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Haverford

The Magazine of Haverford College

SPECIAL ISSUE

Fulbright Scholar Jay Garcia '16 got his start at the College with the Chesick Scholars program, funded by *Lives That Speak*.

Lives That Speak:

**15,040 DONORS GAVE \$269,533,390 TO
The Campaign for Haverford**

special issue 2017



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On the cover: Jay Garcia '16 in the lab of Professor of Biology Rob Fairman, where he worked as a student. Photo by Dan Z. Johnson.

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ABOUT THIS ISSUE



From start to finish, the *Lives That Speak* campaign was a big win for Haverford—now, and for the generations ahead. With priorities that set in motion *The Plan for Haverford 2020*, every facet of the Haverford experience received an important infusion of resources to sustain our core mission and to innovate in areas that will distinguish the College in a fast-changing world.

Lives That Speak was our biggest and most successful campaign in the 184-year history of the College. Between July 1, 2010, and June 30, 2017, more than 15,000 alumni, parents, and friends contributed gifts of all sizes, raising a total of \$269.5 million—19.8% above our ambitious goal of \$225 million.

This success story is a collective affirmation of Haverford's continued impact on lives, as it reflects our aspirations for the future and our commitment to faculty and students at Haverford today.

Together, we upheld Haverford's academic excellence in the core disciplines of a liberal arts education, underscored our shared values, and strengthened the College to prepare our graduates for the world they will enter: one that is far more global, visual, technological, and complex than ever before.

There were acts of philanthropic heroism at every gift

level, as Haverfordians across decades stretched and dug deep to propel the College forward. While it is true that the Haverford alumni body is two to three times smaller than those of our peer institutions, and Haverford graduates tend to speak softly about their philanthropy, it is also true that on a per capita basis, Haverford alumni gave to the *Lives That Speak* campaign at the same levels as our most successful fundraising peers in their most recent campaigns.

Though the campaign is complete, Fords have an ongoing opportunity to give testimony to the value we place on a Haverford education, the friendships forged on campus, and the experiences that shape the way we move in the world today. Annual Giving is the backbone of our enterprise, and supports every aspect of life on campus today. Periodic campaigns such as *Lives That Speak* provide significant resources in support of the financial and physical endowment of the College that let Haverford chart its course and sustain its relevance.

In a world filled with worthy causes, each of us must allow our budget and conscience to prioritize our philanthropic actions. Haverford ranks so high for so many of us because of what it gave to each of us, and because of the outsized impact that Fords have in the wider world thanks to the combustive power of intellectual capacity, curiosity, and compassion that are the hallmarks of a Haverford graduate. Haverfordians leave campus wanting to make the world a better, more just place. And they do just that.

So whether you give to sustain what has long proven effective, or you give to help Haverford innovate, or you give to say thanks, or you give because you want Haverford to be even better, thank you for giving. Our bright future depends on you.

In the pages that follow, you will read about the impact generous donors to *Lives That Speak* have had here on campus, and where we are headed next.

From all of us here at the 'Ford, thank you!

A handwritten signature in black ink that reads "Ann".

Ann West Figueredo '84
Vice President for Institutional Advancement

view from founders

We have much to celebrate as we mark the completion of the *Lives That Speak* campaign. This has been the most successful fundraising endeavor in the College's history, and we thank you for that. At its core, *Lives That Speak* is the financial engine of the vision for the College outlined in *The Plan for Haverford 2020*. And as we toast the Campaign's success, we might well pause to survey the conceptual and material aspirations that so many in our community have magnanimously supported.

In developing our strategic vision, we began by looking both inward at our strengths and outward at a competitive and evolving educational environment.

Looking within, we asked: What's truly special about a Haverford education? That led us to emphasize four elements of our enterprise:

- intensive mentoring, sustained over the full course of a student's undergraduate career;
- the "collaborative classroom" where faculty and students explore issues together, traveling an arc from introductory courses to the capstone research thesis that transforms the student from passive consumer to active producer of knowledge;
- the symbiotic relationship between our students' experiences inside the classroom and what they do beyond the classroom's walls, from the Honor Code to athletics, from the arts to civic engagement;
- a presiding spirit of purposive discovery, nourished by our Quaker-rooted values and expressed in the College's motto, "Not more learned, but imbued with better learning."

Synthesized, these practices aim to develop the technical, critical, interpersonal, and imaginative capacities needed for our graduates to confront complex problems, to help shape just and healthy communities, and to lead lives centered by meaning and joy.

Looking outward, we recognized that the College could chart a path that avoids two ill-advised tendencies in contemporary higher education: narrowing of learning to occupational training; and turning education into a desultory surfing of uncoordinated areas of study. Instead, Haverford's objective is *integrative* education that nurtures in our students a blend of creativity, resilience, and versatility suited to an increasingly connected, multicultural world.

Against that backdrop, *The Plan for Haverford 2020* and the *Lives That Speak* campaign shaped an intricate but coherent agenda for advancing Haverford's mission of providing an education that is at once intellectually rigorous and ethically attuned. I'd like briefly to highlight three key areas of this undertaking.



I. ACADEMIC ENRICHMENT. Combining curricular and capital development, our academic plan strengthens Haverford's inheritance of strong disciplines while forging cutting-edge interdisciplinary programs that build bridges across areas of inquiry. These programs are organized into three integrated constellations:

- **Visual Studies and Computational Studies:** bridging arts, social sciences, and sciences by focusing on new ways of organizing, probing, and presenting information and knowledge.
- **Trans-National Studies:** bridging local and global experience through area studies in Latin America, Africa, the Middle East, and Asia.
- **Civic and Social Inquiry:** bridging scientific, cultural, and policy analysis in the areas of health studies, environmental studies, and peace, justice, and human rights.

The breadth and connectivity of these curricular investments are sharpened by four key renovation projects taking place at the center of our campus:

- **Sharpless Hall:** now reopened as a sparkling home for biology and psychology based on the concept of integrated science pioneered in the Koshland Integrated Natural Science Center, which this project completes;
- **VCAM, or Visual Culture, Arts, and Media:** occupying the radically reimagined Old Gym as a complex of technology-infused classrooms, media labs, presentation spaces, and informal meeting areas that enable exploration of visual culture through multimodal inquiry and fabrication;
- **Lutnick (formerly Magill) Library:** reconstructed to become a 21st-century platform for the integration of digital, print,

and special collections, featuring highly flexible spaces to promote cutting-edge research in an atmosphere of dynamic intellectual community;

- **Roberts Hall:** refurbished to house our exceptional Bi-Co Music Department, bringing teaching, preparation, and performance under one roof with state-of-the-art practice and recital facilities.

The design principles animating these projects envision them not as containers for academic pursuit but as protagonists in the drama of learning, in which the building itself helps catalyze the activity of its occupants. As renovations, they are emblematic of our curricular and communal vision, which weds what is innovative with what is proven, change with continuity—thus materializing a second essential thread of our Plan's design, the *holistic* nature of our integrative educational vision.

II. EDUCATING THE WHOLE STUDENT. In developing our Strategic Plan, the faculty, staff, and leadership of the College thought carefully about how students can truly thrive both at Haverford and beyond. The nature of our student body today makes that project both challenging and exciting, as recent entering classes are our most diverse ever, with students from a wide range of backgrounds: geographic, racial and ethnic, socioeconomic, cultural, and educational.

So, to support our curricular plan, the College has introduced a series of resources designed to ensure, first, that our students do their best work during their undergraduate careers, and that then, after graduation, they can apply their learning to a wide variety of career paths, whatever their particular majors, social ideals, and intellectual passions.

Prominent among these resources is the new Office of Academic Resources (OAR), which through generative partnerships with faculty, deans, and students themselves has established itself as a campus gateway to academic success for all our undergraduates. Complementing the OAR is the new Center for Career and Professional Advising (CCPA), which guides students from early in their Haverford experience as they forge connections between their studies and a spectrum of pertinent career paths.

We have also added programs unique among liberal arts institutions to help students flourish at and after Haverford, *whatever their economic status*: the LIFTFAR Initiative, which provides special on-campus resources in excess of financial aid to low-income students; and the Haverford Student Loan Debt Relief Fund, which provides up to three years of student loan debt forgiveness for students pursuing passions after graduation that provide low remuneration.

These efforts speak to Haverford's foundational insight

into the virtuous circle of learning and well-being. *The Plan for Haverford 2020* embraces that connection by improving student experience along several vital frontiers, from dining to residential life (including the erection of two exceptional new residence halls that ingeniously combine communality and privacy). Once again, our investments in spaces bespeak a presiding emphasis on the people who occupy them.

III. DIVERSITY. Our students' distinctive perspectives and aspirations become substantive when honed among peers whose very diversity enriches each individual disposition. For this reason, diversity—by which we mean inclusiveness of gender, ethnicity, sexuality, and socioeconomic status, but also of regional and linguistic origins, and yet also of belief and thought—is a value permeating both academic and co-curricular experience. In our planning, there is not one goal for diversity, and no final goal; it is, rather, a way of seeing, knowing, and being: integral, not ornamental, to a liberal arts education.

We're pursuing three complementary measures to foster this mode of diversity, the first being assiduous recruitment and admission efforts. In order to continue attracting the best students from diverse backgrounds, we have raised an unprecedented sum for new scholarships, an impressive testament to our alums' understanding of this imperative. We have also constructed a 10-year budget model that includes ever-increasing allocations to financial aid, while the LIFTFAR Initiative further expands parameters of this commitment.

Our second measure is development of new academic opportunities such as the Chesick Scholars Program, which has thus far nurtured six 15-student cohorts from underrepresented and underserved backgrounds, allowing them to become high-achieving exemplars of student scholarship from their first day on campus.

Our third measure is the Task Force on Diversity and Community, which recently composed an extensive institutional plan for diversity that outlines more than 60 initiatives designed to develop four key areas: Teaching and Learning; Student Experience; Working; and Community Life.

Taken together, these and many related initiatives fueled by *The Plan* and the *Lives That Speak* campaign amount to an integration of resources and commitments that underwrites Haverford's mission: to prepare successive generations for lives of service, leadership, and fulfillment—for lives that truly speak to, for, and of us all.



Kim Benston



Breathing Room

The new Tritton and Kim residence halls have transformed campus life, and not just for their residents.



Tritton Hall (left) and Kim Hall have opened up space across campus.

When Kevin Medansky '19 was assigned to Tritton Hall during his first year, he couldn't imagine how a building would affect the years that followed.

"Tritton had a huge impact on my first year. It created this powerful community. We lived in a group and if we wanted to use the microwave, we had to interact. When we went to the bathroom, we had to interact," says Medansky, who lived on the two-story building's second floor. "I have so many memories of studying and watching TV and listening to music in the common areas. That's where friendships were formed."

When Tritton and its sister dormitory, Kim Hall, opened to students in fall 2012, much of the buzz focused on the structures' innovative design and how the buildings not only blended with their beautiful natural surroundings, but also managed to enhance them.

The \$19.3 million project, made possible largely by donations from the family foundations of **Michael B. Kim '85**, P'17 (MBK Foundation) and **Steven Jaharis '82** (Jaharis Family Foundation), gave the College its first new residence halls since 1968.

The buildings, as hoped, have spurred positive campuswide effects.

While the College's student body had grown modestly in recent years,

before these two dorms, its housing supply had not. That meant common rooms and study areas in other dorms had been converted to bedrooms. When Tritton and Kim increased on-campus housing by 160 beds, other dorms could reclaim those much-needed social common areas and, in the case of Lunt Hall, add a building lounge. It gave the entire campus community space to stretch out.

Housing in these two buildings is a prized option. They are centrally located, across from Whitehead Campus Center and the Ira De A. Reid House, and close to the Gardner Integrated Athletic Center. (The plot of land was



The two dorms rose in place of the former Orchard Lot.

originally an orchard, then a rugby field, then a parking lot.) Tritton Hall is dedicated to first-year students and their associated Customs teams. Kim Hall houses sophomores, juniors, and seniors.

Somehow Medansky has been lucky enough to live in both of them. Last year, he lived in Kim Hall, where he and a handful of friends found themselves sharing space with members of the women's lacrosse team.

"At first we were worried—'How will it work? Would we have a lot of fights?'—and instead we built a community," Medansky says, recalling how team members decorated the hall during the December holidays. "It's the craziest thing, but we're invited to their parties now."

The residence halls were the work of New York architects Tod Williams and Billie Tsien, whose eponymous firm was also praised for its work on the Barnes Foundation's Center City Philadelphia building.

With input from the College community, the architects crafted two rectangular, two-story structures, each 21,500 square feet, with 40 single rooms on each floor. They opted to exclude interior stairs or elevators, meaning they could create larger common spaces and then fill them with light from floor-to-ceiling windows. The design also reflects the philoso-

phy that all who enter and leave the halls should be able to do so in the same way, regardless of mobility. Each building has a central courtyard providing protected outdoor space.

The architects even managed to fit in the beloved nooks, window seats, and more private spaces found in older campus buildings. The dorms were built to LEED (Leadership in Energy and Environmental Design) gold standards.

While some initially balked at the idea of buildings with floors that could be accessed only from the outdoors, the beauty of the architects' design won them over. The architects created a new berm between the buildings, carved stairways and ramps into it, and then covered it in lush plantings. Concrete and glass bridges provide direct links between the two buildings, and because the buildings are lower than the surrounding trees, they feel nestled in nature. They're unassuming on the outside but spectacular on the inside.

The project was highlighted in a 2015 edition of the modern design magazine *Dwell* and received a 2017 Design Merit Award from the New York chapter of the American Institute of Architects.

The buildings are named for former College president Tom Tritton and Ki Long Kim, father of alumni

donor Michael B. Kim.

Both Michael B. Kim and Steven Jaharis, the project's leading donors, attended the buildings' October 2012 dedication ceremony. Among the speakers at the event was Tom Tritton, who reflected on his friendships with Kim and Jaharis and the impact of their gifts.

"The really cool thing about these two buildings is to think about the generations of future Fords who will live there and learn there," Tritton said. "Maybe a few of them will rise to the level of character of Steve and Michael. That, alone, should make you feel really good about the future of humanity."

—Natalie Pompilio, with reporting by Prarthana Jayaram '10

SNAP SHOT

The Class of 2021

By objective measures, the incoming class is our highest-achieving ever. It is also our most diverse:

- 47%** are students of color, including
- 10%** African American/Black,
- 11%** Latinx, and
- 25%** Asian American/Asian
- 24%** have at least one parent who did not attend college
- 16.4%** of the class is made up of international students who hail from
- 24** countries





Not Just Homework Help

The Writing Center and the Office of Academic Resources (OAR) help students navigate campus life and academics, thanks to innovative approaches.

At the Writing Center, services are evolving to keep pace with the curriculum. Speaking assignments have become more prevalent at the College, Center Director Kristin Lindgren says, with many courses expecting more multimodal and digital presentations from students. And so, as part of the Mark and Lillian Shapiro Speaking Initiative (supported by **Ron Shapiro '64** and his wife, Kathryn, and named for his parents), the Center now offers intensive help not only with writing but also with oral academic work.

That could be as casual as learning how to participate more effectively in class discussions, or as formal as preparing the senior thesis presentation—students are welcome to bring any type of assignment. The initiative also brings in speakers to discuss and demonstrate the kinds of speaking skills Fords may want to develop for beyond the classroom.

Meanwhile, the OAR staff is expanding to serve new priorities. Kelly Wilcox, previously OAR program director and dean for learning resources, will become dean of student health and learning resources, overseeing Counseling and Psychological Services (CAPS) and Health Services in addition to the OAR. The idea is that to perform well academically, students also need to feel and be well—something the College hopes to achieve by harmonizing these three offices.

Brian Cuzzolina, previously assistant director for academic resources, will step into Wilcox's old role, as interim director for the OAR.

The OAR will also launch two initiatives this fall. "Decoding the Disciplines," which will include workshops, panels, and other events, is a partnership between faculty and students that will help both sides explore the practices needed for success in different fields.

The second program, the Haverford Thrive Project, is a resiliency project modeled after similar programs at peer institutions. It will welcome students to discussions addressing the kinds of barriers that might keep them from thriving. One of its subprojects, HaverStories, draws inspiration from StoryCorps, a nonprofit that encourages and facilitates the sharing of personal stories around a particular theme. Members of the Haverford community will record stories for an online library, talking about a time when they faced a setback and what they learned from it. These stories will not only relay some hard-earned wisdom, but will also reassure others that most everyone has been in the same boat.

Above all, the OAR and Writing Center want to normalize asking for help. Fords who did well in high school often worry they aren't keeping up in college, but don't realize their peers are dealing with the same issues. These programs help all students to feel welcomed, supported, and successful—and to know they're not alone.

—P. J.

WHY I GAVE "I wanted to give back to Haverford because Haverford has given so much to me. It's one way to maintain my relationship with a community that helped form who I am, prepared me for the world, and introduced me to so many lifelong friendships." —**Alex Robinson '96**

How Careers Start on Campus

What some alums knew as the CDO—the Career Development Office—is now the CCPA, the Center for Career and Professional Advising. And along with the new name, and *Lives That Speak* support, has come a boom of new student programming.

The office continues to offer its externship program, which is one of the oldest of its kind in the country, according to Amy Feifer, assistant dean of the College and director of career services. But just recently, these externships were opened to first-year students in their second semester. It has allowed Fords to start exploring the CCPA “early and often,” says Kelly Cleary, dean of career and professional advising.

The Center has welcomed second-years, too, with its Sophomore Success Series that helps students start thinking about careers and preparing for the summer internship search as they consider and select their majors. They take self-assessments, practice interviewing, and learn how to make professional connections, all in a low-stakes setting.

Students also enjoy the friendly feel of the Fords on Friday series, which brings alums in diverse careers to campus (either in person or via video chat) to talk about their work and field questions. “Students love it because it’s comfortable, and because they all have that immediate Haverford connection with the person,” Cleary says.

One of the newest additions to the CCPA’s repertoire is the Liberal Arts in the Workplace internship fund. This fund comes thanks to an endowed gift, and has also garnered financial support from parents, Cleary says. (The original gift’s donor wishes to remain anonymous.) It supplements options from the Center for Peace and Global Citizenship and the John B. Hurford ’60 Center for the Arts and Humanities to help compensate students for self-designed internships that would otherwise be unpaid.

Another impactful gift came from **Alex Robinson ’96** to support a CCPA Programming and Communications Fellow in 2015–16. That fellow, **Karina Wiener ’15**, worked behind the scenes to bring all kinds of CCPA ideas to life. (Wiener is now an admission counselor at the College.) From

coordinating schedules to interviewing alumni to promoting the Center, “it made a huge difference in terms of letting people know what we were doing,” says Cleary.

More than 80 percent of the student body now report some touch point with the CCPA, a significant increase over previous years.

Campaign funding has also helped the Center to purchase a suite of online resources, including a package that helps business-minded students practice for consulting interviews, and to offer more on-campus recruiting opportunities.

Cleary says that, in addition to its obvious financial boost, the campaign sparked conversations that helped to strengthen and highlight ties among alumni, who are “really the foundation of both our career education and recruiting programs.”

Alums work with students as interview coaches, volunteer for small-group mentoring events, host site visits, and share job and internship postings.

“They’re the experts,” Cleary says, and they’re shaping a new generation of Fords.

The goal is for students to “be intentional” about their career exploration, she says, and to have the confidence not only that they can survive being grilled in an interview, but also that Haverford is preparing them for life in any workplace they set their sights on.

—Mara Miller ’10

At left, Jeff Kotzen ’87 leads a Fords on Friday session. Below, students gather for a STEM recruiting event.



PHOTO: CALEB ECKERT '17 (STEM)

VCAM



Associate Professor and Director of VCAM Laura McGrane (left) and Associate Director of the Hurford Center James Weissinger '06 stand amid VCAM's bustling summer construction.

Old Gym Reborn as VCAM

A vision almost four years in the making, the Visual Culture, Arts, and Media facility (VCAM) is ready to open its doors. The space will be a creative nexus for the student body and wider community, transforming the Old Gym in the process. It's a product of *Lives That Speak* funding that owes its development and construction to many contributors.

"We are thrilled that the

generosity of the Haverford community allowed us to meet our fundraising goals," says Laura McGrane, director of VCAM. (McGrane is also an associate professor of English and department chair.)

McGrane traveled around the country during the campaign process, speaking with alumni about the facility's importance and the work that students and faculty are doing in film and documentary, the arts and fabrication, data

visualization, and innovative design.

"From its very start, VCAM has been an alumni- and grant-funded project, with plenty of input from alumni, current students, and faculty," she says.

The building will host the new Haverford Innovations Program (HIP), which will connect students to the community through hackathons (a type of coding contest), design projects, and work-

shops. VCAM will also house the John B. Hurford '60 Center for the Arts and Humanities, enabling student projects that were previously delayed or modified due to space constraints to now flourish.

"Sometimes we called it 'VCAM lag,'" jokes **James Weissinger '06**, associate director of the Hurford Center. "A student would propose some amazing project and I'd have to say, 'In six months, we're going to have the abso-



VCAM will host its first activities this fall.

lute perfect space.”

The facility will feature a community kitchen, a film production and object study classroom, a film-editing studio, and a maker space where students can experiment with

both digital fabrication and hand tools. (“DIY meets high-tech,” McGrane says.)

Working and reading groups will be held in the VCAM seminar room. Weissinger says students are especially excit-

ed about the state-of-the-art screening room that will seat up to 70 people and show student films, plus those from visiting filmmakers around the world.

“Students work really hard on their film projects and deserve to screen them in a proper place with good sound and sight lines,” Weissinger says.

Two “create spaces” can be reserved for up to two weeks at a time, and will be open to students of all majors to craft an art exhibit or installation. A presentation lounge, envisioned as the building’s central hub, will be filled with comfy couches and chairs by day and converted to an event space

with 50 chairs by late afternoon and night.

“Staff, faculty, and students from all corners of campus can hang out there, chat with each other, and work on projects,” says Weissinger.

Though much thought went into VCAM’s design, exactly how students, faculty, and the broader community will use its many spaces remains to be fully explored.

“There’s a lot that we’ve anticipated and planned for, but we’ll also learn from the community how they want to use it,” says Weissinger. “That’ll be part of the fun this first year.”

—Hannah M. Hepfer

VISUAL STUDIES

Lessons in Perspective

We live in a visual, digital world. And for years, Fords have sought, and spearheaded, ways to pursue the visual arts on campus. They’ve filmed documentaries about local worker cooperatives and the aftermath of the 2010 Gulf oil spill. They’ve enthusiastically registered for media-focused courses offered across the curriculum.

Professors have organized events, such as a series of conversations called “What You See Is What You Get: Vision, Knowledge, and Technology Across the Disciplines.” In 2014, the College hosted a comprehensive conference on visual studies, with two days of roundtables and workshops featuring leaders in the field.

And now, it’s official: The College will offer a minor in visual studies for the first time this fall. The minor will be supported by the renovation of the Old Gym into the VCAM facility (see previous page and above), all made possible through the generosity of donors to the *Lives That Speak* campaign.

Students will study their place in a global system of images and engage in “critical making” by creating images, objects, and digital artifacts that develop their production skills. They will investigate the relationship between the visual world and structures of power, and weave what they learn into diverse majors.



Student-led projects, like this filming of the 2015 documentary *Capitalish*, will be nurtured by the new minor.

All students pursuing the minor will take “Introduction to Visual Studies,” taught for the first time last fall, which surveys how images produce cultural meaning and influence the ways we learn about current events.

Assistant Professor of Visual Studies Christina Knight, who directs the program, says the course sparked exciting conversations. Students frequented Knight’s office hours to discuss how they could potentially link more courses together to complete a minor.

“Student buy-in is the most important thing,” Knight says.

In addition to the introductory course, the minor also includes a senior-level capstone and four electives, to be selected from three categories: visual literacy, lab or studio work, and ethics of the visual.

The capstone course will give seniors the opportunity to use personal expertise from their majors to design a public-facing project, such as a symposium or exhibition to be displayed in the new VCAM building.

Many of the courses offered as part of the minor examine art, entertainment, and communication around the globe.

It is Knight’s hope that students will bring this nuanced study of other cultures, visual and otherwise, to think critically about their own.

“It’s all part of being a global citizen,” she says. —H. H.

A Grand Finale

Following the Sharpless renovation and transformation of the Old Gym into VCAM, and after the dust has settled on the upcoming library construction (see p. 18, 9, and 24, respectively), work will begin on the creation of a state-of-the-art music complex. Revitalized facilities will become the home of the Bi-College Department of Music and a comfortable base for student musicians, faculty, and guest artists. These renovations will complete the upgrades to academic spaces outlined in *The Plan for Haverford 2020*.

Union Music Building and music performance and practice spaces in Roberts Hall have been stretched beyond capacity. Neither was designed as a music facility, and neither is properly soundproofed. In addition to housing classes every weekday, classrooms are used for private lessons and ensemble coaching. Some private lessons even take place in cramped, noisy practice rooms. Marshall Auditorium, where large concerts are performed, and the smaller MacCrate Recital Hall are both long overdue for technical and acoustic upgrades and seating refurbishment.

“New spaces, properly outfitted, will offer the entire campus community an ideal environment in which to practice, perform, study, and create music, says Department Chair Ingrid Arauco. “The new facilities—including classrooms, teaching studios, private practice rooms, and a music library—will meet the needs of a growing number of students for whom music-making is a necessary and integral part of life.”

Lives That Speak included the Jaharis Music Challenge, created by the Jaharis Family Foundation and Haverford to secure gifts dedicated to supporting improved facilities and facilitating a broad array of on-campus musical activities. The foundation’s 2:1 match highlighted the College’s needs and created a powerful incentive for donors.

“I made a gift to the project because of the importance that music played in my



The College’s top-notch music program will get a well-appointed building to match.



New practice and recital spaces will feature the best sound technology and updated seating for audiences.

experience at Haverford,” says **Jane Nofer Poskanzer ’80**, the first donor to respond to the challenge. “The closest bonds I formed at college were with my fellow musicians and music faculty.”

Architects will be selected for the project’s design phase in 2018 and construction will begin following design approval. Music is at the heart of the Haverford experience

for many and a source of joy for virtually all. It is an important investment to make in upholding our strong commitment to our Bi-Co partnership. With a new endowed faculty position (the Norton Family Professorship in Music) and new facilities for music teaching, practice, and performance, music has a promising, vibrant future at Haverford. —Pat Laws



Ten students in 2017's "Economic Botany" course, part of the minor in environmental studies, visited Trinidad and Tobago over winter break for a field study trip. From left are (first row) Assistant Professor Jon Wilson, Gabriel Oppler '17, Sophie Frank '19, Audra Devoto '17, Charlie Hale '17, Nicholas Munves '18, Ananya Kumar '17, Program Manager for the CPGC Stephanie Zukerman, Alliyah Allen '18, Alana Tartaro '17, (second row) Ellie Greenler '17, and Natalia Amaral '18.

A Better Kind of Learning

Campaign funding strengthened the College's cross-disciplinary academic programs.

The College's curriculum is far more than a list of majors. Through cross-divisional course requirements, concentrations, and minors, students are encouraged to build an individualized path through a liberal arts education.

As part of its focus on curriculum, the

Lives That Speak campaign funded positions and programs supporting minors in health studies and environmental studies, and concentrations in peace, justice, and human rights and scientific computing.

Already, the changes are shaping Fords' experiences and accomplishments.

Though she was always passionate about science, health, and medicine,

Freda Coren '17 was unsure about committing to a premed track. Then, as a first-year student, she took "Viruses, Humans, Vital Politics: An Anthropology of HIV and AIDS," a course cross-listed in anthropology and health studies.

Taught by Visiting Assistant Professor of Anthropology Chris Roebuck, the course looks at how HIV and AIDS

have influenced the way we live today. Roebuck's multidisciplinary approach to investigating a complex global health issue inspired Coren to major in anthropology and minor in health studies, a Bi-Co program that explores interconnections between health, disease, and social justice. Her choices charted the route to Coren's current position as program assistant with the New York State Department of Health's AIDS Institute.

"It was always really wonderful to have so many different perspectives at the table—there was a rich arena for discussion," Coren says of the class, and minor, that had her working alongside students majoring across the humanities, social sciences, and sciences, and professors from different academic departments.

The minor in health studies launched in 2014, shortly before the public announcement of *Lives That Speak*. A new tenure-track faculty appointment brought further interdisciplinary coursework to the minor when Anna West joined the College as an assistant professor in July. Support from the campaign also helped the program establish a reserve for hiring visiting faculty from different disciplines. And with campaign funding, the minor created a financial assistance program for students to attend public health conferences where they're exposed to diverse professions in the field.

This year, 23 students graduated with a health studies minor. Their majors represented all three of the College's divisions and included biology, chemistry, French, international studies, history, philosophy, physics, and Spanish.

The minor in environmental studies, a Haverford, Bryn Mawr, and Swarthmore collaboration, launched in 2011. Bringing together faculty from the sciences, humanities, social sciences, and arts, the program encourages students to identify key envi-

NEW FACULTY POSITIONS

The College has created 16 new teaching positions by adding endowed professorships, creating "bridge" funding to aid growth while permanent funding is sought, and increasing operating budget support.

Professorship in Environmental Economics/Policy

Two Professorships in Peace, Justice, and Human Rights

Professorship in Microfinance and Impact Investing

Prockop Professorship

The Douglas and Dorothy Steere Professorship in Quaker Studies

Edwin E. Tuttle 1949 Professorship in Fine Arts

Professorship in Biology (Environmental Studies)

Spielman Professorship in Social Sciences

The William H. and Johanna A. Harris Professorship in Environmental Studies for Chemistry

The Norton Family Professorship in Music

The Phyllisa Koshland Professorship in Fine Arts

The Janet and Henry Ritchotte 1985 Professorship in Asian Studies

The Paul and Sally Bolgiano Professorship in Physics

The Shibulal Family Computer Science Professorship

The Aryeh Kosman Professorship in Philosophy



A visiting speaker addresses Professor Adam Rosenblatt's "Humanitarianism and Human Rights in Practice" class, part of the concentration in peace, justice, and human rights.



Associate Professor Kaye Edwards was co-coordinator of the minor in health studies before her retirement this summer. Embodying the program’s cross-curricular nature, she taught courses in biology, gender and sexuality studies, and writing.

ronmental problems and confront them from multiple angles—historical, cultural, economic, political, scientific, and ethical.

One of the minor’s earliest priorities was appointing staff to oversee and grow it. “A common pattern observed at small colleges is that for an interdisciplinary program to succeed, there must be faculty

charged with overseeing it,” says Jonathan Wilson, assistant professor of biology and environmental studies and director of the Environmental Studies Program.

Through the campaign and a generous challenge match from The Andrew W. Mellon Foundation, Haverford was able to dedicate three tenure-track fac-

ulty members to expanding the Tri-Co effort: Wilson; Joshua Moses, assistant professor of anthropology and environmental studies; and Helen White, associate professor of chemistry and environmental studies.

As of the end of the 2017 school year, more than 50 rising juniors and seniors from all divisions, representing 15 majors, were environmental studies minors. And 16 environmental studies minors graduated in May, more than five times as many as the first graduating class of 2012. The growing interest in the minor also inspired the creation of a Bi-Co major in environmental studies, to be officially announced this September. This growth and expansion, Wilson says, “is a direct outcome of the campaign.”

A common thread among the programs is a focus on social policy and public value, and the peace, justice, and human rights (PJHR) concentration is no exception. Launched in 2009, the program invites students from any major to study the history and philosophy of human rights and justice and apply philosophi-

Academic Partnerships

In 2012, when *Lives That Speak* was underway but yet to be formally announced, Haverford began a two-year strategic planning process. Published in 2014, the *Plan for Haverford 2020* builds on Haverford’s enduring value of academic excellence and lays out new degree partnerships with top-tier universities.

These partnerships provide students the opportunity to earn a master’s degree with a year of graduate work after obtaining a Haverford B.A. or B.S. The following accelerated programs are currently offered:

- Bioethics, Engineering, or City Planning with University of Pennsylvania
- Engineering with California Institute of Technology
- Finance with Claremont McKenna College
- Latin American Studies with Georgetown University
- China Studies with Zhejiang University

cal, social scientific, and ethical reasoning to real-world, contemporary, and, often, global challenges.

Since its inception, the program has grown steadily in popularity, but until two years ago, Associate Professor and Director of PJHR Jill Stauffer was the concentration's sole faculty member and adviser. *Lives That Speak* enabled Haverford to hire Visiting Assistant Professor Adam Rosenblatt. Stauffer and Rosenblatt share teaching and advising and bring to PJHR different areas of interest—Stauffer's expertise includes international justice and reconciliation, and Rosenblatt's, human rights and forensic science.

"Student interest broadens when more than one person teaches courses and electives," Stauffer says. "When there is only one person teaching a program's core courses, that limits how many students can end up concentrating in PJHR. We've been able to double the number of students we can accept since Adam came on board."

The scientific computing concentration also grew its faculty with campaign funds. The program, which offers students the chance to explore the computational dimensions of the natural and social sciences, gained a new professorship to support computer science courses.

While diverse in scope and scale, these minors and concentrations share a goal of preparing students to work toward a populace, and planet, that is healthy and fair for all.

"The loyalty and vision of Haverford alumni and friends are staggering," Wilson says of the donors whose gifts have strengthened these four academic programs. "It's been heartwarming to see how their love for Haverford has helped evolve the College's curriculum in exciting ways that benefit the Haverford community and the world."

—Sacha Adorno

GIVING SPOTLIGHT: The Living Constitution Fund



George Stavis '67

In honor of his 50th reunion this year, **George Stavis '67**, an attorney, has created the Living Constitution Fund. This endowed program will bolster the curriculum with courses and programs taught primarily by practicing attorneys who will discuss the Constitution of the United States as an evolving, progressive document.

Stavis says that the vast majority of attorneys understand the Constitution this way, and that it is only a relatively recent view that suggests that the Constitution should be "dead." The Living Constitution Fund proposes a Constitutional understanding informed not only by the slender

text of the Constitution, but also by the tens of thousands of cases that have interpreted and reinterpreted the Constitution.

For example, Stavis explains, "separate but equal" was the law of the land under *Plessy v. Ferguson* in 1896, until it was overturned by *Brown v. Board of Education* in 1954, opening the door for the modern civil rights movement.

The Fund is dedicated to the memory of Stavis' parents, Morton and Esther Stavis, who, with others, founded the Center for Constitutional Rights (CCR), a national civil rights, human rights, and civil liberties legal organization in New York, and who fought for civil and human rights their whole lives. CCR's current executive director is **Vincent Warren '86**.

The Living Constitution Fund creates a unique opportunity at the undergraduate level: the teaching of the law as integral to the development of American history. Additionally, it may provide critical background for students who wish to pursue a legal career following graduation. —M. M.



Stavis' gift will bring leading attorneys like Vincent Warren '86, executive director of the Center for Constitutional Rights, to campus.

WHY I GAVE

"I support Haverford out of appreciation for the amazing education and experience I received and to ensure a similar opportunity for future students." —**Gabrielle Koeppel '90**



Office Hour

Assistant Professor of Biology Roshan Jain's research focuses on how genes control behavior, using zebrafish to ask and answer questions about decision making, learning, and memory.

When Jain joined Haverford two years ago, home base was a small room on the second floor of Sharpless Hall. Without the proper facilities at the College, he kept most of his fish in a rented lab at the University of Pennsylvania, transporting baby fish to Haverford for on-campus study.

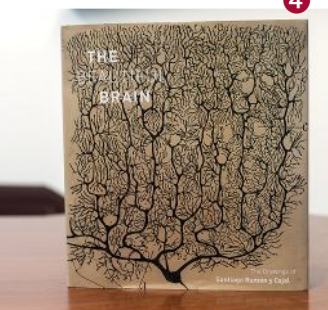
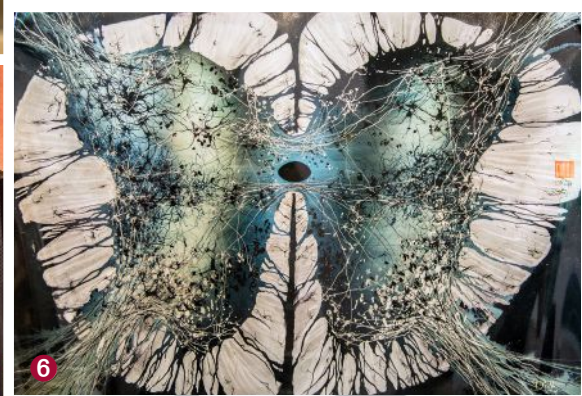
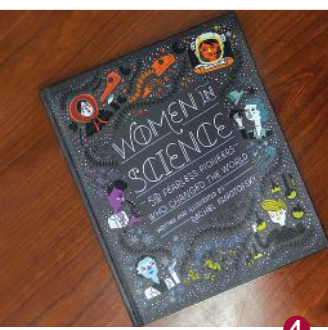
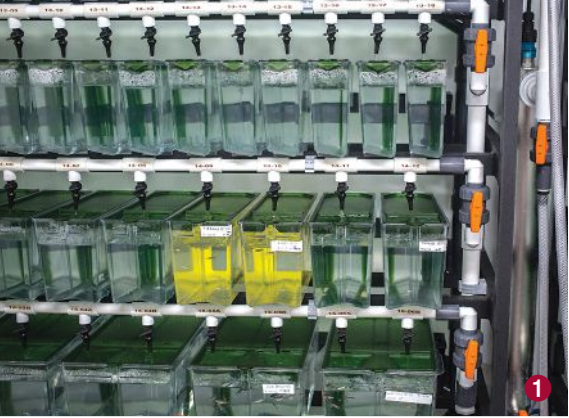
"This worked for the short term," Jain says. For the long term, he looked forward to renovation of Sharpless. Supported by *Lives That Speak* and College resources, the building's overhaul was finished this year. (For more on the new Sharpless, see p. 18.)

Jain, who had a hand in designing elements of his new lab digs and connected office on the first floor, now has a dedicated climate-controlled room. Other upgrades to the Jain lab include streamlined work areas, an adjoining section with computers, glass walls that can be written on, and a large monitor for group sharing and discussion among Jain and students.

"Sharpless was pretty enclosed," he says of the building that houses the College's biology and psychology departments. "There were a lot of little nooks that worked in the past, but weren't as functional for modern equipment. With the renovation, we got extra space, a lot more light, and an open flow. It's better for collaboration, and it's also much safer—we can always keep an eye on each other between labs."

1 Fish tanks: Before construction, I had a tiny fish lab with a few shelves and a handful of tanks. On top of its size increase, our expanded fish facility is more automated. New technology helps us better manage the fish's environment. The system automatically tracks water conditions and adjusts them as necessary. It also emails me if something goes wrong. This means my students and I spend less time maintaining water conditions and more time on research. We are also better able to care for the animals. It's our responsibility to keep them as healthy and comfortable as possible.

2 Award for Dr. Roshan "Bright Eyes" Jain: This is from my postdoc lab at Penn. There's no ceremony marking the milestone of finishing a postdoc, so the lab started awarding trophies. They usually relate to the scientist's research, but my award is a dual honor. My research examined how zebrafish respond to different stimuli—whether they turn around quickly or slowly. And during lab karaoke my go-to song is



PHOTOS: COLE SANSOM '19 (PORTRAIT, TANKS, BASSOON, PRINT); PATRICK MONTERO (AWARD, ESPRESSO MACHINE, BOOKS, HELMET)

“Total Eclipse of the Heart,” [whose lyrics include the phrase] “Turn around bright eyes . . .”

3 Espresso machine: My father was excited when I told him Haverford had hired me. He said I'd need a coffee machine for when people visit me at the lab, and he sent this one immediately. It was delivered months before I got to campus and was waiting when I arrived. It has become an important part of the office—not only because it makes great espresso but also because my father passed away last year, and when I make coffee, I think of him.

4 Science books: *Women in Science: 50 Fearless Pioneers Who Changed the World* and *The Beautiful Brain*: I keep these out all the time for visitors to enjoy. I first saw *Women in Science* on Twitter—science Twitter is amazing! The book spans time and disciplines, and it's accessible for all ages. The representation of women and minorities in science is so important—this book is one way to show that science is not just the stereo-

typical guys in white lab coats. The other book, *The Beautiful Brain*, is drawings by Santiago Ramón y Cajal, largely considered the founder of modern neuroscience. Ramón y Cajal looked at the nervous systems of various organisms under a microscope and created incredibly detailed illustrations of what he saw. They're really beautiful and foundational to our understanding of the nervous system.

5 Bassoon: I played bassoon all the way through grad school, but didn't play much as a postdoc. When I got to Haverford, I joined the Bi-Co Chorale, playing with other musicians from Haverford and Bryn Mawr. It's a cool way to engage with the Bi-Co community. In my first year with the Chorale, one of my senior thesis students was conducting, which presented an interesting change in dynamic—student directing teacher, mirroring his growth as a scientific colleague.

6 Spinal Cord Print by Greg Dunn: One of the things I find attractive about neural science is its artistic side. Form

and function marry in a lovely way. Dunn is a neuroscientist who is now full-time into art, and a lot of his work is based on neural images. I love this print because it highlights the nervous system's beautiful symmetry. Some of my work has focused on how neurons connect and communicate between the two sides of the body, which typically happens through specific neurons that cross the body midline in the brain and spinal cord. Some of these are visible in the print. I also enjoy the “Rorschachian” look of the image, visually and conceptually connecting the image of the nervous system to perception and behavior.

7 Bike helmet: I bike from home in Center City Philadelphia to campus a few days a week depending on the weather. Sometimes I “lazy bike” and ride from home to the train and then from the train to Haverford. Baby zebrafish are easy to transport safely in small tubes with water, so for a time I'd shuttle them from our off-campus lab to Haverford. Now there's no need. —S. A.



James L. Boyer '58 (above, left) and President Kim Benston cut the ribbon to dedicate Sharpless Hall's new lab and meeting spaces (left and below).



A State-of-the-Art Sharpless

Sharpless Hall, which houses two of the College's most populated majors, biology and psychology, reopened to students in January after an extensive renovation that features new labs, classrooms, and meeting spaces designed to facilitate cooperative learning and research. The renovation, which makes use of glass walls around seminar rooms and offices for natural light flow throughout the interior, is the first major design change to the building since the 1960s.

With the Sharpless project finished, the Marian E. Koshland Integrated Natural Sciences Center, which houses all the natural science departments in one complex, is complete.

"Sharpless has been redesigned to advance the world-class collaborative learning taking place in biology and psychology," says President Kim Benston. "It now matches the caliber of discipline-based and interdisciplinary teaching and research conducted within its walls."

Major contributors included **James L. Boyer '58**, **Carl Grunfeld '68**, **Cathy Koshland '72** and **Jim Koshland '73**, and **Darwin J. Prockop '51**. Boyer, a member of the Haverford Board of

Managers and the Ensign Professor of Medicine at the Yale University School of Medicine, specifically supported the Sharpless project to continue the legacy of scientific excellence at Haverford and to entice the best and the brightest aspiring scientists to attend and teach at the College.

The project moved with impressive speed; after the design for the new Sharpless was completed in December 2015, the building was vacated and demolition began in May 2016. Construction began in July 2016 and on Jan. 17, 2017, students attended their first classes in the renovated building. It officially opened in mid-February with a formal dedication and ribbon-cutting ceremony in Zubrow Commons.

Faculty worked closely with architects to design the labs and other spaces to meet their research specifications and encourage collaboration. "Overall, the design accomplishes this, and actually increases the lab footprints through judicious placement of offices, labs, and classrooms," said Professor of Biology Rob Fairman upon the building's reopening. The new classroom on the first floor, for example, "has a welcome adjacency to the introductory biology teaching lab,

allowing us to hold prelab lectures right next door."

The pairing of research labs into a cohesive research space enables faculty to better share resources, Fairman said—an important element for thesis students working together across labs.

Psychology Department Chair Jennifer Lilgendahl also raved about the renovations, which provide psychology faculty with lab spaces tailored to their research needs, and give students an on-site lounge to gather and work together. That informal space, Lilgendahl said, could have a powerful impact on the College's psychology majors by strengthening their sense of connection to the department.

Sharpless also hosts classes taught by computer scientists, physicists, anthropologists, economists, and more, noted Provost and Associate Professor of Chemistry Frances Blase. "It is a hub of ideas, intellect, and creativity," she said. "The faculty-student interactions, guidance, and mentoring that take place in Sharpless have always, and will always, make it a special place, and will have a profound influence on future generations of students and the faculty and staff they encounter here."—Anne Stein, with reporting by Tania Bagan '18 and Rebecca Raber

Ethics in Action

Since the Initiative for Ethical Engagement and Leadership (IEEL) launched in 2014, its programs have challenged the College community with thoughtful ethics questions:

Is it OK to lie in negotiations if you know the person on the opposite side is doing the same?

Can theft be forgiven if it's for a good cause, like stealing from a hospital to provide children with medicine?

Are we required to use medical advancements to prolong life of the sick because we're able, without considering if it's the best choice for them?

There's no doubt that IEEL has enhanced campus conversations. Now the College looks forward to what's next: strengthening ways to graduate the leaders the world needs.

The multifaceted initiative was funded by a \$2 million gift from **Andy Pleatman '66**, donated through the *Lives That Speak* campaign. Pleatman says he has seen corruption firsthand, as bribes and other underhanded maneuvers are common business practices in China, where he lives and works. He has refused to operate that way, remaining true to the values that his parents instilled in him, and that his Haverford experience expanded.

"All of us have some sense of ethics and values, but the test is when we're confronted by the easy way out," observed Pleatman in an interview for a story about the ethics initiative that appeared in the winter 2017 issue of *Haverford*. "Values are values because they cost something," Pleatman said. "Being willing to face this cost is what character is all about."

While the College has always encouraged students to examine issues of inequality, social justice, and civic engagement, IEEL amplifies that work. New programs and activities include at least eight courses on ethical issues; regular "ethics lunches" open to the entire campus community; a Fall 2016 symposium on ethics in the sciences; and summer internships focused on ethics and offered through the Center for Peace and Global Citizenship.



Rashidah Andrews '02 leads a seminar during 2017's Ethical Leadership Summer Institute.

"Andy's gift allows us to do some creative work and experiment," says Adam Rosenblatt, a visiting professor in the interdisciplinary peace, justice, and human rights concentration. (For more on PJHR, see p. 12.)

The programs have also brought a new energy to campus, serving as a catalyst for conversation and innovation.

"IEEL's effect has been really quite dynamic," says President Kim Benston.

"The intensification of deception and deceit in the public sphere sharpens the need for education that blends critical thinking with ethical commitment."

The initiative has already seen successes, including the new Ethical Leadership Summer Summer Institute (ELSI). The inaugural Summer 2016 cohort had 12 participants

working with **Neal Grabell '77**, P'14, visiting professor of economics and independent college programs. Grabell combined classroom curriculum on theoretical frameworks for ethics with 12 alumni-led workshops that explored case studies on



ELSI brought Fords together for thought-provoking conversations. Together here at the 2017 program's conclusion are (first row, from left) Aron Schwartz '17, Hassan Ahamed '19, Alexandra Belfi '18, Adina Paley '18, Victoria Ribeiro '18, Sophie McGlynn '18, Erin Lipman '17, Olivia Legaspi '19, Jake Bassinder '17, Neal Grabell '77, (second row, from left) Feven Gezahegn '19, Robert Carpenter '18, Anna Kullnigg '19, Keri Cronin '18, Eleni Smitham '19, Cristian Clothier '19, Cecilia Zhou '19, Anna Saum '18, Kevin Connolly '18, Miranda Bucky '17, Hubert Skertchly '17, Andrew Eaddy '19, and Leah Budson '19.

PHOTOS: COLE SANSOM '19 (LAB, ANDREWS, ELSI GROUP); PATRICK MONTERO (RIBBON-CUTTING, MEETING SPACE)

real-world ethical dilemmas the alums had faced as leaders across industries. Among them, sports agent and best-selling author **Ron Shapiro '64** led a workshop on negotiating in a way that leaves all parties winners. Physician **Ted Love '81**, P'15, P'17, CEO of Global Blood Therapeutics, shared ethical investment strategies.

At the program's end, participants gave ELSI 2016 excellent reviews, with one calling it "one of the best run, best executed, and most meaningful programs I've ever participated in."

In response to student demand, the 2017 ELSI program was expanded to 24 students assigned to one of two tracks, medical ethics or business ethics. Grabbell again oversaw the business and professional ethics program. Ruth Levy Guyer BMC '67, a scientist, medical writer, and former Haverford visiting professor, returned to campus to lead the medical ethics section. Alumni speakers included Philadelphia Health Commissioner **Thomas Farley '77**, who addressed public health issues, including balancing individuals' rights with the public good.

Pleatman's gift is expected to fund IEEL for five more years, and the College is seeking permanent funding to sustain and further develop key aspects of the program. Among the ideas under discussion: awarding a MacArthur Genius-type prize to individuals who have exhibited exceptional ethical leadership, then inviting the prizewinners to campus to speak.

IEEL has put down roots among the values of fairness and integrity that distinguish Haverford College and have long been embodied through the Honor Code. With continued support, it can grow.

—Natalie Pompilio



Dan Bloomfield '82 speaks with the business ethics class during the 2017 Ethical Leadership Summer Institute.



COOL CLASSES

CLASS NAME:

Myth, Folklore, and Legend in Japan

Taught by: Hank Glassman, Janet and Henry Ritchotte '85 Professor of Asian Studies and associate professor of East Asian languages and cultures. Glassman's position was funded by *Lives That Speak*. (For a list of all new faculty positions, see p. 13.)

Here's what Glassman has to say about his class:

Students currently in college belong to a generation raised on Japanese entertainment products such as anime and manga. While not all students are die-hard fans, most have some familiarity. In this course, students learn some of the history of stories from that world. More importantly, they learn to think critically about the curation and transmission of cultural knowledge. "Critical" in this context means understanding and acknowledging what sort of text one is working with. A comic book from the 1960s that deals with vengeful spirits will naturally have a different perspective and agenda than a medieval Buddhist tale treating the same themes. And yet, themes and patterns that transcend period and genre are everywhere—these include ways of combining text and image, ideas about gender difference and sexuality, or even the reappearance of characters who represent certain types. Students learn how to write about and talk about stories while being specific about time, place, genre, and textual variation.

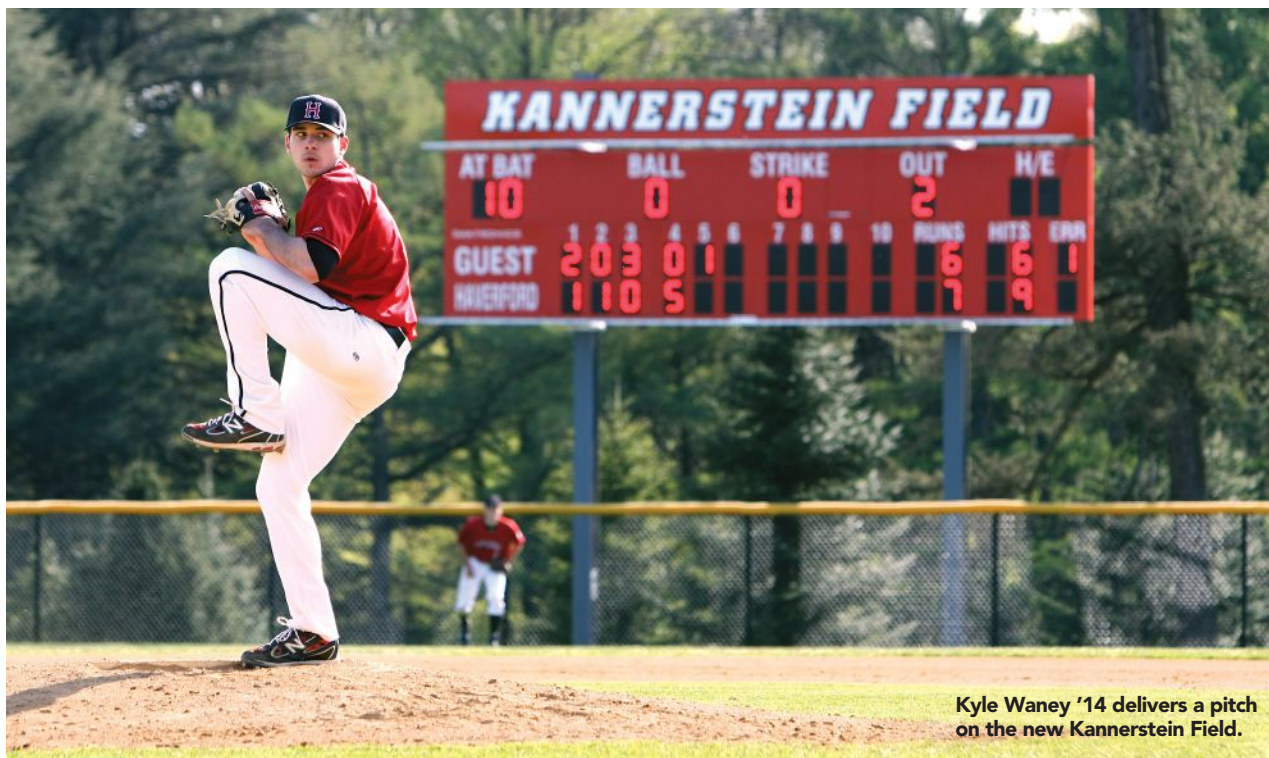
One of the tales we study that stands out as a student favorite is from a medieval painted handscroll that talks about a revolution by old and neglected household objects that become like humans and seek to take their vengeance on their human masters. Cracked teapots sprout legs and umbrellas grow eyes. It takes Buddhist magic to subdue them and put them back in their proper places. So, you see, we encounter some really fabulous texts.

—M. M.

See more at hav.to/coolclass.

WHY I GAVE "My time at Haverford remains an important underpinning for my life that followed. Beyond academic training, Haverford taught me to be part of a community, to respect others when we disagree, and to take responsibility for myself, especially when I am wrong." —**Eric Rosenthal '80**

ford games



Kyle Waney '14 delivers a pitch on the new Kannerstein Field.

Upgraded Sports Spaces

Rehabbed fields, courts, and tracks are a victory for athletic Fords.

If you're an athlete, it's not just what game you play, how you perform, or whom you defeat.

It's where.

Take it from the College's director of athletics, **Wendy Smith '87**: A superior playing surface can make all the difference when it comes to attracting potential future student-athletes.

Thanks to renovations of several major parts of Haverford's athletic facilities, she has seen firsthand how such improvements help an athletic program as it competes in today's Division III

landscape. For one, it gives recruits an opportunity to see how committed their prospective school is to athletics.

"The addition of the Douglas B. Gardner '83 Integrated Athletic Center in the last campaign and subsequent facility upgrades during the current *Lives That Speak* campaign have enabled Haverford to compete, successfully, for the best student-athletes across all 23 varsity sports and, as a result, enjoy unprecedented competitive success," Smith says.

Here's what *Lives That Speak* helped make possible.

JOHNSON TRACK & THROWING FACILITY

"The outdoor track was on the verge of unusable," Smith says, recalling cones set up in various areas—including near sinkholes—for runners to avoid. This was, she admits, "embarrassing." And without a dedicated throwing facility, Walton Field was used as a landing area for implements, which worsened an already uneven playing surface for the soccer teams. So in 2015, the track was fully renovated and a beautiful new training and competition area just

for throwing events (including hammer, javelin, shot, and discus) was constructed nearby on Featherbed Field.

GARY LUTNICK TENNIS & TRACK CENTER

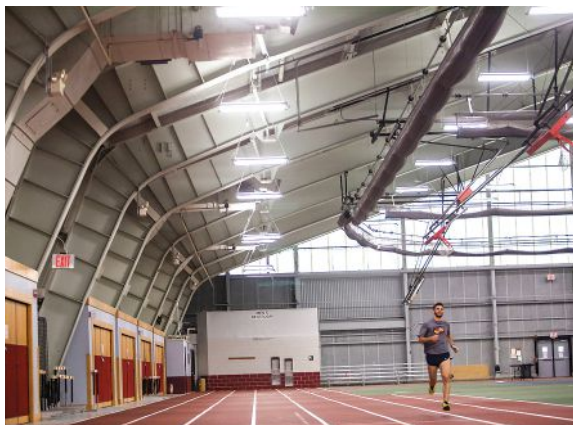
In 2008, the interior of the Alumni Field House was resurfaced in world-class fashion thanks to one of many remarkable gifts from former board chair **Howard Lutnick '83**. (Lutnick named the new facility for his brother, who died in the attacks of Sept. 11, 2001.) And with *Lives That Speak* funding, the building's lighting caught up: Old fixtures were dim and complex to fix, but 85 new fluorescent lights solved the problem and then some. Sensors turn the whole system off when the Field House isn't in use, scoring the College \$14,233 in rebates from utility company PECO, and saving \$10,000 per year in electricity costs. (Lights in Gooding Arena and the squash courts were also updated to LED.)

"It's financially efficient, it's carbon-footprint efficient, it's more user friendly," Smith says. "It's checking a lot of boxes."

SWAN FIELD

Until 2008, Haverford didn't have a turf surface for its field hockey and lacrosse teams to use. Now, the synthetic FieldTurf surface, complete with lighting for when the sun sets, also hosts practices for both soccer teams and the softball and baseball squads.

"Field hockey can't be played on grass unless you have dedicated staff and budget to maintain it," Smith explains. "So our field hockey team trying to play on



New tennis and track lighting is brighter, more eco-conscious, and less expensive.

grass was extremely dangerous. You couldn't predict where the ball was going. Having a turf field for field hockey was transformative."

The field was completed in 2008, but payments continued through 2010 and the *Lives That Speak* era.

WALTON FIELD

In addition to its reprieve from javelins, Walton got some much-needed upgrades. Once the site of the very first intercollegiate soccer game in 1905, by 2016 "the field was extremely uneven, and players had to run up an incline to take corner kicks," Smith says. Donations helped Haverford regrade the field to make it level, sod the entire field so there weren't thin patches, install a new scoreboard, and add an irrigation system that was sorely missing.

BETTYE MARSHALL AND NORMAN B. BRAMALL TENNIS COURTS

In 2013, all 12 of the outdoor tennis courts—six on Marshall, and six on Bramall—were resurfaced for top-notch, all-weather playability.

CLASS OF '95 FIELD

One of the Centennial Conference's premier softball fields is now graced by a new fence, backstop, playing surface, irrigation system, and scoreboard.

KANNERSTEIN FIELD

Among the most memorable moments for the College and its community in the *Lives That Speak* campaign came in 2012, when the Fords' baseball facility was named after the late **Greg Kannerstein '63**, the College's former athletic director, baseball coach, and dean, and the man known as "Mr. Haverford," who died in 2009.

The field got a new backstop with nets instead of fences, a padded wall between dugouts, and 100 new seats (up to about 350 from 250). The grounds were regraded and fitted with irrigation and drainage systems. Batting cages with roofs were added beyond the right field fence, and a new scoreboard was installed along with a press box.

"The initiative was to honor Greg, and the feeling was that this would be the most significant way to do so," Smith says. "Baseball was his love and to have that field named after him, where he played and coached for his whole life, was really meaningful."

—Charles Curtis '04

Charles Curtis '04 is a sportswriter for USA Today's For The Win. He is the author of the Weirdo Academy book series, published by Month9Books. He lives in New York City with his wife and son.



Keep up with your favorite Haverford team at haverfordathletics.com.

WHY WE GAVE "We are very fortunate to have our two sons attend Haverford and benefit from an outstanding education. We believe in the ethos of the College which encourages the pursuit of excellence while maintaining a sense of humility and community. Early on, we realized that a Division III college with a diverse student body, small classes, and unique values could benefit from increased financial support."

—Meeta Chatterjee P'15, P'17 and Jeffrey Gardner P'15, P'17

HISTORY LESSON

In 1830, Philadelphia Yearly Meeting sought \$40,000 to establish a school to teach Friends' children the "higher branches of learning."

"The appeal met with unexpected success," noted the 1892 book *A History of Haverford College for the First Sixty Years of Its Existence*. Contributors subscribed to capital stock at \$100 a share, and \$43,500 was raised.

The rest, arguably, is fundraising history.

In 1832, construction of Founders Hall began and the seed for the oldest college with Quaker roots was planted.

Since then, generous donors have contributed millions to construct academic buildings, dormitories, and field houses, and to support everything from air conditioning for the music department to scholarships, study abroad, and student diversity.

An undated preliminary planning document for "The Institutional Advancement Program" observed: "Haverford has always needed money, yet, the school, later College, relied on timely acts of generosity [by] a few individuals and occasional campaigns for specific purposes until 'development' became an organized activity in 1948." That's when a campaign office opened to raise \$1.25 million in capital funds through "The Haverford Campaign."

(Only three years earlier, in 1945, the alumni office for the first time "gently solicited" its graduates on an annual basis to "make the College better; not just to keep it alive.")

In 1949, the Haverford Family Dinner Party encouraged donations over potato croquettes, hot rolls, and ice cream, a printed invitation suggests. By the mid-1950s, the Development Fund Office noted that the endowment had grown to \$10 million, adding, "Thus, the basic elements of 'teachers, students, and books' have been safeguarded!"

Early on, fundraising involved specific projects. In 1875, a case was made for Barclay Hall, despite reservations that the new dorm afforded students too much freedom to play games, gossip—or worse, read novels.

Of the \$82,000 needed, nearly a third was pledged the first day. In 1970, another campaign supported Barclay's renovation.

The College's first modern-day campaign launched in 1976. The \$20 million "Campaign for Haverford" included a competition for most loyal alumni against Dartmouth College. (Haverford won.)

"It was a change in philanthropy," Director of Gift



Fords staff the phone lines during 1975's fundraising Phonathon.

Planning Steven Kavanaugh says. "More and more colleges, universities, and other charities wanted to embark on these comprehensive campaigns, to bundle many needs, projects, and other areas together."

Since then, Haverford has set ever more ambitious goals: The Sesquicentennial Campaign (early 1980s) netted \$22 million; A Critical Balance (1989–1994), \$75 million; and Educating to Lead, Educating to Serve (2000–2004), \$200 million. This year, *Lives That Speak* concluded by far exceeding its ambitious goal of \$225 million. More than 15,000 donors contributed \$269.5 million.

Fords, it seems, have spoken.

—Lini S. Kadaba and Andrew Nguyen '19



COMING IN 2019

A Library Renewal

Magill will get more than a face-lift to become the 21st-century scholarship center Haverford deserves. **BY NATALIE POMPILIO**

Magill Library has been a work in progress

since 1864, when the first of several structures that make up the current library was built. Since then, the library has expanded in square footage, most recently in 1967. But despite the innovative programming and technology-infused resources offered through the library, little has been done to update the physical structure to form a more cohesive program.

Until now.

The library's roughly \$30 million renovation will begin in January 2018, transforming this essential learning space into a modernized and improved structure. The new facility, to be unveiled in 2019, will be named the Lutnick Library to honor **Howard Lutnick '83**, the College's former board chair and the donor of its largest gift. The original wing, or heritage space, will retain the Magill name.

Among the planned changes: new study and reading spaces, classrooms, and group study rooms for interactive work, a café, and a Digital Scholarship Commons. There will be "technology-robust" teaching spaces and more opportunities for multimodal learning, bringing together books, audiovisual

materials, and digital texts, says Librarian of the College Terry Snyder. The renovated library will be flooded with natural light and have space to showcase the College's unique Quaker and Special Collections. There will be areas for collaboration to build community within an academic context.

"The library is the intellectual heart of the campus," Snyder says. "Important elements of the new spaces will allow us to advance nationally and internationally significant work."

Ann West Figueredo '84, vice president for Institutional Advancement, says the new library will honor the past while "transforming the hodgepodge fashioned over 100 years to meet the current needs and anticipate future needs."

"The library of the 21st century is no longer a museum for books," she says. "The renovated Lutnick Library will be a forum of digital scholarship. Now the library will activate research work through collaboration and technology."

When the library's first building rose on campus near the end of the Civil War, educators emphasized individual study, encouraging Haverford students—all of them male, of course—

Above, Howard Lutnick '83 admires renderings for the library that will bear his name.

to work in isolated private carrels. “It was almost monastic,” Figueredo says.

Today, the Haverford Libraries own more than 625,000 print and electronic titles. When the College opened in 1833, its library housed 770 scholarly works and a handful of periodicals. It’s unknown how many more were added to the collection before Magill was built, but the war and a brief College closure undoubtedly affected its size.

And the original architects gave little thought to student needs. The way the building’s design could affect scholarship was simply not considered.

“The number-one student complaint is how dark and creepy the library and the stacks are,” Snyder says.

The current library is made up of five buildings with 16 different roofs. In 2014, Snyder told a reporter for *The Clerk* that Magill was a “beautiful, crazy quilt ... [but] it has stopped working for us and for the students.”

Snyder says the redesign will preserve some of the library’s older spaces, including the Philips Wing and the 19th-century cruciform reading room. She expects that the 1941 stack block and the 1967 addition will be removed.

She also hopes relocating the Quaker and Special Collections to a more visible location will have an impact on scholarship. In 2015–2016, subject librarians taught 266 class sessions, and Quaker and Special Collections featured prominently in 78 of them. That’s a 70 percent increase over the prior year.

Provost and Associate Professor of Chemistry Fran Blase promises the new library will retain some of the old one’s charms.

“The library will be wholly recognizable,” she says, “with nooks and carrels where Haverfordians can tuck away for quiet study and scholarship when the work of students, faculty, and community members requires such spaces. The preservation of some of the cruciform spaces, which are part of the original Magill Library, will retain some of the most beautiful, historic rooms in the building. It will be a wonderfully exciting academic building on the Haverford campus.”

The College is working with Boston-based Perry Dean Rogers (PDR) architects, which has designed libraries for many institutions of higher learning, including Dickinson College, Rowan University, and Ursinus College. The firm also has experience with LEED sustainable design. “Sustainability and LEED standards are high priorities for the library construction project,” Blase says. “The goal is to create a more efficient, versatile footprint.”

The success of libraries today, she says, “relies on the appropriate multipurpose use of space, and an inherent flexibility that enables future adaptability.” The best libraries also allow users to feel a sense of place, she says—a place for focused study or a place for interactive exchange of information and ideas.

A Library Building Committee consisting of faculty, staff, and



Quaker and Special Collections (top) will get a more prominent spot in the new library. The College hopes to preserve the Philips Wing (above) in its historical form.

students is stewarding this project, in collaboration with PDR architects, who have a firm understanding of modern library design, collections management, services operations, and special collections.

Before any building plans were drafted, College leaders began meeting with groups who have an interest in the library, gathering input from students, alumni, and faculty.

“It is important to engage as many people as possible, as often as possible, around this very important project,” Snyder says. “Haverford students are wonderful. They have remained engaged and passionate about the library and I’ve greatly enjoyed collaborating with them on this project.”

Anna Saum ’18 is one of the students on the library’s Building Committee. Like others, she has advocated for group study areas and a more intuitive layout.

“For a lot of people, the library feels very inaccessible because of the haphazard additions. There’s no clear path and, on some level, it’s confusing,” Saum says. “One of the things we’re trying to achieve with the renovation is consolidating the stacks a lot so you’ll need to look through one stack, not four.”

The Building Committee is also working hard to ensure that the design of the new library will fit with the rest of the College. “It’s important to keep it in sync with campus ... simple and understated, classic and timeless,” Saum says.

While it has its flaws, the current library does see a high weekly use rate, particularly for a small school, Snyder says. According to the 2015–2016 annual report, in that year the library lent 42,476 materials and averaged 7,318 visits each week.

After the renovations, Snyder says, “I have no doubt the demand on the spaces here will increase significantly.”

Natalie Pompilio is a freelance writer in Philadelphia. Her book Walking Philadelphia was published by Wilderness Press in June.



The 2013 Chesick Scholars grew into a tight-knit group. From left are Sarah Daguio '17, Eliot Faust '17, Claudia Amaral '17, Alexa Herlands '17, Levi Bowers '17, Shakira King '17, Cristian Espinoza '17, Victor Medina Del Toro '17, Julian Taylor '17, Tafari Clarke-James '17 (being held), Sarah Shatan Pardo '17, Jennifer Kowalski '17, Vivian Nguyen '17, Naomi Chaquenco '17, Sergio Diaz '17, and Gabe Delabra '17.

Chesick Scholars Close Achievement Gap

The innovative cohort program helps
underrepresented students shine.

BY LINI S. KADABA

FOR DECADES, top-tier higher-ed institutions have wrestled with a vexing problem. Talented students from underrepresented backgrounds have tended, more than their peers, to underperform academically. The causes are varied and complex, but Haverford was determined to ensure that all students admitted to Haverford could thrive.

Now, that disparity, known as the achievement gap, appears to be disappearing at Haverford, thanks in large part to the College's John P. Chesick Scholars Program, a four-year academic mentoring and leadership pilot funded through the *Lives That Speak* campaign.

"These are extraordinary young people with great promise, [and] with some additional mentoring and support, they are very consistent with that promise," says Jeff Tecosky-Feldman, senior lecturer in mathematics and the program's director, who is known by students as "Mr. Chesick." (The program's namesake is the late Haverford chemistry professor John P. Chesick.)

In the past, the GPA of Haverford students who are underrepresented (for example, the first in their families to go to college, socially or economically disadvantaged, or a racial minority) has been a little more than a third of a point lower than the rest of the class—an imbalance that has persisted through graduation.

On the Cover: Jay Garcia '16

They are academically qualified, but nonetheless a gap tends to open.

Based on data tracking the first cohort of 15 students to graduate in 2016, the Chesick Scholars Program, in combination with enhanced faculty mentoring and the new Office of Academic Resources (OAR), closes that gap. (For more on the OAR, see p. 7.)

Chesick Scholar **Shakira King '17** of Bronx, N.Y., graduated from an underfunded, overenrolled high school, she says, and applied to Haverford through QuestBridge, a nonprofit that links high-achieving, low-income students with colleges and scholarships.

"Chesick made me a better student because it helped me become a confident college student in many ways," says the 22-year-old former philosophy major and health studies minor. "I learned to approach professors and build invaluable mentoring relationships."

King, who is working as a clinical research coordinator at the University of Pennsylvania and aspires to be a cardiologist, says the program helped her prioritize deadlines and activities that made her not only a successful student but also a "happy student." The cohort, she adds, offered support, and many of her fellow scholars became good friends. While at Haverford, King volunteered for Eighth Dimension's AIDS Service Network, was an Ambassador for Multicultural Awareness, and performed in the Bi-Co hip-hop dance group Bounce.

King's drive is typical of Chesick Scholars. "It is very much an honors program," Tecosky-Feldman says. The program focuses on the strongest students, unlike the more typical targeting of those who need remedial help. "It's fast-tracking the transition to college for high-potential students."

The so-called achievement gap is not unique to Haverford, of course. Many schools face similar challenges and several programs exist to address them. At the University of Maryland, Baltimore County, the Meyerhoff Scholars Program, considered the gold standard, focuses on increasing diversity among future leaders in science and tech fields.



his fall, when Chesick Scholar **Jay Garcia '16** starts medical school at the University of Pennsylvania, he will come one step closer to one of his life's goals: He wants to become a doctor who specializes in neurodegenerative disorders. His younger brother suffers from a rare one.

It is yet another success in a streak that has included study abroad at the University of Oxford and a Fulbright research scholarship. Garcia, 23, largely credits the Chesick program with propelling his trajectory at Haverford.

"I was definitely able to hit the ground running," says the former biology major from North Philadelphia. "It really helped keep you focused."

Born in the Dominican Republic, Garcia immigrated to the United States at age 10, without knowing a word of English. Raised by his single-parent mother who worked waitressing jobs, he was often responsible for the care of his younger brother, now 17 years old.

Those experiences led to his interest in medicine and neurodegenerative disorders, he says. But it was Haverford, and especially Chesick, that helped cement his career path.

While at Mastery Charter School's Shoemaker Campus, just 20 minutes from the College, Garcia met Haverford alumna **Lindsay Turk '02**, his chemistry teacher. She introduced him to the College's long-running Mentoring and Student Teaching program (MAST), which links Haverford students with local high schoolers for tutoring in science and writing.

It was Garcia's first introduction to the College. "I found the people generally pretty capable," he says, "but they also were pretty humble about it." After his acceptance to Haverford, Garcia worried that he was not academically ready for the rigors of a selective liberal arts school. Chesick proved a godsend.

"It was my first time in a challenging academic environment," he says of the Chesick summer experience. More important, Garcia realized college entailed more than academics. It also required asking for help.

"I had this image of professors as distant, cold people who you don't talk to directly," he says. Jeff Tecosky-Feldman, his Chesick mentor, proved that wrong.

During weekly meetings, his mentor would point out opportunities and help Garcia plan. "It helps a lot to talk through these thoughts," he says. Tecosky-Feldman also put him in touch with Professor of Biology Robert Fairman, who hired him to work in the lab. One thing led to another.

Because of the lab experience, Garcia says he gained confidence to pursue biology. His research interest, and support from his mentor and others at Haverford, led to his year-long study abroad at Oxford. At the College, he also played club rugby, served as an Upper-Class Advisor, and volunteered as an EMT.

Garcia recently returned from his Fulbright at the University of Groningen in the Netherlands, where he conducted research on Huntington's and Alzheimer's diseases. He spent this summer at Children's Hospital of Philadelphia, exploring another neurodegenerative disorder.

"I was considering medicine before Haverford," Garcia says, "but it was a much more attainable goal because of Chesick."

—L. K.



The Haverford alumnus whose gift created Chesick was familiar with Meyerhoff, and was determined to bring its best aspects to his alma mater.

In 2011, Chesick was launched after a decade in the making. The five-year

pilot, along with a newly expanded OAR, was funded with a \$2.5 million grant recommendation from that alumnus, who wishes to remain anonymous, via the San Francisco Foundation.

Chesick scholars attend an intensive

Chesick Scholars



Shakira King '17 (left) speaks at a Chesick luncheon. Senior Lecturer in Mathematics Jeff Tecosky-Feldman (right) serves as the program's director.

five-week summer program that comes with a stipend ahead of the start of their first year. They take classes in math, science, and writing, getting a head start on accruing course credits and, perhaps more important, on the transition to a rigorous college experience. The following summer, Chesick students undertake research or internships with the program's support. King, for one, studied the microbiology of virulent *E. coli* under former professor Iruka Okeke, now a research associate at the College.

From the start, scholars are paired with faculty mentors, with whom they meet weekly as first-years and regularly throughout college. While all Haverford students get advisers, the Chesick program emphasizes that mentor relationship. For many, the bond proves crucial and long-lasting as the scholars navigate academics, college, and life beyond. The mentor becomes the go-to person for concerns or for simple encouragement

to try something new, such as study abroad.

"It's a two-way street," Tecosky-Feldman says. "I've grown as a human being and educator by having this close faculty mentoring role."

So far, the Chesick program has shown positive results. Scholars in the first cohort not only caught up with the GPA of their peers—they did so by the end of sophomore year, when majors are selected. That parity then persisted through graduation.

Call it the Chesick effect.

At Haverford and elsewhere, a hesitation to seek help is seen as one of the factors behind the achievement gap. That's why one of the main goals of the Chesick program is to destigmatize asking questions. "It's not an admission of failure," Tecosky-Feldman says. Students quickly learn "it's normal and a strategy for scholarly success."

Recently, the OAR has seen 85 per-

cent of all students and 100 percent of Chesick scholars make use of its services. Chesick scholars receive incentives to use the OAR that include coverage of tuition for summer courses or paid internships.

About 15 to 20 students with similar backgrounds to the Chesick scholars—but who are not part of the program because of funding limitations—also matched their peers' academic performance, but not until graduation. It's a welcome sign that the campus climate in general has improved for underrepresented students.

Many Chesick scholars, who major in subjects across the curriculum, are also campus leaders and recipients of accolades. The Class of 2016 Chesick Scholars stood out in sports and received grants from the John B. Hurford '60 Center for the Arts and Humanities and the Center for Peace and Global Citizenship. The cohort also included two Mellon Mays Undergraduate Fellows, one Fulbright Scholar, and one Boren Scholar. The Class of 2017 saw similar successes.

Since the initial grant, other alumni have stepped forward to support the Chesick Scholars and the OAR. In fact, the program has received funding through *Lives That Speak* to continue for an additional five years, and endowments have been established for both Chesick and the OAR to begin the process of creating a sustainable funding structure for both programs.

Just imagine what the scholars will achieve next.

Lini S. Kadaba is a freelance journalist and former Philadelphia Inquirer staff writer based in Newtown Square, Pa.

WHY I GAVE "For the Haverford experience to remain accessible to as economically diverse a population as possible is, to my mind, as critical as any other single factor to ensuring that Haverford remains current, vital, and values-driven—that Haverford remains Haverford—amidst a very rapidly shifting educational environment." —Loftin Flowers '02

HOW TO

Find Fords-to-Be All Over the Globe



Kathleen Abels '09 joined the Haverford Admission Office in 2010, a year after she graduated with a degree in political science. Now the associate director of admission and coordinator of international admission, she travels around the world each fall to meet prospective students, and works with the office's staff to carefully review applications and admit each class of students.

Her job, she says, is both a challenge and a privilege. Each application is read by two people, and admitted students are chosen by a consensus-based committee that sometimes spends hours on a single student. As she prepares to venture to eight countries this fall, Abels shares how she and the admission team go about the exhaustive task of bringing students to Haverford.



Trot the globe. I have the distinct privilege of visiting many countries during travel season and connecting with students. This year, I'll be in Thailand, Vietnam, South Korea, Japan, Indonesia, India, Mexico, and Ecuador. It's an opportunity to meet students where they are, and to recognize that for students, and certainly for parents, this is a real commitment. In terms of relationship building and showing the value of diverse perspectives to our community, it's important to be visible and to be present in these places.



Listen up. It's really about figuring out what a student is excited and passionate about. I try to do a lot of listening in my conversations with prospective students. I think one of the aspects of the Haverford experience that I talk about most, besides the incredible academic opportunities, is the vibrancy and importance of student voice. And so I hope that's something that's also modeled in my interactions with students: that I care about what they have to say, and I'm able to connect their interests to what is available at Haverford.



Tap into the network. We have hundreds of alumni who do a wonderful job with interviews. And especially with students

coming from non-U.S. countries, it's great to have someone that they're able to connect with one-on-one. I'm traveling to eight countries and Jess Lord, vice president and dean of Admission and Financial Aid, will probably visit two or three. But there are so many more that we won't visit this fall, and so I think it's nice for an alum to provide that experience for a student. We think of the interview as an opportunity to learn about a student, but equally important for the students to learn about Haverford. So it's a great role for alumni.



Embrace technology. There are some cities and places where there are in-person interviews, but we've also started offering Skype interviews. As our international application population grows, it's been exciting to be able to meet the demand. There's more opportunity to engage with alumni, and it's another way to get that first or second interaction with a member of the community.



Consider context. It's our job, as the area representatives, to understand a range of high school environments. That means understanding: How competitive is this high school? How large are classes? Are teachers given opportunities to engage with students, or is this a lecture-style kind of situation? I've learned a lot. This is the start of my third admission cycle thinking about international admission, and it's been a learning process for me as we think about which kinds of educational systems are right for which kinds of students, and which kinds of educational systems students are able to thrive in.



Have patience. The committee phase of admission is very satisfying, but also time-intensive. I love committee because we sit in our conference room, for regular decision, for close to a month. And we'll talk about students for three minutes or three hours until all eight of us have a good understanding of what we think is best for the student and what we think is best for Haverford.

—Michael Weber '19

FULL CIRCLE

Scholarship recipient Amy Zamora '18 hopes to one day be on the giving end.



WHEN DONORS OPEN THE DOOR

More than \$40 million in gifts created 81 new endowed scholarships and strengthened the impact of existing ones.

BY HANNAH M. HEPFER

For **Elliot K. Gordon '78** and his son **Daniel A. Gordon '14**, giving back to Haverford is a family affair.

Together with Elliot's wife and Daniel's mother, Carol, the Gordons collectively started an endowed scholarship fund as part of the *Lives That Speak* campaign. The family members elected for their scholarship to benefit a first-generation four-year college student, hoping to support those who wouldn't otherwise have an opportunity to attend college.

"We had a meaningful conversation about how we could provide young people with the chance" to attend Haverford, Elliot says.

He says Haverford's intellectual rigor and emphasis on strong values inspired him to donate, and notes how those tenets have served him professionally. He currently works as a mediator, after a 30-year legal career in private practice, and attributes his ability to resolve conflicts to Haverford.

"The College taught me how to talk to anyone and see their points of view," Elliot says.

He hopes the scholarship benefits not only its recipients, but also the wider community.

"Naturally I want students to get the personal rewards of a Haverford education, but also for the campus and society at large to grow from having different voices."



“Students who are worried about how they’re going to afford books, feed themselves, pay for things, what they’re going to do over the summer because they need to find a job that pays real money—that’s an entire weighty burden that some people don’t have,” says Bonnell, who is now a freelance editor and runs Kumquatmay Studio, a weaving studio on Etsy. “Mentally, it drags you down.”

David Zegeye '19, recipient of the Robert Woods and Mary Keith Dosker Ballantine Scholarship Fund, agrees.

FACE TIME

From left, **Kate Monahan '14**, her mother, **Corporation member Barbara Monahan**, and **Corporation member Brenda Esch (top)** and **Jonathan Yellets '16** and **Molly Finn '85 (bottom)** mingled at the **Celebration of Scholarships Luncheon in 2016 and 2015, respectively.**

Getting the scholarship “was a massive relief,” says the physics and astronomy major. “It means one less thing I have to worry about when I’m going through my daily life. I can spend more time on activities and I don’t have to sacrifice my research time to work extra jobs.”

Zegeye’s family emigrated from Ethiopia in 1989 and eventually settled in Chicago, where

his mother raised him and his sister on her own.

“It was a lot of work for my mom, but the one thing she really cared most about was that her children have some of the best education in the country.”

Zegeye became fascinated with astronomy after learning about the solar system in second grade, and has pursued the topic ever since. By the end of his first year of high school, he was researching young stars and attending events at the American Astronomical Society. At the urging of his academic adviser, he applied to Haverford on the strength of its physics and astronomy program.

Access to courses in the Quaker Consortium was also a big part of Haverford’s appeal. At Penn, Zegeye has been able to take classes in Amharic, the most common Ethiopian language, and explore a part of his heritage that he didn’t have the opportunity to growing up.

“Since my mother was a single parent, she didn’t have the time to teach my sister and me the language,” he says. “When I found out I could take classes at the University of Pennsylvania, it made even more sense” to attend Haverford.

During his time at the College, he has studied abroad in the United Kingdom and coheaded Haverford’s Sons of Africa Club. After graduation, he plans to pursue a Ph.D. in astrophysics and eventually enter academia.

Interest in supporting students like Zegeye was clear throughout the campaign’s run. The College exceeded its goal of raising \$40 million in gifts to new endowed scholarship funds and additions to standing funds. A key boost came from a \$2.5 million challenge issued by the Board of Managers that matched scholarship gifts of \$100,000 to \$250,000, dollar for dollar.

Many donors, like the Gordons and Bonnell, have strong family ties to the Tri-College Consortium. Bonnell’s mother and

The Gordons were among the many individuals and families who made substantial contributions to fund endowed scholarships through *Lives That Speak*. Last year 56% of the student body received some form of financial aid; 286 endowed scholarships provided support for 305 Fords, giving students of different regional, socioeconomic, racial, and ethnic backgrounds the chance to attend. These scholarships are a cornerstone of the College’s financial aid program, which promises to meet 100% of a student’s demonstrated need.

New scholarships are endowed with a \$100,000 minimum commitment. Once the fund is established, anybody can contribute to it at any level. The donor composes a description of the scholarship with the understanding that it will be awarded to academically qualified students with demonstrated financial need, noting any preference for students with particular attributes, backgrounds, or interests, or simply the greatest need. The College then acts as steward of the fund to make sure the donor’s intentions are carried forward in perpetuity. Like all endowments, the fund makes an annual award and the principal sum grows over time to support future students.

Donor **Jen Bonnell '97**, a former Puffin Books editor, was personally motivated to help students who could excel if not overwhelmed by expenses.

When Donors Open the Door

cousin went to Bryn Mawr, her grandmother is a Swarthmore alumna, and her brother and dad attended Haverford. She and her husband, Jonathan Bellack, started thinking about creating endowed scholarships for each of their alma maters as their 20th reunions neared.

“We were in a position that we could give back to a place that meant a lot to me and has for years,” she says.

When Haverford approached them about donating to the campaign, she liked the idea of supporting deserving students in perpetuity.

“A lot of kids have ‘reach’ schools and think, ‘I hope I get in, and if I get in, I hope I can afford it or else I can’t go,’” Bonnell says. “I wanted to help students like that who might not otherwise be able to swing it.”

As an undergraduate, she had friends of all economic backgrounds and saw how a range of perspectives created a more empathetic student body.

“I met people for whom financial aid was crucial, and I also met people who were very well-off,” she says. “That diversity is really essential so that the College doesn’t become an enclave of only the people who can afford it. I think Haverford agrees with that, so at that point for me, it was just about making the scholarship happen.”

Donors Paul Muther and Ulla Dagert opted to put an international touch on their scholarship. The parents of **Erik Muther ’94** designated their scholarship for students from a Scandinavian or other Nordic country (or a student with that heritage), with the caveat that if there is no applicable recipient, it can be awarded to any international student.

That description is in line with the family’s history. Dagert grew up in Sweden and Erik later attended boarding school there. The family adopted four children from outside the United States, and Paul Muther’s 30-year career in corporate banking moved them to London, Hong Kong, Seoul, Toronto, and Sydney.

He was excited about his son’s choice to attend the College from the outset.

“I was impressed by the undergraduate education offered at the ‘Little Ivies,’” he says. “I consider Haverford one of those.”

He fielded requests for support from other institutions, too, but in the end chose to focus on the College.

“There are many worthy causes out there, but we came to the conclusion that we wanted to back Haverford on a bigger level,” he says.

He’s optimistic that scholarship recipients will reflect on their own potential to be donors someday.

“Maybe they’ll put it in the back of their mind that if they have the resources down the line, they can similarly endow a scholarship for future students.”

That’s what Amy Zamora ’18, recipient of the Eric L. Henderson 1986 Memorial Fund, hopes to do.

“I’ve been given a huge opportunity,” she says. “It makes me strive to do for someone else exactly what they’re doing for me.”

She first learned of the College through her participation in the QuestBridge College Prep Scholars Program, an initiative for low-income, high-achieving students.

“It was kind of fate that I bumped into Haverford,” she says.

The program guides scholars through the application process and connects them with selective partner colleges.

After applying to Haverford, Zamora was accepted and received a partial scholarship, alleviating much of a potential financial burden. She was touched by the College’s approach to accepting students.

“The message was, ‘If you can bring something to the table—your intelligence, your drive, what you can do for your community, how you can make us a better institution—then the money doesn’t matter as much as you think it does,’” she recalls.

Navigating financial aid wasn’t the daunting matter it could have been, and ended up being an affirming one for Zamora.

“They were willing to work with me on what I could pay,” she says. “Financial Aid was very understanding with me on a personal level.”

Set to graduate next year, Zamora has maintained a rigorous schedule, working as a tutor, lab technician, and bookstore associate during the school year. She also runs track and field. Over the summer, she worked in a computational research lab at the Broad Institute of MIT and Harvard, a biomedical and genomic research center. After college, she’d like to continue her lab research before applying to graduate school at MIT, eventually becoming a research scientist or computational biologist.

The talent and work ethic of students like Zamora are what Bonnell hopes that alumni who are considering starting an endowed scholarship will remember.

“There are so many high-achieving teenagers out there who really deserve a chance,” she says. “Everyone should have a little bit of burden lifted off them, and if we can do it, awesome.”

Hannah Hepfer is a freelance writer based in Austin, Texas.

WHY I GAVE “With Haverford College generally benefiting from intimate and small graduating classes, it is in turn very important for as many of the College’s alumni as possible to make a contribution to the College to maintain Haverford’s culture and academic excellence.” —**Nabil (Bill) W. Kabbaj ’95**



TELL US MORE

TONY PETITTI '83: COO of Major League Baseball and *Lives That Speak* Campaign Regional Chair

Since playing on Haverford's baseball team, Tony Petitti '83 has zoomed to the top of the broadcasting and sports world. After graduating from Harvard Law School in 1986, he began his career as a lawyer before joining ABC Sports. There, he discovered a passion for the programming and production and learned the trade before going on to jobs at NBC Sports (as a senior vice president, negotiations) and then at CBS Sports, where he became executive vice president, overseeing daily operations at one of the top networks in the country.

Petitti served as the president and CEO of the then-fledgling MLB Network, which launched in 2009, before he became Major League Baseball's chief operating officer in 2014.

Through it all, he has been a major supporter of his alma mater and the *Lives That Speak* campaign. He talked to us about his life, career, and passion for the College since his graduation.

How did you find Haverford in the first place?

I got a letter from the baseball team, from [then-coach] **Greg Kannerstein**

:'63 and also—I don't know why they thought I could play soccer well enough to play there—I got one from the soccer coach as well. The first one I got, I'd

never heard of the school, never paid much attention to it. I got a follow-up letter after that and brought it to my high school coach. He helped me follow up with the College.

You majored in economics at Haverford, then became a lawyer. How did you find your way to sports?

At the law firm I joined I noticed a good friend and I were both working really hard, but his enthusiasm was bigger than mine. I eventually got a call from ABC Sports. Once I got there, I focused on legal work at first, but I was working with the programming guys. They negotiated rights, scheduled events, worked with production teams. To me, every-

Tell Us More

thing about TV was wrapped up in those programming jobs. Eventually I was told they were going to make a change: a programming guy was moving up to be an executive producer and I'd move into his spot. It was the greatest thing.

How much creativity went into what you were doing?

It's different today because the content deals are so long. Today if you buy the rights to, say, Big Ten football, you might do a deal for 15 to 20 years. Back when I first started doing it, we were doing deals for four years. You were building relationships with your competitors' rights holders and they were building relationships with yours, and you were competitive and showing up in all different kinds of places; to me, that was really exciting. You had to think differently. If you had a sporting event, you had to think about what works differently. Would we add more hours, produce it differently? I loved that chase.

What did you bring with you from Haverford to such a highly competitive business?

What you do in programming is galvanize people in your own company to be excited about something. You're working with sales, production people, and operations people, and all of them are important in the process. So [it was] that collaboration of bringing everyone together—the teamwork part of it.

You've come up with some great technological innovations, like Stat Trax, which tells viewers football stats from around the NFL, and Swing Vision,

which uses cameras with slow motion to give a frame-by-frame look at a golf swing. How did you think of those?

I'm a huge believer in watching how other guys produce big events. I saw Fox's version of a high-speed camera in baseball, and that gave me the idea to use it in golf. When I'm watching a game, I focus on what I think viewers want to see. I want to get people the best seat in the house. I want graphics to be absorbed, not read. I want viewers to look at them and just get it. And you listen to your production team. You have to watch a lot, and not just your own stuff.

Why did you decide to take the job at the MLB Network?

It was a once-in-a-lifetime opportunity. It was a chance to build a network from scratch, to combine the production and programming experience and the 24/7 experience I had as a general manager at WCBS-TV. I love baseball, so you put it together, and it's like, wow. It seemed like an amazing opportunity.

What's next to conquer, especially now that you're working for Major League Baseball?

I look at my job, and it's just to do all I can to grow the game. Every day, it's whatever we can do to make the game better, make our business better, and make our fans love the game more. I love that part: being involved with aspects of the game on the field, the international growth of the game. What's great is, it's one sport, but the ability to touch so many different pieces of it is what makes it so exciting.

What did it mean to have Kannerstein Field named after Greg?

The thing I always say about Greg: All the baseball players thought they were getting special treatment in terms of attention and help, but he was doing that for everyone on campus. Anybody who reached out found that out. The baseball field is a great place to remember him for how much he loved it. It's equally important not to forget that what he touched was way beyond that. (*For more on Kannerstein Field, see p. 21.*)

What was it about Lives That Speak that spoke to you?

It's great to highlight people within our community who do a lot of different things. I think sometimes people at Haverford are a little understated and I think it's OK to embrace people who are doing things they love with great success, and to remind people of the journey they took to get to Haverford and what they did when they left. I thought that was really smart and made a lot of sense. All these people not only had success, but were connected back to the school because it made such a difference in their lives.

Why is it so important to give back?

I just remember the day of my visit, I was in a need-based situation and they promised my parents, "We're going to make this work for your family." Greg told my family not to worry about it, and said they would be really fair. That's a pretty good thing right there, to deliver that message. I always thought if I was in a position to help, I would.

—Charles Curtis '04

WHY I GAVE "I made my gift because Haverford is a constant presence in my life. The values of trust, concern, and respect guide my interactions with others, and I am so appreciative of the opportunities and doors that have opened for me as a result of my Haverford education. It is indeed a small world, with Haverford connections present at each juncture of my varied professional life, as well as my personal life." —Carol Bassie '86

giving back

A Habit of the Heart



Natalie Wossene '08, speaking here at the 2017 Alumni Awards Ceremony, has given to the College each year since her graduation.

PHOTOS: PATRICK MONTERO (WOSSENE); THOM CARROLL (SONNENBORN)

Year after year, Haverford's loyal donors let their lives speak by giving. **Bill Kaye '54**, for one, has been making annual donations to Haverford for 63 years, since he and his classmates made their senior class gifts upon graduating. Having served as president of the alumni association and chair of annual giving, he is no stranger to Haverfordian generosity.

"It's a gift I always look forward to giving, and some years it's been easier than others," says Kaye, whose son **Laurence Kaye '83** is also an alum. "Haverford occupies a very special place in my heart and in my feelings."

Fords from all eras share his sentiments and make supporting Haverford a priority. The Sharpless Society, made



Monty Sonnenborn '64's giving streak is more than 50 years long (and counting).

up of more than 4,000 donors of gifts large and small who have supported the College for five or more consecutive years, was responsible for 79% of the Annual Fund total in the 2017 fiscal year.

Anne Koellhoffer '09 made her first gift as her senior year began ("I wanted to be early!") and has donated each year since.

"Contributing to Haverford is a wonderful way to see even the smallest gift leveraged into an amazing educational experience," she says. "Your donation can join with others to provide financial aid that enables a student to attend who otherwise could not, hire a professor the College could not otherwise afford, and allow the College to operate smoothly."

Paul Kandel '83, P'14, who served as the chair of the Annual Fund through-



Paul Kandel '83 chaired the Annual Fund throughout the campaign.

out *Lives That Speak*, beginning in 2010, agrees. "Haverford is small, and the impact of every alum matters more," he says. "The cost of education is rising everywhere, so our commitment is essential to keeping costs down. Every student, whether they receive financial aid or not, benefits from philanthropy, and it's an honor to be part of the long tradition of helping each new generation of Fords.

"My early annual gifts were very modest," Kandel says. "But over the years, my wife Emily (BMC '83, P'14) and I have been able to increase our support. We've always wanted to do our best to preserve the opportunities and experiences we had in college and share that with future students."

Kandel's successor as Annual Fund chair, **Janifer Brooks '91**, identifies Haverford as her top philanthropic priority among many worthy causes competing for attention. "I believe education is the foundation of well-functioning countries and communities," she says. "Without it, we risk losing both the capability of critical thinking and the long-term vision required to work through the hard stuff."

"For me," she adds, "there's a lot of joy in giving. I'm proud to do it, it's rewarding, and it just makes me happy to share the Haverford experience with others."

Ari Worthman '02 also feels compelled to pay it forward. While he supports other causes, many "tackle

symptoms rather than root causes." A donation to Haverford, he says, is a move "to provide resources for individuals to improve their own lives."

"As someone who received extensive financial aid, I give so that as many students as possible have the opportunity to garner the tools, resources, and skills to create better lives and a better world," Worthman says. "It's not something I can forget, so I set up a recurring gift."

For many, volunteering for Haverford strengthens the ties that also motivate them to contribute. As Kaye points out, Ford alums find ways to support the College that go beyond the financial.

"The number of alumni who are involved in some activity such as fundraising, recruiting students, or counseling students on a career—my guess is it's a very high percentage," he says. "That reinforces the support for the College. People who are involved are likely to give, and people who are giving are likely to be supportive of the College in other ways."

Since his student days, **Monty Sonnenborn '64** has made his own gift each year, while also reaching out to his classmates to emphasize the importance of giving.

"I rely not only on gratitude and nostalgia," he says, "but consistently point out that our education was heavily sub-



Anne Koellhoffer '09 started giving back before she graduated.

sidized by the College and donors at the time that we attended."

Sonnenborn notes that students' tuition, room, and board cover only part of what it costs the College to provide everything that defines a Haverford experience. The Annual Fund is crucial in bridging the gap, and each year the most consistent donors constitute the bulk of the Fund's support.

Liz Wolensky '11 is also grateful for the generosity of previous generations that enabled her College experience. She says that donating keeps her "connected to the spirit of learning so present on Haverford's campus but often hard to find in day-to-day life."

"Tuition is high and I'm still paying off my loans, but I was [able] to go to Haverford because other people helped," says Wolensky. "I want to continue giving so that someone else can also attend. All the awesome things available at Haverford aren't free—a lot of people are supporting these things. I may be a small part of that, but it all adds up."

To students, this loyalty is inspiring. Madison Tillman '18, who works in the Annual Giving office, frequently interacts with recent graduates. While sending text messages reminding donors of the June 30 conclusion of *Lives That Speak*, she found it easy to imagine herself in their shoes.

"Talking to young alums and hearing from them when they donate makes it something I see myself doing more easily—or at least more immediately than 20 years down the line," she says.

"Giving every year is one way I affirm my belief in Haverford's values," says **Natalie Wossene '08**, vice president of the Alumni Association Executive Committee. "Knowing that alumni have always played an important role in advancing the College and that earlier classes helped support my student experience made me want to participate, even as a student—and to take up my place in that history."

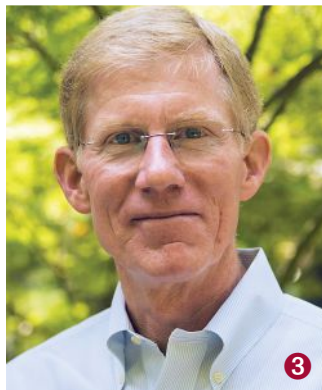
"And at the end of the day," she says, "it just feels good to give back to Haverford."

—Michael Weber '19 and Pat Laws

Volunteers Made It Happen

Nearly 800 volunteers helped make *Lives That Speak* a resounding success, setting a new high-water mark for the College. Special thanks to chairs **Charley Beever '74**, **Ted Love '81**, P'15, P'17, **Josh Miller '96**, **Chris Norton '80**, P'08, P'11, **Hunter Rawlings III '66**, P'93, and Honorary Chair **Cathy Koshland '72** for their leadership of the campaign overall, and to all who served in the following roles from 2010 to 2017.

- Alumni Association Executive Committee
- Annual Fund Leadership Committee and Volunteers
- Board of Managers
- Class Correspondents
- The Corporation of Haverford College
- Campaign Event Hosts
- Campaign Steering Committee
- Institutional Advancement Committee
- Parent Leadership Council
- Planned Giving Co-Chairs
- Regional Campaign Chairs and Volunteers
- Reunion Planning and Gift Committees
- Senior Class Gift Committees
- Young Alumni Advisory Group
- ...and all who spoke for Haverford on film, in print, online, and in person!



1. Chris Norton '80, P'08, P'11
 2. Ted Love '81, P'15, P'17
 3. Charley Beever '74
 4. Jim Koshland '73 and Cathy Koshland '72
 5. Josh Miller '96

WHY WE GAVE "We hope that students who wouldn't otherwise be able to avail themselves of a Haverford education will do so. We hope that students from economically diverse backgrounds will better understand one another as they work together and socialize together in a way that strengthens their lifelong commitments to social justice and human rights. We hope that commitment is inextricably woven into their Haverford experience." —Edward M. Zimmerman '89 and Betsy A. Zimmerman '90



Rick White '81, chair of the Board of Managers

Thanks, **Friend**

This special issue of *Haverford* magazine tells the story of what the *Lives That Speak* campaign—a seven-year effort—has accomplished for Haverford. The improvements to the physical campus are the most visible results of the campaign. We’ve also tried to share stories of the human impacts embodied by those who teach and learn here, often in fields of study that didn’t exist a generation ago. And we’ve tried to pay a modest tribute to the foresight of our predecessors who built the College’s philanthropic legacy.

One thing we can’t say enough is, simply, thank you.

You are part of the Haverfordian community and tradition

that carefully stewards our College, leaving it better than we found it, for those who follow.

It is tempting to breathe a sigh of relief as we’ve secured the resources needed to fulfill the promise of the strategic *Plan for Haverford 2020*. But throughout its 184-year history, the College has always relied on donors to bridge the difference between what it costs to provide a Haverford education and what is covered by tuition and fees.

Our high costs are not a result of inefficiency, but a function of the fact that education today requires top-tier faculty and specialized facilities. Providing a Haverford education is, at its heart, “custom work.” We are educating students not

CAMPAIGN TIMELINE

7/1/2010
Campaign “Nucleus”
Phase Begins

1/11/2011
Construction Begins on
New Residence Halls

9/6/2011
Environmental Studies
Program Launches

4/21/2012
Dedication of
Kannerstein Field

7/1/2012
John P. Chesick Scholars
Program Launches



7/1/2012
New Office of Academic
Resources Opens

10/13/2012
Dedication of Tritton Hall
and Kim Hall

7/1/2013
Center for Career and
Professional Advising Opens

1/21/2014
Health Studies
Interdisciplinary Minor
Launches

9/10/2014
Three New Academic
Partnerships Announced

10/24/2014
The Plan for Haverford 2020
is Approved by the
Board of Managers

10/25/2014
*Lives That Speak: The
Campaign for Haverford*
Publicly Announced



only to live in a complex and specialized global world, but to change it for the better.

The things that make a Haverford education so costly are precisely the things that make it superior: a low student-faculty ratio, a broad array of essential services that ensure that students have the best chance to make the most of their opportunity, our beautiful campus, financial aid for every admitted student with demonstrated need, and the unparalleled academic program taught by scholars who are the best in their fields.

Every Haverfordian gets an education that comes with values. “Trust, concern, respect” isn’t just a slogan. It’s what we learn, what we live, and what we do with our lives. One student, educated in the Haverford tradition, can make an amazing impact. Your gift is an investment in this multiplier effect.

All of these elements combine to make Haverford a rare and special place—and a place that deserves to be shared with future generations. We always seek efficiency, but we demand excellence. Our students and the world that they will live in deserve no less.

Campaigns like *Lives That Speak* are our means of renewal, enrichment, innovation, and progress. They also represent an affirmation of our core values, and the commitment of new generations to securing Haverford’s future. The campaign’s success resulted from an extraordinary collaboration of our entire community, past and present. As a result of your efforts, students in the future will truly have the opportunity to live lives that speak.

Thank you for playing such an important and generous role in both the Haverford we know today, and the Haverford of the future.

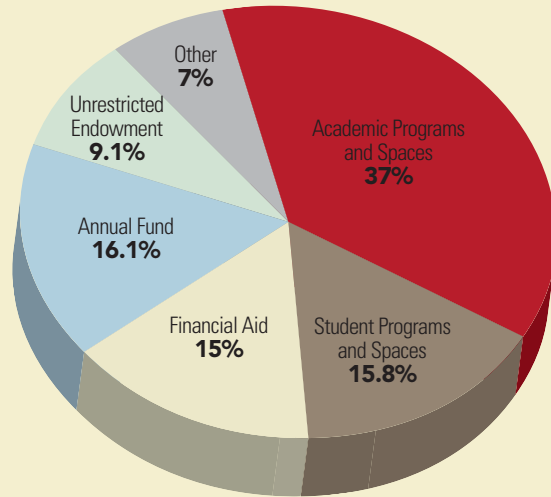
—Rick White '81
Chair, Board of Managers

BY THE NUMBERS

Altogether, the *Lives That Speak* campaign raised an extraordinary total:

\$269,533,390

Here’s a breakdown of the areas supported by Fords’ generous donations.



giving back



4/1/2016
Renovations Begin in the Old Gym

5/2/2016
Renovations Begin in Sharpless Hall

5/6/2016
Campaign Reaches \$225 Million Goal

5/15/2016
Summer Institute on Ethical Leadership Launches

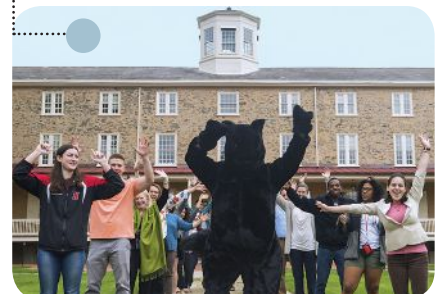
8/29/2016
Haverford Offers New “Introduction to Visual Studies” Class



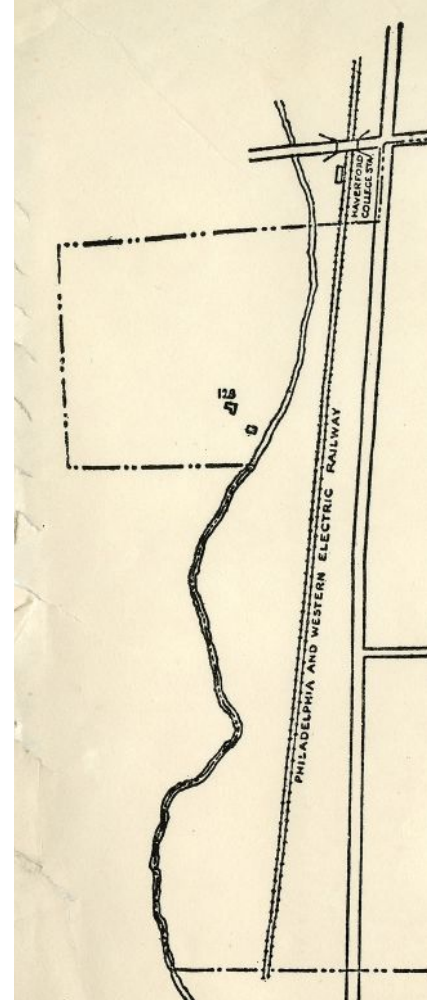
10/29/2016
Project Architects Named for Lutnick Library

1/17/2017
Sharpless Hall Reopens

6/30/2017
Lives That Speak Ends With \$269.5 Million Given

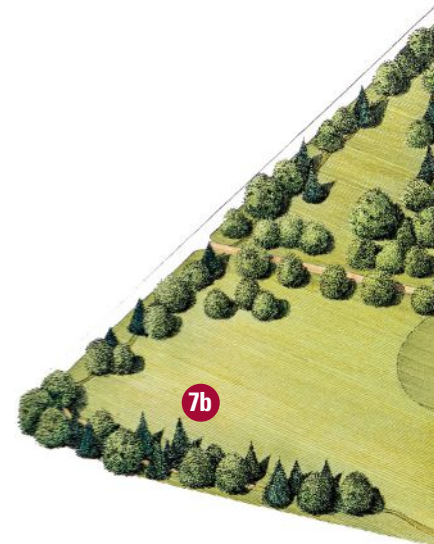


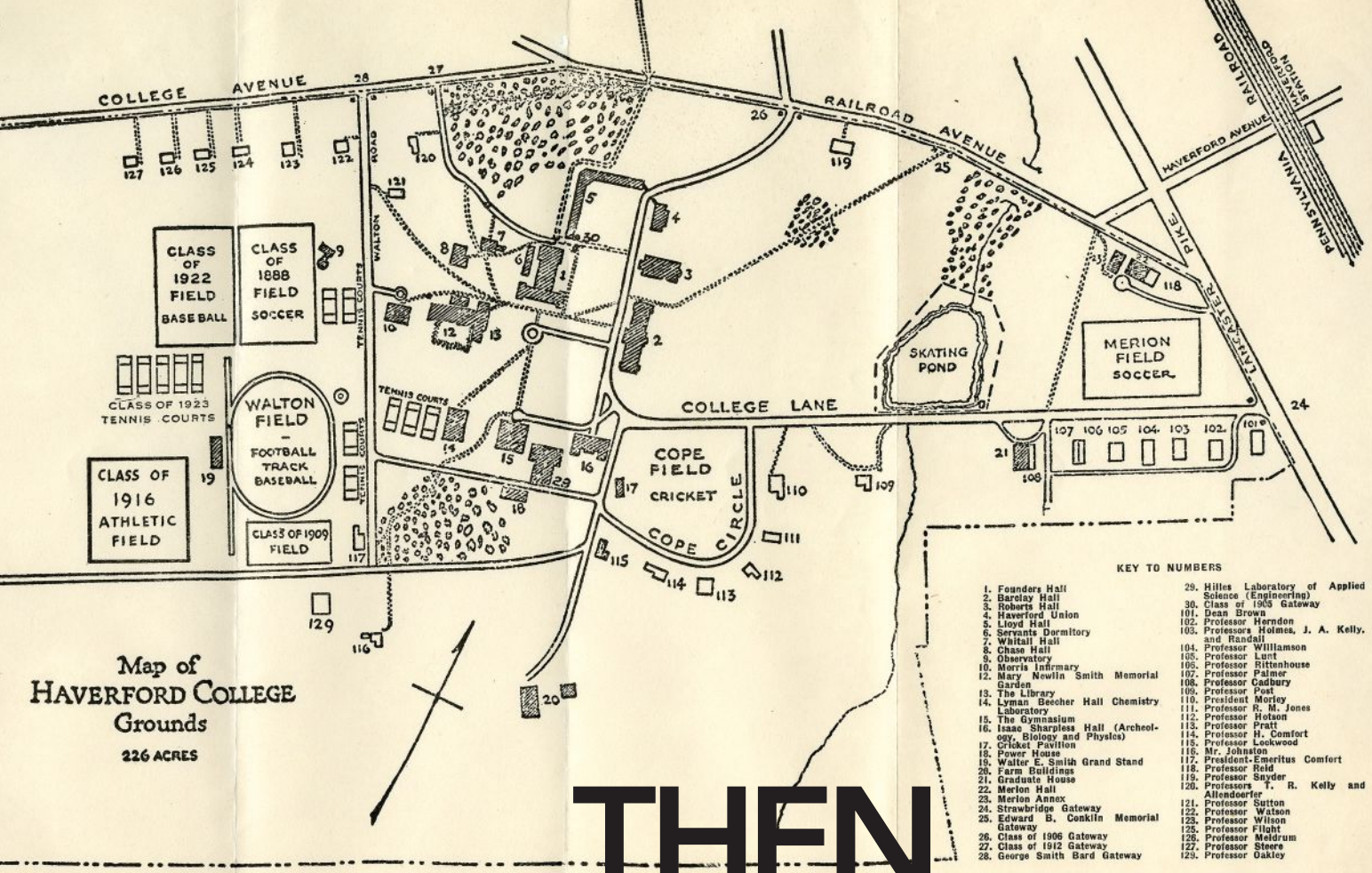
Much has changed since 1940, when this map (top right) of Haverford's grounds was drawn. And we have *Lives That Speak* to thank for a surprising number of the changes—an array of new and improved buildings, plus a long list of programs, centers, and activities hosted by those buildings. Each numbered spot on this new map (below right) marks a connection to the campaign.



WHAT'S NEW, THANKS TO YOU!

- 1 Tritton Hall and Kim Hall**
Opened in 2012. *See p. 5.*
- 2 Sharpless Hall
(Marian E. Koshland Integrated Natural Sciences Center)**
Renovated and reopened in 2017. *See p. 18.*
- 3 Visual Culture, Arts, and Media Facility (VCAM)**
Opening this fall. *See p. 9.*
- 4 Gary Lutnick Tennis & Track Center (Alumni Field House)**
Renovated in 2008 and 2014. *See p. 21.*
- 5 Kannerstein Field**
Renovated and reopened in 2012. *See p. 21.*
- 6 Gooding Arena and Squash Courts (Douglas B. Gardner '83 Integrated Athletic Center)**
Updated in 2014 and 2016. *See p. 21.*
- 7a Johnson Track & Throwing Facility**
Renovated and reopened in 2015. *See p. 21.*
- 7b Walton Field**
Renovated and reopened in 2015. *See p. 21.*
- 9 Swan Field**
Renovated and reopened in 2008. *See p. 21.*
- 10 Class of '95 Field**
Several renovations since 2010. *See p. 21.*
- 11 Bettye Marshall and Norman B. Bramall Tennis Courts**
Renovated and reopened in 2013. *See p. 21.*
- 12 Office of Financial Aid (Whitehead Campus Center)**
More than \$40 million in new funding for endowed scholarships. *See p. 30.*
- 13 Office of Academic Resources and Center for Career and Professional Advising (Stokes Hall)**
New programming offered by the OAR and CCPA, both housed in Stokes. *See p. 7 and p. 8, respectively.*
- 14 Lutnick Library**
To open in 2019. *See p. 24.*
- 15 Roberts Hall and Marshall Auditorium**
To be renovated and reopened as the final *Lives That Speak* project. *See p. 11.*





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THE MAGAZINE OF HAVERFORD COLLEGE
HAVERFORD



**Celebrating Haverford
Lives That Speak**

Join us in marking the successful conclusion of the campaign and the impact of philanthropy on the College.

**Saturday, October 28, 2017
ALUMNI FIELD HOUSE**

6:00 to 7:00 p.m.	Reception
7:00 to 8:00 p.m.	Lives That Speak: A Tapestry in Sound and Vision
8:00 to 11:00 p.m.	Party

Seats are limited and registration is required by October 13.

hav.to/celebratinglts

LIVES THAT SPEAK
The Campaign for Haverford

