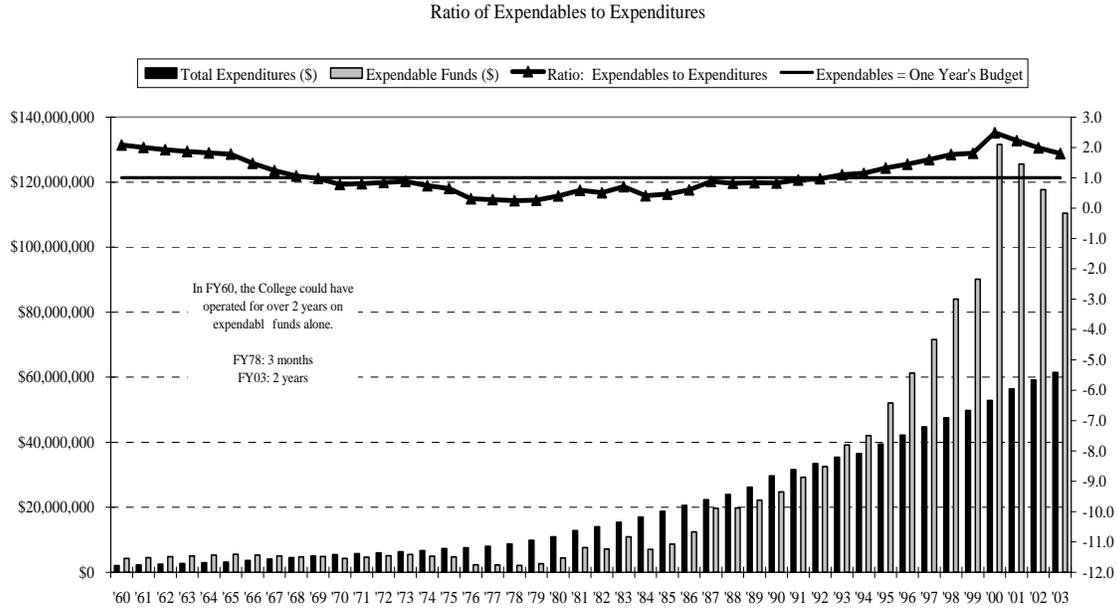


Graph 8: Liquidity: Current Ratio

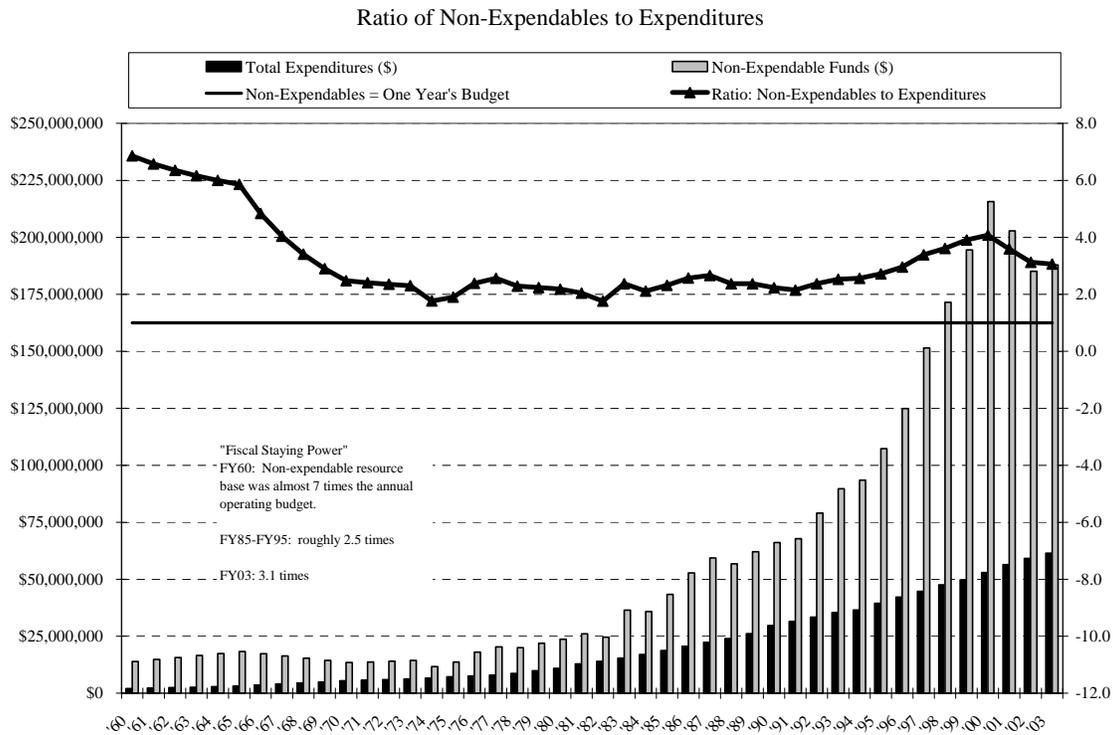


Operating Ratios: The College’s resource base and “staying power” were improved immensely throughout the 1980s and 1990s, primarily due to the growth of the endowment. Despite the downturn of the 2000s, the College remains much better positioned than it was just a decade ago. Graphs 9 and 10 respectively show the relationship of expendables (primarily quasi-endowment) and non-expendables (primarily true endowment) to Expenditures.

Graph 9: Ratio of Expendables to Expenditures

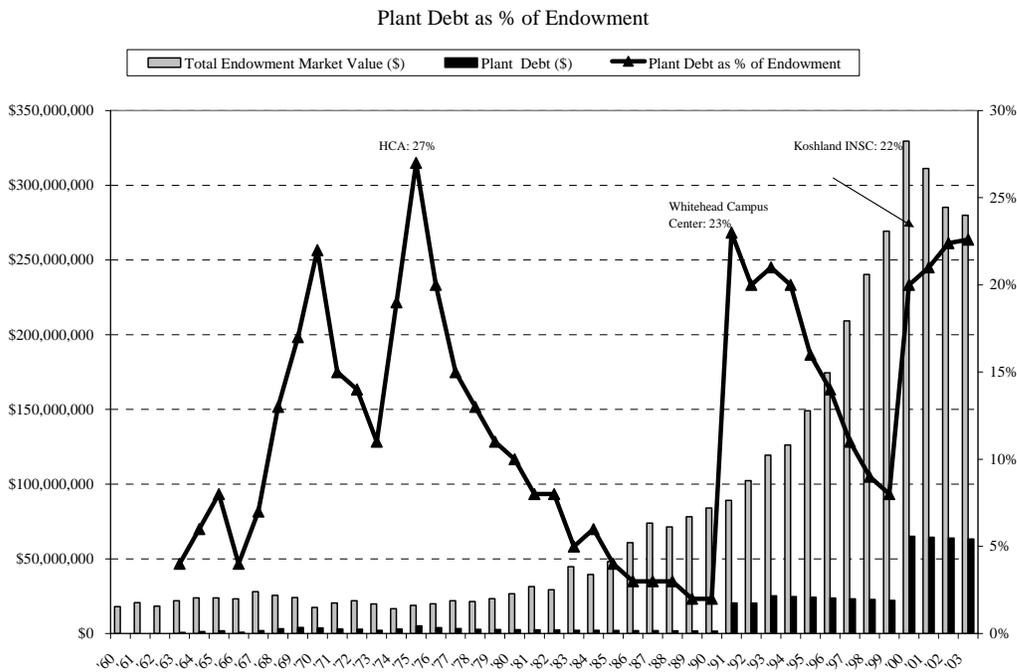


Graph 10: Ratio of Non-Expendables to Expenditures

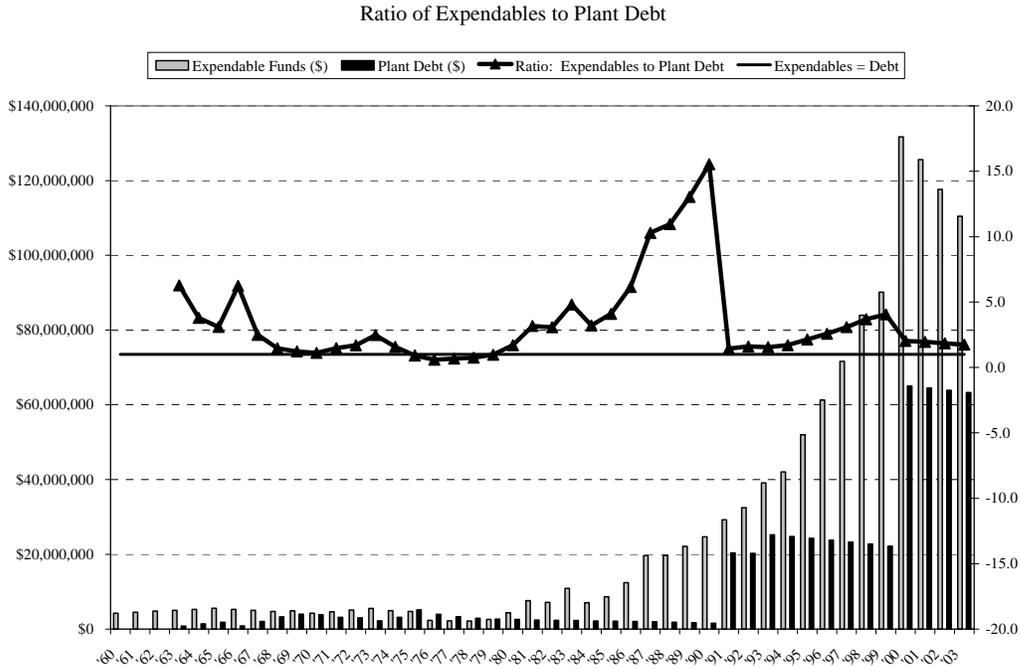


Ratios of Debt: The borrowing position of the College is detailed in graphs 11 and 12, the former depicting plant debt as a percent of the endowment, and the latter showing expendables available to repay debt principal. Major borrowings in 1990 and 2000 are highlighted. The borrowing in May 2004, carries a AA rating from Standard & Poor's and a Aa3 (stable outlook) from Moody's, an important affirmation that these two rating agencies are comfortable with Haverford's most recent issuance of debt.

Graph 11: Debt and Assets (Plant Debt as % of Endowment)



Graph 12: Expendables to Debt (Ratio of Expendables to Plant Debt)



Comparative Operating and Debt Ratios: In 1993 Haverford was an early adopter of the accounting changes required under SFAS No. 117. Tables 11 and 12 provide a decade-long history of two key ratios using this new accounting approach, as well as comparisons to eight peer institutions for the most recently available fiscal year. Haverford is positioned in the middle of the group for the ratio of total resources to operations (note the rank order correlation with endowment assets per student in Graph 5), and as a result of the 2000 bond issue is near the bottom on total resources to debt (compared to the rank order of ratio of resources to operations, this rank order often is scrambled as institutions issue new debt). In the long term as the debt is repaid and the leveraged endowment grows, the College’s resource base will be strengthened.

Table 11: Total Resources to Operations

	FY03 Total Resources to Operations	Haverford	Total Resources to Operations
Amherst	11.40	FY94	3.92
Swarthmore	10.18	FY95	4.38
Williams	9.22	FY96	4.94
Wellesley	7.79	FY97	5.93
Bryn Mawr	6.29	FY98	6.84
Bowdoin	5.83	FY99	7.27
Haverford	5.64	FY00	7.75
Mount Holyoke	4.54	FY01	7.34
Wesleyan	2.66	FY02	6.00
		FY03	5.64

Table 12: Total Resources to Debt

	FY03 Total Resources to Debt	Haverford	Total Resources to Debt
Bowdoin	8.96	FY94	5.51
Mount Holyoke	7.15	FY95	6.45
Amherst	7.08	FY96	7.86
Wellesley	7.08	FY97	10.07
Williams	6.94	FY98	12.43
Swarthmore	5.84	FY99	14.13
Haverford	5.27	FY00	5.56
Bryn Mawr	5.07	FY01	5.75
Wesleyan	3.74	FY02	5.21
		FY03	5.27

Both equilibrium and ratio analysis describe Haverford as an institution in solid financial condition, albeit experiencing the difficulties that declining equity markets have created for all well-endowed colleges (and enjoying the rebound that is occurring in FY04). While we have not escaped these difficulties entirely, we have to date been fortunate to avoid the serious budget consequences that have affected some other highly selective institutions. But will this remain true in the years immediately ahead? The following section describes how the College intends to meet the financial/budget challenges of the next five years.

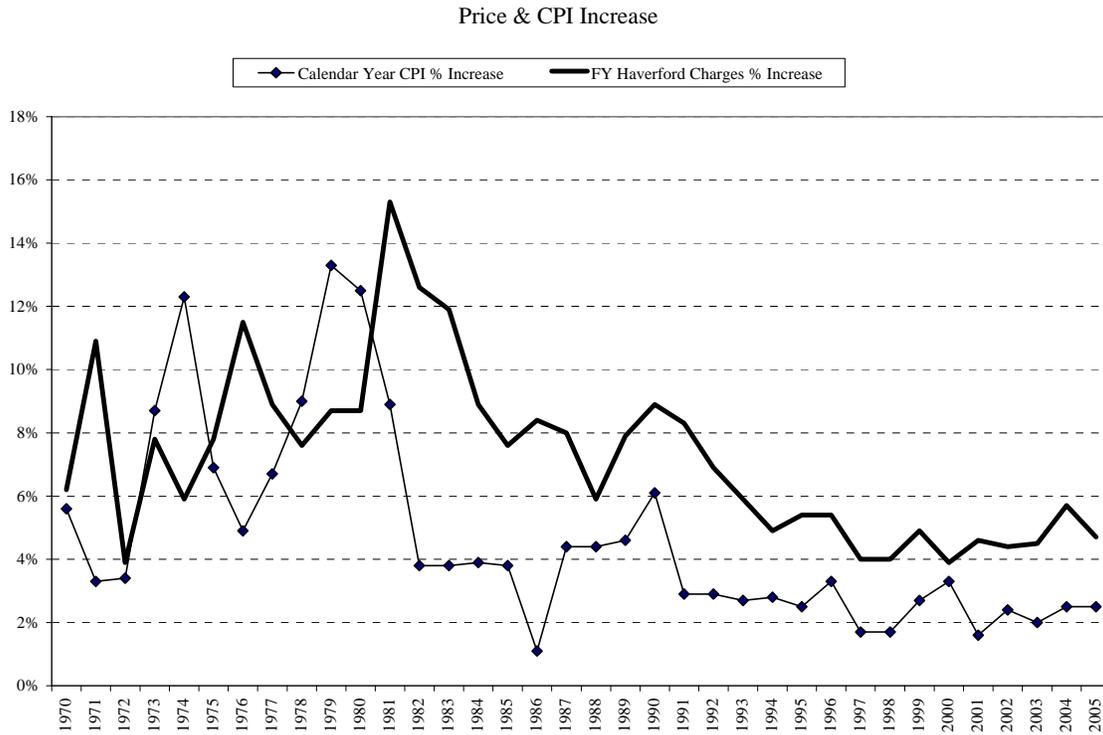
Budget Assumptions and Projections

The major factors driving Haverford's operating budgets on the revenue side are student enrollment, the interaction of student charges and financial aid, endowment spending, and annual giving, and on the expenditure side employee compensation, operating budgets, and physical plant/equipment. The budgeting principles used by the on-campus Administrative Advisory Committee (AAC, composed of three faculty members, one of whom chairs the committee, three students, one staff member, and five administrators) and the Finance Committee of the Board of Managers are detailed in Appendix T. These principles were developed in 1999 to guide the process of building the budget, and are updated and discussed annually by AAC and the Board at the beginning of the budget cycle each fall. They intersect with the goal of the College maintaining financial equilibrium as discussed previously. The process by which the budget is prepared is very open, with information widely available to various constituencies of the College community. Building operating budgets for individual departments and offices is quite decentralized, but decisions on changes in staffing (which accounts for roughly 60% of expenditures) are made by the senior administrative staff in consultation with AAC. The FY05 operating budget is available in Appendix U.

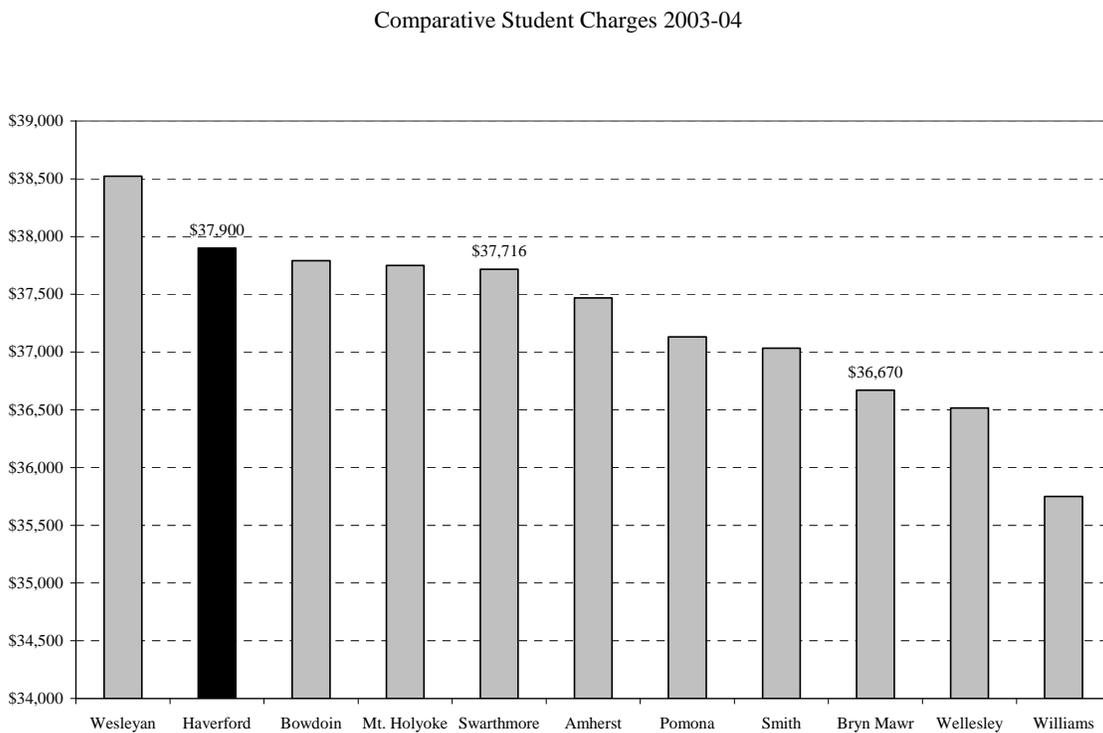
Enrollment: Haverford is in the fortunate position of being able to control its enrollment within a fairly narrow range of perhaps 40-50 students. When we have missed enrollment targets in recent years, it has been on the high side, i.e., we have enrolled more students than planned. Typically the goal for the Admission Office is to bring some 300-310 first-year students plus no more than 3-4 transfers to campus each fall. For the fall of 2003 the Finance Committee of the Board recommended we increase that number slightly, to as many as 315, to provide additional contingency against a difficult economic and security market climate. For the fall of 2004 our target is 310-315, and for the next five years our goal will remain to recruit roughly 310 new students to campus each fall, with a total on-campus student body of slightly more than 1,100 students (see Graph 1). Given the strong demand for admission to Haverford that we have experienced in recent years, we are confident this is a realistic goal.

Student Charges/Financial Aid: For the past decade Haverford's student charges have increased roughly 1-2% more than the Consumer Price Index (Graph 13). This is primarily for a reason endemic to all service industries: We wish to increase real wages of our employees in a setting where productivity increases are difficult if not impossible to obtain (but where the quality of our educational offerings have steadily improved). Haverford is positioned near the top of its tightly-grouped peers in what it charges students for tuition, fees, room and board (Graph 14). We have less endowment spending available per student than many of our competitors, and our goal is to target our charges at the high end of this peer group, to provide the resources that sustain our academic programs to compete with those wealthier peers.

Graph 13. Price (compared to CPI)



Graph 14. Comparative Students Charges, 2003-04



Haverford has worked hard sustain on its need-blind admission and need-based financial aid policies that reflect Quaker principles important to our community. We intend to continue these policies to the extent possible. Haverford’s tuition discount rate has been increasing steadily, reaching 27.8% in FY04 but projected to remain steady at 27.8% in FY05 (Graph 15). To maintain budget discipline, current Board policy calls for the College to consider moving to need-sensitive admission and/or making substantial changes in self-help expectations if the discount exceeds 28%. While it is possible that admission to Haverford would no longer be need-blind, we have every intention of continuing to award aid only on the basis of need. This commitment is reflected in Table 13, which shows that for the past decade the growth in the average grant for first-year students has exceeded the growth in student charges. We have also deliberately slowed the growth in the debt burden of our graduating seniors; Table 14 reveals that in recent years and again in FY05 we have made no changes in the amount our students with need are expected to borrow to cover the costs of attending Haverford. We are aware that this approach to admitting students and awarding financial aid can lead to considerable year-to-year variability in discounting, and we have devoted analytical attention to examining the vulnerabilities the policies may create for the budget process.

Graph 15. Discounting

Financial Aid as % of Tuition Revenue

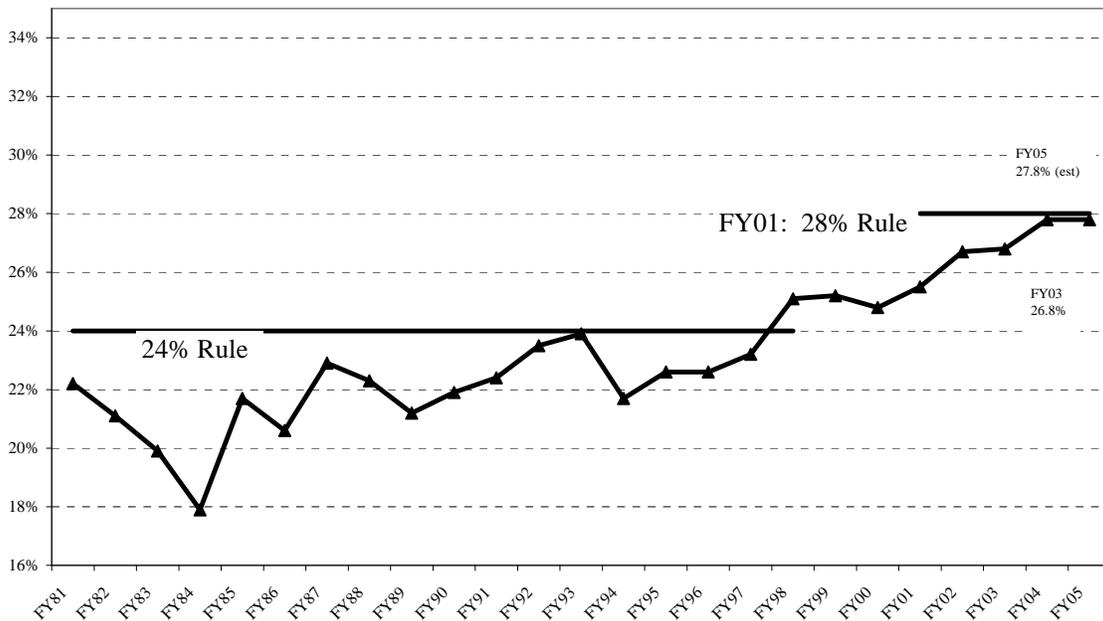


Table 13: Assistance History

	Average Grant for 1st-Year Students	Total Student Charges
1994-95	13,444	25,250
1995-96	13,518	26,625
1996-97	14,695	27,700
1997-98	16,898	28,810
1998-99	16,159	30,230
1999-00	17,336	31,400
2000-01	17,939	32,850
2001-02	19,267	34,300
2002-03	19,897	35,850
2003-04	21,146	37,900
% increase	57%	50%

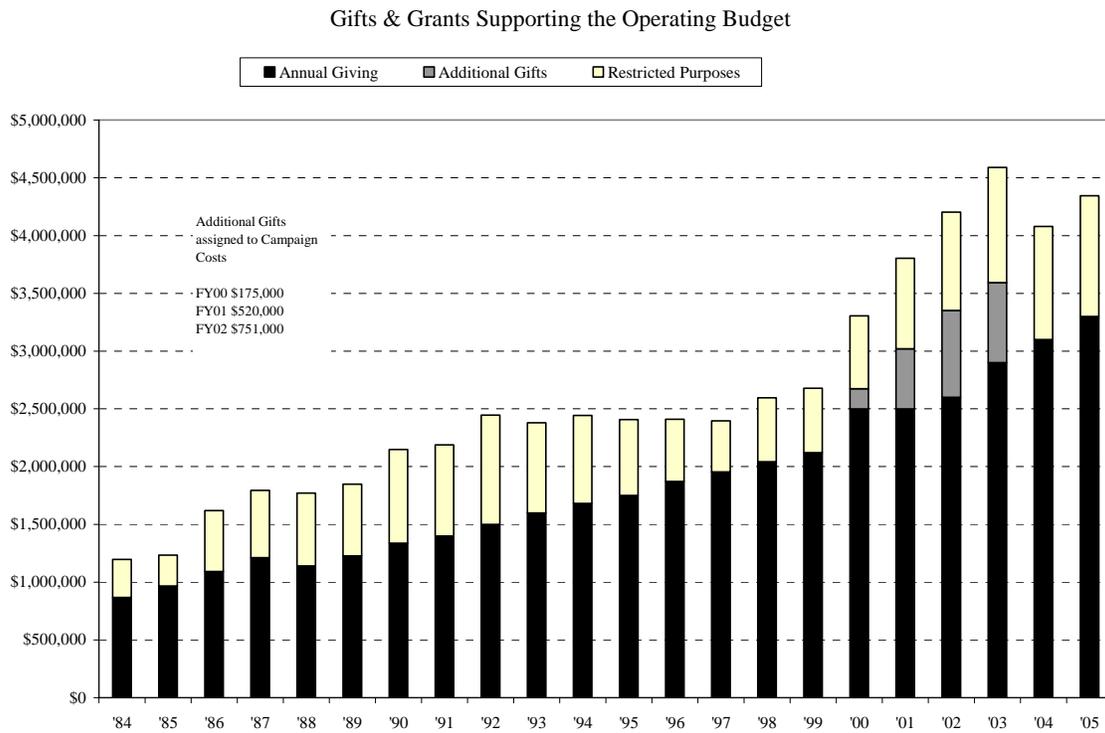
Table 14: Four Years of Loans for a Haverford Senior

Graduating Class of	Total Loan Expectation
1995	11,100
1996	11,700
1997	12,250
1998	12,900
1999	13,450
2000	13,750
2001	14,050
2002	14,250
2003	14,250
2004	14,250
2005	14,250

Endowment Spending: As described in the previous section, Haverford's endowment spending formula has avoided the worst problems created by the three-year moving average approach. Nonetheless, spending from our endowment will decline \$790,000 in FY05. While we expect security markets to reverse course from the 2000-03 period, we have made modest assumptions about endowment growth for the next five years, anticipating far lower rates of return than were enjoyed in the 1990s.

Annual Giving: The smallest of our three major revenue sources is giving, both annual fund and restricted, that supports the operating budget. Haverford’s development efforts have been revitalized in recent years, with marked increases in annual giving that have far exceeded the budget (Graph 16). The additional funds raised have been assigned to help underwrite the costs of the capital campaign that is now winding down, and while we are not projecting growth rates as rapid as those of the past several years (only 5% beyond FY05), sustaining our annual fund at the higher level it has reached will provide welcome support for the operating budget.

Graph 16: Gifts & Grants Supporting the Operating Budget



Compensation: As described earlier, the College intends to construct operating budgets that include salary increases that match or preferably exceed increases in general inflation (4% beyond FY05), while maintaining compensation levels in the middle range of peer institutions (Graph 6, Table 10). As some 60% of our expenditures are devoted to compensating employees, this is by far the largest cost driver in the budget. Haverford has long provided a larger proportion of its compensation in the form of tax-exempt benefits than do many of its peers, and the decision that the College would absorb a 29% increase in medical insurance rates in the fall of 2003 continued this pattern (see Table 15 for a history of staff benefit rates by employee classification). However, there is a limit to the ability of the College to pay for all such increases in medical costs, and we are examining a number of alternatives that are intended to make our employees more sensitive to the escalation of medical costs.

Table 15: Staff Benefit Rates

	Faculty	Admin/Professional	Non-Exempt Staff
FY90	29%	28%	29%
FY95	33	33	35
FY99	32	32	36
FY00	34	33	36
FY01	34	32	37
FY02	34	33	37
FY03	34	33	38
FY04	34	33	40
FY05	36	36	45

Operating Budgets: Another one-sixth of the budget goes to providing operating support for all College offices and departments. This is an area on which we have concentrated attention in the past several years in an attempt to hold down expenditure increases, with some success. There are limits to further cost reductions in this area, and we expect these budgets to grow roughly in line with inflation (3%) in the years beyond FY05.

Physical Plant and Capital Equipment: The College will continue the practices of adding \$100,000 annually to the R&R budget line, increasing equipment amortization and replacement accounts more rapidly than inflation (5%), and assigning surpluses to additional capital projects. In the 1960s and 1970s the budget was balanced by reducing spending on the College's physical assets. A lesson was learned from this experience, and we are acutely aware of the truth in that oil filter advertisement, "You can pay me now, or you can pay me later". Today a very high priority is given to spending that will protect Haverford's plant and equipment, even in the face of financial tightness.

Five-Year Budget Models: Table 16 presents one of many possible five-year budget models (for additional detail, see Appendix V), this one based on the budget approved for FY05. In contrast to the complexities of a university, Haverford College is a single purpose institution, concentrating all of its attention on educating full-time undergraduates. This enables us to develop relatively simple budget models, a process also made easier by the fact that Haverford has substantial control over the size of its enrollment.

Table 16 suggests that Haverford College faces a rather serene budgeting future, with revenues and expenditures growing at roughly the same rate in the next five years. We are well aware that financial shocks can, and perhaps will, disrupt this picture---an international oil emergency, a sustained sour economy and languishing security markets, a major change in financial aid demands, explosive growth in medical costs, and more. However, we have tried to build our budget models on realistic assumptions rather than worse case scenarios. At the same time, we have set aside funds that can be deployed to help Haverford overcome financial adversity in the short term, giving us breathing room

while we reassess our resources and priorities to assure the long-term success of the College.

Table 16: Five-Year Budget Model Excerpts

	Budget FY04	Budget FY05	Projected FY06	Projected FY07	Projected FY08	Projected FY09
FTE Students*	1,060	1,060	1,060	1,060	1,060	1,060
FTE in Dorms	1,080	1,080	1,080	1,080	1,080	1,080
FTE on Meal Plan	860	860	860	860	860	860
% inflation	3.0	3.0	3.0	3.0	3.0	3.0
% tuition increase	5.9	4.8	4.0	4.0	4.0	4.0
% Room & Board increase	5.0	4.4	4.0	4.0	4.0	4.0
% Compensation increase	4.6	4.8	4.0	4.5	4.5	4.5
Total Student Charges	37,900	39,690	41,275	42,923	44,637	46,419
Total Revenues	55,018,000	56,375,000	58,487,001	61,006,147	63,369,098	66,391,274
Total Expenditures	55,018,000	56,375,000	58,588,170	61,039,184	63,595,824	66,142,204
Revenues less Expenditures	0	0	(101,169)	(33,038)	43,275	249,070

*note our policy of deliberately budgeting tuition revenue based upon fewer students than anticipated; dorms and food service are budgeted based on actual estimates.

Looking Forward

Haverford College strives to educate students to lead and to serve, and thereby to change the world for the better. Transformative education for leadership and service in our multicultural world requires academic excellence. But the changes the world desperately needs also demand insights and capabilities that go beyond the academic excellence rightly expected of any leading liberal arts college. Through a distinctive blend of intellectual rigor, ethical awareness, and vibrant community life, Haverford seeks to educate students who can illuminate their passion for social justice with intellectual insight, who can mine both old and new traditions of the liberal arts for their potential for social change, and who can bring to the wider world the College's Quaker-informed vision of community life, in which respect for the integrity of individuals is matched by the collective pursuit of shared aims.

At the same time, Haverford also remains firmly committed to the generation of new knowledge through the support of research and scholarship, the development of critical-thinking skills cultivated in small classes led by scholar-teachers devoted to

teaching, and the cultivation of curiosity, imagination, and sustained intellectual inquiry. By these means, Haverford students are led to seek and appreciate the complexities of truth and the importance of nuance. In the classic tradition of the liberal arts, we therefore continue to value the pursuit of knowledge for its own sake, convinced that the passion for inquiry and the unrelenting search for the truth shape lives that flourish in unexpectedly rewarding ways.

By virtue of small size, student residential life, close student-faculty relations, and intellectual traditions, the nation's liberal arts colleges have the capacity to be paragons of innovation--to offer the new kinds of education that the complexities of our global and multicultural world demand. In planning for its future, Haverford College will continue to respond to this global imperative with its own distinctive educational contribution. Our response will require careful strategic thinking about the College's size, financial resources and capabilities, and educational aspirations in relation to the rapidly changing and ever-challenging landscape of higher education.

In the paragraphs that follow, we describe in more detail some ways in which Haverford's character and values will shape the education it affords in the coming years. We are in the process of translating these insights into a more detailed planning agenda. For each of the five areas, existing groups (the College Planning Committee, the Integrated Learning Council) or newly formed working groups (the ad hoc Working Group for the Arts, and the ad hoc Working Group on Diversity Initiatives, a subcommittee of the Committee on Diversity) are being charged and will begin their work in the near term.

The Curriculum and the Academic Program

Some of the most significant intellectual work today is carried out across traditional academic boundaries, by bridging two or more departments or by integrating methodologies from the natural sciences, humanities, and social sciences. Because interdisciplinary research presupposes the achievements of traditional academic disciplines, we need to maintain strong academic departments even while enhancing interactions across disciplinary boundaries. In the coming years, we will continue to develop and expand our interdisciplinary Centers—both individually as distinctive sites of integrative teaching and learning, and together as an intellectual “neighborhood.” The Centers will help insure that disciplinary and divisional boundaries, which are real and valuable, nonetheless remain creatively porous. The College's commitment to intellectual movement across traditional disciplinary boundaries may well lead to additional Centers in the future and joint appointments linking academic departments and Centers, for we have a history of such innovation. The longstanding “department” of General Programs, as incubator of interdisciplinary work, made Haverford one of the earliest leaders among peer institutions in bridging disciplinary divides. The College later made interdisciplinary work even more central to its curriculum by creating Areas of Concentration, which extended the work of departments to approaches beyond their own disciplines. Today, the Centers are integrating interdisciplinary insights in order to advance the holistic education we strive to impart to students. A truly integrated

educational experience remains our academic goal for the future, as we continue to foster new interactions among departments, divisions, areas of concentration, and Centers.

As departmental and divisional boundaries have become occasions for combining as much as dividing, so the boundary between theory and practice has come to be erased as often as it is drawn. Students and faculty alike are eager to combine the reflective and practical spheres of their lives at Haverford, and they clearly see the value, both pedagogical and social, of further integration of these spheres. We intend to seek out more opportunities to balance disciplined involvement in the world and detached reflection on it. We seek to foster this balance by creating more programs of study that afford students the opportunity for concrete work in the public sphere, programs in which the three Centers will play an increasingly vital role. Such programs are already an integral part of the mission of the Hurford Humanities Center, the Center for Peace and Global Citizenship, and the Koshland Integrated Natural Sciences Center. We intend to expand such programming in the coming years.

Information technology has become indispensable for liberal arts colleges that are leaders in pedagogical innovation and curricular development. Although such technology is vital to all the work of the College, it serves the academic program primarily through the Library and through the departments of Academic Computing/Networking. Exploratory planning is underway for developing a new Technology Learning Center at the College. Such a Center, by enhancing collaborative interactions among students, faculty, staff, and information technology professionals, will position Haverford among the innovators in the educational uses of computing and information technology. We intend to use technology in creative ways to enhance our educational aims, especially by affording faculty the means and inspiration to draw on new technological capabilities in creating ever more engaging teaching and research. The Library also plans to draw increasingly on new technology by expanding its "Web space," contributing to its burgeoning digital library, establishing better access to collections for users off campus, and creating more sophisticated online means both for materials discovery, selection, and access and for incorporating materials into study, teaching, and research. Recognizing that the application of information technology is key to the integrated teaching and learning we seek, the College looks for even closer and more effective coordination among Academic Computing/Networking, the Library, Administrative Computing, and the academic program.

The Distinctiveness of the Haverford Community

Like other distinguished liberal arts colleges, Haverford is committed to a rigorous academic experience in an intensely personal environment. Like some of our peers, we afford access to a nearby urban community and all of its intellectual, cultural and social offerings. And, like the five-college community in the northeast, we offer expanded opportunities for learning and socializing through affiliations with Bryn Mawr and Swarthmore Colleges and our direct link to the University of Pennsylvania. In all of these ways, Haverford shares features of life with other colleges of similar size and academic reputation.

What, then, makes Haverford distinctive—even unique—among its peers? We think the answer lies in Haverford's commitment to certain codes of conduct, social behavior, and processes that are rooted in the College's Quaker tradition. As the institution of higher learning with the oldest Quaker affiliation, Haverford remains committed to the principles of concern and respect for others, social justice, community, consensus, and service. We will continue to emphasize the values that define the College's distinctive approach to teaching and learning, through our support for the Honor Code and our continued commitment to decision-making through the search for consensus. We will also continue our long-standing commitment to social justice, activism, and respect for others through academic programs promoted by the Centers, volunteer work organized by Eighth Dimension, and the leadership and service of faculty, students, staff and alumni in the world community. We will seek out new ways of encouraging all members of the community to become leaders whose principled lives in the world testify to others the effectiveness of an education that not only educate minds but shapes character. To reach this ideal of a holistic, integrated education, we should encourage students to find a balance among academic, service and social pursuits, and faculty and staff should be partners with them in making such balance possible.

The Diversity of the Haverford Community

We believe that authentic community and real difference are mutually enhancing. Haverford does not ask individuals to suppress their unique identities for the sake of some singular commonality. Instead, we instinctively search for ways in which our individual differences can best interact to create a diverse, multicultural community. Our intentional construction of a single community comprised of individuals who are very different from one another requires hard work and demands ever-renewed effort, and we are justly proud of the extent to which the College has become a more diverse institution. Over the many years of our history, we have progressed from a highly homogeneous institution to one that is diverse in many senses of the word. Today we are a mix of ethnicities, races, religions, geographic origins, sexual orientations, economic backgrounds, philosophies, interests, aspirations, and talents. We welcome the variety of people here, aware of, yet respecting, each other's differences, and we explore diversity as a whole community through educational, social, and cultural programs. Although proud of what we have accomplished so far, we do not remain content but actively seek to diversify the campus even further. We do so fully aware that further diversification could require an institutional self-transformation that might generate levels of tension that we have not yet experienced and that we have little practice at managing. So we do not approach the goal of increasing diversification with naive, idyllic notions of a pre-existing, utterly harmonious community only waiting to be uncovered. Instead, we know that the robustly diverse community we seek to build will demand new levels of energy and commitment from us all. But we move forward in the conviction that the only kind of Haverford community worth having is one whose strength lies precisely in the degree to which individual and group differences are respected, embraced, and celebrated.

To enhance the interaction of all members of the community, groups that are currently marginalized need to be invited more energetically into the central life of Haverford community. We must encourage individuals and groups to express their

beliefs strongly and accept difference and vigorous debate as vital to the community and the education it affords. We must constantly seek to make the College a supportive environment not only for students and teachers, but also for staff employees for whom the College is first of all a workplace. To demonstrate our dual commitment to diversity and community, we should resist the distinctively Haverfodian temptation to define a *singular* "Haverford experience," but should instead encourage *multiple conceptions* of our communal identity that express the diversity of our experiences. Our aim should not be to cultivate one experience to be embraced by all, but rather a multitude of experiences to be shared and respected by all. We should continue to build a College within which different experiences that challenge us are not only made possible but also are actively sought out and welcomed. The "Haverford experience" is not a myth, even though there are a number of mythical conceptions of it. But the authentic Haverford experience is precisely that special collection of experiences by which our community is ever reconstituted by embracing individual and group differences.

A New Integrated Learning Neighborhood

With its emphasis on integration in all elements of learning, Haverford seeks to foster the classic educational model of balance in mind, body and spirit. Although Haverford has long sustained a strong liberal arts tradition aiming for such balance, the College remains best known for its academic achievements. With the multi-dimensional athletic and wellness facility under construction, Haverford is poised to build on its solid educational foundation in new and imaginative ways.

The Douglas B. Gardner Integrated Athletic Center will foster personal wellness, community, leadership and a sense of teamwork through educational programs and workshops, faculty-staff-student interactions, and athletic and social interaction. Located in close proximity to the Whitehead Campus Center and to the central space of the southern campus quad, this Center is designed to initiate a new "neighborhood" of integrated learning by bringing enhanced social interaction to complement the work of the other Centers. This setting, and the many-faceted programs of the Athletics Center, will concretely enact our belief that athletics is a vital part of our educational mission and one key to fulfilling our commitment to truly integrated learning. This new facility will foster greater dialogue between athletics and academics and will serve to initiate the second phase of our plans, which call for the removal of the current Field House and the use of that site for other campus ventures.

As discussions about the place of athletics have continued, newer inquiries into the arts have been stimulated by conversations underway in the new Centers. After the relocation of athletic personnel from Ryan Gym to the new Gardner Center, Ryan will become available as a site for the Humanities Center and the Center for Peace and Global Citizenship. We envision a renovated Ryan that includes classrooms and seminar spaces, a performance space, and the capacity for the care and display of art. With this unique combination of spaces and functions, Ryan will pilot new ways of interrelating the arts, human performance, and intellectual pursuits that will model the strengths of integrated learning. We also expect that this model will stimulate new College-wide conversations leading to a greater "Plan for the Arts" to be realized in the longer term. We expect the

new living space and living dialogue piloted by the Centers to spawn even larger programmatic and building visions for a comprehensive arts program to be located within the same quad as the Whitehead and Gardner Centers, thereby adding to the tapestry of a truly comprehensive and integrated learning community.

Collaborations: Bi-College, Tri-College, and Beyond

Haverford and Bryn Mawr are enriched and enlivened, both in their educational programs and in their various other community activities, by the historic and ongoing relationship between the two colleges. Students and faculty have benefited and continue to benefit from having regular and easy access to the two college communities. We think that, when appropriate, we should look beyond cooperation toward the rewards of genuine collaboration, especially between counterpart departments and other programs with significant possibilities for collaborative gains. We also need to identify and overcome the barriers, both visible and invisible, as well as various self-protective strategies, that sometimes impede cooperation. At the same time, we should be clearer about the necessary limits to cooperation and face more directly the question of exactly how much coordination, cooperation, collaboration, or--community--we desire. We should continue to support and enhance our relationship with Swarthmore, especially through Tri-College consortial projects such as the recent Mellon TriCo Forum on Faculty Development, or various Tri-College library projects, and we should continue to take advantage of opportunities afforded by our relationship with the University of Pennsylvania.

Yet even as we continue to nurture our local collaborations, we should also enhance our capacity for global affiliations, through our Study Abroad program, Center internships, student and faculty exchanges, international alumni networks, and student and faculty connections with international organizations. The best liberal arts education is education for life in the world at large. Haverford faculty and students should bring their voices to bear on significant national and global debates, and the College as an institution should become an important institutional voice in such far-reaching concerns. The sheer complexity of knowledge and the formidable challenges before us demand increasing collaboration. There can be no boundaries to an education for leadership and service that would change the world.