


# HAVERFORD COLLEGE

THE SEARCH FOR OUR NEXT PRESIDENT





A scenic landscape featuring a large, leafy tree in the foreground, a stone building with a chimney on the left, and a calm lake in the background. The scene is bathed in soft, natural light, suggesting a peaceful morning or afternoon. The text is overlaid on a semi-transparent white box on the right side of the image.

I suggest that you preach truth and do righteousness as you have been taught, whereinsoever that teaching may commend itself to your consciences and your judgments. For your consciences and your judgments we have not sought to bind; and see you to it that no other institution, no political party, no social circle, no religious organization, no pet ambitions put such chains on you as would tempt you to sacrifice one iota of the moral freedom of your consciences or the intellectual freedom of your judgments.

President Isaac Sharpless,  
Haverford College  
Commencement, 1888

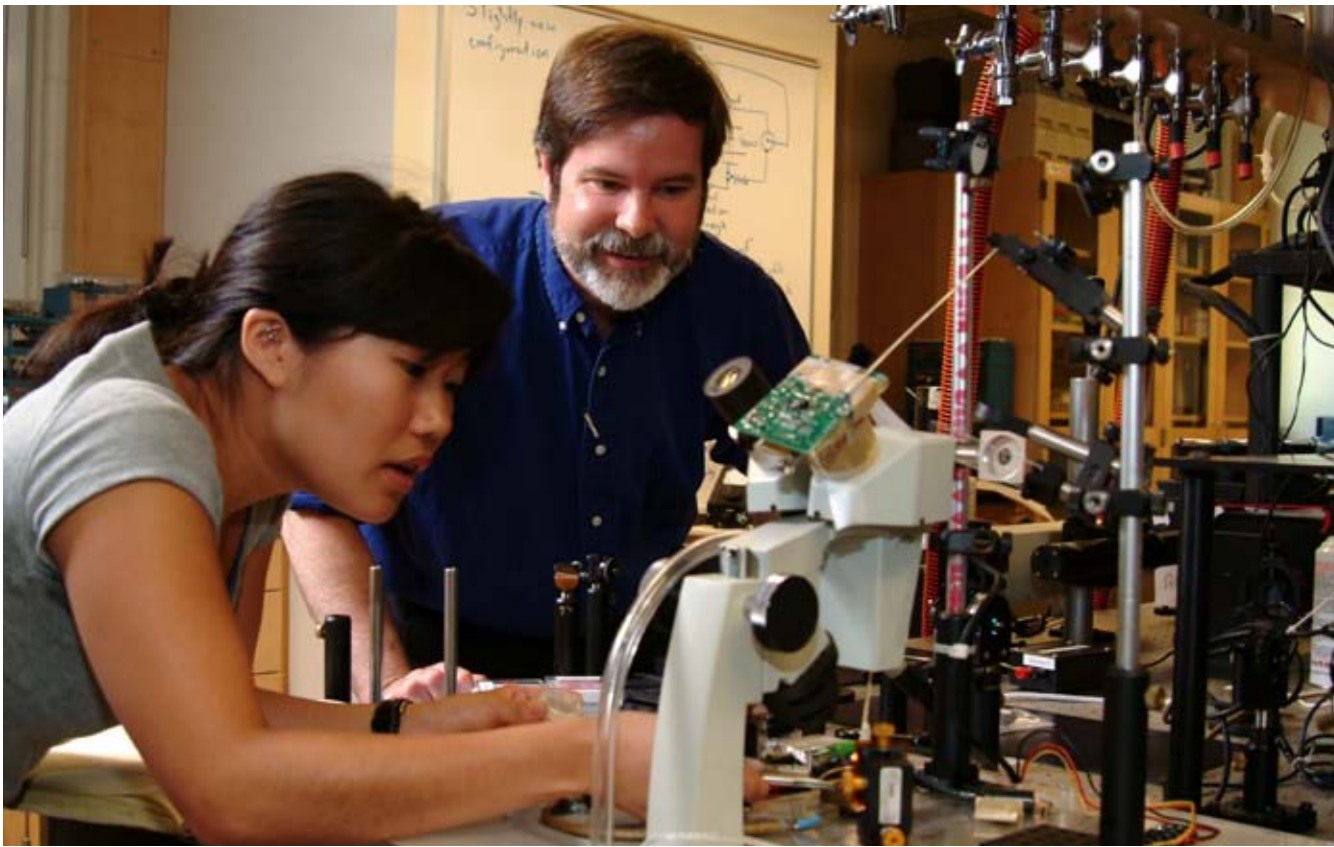




Haverford College is a preeminent residential liberal arts college that provides a rigorous and intensely personal undergraduate education inspired by intellectual depth, integrity, collaboration and dedication to improving the human condition. Whatever the setting, Haverfordians endeavor to demonstrate the benefit of creative thought expressed through lives of leadership characterized by trust, concern and respect.

A place of enriching and challenging dialogue, Haverford embraces the collaborative classroom as its material and metaphorical touchstone, and is guided by an ethos of mutual respect enshrined in its student Honor Code and witnessed by its Quaker-rooted commitment to consensus-building. Centrally among students, faculty, staff, administrators and alumni Haverford shapes itself as a vigorous conversation on the possibilities and uses of knowledge that — in the words of its founding motto — imbues its participants with a love for “higher learning.” Such learning, which blends deep inquiry with ethical alertness, prepares our students to offer the world “lives that speak” in transformative and uplifting ways. It is this same commitment that inspires our alumni, trustees and friends in lifelong pursuits, both local and global, of impact and integrity.

The core of the Haverfordian conversation is a curriculum notable for a dynamic interaction of teaching and scholarship, not only within its faculty, but also between faculty and students across the full extent of their academic experiences. At once innovative and integrative, this curriculum is itself in spirited dialogue with other salient components of the “campus classroom”: an extensive array of research and internship opportunities for students; robust academic centers focused on the humanities and arts, integrated natural sciences and peace and global citizenship; an extraordinary program of public service in which more than 80% of the student body enacts the College’s passion for social justice; a study abroad program that immerses nearly half of our students in cultural and intellectual diversity on six continents; a stunning campus landscape bespeaking the College’s systemic commitment to environmental stewardship; and an accomplished athletic program attuned to the broad educational mission of the College.



*Rachel Schwartz '11, who accompanied U.S. Ambassador Stephen McFarland on a tour of Guatemalan villages to learn about indigenous rights, was one of more than 100 students to go overseas in 2010–11, thanks to funding from the Center for Peace and Global Citizenship.*

*Haverford’s focus on student-faculty collaboration empowers students to take ownership of their academic experience.*





Augmented by its strong consortial relationship with Bryn Mawr and Swarthmore Colleges, and blessed by its proximity to the cultural vitality of Philadelphia, Haverford's classroom encompasses diverse arenas for inquiry, engagement and growth. Consistent with a philosophy of educating "the whole person," Haverford's approach to academics is grounded in the same premise that guides campus life generally: students do best for themselves and others when they own their experience — in the spirit of Isaac Sharpless's injunction to fuse teaching with judgment. As each generation of Haverfordians has discovered in its unique way, with such responsibility comes enfranchisement, dedication and respect for all individuals.

*Haverford is just 10 miles from Philadelphia, allowing easy access to the city's historic neighborhoods, world-class museums, renowned restaurants, professional sports teams and performing arts venues.*



*Incorporating the drawings, paintings, digital prints and sculpture of Dufala Brothers Steven and Billy Blaise, the installation of Problemy at Haverford plays with the humble yet hugely important artifacts of daily life.*

Now, at a critical moment in its own history and that of the liberal arts enterprise, Haverford seeks a 14th president who is poised to meet the challenges and opportunities of the next decade and beyond. In guiding the College into that exciting future, the next Haverford president will benefit from work already undertaken through several years of self-study, reflection and planning. Central to our pursuit of a more just, sustainable and peaceful world, the College seeks a president to lead us in building an intentional and aspirational community of life-long learners founded on the values of academic excellence, moral energy, tolerance and diversity.



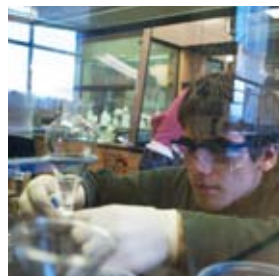
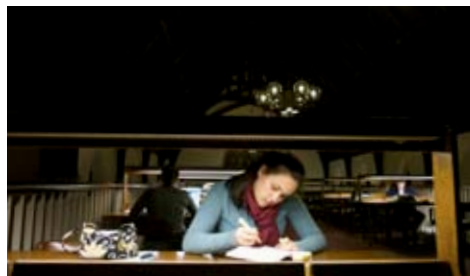
*Andrew Lanham '10 won a Rhodes Scholarship on the same day that the Men's Cross Country team he once captained took the NCAA Division III title.*





A UNIQUE STUDENT COMMUNITY

Students



Trust. Concern. Respect.

These are the values that guide Haverford students, wherever they may find themselves — the classroom, laboratory, studio or stage; along the Nature Trail, in dormitory living rooms or on the playing field; around the dinner table, in volunteer service or through internships.



As students learn from their first day on campus, Haverford's Honor Code covers both academic and social life. It is rooted in the College's history and traditions and is at the core of our community. Take-home tests and unproctored, self-scheduled exams are the norm, and students are expected to complete them within the given time limit and without referring to text books. The Honor Code, in tandem with a long-standing tradition of self-governance, plants in our students the seeds of leadership and responsibility. Rather than a list of rules, the Code is a philosophy that appeals to the individual's need to maintain academic standards and modes of conduct. Thus, in the spirit of Haverford as an intentional community that is energized and improved by dialogue, students annually review the Honor Code through a process of collective discussion and deliberation.



*During Plenary, the student body must vote to ratify the Honor Code and can propose changes to the College.*

### Class of 2015

335 students (55% women, 45% men)

A 5% increase in applications over the prior year and the second-highest total ever

Record number of Early Decision applications – up 16% from the previous year

25% admit rate; 39% yield

35% students of color

25% from households where one or both parents did not attend college

States represented: 31

International students: 29  
(8.7% of the class)

Countries represented: 17

94% from the top 10% of their high school class

Median SATs: 700 V & M, 710 W



In such a setting, students become deeply invested in one another and committed to fostering a diverse community that values every person and that pushes and challenges all to the highest levels of growth and development — from their peers, professors and staff. Becoming a Haverfordian means finding one's voice in a setting informed by the Quaker heritage, with its emphasis on integrity, the life of the mind and our role as individuals within a community.



*Many interns funded by the Center for Peace and Global Citizenship, including Anna Menon '12, work on service projects in Philadelphia. She focused on local agricultural policy and food sovereignty movements.*



*Dorms are where lasting friendships are formed that later connect graduates to the global Haverford community.*



## PREPARING FOR A LIFE WITH PURPOSE

In finding their place in the world, Haverfordians are educated to lead, so they may best serve their communities, whatever and wherever they may be.

Because their experience is marked by a sense of ownership, Haverfordians discover what it means to play a purposeful role in shaping the life of the institution. Students' role in governance, for example, goes beyond "student government" to include critical decision-making through Board, faculty and staff search committees; planning processes such as accreditation; and, indeed, the current presidential search at hand.

Given the emphasis on exploration through connection with others, athletic teams and student organizations are further manifestations of the students' sense of community and self-governance. (It's often said that there are as many student clubs at Haverford as there are students.)



*More than one third of students participate in varsity athletics using outstanding facilities, many of them Olympic-grade.*



*The 2011-12 Humtones are the 31st generation of the school's oldest a cappella group.*

Students living in College housing: 99%

Fraternities and sororities: 0

Varsity athletic teams: 23

35% of Haverford students play a varsity sport, and another 10-15% participate in various intercollegiate competitive club sports

Number of Haverford scholar-athletes who have won NCAA Post-Graduate Scholarships in the past decade: 13, one of the highest totals in NCAA Division III

Date and location of America's first intercollegiate men's soccer match in the United States: 1905, here at Haverford (a 1-0 victory over Harvard College)

Campus clubs: 150+

Number of a cappella groups: 10 (quite possibly the highest ratio of a cappella groups to students in the nation)



Students graduate from Haverford as scholars with the skills to engage critically and ethically in meaningful problem-solving throughout their lives. Fords go on to serve in myriad professions — business, medicine, law, teaching, social work, the arts, sports, government service and more.

Like the on-campus community, our spirited alumni embrace their connection to the College and to one another, not merely as a pleasure but also as a value that deepens over time. In all paths, alumni are lifetime members of a broad Haverford community of like-minded men and women upon whom they can rely for inspiration, collaboration and a shared sense of purpose — just as during their years on campus.

Alumni population: ~ 14,000

Two-thirds of the College's alumni pursue graduate or professional study

Number of regional events in the U.S. and abroad hosted by The Alumni Association with assistance from the College during 2010-11: more than 125



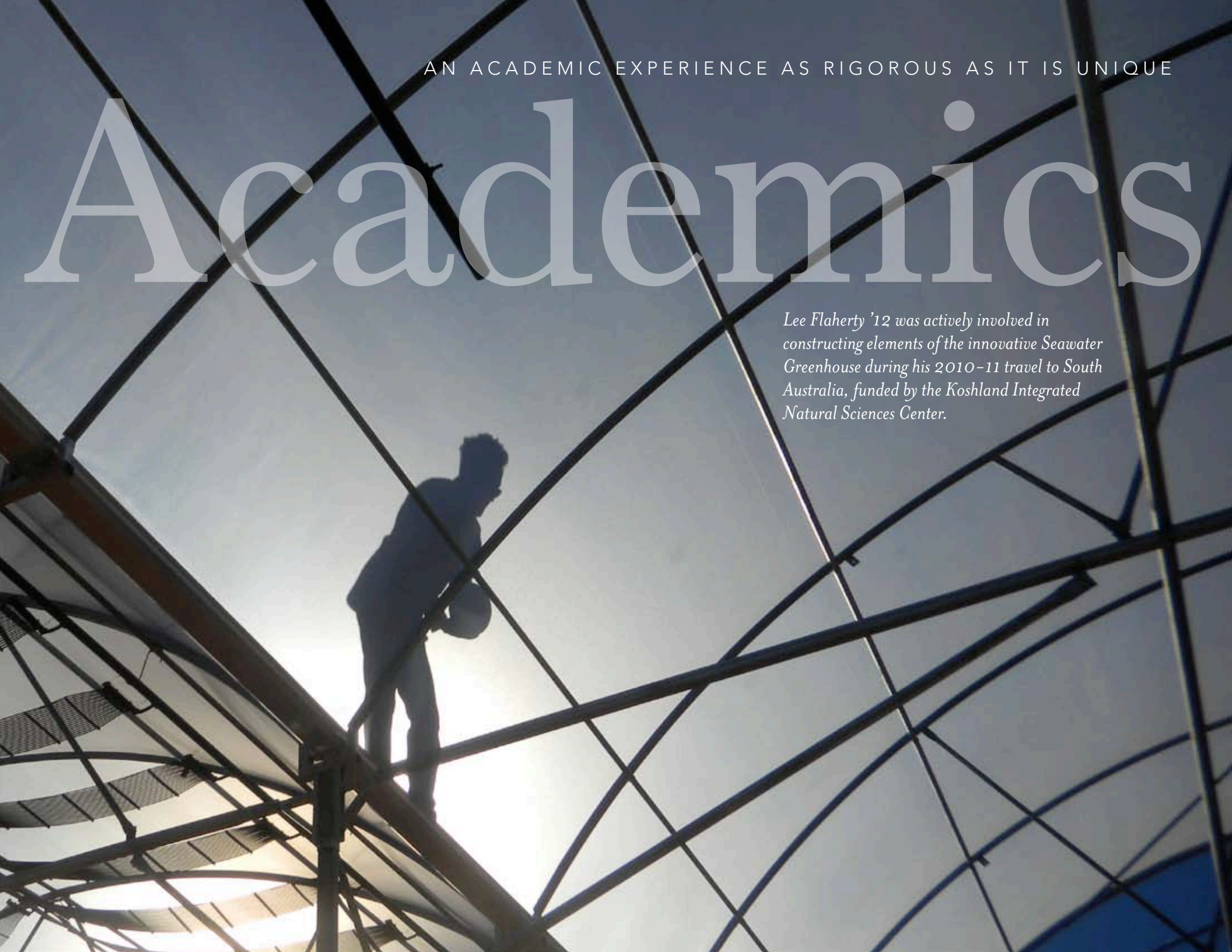
*No matter what path they choose — becoming the New York City Health Commissioner (Thomas Farley '77), starting a TV show in Sierra Leone (Vickie Remoe '06) or writing a successful children's book series (Nick Bruel '87) — alumni share a common experience and set of values that guide them throughout their lives.*



AN ACADEMIC EXPERIENCE AS RIGOROUS AS IT IS UNIQUE

# Academics

*Lee Flaherty '12 was actively involved in constructing elements of the innovative Seawater Greenhouse during his 2010-11 travel to South Australia, funded by the Koshland Integrated Natural Sciences Center.*





*Shangye Jeffers, Faraz Sohail and Kaitlyn Shank, all '12, use a confocal microscope — one of several new, high-tech instruments purchased courtesy of a \$1 million grant from the National Science Foundation.*

### Academic Profile

Total number of students: 1,198

Total number of FTE faculty members: 148

Nearly half of the faculty live on campus

45% of tenured and tenure-track faculty are women and 23% are faculty of color, among the highest in all academic institutions nationally

Student-faculty ratio: 8 to 1

Nearly 90% of classes have 25 or fewer students

32 courses required for graduation

19 courses must be outside a student's major, including courses in at least two departments in each of three divisions

Unified by this exceptional sense of community, students enjoy an academic experience shaped by close personal and professional relationships with faculty.

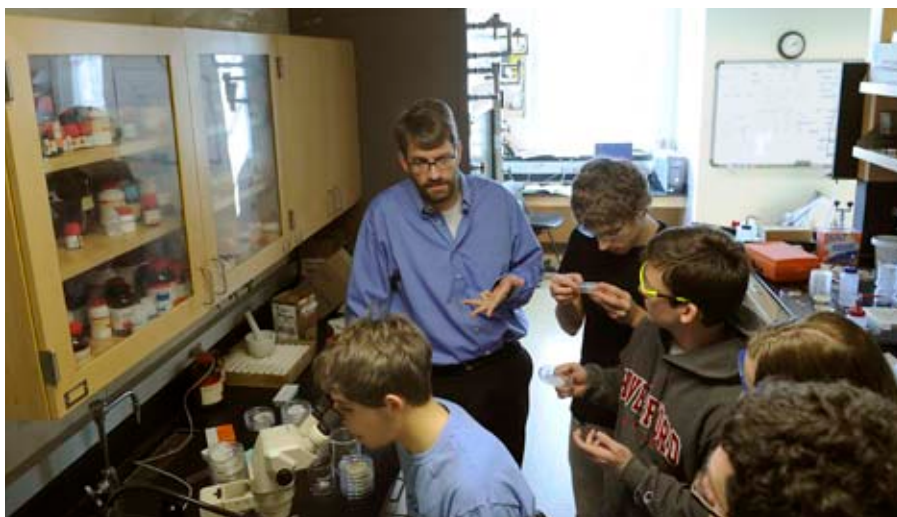
We believe that the best learning is possible only when we learn from one another and that this partnership makes possible meaningful discoveries. This approach, which combines collaboration and mentorship, empowers students to engage in an intense academic program that requires them to be original thinkers.



Haverford expects and encourages every student to complete a senior thesis. In this way, Haverford treats every student as an honor student by offering each the opportunity to work closely with faculty on high-level scholarly endeavors.

Students supplement classroom experiences with travel, internships and conference presentations; there are ample opportunities to co-author papers with professors and to work with them as peers rather than assistants. They then integrate those diverse experiences — many of which are quite rare for undergraduates — into the core program where, as seniors, they draw on them to produce and defend their theses.

One of Haverford's distinctive features is its academic and social cooperation with Bryn Mawr College. The relationship between the two colleges forms a “bi-college community.” Students may take courses or major at either school and live on (or dine at) either campus. Educational opportunities are further enhanced by tri-college programs at Haverford, Bryn Mawr and Swarthmore College in Environmental Studies and Linguistics, business courses at the Wharton School of the University of Pennsylvania and a 3-2 engineering program with Caltech.



*Associate Professor of Chemistry Alexander Norquist, who helped develop a new introductory chemistry curriculum, has published 16 research papers with 15 different students as co-authors. His singular talents as a teacher-scholar were recognized with a major national award in 2010.*

Majors offered: 27, plus nine non-overlapping major offerings at Bryn Mawr and Swarthmore Colleges

Tri-College cross-registrations annually: up to 3,500

Number of students in the Class of 2010 who authored a thesis entitled “Demonizing and Tracing Patriarchy: Prompting the Ethical Gaze in *Rosemary's Baby*”: 1

Number of other graduates in the Class of 2010 who authored an equally compelling thesis: 286

Six-year graduation rate: 92%



*Katie Sheline '13 joined environmental chemist Professor Helen White on a vessel in the Gulf of Mexico researching the Deepwater Horizon oil spill.*

## OPTIMIZING EXPANSION AND ENRICHMENT

The College has engaged in an academic planning process to create a deeper, more expanded liberal arts experience by providing greater opportunities for students' original research and collaborative scholarship.

With parts of the plan already implemented, curricular enhancements are designed to best complement courses available to our students through Bryn Mawr, Swarthmore and the University of Pennsylvania and to fit into four general areas of inquiry: computational sciences, cross-cultural studies, environmental studies and the visual and performing arts.

The plan also calls for experiential programming in all areas, and there is emerging interest in facilitating the study of business, leadership and public policy.

Providing more — and more meaningful — academic opportunities will impart the analytical, critical and communicative skills and relevant experiences necessary to approach, explore and solve the most pressing problems facing the world. We welcome the opportunity to work with our next president to ensure that this step in the evolution of our academic program is effectively attuned to a fast-evolving world and appropriately Haverfordian.



*Fine Arts professors  
Willie Williams and  
Ying Li exhibit worldwide —  
and call Haverford home.*

**Governing Principles**

Partnering faculty and students in faculty-led research at all stages of the curriculum

Expanding opportunities for co-curricular scholarship through symposia, summer opportunities, independent study and internships

Enhancing the senior research experience through cumulative skill-building and collaboration

Adapting the learning experience to fit the needs of an increasingly diverse student body



## NEW WAYS TO LEARN, NEW SPACES FOR LEARNING

Three essential and vital components of the academic experience — both current and as envisioned going forward — are our Centers for interdisciplinary thought and work. In large part the product of our previous comprehensive fundraising campaign (1999–2004), the Centers play an increasingly important role in the long arc of student scholarship that culminates in the senior project, which for nearly all students takes the form of a thesis. Through grants, fellowships and internships, students are able to pursue research that directly informs their theses.



*Artist-in-residence Matmos performed their piece “The Marriage of True Minds” in collaboration with Haverford students, staff and faculty.*

### Three Centers for Interdisciplinary Learning

**The Center for Peace and Global Citizenship** extends Haverford’s long-standing commitment to social justice, by working to help create a more equitable and peaceful world through research, education and action. In 2010–11 the Center funded nearly 170 internships and other engagement opportunities.

**The Marian E. Koshland Integrated Natural Sciences Center** brings together the faculty and students of biology, chemistry, computer science, mathematics, physics and psychology for curricular and scholarly discussions. Equipped with superb computer and research laboratories, workspaces, seminar rooms and classrooms, the Center promotes research in a range of interdisciplinary and rapidly emerging fields, such as biochemistry, neurobiology, materials science, nanoscience and bioinformatics.

Our next president will further expand the Centers as places in the evolving campus landscape and enhance the role of the Centers as they cultivate the minds of our community members.

Their place within the core curriculum enables learning experiences that enrich students' academic lives through field work, internships, opportunities for collaboration and other programs. And because they deliver flexible, nimble support, the Centers function as a bellows, directing energy in a highly focused, cost-effective way.

As for their literal "place," the Marian E. Koshland Integrated Natural Sciences Center has a state-of-the-art brick-and-mortar home, while the Center for Peace and Global Citizenship and the John B. Hurford '60 Center for the Arts and Humanities do not. As our comprehensive fundraising campaign envisions, we would house these two Centers in a renovated historic building at the heart of campus that would also be home to a digital media commons and, conceivably, other centers in future years.

In addition, we seek to consolidate and improve rehearsal, instruction and performance space to enhance and promote the creativity of students, faculty, visiting artists and staff in music and the performing arts.



*Rapper/activist M1 (front left) — the College's first Africana Studies scholar/artist-in-residence — collaborates with students in the Dining Center studio during the spring 2011 semester.*

The John B. Hurford '60 Center for the Arts and Humanities seeks to enhance social, intellectual and cultural life on the campus by fostering challenging exchanges among faculty, students and diverse communities of literary, linguistic and artistic practitioners, performers, scholars and critics. Through the promotion of 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.

**Students in the Class of 2010 whose senior thesis was directly informed by co-curricular work in the Centers: 17%**



# Finances

AN INTENTIONAL FUTURE





## ACCESS AND AFFORDABILITY

Fulfilling Haverford's promise of an extraordinary educational experience requires a diverse student body. That means allowing academically qualified students to attend regardless of their ability to pay. Our next president will help us secure our place in a complex and changing economic milieu such that access and affordability fully express the College's underlying values of social justice and diversity.

Those values transcend economics. It is a moral imperative to live what we teach and to make the College as inclusive and accessible to as many qualified students as possible — especially to young people who share our ideals, who want to enrich their lives and the lives of others according to these ideals and who see coming to Haverford as a unique opportunity to thrive.

Haverford has long recognized that affordability is key to building the most engaging community possible, and for that reason we remain dedicated to need-blind admission and offer only need-based financial aid. This commitment was further demonstrated by the College's 2007 decision to help unburden our graduates of debt by replacing student loans with grants and improving how we factor home equity into those aid packages.

This is an expensive set of values. Our next president will help us sustain affordability and access, making the Haverford experience available to all who are qualified while safeguarding the means to support these cherished ideals.

Total annual tuition and fees:  
\$55,050 (2011-12)

Students who receive some form  
of financial assistance: 56%

Students who receive Haverford  
College grant aid: 49%

Average aid package for students  
receiving Haverford College grants:  
\$41,616





## INVESTING FOR TOMORROW, MINDFUL OF OUR PAST

The College continues to build upon a series of vigorous investments in our staff as well as in physical facilities that support the community. Our comprehensive fundraising campaign, now in the nucleus phase, is a critical component of this effort.

Our dedicated staff of 215 hourly and 225 salaried employees, who share with other constituencies a passionate commitment to our task of educating “the whole person,” deserve careful attention and strong support going forward. Like students and faculty, staff members are engaged in stewardship of the College, value their roles and opportunities and are eager to partner with our next president in charting the College’s strategic direction and crafting the operational plan for achieving the community’s goals.

Construction of two new 80-bed student residence halls gives material form to Haverford’s ideals. Our first since 1968 and made possible by gifts secured during the nucleus phase of the current comprehensive campaign, these buildings are not intended to enable growth in the size of the student body, but rather to promote the notion of community by improving the quality of housing on campus and relocating students closer to the heart of campus. In interior design and location, the new dorms enhance possibilities for student interaction in ways that foster personal and shared growth and are consistent with the ideals of the community’s campus classroom.



*Two new dorms, designed by Tod Williams Billie Tsien Architects, will open in fall 2012.*

*Staff help plan — and implement — strategic initiatives, such as our Going Green efforts, which include planting a green roof on Stokes Hall.*

Endowment value, November 2011:  
~ \$380 million

Endowment per student: \$300,000

Increase in annual giving since completion of the last campaign:  
more than 40%

Alumni participation in annual giving: ~ 50%

Amount raised for the Annual Fund in most recent fiscal year:  
\$5.1 million — a College record

Budget for the 2012 fiscal year:  
\$77 million

Consecutive years, to the present, in which the College’s finances have been balanced: 32

Solicitable alumni base: ~ 11,500

**Completion of most recent comprehensive fundraising campaign: June 2004**

**Amount raised: \$200 million**

**Alumni participation: 75%**

**Gifts of \$5 million or more: 7, including the largest parent gift ever made to a liberal arts institution**



LEADERSHIP AND CONSENSUS-BUILDING

# Governance



Haverford believes in a highly transparent and participatory process of decision-making by consensus. This commitment to shared governance provides a large role and a strong voice for the College's various constituencies.

In particular, the president works collaboratively with the administration, faculty and staff on matters pertaining to the College's governance and regularly consults with students and their elected or designated leaders. Additionally, the president works in partnership with the Board of Managers and facilitates communication and interaction among the Board, the faculty and other College constituencies on governance and policy issues.

Legal authority is vested in the Corporation of Haverford College. This is a self-perpetuating membership association that holds title to the assets of the College, has the authority to amend the bylaws and elects members to the Board of Managers. Membership is made up of approximately 200 men and women from diverse backgrounds, most of whom are Quaker and many of whom are alumni. In practice, the most important role of the Corporation is to assist in enriching Haverford's identity as a Quaker educational institution.

The president is appointed by and reports directly to a Board of Managers. The Board, which is comprised of 33 members and several ex-officio members (including the president), has responsibility for the general educational, financial and operating policies of the College. Board members are elected for fixed terms in accordance with an allocation formula and are drawn from nominations by three sources: the Corporation, the Board of Managers itself and the Alumni Association.

The president's direct reports currently include:

**Linda Bell**  
Provost

**Michael Casel**  
Associate VP for Finance  
and Director of Investments  
(also reports to the VP for  
Finance & Administration)

**Martha Denney**  
Dean of the College

**Michael Kiefer**  
VP for Institutional  
Advancement (IA)

**Jess Lord**  
Dean of Admission &  
Financial Aid

**Chris Mills '82**  
Assistant VP for College  
Communications  
(also reports to the VP for IA)

**Joseph Spadaro**  
Chief Information Officer

**Dick Wynn**  
VP for Finance &  
Administration and Treasurer



In an increasingly competitive higher education landscape, the Haverford community wants the College to succeed in the only competition that matters: to be the finest Haverford we can be. We know this aspiration will be best accomplished by affirming shared values, bolstering our strengths and moving in new directions.

Such fearlessness is uniquely possible at a place like Haverford, where the unknown is merely that which is yet undiscovered, and the path forward will be wherever we may tread. We draw our future with every decision we make today and do so at a time of great change in higher education.

We are eager to explore, under new presidential leadership, fresh possibilities for Haverford as we continue to secure our special place as a liberal arts college in pursuit of a more just, sustainable and peaceful world community.



OPPORTUNITIES AND CHALLENGES

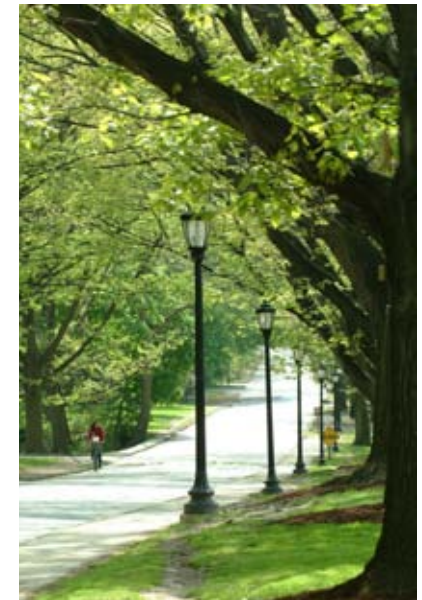


# The Opportunity

The key challenges for the next president will be to sustain and enhance Haverford's excellence as a liberal arts college in the context of a highly competitive and ever-more-globalized environment.

The next president should be prepared to:

- Provide inspiring leadership and strategic vision at the intersection of Haverford's desire to preserve its unique values and traditions and the need to position the College for a successful future;
- Navigate a conversation within the community about its aspirations and resources and steward those resources in concert with the College's values;
- Assure that Haverford has the financial resources to provide an outstanding educational experience to all students, and provide leadership for the ongoing comprehensive capital campaign;
- Advance the strategic goals of the institution by relying on transparent processes, consensus-building and strong internal and external communication skills;
- Strengthen the community by engaging with and valuing all College constituencies, including faculty, students, staff, administrators, alumni, parents, members of the Board of Managers and the Corporation of the College and other friends of the College;
- Deepen close and innovative partnerships with Bryn Mawr and Swarthmore Colleges;
- Advocate for, and personally embody, the Quaker-influenced values — including unity, integrity and truth-seeking — that informed the founding of the College and continue to shape daily life on campus in myriad and diverse ways; and
- Increase the national and international visibility of Haverford by articulating and publicly advocating for the extraordinary quality of the liberal arts education it provides.





## QUALIFICATIONS AND CHARACTERISTICS

The search committee seeks candidates who are eager to become immersed in the intimate learning environment of the College.

Strong candidates will possess personal qualities that complement Haverford's own highest values, including:

- A deep appreciation for the nature and value of an intensely personal liberal arts education that seeks to nurture the growth of the whole person;
- A broad and lively intellect accompanied by an understanding of and an appreciation for the highest standards of academic rigor and excellence in teaching and scholarship;
- A sophisticated understanding of and personal commitment to the importance of creating and maintaining an inclusive environment that is diverse across many dimensions;
- A collaborative and respectful spirit manifest in a willingness to listen to and engage with all constituencies while building consensus; and
- Personal warmth, boundless energy and the wisdom to apply them well.

Strong candidates will also possess a distinguished record of administrative and intellectual accomplishments, reflecting:

- Experience in motivating others within the context of a highly collaborative and "flat" organizational structure;
- The capacity and the desire to fundraise at the highest levels;
- Exceptional communications skills, including the ability to convey a strategic vision to a wide range of audiences; and
- The capacity to think and plan strategically, and to bring ideas to fruition.



## ADDITIONAL INFORMATION

For more information, please visit the Haverford College website at [www.haverford.edu](http://www.haverford.edu).

## COMPENSATION

Salary and benefits will be competitive.

## STARTING DATE

July 1, 2012

Haverford College is an Equal Opportunity Employer, valuing excellence through diversity. Women and persons of color are especially encouraged to apply.

## APPLICATIONS AND NOMINATIONS

Review of applications and nominations will begin immediately and continue until the next president is named. For best consideration, please send materials — preferably before January 15, 2012 — electronically and in confidence to:

Shelly Weiss Storbeck, Managing Partner

Sue May, Senior Associate

Storbeck/Pimentel & Associates, LLC

Phone: 410-262-5404

[Haverford@storbeckpimentel.com](mailto:Haverford@storbeckpimentel.com)

