

**GUIDE FOR INSTRUCTIONAL STAFF  
NEW TO SWARTHMORE COLLEGE**

2014-2015

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## 1. INTRODUCTION

This booklet is intended to provide instructional staff, new to Swarthmore College, with a better sense of what it means to teach and work here. It has been written and edited by four associate provosts who came out of the faculty from different departments. It thus reflects our varied observations about the things we think it would be helpful for teachers new to Swarthmore to know. There are several other written introductions to various aspects of life at Swarthmore that are available to you. In addition to the *Swarthmore College Bulletin* (the college catalog) there are also:

- *The Handbook for Instructional Staff*, your main reference (along with your Department Chair) for questions about the structure of the College and the terms and conditions of your work at Swarthmore. The *Handbook* is available on the Provost's website (from on-campus computers only) at [http://www.swarthmore.edu/swatonly/provost/faculty\\_handbook.pdf](http://www.swarthmore.edu/swatonly/provost/faculty_handbook.pdf).
- *The Student Handbook*, full of information useful to faculty members, and available in an abridged planner form from the Dean's Office and on the web at [http://www.swarthmore.edu/Documents/slife/student\\_handbook.pdf](http://www.swarthmore.edu/Documents/slife/student_handbook.pdf).
- *The Honors Handbook*, a comprehensive guide to the Honors Program, available online at <http://swarthmore.edu/honors.xml>.
- *Your Guide to Benefits at Swarthmore College*, which you will receive later in the summer from the Human Resources Department.
- The *Advising Handbook*, available on the Provost's Office Website and useful after your first year (you will not be assigned advisees during your first year at the college).

**Orientation: Orientation for Instructional Staff new to the college is led by Sunka Simon, the Associate Provost for Faculty Development, and will take place during the afternoon of Thursday, August 29, 2013. It concludes with a dinner to which your partner or spouse is invited.** Details about this orientation are available on the "incoming faculty" link on the Provost's Office website.

**Orientation continues with one-hour Monday lunch meetings every other week throughout the academic year.** Topics covered during these lunches are crucial to understanding life at the College and getting to know people that can be helpful to you. It is also a chance to get to know other new teaching staff. *Make every effort to attend.* Topics include:

- balancing research, teaching, service and personal life;
- institutional support for research and teaching;
- sharing syllabi and teaching challenges and successes
- Dean of Students Office and Counseling and Psychological Services;
- fostering and facilitating classroom discussions
- a conversation with the Provost about the reappointment, tenure, and promotion processes;

- introductions to the Honors Program, the Writing Associates (WA) program, the Aydelotte Foundation for the Advancement of the Liberal Arts, the Lang Center for Civic and Social Responsibility, and Instructional Technology at Swarthmore.

**The College Mission:** The following three bullets are excerpts from the *Swarthmore College Bulletin*. They are important to an understanding of both the academic goals and the intellectual climate at the College:

- **Objectives and Purposes:** Swarthmore students are expected to prepare themselves for full, balanced lives as individuals and as responsible citizens through exacting intellectual study supplemented by a varied program of sports and other extra-curricular activities[...]. Swarthmore seeks to help its students realize their fullest intellectual and personal potentials combined with a deep sense of ethical and social concern.
- **Varieties of Educational Experience:** Education is largely an individual matter, for no two students are exactly alike. The Swarthmore College curriculum is designed to give recognition to this fact and seeks to evoke the maximum effort and development from each student. The Swarthmore College Honors Program offers additional enriching and exciting intellectual experiences to students who choose to prepare for evaluation by examiners from other colleges and universities. Throughout the curriculum, options for independent study and interdisciplinary work offer opportunities for exploration and development over a wide range of individual goals. These opportunities typically include considerable flexibility of program choices from semester to semester [...].
- **Equal Opportunity Statement:** Swarthmore College is committed to the principle of equal opportunity for all qualified persons without discrimination against any person by reason of sex, race, color, age, religion, national origin, marital status, sexual orientation, gender identity or expression, veteran status, medical condition, pregnancy, disability, or any other legally protected status. This policy is consistent with relevant governmental statutes and regulations, including those pursuant to Title IX of the Federal Education Amendments of 1972 and Section 504 of the Federal Rehabilitation Act of 1973.

## 2. COLLEGE TEACHING: A SHORT BIBLIOGRAPHY

If you want to look through one book to get you started (or to refresh your skills), we recommend:

**Lang, James (2008) *On course: A week by week guide to your first semester of college teaching*. Cambridge, MA: Harvard University Press.**

This book includes chapters on lecturing, leading discussions, developing assignments, assessment and more, drawing on recent research and thoughtful experience. It's very readable, immediately useful, and its suggestions work well at Swarthmore.

Other books, available in McCabe Library, include the following:

Bean, J. (1996) *Engaging ideas: The professors' guide to integrating writing, critical thinking and active learning in the classroom*. San Francisco: Jossey Bass.

Bligh, D. (2000) *What's the use of lectures?* San Francisco: Jossey Bass.

Brookfield, S. (1995) *Becoming a critically reflective teacher*. San Francisco: Jossey Bass.

Brookfield, S. and Preskill, S. (1999) *Discussion as a way of teaching: Tools and techniques for democratic classrooms*. San Francisco: Jossey Bass.

Davis, B. (1993) *Tools for teaching*. San Francisco: Jossey Bass.

Lucas, C. and Murry, J. (2002) *New faculty: A practical guide for academic beginners*. NY: Palgrave.

Menges, R. and Wimer, M. (eds.) (1996) *Teaching on solid ground: Using scholarship to improve practice*. San Francisco: Jossey Bass.

Palmer, P. (1998) *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.

Tompkins, J. (1996) *A life in school: What the teacher learned*. Addison Wesley Longman.

### 3. TEACHING AT SWARTHMORE

Swarthmore prides itself on good teaching. Teachers and students interact with one another in a variety of formats, including class lectures, group discussions, office hours, advising, student presentations, formal debates, laboratory and studio work, research projects, community-based learning. An important part of a Swarthmore education is dialogue: the testing of ideas and arguments, the sharing of alternative points of view, the collective commitment to lively intellectual debate both inside and outside the classroom. In this way we hope to create a culture in which the dialectic of learning and teaching results in an exchange of ideas where everyone learns.

Most Swarthmore students are dedicated, energetic, committed, and intense. You may find some students remarkably articulate and engaged in the classroom while others will be quieter and may need special encouragement to take a more active part. Swarthmore students, by and large, expect to be involved in the learning process. This requires the willingness (and preparation) on your part to handle on-the-spot questions about the day's subject matter. This also provides the excitement of teaching at a place like Swarthmore; the students can be energizing.

The Swarthmore student body is diverse in many ways. Thanks in large part to student protest and collaboration among students, faculty and staff since the 1960s, the student body

has become much more racially and ethnically diverse. In recent years, more students have sought greater opportunities for the exploration of their cultural, class, and sexual identities. The College has had a Black Cultural Center since the late 1960s and supports an Intercultural Center and a number of identity support groups. By and large, Swarthmore students are an idealistic and socially committed group. The instructional staff is not yet as racially diverse as the student body and we have created a Faculty Diversity Recruitment and Retention committee, and a Faculty Diversity Advisory committee, which are working toward creating a community that reflects the diversity of the country and of the world.

What follows are some insights into teaching at Swarthmore and some practical information about classes, enrollment and evaluation.

### **Insights into teaching**

#### **Classroom dynamics**

- As noted above, dialogue is central to the process of a Swarthmore education. In some instances, students may be reluctant to disagree with one another, to engage in dialogue and debate, at least in the classroom context. At other times, students may contradict one another without recognizing or acknowledging their competing positions. It could be that some students believe that any direct disagreement is inappropriately confrontational and aggressive. It could be that some - but not all - students have developed a view of issues that allows for multiple or even contradictory truths. Or it could be that students do not always see the relation between what they say and what has been said before (it is sometimes useful to encourage students to say specifically how the comment they're making is related to what was said previously). Faculty may want to consider addressing these issues early in the semester by letting students know that it is not a sign of disrespect to disagree and that sometimes it is only through disagreement that greater clarity emerges. You may want to talk about how your discipline or academic area understands the production of knowledge—through dialogue, disagreement, contestation, testing, observation, and so forth, moving us individually and collectively toward a greater clarification of ideas and cogency of argument. Some students may require help distinguishing between personal anecdote and dialogue, contribution and unleashed floodgates, freedom of expression and respect for difference. The challenge we all face is to find ways to foster the pursuit of knowledge without leaving vulnerable students unassisted or voluble students privileged.
- The dynamics of a Swarthmore class can be both exhilarating and difficult. Most students will be courteous and concerned citizens in the classroom, eager to take part and willing to listen to others. Discussions are often first-rate and may even offer up new ideas of use to you in your research. Swarthmore students will occasionally be rude or disruptive. It is sometimes useful to develop and state ground rules for discussion early in the semester and to revisit them with the class during the course of the semester to ensure that the classroom process is working for everyone. **It is also valuable to talk with other instructors at all levels of experience about classroom dynamics and difficulties.** They have advice and are useful checks to your “reality,” and they can help to offer appropriate responses!

## Teacher – student interactions

- Students will tell you when your class has been intellectually challenging or deeply moving; they may also offer advice or complain about the way you, as the instructor, are approaching the course. Sometimes they will articulate their concerns in class; sometimes they will wait until after class; and sometimes they will use email to avoid face-to-face confrontations. It is not unusual to have students bring their discontent to you. It is often useful to involve students in the problem-solving process. For example, you can say, "If this is the issue, what are some of the ways we could deal with it?" As the instructor, you can always take your time responding—"I need to think about this and get back to you next class" or "Let's make an appointment to talk more about that during office hours." Or "I'm not sure that email is an appropriate forum for this exchange. Let's continue this conversation in class, or in my office, or on the telephone." Many students raise valid issues, and some will have really useful suggestions—but a few may be manipulative or may find it particularly difficult to face a new faculty member, a woman, or a minority in a position of authority. These few students often seem to appeal to college or departmental norms, implying that you are transgressing Swarthmore traditions; what you're doing is different and must be wrong. Rest assured that nearly every teacher who has come to Swarthmore has dealt with this sort of problem. **Get advice from others.** Encourage reasonable dialogue. Be clear about your place as a teacher; students may initially rebel against your authority, but finally they will respect it. If you have problem students who are either not doing their work or are making life difficult for you or others in the classroom, talk to your department chair about this early rather than late in the semester. The Associate Provost may also be helpful in resolving the situation, and the Dean's Office may need to be informed in case the student is experiencing (or causing) problems in other classes.
- Although we may have different ideas about what constitutes community and how close we are to achieving it, the Swarthmore ideal is one of deeply shared intellectual goals and compassion toward each other. Accordingly, the College encourages close relations between teachers and students. It is imperative to recognize, however, that students, even if seeming mature, may be unsure of their own parameters for acceptable conduct. Instructional staff are in very different positions of status, authority, employment, power in comparison to our students. **It is the responsibility of all instructional staff to establish both a sense of connection with students *and* clear and appropriate social/emotional boundaries.** Students may want to engage in significant and moving dialogue with their teachers both inside and outside the classroom; they often want a special kind of bonding with younger faculty. They may be in your office every week, talking about course material and their lives. While students may expect you to be endlessly available to them, it is your prerogative and your responsibility to draw boundaries kindly and firmly. It is not appropriate that they telephone you at all hours or come to your house without invitation. They may invite you to dinner or to parties, and you may invite groups into your home, e.g., for a seminar dinner, or you may accompany groups of students to events off campus pertinent to a class (e.g., to a museum or film). It is wise to avoid interactions that involve only one student and to avoid closeness that might be detrimental to you or your students. Examples of such behavior might be as trivial as midnight phone calls from students wanting advice on a paper, a gift from a

student at the end of the year before grades have been turned in, or as serious as conduct in a teacher that could be considered favoritism or even sexual harassment (see the *Handbook for Instructional Staff* for specific policies in this latter regard). **Take care to avoid engaging in, or being perceived to be engaging in, improper conduct.** This is both an issue of ethical and moral discretion and of professional success: it is important to protect your private space and time. Managing and protecting your time also allows you to keep up with your work, both teaching and professional activities such as research, writing, and creative production. The general dynamic between shared community and the preservation of one's independence and private space and time is one with which most of us struggle. So ask around, and don't be afraid to get advice.

### **Student evaluation**

- Swarthmore students work hard, and they are also often eager participants in co-curricular activities. More than occasionally, they over-commit and overextend themselves. This means that many students will complete your assignment for a particular class, but some will not. Some who have completed the assignment will not have given the reading or homework as much care as they should have. Despite the usual admonitions, Swarthmore students leave too much work for the last minute. Requiring annotated bibliographies, preliminary drafts of papers, stepwise laboratory notes, and periodic written assignments, quizzes or discussion questions keyed to particular readings helps discipline students to work steadily and to think about what they are doing. **It is also a good idea to develop a policy that is clear and explicit about attendance, participation, the granting of extensions for assignments, and whether or not all assignments must be completed in order to pass the class.** If you are too relaxed about granting them, due dates may be seen as suggestions that can be ignored. Exams and papers tend to occur at about the same time in many courses, so students will do what they can to spread out their workload. It is helpful to most students if you have a firm policy of due dates and if you try to schedule assignments slightly out-of-sync with everyone else (the mid-term crunch, for example, is typically the weeks just prior to and just after the mid-semester break). You should always be mindful in planning a syllabus that students will be carrying three or four workloads similar to the one you have assigned. Because students have made commitments to extracurricular activities and athletics and are also expected to keep them, whenever possible faculty should avoid scheduling required course activities (such as lectures or field trips) outside the normally scheduled hours.
- Normally (a favorite modifier at Swarthmore!), students do not argue with their professors or instructors about grades (though they may want you to explain the basis for a grade in greater detail). While Swarthmore students are as competitive as students at similar demanding colleges, there is usually a sense of peer support among students. If a student wishes to make a formal appeal of a grade, this goes to the Provost. The Provost may discuss the situation with a faculty member, but the final decision about a grade is always the instructor's.
- In rare instances students have been known to cheat or plagiarize. *The Student Handbook* and *The Handbook for Instructional Staff* provide guidance about handling these cases.

**If you think someone in your class is cheating, we advise you to consult your Department Chair and the Associate Dean of the College for Student Life for information and guidance about college policies before contacting the student directly.** The policies and procedures for handling possible cases of academic misconduct are spelled out in *The Handbook for Instructional Staff*.

- These days, Swarthmore students are extremely concerned about their futures. Many students do not take it for granted that they will get good jobs, launch successful careers, and live fulfilling lives. Some students come from backgrounds where these assumptions were never givens, and others are less assured about their post-college lives than were members of their parents' generation. These legitimate concerns can distract students from the unencumbered intellectual curiosity that we may wish for them. They care about building impressive resumes and getting into graduate and professional school. They, or their parents, or both, care about "what kind of a job you can get with a degree in Medieval Studies." These concerns are often sub-rosa, since the ethos of the place is not to be obsessed with grades and credentials. The result is a fair amount of pressure. It is helpful to learn from colleagues what kinds of opportunities former students have found. This can be useful and reassuring information for current students. It is also important to remember that a substantial proportion of our very fine students do not pursue academic careers; therefore it is important not to disparage non-academic choices. These four years provide an opportunity to offer students the knowledge you have and model for them the range of possibilities for taking the life of the mind seriously.
- While students at Swarthmore are often exceptional, they are also young and human. Not all get "A's" in all courses. Indeed, some students do less than passing work. Some will seem to be unable to meet deadlines no matter what you do. Others have temporary physical or serious emotional problems that keep them from completing their work. Faculty may use the *Faculty Services* website (accessible through the Faculty/Staff Dashboard) to click the "**Send Concern**" link at any time during the semester if they are concerned about a student's work and/or academic behavior. These reports notify the Deans' Office of your concern and are advisory only and do not become part of a student's permanent record. They are intended to bring attention to problems a student may be having with a class, from lack of comprehension to non-submission of assignments to poor class attendance. Often, receipt of the report is enough to prompt a student to improve their situation; advisors and deans may counsel the student as well, and help arrange tutoring or other forms of academic support. Reports may be sent at any time, even through the final examination period, although the earlier a problem is identified the more options there are for intervention and support. This is particularly important when one option to consider is Withdrawal from the course, since the last date to Withdraw from a course is the ninth week of the semester. Students may also legitimately ask for an "Incomplete" to finish coursework after the official deadline (a procedure to be used sparingly).
- For a first year student, beginning college, particularly at Swarthmore, usually requires a period of adjustment. It is for this reason that first year students are not given letter grades on their transcripts in their first semester. Faculty must fill out a shadow letter

grade and evaluation for each CR/NC student. After the first semester students may choose to take up to four additional courses on a Credit/No Credit basis. (Occasionally courses are offered CR/NC at the instructor's option; such courses are not counted toward the limit of 4.) Students who take a course CR/NC during their first two years must earn at least a straight D or better to receive credit. In the last two years they must earn at least a straight C or better to receive credit in a Credit/No Credit course.

**For more on the grading system at Swarthmore, see the sections on grading in the college catalog (*Swarthmore College Bulletin*) and the *Handbook for Instructional Staff*.**

### **Course evaluation**

- Although there is no college-wide course evaluation document, departments are required to participate in evaluating the effectiveness of their programs and the achievement of articulated goals with a combination of course evaluations and annual departmental meetings devoted to this topic. Each faculty member is asked to choose at least one course that students will evaluate. These evaluations are not collected by the Provost's office for promotion or tenure reviews. Each faculty member talks about the evaluations with his or her chair (or another senior member of the department) in order to reflect on his or her teaching and course development. Many faculty members also request mid-term evaluations from students; others invite fellow faculty members to observe their classes, and some do both. It is important for you to receive direct feedback from students about your teaching, especially as students are asked to write letters of evaluation for their instructors during the reappointment and reviews for extension or promotion. The culture of your department may be to have you develop your own evaluation form or to use a standard one, so consult with your department chair about this.

### **Student independent work**

- Students occasionally ask their professors to supervise Directed Readings on subjects not covered by any course. Successful students receive credit for this work; the professor does not, however, receive teaching credit, and you should not feel obliged to take on this added load unless you are interested in doing so. The supervision of student theses and the preparation and grading of department comprehensive exams (these are the two most common "culminating exercises" for non-honors students in their senior year) are also part of a faculty member's normal workload. In some cases faculty may receive partial teaching credit for directing required theses. Check with your department chair about these policies. Your chair can also be helpful in setting limits on student requests for individual projects when necessary.
- Students may organize, run, and receive credit for a "student-run course" on a topic not regularly offered by the College if an instructor agrees to serve as sponsor. Faculty sponsors read and grade the work done by students but are not responsible for the classes themselves. Similarly, students who have a sponsoring professor may use the Off-Campus Credit to incorporate community-based learning into their academic program. Check with your department about its policies if students approach you about any of these possibilities, asking you to be a sponsor. Such courses are usually taken on as an

overload by faculty. Consult with your Chair about whether or not this counts as a teaching credit.

- If the teacher and the department are willing, a student in the Honors Program may do an attachment (usually for one credit) to an existing course. The student can then be examined on this two-credit preparation in Honors. Such attachments may receive partial teaching credit (check with your department). Honors questions in general should be referred to your department chair or to the Honors Coordinator, Craig Williamson.

### **Seminars**

Originally associated exclusively with the Honors Program (see below), seminars are now a format of teaching open to nearly all students of the College, particularly those in their last two years of study who have had sufficient preparation, a history of high achievement, a commitment to intensive, independent work, and an interest in collaborative learning. These seminars have limited enrollment (usually no more than 10-12); in most instances students in a seminar should have had prerequisite courses to ensure adequate background and preparation.

- Seminars enable students to study an area in depth: Students (but not faculty) earn two credits for most seminars. Thus students are expected to do roughly double the reading and writing of a typical upper-division course. For most students, a two-credit seminar is half their semester's workload.
- Seminars are designed to promote collaborative learning: Ideally, students and teachers learn together in a seminar. The traditional authority structure of a seminar differs from that of a course, with students taking more responsibility in the conduct of seminar sessions. Instructors generally determine the seminar syllabus, assign weekly brief papers or reports that are meant to be the basis for class discussion and provide bibliographical guidance for seminar and research papers. In some seminars students cannot be expected to plunge in independently right from the start, so instructors may provide background material (either in the first part of each meeting, or by using the first few meetings of the semester for this purpose). Usually instructors also have primary responsibility for facilitating discussion, steering it if necessary, to accomplish the academic aims of the seminar. The level of instructor facilitation will vary according to the make-up of the particular seminar, the style of the instructor, and the material involved.
- Seminars foster independent learning: The seminar format is primarily a discussion of student papers or research or of student-generated discussion topics. Thus, students are expected to work independently in preparing the work and to be active participants in discussing and criticizing it.

Some faculty employ slightly different formats for seminars. In some seminars, students are given discussion questions in advance of each session to ponder as they read; these form the basis of discussion. Having considered all the questions, each student chooses one and comes prepared to initiate a discussion by means of a brief, tightly organized, oral introduction. Students may also be asked to generate discussion questions and email them to others in the

seminar. Writing may take the form of two or three short discussion papers and a research paper. The teacher reads each paper and offers written comments.

Seminars meet once a week, normally for three hours, with a refreshment break in the middle. Generally, the professor provides the refreshment the first time, and the students do this thereafter. Some faculty hold seminars at their homes; many use college seminar rooms. It is quite common for a final dinner meeting to be held at the professor's home or some other gathering place.

Despite the name, seminars are not to be confused with graduate seminars. In the natural sciences, for example, textbooks can constitute the syllabus. And even seminar papers will still be papers written by undergraduates. But instructors can expect an unusually high level of discussion, research, responsibility, independence, and commitment from seminar students.

**First year seminars** differ from the upper level seminars described above. Enrollment in first year seminars is limited to 12 first year students. A first year seminar should focus not just on substantial subject material but also on the intellectual and communication skills needed to succeed at Swarthmore. Depending on the seminar, these skills will include some combination of the following: thinking analytically; reading critically; constructing oral and written arguments that are appropriate in the discipline; participating in a discussion; working effectively in a group; developing an understanding of the concepts, methods and skills that characterize a particular discipline; developing independent inquiry/research skills; developing library and technology skills. Students in first year seminars are just beginning to learn the skills and concepts central to the discipline and need to be coached on how to take responsibility and assume the independence that students in upper level seminars might be expected to demonstrate.

### **Teaching: Getting started**

- There is a two-year college calendar at the beginning of the catalog and available on the Registrar's website at <http://www.swarthmore.edu/academiccalendar.xml>. This calendar indicates the dates of registration, holidays, examination periods, etc. You should look this over as you make plans for the year. (Note that the fall semester has 13 weeks and the spring semester has 14 weeks of scheduled classes.)
- Shape a syllabus that is clear about required readings, papers, labs, etc. For students, the syllabus is something of a roadmap and, depending on the way you define it, a contract. Departments often have copies of syllabi on file in their offices. The library also has copies of syllabi that are kept on general reserve at the circulation desk.
- Leave some time during the semester to step back from the flow of readings to talk with students about the overall shape of the course. Students can easily lose sight of the larger picture.
- Be clear about paper assignments and deadlines and about when students may expect to receive their graded papers back. Ask the students to meet deadlines.

Meet them yourself. Be explicit about the role attendance and participation play in the determination of the grade. If all assignments must be completed to pass the class, say so.

- Don't be afraid to experiment with different teaching styles. Ask around in your department to see what the variety is. Ask the students which modes they find most useful, but don't be afraid to play to your own strengths.
- Invite a colleague to visit one of your classes and give you some feedback. Visit a colleague's class. Instructors teaching a seminar for the first time might want to visit someone else's seminar in the semester before they begin their own.
- If your students have a research assignment, consider scheduling an in-class workshop with your departmental librarian. The librarians will give your students specialized instruction in an electronic classroom setting, tailored to their information needs for a particular course, assignment, or project. They can also help you create a page of resources and links for your Moodle site for each course.
- Be aware that issues of diversity are often important in the classroom. Think about the composition of your class and how to take advantage of differences in the classroom to create a lively, productive learning experience for all. Talk to colleagues about this. Familiarize yourself with the concept of stereotype threat.
- In scheduling your classes for any semester, try to get a proper mixture of class times (Tu/Th or MWF etc.) and types (lecture, lab, seminar) that works for you and the material that you are covering. Ask others in your department about this.
- Order books early from our on-campus bookstore. The bookstore often needs a minimum of six weeks. Contact Steve Levin [slevin1@swarthmore.edu](mailto:slevin1@swarthmore.edu) if you have not already spoken about this with your department chair.

#### 4. THE INTELLECTUAL COMMUNITY

Because of its size and its commitment to intellectual and ethical rigor, Swarthmore can offer great opportunities for the interchange of ideas among students and teachers from various disciplines. Our goal at the college is to create a community of scholar-teachers and students who are engaged in an ongoing intellectual dialogue both within and between disciplines. Faculty often share their intellectual lives in casual, social ways, but there are formal and informal structures in place that also work towards this end:

- **The Faculty Lecture Series** offers four or five lectures each semester, usually concerning the ongoing research of those members of the faculty who are returning from sabbatical leaves. These are followed by faculty receptions.

- At **Wednesday Lunches for Instructional Staff**, held every week in the Scheuer Room in Kohlberg Hall, lunch is provided and various members of the community give talks or lead discussions. Lunch presentations tend to be less formal than the Faculty Lecture series so faculty sometimes discuss a work that is "in progress." In addition to presentations of faculty work, lunch topics might include informal discussion of the work of a college committee, a possible change in the curriculum, preliminary considerations for next year's budget, or a discussion on the relationship between teaching and scholarship. Occasionally, there is no formal agenda--just a social gathering for lunch and conversation. Coming to these lunches is a good way to get to know your colleagues in other departments, and giving a talk at one of them is a good way to help your colleagues get to know you. You will be notified each week about the lunch topic for that week.
- **The Aydelotte Foundation for the Liberal Arts** has three main objectives: 1. To foster curricular, pedagogical, and scholarly innovation and to disseminate the results of this activity. 2. To engage in generative thinking about the future of the liberal arts and higher education. 3. To facilitate conversations between liberal arts institutions and those who live "liberal arts lives."
- **Interdisciplinary programs**, such as Black Studies, Asian Studies, Women's Studies, and Environmental Studies, bring faculty from different departments together within formal curricular programs. The Interdisciplinary Programs are listed on the Provost's website.
- In the Natural Sciences all faculty members, certain elected students, and several scientists from outside the college belong to **Sigma Xi**, an organization of scientific researchers that every year hosts a series of dinners and after-dinner lectures by outside speakers in addition to lunchtime talks about their own research.
- The Swarthmore chapter of **Phi Beta Kappa** often brings in a nationally prominent PBK visiting lecturer to participate in classes and give a public lecture. A faculty PBK selection committee inducts students into Phi Beta Kappa at the end of the students' senior year.
- Departments, Interdisciplinary Programs, and other campus organizations regularly sponsor or share sponsorship of **lectures** or lecture series.
- The **Associates of the Swarthmore College Libraries** sponsor lectures, exhibits, and readings by outside speakers, faculty, and students. Attending is a great way to become involved in the community and meet the faculty from other departments. Contact your departmental librarian if you are interested in proposing a lecture or joining the associates.
- **Regular faculty meetings** are held periodically throughout the year. The first meeting in September always includes the introduction of new members of the instructional staff; the last meeting always includes a report from the Dean of Admissions and Financial Aid on

next year's class and formal faculty approval for the awarding of degrees to graduating seniors. Tentative dates for faculty meetings for the entire semester are communicated by e-mail at the beginning of each semester to all members of instructional staff. Only full and regular tenure line members of the faculty may vote, but all instructional staff are invited to faculty meetings. Meetings are held about every other week, and they almost always run from 12:30-2:00 on Fridays or from 4:15 to 6:00 Mondays through Thursdays.

- Swarthmore's **AAUP** (although it does not officially belong to the national body of the same name) includes all faculty automatically and sponsors occasional meetings to discuss relevant issues of College policy.

## **5. ACADEMIC FREEDOM AND RESPONSIBILITY: THE RIGHTS AND RESPONSIBILITIES OF EXPRESSION AT SWARTHMORE**

It has traditionally been important at Swarthmore to create an environment that combines freedom of inquiry and expression with a respect for diverse opinions and points of view. Free inquiry sometimes leads to controversy in discussion within the classroom. Students and teachers are reminded that with free expression also comes responsibility. Freedom does not create a license for speech that is fraudulent, harassing, threatening, or hateful. New faculty may want to consult the *Handbook for Instructional Staff* on this complex issue. Pertinent sections from the *Handbook for Instructional Staff* are reproduced below.

### **From the section on "Academic Freedom and Responsibility":**

“Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or his own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.”

**From the section on "Rights and Responsibilities of Expression at Swarthmore":**

“Swarthmore College is deeply committed to creating an environment that fosters diversity without in any way sacrificing its unwavering commitment to free inquiry, speech, expression, and exchange of ideas.

Without the commitment to free inquiry, the pursuit of truth, exploration of alternate approaches to knowledge and art, and broader concerns to educate ourselves about different ways of life would be doomed. Free inquiry, speech, expression, and exchange of ideas often lead to controversy. Such controversies can be fierce and often painful for those who believe – sometimes rightly – that their views or ways of expressing themselves are not given their due or that cherished convictions are under siege. But no academic institution can avoid these dangers. We can hope and urge, however, that students, staff, and faculty will be civil and treat one another with respect. For speech is *also* conduct: we *do* things with words. Speech and other forms of expression have effects, intended or otherwise. Just as we demand that people take responsibility for their conduct, so we can demand that people take responsibility for their speech: freedom is not license.”

For academic and administrative policies and procedures regarding sexual and discriminatory harassment, consensual relations, etc., please refer to the following sections in the College *Handbook for Instructional Staff*. Be aware that the College’s sexual and discriminatory harassment and related policies are currently under review and are likely to change in the near future. As they come up for review by the faculty, you will be made aware of these revisions.

II. ACADEMIC AND ADMINISTRATIVE POLICIES AND PROCEDURES

II-A. GENERAL POLICIES

1. EQUALITY OF OPPORTUNITY IN EDUCATION AND EMPLOYMENT
2. ACADEMIC FREEDOM AND RESPONSIBILITY
3. CONVENTIONS OF THE COLLEGE COMMUNITY
4. PRESERVATION OF PRIVACY AND CONFIDENTIALITY OF RECORDS
5. SURVEYS AND QUESTIONNAIRES
6. PROHIBITION OF DISCRIMINATORY HARASSMENT & SEXUAL ASSAULT
7. RIGHTS AND RESPONSIBILITIES OF EXPRESSION AT SWARTHMORE
8. POLICY ON CONSENSUAL RELATIONSHIPS WITHIN THE CONTEXT OF SUPERVISION AND EVALUATION
9. DRUG-FREE CAMPUS POLICY
10. SMOKE-FREE CAMPUS POLICY
11. PET POLICY
12. COPYRIGHT POLICY
13. INTELLECTUAL PROPERTY POLICY

**6. ASSESSMENT**

Department chairs coordinate regular assessments within each department to ensure appropriate attention to student learning. The process consists of several steps, each of which involves the participation of faculty.

At the beginning of the academic year each department should have a conversation about which of their student learning goals they will assess that year and how. At this point, the department should revisit the plans for the year that were outlined in the end of the year conversations the year before. During this meeting the department should clarify the focus of department assessment and how the department will carry out its plan.

As a part of this plan, every faculty member must conduct student course evaluations for at least one course each year. Some course evaluation questions may be common to all of the department's evaluations courses or seminars, consistent with the assessment goals that the department has set for the year. Other questions may be specific to the course, focusing on particular areas of curriculum and pedagogy about which the faculty member wants to know more. The completed course evaluations are read by the faculty member and the department chair and become the focus of a discussion between the chair and the faculty member.

Finally, each department is charged with holding a discussion about assessment activities, to be held after the end of classes, ideally after the conclusion of Honors exams. The goal of this meeting is to discuss the results of the year's assessments - both formal and not - and determine how to use this information to improve student learning. Chairs must submit a yearly assessment report to the Provost.

## **7. STUDENT ACADEMIC PROGRAM**

### **Distribution Requirements**

The College requires that students take three courses in each of the three divisions. In addition, a) courses within each division must be taken in at least two departments; b) two of the three divisional course requirements must be taken at Swarthmore (the third may be an Advanced Placement credit or work done elsewhere); and c) departments or divisions may disqualify some courses from fulfilling distribution requirements (see the *College Bulletin*). In order to insure that students explore widely across the curriculum, students are strongly encouraged to complete two of the three courses in each division in the first two years. One of the three distribution courses in the Division of Natural Sciences and Engineering must be a course approved by the chairs of the departments in the division as having a sufficient laboratory component.

### **First Year Seminars**

First year seminars are optional but strongly recommended for all incoming students. First year seminars must a) be composed exclusively of first year students, and b) limit enrollment to 12. Any exceptions to the enrollment limit must be requested by the department and approved in advance by the Curriculum Committee. First year seminars are designed to introduce students to the field of study and to learning at the college. A more complete description of first year seminars is available from your Department Chair.

### **Writing**

All students at Swarthmore must complete three courses identified as Writing ("W") courses. Two of these must be in different divisions. Two should be taken during the first two years.

Guidelines for Writing courses are in the *Handbook for Instructional Staff* and on the Provost's website.

### **Student registration**

- Students have two weeks to settle on their semester's courses. Students who drop courses between that time and the 9th week of the semester receive a W (for "Withdrawn") on their transcript. Students who drop a course thereafter receive No Credit. Students may audit courses with permission of the instructor. Auditing can be officially noted on the student's record (as an R), if so desired.
- Swarthmore has an exchange arrangement with Bryn Mawr and Haverford through which students can take courses at any of the three institutions. Shuttle buses leave every half hour or so to make the trip (taking approximately 20 minutes) between the three campuses. Swarthmore students also sometimes take courses at the University of Pennsylvania. Occasionally, seniors from the local high school, Strath Haven, take classes here with instructor permission. See the Registrar's website for the policy and procedures for this. When non-Swarthmore students want to take Swarthmore courses, you should check with your department about the policies regarding prerequisites, course roster availability, and so forth.
- Continuing students register for classes at the end of the prior semester. First year students enroll during orientation. Transfer students and those students returning from semesters away from campus generally enroll for classes a day or two before classes begin. Some departments experience over-enrollment problems, especially in introductory courses. These departments have a variety of pre-registration, lottery procedures so that students know, at the time of official registration, whether they have been admitted to courses that have a cap. Check with your department about such policies.

## **8. THE HONORS PROGRAM**

What follows is a brief history of the Honors Program at Swarthmore College and a description of the current program. For more detailed information about honors work in particular departments and interdisciplinary programs, new faculty should consult with their chairs or administrative assistants. In October all faculty are sent an updated packet about Honors. If any new faculty are scheduled to teach Honors seminars or other Honors preparations during fall 2011, they should feel free to contact the Honors Coordinator, Craig Williamson (phone 8154; email [cwillial@swarthmore.edu](mailto:cwillial@swarthmore.edu)).

**The Heart of the Program:** The Honors Program was fashioned in 1922 under the leadership of Frank Aydelotte, seventh president of the college. It was modeled on the tutorial system at Oxford where Aydelotte had been a Rhodes Scholar. Many of the program's features remain what they were in 1922: faculty working with small groups of dedicated and accomplished students; an emphasis on independent learning; students entering into a dialogue with peers, teachers, and examiners; a demanding program of study in major and minor fields; and an

examination at the end of two years' study by outside scholars. The Honors Program rests on the principle that judgment concerning the achievement of honors at the college should be based on an independent evaluation of a student's work, and it is from this principle that the external examination derives.

What makes the Honors Program special? The answer to this question will depend upon the individual, the discipline, the idea of learning - but the answer we hear most often is that the Honors Program is built on the idea of dialogue: small classes or seminars where everyone has a chance to speak, student responsibility for beginning a discussion with a paper or presentation, the exercise of speaking and writing within and across disciplines, students sharing research results, an exchange between students and examiners who come not only to assess the work but to enter into a dialogue about it.

The Honors Program attracts students from a wide variety of backgrounds and disciplines. It incorporates the most demanding and rewarding modes of learning which the institution has to offer.

**Application:** Students normally apply for the program at the end of their sophomore year and must be accepted by the department. Students may apply as late as the end of the fall term of the senior year as long as they can still meet the requirements. Students normally may not drop their Honors Programs after December 1 of the senior year, as this is the time when departments are securing examiners.

**Majors and Minors:** Students choose a major and a minor in the Honors Program (or an interdisciplinary major which incorporates work in at least two departments). Students may choose an Honors major from any department or program. They may choose a minor from a department or interdisciplinary program. Students who minor in an interdisciplinary program must be sure to include at least two credits of work for the minor in a department outside their Honors major. Honors students who want to pursue a double major at the college must do one of their majors as the honors major. The other major also normally serves as the Honors minor. Taking Honors examinations and completing the Honors program satisfies the college's comprehensive requirement for the Honors major only.

**Preparations:** The Honors program includes four student preparations, normally three in a major and one in a minor or all four in an interdisciplinary or special major. Each preparation must be at least two academic credits. About three-fourths of these preparations are seminars. Preparations may also include course combinations, theses or research projects, study abroad, work in the arts, and community-based learning. About half of the departments require an Honors thesis or project.

**Senior Honors Study:** A student's Honors Program may include a Senior Honors Study (SHS) component intended to enhance and where appropriate integrate the work of the preparations. SHS is optional at the discretion of departments and programs, as are credit and grading policies for SHS. For more details, see the honors packet and talk to your Department Chair.

**Special majors:** Honors Special Majors who design their own programs will be required to write a thesis and/or have a panel oral examination as part of their Honors programs. They will follow the SHS activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs.

**External examinations:** At the end of senior year, Honors students are assessed by outside examiners--scholars and teachers in the relevant fields--by means of both written and oral evaluations. The college believes that the surest test of learning is to be able to enter into a dialogue not only with fellow students and teachers but also with outside experts. Each examiner gives the student an examination or other written assignment, reads a thesis, or examines some other form of project. Some departments (Philosophy and Linguistics) use a model in which examiners give out questions or topics during the fall and ask students to respond with essays in lieu of the traditional "sit down" examinations. Swarthmore faculty must check Honors examination questions to make sure that they do not seem unfair or inappropriate in terms of the preparation materials. Examiners may not normally return to examine students in a particular preparation for more than two consecutive years. The outside examiners determine the only graduation honorifics available to Swarthmore students.

During Honors week in late May, all of the examiners come to Swarthmore to orally examine the students on each preparation and on any required SHS work. Swarthmore faculty host the examiners but do not discuss the students with them. Oral exams for regular preparations are from 30 to 45 minutes; oral exams for theses are from 45 to 60 minutes. Panel exams are normally 90 minutes. Each examiner evaluates a student's preparation on the basis of the written examination or thesis (or similar project), the oral examination, and the SHS material where it is relevant to the preparation. Examiners then meet in departmental caucuses to discuss the students' performances and afterwards attend the meeting of all examiners where the decision about each student's overall honors evaluation is finalized. The Curriculum Committee provides examiners with a ten-year moving average so that examiners may have a sense of the historical distribution of marks. Currently the averages are as follows: 8% Highest Honors (HHH), 48% High Honors (HH), 42% Honors (H), and 2% receiving no honors.

**Honors Marks and Transcript Grades:** Grades are given by Swarthmore faculty for all course and seminar preparations. Theses and other similar projects are given grades by the examiners. Grades for theses given some form of honors may range from A+ to B+. If a thesis is awarded a non-honors mark, it is returned to the Swarthmore faculty advisor for grading: in such a case the grade may not be higher than B.

**Choosing examiners:** Faculty members normally identify examiners for seminars or preparations they have taught or supervised. It is generally a good idea to choose an examiner whom you know and trust, someone who will have a thoughtful conversation with an undergraduate about his or her work. This may or may not be the most prestigious person in the field of study, but someone who is both well-versed and connected to undergraduate education.

## 9. GUIDELINES ON SCHEDULING CONFLICTS BETWEEN ACADEMICS AND ATHLETICS

The following guidelines are affirmed by the faculty in order to recognize both the primacy of the academic mission at Swarthmore and the importance of the intercollegiate athletic program for our students. The guidelines are meant to offer direction with an appropriate degree of flexibility. Where conflicts occur, students, faculty, and coaches are encouraged to work out mutually acceptable solutions; faculty and coaches are also encouraged to communicate with one another about such conflicts. Note that the guidelines make a firm distinction between athletic *practices* and competitive *contests*.

1. Regular class attendance is expected of all students. Students who are participating in intercollegiate athletics should not miss class, seminar, or lab for *practice*.
2. Students who have a conflict between an athletic *contest* and a required academic activity, such as a class meeting or a lecture, should discuss it and try to come to an understanding regarding the conflict with their coach and their professor as soon as possible, preferably during the first week of the semester and certainly in advance of the conflict. When a mutually agreeable understanding is not reached, students should be mindful of the primacy of academics at Swarthmore. Students should understand that acceptable arrangements may not be feasible for all classes, particularly seminars and laboratories.
3. Students should take their schedule of athletic contests into account as they plan their class schedules and may want to discuss this with their academic advisors. Students should provide coaches with a copy of their academic schedules and inform them promptly of any changes.
4. Coaches should make every effort to schedule practices and contests to avoid conflict with classes and should collect their students' academic schedules in an effort to coordinate team activities and minimize conflict. Coaches should instruct students not to miss class for practice and should encourage students to work out possible conflicts between classes and contests as early as possible.
5. Faculty should provide as complete a description of scheduling requirements as possible to their classes early each semester (preferably before registration or during the first week of classes); faculty and coaches alike should work with students to resolve contest-related conflicts.
6. Coaches and faculty alike should avoid last-minute scheduling changes whenever possible, and faculty should normally avoid scheduling extraordinary class meetings. Where such meetings seem desirable, students should be consulted, and as the *Handbook for Instructional Staff* stipulates, the arrangement cleared with the Department Chair and Registrar. Where possible, extraordinary sessions should be voluntary or offered with a choice of sections to attend. When a schedule is changed after students have arranged their commitments, it is important for the faculty member or coach to be flexible.
7. Normally classes will end each day by 4:00 (5:00 on Fridays). Seminars will often extend beyond 4:00. Afternoon laboratories are usually scheduled until 4:15 or 4:30, and students who

encounter difficulties completing a lab may need to stay later than the scheduled time. Students in all cases are expected to keep to their academic commitments and then attend practices as soon as possible.

8. Faculty should recognize that the time from 4:15 to 7:00 p.m. is heavily used by students for extracurricular activities and dinner. This late afternoon time has also traditionally been used for certain courses in the performing arts. Some use of this time for other academic purposes (such as department colloquia, lectures, etc.) is appropriate, but departments are encouraged to exercise restraint in such use, particularly with respect to activities they judge important for the full academic participation of students.

## 10. PROFESSIONAL DEVELOPMENT: SUPPORT FOR TEACHING, RESEARCH AND TRAVEL

**Faculty research grants:** The College provides \$1,600 per year to full-time faculty to aid in their research (including the completion of a doctoral dissertation). In October and March the Provost's office invites faculty to submit research proposals for these funds. Specific information about proposals and funds is in the *Handbook for Instructional Staff* (see Research Support) and on the Provost's website.

**Faculty travel:** The College encourages faculty members to take part in professional meetings and to keep in touch with fellow scholars and with the most advanced thought in their individual fields. The College therefore reimburses full-time members of the faculty in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor for a part of the expenses incurred in attending meetings of learned or professional societies. Full-time faculty members have an annual allowance of \$2,000. It is possible to take two years' worth of these funds at once, or for professional travel to draw upon unused funds from the preceding year (as well as the present year and the following year). For details on reimbursable expenses, extra reimbursement, and reimbursement procedures, please see the *Handbook for Instructional Staff*.

**Grant support:** The Corporate, Foundation, and Government Relations Office assists in identifying funding sources for faculty seeking support for research projects and coordinates the College's IRB process. The office subscribes to several on-line data bases and conducts searches by request. Assistance with the management of your grant is also available in the Provost's Office and Business office.

**Teaching and research support:** A number of special grants are given to the College that provide support for teaching and research. Collaborative faculty and student research is also supported by several grants. College funds are occasionally available for instructors developing interdisciplinary courses, preparing to teach fields new to them, or expanding the territory of existing courses. Information can be obtained from the Provost's Office. The Lang Center for Civic and Social Responsibility is a good resource for information about community-based learning possibilities and has some faculty grants available for course development.

**Sabbatical leaves:** The chief way in which the College supports faculty research is through its policy of granting sabbatical leaves every fourth year. Though you must formally request a leave with a brief letter outlining your plans for the leave year, appropriate proposals are virtually always approved. Leaves are for one academic year at half salary or one semester at full salary. A number of in-house faculty fellowships that support a second semester of leave salary during the leave year further strengthen this policy. Priority in awarding these fellowships is given to faculty who have not previously received them, so new faculty have a very strong chance of being funded. In order to be eligible for this internal support, faculty must make application for external support from various national funding or fellowship programs.

## 11. COMMITTEES AT SWARTHMORE

Although instructional staff members are not assigned to committees if they are appointed for only one year to the college, if they are laboratory instructors, or if they are in their first year of a tenure line at the College, they are expected to serve on one or two committees each year thereafter. (Service to the College as is one criterion for tenure decisions.) A description of standing faculty committees with the current membership of each committee is sent to the faculty by email each fall and is available on the Provost's website. This description of the committees' various functions may give you an idea of this range of committee work and may help you decide where you would like to serve when you are asked next spring for your preference.

## 12. THE ADMINISTRATION

The Board of Managers is charged with the task of assuring the College's long-term wellbeing. The Board meets four times a year and has a number of committees, some of which include faculty. Two faculty members each year are given the task of observing meetings of the Board and reporting on them to the faculty at faculty meetings. Board members have a deep and abiding commitment to the College and take their responsibilities quite seriously. At the same time, they consistently refrain from micromanagement, trusting in the abilities of the College senior staff to manage its affairs. Senior staff includes the following:

- **Constance Hungerford** is Interim President of the College. Also in the President's Office is **Maurice Eldridge**, Vice President for College and Community Relations and Executive Assistant to the President.
- **Tom Stephenson**, who is the Provost and James H. Hammons Professor of Chemistry and Biochemistry, is the principal academic officer of the college. The Provost's office is the point of contact for matters of general academic policy and faculty personnel policy.
- **Elizabeth Braun** is Dean of Students. Liz and the other members of the Dean's staff are responsible for such areas as fellowships, multicultural issues, gender education, student housing, and academic affairs. You are likely to deal with the Dean's Office about students who are having trouble in your courses.

- **Karl W. Clauss** (Vice President Development and Alumni Relations), **Gregory Brown** (Vice President for Finance and Treasurer), **Nancy Nicely**, (Secretary of the College and Vice President for Communications), **Stuart Hain** (Vice President for Administration - including faculty mortgages & housing), **Jim Bock** (Vice President and Dean of Admissions) and **Pamela Prescod-Caesar**, (Vice President for Human Resources) constitute the rest of the senior staff.

Other members of the staff who may be particularly useful to you in your first year are:

- **Sunka Simon**, Associate Provost for Faculty Development and Professor of German Studies and Film and Media Studies. Sunka is responsible for faculty lunches and lectures, new faculty orientation, diversity and inclusion programming for faculty. She also organizes faculty reading/writing groups, serves as a liaison to the Center for Leadership and Innovation and updates the Handbooks for Instructional Staff.
- **Rich Wicentowski**, Associate Provost for Educational Programs and Associate Professor of Computer Science. With the Office of Institutional Research, Rich leads our programs for the assessment of student learning and coordinates the external reviews of academic departments and the internal reviews of interdisciplinary programs. He provides administrative support for the Curriculum Committee, supports the work of the Provost on CEP, coordinates reviews of Swarthmore-sponsored off-campus study programs and organizes faculty programming in teaching and learning.
- **Marcia Brown**, Executive Assistant to the Provost. Marcia serves as a first contact for many aspects of the Provost's office operation. She can help you with questions and concerns about budget, salary and benefits, faculty housing, research support, travel funds, and course development support. Marcia can be reached in the Provost's office at x8320.
- **Martin Warner**, Registrar. Martin's office handles classroom scheduling, posting grades and credits to the central computer, registration and drop/add, much of the Honors program, as well as certification of senior graduation requirements. Martin knows the academic rules and regulations of the College and is a good person to ask questions (x8299) about grading policies or degree requirements.
- **Ralph Thayer**, Director of Maintenance. If you have maintenance problems with your office or faculty housing, email them to <workbox> or leave a voicemail message at x8280.
- **Pamela Prescod-Caesar**, Vice President of Human Resources. Among other things, Human Resources administers faculty benefits. You should have already received a packet of information regarding benefits. Please call the HR office (x8397) to select a benefits orientation session to attend. Once your benefits are established, HR will also help you solve any problems you may encounter. **Zenobia Hargust** (x8398) is your contact for benefits information.

You will be paid on the 15<sup>th</sup> of each month for the entire month. If the 15<sup>th</sup> falls on a weekend, paychecks will be distributed or deposited directly to your account on the Friday preceding the 15<sup>th</sup>. Notices of deposit are made via email. Payroll questions can be directed to **Karen Phillips** (x8395).

Although you may not have much contact with the rest of Human Resources early in your tenure, it also offers services in recruitment, compensation, training and development, and employee relations.

- **Sharmaine LaMar**, Assistant Vice President for Risk Management and Legal Affairs, Director of Equal Opportunity Officer. Sharmaine may be contacted to discuss any concerns about equity and/or discrimination.

### 13. THE DEAN'S OFFICE

Staff members who work with the Dean of Students also work with faculty on issues of policy and procedures as well as on concerns about individual students. In addition to their special areas of responsibility, each assistant or associate dean serves as an academic advisor and works individually with students in need of academic support.

**Elizabeth Braun**, The Dean of Students, is the chief student affairs officer of the college. She is responsible for the policy and supervision of the Dean's Office including the Registrar's Office, Health Services, Career Services, International Student Office, Health Science Advising, Religious Advisors, Office of Community Service Learning, Psychological Services.

**Diane Anderson**, Associate Dean of Academic Affairs and Associate Professor of Educational Studies, oversees advising and academic support services and co-chairs the Fellowships and Prizes Committee. (During their first two years, students are assigned advisors from throughout the faculty; after they have been accepted into a major, students are advised by a faculty member in their major department.) Diane consults with faculty about students experiencing academic difficulties.

**Liz Derickson**, Assistant Dean for Academic Affairs

**Liliana Rodriguez**, Associate Dean for Diversity, Inclusion, and Community Development serve as a resource, and proactive catalyst to advance the work of the College in the areas of diversity, inclusion, and community development. The Associate Dean collaborates with colleagues in the Provost's Office, Human Resources and the Dean's Office, including the Directors of the Black Cultural Center and Intercultural Center, to help foster dialogue, collaboration and education among students, faculty, and staff. The Associate Dean has direct oversight for Residential Life, Student Activities, International Student Advising, Religious and Spiritual Life, Greek Life, and New Student Orientation.

**Melissa Mandos**, Fellowships and Prizes Advisor, is the chief liaison between students and opportunities for internal and external fellowships and awards; she co-chairs the College's Committee on Fellowships and Prizes. She also co-leads the training and supervision of the

Student Academic Mentors as they work with students on issues of time management and study skills, effective problem solving, and the ability to access resources.

**Martin Warner**, Registrar, is responsible for general oversight and maintenance of all academic records, for compiling the course schedule and assigning classrooms each semester, for scheduling final examinations each semester, and for overseeing the class registration process. He is a good resource for clarification and interpretation of College policy.

**Karen Henry**, Dean of First Year Students and Advisor to the Women's Resource Center, is responsible for providing personal and academic advising and support for individual students and plans and implements programming efforts specifically for the first year class. She also serves as advisor to the Women's Resource Center and coordinates the Richard Rubin Scholars Mentor program.

**Amer Ahmed**, Dean of the Sophomore Class and Director of the Intercultural Center, is responsible for providing personal and academic advising and support for individual students and plans and implements programming efforts specifically for the sophomore class. In addition she provides leadership and coordination of aspects of the Intercultural Center and advises a range of student groups including but not limited to: SAO (Swarthmore Asian Organization), ENLACE (the Latino/a organization), SQU (Swarthmore Queer Union), NASA (Native American Student Association), DESHI (South Asian student organization), MULTI (multi-racial students), COLORS (queer students of color), and the Queer-Straight Alliance (QSA).

**Karlene Burrell-McRae**, Dean of the Junior Class and Director of the Black Cultural Center, is responsible for providing personal and academic advising and support for individual students and plans and implements programming efforts specifically for the junior class. In addition she provides leadership and coordination of all aspects of the Black Cultural Center, advises the Swarthmore African Student Society (SASS), Students of Caribbean Ancestry (SOCA), and Swarthmore African Students Association (SASA).

**Nathan Miller**, Dean of the Senior Class and Judicial Affairs Coordinator provides personal and academic advising and support for individual students and plans and implements programming efforts specifically for the senior class including Senior Week and Commencement. He also has oversight for the leadership and coordination of all aspects of Judicial Affairs. This will include serving as the primary coordinator of and advisor to the College Judiciary Committee, providing oversight for the review of college judicial policies and procedures, and also handling the adjudication of minor misconduct. He also provides oversight for the Philip Evans Scholars program including providing mentoring to the Scholars.

**Leslie Hempling**, Coordinator of Learning Resources and Student Disability Services, co-leads the training and supervision of the Student Academic Mentors as they work with students on issues of time management and study skills, effective problem solving, and the ability to access resources. She also works with students and faculty on issues of student disability.

**Mike Elias**, Coordinator of Student Activities, advises all student organizations and activities,

oversees the Party Associates Program, assists large scale campus events, has oversight for student programming spaces and is the Dean's liaison to Student Council and its various committees.

**Jennifer Marks-Gold**, International Student Advisor, counsels and assists international students and faculty and staff with any problems they encounter relating to living and studying in the U.S.

**Gigi Simeone**, Health Sciences and Pre-Law Advisor, counsels students and helps them prepare for law and medical school and other health related professions.

**Rachel Head**, Assistant Dean of Residential Life, works with RAs (Resident Assistants) and other students to create a climate in residence halls that supports students' intellectual, social, and emotional development.

### ***ACADEMIC SUPPORT SERVICES***

Departmental Clinics: Seven departments, mostly in the Natural Sciences, offer clinics to assist students having difficulty. Staffed by students advanced in the discipline, the clinics are open from two to five evenings a week. Information on clinics is distributed in the introductory courses, but they are also available to students in upper level courses. For further information, contact:

Biology:	Philip Kudish	x6102
Chemistry:	Ginger Indivero	x8524
Engineering:	Ann Ruether	x8071
Math:	Kaitlyn O'Neill	x8445
Physics:	Carolyn Warfel	x8258
Economics:	Nancy Carroll	x8125
Computer Science	Frances Ruiz	x6071

Tutoring: Individual tutors are available through the Dean's Office to students in almost all disciplines. Students in departments that offer clinics are expected to use them before seeking an individual tutor; students should also consult the course instructor before asking for a tutor. Tutoring is coordinated by Ruthanne Krauss (x8367), Administrative Assistant to the Associate Dean.

Writing Center: A drop-in Writing Center, located in Trotter 120, is open five evenings a week to assist students in any phase of the writing process. The Writing Associates (WAs) who staff the Center are also assigned to work with selected courses. For further information, contact Jill Gladstein (x8145; jgladst1).

Learning Disability Services: **Leslie Hempling** (x5014) in the Dean's Office offers a range of support services to students with diagnosed learning disabilities and works with faculty on appropriate accommodations. She can also assist with a referral for the testing necessary to diagnose and document a learning disability.

Student Academic Mentoring Program (SAM): Student Academic Mentors (SAMs) are upper-class students specially selected and trained to help students develop effective learning skills. SAMs work with individual students and provide dorm-based workshops on time management, study skills, reading, note-taking, test-taking, and accessing resources. They are also available to provide encouragement and general advice. If you have any questions about the SAM Program, please contact Leslie Hempling (x5014).

### ***RELATED SUPPORT SERVICES***

Black Cultural Center: Since its inception the Center has served to expose and educate the entire Swarthmore Community to the vast historical, economic and political contributions of Black people.

Career Services: The Director, Nancy Burkett, and staff offer a range of services and maintain a library of resources relating to employment, internships and graduate study.

Equal Opportunity Office: Sharmaine LaMar, the Equal Opportunity Officer, may be contacted if someone believes she or he is being discriminated against.

Intercultural Center: The IC is committed to implementing a vision of multiculturalism on campus addressing the interlocking issues of race, gender, sexual orientation and class. Its director, Assistant Dean Amer Ahmed, oversees the programs and events of the IC.

Counseling and Psychological Services: Dr. David Ramirez, Director, consults with faculty members who are concerned about particular students. He and the rest of the staff offer individual therapy to students as well as workshops and groups. CAPS is housed in Worth Health Center.

The Worth Health Center, under the direction of Beth Kotarski, houses nurses, consulting physicians, a nutritionist, an HIV test counselor, outpatient treatment facilities and rooms for students who require inpatient care. Students may consult Health Center staff and be admitted as inpatients without charge. The Health Center operates 24 hours a day during the academic year and is closed during the winter break and the summer.

## **14. THE LIBRARY**

The Swarthmore College Libraries, under the direction of **Peggy Seiden**, consists of the main library, McCabe, which houses most of the Humanities and Social Science collections, the Cornell Science Library, and the Underhill Library for Music and Dance. The Black Cultural Center has a small collection of materials relating to African-American studies and the Beit Midrash is dedicated to Jewish text study. The internationally renowned Friends Historical Library and Swarthmore College Peace Collection are also located in McCabe. Some small

portion of our holdings is stored at the University of Pennsylvania's LIBRA facility less than 20 miles from campus in West Deptford, New Jersey. Faculty who need access to those materials may request delivery or may choose to work at the facility itself. The library website [library.swarthmore.edu](http://library.swarthmore.edu) provides access to a variety of services, forms for requesting materials, instruction for placing reserves, and other useful information.

### **The Tricollege Consortium**

The Swarthmore College Libraries, as part of the Tricollege consortium, is linked to Bryn Mawr and Haverford libraries by a shared library catalog, Tripod, reciprocal borrowing and collaborative collection development. In addition, the three institutions share various digital repositories for images, special collections, archives and student scholarship.

### **Subject Librarians**

Your link to the library is through the subject librarians – Sarah Elichko, (selichk1, Economics, History, Political Science, and Sociology & Anthropology); Donna Fournier, (dfourni1, Music and Dance); Anne Garrison, (agarris1, Art, Art History, Classics, English, Film & Media Studies, Linguistics, and Philosophy); Pamela Harris, (pharris1, Black Studies, Educational Studies, Modern Languages & Literatures, and Psychology); Meg Spencer, (mspence1, Engineering, Psychology, and Sciences); and James Gulick, (gulick@haverford.edu, Religion).

Through class meetings, Research & Information Desk hours and individual appointments, the librarians offer assistance to you and all your students including:

- In-depth research consultations
- Course integrated instruction on research methods
- Creation of research guides featuring resources ideal for specific courses
- Assistance with the development of Moodle course pages

Collaborate with your librarian to meet the information needs for a particular course, assignment, or project. Library instruction can take place in your classroom, library facilities, or other areas on campus. Librarians encourage faculty teaching First Year Seminars to schedule instruction for their students to ensure that those new to campus learn the basics of navigating our virtual and physical collections. For research intensive classes, we recommend multiple visits in order to meet student needs at varying points in the research process.

### **Collections**

While the libraries collect at an undergraduate research level, we have traditionally provided strong support for faculty research. Among the three main libraries (McCabe for humanities and social sciences, Cornell for the sciences and mathematics, and Underhill for music and dance), the libraries own approximately 850,000 print volumes, 12,500 videos, 18,500 sound recordings, and 200,000 government documents. In addition, the libraries have access to thousands of e-resources, including e-books, e-journals, databases, streaming video, and streaming audio. McCabe Library also houses the Rare Book Room, an outstanding collection of artists' books and private press titles as well as many other unusual and rare editions.

The Tricollege consortium owns approximately 2.3 million items collectively and has access to over 600,000 e-books. Tricollege materials requested by Swarthmore College patrons during the academic year are generally delivered within 24 hours.

**Collection development** is facilitated by subject librarians who work in collaboration with faculty to ensure that the library's collection supports both the curricular and the research needs of the college. The library is dedicated to both developing its own collection and providing easy access to collections held at other institutions. New instructional staff is encouraged to request additions to the collection that support the areas in which they will be teaching. There is some support through the library and the provost's office for retrospective collection development in subject areas not previously or recently taught at Swarthmore.

Suggestions for monographs, sound recordings, or videos can be made through your subject librarian or via the "suggest a purchase" form available on the library website: <http://www.swarthmore.edu/libraries/suggest-a-purchase.xml>. Periodical suggestions should be sent to your subject librarian with a rationale; new journals will be added to the collection on the approval of both your department chair and the College Librarian. The library also provides support for acquisitions in support of research to the extent possible. Local resources are supplemented by our relationships with libraries worldwide through various interlibrary loan networks and reciprocal borrowing agreements.

### **Access to Other Libraries**

In addition to the reciprocal borrowing arrangement with Bryn Mawr and Haverford libraries, faculty also has enhanced borrowing privileges:

- Access the University of Pennsylvania Libraries with a courtesy card from Penn's Van Pelt Library. An application letter for courtesy cards is available at McCabe's Circulation Desk.
- As a special member library of the OCLC Research Library Partnership, the library enjoys shared resources with an elite group of libraries, special collections, and museums worldwide.
- The collection is further expanded through membership with the Pennsylvania Academic Library Consortium Inc. (PALCI), which allows reciprocal borrowing privileges among many of its members. PALCI also sponsors a joint catalog that enables faculty to search and place requests for monographs held in most of Pennsylvania's academic libraries, as well as some in adjoining states such as Rutgers and NYU. Many of these materials are available within two to five days.
- Interlibrary Loan requests can be made via the [Borrowing Beyond TriCo](#) link from Tripod, by e-mail ([emailill@swarthmore.edu](mailto:emailill@swarthmore.edu)) or by contacting Interlibrary Loan directly (x8491).

### **Reserves and other Curricular Support**

The Library has both hard copy and online reserve systems. For a complete description of reserve policies and procedures refer to the [Research Support - Reserves & Digital Services](#) section of the library webpage.

Your list of reserve items, course number, and number of copies needed, can be sent to [reserves@swarthmore.edu](mailto:reserves@swarthmore.edu).

### **Electronic Reserves**

Electronic reserves are managed through the College's learning management system, Moodle. Library staff can assist instructional staff with placing electronic course readings on reserve by providing the following services:

- Locate and provide links to subscribed articles or e-book chapters. Due to copyright concerns we strongly prefer the use of direct links to publications and articles rather than the creation of a pdf.
- Advise best practices with e-book use. Contact Danielle Peters, dpeters3, with questions regarding e-book access and functionality which varies based on vendors.
- Provide scanning services to create electronic files to either be emailed to instructional staff or uploaded directly to Moodle.
- Provide instruction on how to maintain a course and its reserves through Moodle.
- Provide assistance in copyright compliance. Note: all copyrighted course reserves must be password protected and display the copyright warning on the first page. For further information about copyright, please refer to that section of this handbook or the College's web page on copyright: <http://www.swarthmore.edu/libraries/research-support/copyright.xml>

Electronic files in a variety of formats, such as documents, illustrations, photographs, and audio files, can be uploaded and organized to best suit the needs of the course. Additionally, these systems give the option to add web links that will link a course or assignment directly to an electronic article or e-book available through one of the many databases to which the library subscribes. There are times, though, that the material a teacher would like his/her students to read is in a book or a print periodical. Simply bring photocopies of needed pages to the library for scanning. The PDF files will either be emailed to or uploaded directly to the course site.

For assistance with electronic reserves/readings please contact:

McCabe (Humanities and Social Sciences) x8480  
Cornell (Science and Engineering) x8267  
Underhill (Music and Dance) x8231

The library provides streaming media services for audio and video recordings and a number of streamed media collections. More information is available at <http://www.swarthmore.edu/library/swatonly/streaming.php>. The library also provides image digitization services. Contact Susan Dreher, sdreher1, for more information.

### **Faculty Scholarship & Open Access**

The libraries maintain a bibliography of scholarship and creative works of current and emeriti faculty. Where possible, we link to the original publications. In 2013-14 we are creating an open access repository of faculty publications and works so that we can share faculty's work

with those outside the College, such as researchers around the world who might not have access through subscriptions and purchase.

Most journal and monograph publishers seek exclusive copyrights to articles and books they publish. However, faculty authors can often negotiate to retain those rights and maintain control over where and how their works may be shared. We actively encourage faculty to do so. The provost's office also provides some support for author fees for publishing in open access journals.

### **Technology and Media**

The Libraries house several reading and seminar rooms, newspaper and periodical lounges, and media spaces. Our viewing and listening areas range from a classroom that can host up to 32 people, to smaller spaces with DVD, CD, and Laserdisc players, VCRs, and LP turntables. In support of small-scale media manipulation, a workstation with the requisite software and peripheral components is available in McCabe as well. Similarly, the Libraries offer a computer lab with 30 desktops, over 50 additional desktops in a variety of spaces, laptops and tablets for your students to borrow, and wireless access throughout.

### **Borrowing Policies**

All Tricollege stack books are due on February 15, though faculty may keep them until the end of term without incurring any fines or billing fees.

- Stack books can be renewed an infinite number of times either online through one's Tripod account or in person.
- Reserve books circulate for 1 day, though faculty can request extended due dates for their own course materials.
- Periodicals and videos are normally due within a week.

Special arrangements can easily be made regarding due dates. If a particular reserve book or video is needed for longer than the normal borrowing period, check with an Access & Lending Services staff member as the necessary changes can quickly be made when the item is being checked out.

At any time, a checked out library book can be recalled by another patron. If you need a book that is checked out, we encourage you to request available Tricollege copies or to use E-ZBorrow. Access & Lending staff is available during all of our open hours to answer your questions and assist you in borrowing and accessing materials in the libraries. Call x8477 or email [circ@swarthmore.edu](mailto:circ@swarthmore.edu).

Interlibrary Loan due dates vary depending on the institution from which they are being borrowed. Since these institutions are providing a courtesy to our library, we follow their stipulations. Sometimes this means material is here only for a short time or can only be used in-house. Questions regarding Interlibrary Loan are best directed to [emailill@swarthmore.edu](mailto:emailill@swarthmore.edu).

## 15. INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) has offices located in Beardsley Hall and the Swarthmore train station. **Joel Cooper** is the Chief Information Technology Officer (CITO).

The College has an optical fiber-based network connecting all buildings, with wired and wireless connections in all buildings and residence halls. A variety of computing platforms are supported on campus. Many faculty and staff on campus use Macintosh computers, while a significant minority use Windows. Linux is also in use in particular locations. For your teaching needs, there are computer classrooms in McCabe 306 and Trotter 201, plus a Media Center in Beardsley. Classrooms must be scheduled in advance through the Registrar or the EMS room scheduling system.

**Aixa Pomaes** is the Director of Client Services. Client Services includes the Help Desk, computer repair, training, **The Help Desk** (ext. 4357 or email help) assists with questions related to the College's basic technology services such as accounts, email, printing, telephones, wireless networking and computer repairs. The help desk is located in Beardsley 110. Every month, Client Services distributes a calendar of upcoming workshops and technology events.

**Eric Behrens** is the Associate CITO and heads the Academic Technologies group. Academic Technologies has a dedicated team to assist you with curricular and research computing issues. They are **Doug Willen**, **Andrew Ruether**, and **Michael Kappeler**.

ITS maintains dozens of software programs licensed by the College for you and your students to download and use on campus: SPSS, Matlab, Mathematica, PhotoShop, and a variety of other academic and general productivity applications.

Swarthmore uses **Moodle** as its course management system. Moodle is the primary way that we share electronic course materials with students, but many instructors also use it for announcements, email lists, discussion groups and grade books. You will be able to edit your course sites, but your students will not be able to see any pages unless you activate the course. ITS offers Moodle training to faculty and staff the week before classes start and at other times throughout the year.

**Media Services** (ext. 6201 or e-mail avbox) supports the classrooms and many College events and maintains the College's inventory of audio-visual equipment. Classrooms and facilities across campus are equipped with digital projectors and sound systems. Faculty, staff, and students may contact Media Services to reserve equipment, such as still and video cameras, portable projectors, audio recording devices, light kits, screens, etc. Additionally, Media Services provides a wide range of services for instructional staff and administrators including instructional consultation, training, and event videography. Please note that videography services are provided for a modest fee to recover costs. Media Services is located in Beardsley 115.

The **Beardsley Media Center** (Beardsley 114) serves all faculty, staff, and students. It houses resources for poster printing, 3-D printing, digital video editing, and scanning. It is staffed by a combination of professional and student employees to assist anyone with their projects.

The **Language Resource Center** is located on the third floor of Kohlberg. While foreign language study takes precedence, its computer and video facilities enable it to serve multiple purposes. The LRC is managed by **Michael Jones**.

## **16. THE LANG CENTER FOR CIVIC AND SOCIAL RESPONSIBILITY**

The Lang Center for Civic and Social Responsibility provides vision, leadership and support to the College's commitment to educate for civic and social responsibility. As the central organizational and administrative umbrella for groups and activities that are related to civic and social responsibility, the Center provides guidance, resources and training for faculty, students, and community partners.

The Lang Center provides resources and support for faculty involved in current or developing courses with community-based learning components. Besides housing the Center's Administrative offices, the Center includes space for student-led community action initiatives as well as a seminar room. The Center maintains regular office hours, and evening hours for student programs.

Staff of the Center are Joy Charlton, Executive Director; Nina Johnson, Faculty Coordinator of Community-Based Learning; Cynthia Jetter '74, Director of Community Partnerships and Planning; Jennifer McGee, Associate Director for Student Programs and Training; Debra Kardon-Brown, Assistant Director for Student Programs Coordinator; and Delores Robinson, Administrative Assistant.

## **17. THE WRITING ASSOCIATES (WA) PROGRAM**

In 1985, the college made a tangible commitment to supporting student writing and faculty involvement in student writing by developing the Writing Associates Program. Jill Gladstein is the faculty director of this program, which offers five primary services:

1. Course Writing Associates (WAs) are assigned to 20-30 specific courses each semester at the instructor's request;
2. The Writing Center WAs (Trotter 120) meet with students by appointment or on a drop-in basis. WAs in the Center help students with all stages of composition and revision, and they work with assignments from across the disciplines. Approximately 35% of the student body will attend a writing center conference.;
3. Writing Associate Mentors (WAMs) are matched with students who request on-going, intensive coaching and support in their writing. For example, WAMs work with first-year writers adjusting to the new demands of writing at the college and thesis writers learning how to navigate the thesis writing process.;
4. Speaking Associates (SPAs) are part of a pilot program where SPAs assist students with presentations and other oral assignments such as leading discussion. SPAs are both assigned

- to specific courses at the instructor's request and hold hours in the writing center.
5. The WA Program also hosts workshops and other programs to cultivate a culture of writing on campus. These programs include faculty panels, faculty-student dialogues, and write-ins. The WA Program also hosts faculty workshops where faculty get together to discuss the teaching and evaluating of student writing.

More information about each of these services can be found at the Writing Program website at <http://www.swarthmore.edu/academics/writing-program.xml>.

## **18. RECREATIONAL AND ATHLETIC FACILITIES**

### **Outdoor Facilities**

The **Director of Athletics is Adam Hertz**. The fields, track, and tennis courts are generally available throughout the year for use by the faculty and staff of the College, including their spouses or domestic partners and children, except when they are needed for physical education classes, team practices, intramural or intercollegiate contests. The College shares its tennis courts with the local tennis club and an outside tennis camp during the summer, but one of the College Avenue courts is reserved for College personnel. Please carry your college ID when using any of the the facilities.

### **Indoor Facilities**

The field house has a track (1/7 mile), basketball courts, and four indoor tennis courts. Tarble Pavilion has badminton, basketball, tennis, and volleyball courts. The squash court building has six courts, five singles and one double. A current schedule of open hours and a complete facilities schedule are posted online, at the entrance of the Lamb-Miller Field House, and on bulletin boards throughout the athletic facilities.

The swimming pool, located by the field house, is available for faculty and staff and their families at stated hours throughout the school year. Hours are listed on the athletics web page.

The Mullan Tennis and Fitness Center consists of 3 indoor tennis courts and a fitness area featuring resistance exercise machines and aerobic equipment such as tread mills, stair climbers and bikes. A college ID is required for entrance and the hours of operation are posted in the building and online.

In general, these facilities may be used by faculty and staff and their families, including children, spouses and domestic partners, except when required for physical education classes, team practices, intramural, or intercollegiate contests. A college ID, available through Security, is required for admittance. Parents are asked to accompany those children under 15 years of age. Indoor athletic facilities hours are limited for the summer months.

### **Dressing Rooms**

Faculty and staff wishing to use the field house or squash facilities may obtain lockers and locks in Room #73 of the Tarble Pavilion, upon payment of a \$5 deposit. The faculty dressing rooms are equipped with toilet and shower facilities. Individual lockers and locks are assigned on a

first-come-first-served basis. Although the Physical Education Department takes reasonable security precautions, it cannot be responsible for equipment, clothing, or valuables kept in lockers. Faculty members and staff who do not use the dressing room facilities regularly or who do not have lockers in the faculty locker rooms may dress in the main men's or women's locker rooms. Limited locker space is available in the swimming pool building upon payment of a \$4 deposit. The College is not responsible for valuables.

### **Equipment and Apparel**

Faculty members using the Field House and squash courts are expected to supply their own rackets, balls, equipment, towels and apparel. White-soled tennis shoes or basketball shoes are required on field house and squash court floors and outdoor tennis courts. Basketballs and volleyballs may be obtained from the field house supervisor or from the equipment room.

## **19. SWARTHMORE'S QUAKER TRADITION**

Although the college began as a Quaker institution and still accommodates a Friends Meeting House (with an active congregation) on campus, Swarthmore College is non-sectarian. Some aspects of the Quaker ethos remain, however, and may help you understand how the College works:

- Establishing a consensus—the respectful consideration of alternatives—traditionally characterizes the decision-making processes at the College. Since the 1860's, the Board of Managers has used this sense of the meeting procedures rather than formal votes. The faculty now votes, but close decisions will often be reconsidered, and the motion to reopen an issue can come from the losing or winning side. Because everyone's opinion is held to be important, committees tend to be large, and much consultation traditionally precedes significant action. This is time consuming, but the value of involving many in College decisions is deemed greater than the value of expediency.
- The College seeks to foster respect for all and stresses the intellectual and spiritual equality of all people. All College events are free to all members of the college community; the College encourages open participation in most activities.
- The College's commitment to social change can be traced to its Quaker heritage. The College encourages efforts to improve social conditions in the wider society through such programs as the Lang Opportunity Grants (for students demonstrating serious interest in social change), the Swarthmore Foundation (which funds students' volunteering projects) and the Lang professorship (which brings to the College a person or persons with a lifetime record of working for social change). The initiative to enhance community-based learning at the College may also be seen as an outgrowth of this Quaker heritage.
- The Friends Historical Library, curated by Christopher Densmore, and the Peace Collection, curated by Wendy Chmielewski, are world-class collections pertaining to the history of Quakers since the 1650's and to the efforts of pacifists and others working for alternatives to war. Instructional staff members are encouraged to let students know about these resources.