

Better Learning, Broader Impact – Haverford 2030

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About the Plan

Better Learning, Broader Impact – Haverford 2030 is the culmination of a process that began in 2019 and concluded in the fall of 2022.

Facilitated by a Strategic Planning Steering Committee, the process has been designed to elicit the creative, critical, and aspirational thinking of the Haverford community—students, faculty, staff, alumni, friends, Board of Managers, and Corporation—with the goal of establishing a mission-centered, values-driven, community-led, and market-informed strategic agenda for the College leading up to 2030.

Haverford 2030 is simultaneously pragmatic and aspirational—a foundation and way forward that includes steps we will take for Haverford over the next eight years. Most importantly, the plan asserts the promise and potential of this extraordinary learning community, one that will always be a work in progress and worthy of our highest hopes and collective industry. All of this is to position Haverford for a thriving and bright third century.



Better Learning, Broader Impact – Haverford 2030

For almost 200 years, Haverford College has offered an incomparable liberal arts education rooted in Quaker practices of social justice, and a belief in the inner light and wisdom of each student. With more than 70 majors, minors, and concentrations, a world-class faculty, and extensive partnerships with Philadelphia-area and global communities, Haverford promises an inclusive, values-centered academic experience, and a gateway to the world, all within a vibrant and caring residential community.

Our motto—*‘Not more learned, but imbued with better learning’*—challenges us not just to gain more knowledge but to embody together transformative learning with a ferocious commitment to excellence; to speak boldly and listen carefully; and to act with honesty, integrity, and social responsibility in community.

Haverford will prepare students to imagine and realize new possibilities for themselves and their world by fostering integrated, interdisciplinary thinking that is embedded in a holistic liberal arts experience. Like generations of Fords before them, today’s students will have the opportunity to make their mark across myriad spheres as thinkers, practitioners, entrepreneurs, and problem solvers. Students will be encouraged to interpret, write, and discover together in dedicated spaces; to reach outside the curriculum in purpose-driven exploration and field praxis; and to collaborate with communities beyond Haverford in engaged coursework and partnerships. Supported by a new *Fords in Action* hub, *Internships for All*, and a vibrant *Beyond the Customary* advising structure, the College is committed to a dynamic academic program that offers the *Liberal Arts for Today and Tomorrow*.

Students, faculty, and staff will also step into the difficult conversations required to sustain an active democracy, an inclusive campus community, and a vibrant civil society. In order to arrive at real action, we each need to cultivate the skills of responsive listening and creative solutions, and Haverford will build on these historical strengths through *Dialogues in Perspectives*, an *Ethical Inquiry and Leadership Institute*, and dedicated space for *Writing, Interpretation, and Creativity*.

The Plan for 2030 positions Haverford to expand its impact and reputation in a world ready for agile minds and active doers. It will strengthen the College’s financial endowment, academic program, residential spaces and connectivity beyond our borders. In this simplicity, we are ambitious—for our students, for our faculty and staff, for our communities, and for the world. This is a time for movement and for movements. It is a moment and an opportunity to be visionary and unflinching, and to translate the work of our mission and values through bold expression, creating better learning for broader impact.

Our Mission

Haverford College offers students better learning for broader impact as scholars, creators, citizens, and practitioners. Committed to critical inquiry and ethical practice in local and global settings, we foster an inclusive intellectual learning community to prepare students for lives of integrity, ambition, and purpose.



Context & Comparisons

Better Learning, Broader Impact – Haverford 2030 builds on Haverford’s distinctive academic strengths, our intimate and inclusive community environment, and our guiding ethos of ethical engagement. It asserts strategic aims that capitalize on our successes as a dynamic liberal arts institution with Quaker roots and proximity to Philadelphia. It also addresses current challenges—some unique to Haverford and others endemic to higher education—by making programmatic, infrastructural, and financial investments in our future. With an eye to Haverford’s history, current competitive position, student body, and academic program, *Haverford 2030* positions the College to meet the intellectual ambitions of future generations of students, to create an inclusive and just campus community for all, and to prioritize the need for creators and leaders who will engage the world’s unprecedented and continuing challenges. Our contexts have changed radically since 1833, but our fundamental mission carries us forward to aspire intellectually, connect globally, and transform the institution intentionally as responsible and responsive stewards of our mission.

Education, Experience, and Outcomes

A 9:1 student-faculty ratio positions Haverford advantageously among selective liberal arts colleges in our ability to offer small classes and personal attention to our undergraduates. Current students and alums overwhelmingly report that this opportunity for close mentorship was one of the most important features of their Haverford experience, and it remains an ongoing commitment of the College and of this plan to increase faculty strength and course offerings. In line with our national reputation for a rich liberal arts core, Haverford values a strong historical emphasis on disciplines and interdisciplinarity across the humanities, arts, social sciences, and natural sciences. Fostering innovative coursework and pathways through areas of study both on campus and off, the College encourages students to explore and experiment broadly in their academic journey.

Haverford’s 170 faculty members are accomplished scholars and researchers, dedicated teachers, and thought leaders across the arts, humanities, sciences, and social sciences; 96% have a terminal degree in their field; and two-thirds are tenured or on the tenure-track. Consistent with peer institutions, Haverford also benefits from a combination of continuing and visiting faculty who contribute their expertise and scholarly acumen to a dynamic set of curricular offerings. Half of all Haverford professors identify as female, and just under 30% as Asian, Black/African American, and/or Latino/a/é. Faculty engage in active research and creative practice in laboratories, studios, and the field, often working in collaboration with undergraduates.

As one of the few national liberal arts colleges located in a major metropolitan area, Haverford offers students distinctive educational opportunities through connectivity to the diverse and expansive economic, cultural, and social resources of greater Philadelphia. The College has continued to build programs to ensure that students are able to work throughout the Philadelphia metro region and learn alongside community partners through

internships, coursework, and other co-curricular experiences. There is strong energy and demand on campus for initiatives in these areas, and we recognize the importance of such connections to student thriving and sustaining relationships with our local and regional neighbors.

Those partnerships also include consortial academic arrangements—especially with Bryn Mawr College—that provide Haverford students with a wide array of educational opportunities. The College offers 31 majors, 32 minors, and nine concentrations. Of those 72 offerings, 19 are formal Bi-Co offerings with Bryn Mawr, while three Tri-Co programs also include Swarthmore College. In addition, students have opportunities to take courses at the University of Pennsylvania, both on a by-course basis and through formal partnerships including our 4+1 engineering program.

All of these offerings are supported by nearly 500 dedicated professional staff who contribute in myriad ways to student education and development across the academic program, through Haverford’s rich extracurricular and residential opportunities, and within the various departments that sustain an innovative, responsive college in today’s complex and competitive higher education landscape. Approximately three-quarters of Haverford’s staff identify as white and one-quarter identify as Asian, Black/African American, and/or Latino/a/é.

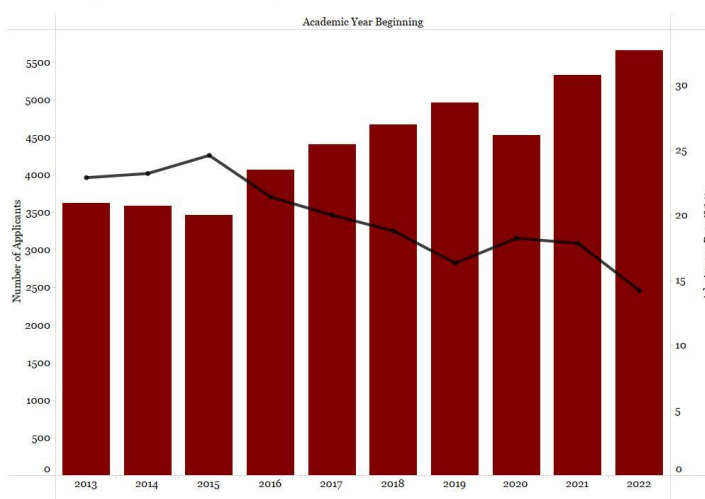
Haverford’s graduation rate remains enviable in a national context, but modest decreases over the past few cohorts of students are prompting investigation into specific factors that might be impeding student persistence, especially where more intentional advising and co-curricular programming across their four years can build student resilience and success. Post-graduation employment rates are comparable to peer institutions. Haverford is among the top 10 institutions in PhD production across all US colleges and universities. Graduates compete favorably for Fulbrights, Watsons, Goldwaters, and other awards and fellowships, as well as in their career earnings. Looking back, 90% of alums report they have very positive or positive feelings about their Haverford experience, and 83% would encourage someone to attend Haverford.

Students and Enrollment

Haverford’s competitive strength—as measured by application numbers and student quality—continues to increase to new record levels, unabated by the COVID-19 pandemic.

The College competes for students seeking admission to the most selective colleges and universities in the nation. Haverford is among the smallest of the leading liberal arts colleges, a notable difference that

Number of applications (bar) with admit rate (line)



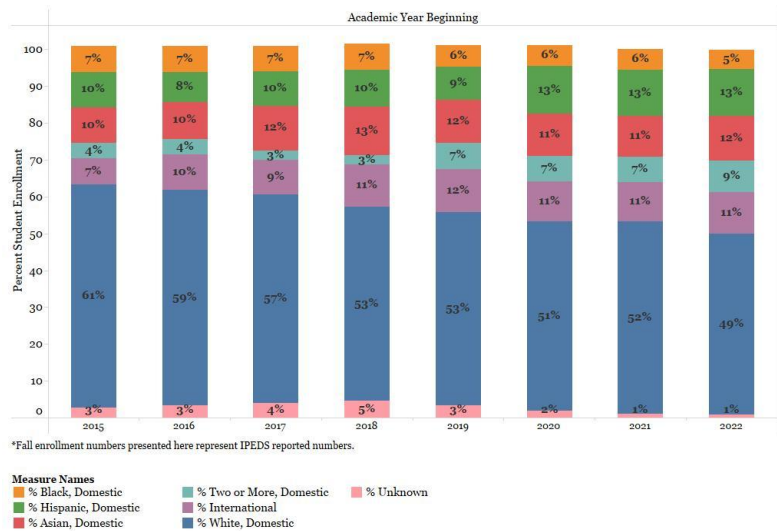
attracts many students who seek the intimacy Haverford’s scale provides. Our small student body size has also been a limiting factor for a subset of prospective students concerned that it might translate to limited opportunities and experiences. Based on strategic internal planning informed by market research, Haverford increased on-campus enrollment to more than 1,400 students over the past decade with proportional investments in the number of faculty and staff to support the larger student body. That intentional growth has helped reduce concerns among those prospective students focused on student body size. As we consider new facilities, faculty lines, and academic programs, however, we continue to anticipate the possibility of intentional increases in student body that could occur in the future.

Prospective students recognize Haverford’s many offerings in creative, lab, and community-based experiential learning. Even more than previous generations, students interested in colleges like Haverford are looking to connect their liberal arts education to praxis, including community-engaged coursework, fieldwork, and internships, all areas of growing curricular, scholarly, and programmatic energy for our faculty and staff.

Our studies have also shown that prospective students seek a balanced undergraduate experience inclusive of both academic excellence and a lively and activated campus life, and they are drawn to Haverford’s long-standing Quaker-informed traditions around ethical engagement and student agency, particularly as embodied in the Honor Code. Over the past decade, our academic Centers and libraries, along with new programs grounded in Student Life, Athletics, and more, have continued to offer vibrant opportunities for students outside of the classroom. And students themselves have continued to discuss and transform the Honor Code as they grapple with the important challenges of community living and shared governance.

Haverford enrolls a student body that has never been more demographically diverse, enhancing a dynamic learning environment and continuing the College’s historical commitments to access and social justice. Haverford’s tuition is competitive with peers, but the College is committed to moderating tuition growth in order to maintain affordability and value for students and families. Currently, Haverford is among the relatively few colleges and universities that meet the full demonstrated financial need of all admitted students, and our graduates carry among the least student loan debt in the nation.

Opening Fall Student enrollment by percentage Race/Ethnicity*



The family income distribution of Haverford’s student body, however, like those of our peers, is increasingly bimodal (with fewer middle-income students), pointing to a strategic opportunity to address an unevenness in the efficacy of current financial aid structures nationally and at Haverford. The College’s comparative affordability also does not fully address the financial pressures many students experience during their time at Haverford. Additional resources, including our LIFTFAR program, fill some of these gaps, and the College aims to do more to increase the affordability of a Haverford education through increased investments in financial aid and beyond.

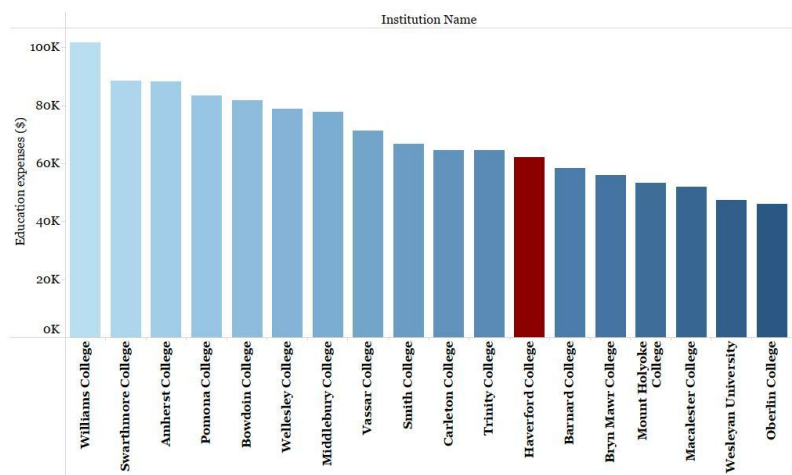
As part of the planning process, a number of campus leaders, including the dean of the College and our inaugural vice president for institutional equity and access, are leading institutional change initiatives to enhance all students’ participation and capacities to thrive in the life of the College. We have launched a Campus Climate Study, to be conducted every 3-5 years, and are in the process of reviewing the 2022 data. While the majority of student respondents speak highly of faculty mentorship, we notice that students experience challenges with both a sense of belonging at Haverford, and with finding clearly marked pathways through curricular, co-curricular and career development opportunities. Our commitment to an inclusive learning environment thus calls for an examination of equitable access to and process for student support.

Finances and Physical Plant

Haverford enjoys a strong financial position derived from its endowment, net tuition revenue, philanthropy, and an operating budget in full-accrual equilibrium. In our peer group, however, Haverford is in the lower-middle as measured by endowment per student and, consequently, in the dollars it is able to devote to core educational expenses per student.

Given the quality and expanse of its program offerings, Haverford successfully does more with less, but we recognize that this is not a long-term planning strategy. On the one hand, we see evidence of our nimble operational style in the strength of the students who choose to enroll, the extraordinary work of our faculty, the expertise of our staff, and the success of our graduates. As a consequence of this financial limitation, on the other hand, Haverford’s endowment spending rate is higher than that of many peers, which limits endowment growth to meet future students’ needs. Since the Great Recession, moreover, Haverford has

Total Core Expenses (\$) per Student FTE for Fiscal Year 2020



Source: IPEDS
 Selected schools represent the 18 Liberal Arts Colleges that are members of the Consortium on Financing Higher Education (COFHE).
 *Student FTE measures the 12 month unduplicated student headcount each college reported for the given year.

lagged behind peers in compensation growth for faculty and staff, and our evergreen challenge to maintain competitive salaries has been exacerbated by inflation. Significant growth in our endowment is, thus, crucial to recruiting and supporting our faculty and staff who are charged with maintaining the excellence of our programs.

Investments in our people also require investment in the places they study, work, and live. Our capacity to hire and retain faculty and staff in critical areas depends on addressing deferred maintenance of facilities while also creating adaptable and environmentally sustainable spaces. The successful renovations and stunning new academic facilities around Founders Green are proof that Haverford can and must build to scale, vision, and ambition in the coming years. As the academic program keeps pace with expanding fields of knowledge, our needs increasingly exceed the space required to deliver on innovative faculty collaboration, teaching, and scholarship.

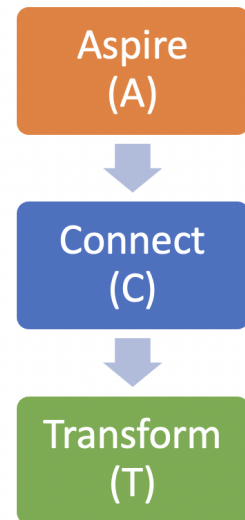
Our student residential buildings and dining facilities are also aging, with many in need of significant improvements. Our older buildings also present barriers to physical accessibility, contributing to an environment in which—according to the 2022 Climate Survey data—some students with disabilities express less of a sense of belonging at Haverford than those without. These spaces and many other facilities require upgrades to improve efficiency and reduce negative environmental impact, an urgent need as we approach our targets for a carbon-neutral 2033.



Strategic Priorities

In response to these many ambitions, challenges, and possibilities, *Haverford 2030* envisions three action areas: *Aspire*, *Connect*, *Transform*. Designed to meet Haverford's highest Strategic Priorities, these domains will strengthen the College's expansive liberal arts core, extend its reciprocal partnerships locally and across the globe, create new opportunities for student career advising and professional experiences, and grow its financial and built endowments.

The following Priorities offer a comprehensive guide to the needs and opportunities that anchor this vision for 2030. Taken together, they provide the means for Haverford to advance its mission and enhance its impact on the cusp of its third century. Each offers one or more key Action Areas, all of which are outlined in later sections of the Plan, and we organize the Priorities immediately below in their relation to *Aspire*, *Connect*, and *Transform*.



A Vibrant Liberal Arts Program

At the center of Haverford's mission and academic reputation is an investment in core academic disciplines, all of which also support strong interdisciplinary and co-curricular work. Asking questions puts the freedom to study and explore—the "*liberalis*"—in the Liberal Arts. Haverford faculty lead in their fields; and that expertise, research, and pedagogical experimentation undergirds the academic excellence that has attracted generations of students to Haverford and launched similar generations of alums into the world. As enrollments across fields shift nationally, Haverford, in conversation with Bryn Mawr, will ensure that its academic departments and programs are configured to engage and balance student learning and subsequent connectivity across all of the arts and sciences. In both established and nascent fields, a Haverford education will prepare students for intentional and synergistic lives of impact and of the mind, body, and soul. (Core Action Areas: A.1, A.2)

Radical Listening and Responsive Dialogue

For generations of Haverford students, the College has provided a crucible for intensive intellectual and ethical exploration through close and regular community interactions guided by Quaker-informed processes of discernment and confrontation. As human beings, we are challenged to come together: to know one another, to value and respect differences, and to determine ways forward within and adjacent to our academic core. Haverford will provide opportunities for difficult conversations and the productive discomfort inherent in deep learning. The power of open and discerning speech must be met with the power of radical listening—with an open heart and curious intellect—if Haverford is to fulfill our promise as a learning community that values and explores diversity and equity in all its forms. (Core Action Areas: A.1, A.2, A.3, A.4)

Career Success & Life Opportunities

Haverford will invest in our capacity to support all students as they look beyond their college years to a wide range of career and life trajectories. This will include expanding access to fully funded summer internships, research opportunities, and other co-curricular experiences. We envision a fully optimized and activated Center for Career and Professional Advising as a critical and galvanizing campus leader in this work, which will engage many areas of the College in helping students envision their futures. (Core Action Areas: A.2, A.3, C.1, C.2, C.3)

Ethical Leadership, Practice, & Community Engagement

Haverford will build on its distinctive location and ethos by strengthening its enduring connections to Philadelphia, the region, its Quaker Consortium partners, and the globe. The Plan proposes new programs and spaces for students, faculty, and staff to develop and practice ethical leadership in a broad international arena; organizational shifts to ensure more sustainable, visible, and integrated operational structures for community engagement and partnerships; and deep engagement with the curriculum. (Core Action Areas: C.1, C.2)

Financial Aid & Access

The quality of the Haverford learning community has always depended on the collective potential of each admitted class, and deepening economic inequality has accentuated the imperative for Haverford and its higher education peers to help improve social mobility for our students. We will therefore invest further in financial aid and equitable access to a Haverford education so that we can enroll the most capable students from a full range of socioeconomic backgrounds. In particular, we will strengthen financial aid packages to allow all of our students to participate in Haverford's full four-year experience, including summer opportunities, as we prepare and position students for productive careers and full lives. (Core Action Area: T.3)

Robust Financial Endowment

Haverford must take this moment to ensure that its financial resources will support its educational model, and ensure its position among the leading colleges and universities in the country, well into our third century. That enduring capacity rests first and foremost on responsibly growing Haverford's endowment, which will position Haverford to moderate tuition growth, inspire academic excellence, invest in high-quality faculty and staff, and deliver distinctive experiences for tomorrow's students as well as today's. (Core Action Areas: T.3, T.4)

Investing in the People who Make Haverford Work

Haverford devotes 60% of its educational expenditures to people: the faculty and staff who make the College run, build relationships with students at the core of our educational processes, and bring life to the College's mission. We recognize the value of personal and professional development for our employees and will support growth opportunities for colleagues across campus. Additionally, we will be attentive to staffing levels to assess internal pressure points, putting sufficient energy where needed, and we will invest in compensation in order to attract and retain industry-leading, diverse talent. (Core Action Area: T.4, T.5)

Sustainability & the Built Environment

In our physical infrastructure and all our operations we must mitigate greenhouse gas pollution and steward our resources—land, air, water, food, energy—as well as care for the living inhabitants of the ecosystems that sustain the Haverford community. Haverford students have galvanized institutional commitments to climate justice and carbon neutrality among the College’s strategic imperatives. The College has successfully reduced its carbon footprint by close to half since 2010, and we carry that momentum into our commitment to reach net carbon neutrality by 2033 through attention to environmental design in our programs, systems, and new capital projects. We also commit to conscientious stewardship of our campus and physical plant in ways that manifest our values within a perpetual community and organization. We will ensure that residential and learning spaces are not just attractive and well maintained, but also designed to meet pedagogical, technological, and communal priorities, including an emphasis on physical accessibility. (Core Action Areas: T.1, T.2)

Data & Technological Infrastructure

Finally, as a responsible steward of its educational mission, Haverford will invest in data systems, technological infrastructure, staffing resources, and organizational development around an integrated data culture in the service of accountability and evidence-based decision making. (Core Action Area: T.5)

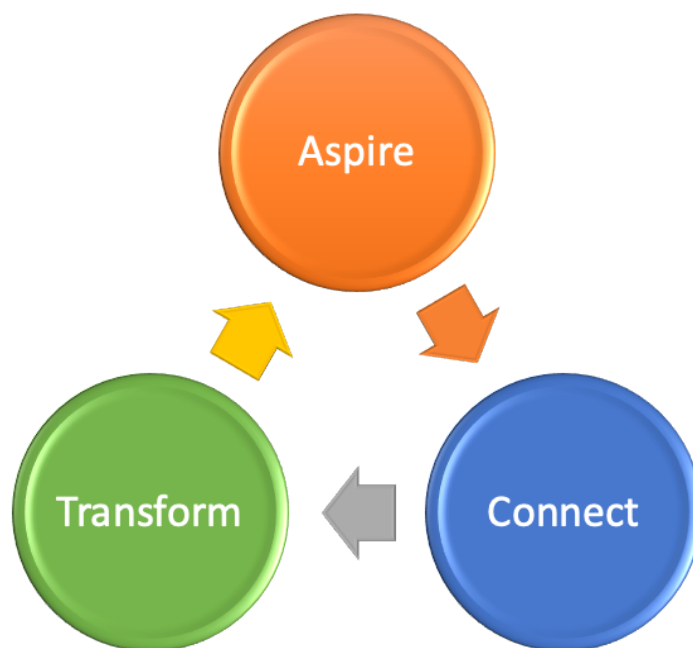


Action Areas

Haverford is set to capitalize on its history, mission and strengths by making significant investments in these strategic priorities. *Better Learning, Broader Impact – Haverford 2030* envisions core actions across three areas, Aspire, Connect, and Transform, by investing in an array of programs to prepare students to lean into the unknown with humility and confidence.

Through our academic enterprise we *aspire* to truth and, with it, human growth and a better future; to that end we will prioritize a dynamic liberal arts curriculum; writing, interpretation, and creativity; dialogue across perspectives; and moving beyond the customary. This motion will expand our field of vision as we *connect* with each other and the world through ethical inquiry and leadership, education for action, and internships for all. Finally, we must *transform* Haverford into an institution that is sustainable across all its dimensions, including financial resources, renewed living-learning spaces that contribute to healthy ecosystems, the people who give life to its mission, and a culture of data and assessment toward evidence-based outcomes.

The multi-year initiatives and goals below stretch across the entire college, building on and toward the deep and broad expertise and visionary capacities of the full Haverford community.

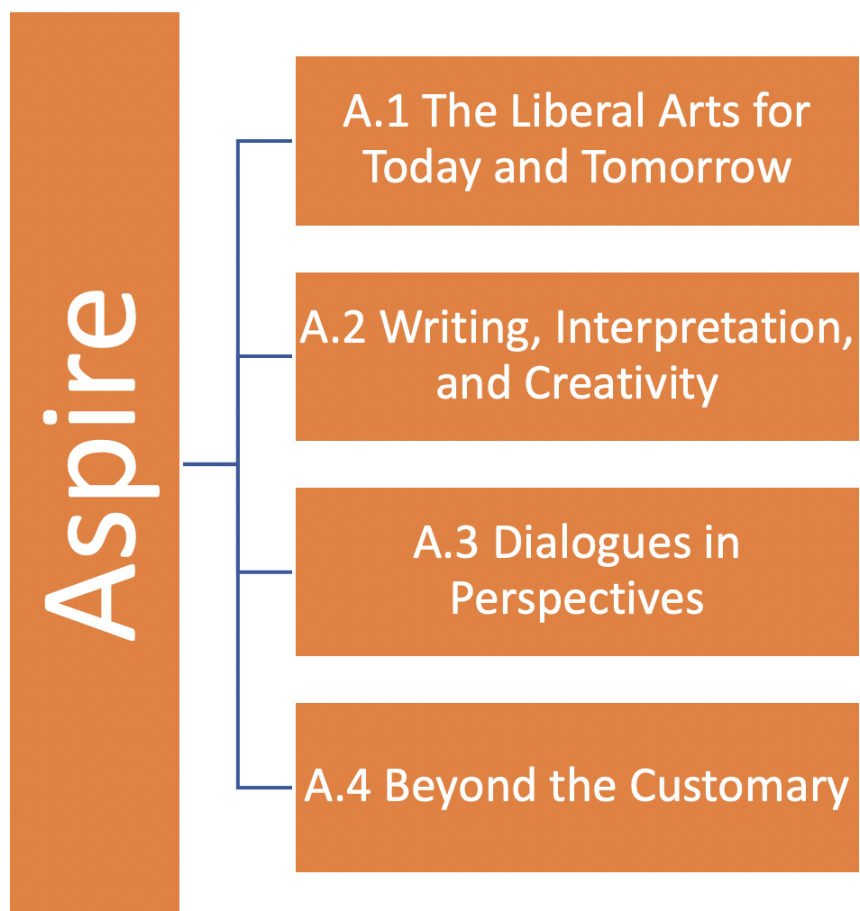


Aspire.

At the heart of Haverford's foundation and future aspirations lies a capacious, curious, and probing liberal arts education that combines keen inquiry and steady practice with listening, expression, and lifelong exploration inside and outside the classroom.

Haverford College lives by an intellectual openness that values both the query and the declarative, promoting dialogue among differences as essential for learning together. This cultivation of wonder and curiosity in faculty scholarship, student learning, and their interplay across the liberal arts fosters the adaptive qualities necessary to navigate the flux and constants of the human condition.

With initiatives that focus on writing, interpretation, communication, and adaptive skills, students will have opportunities to learn, explore, challenge, and relearn in the context of a values-based educational model. We want to learn *better*, to cultivate in our learning environment the practices, modalities, and connections that advance all of us as stronger leaders, collaborators, thinkers, and changemakers.



A.1 The Liberal Arts for Today and Tomorrow

A liberal arts education at Haverford is animated by the power and interplay of our diverse interests and experiences in an intimate educational setting with rich mentorship. Across the arts and sciences, each element of the curriculum contributes to the expertise, questions, and knowledge necessary for our undergraduates to thrive. To launch problem-solvers, researchers, builders, entrepreneurs, scholars, and leaders, Haverford commits to ensuring that our students have the opportunity to engage in a wide array of intellectual studies and innovative programs, including those supported by our three academic Centers, the libraries, and our consortial partners. Through new faculty positions in areas essential to pre-professional, interdisciplinary, and research areas, the College will ensure the vitality, balance, and breadth of an ambitious and relevant academic program.

A.1.1 Create endowed faculty positions aligned with strategic academic priorities and burgeoning areas of the curriculum

A.1.2 Evaluate curricular needs and model future trends to inform planning and faculty hires

A.1.3 Improve the visibility and legibility of Haverford academic programs both within the College and for external constituencies

A.1.4 Expand current innovations programming into integrated social entrepreneurship initiatives

A.2 Writing, Interpretation, and Creativity

Haverford celebrates the lively and creative expression of ideas, questions, curiosity, and scholarly research within disciplines and across the liberal arts. In an increasingly accelerated and virtual world, we prioritize sharing together in the slower practices of reading, writing, speaking, and listening that anchor both our studies and social interactions. A designated gathering space for writing, interpretation, and creativity will help foster and disseminate scholarly undertakings that span languages, modalities, and areas of study, and will also complement a dynamic first-year writing experience.

A.2.1 Designate a space for writing, interpretation, and creativity spanning multiple languages and modalities across the liberal arts

A.2.2 Re-envision and expand the first-year writing experience

A.2.3 Support the visibility and public celebration of research and scholarship throughout the academic year

A.3 Dialogues in Perspectives

Building on findings from the Campus Climate Study and the strengths of the liberal arts at Haverford, *Dialogues in Perspectives* will support open and challenging communication within the campus community. This work will encourage students, staff, and faculty to reflect deeply while critically exploring their stories, histories, and experiences. Through the practice of talking and listening across differences, we will explore salient issues that connect and divide us, mindful of tenets of Quaker practice and the Honor Code. Sponsored jointly by the Office of Institutional Equity and Access, the Office of the Dean of the College, and the Office of the Provost, the initiative will create opportunities and resources for the Haverford community to strengthen our individual and communal sense of belonging, purpose, and value.

A.3.1 Launch a series of community conversations across College constituencies

A.3.2 Identify and mitigate structural barriers to a sense of belonging on campus

A.3.3 Encourage, support, and build upon departmental, academic Center, and cross-unit participation in community encounters



A.4 Beyond the Customary

Building upon, and well beyond, our successful Customs program, Haverford will formalize a holistic, four-year experience to help all students thrive, making the most of their living and learning undergraduate years. A Haverford education embraces the whole student, providing each one the agency and freedom to orient and reorient their beliefs, projects, and career choices over a lifetime. Guided by the Student Life division and the Center for Career and Professional Advising (CCPA), this program will help all students identify goals and directions, while synthesizing and articulating the learning they have acquired across coursework, internships, community and civic engagement, study abroad, leadership positions, and campus employment. The program will also support physical, mental and emotional wellness in varsity, intramural, and recreational sports; mindfulness practices; and Counseling and Psychological Services (CAPS). With a newly energized capacity to support career development and student thriving, the program will complement students' academic experiences as they translate their undergraduate studies into lifelong personal and professional wellbeing.

A.4.1 Create a four-year whole-student pathways program led by the Student Life division

A.4.2 Expand resources and data-informed practice for career and professional advising

A.4.3 Develop alumni/professional networks with academic Centers and departments to 'map' the liberal arts in post-college professional practice

A.4.4 Capture and leverage data about student experiences in order to support student success at Haverford and after college

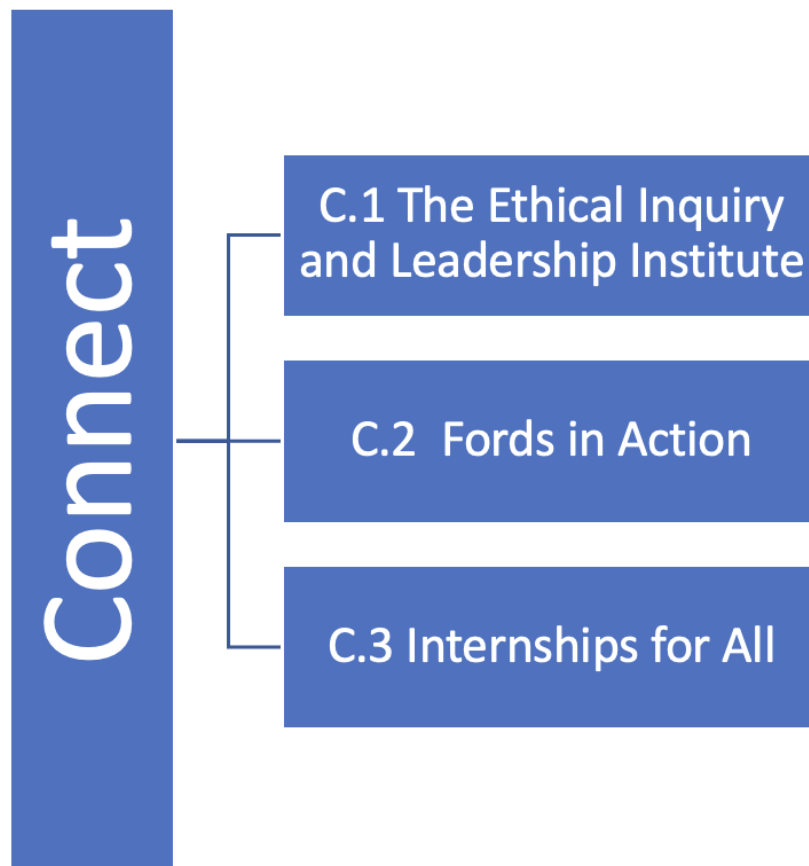
A.4.5 Build vibrant connections across wellness programming and resources



Connect.

Through sustained collaborations with local and global communities, Haverford prioritizes an experiential learning community that situates students in the world as ethical thinkers and leaders.

As part of its historical mission and current practice, Haverford values an ethically grounded liberal arts education. The College will sustain and expand on those ambitions through new facilities, experiential curricular models, public outreach and programming, and faculty positions. Honoring and deepening interdependent networks that stretch across Philadelphia, the U.S, and the world, Haverford seeks to work more effectively and equitably by realigning structural and operational support for collaborative community scholarship and practice with external partners; to expand ethical inquiry and leadership within the curriculum; and to provide paid summer internship, fellowship, language study, or research opportunities for every Haverford student.



C.1 The Ethical Inquiry and Leadership Institute

A Haverford education wrestles with critical ethical questions in the classroom, laboratory, studio, and field, encouraging students to steep themselves in ethical inquiry, and to seek justice and right relationship in all of their endeavors. As part of a large-scale initiative, Haverford will launch an Ethical Inquiry and Leadership Institute that will support student learning and faculty scholarship in a unique interdisciplinary context. Cultivating leadership as a practice and orientation that combines the liberal arts, social responsibility, and creative vision, the Institute will offer a values-based approach to individual and collective accountability. For learners both within and beyond our undergraduate student body, the Institute will add depth, breadth, and dimension to the College's current educational model, while enhancing Haverford's presence and visibility worldwide. Faculty situated across the arts, humanities, social sciences, and natural sciences will also continue to build dynamic areas of ethical inquiry and impact into their scholarship and core academic program offerings.

C.1.1 Create a new Ethical Inquiry and Leadership sequence within the curriculum

C.1.2 Provide resources for faculty across the disciplines to engage in the Ethical Inquiry and Leadership Institute

C.1.3 Develop and fund a staffing structure and programming plan to engage community leaders and partners in year-round opportunities



C.2 Fords in Action

The College will create Fords in Action, a hub both to support initiatives across the campus and to construct a gateway to the community. Located in a new facility that will include the Ethical Inquiry and Leadership Institute, student residences, and academic spaces, Fords in Action will encourage interested students and faculty, including our Bryn Mawr College colleagues, to explore the pedagogy, scholarship, and practice of action-based learning in collaboration with community organizations and partners. Fords in Action will enhance student access to, and experience of, community engagement; build and sustain advisory structures internally and externally; and offer visibility and space to promote these programs. Building on the work of many existing campus entities, including the Center for Peace and Global Citizenship (CPGC), Fords in Action will coordinate approaches to community-learning work across the College, including the possibility of new optional January-terms, May-terms, and summers.

C.2.1 Scope and plan a new 'Gateway' building that includes student residences, conference facilities, and academic programming spaces

C.2.2 Create an integrated administrative and operational hub that aligns community programming for internal and external audiences

C.2.3 Offer new optional off-term and summer fieldwork opportunities for credit-based learning

C.2.4 Evaluate and reorganize sustainable funding structures for Fords in Action projects and partnerships

C.3 Internships for All

It has never been more valuable for students to gain experience outside the classroom within professional, creative, and research environments. As part of its educational charge, the College will facilitate and fund at least one paid summer internship, language study, fellowship opportunity, or research position for each student over their four-years at Haverford. The possibilities are broad-ranging and will encourage undergraduates to explore the arts, business, culture, athletics, sciences, entrepreneurship, finance, social responsibility, and more as they use and expand their expertise while preparing for lives of purpose.

C.3.1 Expand financial resources to support every student in an experiential summer internship at least once during their undergraduate years

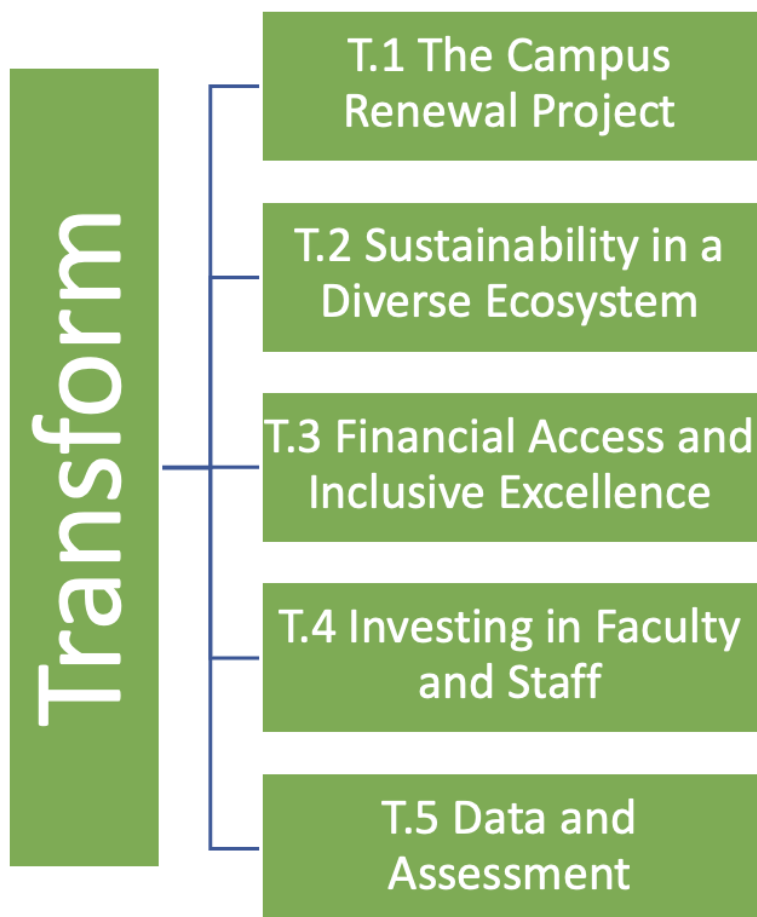
C.3.2 Develop data models to track these experiences and assess alignment with career development and pre-professional advising

C.3.3 Extend alumni, educational, and professional networks to generate a rich array of possible opportunities for students

Transform.

With a commitment to inclusive excellence, Haverford will enhance the financial and material resources that undergird our educational mission, steward our environmental impact, and invest in the next generations of students upon which our mission is premised.

Continuous renewal of Haverford as an institution is mission critical for a community fully engaged in shared academic, professional, and social enterprises. Haverford will align its institutional policies, practices, and infrastructure to prioritize sound financial management, care and concern for its people, respect for the history of the land on which it is located, and responsible environmental stewardship. To reach these goals, we will build a strong culture of justice and inclusivity, physical spaces that engender a healthy and creative learning environment, investments in affordability and compensation, and data systems to support accountability and informed decision-making. In realizing these aspirations, we remain committed to building the endowment to the greatest extent possible in order to enhance the College's long-term fiscal strength and flexibility.



T.1 The Campus Renewal Project: Living-Learning Spaces

The entire campus is a site for learning, living, playing, creating, and being together. We will launch a thorough process to ensure that our facilities—whether residence halls, classrooms, athletic facilities, academic spaces, or gathering places—are geared toward meeting the needs of today’s students in an accessible, dynamic, and welcoming living-learning community. A renewed focus on student living is an opportunity not just to modernize residence halls, but also to weave in programmatic elements on a campus where life and learning co-exist across settings. The College will make enhancements to various co-curricular spaces, including athletic facilities and other areas that support the development of the whole student. As part of a residential renewal project, the College will also create a multipurpose gateway (see C.2.1) to the campus that connects Haverford to greater Philadelphia, the country, and the globe with event and collaborative spaces, residences, and conference facilities. This outward-facing project will encourage deeper and sustained community partnerships, increasing Haverford’s presence in the world and providing our neighbors more opportunities for collaborative programming.

T.1.1 Replace Haverford College Apartments with a new south-campus Gateway designed with programming, conference and residential spaces

T.1.2 Plan and sequence renovations of dated residence halls, including Lloyd, Leeds, and Barclay

T.1.3 Construct a new residence hall to provide swing space during residential renovations

T.1.4 Upgrade team and recreational athletic facilities, including tennis courts, select playing fields, spectator areas, and fitness spaces



T.2 Sustainability in a Diverse Ecosystem

Haverford is committed to fostering a sustainable world that reflects our deeply held values around stewardship, equality, justice, and social responsibility that can be traced back to the College's Quaker foundations. Accordingly, a Haverford education should challenge every student to confront the urgent ethical and tangible dimensions of sustainability and climate justice that will shape the world that their generation, and future generations, will inhabit. We will support students' learning about how to understand our inherited past and how to create positive change that endures. We will also implement an integrated strategy to accelerate our transition to policies, infrastructure, and operations that promote equity, restore species and ecosystems, and provide resilience to meet the challenges of the future. Finally, all of our facilities renovations and construction will embody our commitments to inclusivity and accessibility while advancing progress toward carbon neutrality by 2033.

T.2.1 Create an organizational hub for sustainability programming and institutional change management

T.2.2 Mitigate Haverford's remaining greenhouse gas emissions toward the goal of carbon neutrality by 2033

T.2.3 Improve campus accessibility through facilities construction, renovation, maintenance, and usage policies

T.2.4 Encourage land sustainability programming among the Arboretum, academic departments, and Facilities Management

T.3 Financial Access and Inclusive Excellence Initiative

Fostering an inclusive and equitable learning community begins with meeting the demonstrated financial need of each admitted student. Haverford will grow our endowed funding for financial aid in multiple areas within our need-aware system, making Haverford more affordable for students and families by increasing our investment in aid awards. In order to provide students equitable access to summer opportunities like internships, fieldwork, or employment, we will also reduce the summer earnings expectation in financial aid packages.

T.3.1 Increase financial aid and set targets for raising the discount rate (aid as a percentage of gross tuition revenue) over time

T.3.2 Reduce the Summer Savings/Earnings expectation in financial aid packages

T.3.3 Reduce the Home Equity Expectation in financial aid packages

T.4 Investing in Faculty and Staff

The quality and impact of a Haverford education rests significantly on the expertise and engagement of the faculty and staff who dedicate their efforts to the intellectual and personal development of Haverford students in a collaborative work environment. We will adapt the College's structures and resources in order to foster a community of learning, belonging, and excellence that promotes the professional growth, scholarly ambitions, and wellbeing of our faculty and staff.

T.4.1 Conduct a regular campus climate study to understand and respond to the needs of faculty and staff for meaningful community and professional development

T.4.2 Invest in competitive and equitable faculty and staff compensation

T.4.3 Enhance access to professional development, research and scholarship, and personal wellness opportunities

T.5 Data and Assessment

To do everything we do with integrity, and to do it both better and smarter, we will develop next-generation information systems that connect data across our various enterprise platforms. Leveraging new data resources, we will strengthen our practices of program evaluation and assessment to support a culture of data-informed improvement across how we teach, learn, work, and steward the College's resources.

T.5.1 Develop processes, skills, dashboards, and organizational structures relating to data-informed assessment and practice across the College

T.5.2 Build an integrated data technology infrastructure to support data-informed decision-making around learning, success, and resource management

Planning, Next Steps, & Success Indicators

The fundamental value of *Haverford 2030* will be measured by the extent to which its realization and the achievement advance Haverford's educational mission. The steps toward successful implementation are threefold and will extend into the coming months and years supported by faculty, staff, students, Board of Managers, and alums:



The **Vision & Planning Stage** began in the fall of 2019, culminating in the presentation of the Plan for the Board of Managers' approval in December of 2022. This first stage offers the context, analysis, vision, action areas, and steps to move forward into program development and implementation. The College's Senior Staff is also conducting budgetary and feasibility analyses to determine the potential scale, cost, and viability of initiatives. These data will be used both for internal planning and for setting the parameters and vision of the next Haverford fundraising campaign. Once the Plan is approved, the president will convene a shared governance group to oversee its implementation and assessment. In partnership with College constituencies, Senior Staff, and the Board of Managers, the implementation and assessment group will refine priorities and needs during the 2023 calendar year and oversee the steps below.

Development & Scoping across many of the Action Areas has already begun and will occur on different timelines across each initiative. For every Action Area, lead teams will be assigned to develop, coordinate, and report out on initiatives, ensuring that appropriate infrastructure and operational support are in place. These teams of stakeholders across the College will also create plans that ensure full integration with institutional planning priorities and adequate staffing support for new initiatives.

The College will also seek additional insights by developing a campus comprehensive plan and conducting targeted market research. Taken together, this work will impact and intersect upcoming operating budgets, planning and execution of our comprehensive campaign. Reports and updates will be communicated by the President's Office on the Strategic Planning webpage.

The various stages of **Implementation** will coincide with, and follow development and scoping for, each initiative or action item. Each of the lead teams will regularly report to the implementation and assessment group, while also working closely with key Senior Staff and designated colleagues across offices to ensure timely and consultative completion over the coming 3-5 years. The broader campus community, alums, and Board of Managers will be

updated regularly. Where financial plans require formal approval, especially around staffing, capital projects, and operational infrastructure, deliberations and decisions will be undertaken by the appropriate College and Board committees and leadership. All of this work will be reflected on the Strategic Planning website, which will offer timelines and updates for the Plan.

Finally, we will **Assess** the strategic success of each initiative, and the cumulative effects of *Haverford 2030* as a whole, by establishing benchmarks and key performance indicators, including target ranges, against which we will track the Plan’s longitudinal impact on the College’s educational program and competitive position.

Updates on this assessment work will be provided through dashboards and other metrics, communications updates, and annual reports.

Admission	Academic Program	Student Success	Financial Resources	Physical Plant	People	Reach and Reputation
Numbers, Yield, Quality	Scholarly Productivity and Satisfaction	Graduation Rates	Endowment	Carbon Net Neutrality	Longitudinal Climate Survey Data	Community/ Professional Partnerships
Diversity and Demography of Student Body	Student/Faculty Ratio	Retention Rates	Net Tuition Revenue	Deferred Maintenance	Compensation Benchmarks	Alumni/Friends/ Family Engagement
Enrollment Trends Across Disciplines and Fields	Spread of Students across Programs	Student Satisfaction	Donor and Grant Funding	Space Utilization	Retention Rates	Market Reach and Visibility
		Postgraduate Outcomes				

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Better Learning, Broader Impact – Haverford 2030

