**Provost**

Haverford College is a community of scholars and learners. The core of the Haverfordian experience is a curriculum notable for a dynamic interaction of teaching and scholarship, not only within its faculty, but also among faculty and students across the full extent of their academic experiences. At once innovative and integrative, the curriculum is itself in spirited dialogue with other salient components of the “campus classroom”: an extensive array of research and internship opportunities for students; robust academic centers focused on the humanities and arts, integrated natural sciences, and peace and global citizenship; a richly diverse student body supported by inclusive pedagogies and campus-wide commitment to diversity, equity, and inclusion; an array of civic engagement opportunities in which the student body enacts the College’s commitment to social justice; a study abroad program that immerses half of students in cultural and intellectual diversity on six continents; a stunning campus landscape bespeaking the College’s systemic commitment to environmental stewardship; and an array of artistic, athletic, and extracurricular opportunities attuned to the broad educational mission of the College.

Haverford has deep roots in several academic consortial relationships. The first and most important is with our partner college, Bryn Mawr. The two colleges operate in close association, in what we call “the Bi-College Consortium,” which includes a large number of departments and programs that are shared between the two colleges. The two partners both have close ties to Swarthmore College, thus forming the Tri-College Consortium, which is notable for its shared library resources and for having several departments and programs that span the three colleges. The three colleges also have a consortial relationship with the University of Pennsylvania, allowing students at all four to take courses at the others. Beyond these partnerships, Haverford is advantaged by its proximity to the cultural vitality of Philadelphia, providing rich curricular and co-curricular arenas for inquiry, engagement, and growth.

Haverford seeks a provost to partner with newly installed President Wendy Raymond to position the College to meet the challenges and opportunities of this remarkable moment in its own history and that of the liberal arts enterprise. The next provost will work closely and collaboratively with the faculty, academic staff, other community members, and counterparts at Bryn Mawr and Swarthmore to advance the College’s academic mission. The provost will serve as a key member of the College’s senior leadership team and will have oversight of the faculty, the curriculum, faculty research, the three academic centers, the libraries, and the Distinguished Visitors program.
Haverford’s next provost must be a creative thinker who is able to identify and capitalize on opportunities to advance both the academic mission of the College and the related professional aspirations of its faculty. The ideal candidate will lead with integrity and a style well-suited to a community where shared governance, consensus-driven decision-making, and steadfast support of faculty as educators and scholars are deeply ingrained. They will also be an accomplished scholar and teacher with a demonstrated commitment to undergraduate education and the liberal arts.

HAVERFORD COLLEGE MISSION

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

The College’s rigorous academic program is flexible in form and content to meet the needs of individual students, and rests on the assumption that the able students who come here will use their capacities fully. Haverford’s faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to students their enthusiasm and high standards.

The full resources of the College, in and out of the classroom, are designed to promote the personal and intellectual growth of students. Through an ambitious program of visiting lecturers and cultural activities, intentional efforts to build intellectual and social community across wide-ranging faculty/student/staff backgrounds and perspectives, student self-governance and service programs, an athletic program focused on the pursuit of both academic and athletic excellence, and day-to-day living in a residential community, the College seeks to broaden and enrich each person’s development. We seek to foster the pursuit of excellence and a sense of individual and collective responsibility in all our pursuits.

Haverford strives to be a college in which integrity, honesty, and concern for others are dominant forces. The College does not have as many formal rules or as much formal supervision as most other colleges; rather, it offers an opportunity for students to govern their affairs and conduct themselves with respect and concern for others under the Honor Code.

Haverford College, while a non-sectarian institution, has Quaker origins that inform many aspects of the life of the College, deepening the spiritual, moral, and ethical dimensions of the academic program.
LOCATION

Haverford’s natural campus is at once a verdant oasis in the midst of a bustling Philadelphia suburb that provides space and ambience for communal and solitary activities, while also a “living lab” whose thoughtful stewardship is in itself an opportunity for teaching and scholarship. Sixty-one percent of Haverford’s faculty lives on the 216-acre campus, a nationally recognized arboretum.

Located along the Pennsylvania Railroad’s historic 19th Century “Main Line,” Haverford’s campus is proximate to the vibrant communities of Ardmore, Bryn Mawr, and Villanova, comprising an area known for outstanding public and independent schools and high quality of life. The College enjoys positive relationships with its local community, whose nature-lovers, runners, and families have enjoyed the Duck Pond and Nature Trail for generations.

Haverford is eight miles from Center City Philadelphia, one of America’s most historic and dynamic cities, one that embodies the aspirations and struggles thematic to contemporary urban America. With easy access by public transportation, Haverford enjoys cultural and educational opportunities rare to a liberal arts college. Philadelphia extends students’ academic, professional, and social experiences, as it does those of faculty and staff, some of whom choose to live in neighborhoods throughout the city. Direct access to New York, Washington, and any number of domestic and international destinations situates Haverford and the surrounding area within a cosmopolitan geography.

LOOKING TO THE FUTURE

Haverford is well positioned to be a leader among liberal arts colleges as they face the challenges of the 21st century. The College is currently concluding the Plan for Haverford 2020, which strengthened the core of discipline-based curricula while also developing constellations of interdisciplinary programs. These developments also facilitated undergraduate student research of unusual depth. Supported by a successful capital campaign, the Plan for 2020 yielded sixteen new faculty positions to develop: new and expanded academic programs in global perspectives, social philosophy and public value, and visual and computational studies; new minors in health studies and visual studies; and a new Bi-College Department of environmental studies. In service to this evolving curriculum, the Plan for 2020 renewed facilities for biology and psychology, transformed the Old Gym into an innovative space for Visual Culture, Arts, and Media (VCAM), and reinvented Haverford’s main library, recently dedicated as Lutnick Library, the intellectual center of the campus. The enlargement of Roberts Hall to create new spaces for the Bi-College music program will begin in the spring of 2020.

In expanding beyond the boundaries of the campus, Haverford is a founding member of the Liberal Arts Collaborative for Digital Innovation (LACOL), an evolving partnership among liberal
arts colleges that promotes quality teaching and learning by exploring the pedagogical potential of emerging technologies. In addition, the Tri-Co Philly Program is a new, semester-long, non-residential curricular program that facilitates engagement with the diversity, complexity, innovation, and systems of the city.

As the goals and aspirations of the Plan for 2020 come to conclusion, the next provost, working closely with the Board of Managers, senior staff, faculty, staff, and students, will enjoy the opportunity to help shape the College’s next chapter through a robust strategic planning process just underway.

ACADEMIC LIFE

Haverford’s exceptional sense of community extends to students’ academic experiences which are shaped by close personal and professional relationships with faculty. Haverford expects all majors to complete a senior thesis or capstone experience. In this way, Haverford treats every student as an honors student by offering each the opportunity to work closely with faculty on high-level scholarly endeavors. Students complement classroom experiences with travel, internships, and conference presentations; there are ample opportunities to co-author papers with professors and to work with them as collaborators rather than assistants. Students often draw on these experiences in their senior theses or capstone projects.

Haverford’s curricular requirements ensure that students are well-rounded, expansive thinkers. Haverford offers a wide variety of majors, minors, and concentrations on its own campus as well as via strong partnerships. These include:

- 28 majors
- 31 minors
- 13 concentrations
- 11 additional major/minor programs via Bryn Mawr and Swarthmore
- 7 master’s degree partnership programs

Positioning the College for continued excellence and relevance in a rapidly changing world, Haverford has made recent investments in academic advising, career development, ethical leadership programming, and community engagement to ensure that members of an ever more diverse set of Haverfordians realize their full potential. This includes the introduction of the Office of Academic Resources, which was founded in 2012 to enrich and enhance the academic life of all Haverford students; the Chesick Scholars Program, a four-year mentoring and leadership program for talented students from underrepresented or under-resourced backgrounds; the Low-Income and First-in-Their-Family Assistance and Resources (LIFTFAR) program; the Ethical Leadership Summer Institute, which has focused on ethics in business, global health, and applied local leadership; and additional initiatives such as the Public Policy Forum, the Haverford Innovations Program, and the Haverford DocuLab.
THE FACULTY

Haverford faculty are exceptional scholars and artists who enjoy teaching the excellent undergraduates that Haverford regularly recruits. Because the synergy between research and teaching is at the core of Haverford’s educational approach, Haverford faculty look to the provost for help in sustaining a strong research profile. Faculty routinely publish in top journals and publishing houses, perform and exhibit in high-profile venues, participate in international conferences, and assume leadership roles in their fields. They are recipients of national grants and awards, and many are committed to local community engagements.

It is a consequential and exciting time as Haverford integrates talented new professors into its faculty and anticipates significant hiring in coming years. Senior faculty have created a culture of rigorous instruction across the traditional disciplines which is coupled with scholarship of depth and consequence. Rising generations of faculty, for their part, embody the aspirations of the Plan for 2020 as they reach across disciplines in exciting new ways. As faculty explore some of the most pressing questions of our time, they are also pushing the boundaries of the classroom experience, whether into the natural and built spaces of the campus, communities as close as Philadelphia, or regions as distant as outer space. Haverford seeks to support faculty across their career arcs and life stages, and the College is enhancing and refining the institutional structures that enable excellent teaching and scholarship, from research support and professional development to models of shared governance and compensation.

In academic year 2019-20, Haverford has:

- 108 tenured/tenure-track faculty with 159 total instructional faculty
- 97% faculty with a terminal degree
- 21% faculty of color
- 9:1 student/faculty ratio
- 61% faculty who live on campus
- 20 academic departments at Haverford
- 3 additional Bi-Co/Tri-Co departments
- 6 additional complementary Bryn Mawr departments

THE STUDENTS

As first-years learn as soon as they arrive on campus, an ethos of trust, concern, and respect guides Haverford students, wherever they may find themselves—the classroom, laboratory, studio, or stage; along the Nature Trail, in residence hall common spaces, or on the playing field; and around the dinner table, in volunteer service, or through internships. Haverford’s commitment to ethical engagement is most directly embodied in its Honor Code, which covers
both academic and social life. Take home tests and unproctored, self-scheduled exams are the norm, as is the expectation that students will set their own social framework, without the mediation of College officials. The Honor Code, in tandem with a long-standing tradition of self-governance, plants in students the seeds of leadership and responsibility. Rather than a list of rules, the Honor Code is a philosophy that appeals to the individual’s need to maintain academic standards within their coursework and to conduct themselves ethically as members of a diverse residential community. Thus, in the spirit of Haverford as an intentional community that is energized and improved by dialogue, students commit themselves annually to review, refine, and ratify the Honor Code through a process of collective discussion and deliberation.

In the 2018-2019 academic year, Haverford enrolled 1,310 total students, with 99.9% attending full-time and 97% living in college housing. The student body hails from 42 U.S. States, two U.S. Territories and 49 countries and includes 35.8% domestic students of color. Fifty percent of students receive some form of financial aid. More than one third of the student body plays an intercollegiate sport and students have the opportunity to participate in over 145 clubs and organizations.

The Centers

Interdisciplinary thought and work are enhanced by the Hurford Center for the Arts & Humanities, the Marian E. Koshland Integrated Natural Science Center, and the Center for Peace & Global Citizenship. Through these centers’ programming, as well as grants, fellowships, and internships, students are able to pursue civic engagement opportunities and research that directly inform their education.

- **The John B. Hurford ’60 Center for the Arts and Humanities** seeks to enhance social, intellectual, and cultural life on the campus by fostering challenging exchanges among faculty, students, and diverse communities of literary, linguistic, and artistic practitioners, performers, scholars, and critics. Through the promotion of scholarship, teaching, art, and public forums, the Center sponsors programs that promote a deeper relationship between classic humanistic study and contemporary intellectual, artistic, and ethical currents in the wider public world.

- **The Marian E. Koshland Integrated Natural Sciences Center** brings together faculty and students for curricular and scholarly discussions, while also supporting student research internships, undergraduate research symposia, and participation in scientific conferences, as well as community engagement and education. Through the MAST program, Haverford students provide tutoring and lab experiences for Philadelphia area middle school students from underrepresented backgrounds in science.
• The Center for Peace and Global Citizenship extends Haverford’s long-standing commitment to social justice by offering local community engagement opportunities, community-engaged courses and curricular pathways, and financial support for student and faculty activities that advance peace, social justice, and global citizenship. Each year, the CPGC awards approximately 60 Fellowships for Global Citizenship to students with interests across Haverford’s academic program. These fellowships support immersive summer internship experiences and deepen Haverford’s connections with social change organizations around the world.

CONNECTIONS TO A WIDER ACADEMIC COMMUNITY

One of Haverford’s distinctive features is its academic and social cooperation with Bryn Mawr College. The relationship between the two colleges forms the Bi-College consortium. Students may take courses, major, or minor at either school and live on either campus. A total of 51 majors are available to students at either college. In the Fall of 2019, there were 1,886 Bi-College student cross-campus course enrollments and 43 members of the Haverford class of 2019 graduated with a Bryn Mawr major.

In recent years, a number of new Bi-College academic programs have been put in place. The two colleges cooperate when making academic and other appointments, in student services and student housing, and in grant seeking for their academic programs. The Haverford Board of Managers and the Bryn Mawr Board of Trustees maintain strategic alignment through their Bi-College Council.

Educational opportunities are further enhanced by Tri-College programs among Haverford, Bryn Mawr, and Swarthmore College, and all three colleges’ students may enroll in courses at the University of Pennsylvania through the Quaker Consortium. Haverford also offers a number of dual degree programs with partners including UPenn, Georgetown, Caltech, and Zhejiang University in China.

LIBRARIES

The Haverford College Libraries act as a locus of the intellectual activity supporting the teaching, research and learning needs of the Haverford community. The libraries foster curiosity, exploration, introspection and scholarship engagement for each individual within the Haverford community.

The library system includes:

• Lutnick Library
• Quaker & Special Collections
• Union Music Library
The Lutnick Library recently underwent a significant, $32.7 million renovation to enhance engagement with the library's collections while significantly improving and supporting the core elements of its programming.

GOVERNANCE

Reporting Structure
Under the authority of the Board of Managers and the Corporation of Haverford College, the president is responsible for the leadership and strategic direction of the College. Supported by the senior staff, the president works collaboratively with faculty and staff on matters pertaining to the College's governance and regularly consults with students and student leadership.

Nine senior staff members report to the president:

- provost
- dean of the college
- senior vice president for finance and administration
- vice president and chief of staff
- vice president and dean of admission and financial aid
- vice president for institutional advancement
- chief information officer
- chief investment officer
- assistant vice president for College communications

The senior staff, faculty and students are joined by nearly 500 full-time and part-time staff members. Alongside students and faculty, staff members engage in shared governance and stewardship of the College.

President Wendy Raymond

An accomplished molecular biologist, award-winning teacher, and academic leader, Wendy Raymond became the 16th president of Haverford College on July 1, 2019. She is also nationally prominent for her work on issues of diversity, equity, and inclusion in academia, the sciences, and liberal arts institutions.

Starting in 2013, Raymond served as vice president for academic affairs and dean of faculty at Davidson College, where she oversaw a significant reinvestment in faculty positions, research support, and curricular development. As Davidson's chief diversity officer, Raymond led a multidimensional effort to broaden and deepen faculty diversity, equity, and inclusion. From 2014 through 2016, she was chair of the Committee on Equal Opportunities in Science and
Engineering, a Congressionally mandated advisory committee to the National Science Foundation, on which she served since 2010. Prior to Davidson, Raymond was a professor of biology at Williams College, where she began teaching in 1994 with specialties in molecular genetics, and where she became the first associate dean for institutional diversity.

Raymond is a Phi Beta Kappa graduate of Cornell University. She earned her Ph.D. at Harvard University in biochemistry, followed by an American Cancer Society Postdoctoral Fellowship in genetics at the University of Washington.

**Quaker Influence and Shared Governance**

Although a nonsectarian institution today, Haverford is imbued with social values and approaches to decision-making rooted in its Quaker tradition. Haverford believes in a transparent and participatory process of decision-making by consensus. This commitment to shared governance provides a large role and a strong voice for the College's various constituents. In particular, the Provost works collaboratively with the faculty and staff and regularly consults with students and their elected or designated leaders.

The organization of the faculty, its governance structure, and the policies affecting it are detailed in the [Faculty Handbook](https://example.com/faculty-handbook). It delineates the responsibilities of the faculty to design the College curriculum, to set requirements for degrees, and to advise the provost and president on appointments, promotions, the granting of tenure, and other issues regarding faculty status and related matters. The Handbook also covers such crucial areas as leaves, grievances and academic integrity.

At faculty meetings, held monthly, decisions are made by seeking consensus according to the “Friends’ Methods of Doing Business,” rather than by voting. The faculty believes that any satisfactory decision depends upon the full understanding and agreement of the persons present. Therefore, it transacts business by consensus rather than by majority vote, striving to reach conclusions in a spirit of reasonableness and forbearance.

**THE NEXT PROVOST**

The provost will serve as a key member of the senior leadership team with oversight of the [faculty](https://example.com/faculty), the [curriculum](https://example.com/curriculum), faculty research, the [three academic centers](https://example.com/academic-centers), the [library](https://example.com/library), and the [Distinguished Visitors program](https://example.com/distinguished-visitors). The provost’s emphasis will be to support and advocate for the faculty and to enrich the academic program as it reaches across the institution and beyond.

Fourteen members of the faculty and staff report directly to the provost, including: the associate provost for curricular development and associate provost for faculty development and support—both of whom are faculty members and who spend 50% of their time on their provostial duties; the directors of the three academic centers; the librarian of the College; the director of the writing
center; the faculty liaison for inclusion, equity, and diversity; as well as the following members of the Provost’s Office staff:

- assistant provost
- Tri-Co Philly Program director
- assistant to the provost and coordinator of faculty auxiliary services
- assistant to provost for faculty hiring and review
- senior assistant for curricular and provostial affairs
- executive assistant to the provost and supervisor of faculty administrative support services

In total, 97 staff compose the Academic Affairs division. The provost manages $32.9 million in operating budgets (including funding for academic departments, academic centers, the Provost’s Office, and the libraries), $7 million from endowed and other restricted funding and an additional $7.8 million in total sponsored research.

The provost serves on the Academic Council, staffs the Educational Affairs Committee of the Board of Managers, and supports the work of other Board committees as required.

Opportunities and Challenges

All members of Haverford’s diverse community—including students, faculty, staff, leaders, alumni, and friends—demonstrate a deep commitment to constant reflection, improvement, and growth. Embodying this spirit of continued excellence and drive toward reinvention, the next provost will:

- **Support faculty success**: Understanding the differing needs of the faculty across their professional careers, the provost will support faculty in their aspirations by creatively and effectively allocating time and funds for sustained and first-rate scholarship and will also develop strategies and incentives for faculty to seek sources of external funding.
- **Foster an ongoing commitment to innovative teaching**: The provost will lead and nurture Haverford’s initiatives regarding inclusive, effective, engaged approaches to teaching, through the continuing work of the Teaching and Learning Institute and other programs.
- **Strengthen and broaden the College’s already distinguished academic program**: The next provost must continue to support a dynamic and engaging curriculum that is responsive to student interests, actively engages in inter- and cross-disciplinary approaches, and leverages the resources available through Haverford’s proximity to Philadelphia and to other leading colleges and universities.
- **Promote a culture that values collaboration and shared governance**: The next provost will develop effective strategies for enhancing communication across campus and continue to promote a transparent and inclusive environment using Haverford’s consensus-based approach to decision making.
- **Champion efforts supporting diversity, equity, and inclusion**: In addition to supporting student-centered diversity, equity, and inclusion initiatives in the academic program, the
new provost will be expected to extend such support to the faculty and staff. The next provost will ensure that the campus not only supports the recruitment of accomplished and diverse faculty and staff but also provides an environment that encourages professional growth and retention.

- **Allocate resources strategically:** The new provost will be expected to assure the strength and excellence of Haverford’s disciplinary and interdisciplinary programs across the full range of its offerings, while allowing for strategic growth in areas that are identified as institutional priorities.

- **Strategically leverage the College’s location and strong consortial relationships:** Haverford College is one of just a handful of liberal arts colleges located within the metropolitan area of a major U.S. city. Additionally, Haverford’s proximity to Bryn Mawr and Swarthmore Colleges and the University of Pennsylvania allows it to expand curricular and co-curricular offerings as part of the Quaker Consortium. The next provost will build upon these established partnerships, especially the critical relationship with Bryn Mawr College, with an eye toward innovation and excellence.

- **Assume a leadership role in the College’s current strategic planning process:** With the final stages of the Plan for 2020 and Haverford’s decennial reaccreditation process concluding, President Raymond has launched a strategic planning process, which will run through the spring of 2021, in which the community will identify the needs and aspirations that will define the College’s next institutional chapter.

- **Advance Haverford’s educational goals through data-informed inquiry:** The next provost will help the faculty and the College develop and refine systems of assessment that facilitate continuous improvement of student success and Haverford’s liberal arts education.

### Desired Qualifications and Characteristics

Haverford College seeks a provost who possesses a distinguished academic record that will merit appointment as a full, tenured professor. The College has a tradition of maintaining disciplinary balance among its senior leadership. Given President Raymond’s background as a molecular biologist, the search committee is particularly interested in candidates from the social sciences or the humanities. Candidates will demonstrate broad intellectual curiosity and will bring meaningful experience in and passion for fostering learning communities that are diverse, equitable, and inclusive. The provost will be conversant with the rapidly evolving national climate for higher education, an advocate for liberal arts education, and skilled at creating a vision for an institution that embraces the aspirations of the current faculty, students, and staff. Qualifications for the position include an earned doctorate, considerable administrative experience in a higher education setting, a creative approach to problem solving, and an impressive and sustained record of teaching and scholarship. The next provost will also possess many of the following qualifications and characteristics:
• Superb listening skills and evidence of a commitment to robust shared-governance processes;
• Commitment to the teacher-scholar model that creates a meaningful, hands-on, research-rich learning environment for faculty and undergraduate students;
• Ability to unify and lead the faculty and academic staff;
• Demonstrated commitment to recruit, support, and retain talented faculty across a variety of fields;
• Capacity to help faculty identify and secure support for their research and teaching;
• An ability to work in an interdisciplinary manner to support cross-disciplinary research opportunities and cross-departmental curricular development while also nurturing and sustaining traditional disciplines;
• Excellent project and resource management skills and demonstrated accomplishments in managing complex budgets and programs; and,
• Willingness to engage with donors and alums to achieve the College’s academic priorities.

For best consideration, please send all nominations and applications to:

Storbeck Pimentel & Associates

Shelly Storbeck, Partner
Lisa Solinsky, Associate
Storbeck/Pimentel & Associates LP
HaverfordProvost@storbecksearch.com

Haverford College has a longstanding commitment to diversity rooted in values of inclusion and social justice, a commitment reflected in the academic program, lived experience, and composition of the College community. Haverford welcomes applications from candidates who share these values and who will contribute to the College’s educational mission. Haverford College is an Affirmative Action and Equal Opportunity Employer. Women and persons of color are especially encouraged to apply.