SWARTHMORE COLLEGE

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

REACCREDITATION SELF-STUDY

Evaluation Team Visit:
Sunday, March 29, 2009 -
Wednesday, April 1, 2009

Swarthmore College
Middle States Commission on Higher Education
Self-Study

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Swarthmore College has chosen a comprehensive approach to self-study in fulfillment of the requirements for reaffirmation of our accreditation by the Middle States Commission on Higher Education. The Self-Study Report, enriched by an ongoing long-range College-wide Planning Process launched in January 2007, reflects the current state of the College, provides evidence of Swarthmore's distinctiveness and excellence, identifies challenges for the future, and demonstrates that each of the 14 standards articulated by the Middle States Commission are fully met.

A Middle States Steering Committee, chaired by Professor Ellen Magenheim, and including president's staff, four members of the faculty, and the College's director of institutional research, working closely with President Alfred H. Bloom, was commissioned to write the Self-Study Report. The committee's task was to lean heavily on the comprehensive Planning Process, which the president had instituted simultaneously.

A Planning Steering Committee, led by President Bloom, with membership including faculty, students, staff, Board members and alumni, directed the College's Planning Process. With extensive input from the College community, the Planning Steering Committee identified eight broad areas of interest, which, in turn, defined the scope of what became eight planning committees ("Planning Groups").[1] Professor Magenheim and Robin Shores, director of institutional research, attended the Middle States Self-Study Institute in October 2006, and their dual membership on both the Middle States and Planning Steering Committees ensured a coordinated effort.

The Self-Study Report, enriched substantially by the discussions, analyses, insights and recommendations of the Planning Groups, was written by members of the Middle States Steering Committee during fall 2008 before being disseminated to the College community (students, faculty, staff, the Board of Managers, and the Alumni Council) for review and comment in January 2009. The committee reviewed feedback received from the community, revising the draft Self-Study as appropriate, and the revised version was then reviewed by the Board chair.

A summary of the state of the College addressing the standards of excellence identified by the Middle States Commission would include the following observations:

Swarthmore provides an academic and broader educational program of the highest quality, offering deeply satisfying and empowering undergraduate experiences for our students and a productive and affirming environment for our faculty. The College's signature Honors Program serves as an exemplar of the independent, analytic, and creative thought fostered at Swarthmore, influencing our entire academic program and culture.

The College is truly distinctive in its commitment to, and remarkable success in, fostering intellectual rigor, sensitive and complex ethical judgment, and concern for the broader conditions of humanity. There is strong support, widely shared throughout our community, for preserving

---

[1] Membership of the Steering Committees and Planning Groups, as well as their charges, research questions, and Middle States Standards for which each was responsible, is presented in Appendix A.

the College's mission, which encompasses the goal that Swarthmore students realize their fullest intellectual and personal potential along with a deep sense of ethical and social concern.

Swarthmore's academic program continues to be outstanding and recently has grown in new areas, such as Islamic studies, Japanese language and literature, cognitive science, and film and media studies, while retaining the traditional strengths that are the foundation on which our educational program is built. The College offers a multitude of opportunities for foreign study, social entrepreneurship, civic engagement, and student-faculty research in science, engineering, the social sciences, and the humanities. Innovative pedagogical approaches to promoting communication skills and scientific literacy among our students include the introduction of first-year seminars; required writing courses, available across the curriculum; and a new science practicum requirement for all students.

In every aspect of their professional lives, Swarthmore's faculty demonstrate a commitment to excellence: in their teaching, in their research, and in their mentoring. Individual attention to students is a priority across the divisions, and the extensive involvement of students in faculty research has become a key element of our academic program. All members of the College's tenured and tenure-track academic faculty hold the Ph.D. or other terminal degree in their fields, earned at premier institutions in the United States and, increasingly, abroad.

The Eugene M. Lang '38 Center for Civic and Social Responsibility, founded in 2002 as the College's central link between academic training and service, enables many outstanding students—via scholarships, facilities, field placements, staff and faculty expertise, and other resources—to make a difference in our local communities and around the world, all while deepening their own understanding of the human condition. The broader educational experience also has been enriched by expanded internship and externship opportunities, workshops, and programs to help students prepare for careers in business and other fields. New social and living spaces on campus, coupled with expanded student life programming, have enhanced the student experience and provide new educational and social opportunities outside the classroom.

Swarthmore has a long and rich history of carefully tracking student learning. Since our last decennial self-study, our approach has become more comprehensive and systematic across the curriculum via a formal College Assessment Plan, developed by a faculty-chaired *ad hoc* Assessment Planning Committee, and through the creation of an Office of Institutional Research, which provides routine as well as tailored support to faculty and departments in assessing student learning.

Although Swarthmore's retention rate is one of the highest in the country, we continue to work to bring our six-year graduation rate significantly closer to 100 percent from its current 92.3 percent. Expanded efforts to support students in their educational programs include new peer academic-advising initiatives, the assignment of deans to each class-year cohort, and the establishment of an Academic Counseling Team headed by the associate dean for academic affairs.

The College currently attracts record numbers of applicants from the U.S. and internationally and remains exceptional in the quality of students who apply and matriculate. The strength of the

College's commitment to making a Swarthmore education accessible to the full range of society was evidenced in December 2007 when Swarthmore's Board of Managers moved to offer loan-free financial awards to all students, domestic and international, with demonstrated need.

In representation of diversity, as measured by the proportion of our students on financial aid and by the proportion of students, faculty, and staff of color, the College stands among the most highly successful institutions. This finding, however, only encourages us to continue to build on this critical dimension of our institutional quality and educational mission.

We are equally well positioned in the area of academic, staff, and financial resources, as measured by such variables as faculty-student ratio, percentage of classes with fewer than 20 students, number of staff per student, and endowment and expenses per student.

Until the recent economic downturn, through prudent management, the College maintained fiscal equilibrium in terms of financial, human, and physical capital. Our resources were not only adequate in each of these areas, but each area also is addressed equitably in terms of the needs of present and future generations of Swarthmore students. *The Meaning of Swarthmore* capital campaign, successfully completed in 2006, enabled us to implement priorities established during the College's 1998-99 planning process. The College today is relatively well positioned to confront the current global economic downturn. However, we recognize that a prolonged period of national economic decline would require us to adapt to a more constrained financial environment.

Swarthmore has a well-defined system of collegial governance. The College's Charter and Bylaws, updated in 2003 and 2008, clearly describe the function and responsibilities of the Board of Managers, including its officers and committees. Planning and decision-making are based on continuing, deliberative assessments of our activities and our needs, and allow for innovation, ensuring that the College continues to fulfill its mission in a changing society. The College adheres to the highest ethical standards, with stated policies reflecting those high standards in all areas of our operations, including support for academic and intellectual freedom.

President Bloom announced in August 2008 that he would be stepping down in August 2009. Under his exceptional leadership during the last 18 years, the College has strengthened its position as an institution of higher learning that reflects "the academic world at its best."[2]

A search for President Bloom's replacement was under way as this report was finished.

---

[2] J. Nakamura, "Practicing Responsibility," in *Responsibility at Work: How Leading Professionals Act (Or Don't Act) Responsibly*, ed. H. Gardner (San Francisco: Jossey-Bass Publishers, 2007), 285-310.

Eligibility Certification Statement

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Eligibility Requirements and
Federal Title IV Requirements

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE eligibility requirements and federal requirements relating to Title IV program participation by completing this certification statement.

The signed statement should be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all eligibility requirements and federal Title IV requirements, the institution must attach specific details in a separate memorandum.

_____Swarthmore College_____
(Name of Institution)

is seeking *(Check one)*:   ___ Initial Accreditation   _**v**_ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation and that it has complied with the MSCHE policy, "Related Entities."

         ___ Exceptions are noted in the attached memorandum *(Check if applicable)*

Original Signed by Alfred H. Bloom, President   _____2/4/2009_____
(Chief Executive Officer)   (Date)

_Original Signed by Barbara W. Mather, _
____ Chair, Board of Managers_____   _____2/4/2009_____
(Chair, Board of Trustees or Directors)   (Date)

SECTION I: INTRODUCTION AND OVERVIEW

SWARTHMORE COLLEGE AND ITS MISSION

Since its founding as a private coeducational college by the Society of Friends (Quakers) in 1864[3], Swarthmore College has evolved as an institution dedicated to the finest undergraduate education, committed to making a significant intellectual contribution, and resolved to be a microcosm of—and prepare leadership for—a more just world. Our mission is to provide an educational experience that has at its core a commitment both to intellectual rigor and to the responsibility to use that rigor to advance the conditions of humanity. The College seeks to do this through an exceptional academic program, capitalizing on a student-faculty ratio of 8:1 and supported by purposeful experiences outside of the classroom. The academic program balances breadth and depth in established and emerging disciplines under the guidance of a faculty exceptional in its dedication to, and effectiveness in, teaching and research. The program for the broader educational experience enables students to pursue collaboration, leadership, and entrepreneurship in many contexts, including athletics, the arts, community engagement, and governance. Central to the College's mission is recognition of the fact that students learn both inside and outside classrooms, both from their professors and also from each other.

In recent years, under the guidance of President Alfred H. Bloom, there has been a broader, more explicit articulation of what the College's mission means and how it distinguishes Swarthmore from other excellent colleges and universities. That more explicit articulation of mission has been reflected in commencement addresses by President Bloom and in his communications to the campus and broader community; in articles published in the Swarthmore College *Bulletin*; in our Web site; in written materials and videos designed to support Admissions and philanthropy; and, more broadly, in the expression of the College's identity and ideals.

Swarthmore graduates go on to successful careers in a wide variety of endeavors, ranging from academia to medicine to business to government to the creative arts, and Swarthmore plays a core role in their intellectual formation and career preparation. However, the College's mission not only looks to the paths students pursue and the careers they undertake, but also encompasses the goal that Swarthmore students be prepared and motivated throughout and beyond those careers to contribute to the common good. The College celebrates the entrepreneur, the teacher, the scholar, the researcher, the artist, the university administrator, the financial manager, the NGO CEO, the politician, and the parent who invest their extraordinary analytic skills and experience in building a better world.

Swarthmore's Honors Program and Quaker tradition are cornerstones of the College's legacy and current practice. Together, these two central elements of our mission undergird an educational community that is extraordinarily willing and able to confront complexity, and which identifies itself as much by its commitment to values as by its commitment to intellectual quality.

The Honors Program, launched in 1922 by President Frank Aydelotte and modeled on the tutorial system at Oxford, embodies and furthers the College's commitment to independent, rigorous, and creative thought. It vests great responsibility in students for being agents of their own education and the education of their peers; it invites them to embrace complexity, to seek synthetic understanding, and to create new knowledge based in it. Students are evaluated at the

---

[3] The College has been nonsectarian since 1908.

close of their senior year by external examiners who are highly respected in their fields. The examiners' assessments determine the graduation honorifics awarded to Swarthmore students. We are aware of no educational structure that provides a more exacting annual assessment of educational excellence. The Honors Program has evolved over time but has never wavered in its core commitments, which have come to define the nature and expectation of Swarthmore's academic program as a whole.

From Quakerism, the College has established at the heart of our institutional culture the imperative to listen to others and to accord them respect and care. Over time, that imperative has come to transcend boundaries of race, ethnicity, religion, class, sexual orientation, and national origin, and, joined with analytic rigor, creates the foundation of ethical intelligence, a term coined by President Bloom in his inaugural address and since adopted throughout our community to refer to a central educational expectation. Indeed, embrace of ethical intelligence and its practice has come to be regarded by this community as an essential element of a Swarthmore education.

Our articulation of the College's mission has evolved, yet remains remarkably consistent with the statement of "Objectives and Purposes" that first appeared in the College's Course Catalog nearly half a century ago:

> *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 extracurricular activities. The purpose of Swarthmore College is to make its students more valuable human beings and more useful members of society. Although it shares this purpose with other educational institutions, each school, college, and university seeks to realize that purpose in its own way. Swarthmore seeks to help its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern.*

Swarthmore's mission and signature pedagogy are widely recognized and referenced. A recent example of that recognition is the inclusion of the College as a model for higher education in *Responsibility at Work: How Leading Professionals Act (or Don't Act) Responsibly:*[4]

> *Students enter this community on equal footing: like the faculty, they are intellectuals. There is a sense that faculty and students are engaged in a common enterprise, and that their roles are less complementary (parent-child, expert-novice) than parallel (learner-learner) . . . [Swarthmore] is a microcosm of the academic world at its best. Students learn through daily practice how to participate as responsible and responsive, engaged and collegial members of an intellectual community—with the expectation that they will do the same in whatever communities they subsequently join.*

The College's mission is an empowering force that plays a central role in the deliberation, evaluation, and endorsement of new goals and initiatives. It is a guiding factor in major decision-making and at important turning points. Swarthmore eschews managerial hierarchy in favor of principled, value-based collaboration and consensus. Those with primary responsibility for

---

[4] Nakamura, op. cit.

institutional improvement and development are the Board of Managers, the president, the president's staff, and the faculty. However, their responsibilities are shared with each other and with the significant engagement of students, staff, and alumni, as well. Our small size (about 1500 students) and collaborative culture make it possible for recommendations for institutional change and improvement to come from a variety of sources. Faculty, students, staff, and alumni contribute meaningfully to the continuing evolution of the College. Committees that play a large role in College decision-making and direction include the Council on Educational Policy (CEP), the Committee on Faculty Procedures (COFP), the Committee on Academic Requirements (CAR), the Staff Advisory Committee (SAC), the Administrative Advisory Committee (AAC), and Student Council.[5] These open channels of communication result in effective, inclusive decision-making and transformative leadership at all levels, including among Swarthmore students, who incorporate this form of collaborative leadership in their studies, their broader educational experiences and, beyond graduation, their professional lives and communities.

Our community shares a widespread, strongly positive view of the current state of the College and the directions it has taken over the past decade, as evidenced by the feedback received from the College's faculty, students, alumni, Board and staff during our recent comprehensive Planning Process. Many factors, noted briefly in the following paragraphs and expanded upon within the body of this report, support that strongly positive view.

Swarthmore students are exceptional: intelligent, caring and passionately engaged in the life of the mind—for the sheer pleasure that it brings, for the contribution it makes to advancing understanding, and for its role in shaping a more informed, just, inclusive, and peaceful world. And expanded Admissions outreach—e.g., increased staff travel and applicant campus visits, more energized publications, and a comprehensively revamped institutional Web site—has accelerated the Admissions Office's considerable success in attracting students with those qualities.

Overall, applications were up in 2008 by 17 percent, after a 66 percent increase over the prior four years, with applications from international students increasing in 2008 by a remarkable 27 percent. The Class of 2012 is the most selective in Swarthmore's institutional memory, with 16 percent of applicants accepted and a yield of 39 percent. Quality on all measures, as demonstrated in the section "Recruitment and Composition of Class," is outstanding.

The College remains steadfast in its historical commitment to need-blind admissions and to meeting fully our students' demonstrated need. In addition, since 1981, the College had sought to protect its lowest-income students from the burden of debt by limiting their loans to a maximum of $1,000 a year. Since 2001, the College had held the maximum loans in students' financial aid awards constant, despite inflation. And, in 2007, it extended its commitment to financial aid by eliminating loans from all students' financial aid awards. Approximately 50 percent of Swarthmore's students receive scholarship aid from the College.

We are always mindful, as we seek to motivate and empower students to excel and to make a difference, of how powerfully they are inspired by the models their faculty offer them. In every aspect of their professional lives, our faculty demonstrate a commitment to excellence. They are

---

[5] See Appendix B: Swarthmore College Committees, Groups, and Acronyms.

professionally distinguished and active in their scholarship, and committed to bringing that scholarship into the classroom as a key element of our academic program. At the same time, they are dedicated to supporting and challenging their students, and to transforming them into colleagues in the creation and pursuit of ideas. Individual attention to students is extraordinary across the divisions, and the extensive involvement of students in faculty research has become a further essential and defining element of our academic program. The faculty's commitment and unrivaled willingness to work on an individual level with students is based on the passionate belief that teaching is a central component of why they are at Swarthmore.

The many books and the numerous scholarly papers appearing in top-tier, peer-reviewed journals generated by Swarthmore faculty are evidence of their influence in and contributions to their fields. Recent examples of the richness of ongoing faculty scholarship include scores of published, faculty-authored manuscripts of central importance to their fields, prestigious national and international grants, fellowships and awards, inclusion on scholarly panels and in documentary films—and at least one runaway bestseller.

Swarthmore's curriculum is of unusual breadth among liberal-arts colleges, offering as many courses as significantly larger institutions. In addition, it offers a multitude of opportunities for independent research and scholarship, which frequently culminate in conference presentations, poster sessions, and joint faculty-student publications.

The College is careful in setting curricular direction, both at the departmental level and via the Council for Educational Policy, to ensure that the academic program prepares students to thrive in and contribute meaningfully to a world of ever-evolving complexity and global reach. In recent years, the curriculum has expanded, for example, to include major initiatives in Islamic studies, cognitive science, film and media studies, and Japanese language and literature.

Curricular innovations and changes in graduation requirements, along with reaffirmed requirements, help ensure that students develop the analytical and communication skills they will need throughout their Swarthmore education and beyond. New first-year seminars are designed to give entering students an immediate opportunity to engage in intensive discussion on a lively array of topics within small group settings across the curriculum. Writing courses are now offered in every division. The new natural sciences and engineering lab requirement builds on the College's longstanding three-course Natural Sciences and Engineering (NSE) requirement and ensures that every student engages the experimental method.

At Swarthmore, we believe—and attempt always to demonstrate—that placing intellectual life at the service of the common good, far from compromising its quality, infuses that life with enhanced significance, and that placing higher education at the service of the common good only directs higher education more fully toward what our societies and world must expect from it. The Eugene M. Lang '38 Center for Civic and Social Responsibility was established in 2002 as the College's central link between academic training and service. The Center fosters in our students the leadership skills required to shape a more just, democratic, peaceful and inclusive world. The Board of Managers' Pericles Fund was created to sustain student initiatives aimed at that world.

The Lang Center has been influential in its support of student efforts that have effected positive change on both a local and global scale. The Genocide Intervention Network (genocideintervention.net) and War News Radio (warnewsradio.org) are frequently cited recent examples of highly influential student-generated projects, widely known outside the College. They and the many other social-entrepreneurship projects and internships developed across the curriculum and sustained by our students, staff, and faculty, with critical support from president's staff and the Board of Managers, are characterized by, and contribute to, the culture of active engagement we find to be a central factor in the College's distinctiveness.

Swarthmore's student life environment has been enriched over the past decade by the expanded scope and impact of the Career Services Office, by the strengthening of our system of advising and academic support and other residentially based resources for students, and by a reinvigorated athletics program, complete with a new mascot and Centennial Conference Championships in men's soccer and women's tennis. In addition, to ensure that moments of relaxing distraction compete successfully with the intensity of our students' academic and extracurricular pursuits, the Dean's Office, in conjunction with the President's Office and a designated student committee, designs and implements recreational activities, including major large-scale events, known as "LSEs," that draw enthusiastic participation from across the student body.

Swarthmore's well-maintained facilities are located 11 miles from Philadelphia on a beautiful, residential campus of 399 acres that are tended by staff horticulturists from the nationally registered Scott Arboretum. Buttressed by the Crum Woods and adorned by more than 5,000 different plants and trees, the Arboretum is a living museum. The Crum Woods are maintained for recreational use as well as for academic study; they are an integral part of our instructional program.[6] Recent renovation and new construction on our campus have created the kinds of spaces that bring people together both intellectually and socially, winning awards for environmental sensitivity and architectural excellence.

Swarthmore has an endowment that has performed exceptionally well over the years. Of private colleges and universities, our endowment-per-student ratio ranks 14th in the country, providing financial stability and the wherewithal to support a truly excellent program, even during the current economic downturn. In spring 2008, Standard & Poor's upgraded the College's bond rating to Triple-A, joining Moody's in according that highest level of recognition. The rating is based on overall management and governance, finances, development, and admissions.

Swarthmore continues consistently to be the recipient of substantial grants from prominent national philanthropies in support of the College's academic program, faculty and student scholarship, and physical plant. Several foundations, in particular The Andrew W. Mellon Foundation and Howard Hughes Medical Institute, have made major contributions to Swarthmore for many years on numerous fronts, including support for interdisciplinary teaching and research, student summer internships in the sciences, Islamic Studies, Arabic language instruction, and faculty development. This level of partnership has reinforced the quality and extended the reach of a Swarthmore education, reflecting a deeply held trust and confidence in the College, its pedagogy, and its leadership.

---

[6] "Conservation and Stewardship Plan for the Crum Woods of Swarthmore College" (2003).

In December 2006, the College concluded *The Meaning of Swarthmore* campaign, raising more than $15 million over the $230 million goal. The Campaign raised the resources required both to meet the College's most pressing challenges and to support new initiatives identified during the comprehensive planning process that preceded it. At the same time, the Campaign brought alumni, parents and friends closer to the College; increased their awareness of the financial challenges the Colleges faces, and will continue to face; and built markedly broader commitment to current and future support.

The College has increasingly promoted a culture of assessment, spearheaded by a faculty-chaired *ad hoc* Assessment Planning Committee and the Office of Institutional Research (IR). Guidelines for external departmental reviews and for end-of-year departmental self- and student-assessment were developed and are now in force. Among others, assessments of the College's new writing courses, first-year seminars, peer-assistance programs, the library, and information technology services were recently undertaken. Continuing assessment of enrollment across the curriculum and of departmental curricular needs underpins the allocation of faculty positions upon faculty retirements or resignations. Moreover, comparative data consistently support the assertion that Swarthmore stands among the strongest liberal-arts colleges in the country on every variable commonly used to measure institutional qualities and performance, including:

- Applications per place in the first-year class and yield on accepted students
- The quality of the student body on traditional measures such as SAT's and rank in class, which of course do not capture the creative imagination, intellectual passion, individual talents, and determination to make a personal impact on a better world, which we also seek in the students we admit
- Diversity in the student body and in the faculty
- Investment per student in financial aid; percentage of students on financial aid
- Average class size and student-faculty ratio
- Student retention to graduation
- Student admissions to graduate institutions, post-graduate fellowships and awards, and graduate degrees received
- Faculty compensation and leave policy
- Instructional expenses and endowment per student
- Staffing, library resources, instructional equipment, and facilities per student

These are all important dimensions of undergraduate quality, which not only provide the basis for the popular rankings, but also are critical to recruiting and retaining exceptional students, faculty, and staff and ensuring the College's ability to deliver an education of truly distinctive quality. We pay close attention to all of them, giving particular care from year to year to those on which our relative position is not as strong as we would like and to those we foresee presenting challenges ahead.

Results of the College's biennial Senior Survey reveal that, by all measures, Swarthmore students are achieving—indeed, exceeding—their goals and rate their experience here quite highly. Furthermore, current and graduating Swarthmore students consistently receive top honors and awards, among them Rhodes Scholarships (six since 2000), Fulbright Awards (72 since

2000), and Woodrow Wilson, Watson, National Science Foundation, National Endowment for the Humanities, and Mellon Fellowships. There are also five Nobel Laureates, 16 MacArthur "Genius" Fellows, a National Book Award winner, and numerous Pulitzer Prize and Academy Award winners among Swarthmore alumni.

Recognizing the College's outstanding success at placing students in top graduate and professional schools, *The Wall Street Journal* recently named Swarthmore one of the nation's top-10 colleges for placing students in the best medical, law, and business schools. Eighty-four percent of Swarthmore applicants are admitted to medical school; the national average is 45 percent.[7] Swarthmore also ranks third among U.S. colleges in the nation in the percentage of students who earn Ph.D.s overall and fourth in alumni awarded doctorates in the sciences.[8] The institutions at which Swarthmore alumni most often earned their graduate degrees include University of California at Berkeley, University of Chicago, Harvard University, Massachusetts Institute of Technology, Columbia University, New York University, University of Pennsylvania, Princeton University, Stanford University, and Yale University.[9]

Most importantly, Swarthmore graduates exemplify to an extraordinary extent, in whatever professional paths they pursue, a commitment to fostering intellectual rigor, sensitive and complex ethical judgment, and concern for the broader conditions of humanity in the way they practice their careers, lead their lives, and contribute to a better world. Increasingly, this synergy is at the heart of why students choose Swarthmore and thrive here, why donors invest in Swarthmore, and where Swarthmore's leadership within the greater landscape of higher education resides. Indeed, Swarthmore has come to be ever more widely regarded as setting a standard of distinctive excellence for undergraduate education.

INTEGRATION OF COMPREHENSIVE PLANNING AND SELF-STUDY

The Swarthmore College community recognizes that it has inherited something exceptionally valuable. Two years ago, it came together in a comprehensive planning process to ensure that the College sustains its distinctive qualities in a changing world and, in doing so, continues to serve as an exemplar of the finest in undergraduate education.

To launch the Planning Process, President Bloom and Board of Managers Chair Barbara Mather sent a letter to Swarthmore students, faculty, staff, Board members, and alumni that invited responses to the following questions:

> *What is your vision of the Swarthmore of 2020? In what ways would you want the College to be similar to, and in what ways different from, the Swarthmore of today? The Committee will engage these broad questions during the spring semester (2007) and then distribute the work through a range of focused planning groups charged with identifying how the College can best advance towards the goals set.*

---

[7] "Health Sciences Advisory Committee Annual Report" (2008).
[8] Swarthmore College Office of Institutional Research.
[9] Swarthmore College Office of Alumni Records.

The responses reflected resounding, consistently shared, and deeply held support for the College's mission and for the conviction that that mission be sustained.[10]

A Planning Steering Committee, chaired by President Bloom, was appointed from faculty, students, staff, Board members, and alumni. The Committee was charged with analyzing the range of responses to the letter sent to the community and, in light of those responses, with undertaking a comprehensive analysis of what steps are most important to take to insure the College's mission is sustained in a changing world. The Steering Committee in turn constituted eight Planning Groups charged with reviewing the current state of the College in specified areas and with considering what steps would be most critical for the College to take to ensure its continuing quality.[11] An additional *ad hoc* Subcommittee on Sustainability was later constituted.

The Planning Groups each invested a year and a half in reflection; six of them, by May 2008, came to a set of final recommendations in their areas. The Planning Group on Academic Program, the Planning Group on Faculty, and the Subcommittee on Sustainability are continuing their work through the 2009 academic year. The completed recommendations from the six groups that have concluded their work and tentative recommendations from those who continue their work were compiled and edited by president's staff at the end of August 2008 with the intent of bringing them first to the Planning Steering Committee and then to the community. However, it was recognized, once President Bloom announced he was stepping down, that it would be important not to conclude the Planning Process under his tenure, but rather to keep these recommendations in flexible form. Concurrently, the global financial crisis developed around us, making it unproductive to elaborate and prioritize the recommendations further—a process that would have included discussion of whether to increase the size of our student body—until we had a better idea of the dimensions of the financial downturn and its impact on the College. Therefore, President Bloom and president's staff decided to present the compilation of recommendations to the Planning Steering Committee in December 2008, but to suspend the Planning Process until the arrival of the next president and clarification of the dimensions of the global economic crisis. The reflection and analysis undertaken by the Planning Process substantially enriched the following comprehensive account of the state of the College, an account that we believe demonstrates that Swarthmore meets fully each of the Middle States Standards of Excellence.

To aid the Visiting Evaluation Team in locating the material relevant to each standard, we have prepared the following table, mapping the standards to the appropriate sections of the report.

---

[10] "Summary of Input to Planning Steering Committee" (March 2007).
[11] Appendix A: Planning Group and Steering Committee Membership with Planning and Middle States Standards Assignments.

Standard	Report Section
Standard 1	Introduction and Overview
Standard 2	Academic Program and Faculty
	Broader Education Experience
	Recruitment and Composition of Class
	Staff
	Resources
	Philanthropy and Communication
	Planning and Assessment
Standard 3	Staff
	Resources
Standard 4	Governance
Standard 5	Staff
Standard 6	Integrity
Standard 7	Planning and Assessment
Standard 8	Recruitment and Composition of Class
	Broader Education Experience
	Integrity
Standard 9	Academic Program and Faculty
	Broader Education Experience
Standard 10	Academic Program and Faculty
	Integrity
Standard 11	Academic Program and Faculty
Standard 12	Academic Program and Faculty
	Integrity
Standard 13	Academic Program and Faculty
	Broader Education Experience
Standard 14	Academic Program and Faculty
	Planning and Assessment

SECTION II: THE STATE OF THE COLLEGE

A. THE ACADEMIC PROGRAM AND FACULTY

Introduction

At the heart of Swarthmore's identity is our longstanding and ardent commitment to academic excellence. We provide a rich and challenging curriculum of significant substance, solidly grounded in traditional fields, while also addressing the frontiers of expanding knowledge. Led by a superb faculty who, while maintaining productive careers as scholars and creative artists, are dedicated to teaching undergraduates, we seek to foster a love of learning that will stay with Swarthmore alumni throughout their lives. Our students learn necessary content and the delight of discovering new areas of intellectual and artistic exploration, but they also learn to think analytically and creatively, to test theory against practice, to listen, and to collaborate. We hone their abilities to construct persuasive and well-substantiated arguments and to express themselves effectively both orally and in writing. Capitalizing on our 8:1 student-faculty ratio, we seek both to challenge and to nurture, so that each student graduates confident of her or his abilities to work through confusion to find an answer and, when an answer may not exist, to forge new ones.

Although only one-third of Swarthmore students choose to participate in Swarthmore's Honors Program, the motivation, depth of intellectual exploration, and scholarly independence and collaboration Honors fosters have come to define the nature and expectation of the College's academic program as a whole, influencing the approach and dedication of every student and faculty member while affecting each course and all sectors of our culture and community. The Honors Program sets a college-wide standard of demonstrable excellence. That overarching standard ensures that, whether they are "Honors" or "course," Swarthmore students graduate with the knowledge base and analytic skills necessary to engage, in depth, a range of disciplinary and cultural perspectives; to learn from those perspectives; to recognize and build common ground; and to thrive in whatever careers they choose. They are then equipped to use their intelligence and learning to advance knowledge and, in turn, to act responsibly to improve their larger worlds.

THE CURRICULUM

Enhancing Breadth: An Expanding Curriculum

The long-range plan finalized in 1999 defined a number of important curricular goals, which the College has been largely successful in achieving and extending in the past decade. Chief among these were targeted additions to the faculty, which raised the number of tenure track lines from 161 to 171. In some cases the primary purpose was to address enrollment pressures, for example in Mathematics and Statistics, Chemistry and Biochemistry, Educational Studies, and Political Science. In other cases enrollments were a factor secondary to the principal goal of introducing new emphases and expanding opportunities for interdisciplinary work within the academic program. For example, academic planners weighed arguments about the richness of the historical and cultural traditions of Islam, which span the world from Morocco to Indonesia, and about the current importance, from the standpoint of world stability, of economic and political issues in Muslim societies. They concluded that it was urgent that Swarthmore prepare its graduates to

bridge the divide between the Islamic world and the West, and that it was therefore imperative to introduce Islamic Studies into our curriculum by placing a new tenure line in Islamic studies in the heavily subscribed Religion department. The attacks of September 11, 2001, impelled us to make this appointment even before the endowment had been raised, and the following year we also converted to the tenure track a temporary line in Anthropology that was occupied by a particularly qualified specialist in Arab Islamic cultures in the Middle East and North Africa. A student-initiated course in Arabic made immediate the need for language instruction and, with a $2.1 million grant from The Andrew W. Mellon Foundation (2005), jointly with Bryn Mawr and Haverford Colleges, we developed a pioneering program that has two full-time faculty and two language lecturers teaching first- and second-year Modern Standard Arabic in a coordinated curriculum on all three campuses.

Arabic has drawn strong student interest: in 2007-08, 27 took the first-year language course at Swarthmore (18 at Haverford/Bryn Mawr), 13 continued to second year (18 at Haverford/Bryn Mawr), and 21 enrolled in several advanced courses that Swarthmore has offered additionally. Students have been eager to pursue foreign study opportunities as well, with three going to Damascus in summer 2007, and one each to Yemen and Morocco; in summer 2008, four went to Damascus and one each to Morocco and Jordan. In fall 2008, two are spending a semester in Syria. Several have already built on their experiences since graduating. Bernadette Baird-Zars '06 received a 2006-07 Fulbright Fellowship to return to Syria to work with the Aga Khan Trust for Culture Historic Cities Support Programme, studying uses of public space. Reuben Heyman-Kantor '06 spent his first post-graduate year studying intensive Arabic at the American University in Cairo as a graduate fellow of the Center for Arabic Study Abroad and is now a broadcast associate on the international desk at CBS News.

In addition to our share of the Tri-College Mellon grant, Swarthmore has been privileged in the degree to which our Islamic and Arabic initiatives have won additional support from both private donors and important foundations, including the Mellon Foundation (a $100,000 spend-down grant and an additional $150,000 in endowment in 2003), the Ford Foundation ($150,000 in 2004 and 2007), and the National Endowment for the Humanities, which in 2005 awarded $600,000 in a 1:4 challenge. Our efforts to expand the curriculum in this way were commended by NEH chairman Bruce Cole in his award letter:

> *NEH challenge grants are awarded only after a demanding peer review process. Your proposal was reviewed by humanities scholars with experience in long-term planning for the humanities. These evaluators were especially impressed with Swarthmore's strong commitment to the teaching of Arabic and Islamic studies, and they lauded the College's significant preparatory work in teaching Arabic with temporary funding. Describing the program as well situated within Swarthmore's curricular strengths in the humanities, panelists also recognized its importance to the larger national interests.*

A number of generous donations, including a $500,000 presidential award from an anonymous foundation, have enabled us to be on schedule in raising our $2.4 million in NEH matching funds. Meanwhile, we have established an exciting and substantial interdisciplinary program in

Islamic Studies,[12] which the faculty formally approved in May 2008; six sophomores have already declared for the minor.

We have strong enrollments in existing courses (e.g., Sociology/Anthropology 9C [Prof. Ghannam] – Cultures of the Middle East [fall 2008]: 24 students; Religion 53 [Prof. al-Jamil] – Gender, Sexuality and the Body in Islam [fall 2008]: 29 students), and demand exceeds our ability to provide more extensive offerings, even when use is made of unfamiliar post-docs and leave replacements (e.g., History 13 [Prof. Jones] – War, Revolution in the Modern Middle Eastern History [fall 2006): 31 students; History 6B [Prof. Jones] – Modern Middle East Survey [spring 2007]: 33 students; and Political Science 73 [Prof. Hibbard] – Special Topics, Comparative Politics: Middle Eastern [spring 2005]: 18 students). In 2008-09 we are running a search for permanent staffing in modern Middle Eastern history or political science, using an additional grant of $645,000 awarded by the Mellon Foundation in 2008.

A second priority identified in 1999 was cognitive science, which we strengthened with new lines in several contributing (and over-enrolled) departments: a third and then fourth line in computer science, a new line in psychology, and two in linguistics. Cognitive science has become the focus of lively faculty interaction and planning, resulting in definition of minors in course and in Honors and in a special major. Similarly, we have begun to build the third curricular priority defined in 1999, film and media studies, first adding part of a tenure line shared with German literature and culture. With the support of two special donors we then added a second tenure-track line in media studies and have also put in place courses in video production and funding for equipment and facilities.[13]

In the plan of 1999, Japanese was not a final priority, but a strong case had been made for it, so we applied for and received a nearly $1.1 million grant from the Freeman Foundation in 2001, permitting us to complement existing curriculum in history and art history with courses in Japanese language, literature, and culture, and in sociology. As the Freeman grant was due to expire, a freed-up tenure line enabled the CEP to consider whether to make permanent at least some of the Japanese initiative. In 2006, after a thorough self-study by the program[14] and two years of comprehensive scrutiny of competing curricular priorities in the CEP, followed by extensive discussion in several well-attended faculty meetings, we approved regular funding for a tenure-track line and two language lecturers in Japanese (while discontinuing the position in sociology). A key consideration was the importance of reinforcing East Asian Studies, where the program in Chinese is flourishing, and thereby furthering the goal of educating our students to be citizens of our increasingly intertwined world.

Other, less costly decisions have also enhanced the College's ability to prepare students for participation in a global society. As a bridge to an eventual third tenure line, we created a rotating position in Chinese. Faced with increasing demand from students, and in order to reinforce the interdisciplinary program in Latin American Studies, we converted a vacant tenure line in Russian into a fourth line in Spanish (2000). With the additions of Japanese and Arabic,

---

[12] Swarthmore Islamic Studies - http://www.swarthmore.edu/islamicstudies.xml.

[13] *Swarthmore College Course Catalog 2008-09*: Cognitive Science; Swarthmore Program in Film and Media Studies - http://www.swarthmore.edu/filmandmedia.xml.

[14] "Modern Languages and Literatures, Japanese Program Review" (November 2004).

the Department of Modern Languages and Literatures now encompasses seven sections, the others being Chinese, French, German, Russian, and Spanish. Meanwhile, other changes internal to departments have also furthered a much more international curriculum, for example in English Literature, which now has a tenured specialist in South and East Asian diasporas.

The Program for the First Two Years and Supporting Student Learning

The result of Swarthmore's curricular planning and investment of resources is noteworthy breadth. Indeed, a special study in 2002-03 concluded that the College, then with 1,400 students, had a diversity of course offerings comparable to a college of 1,700-2,000 students.[15]

Exceptional among most of our peers are the Departments of Educational Studies and Engineering; in the latter we offer a B.S., although approximately 33 percent of students also double major in a B.A. subject. Educational Studies is interdisciplinary in its focus, encouraging students to think critically and creatively about the process of teaching and learning in an era of rapidly increasingly racial, ethnic, and linguistic diversity and technological change. Students design a special major in educational studies and another discipline, and approximately one-sixth also complete requirements for teaching certification.

Our curricular range is further expanded by reciprocal arrangements that enable students to take courses at Haverford College, Bryn Mawr College, and the University of Pennsylvania. To encourage students to take advantage of this richness, we use requirements that define a minimum of three courses taken in each of the three divisions: humanities, social sciences, and natural sciences and engineering. Our distribution requirements, the focus of our students' first two years, are also intended to equip them with the analytic and expressive skills required to engage in a broad range of intellectual pursuits, and to foster a critical stance toward learning and knowing.[16]

Since 1985, a key component in accomplishing these goals had been an array of offerings designated as "Primary Distribution Courses" (PDC's). The desired outcome of these courses was an appreciation of both the power and the limits of each discipline within a broader system of knowledge. They also provided considerable practice in expressing analytic and synthetic thought in writing. In 2001-02, the CEP assessed the effectiveness of this model, their analyses including reviews of data about the ways students fulfill distribution requirements, results of senior surveys (1998, 2000), input solicited from faculty in divisional meetings, and substantial anecdotal evidence from faculty about how the requirements were functioning. The CEP review led to these four revisions:

- Agreeing that the methodological self-consciousness emphasized in PDC courses was no longer unique to those courses and was, in fact, deliberately pervasive throughout our course offerings, the CEP abolished the PDC designation in order to give students more latitude in selecting the three courses required in each of the three divisions.

---

[15] Paul R. Rablen, "The Cost of Being Small: A Comparison of Operating Expenses at Swarthmore College to Those of Other Elite Liberal Arts Colleges and to Those of Swarthmore's Own Past" (January 2004), 1-5.

[16] "Program for the First and Second Years" (*College Bulletin 2007-08*, section 8.2).

- To address expository writing, the CEP defined a program of writing (W) courses across the curriculum and at all levels, requiring that students take three W courses in at least two divisions. In addition to addressing field-specific substance, W courses focus on the development of students' expository prose to ensure that each can discover, reflect on, organize, and communicate knowledge effectively in written form.

- To address the fact that some students were graduating without having had a laboratory or field experience, the CEP stipulated that at least one of three distribution courses taken in the Division of Natural Sciences and Engineering include a significant laboratory component (NSEP, the NSE "practicum"). The goal of this new requirement is to ensure that all students have the opportunity to engage actively in modes of inquiry essential to a meaningful understanding of the scientific method.

- In order to give entering students a small-format discussion-based class, with the goal that they hone the skills needed to thrive in Swarthmore's collaborative learning environment (from critical thinking to confident and constructive oral communication), the CEP established a program of elective first-year seminars.

The first-year seminar (FYS) program, which projects aspects of the honors experience back into a student's earliest years, has met with widespread approval, documented in 2007-08 by an *ad hoc* faculty committee assessing these seminars, as mandated when they and writing courses were established three years before.[17] Survey results demonstrated overall faculty satisfaction with teaching first-year seminars and with the learning that occurred in them. One department expressed what many described as a natural fit between the FYS and the College's commitment to critical thinking and learning through interaction with others:

> *We enjoy the format and the emphasis upon writing and critical thinking. We believe in the small group learning experiences that enhance the educational value of the courses. We believe in the concept of learning in community.*

Departments see the benefit of offering FYSs, noting that participation may result in more students continuing into upper-level courses (several departments are collecting data for further analysis of this trend). A number said that they would like to offer additional first-year seminars but were constrained by enrollment and staffing pressures (enrollment in each seminar is limited to 12). Nonetheless, some, such as English literature, have adapted their introductory curriculum to focus on FY seminars, shifting coverage of core areas to intermediate, usually larger courses.

Students have responded by embracing the opportunity: in each of the three years in which FY seminars have been offered, the percentage of entering students served has increased. In 2006-07, only 29 students, or 9.5 percent of the first-year class, did not take a FYS, largely because they were lotteried out of their first choice and ultimately chose other classes based on preferred content and schedule. In response to survey questions, the majority of students said that first-year seminars contributed to their ability to think analytically (84 percent), read effectively (71

---

[17] "Review of Writing Courses and First Year Seminars, Final Report" (April 2008); "Writing Program Review Committee Report" (May 2006); "Self-Study of the Writing Program at Swarthmore College" (fall 2005), as well as related annual reports.

percent), construct and present oral arguments (67 percent), participate effectively in classroom discussion (64 percent), and construct and present a written argument (63 percent).

Evaluations completed by faculty and students at the end of each of six semesters, surveys of department offerings in both categories, and data such as enrollments, class sizes, and student choices informed a series of recommendations presented by the review committee to the CEP, which a) affirmed the importance of both W courses and FYS and b) strongly recommended that departments offering them should receive the staffing support necessary to make them possible. The faculty in May 2008 approved a statement clarifying the goals of writing courses and tightening criteria for assigning the designation, while urging departments to make more opportunities available on advanced levels. The report also sketched strategies for piloting further assessment, including direct assessment. The author of the report, who has recently been appointed Associate Provost, will continue to work with the Provost on moving forward with these proposals.

Swarthmore offers a course called "Insights Into Academic Writing" (English 1A) for students who need to devote extra attention to improving their writing skills. We further support writing across the curriculum by providing faculty with trained student writing associates (WAs). WAs work with students in W courses (i.e., those designated as writing intensive), critiquing preliminary drafts of papers. Such peer intervention is also available through the College's Writing Center. Assessment, by questionnaires completed by students and faculty who use WAs, is a regular part of the Writing Program director's work and has led to improvements in the WA training course (i.e., English 1C, "The Writing Process"), numerous revisions in the outreach and direct assistance programs of the Writing Center, and increased funding by the administration, e.g., of additional faculty and staff. The Writing Associates Program was evaluated most recently in AY 2006-07. The review underlined the importance of adequate staffing, citing demand due to multiple sections of English 1A and English 1C and also special workshops for faculty to provide techniques to teach writing most effectively.

The academic program at Swarthmore challenges students with its rigor and with new ways of thinking. It encourages them to engage new ideas, different ways of communicating, and problems they have not previously encountered. But as the investment in the writing program illustrates, we seek to present challenges in an environment that provides support. Services in the Dean of Students' Office (discussed below in the "Broader Educational Experience") are important, but so, too, is faculty oversight, dramatically evidenced in the development of our array of academic support programs in the natural sciences, mathematics, and engineering. On the basis of research on retention of women and underrepresented minorities in the sciences (conducted by women faculty members in Engineering and Educational Studies with support from our Institutional Research office and funding from the William and Flora Hewlett and Alfred P. Sloan Foundations), Swarthmore science faculty have been developing programs that are centered on peer-facilitated study groups. These programs initiated with engineering Student Academic Mentors (eSAMs) working with the Engineering Department and Science Associates (SAs) in Biology, and have expanded to other science departments where staff coordinators not only train and support the peer-mentors but also serve as outreach counselors for the most at-risk students, working directly with faculty and coordinating with the Dean of Students' Office. Biology's Science Associates model was an important element of the College's successful grant proposal to the Howard Hughes Medical Institute (HHMI) in 2004. Funding for

extending academic support efforts in other science departments featured centrally in Swarthmore's most recent HHMI proposal, for which Swarthmore, in April 2008,[18] was awarded the program's maximum grant of $1.6 million, a singular distinction among 48 grant recipients. HHMI cited as exemplary both the program and the processes of assessment that track improving grades and rates of retention as departments participate in the program. The proposal reviewers wrote:

> *They* [the applicants] *provide an exemplary summary of past grant activities. There is evidence that careful assessment has deeply informed the proposed activities, which build upon the earlier grants. For example, the peer-learning activities that will now be developed for the entire science division represent an expansion of efforts that have worked successfully with a few departments.*

In October 2008, at the request of HHMI, Swarthmore Professor of Biology Amy Cheng Vollmer served as part of a team of eight HHMI professors and program directors facilitating workshops for fellow HHMI program directors on the Logic Model evaluation and assessment paradigm.

Depth: The Program for the Last Two Years

In order to help students realize their individual goals within a framework of rigorous intellectual activity meant to "evoke the maximum effort and development from each student,"[19] the College requires that each student in the third and fourth year complete a major, acquiring mastery in depth of the substance and modes of inquiry of a particular discipline and the ability to assume an independent role in creating and synthesizing knowledge within it. The College currently offers 29 majors in 21 departments spanning the Humanities, Social Sciences, and Natural Sciences and Engineering. Working closely with one or more academic departments, students may also elect to design or adopt an existing template for a Special Major, a choice made by 13 percent of the Class of 2007.

Most departments and interdisciplinary programs also offer minors, a focus originally unique to the Honors Program. In May 2000, however, faculty and student desire for more coherence in work done outside the major ("focused breadth") prompted the extension of minors to all students who wish to elect one. Forty-two percent of the course students in the Class of 2007 completed a minor, in addition to a major; 19 percent of the minors were in interdisciplinary programs. A minor thus became an alternative to a full double major, but this is also an option, pursued by 25 percent of the class. When minors were extended beyond honors, the faculty expressed concern about the limiting effects on choice if students pursue too many formal credentials and therefore limited them to two majors or one major and no more than two minors. (Honors occasions some exceptions.)

Students demonstrate their command of their major field through the completion of courses

---

[18] "Howard Hughes Medical Institute: Undergraduate Science Education Program – Colleges 2008" (Swarthmore College Grant Application, October 2007; grant awarded for September 1, 2008 – August 31, 2011).

[19] *Swarthmore College Course Catalog 2008-09*, Section 1.2: "Varieties of Educational Experience."

within it, courses taken outside the major that expand and deepen the student's perspective on the major, and a "comprehensive" exercise that is the culmination of their work. In 2006-07, the CEP, responding to a recommendation of the *ad hoc* Assessment Planning Committee, examined the comprehensive.[20] The CEP gathered, circulated, and updated information that included current practices (e.g., some form of examination, a research-based thesis, or a special methods seminar) and departmental goals for the major and for the comprehensive exercise. The CEP also asked departments to consider how well these exercises serve their programs. While most departments and the CEP reaffirmed the comprehensive as a meaningful conclusion to a student's program of study, there were questions left open for a long-range planning process. These include the advisability of mandating specific goals, such as integrative thinking across more than one field of inquiry (possibly requiring an interdisciplinary minor), and of requiring an independent research or study experience for all students, or at least of making one possible for all motivated students.

The extensive involvement of students in faculty research, both during the summer and the academic year, has become a key element of our academic program, especially in the sciences, where between 60 and 80 students do research on campus every summer, and others have grants for research elsewhere. Many students collaborate to a level where they are cited as authors in scholarly publications and attend conferences, presenting posters.[21] Funding for civic-oriented student research is available through the Lang Center's competitive selection process, and a limited number of research stipends are available through an endowment fund earmarked for student research in the humanities and social sciences.

Such research offers students direct experience in the creation, grounding, and testing of knowledge. It develops greater conceptual flexibility, fosters appreciation of interdisciplinary understanding, and strengthens the confidence to persevere in the face of contradiction and uncertainty. Indeed, the content of advanced seminars at Swarthmore is driven today in part by student researchers, with guidance from their professors. One professor calls this dynamic a "personal journey, during which the students drive and the faculty navigate."

Recognizing the need to address more deliberately the use of the summer for research or other purposes such as intensive language study, the CEP included this topic on its agenda for fall 2008 and will likely continue to discuss it during the 2009-10 academic year. If we are to increase such opportunities across the curriculum, however, we need not only to secure endowment for more student stipends but also to consider how to compensate faculty for taking on supervision of students beyond their already heavy regular loads.

The Honors Program

Honors participation entails both a mode of preparation and a final scrutiny by external examiners. To prepare, students work in small groups with each other and their professor to explore a subject, typically in a double-credit seminar, or to advance a research topic in an

---

[20] "Report on the Comprehensive Exercise" (Council on Educational Policy, August 2007).
[21] A bibliography of faculty publications with student co-authors is maintained by the library - http://www.swarthmore.edu/library/facbib/detail.php?student=true .

independent-study experience. At the end of the senior year, students are examined by scholars external to the College in four subjects, three in a major and one in a minor (or four related subjects in a special interdisciplinary major). Evaluating the written examinations they set, orals they administer personally, and often a 10- to12-page portfolio paper in each of the subjects, the external examiners are responsible for assigning the only college-sponsored graduation honorifics. At the end of the honors examination process, departments normally meet with the examiners to solicit feedback about the performances of their students and their programs more generally. The Honors Program constitutes an exceptional evaluation mechanism, not only of individual students, but also of our entire academic program. In their written comments, external examiners eloquently characterize Swarthmore's Honors Program and the quality of teaching that it confirms. As one recent examiner reflected:

> *When faculty members prepare students to be tested by colleagues outside of their institution, they reach beyond their own bank of information and well beyond the textbook to groom scholars who are conversant with a wider scientific community. This not only enriches the way a faculty member prepares for a course—always mindful of the broader spectrum in which he or she teaches—but also prepares students for the next steps in their intellectual journey. As a faculty member who evaluates graduate applicants, I seek out Swarthmore honors students because I know that they did not simply memorize content, they learned to think like first-year graduate students.*

Another wrote:

> *The honors students I examined achieved a remarkable level of maturity in the subject, being able to fashion rigorous, correct, and insightful arguments, sometimes on their feet, as well as revealing a deep engagement with the special topics. There is no program like it that I know of. Prospective students ought to know that they can have a deep and personal experience in a subject, guided minimally but appropriately by a caring faculty member, after which they will be examined by experts in the field who will encourage them to bring the best of their learning to bear on interesting problems.*

In 1994, concern with declining rates of participation prompted a thorough review of honors.[22] The Program was revised and revitalized, effective with matriculation of the Class of 1997, and the College committed itself to providing the funding and resources necessary to keep it strong, appointing Professor of English Literature Craig Williamson as Honors Coordinator. His regular assessment activities (including monitoring student participation and surveying students and examiners) are reviewed annually with the Provost and periodically presented in multi-year analyses to the CEP and the entire faculty for review and discussion.

In addition to informing improvements, these activities document how participation rates have increased from a low of 10 percent in 1995 to 33 percent of the graduating class in 2007. Because we were especially concerned by low participation in the sciences, we increased from approximately 35 to 70 the number of stipends for honors students doing scientific research in the summer, so that a thesis could be one of the preparations. Honors participation in the sciences

---

[22] E.g., *Five-Year Honors Evaluation Report, 1996-2001* (2002).

has indeed improved: the gap between the humanities and the natural sciences and engineering has closed, and the rate of honors majors in the Division of Natural Sciences and Engineering has gone from five percent of seniors before the revision to about 22 percent for the five years ending in 2006. In biology, to take one example, the honors participation rate has gone from zero to three percent of its majors in 1990-1994 to 18 percent in 2002-2006. As student participation has grown and the full range of academic departments been engaged, the number of honors examiners has correspondingly risen from 78, examining 34 students in six preparations each (1996) to 137, examining 115 students in four preparations each (2007). The College has also increased the honorarium, making it easier to attract external examiners for the several-day orals period. The College anticipates cost increases for the honoraria, travel, and lodging associated with the honors examinations weekend, and includes review of these expenses and necessary adjustments in our yearly budgeting process.

The Lang Center for Civic and Social Responsibility

One final goal from the 1999 planning process, grounded in Swarthmore's commitment to educate for social responsibility, was to develop pedagogies appropriate to community-based learning (CBL), with staff support, student stipends, and faculty course development funds. This goal has been pursued by individual faculty and some departments. For example, almost all courses and seminars in the Department of Educational Studies involve field work that prepares students to use their intellectual and research-based skills in ethical and socially responsible ways; many of the 10-15 students certified as elementary and secondary teachers each year go on to work in underserved communities. Particular focus and impetus, however, have come from the creation in 2002 of the Lang Center for Civic and Social Responsibility,[23] named in honor of philanthropist and entrepreneur Eugene M. Lang '38.

Closely aligned with Project Pericles[24], of which Swarthmore is a charter member, the Center's mission, working with individual students and student groups, faculty, and engaged community partners locally and globally, is to prepare students for leadership in civic engagement, public service, advocacy, and social action. Now led by Joy Charlton, professor of sociology and former associate dean for academic affairs, the Center moved in September 2007 from temporary quarters to a newly renovated, centrally located building on the campus's north end.

The Lang Center (also discussed in the Broader Educational Experience section) provides support and coordination for CBL and service in courses and seminars by providing databases on community partners and placements, arranging site tours and meetings with agency directors and staff, assisting with logistics (especially transportation), and offering orientation and training for students, as well as guidance for faculty. It offers Lang Curriculum Development Awards to faculty, summarized in annual reports of the Center, and in 2007-08 assisted in creating field placements with community organizations engaged with the peace and reconciliation process for the Semester in Northern Ireland. The Center is now the home of the Lang Visiting Professor for

---

[23] Lang Center for Civic and Social Responsibility - http://www.swarthmore.edu/langcenter.xml.

[24] Project Pericles (projectpericles.org) is a national organization of colleges and universities committed to including education for social responsibility and participatory citizenship as an essential part of their educational programs, in and out of the classroom.

Issues of Social Change, chosen for distinguished engagement with social justice, civil liberties, human rights, and democracy.

Since its founding, the Lang Center has come to play an increasingly visible and influential role in our educational program and community. The Center houses the many student research and social action projects sponsored by the Board of Managers' Pericles Fund as well as by the longstanding Summer Social Action Awards of the Swarthmore Foundation and the Lang Opportunity Scholarships.

The Lang Center participated in a Teagle Foundation planning grant to a consortium of colleges that includes Haverford and Bryn Mawr to bring faculty together across campuses to consider ways to develop models of assessment of CBL that would work best for small liberal-arts colleges. Meanwhile the Center, working with faculty, continues to look for better ways to integrate social responsibility into the academic program—for example, partnering with the Higher Education Consortium for Urban Affairs.[25] Those who have taught courses with community-based components are persuaded that such a combination has extraordinary potential to augment students' understanding of social issues and conditions, to increase their sense of social responsibility, and to improve classroom learning by allowing students to study theory and test ideas in the light of their own data and experience. The Center is also committed to academic advising that will help students make connections between their course work and the social issues that concern them and are often the focus of intensive extracurricular activity.

Foreign Study

When the CEP weighed some form of global studies requirement in 1999,[26] it concluded that, given the extent to which students already engage with global issues through the courses they take, such a requirement was unnecessary. Study of foreign languages figured in the discussion: the present language requirement is seen as not very demanding, but the Department of Modern Languages and Literatures was not prepared to eliminate it, believing that doing so would send a negative message to high schools regarding the value of language instruction. At the same time, the Faculty is not prepared to privilege language study by defining a greater requirement for graduation. The CEP instead underlined the importance of experience abroad and concluded the year recommending further development of study abroad opportunities for all majors, including study in English-speaking countries and in programs focusing on service; it also called for exploring use of the summer for language study and/or study abroad. Although no formal requirements or practices were changed as a result of this assessment, the study and its recommendations were shared with the faculty, and it remains a reference point for current discussions of how our curriculum reflects global awareness. It is also used by our Foreign Study Office. The College formally recommends foreign study in our official bulletin[27] and supports it by applying full financial aid to all approved foreign study. We are encouraged by the increase

---

[25] HECUA (http://www.hecua.org/) is an organization of 19 liberal-arts colleges, universities, and associations dedicated to education for social justice; it sponsors both domestic and international programs.

[26] "CEP Study Abroad Survey, Seniors, Spring 2002, Summary" (Provost's Binder).

[27] "The College emphasizes the importance of study abroad and encourages all students to explore possibilities for doing so as integral parts of their degree programs . . ." (*Swarthmore College Course Catalog 2008-09*, Section 8.14).

over the past decade in the number of Swarthmore students who study abroad. Forty percent of the Class of 2008, versus 32 percent of the Class of 1998, spent at least one semester studying outside the U.S.[28]

Changes to the Honors Program made it easier for students to engage in both honors and study abroad; roughly the same percentage of honors students participate in foreign study as do course students. There is a perception that foreign study is more difficult for some majors in natural sciences and engineering, in part because of the hierarchical nature of their curriculum and the difficulty of working language study into it, but successful efforts have been made to provide opportunities in English-speaking countries (for example, the United Kingdom, Ireland, Australia, and New Zealand) and in countries that have universities providing instruction in English (such as at the Cracow University of Technology in Cracow, Poland and at the Middle Eastern Technical University in Ankara, Turkey).

Faculty have insisted that academic foreign study experiences be of a quality to warrant awarding Swarthmore credit, and they have taken primary responsibility for approving programs. The Foreign Study Adviser is a faculty member (since 1992 Professor of Anthropology Steven Piker). He visits prospective programs as well as ones of long standing, and arranges for faculty members to make site inspections when they are traveling for other purposes. During these site visits, faculty members focus on determining the quality of instruction and facilities, and may try to work with program faculty to make needed and feasible improvements.

Before leaving for foreign study, students must obtain advance approval for the courses they expect to take, and upon their return to Swarthmore the syllabi and assignments undertaken while abroad are submitted to the relevant departments. The departments review these materials to determine each student's learning outcomes from the experience and to make a final determination of credit. The large majority (about 80%) of students who study abroad under the College's semester/year abroad program attend programs not provided by Swarthmore. Since the early 1970s, the French Section of the Department of Modern Languages and Literatures has provided a program in Grenoble, France, attended by Swarthmore students as well as students from a few other schools. During the past ten years, Swarthmore has newly established its own programs in Ghana, Poland, Argentina, Costa Rica, N. Ireland, and—in cooperation with Macalester and Pomona Colleges—in Cape Town. The Foreign Study and Provost's Offices continue to monitor the costs of faculty involvement in these programs and the advantages of these programs to both students and faculty.

A CEP survey of returning students in spring 2002 provided assurance that students found their foreign-study experiences valuable. For many, it was relevant to a major or minor (43 percent said "very relevant"), providing cultural immersion and/or opportunities for fieldwork later developed in a thesis. For many others, the perceived benefit of foreign study derived more from the opportunity to pursue new academic directions and from highly educational but less formally academic dimensions of their experience. In discussing the survey results, CEP members argued that both relevance to Swarthmore program and departure from it to explore in new directions were good reasons to support foreign-study experiences. The CEP took particular note of the fact that even those whose foreign-study academics were not integrated with study at Swarthmore

---

[28] Swarthmore College Office of the Registrar.

cited the intensive use of a foreign language (not necessarily taught at Swarthmore) as critical to their overall experience (about 70 percent said "very important" or "important").

While students in 2002 indicated less concern about the rigor of their chosen program, this remains a concern for faculty, prompting further investigation in 2007-08, a time coinciding with the need to determine how best to replace the soon-to-retire faculty Foreign Study Adviser. A special review committee interviewed the chairs of academic departments to solicit their views of how well the credit approval process works to assure quality experiences for both majors and nonmajors who take courses in their disciplines while away. The consensus was that the process is working well for most departments, and that faculty should continue to oversee the foreign-study experience as a transition in leadership is planned. Redefinition of the responsibilities of faculty and staff in the Foreign Study Office will proceed during the 2008-09 academic year.

The review committee also identified the need to integrate foreign-study experiences with the regular academic program in more meaningful ways, e.g., with departments defining foreign-study applications to their majors, including developing research opportunities; strengthening foreign-language study through immersion by residence in a culture; and doing community-based, social-service learning internships abroad. Finding ways to make use of a summer for a foreign experience will be a priority.

Interdisciplinary Teaching

Interdisciplinary teaching is, for both faculty and students, an important stimulus to critical analysis of received wisdom and established modes of thinking, a source of creative renewal, and often a means of bringing academic knowledge to bear on real world issues such as racism, gender inequity, and public policy. Interdisciplinary teaching is where much new knowledge is being developed, and in some cases is the real threshold of future fields. A significant aspect of Swarthmore's curriculum for many years, interdisciplinary teaching has typically been identified with formally constituted interdisciplinary programs in which students can minor (and in some cases major): Asian studies, Black studies, comparative literature, cognitive science, environmental studies, film and media studies, gender and sexuality studies, German studies, interpretation theory, Latin American studies, medieval studies, peace and conflict studies, public policy, and now Islamic studies. Some programs offer special courses, usually introductions or capstones, which may be team taught. There is also some team teaching of other courses. Interdisciplinary programs go through a self-study process every five years, including surveys of former and present students and input from faculty participants; their reports are presented to the Curriculum Committee, which reauthorizes or recommends other action. Two programs (international relations and francophone studies) have been terminated because their academic goals were seen as well served by other curricular options; in 2007-08 women's studies presented a substantial case, subsequently approved by the faculty, for redefining itself as gender and sexuality studies. The review process has also sometimes highlighted the need for a change in the structure of an interdisciplinary program or the resources devoted to it, e.g. administrative support.

Interdisciplinary teaching was an initial focus of the long-range planning effort initiated in 2007-08. During fall 2007, the Academic Program Planning Group reviewed the most recent self-studies assembled by each interdisciplinary program, heard from the Provost the findings of her survey (October 2007) of faculty about current interdisciplinary interests, and examined interdisciplinary opportunities at peer institutions. Surveys revealed that although interdisciplinary teaching and its impact on students' learning experience are highly valued by faculty, its practice has been a source of some frustration due to the College's sometimes insufficient and uncertain commitment of resources. Historically at Swarthmore, interdisciplinary programs have arisen out of faculty interest, with participants loaned when their home departments could spare them from their core curricula. This has made it difficult for interdisciplinary programs to plan for their own offerings and internal administration, especially when departments may hire leave replacements, or even new tenure-track faculty, with only secondary regard for impact on an interdisciplinary program.

The Academic Program Planning Group discussed assigning more faculty lines to interdisciplinary teaching, as we have occasionally done in the past. In 1996-97, for example, we used an opportunity hire to appoint an African American sociologist to Black studies, thereby staffing a regular introductory course and the capstone experience. In 2002-03 we chose to strengthen the program in peace and conflict studies, a program that speaks to our historic connection with Quakerism, by reapplying an endowment dedicated to Quaker history (for which we were having great difficulty finding qualified candidates) to support a tenure-track position in Peace Studies. This has given both programs special expertise, stability, and dynamic leadership, extending from the curriculum to other activities, such as special lectures and symposia.

Rather than follow this model exclusively, however, the Planning Group discussed the attraction of multi-year hires, which might bring fresh vision to a program or be assigned to a department to cover regular offerings while freeing up existing faculty for the stimulating opportunity to participate in interdisciplinary programs. Part-time visitors might be a viable solution, but full-time, multi-year appointments would be more likely to provide the quality and depth of commitment we need; we would not want to strengthen interdisciplinary programs at a cost to the curricula of departments.

The Planning Process of 2007-08

In 2007-08 the CEP, augmented by four members of the Board of Managers, functioned as the Planning Group for the Academic Program. While the group heard widespread affirmation of much that we have been doing, it also began to identify areas for future development. Even as it considered the needs of interdisciplinary programs in general, the planning group asked academic departments and interdisciplinary programs to identify their individual ten-year goals and anticipated needs for faculty, support staff, and facilities (space and equipment). The resulting requests, amplified by other planning data such as the staffing and enrollments analyses of each department compiled annually by the Provost's Office, were the focus of discussion during the spring 2008 semester, culminating in a preliminary list of priorities, including new tenure-track lines. The Planning Group made it clear that this list is not final, expecting that further investigation would continue through the 2008-09 academic year.

Accordingly, the CEP, with one Board member, has continued to meet on a weekly basis, undertaking to review and refine the recommendations it will bring forward. Because we realized that the first year's consideration was driven by the current structure of the academic program and by the great influence that departments have over planning, we decided to step back and use the fall semester for a review from the perspective of cross-curriculum issues, some of them also enunciated in other planning groups. These issues include globalization, sustainability, community-based learning, and (carrying forward concerns spot-lighted in earlier years) interdisciplinary teaching and more research opportunities for students. While the CEP has pursued these discussions, departments and interdisciplinary programs have been studying the implications of redefining the fifth course in the teaching load as proposed below. Their reports, submitted December 2008, will inform the CEP deliberations in spring 2009, as the Planning Group attempts to finalize recommendations.

THE ACADEMIC FACULTY AND INSTRUCTIONAL STAFF

Our exceptional faculty—individuals who are at once passionate and dedicated teachers and distinguished and active scholars and artists—are essential to Swarthmore's ability to provide a superb curriculum and a pedagogy that empowers each student to think critically, communicate effectively, and ultimately become independently thinking citizens. All members of the tenured and tenure-track academic faculty hold the Ph.D. or other terminal degree in their fields, earned at premier institutions in the United States and, increasingly, abroad.

Their scholarly and artistic productivity is signaled by articles and books published in peer-reviewed journals and reputable presses, by gallery and museum exhibitions, and by concert, dance, and theater performances in which faculty were performers, directors, choreographers, and composers. The Faculty Bibliography for 1998-2007 lists some 50 faculty who published books, as well as a much larger number who produced articles, 130 of them co-authored with students, e.g., in biology, economics, physics and astronomy, and psychology.

The importance of their work is recognized in the many prestigious grants faculty receive, some from the National Endowment for the Humanities, the National Science Foundation, the Fulbright Commission, the American Council of Learned Societies, and the Guggenheim Foundation.[29] Faculty are honored with national book prizes; they serve as editors of scholarly reviews and as evaluators for grants and external tenure evaluations and visiting committees; they are interviewed in the local and national media.[30, 31]

That our faculty's excellence translates into effectiveness in the classroom is expressed in our biennial senior surveys: the mean rating for satisfaction with "Quality of Instruction" is consistently high (e.g., in 2006 the mean was 3.5 on a scale ranging from 1 to 4). Much more importantly, and more eloquently, it is confirmed in the substantial, signed letters of endorsement that students contribute to reappointment, tenure, and promotion dossiers, commenting

---

[29] "Grants Awarded" presents faculty grant profiles - http://www.swarthmore.edu/x16701.xml .
[30] "Faculty Service Summary," compiled 2008-09.
[31] "Faculty Bibliography, 1998-2007" - http://www.swarthmore.edu/library/facbib/.

specifically on command of the field, ability to engage students, and effectiveness in advancing both knowledge and skills.

Swarthmore remains firmly committed to a faculty whose stability and deep engagement in all aspects of the College's life are secured by full-time appointment to the tenure track. In 2007-08 there were 165 tenured and tenure-track faculty teaching, with 15 full-time leave replacements, 10 others in full-time temporary appointments, and 42 in part-time positions. The latter consist of other leave replacements and short-term coverage for over-enrollments; occasionally, as in theater and dance, they reflect a deliberate policy of welcoming artists who wish to preserve time for performance careers and who bring that experience to bear on their teaching at Swarthmore. Faculty work closely with other instructional staff, totaling 69 FTE; most are full-time instructors and lecturers in the laboratory sciences and modern languages and literatures.

The College continues to be very successful in recruiting new faculty through national searches: we offer more generous starting salaries than most of our peers ($65,000 for 2008-09), and attractive benefits such as mortgage and rental subsidies and grants for children to attend college. Our annual support for research and travel, and our leave policies (described below) are highly competitive and we also have very generous start-up packages, especially in the sciences, where we provide for renovation of the laboratory that each faculty member is assigned for personal research, as well as for purchase of equipment and other costs needed to establish a research agenda. We experience different degrees of difficulty, depending on field and opportunities outside the academic world (e.g., economics, computer science, statistics), but the provost's anecdotal information about the outcomes of searches indicates that we are usually able to hire the candidates we want, even when they also are sought after by liberal-arts peers. In the 27 tenure-track searches carried out in the last five years, three candidates who declined our offers did so in preference for R-1 universities (lighter teaching loads and graduate-level teaching), one to work in research, and one to accept a peer college; in several cases the careers of spouses were also an issue.

As junior faculty reported in interviews in spring 2008, they choose to come to Swarthmore not only for financial reasons, but also because of the intellectual quality and motivation of our students and the prospect of doing research with them (expecting that this will stimulate and sustain their own scholarship). They likewise value the quality of the faculty colleagues they will have here. Many recruits also cite the community's sense of common purpose, its dedication to both furthering academic excellence and educating students to lead in addressing larger social needs. We are also attractive in our location, which enables those who wish to live in a major city to do so, makes it easier for partners to find jobs, and facilitates research connections, e.g., at Penn and Princeton and in New York, Baltimore, and Washington.

Swarthmore has a culture of hiring carefully, with the goal of helping new hires thrive and succeed in their tenure reviews: we mentor and give honest and constructive feedback, especially at the point of the third-year reappointment, and we have no quotas limiting the number of faculty who may be tenured. While we monitor the tenure rate, we see the current rate of 80 percent tenured as an affirmation of the quality of our faculty and of the College's commitment to those who make our intellectual community vital. Just as student experience is grounded in residence on campus, so too is faculty involvement: the College subsidizes mortgages within a

specified geographic range (currently for approximately 65 faculty; others have paid theirs off) and rents housing to another 60, thereby encouraging them to live nearby, often within walking distance.

The College continues to strive to increase the diversity of the faculty. Of the 165 occupied tenure-track faculty lines (2007-08), 40 percent were held by women and 16 percent by minorities. Three of the recently created tenure lines cited above also furthered diversity goals, and the College usually has two post-doctoral fellows recruited through programs such as the Consortium for a Diverse Faculty, of which the College was a founding member. But we are mindful of the need to continue and intensify our efforts to recruit a diverse faculty, not only in particular departments where women and/or minorities are underrepresented, but across the faculty as a whole: 16 percent minority faculty equates to 27 individuals, and every retirement or resignation has an outsize impact on our community.

Swarthmore faculty are special because they come here enthusiastic about teaching our talented and engaged undergraduates and becoming part of a community where everyone enjoys intellectual pursuits. They are prepared to introduce students to a wide range of knowledge about the natural world and human experience. But at Swarthmore we do more than impart existing facts and insights. We teach students to become responsible citizens who can think independently. We help them inform and discipline their imaginations so that they can become creators of new knowledge and understanding. To this end, it is critical that faculty should be not only inspired and able teachers, but also productive in scholarship and the creative arts—both when they are hired and throughout their long careers at the College. Supporting faculty scholarly and creative interests is important not just for their personal satisfaction and keeping the curriculum current. It also provides students with a model for analyzing received wisdom and ultimately creating new knowledge and understanding.

In 2007-08, a Planning Group on Faculty and Instructional Staff was charged with addressing how to recruit the very best faculty to Swarthmore, to keep them with us, and to enable them to fulfill their professional and personal potential. The Planning Group reviewed relevant annual data analyses and special summaries prepared by the Provost, as well as institutional surveys and a study conducted in summer 2007 on how Swarthmore compares to peer institutions in a range of benefits and policies. Faculty members on the Planning Group also interviewed 31 junior members of the faculty (pretenure or tenured in February 2008) about their reasons for choosing Swarthmore and their experiences since arriving (e.g., mentoring, workload). Information thus collected was reported orally to the Planning Group in May 2008. The Planning Group's draft report (Provost's Binder) details its consideration of points summarized below.

Faculty Demographics

The provost's office prepares an annual report to the Academic Affairs Committee of the Board of Managers, accounting for the tenure-track faculty by department, with specific attention to gender and racial distribution. Of the 165 tenure-track faculty (2007-08), 66.5 (the .5 comes from a shared position) are women (40%) and 27 are minorities (16%), and we continue to pay particular attention to recruiting in departments where women and/or minorities are

underrepresented, as well as across the faculty. Swarthmore was a founding member of the Consortium for Faculty Diversity at Liberal Arts Colleges (formerly the Consortium for a Strong Minority Presence; the current provost served on its steering committee 2002-05). The provost's budget includes funds set aside for appointing special-opportunity diversity postdocs and faculty. Three of the new tenure lines created during the Meaning of Swarthmore capital campaign were defined in part to further diversity goals: lines in political science, mathematics and statistics, and sociology and anthropology.

A summary of the age distribution of the faculty points to the coming retirements of important members of the faculty. The retirement rate is kept manageable, however, by the College's early retirement program, which is both a benefit to individual faculty members and an investment in institutional renewal. The early retirement program has been highly effective in encouraging senior faculty to retire. Of the 58 faculty who have retired since the program was started in 1984, only six did not take advantage of at least one year of the program, instead waiting to retire at age 70 or 71. A number of faculty have availed themselves of the maximum of five years. Of the 165 currently teaching tenure-track faculty, only seven are 70 or older, while there are 10 in the retirement program.[32] In spring 2008 the provost also participated in a survey of peer institutions commissioned by Dartmouth, addressing benefits extended to emeritus professors; preliminary consultation suggests that we are unusually supportive, e.g., in providing office space and computer privileges. An ongoing concern, being addressed through the standing Faculty and Staff Benefits Committee, is the degree of subsidy for Medicare supplement insurance and the nontransportability of the College's benefit for retirees who move out of state. It was also suggested that a counseling session for faculty members turning 55 would help them begin planning for retirement, and the provost will organize this in 2008-09.

In addition to the formal provisions of the early retirement program, the two provosts over the last ten years, Jennie Keith and Connie Hungerford, have begun negotiating individual arrangements for part-time teaching for a finite period as a bridge to retirement; since 2002, the period has been capped at three years. In 2007-08, two of the seven over-70 faculty and three of the eleven in the 65-69 cohort took this option. Keeping identities confidential, the provost plans in 2008-09 to review how this policy has been working, both for the individuals involved and for their departments (where a soon-to-retire but still part-time faculty member may overlap with a successor who is hired with the salary savings). When initiated by the department, hiring of fully retired faculty to teach individual courses is also possible as a means to continue the involvement of valued members with the academic program.

Salaries

Salaries appear to be competitive, both in hiring and retaining faculty. The annual survey of salaries and compensation, distributed to the Faculty in the spring, documents the College's success in meeting the Board-approved goal of achieving 102.5% of the average by rank among a comparison group of peer institutions (Amherst, Bryn Mawr, Colgate, Haverford, Oberlin, Pomona, Smith, Wellesley, Wesleyan, and Williams). The provost's anecdotal evidence from recent tenure-track searches (why finalists turn down offers) confirms that we are not losing

---

[32] For the policy, see *Handbook for Instructional Staff*, 2008, pp. 148-150.

candidates to other small liberal arts colleges because of salary, although salary may be a factor for candidates who choose R-1 institutions. In a few fields where the market requires that we pay above our starting norm, we do so, with the desired result. The junior faculty interviewed cited salaries as a positive. Our start-up packages, notably in the sciences, are also recognized as very generous, and the provost reports they have played an important role in recruiting several recent candidates with offers from peer institutions.

Dissatisfaction with salary also does not appear to be a significant factor in decisions to leave the College. When the provost reviewed the cases of the 23 tenure-track faculty who have left in the last ten years, the reasons, in addition to denial of tenure (five), were predominantly personal. Two, for example, were foreign-born faculty unhappy in our small, suburban community, and five had spouses with distant jobs. Some reasons were professional: one person left to pursue research/consulting, one for museum work, one for university administration, and three to teach at research universities. The planning group felt the latter departures were small enough in number not to contribute to instability and could be seen as confirmation that our faculty are of a quality that is sought after elsewhere; we benefit from their contributions while they are with us and they enhance Swarthmore's reputation when they move on. Spouses employed at a distance remain a concern in both recruitment and retention, but one that seems manageable at present. We are fortunate in being located in a major metropolitan area.

Policies Affecting Families and Housing

As the College has diversified its workforce, with more women and a greater variety of domestic situations, including single parents and families in which both parents work outside the home and share child-rearing and household responsibilities, benefits supporting lifestyle choices have become more important. During 2007-08 the provost participated in a pilot study run by the American Council on Education (ACE) and the Alfred P. Sloan Foundation,[33] focusing on how academia can be competitive with the commercial sector in this respect. Feedback from this study confirmed our own conclusions from reviewing existing practices: we are generally competitive in terms of faculty benefits such child care, elder care, early retirement, spousal benefits, tuition assistance for dependents, and the provision that new parents may stop the reappointment and tenure clock for one year (a maximum of two times), approved by the faculty on May 12, 2006.[34] In some cases, such as our paid parental leave and subsidized rental and mortgage policies, we are more generous than many. A survey administered by the ACE/Sloan project did indicate that faculty are not always aware of existing options and how to access them. The provost's office has accordingly worked to make this information more accessible to candidates (via the web site and a brochure that will be available in February 2009) and to current faculty, both those who might take advantage of them and those chairs and colleagues

---

[33] See http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CEL/SloanAwards/sloanAwards2.htm. In return for completing a questionnaire on our policies, we were provided with an analysis that compared Swarthmore to other institutions in the study (Macalester, Allegheny, and Muhlenberg). The provost helped ACE revise a university-focused survey of faculty for use at Swarthmore, which ACE ran and analyzed for us, and Swarthmore participated in a conference in Washington in May 2008.
[34] See "Exceptions to term lengths because of parenting responsibilities," *Handbook for Instructional Staff*, 2006, p. 127.

who should encourage their use. The planning group briefly discussed more extensive flexibility, such as permitting part-time tenure-track appointments (tenure at Swarthmore is possible only with full-time appointments), but decided against advocating for that because we did not see a need that would justify both the costs and the complications it would introduce to life in our small departments.

One benefit that drew closer attention during the year was daycare. As the comparative survey indicated, many peers have daycare centers operating on their campuses, several giving preference to or reserving a set number of spaces for their employees. Swarthmore does not sponsor a center on campus, though it provides information on local caregivers and referral services (through the services of the Carebridge Corporation[35]). The planning group discussed this possible priority both early in the semester, in the context of the comparative review, and towards the end of the year, when the issue, which has a long history, was raised in the general faculty. The planning group felt that the significant costs of building a wholly new center and running it with the necessary subsidy for lower-income employees made this benefit prohibitively expensive. Since such a facility would serve a subset of the faculty, and since there are fairly adequate alternatives in the surrounding communities, the planning group rated this priority below others we are likely to recommend. We do note that the College should continue to be alert to the need for quality daycare, especially infant care. Should the faculty grow too large to be accommodated by local resources, this could become a more pressing concern.

Reassured with regard to most policies, the Faculty Planning Group came to focus on faculty development as the aspect of its policies most in need of future investment.

Swarthmore provides important institution-wide programs that support faculty development. Our libraries support not only course readings, but, also—in their collections and the efforts of staff to make resources available through the latest technologies—student and faculty research. The provost provides lunch once a week for all instructional staff, with the program usually featuring talks by faculty about their current research. There is also a Faculty Lecture Series open to the whole community, with five presentations each semester. Workshops on pedagogical issues, such as effective teaching of writing, also offer opportunities for faculty to work together. The associate provost oversees an orientation process for new faculty that includes weekly lunches and, in the past year, the increasingly regularized pairing with a mentor.

A significant enhancement for faculty development in recent years has been the Mellon Tri-College Faculty Forum, established in 2001 by Swarthmore, Bryn Mawr, and Haverford Colleges (the "Tri-Co Consortium") with funds from The Andrew W. Mellon Foundation. [36] Key elements, administered by a faculty director and steering committee of representatives from all three campuses, are:

- Seed grants for new research and curricular initiatives, with preference for collaborative work with Tri-Co colleagues (resulting in new labs and course units and integration of

---

[35] See http://www.swarthmore.edu/x15916.xml.

[36] See http://www.haverford.edu/provost/mellon/mellondesc.htm#programs and annual reports prepared for the Mellon Foundation.

new languages and technical skills into existing syllabi; symposia and conferences; and substantial scholarly publication);

- A Tri-Co orientation for new faculty and a follow-up for junior faculty (addressing issues such as time management, balancing professional and personal life, creating change within the department, modes of pedagogy, and collaboration across Tri-Co boundaries);
- An annual or biannual "across the career" seminar on life issues such as financing the education of children, planning for retirement, and caring for elderly parents; and
- A director's brainstorming fund, for convening groups of faculty with common interests (e.g., those from like departments on different campuses, those with cross-disciplinary interests, foreign-born faculty, those preparing students to teach math).

The Tri-College Forum has been highly successful in providing faculty development opportunities that none of the three colleges offers individually and in helping overcome the isolation of being at a small college; it has proved a wonderful stimulus to intellectual creativity, specifically because it stretches beyond each campus's culture. Regular assessment, including participant evaluations and general reviews at the end of the year (e.g., documenting research and curricular outcomes), enabled the three provosts to identify the most effective elements and feature them in a further request to Mellon in 2005, resulting in endowment for a continuing joint program, to which each college also committed annual funding.

The elements of professional development valued most consistently in surveys of faculty are the annual stipends for research ($1,000) and travel to professional meetings (increased in 2006-07 to $1,300). These funds, which are allowances rather than requests from a limited pool, enable faculty to interact with distant colleagues and maximize use of precious free time in the summer. Swarthmore's funding of faculty research compares well to our peer institutions' expenditures in this area, but the provost regularly receives requests for additional funding, especially from those who need to travel overseas or who participate in both a primary discipline and one or more interdisciplinary fields, thus entailing multiple conferences. The College will look at how increased funding for research and travel might be made available, perhaps via an enhanced annual allowance or special funds for which faculty might compete, as at many peer institutions. In 2007 the Provost received a gift from Eugene M. Lang '38 to endow a faculty support fund for grants of up to $3,000 to junior faculty,[37] but comparable resources are needed for all faculty, for research, travel, or course development.

Funding for Leaves

Swarthmore is very fortunate in being able to offer all continuing faculty members a semester of fully paid leave after every three years of teaching. This is a vital opportunity not for a vacation or "re-energizing" but for active investment in scholarship and creative production. Exceptionally among our peers, the College also enables 12 faculty members to expand their semester of leave to a full year through a competitive internal fellowship program. Five of these fellowships were added in 1985-86 through the generosity of Eugene M. Lang '38 and four more

---

[37] "First Annual Report on the Hungerford Fund" (Provost's Binder).

during *The Meaning of Swarthmore* capital campaign, with funds from the James A. Michener '29 estate. These second-semester leave fellowships matter crucially to faculty, rewarding their dedication to teaching with an equal recognition of their scholarly and artistic potential.

Yet, as the faculty grows, and as external funding becomes more and more difficult (especially in the sciences, where, for example, the NSF is disinclined to fund a sabbatical leave), a smaller proportion of faculty are able to focus on their research for a full year. At Swarthmore we give priority to funding pretenure faculty for whom the leave is the first, which means that there will be correspondingly fewer fellowships available for more senior faculty. Every year approximately five to eight of the 25 faculty who apply for a second semester of leave remain on the alternates' list or receive only partial second semester funding. It would therefore be desirable in the next campaign to raise endowment to make possible three to five additional fellowships. This priority might be integrated into discussions about a reconceived course load.

It is also important to note that when the Faculty Planning Group reviewed comparative faculty development opportunities,[38] we learned that our sabbatical policy is no longer as advantageously distinctive as it used to be. Comparisons with peers are difficult to make because while Swarthmore has consistent and transparent policies for access to 100 percent leaves, others may make these partially paid or available only selectively. Many peers have, however, moved to every-fourth-year sabbaticals.

Redefining the Fifth Course

The earlier noted breadth of Swarthmore's curriculum is made possible by our FTE count, which includes more generous leave replacement than at peer institutions (and than is reflected in the calculation of our student-faculty ratio), but also by our current teaching load of five courses annually. (The sciences count differently because of labs.) As the Faculty Planning Group reviewed comparative faculty development opportunities, we learned that, with one exception, all our peers with a two-semester calendar have moved to a four-course load or are seriously discussing doing so. Thus, just as our leave policy is becoming less competitive, our teaching load stands out as an easy point of comparison for job candidates. It is a point that chairs of searches raise with the provost and that the provost notes in her own interviews with the finalists for all tenure-track positions. In the 2008-09 hiring season the provost felt it necessary to offer several newcomers a four-course load for their first year, and then, in fairness, to extend this policy to all tenure-track hires new to the College.

Competitiveness in hiring is neither the only nor the most important argument in favor of moving from the present five-course load to four courses. The central issue is the quality of the work faculty can do once hired, both in teaching and in research. "Teaching" during the academic year has expanded beyond the classroom to entail considerably more individualized attention to students. Attention to writing is a good example: many faculty have moved away from one term paper due at the end of the semester to multiple assignments throughout the semester, including faculty feedback on substance, mechanics, and revision. Students arrive on campus with differing levels of preparation, prompting specialized support, e.g., extended office hours and

---

[38] "Teaching Load and Faculty Development at Peer Institutions" (Provost's Binder).

clinics that, if not actually led by faculty, are closely coordinated by them. The increased number of students with documented learning disabilities requires faculty to administer exams separately, with extra time or in special conditions. Introduction of more interactive teaching technologies, e.g., discussion boards on Blackboard,[39] although beneficial pedagogically, has also placed greater demands on faculty time.

In addition, we are offering students more opportunities for independent research, with clearly visible benefits. Yet most faculty supervision of such work is an add-on to the teaching load; only a few departments have established systems for banking thesis advising toward a course release. The many sciences faculty who work with students during the summers, in their labs or in the field, feel that they are teaching an additional two months a year without compensation. Faculty in the humanities and social sciences who carefully guide students through the researching and writing of term papers are likewise stressed, to the point that grading is frequently cited as a major factor in decisions to retire. Faculty frequently remark that their teaching is significantly better in the semester when they are teaching two courses, whereas they are stretched thin in the three-course term. To alleviate this problem, some faculty have experimented with converting a leave (three courses off at once) into four years of teaching a four-course load.

In view of all this, it may be time to recognize formally that the fifth course in a faculty member's teaching load is defined in terms of teaching activities that occur outside regular classes. Equity issues enter the discussion: while most faculty have approximately equal loads in terms of preparation and time in class, disparities in enrollments and numbers of majors create very different demands on time for grading assignments, advising, and writing recommendations. In addition, we currently acknowledge some administrative work with released courses (typically chairing a department or interdisciplinary program). But some faculty do more service for the campus than others, and service burdens themselves appear to be increasing, including assessment requirements and faculty involvement in outreach efforts, such as admissions recruiting (brochures, chat rooms) and maintaining department Web sites—all necessary and valuable, but also distracting. Swarthmore faculty assume responsibility for the quality of the foreign study experiences we offer our students, preapproving each program and reviewing work when students return, as well as vetting programs through site visits. As participation in foreign study has expanded to 40 percent of graduating students, this has become considerably more time consuming. With the creation of course minors in 2000, faculty took on another advising function.

Extra teaching and administration most obviously take their toll on time for research and publication or artistic production, activities that the College mandates because it recognizes that they are necessary in order for faculty to be intellectually vital. Yet faculty who are most engaged with their personal scholarly and creative work are often frustrated by the difficulty of finding time for this work outside the summer, itself curtailed by the fact that honors postpones our commencement by an extra week. These faculty are often disappointed that the College does not seem to support their efforts sufficiently, and does not then recognize their extra achievement.

---

[39] Blackboard is the software system we use to run shared websites for courses and organizations.

The College believes that providing the faculty with the opportunity to work closely with individual students on research, to spend time improving students' writing and other skills, and to devote effort to bringing innovative approaches and knowledge to their teaching are all necessary components of providing students with the educational experiences that the College promises. The Faculty Planning Group recognizes that the faculty can provide students with these types of educational experiences only if they, the faculty, have the time to create and provide them.

By the end of the 2007-08 academic year, the Faculty Planning Group was preparing to recommend adjusting the formal course load from five to four. Campus-wide discussion of the issue is still at a preliminary stage. During fall 2008 all departments and interdisciplinary programs have been asked how they might implement such a shift. This survey is intended to help planners estimate costs, e.g., to the curriculum for courses that would not be replaced, and, where persuasive cases are made, for replacement of lost course offerings through the hiring of new tenure-track faculty. Writing courses, first-year seminars, and honors preparations all impose constraints on flexibility; interdisciplinary programs should not be sacrificed to departmental priorities. Any substantial addition to the faculty would require not only salary dollars but also funding for office and laboratory space, faculty development, and support staff. An eventual proposal might identify choices for faculty development, e.g., between a four-course load and a guaranteed full year of leave. Implementing a shift might have to be gradual, and the faculty needs to decide how it might be done, i.e., who would benefit first.

THE LIBRARY

Swarthmore's superb library—encompassing McCabe, which is the central library; Underhill Music and Dance Library; Cornell Science Library; and two major research collections and several smaller collections—lives at the heart of the College's educational community. It supports the curriculum, for example, by providing the assigned readings for all courses, now made accessible not only in print but also by the recent digitization of thousands of pages of reserve readings, thereby extending work spaces from the library proper to residence halls, laboratories, and lounges—really to anywhere on campus. The library's capacity to provide resources in both breadth and depth is critical to the College's ability to recruit and retain outstanding faculty, whose professional activity includes original research and creative production. The library provides the resources, too, for the independent research that is increasingly a goal for all students. These resources include not only primary and secondary materials but also the technological means to access them and the staff necessary to enable students and faculty to use those means effectively: information literacy has become a critical responsibility. Swarthmore's library serves as a nexus for the campus's social life as well. As a recently completed self-study details, the library continues to evolve, with regular assessment of its effectiveness in serving various constituencies, responding to identified needs, and taking the lead in innovation.[40]

---

[40] "Swarthmore College Library Self-Study" (December 2007). The Library engages in ongoing assessment, including analysis of collections and services, participation in external studies which facilitate comparison with peers, surveying campus constituents, and conducting meetings and focus groups with key stakeholders, such as academic departments.

Research Libraries and Collections

While the print collections have continued to increase by 24 percent over the past 10 years, now standing at 800,600 volumes, the more dramatic growth has been in digital collections, especially in scientific and technical literature and historical primary texts. We now have subscriptions to more than 9,200 on-line journals, more than 150 databases, and nearly a quarter-million electronic books. In order to facilitate discovery of both digital and print resources, we have invested in tools such as the SFX software that directly links citations to full-text; enriched cataloging records, with data such as tables of content and book summaries; significant enhancements to Tripod, the tricollege system that integrates the libraries of Swarthmore, Bryn Mawr, and Haverford; and "chat" reference services, including 24/7 contact with the State Library in Harrisburg. The library staff has worked to migrate analog content to digital formats—for example, digitizing sound recordings and special holdings from the Friends Historical and Peace Collections, as well as creating a digital-image resource, and this work continues. To enhance access to materials from many of the world's top research reserves, Swarthmore has also joined a number of networks, notably the Pennsylvania Academic Library Consortium (PALCI) and the Research Libraries Group. The library has vigorously supported new curricular directions the College has pursued over the last decade, but it must be noted that this has somewhat taxed the Library's acquisitions budget. Therefore, plans for collections development should be incorporated into future decisions to expand the breadth of the curriculum.

Friends Historical Library and the Swarthmore College Peace Collection are internationally recognized and used scholarly research libraries. Having not one but two major special libraries places Swarthmore College in a category equaled by few graduate-level research libraries and even fewer undergraduate institutions. Though Friends Historical Library's primary focus is Quakerism, the scholars who use our collections are interested in many fields. These resources are used by scholars from all over the world as well as by our own faculty and students. Recent visitors include a professor from Michigan State University using an unpublished WWII memoir of a prisoner in Buchenwald Concentration Camp, a doctoral candidate from the University of Georgia writing on a Quaker-sponsored school for African Americans, and a graduate student in archaeology from Berkley conducting field work on a Quaker-owned house in 18th-century Barbados. Friends Historical Library is currently collaborating with Swarthmore faculty in art history, sociology/anthropology, and history to support and develop student projects based on primary resources. Past collaborations with other departments have sometimes resulted in student-curated exhibits in McCabe Library.

Information Literacy

The library is a key collaborator with faculty in developing students' competency to acquire and process information, both in print and on-line, to evaluate the assembled evidence and arguments, and to apply this understanding to their research. Growing numbers of faculty wish to dedicate class time to research methods, and the library has responded by more than doubling the number of instruction sessions and workshops (which now reach 76 percent of entering students, e.g., in first-year seminars), and, for more advanced students, using avenues such as capstone

seminars. Faculty generally report higher quality papers when students have worked with a librarian either in groups or in one-on-one consultations. Both students and faculty, however, note that the current instruction system does a better job on search tactics in particular databases than on framing preliminary questions, defining appropriate research methods, and exploring broader concepts such as ethical issues around information use. In keeping with emerging trends in academic libraries, the library reallocated resources to create a new position of instruction and outreach librarian, dedicated to the coordination and assessment of instructional services. Other new approaches include increased research consultations, enhanced point-of-need instruction through on-line course and research guides, and video tutorials for research tools and databases. Additionally, the library continues to work with faculty to ensure that students have opportunities to build on knowledge, both general and specific, to address gaps in research skills, and to understand the creation and dissemination of scholarship in their major disciplines.

Library Staffing

The library has upgraded and added to the number of workstations it provides to the public and has piloted a highly successful project to provide 15 laptops for use within McCabe, working with the College's Department of Information Technology Services (ITS) to develop shared policies and procedures for use of such equipment. Similarly, it recently focused on improving media-viewing/listening facilities and equipment in McCabe, Underhill, and Cornell. Clearly, however, support for such technology is as important as purchasing the machines. The library administration has been alert to opportunities to reconfigure vacant positions to adapt to changing needs: for example, shifting back-office staff in technical services to front-desk counseling functions. Ten-year planning requests from academic departments to the CEP, however, underlined the need for yet more investment to meet the demands for one-on-one research consultation and help with digital materials. To support increased need for instruction as well as collections development, the library requests an additional reference librarian / subject specialist. Other needs include additional staff for interlibrary loan functions and staff with Asian and Arabic language skills. In order to keep pace with the rapidly shifting information environment and increasing technological complexity, the College must use the full resources of position redefinition, hiring practices, and professional development of present staff in ensuring that library staff have appropriate skills.

ASSESSMENT OF THE ACADEMIC PROGRAM AND STUDENT LEARNING

As the preceding discussions and referenced reports (e.g. periodic and annual reviews of the Honors Program, assessments of science outreach programs as commended by HHMI, review of first-year seminar courses, CEP's review and subsequent changes to curriculum requirements in 2001-02, current assessment work in the Lang Center regarding Community-Based Learning, continuing work of the Writing Center, Interdisciplinary Programs reviewed every five years, CEP assessment of the global studies requirement, the current review of the Foreign Study area, and the Library Self-Study) illustrate, Swarthmore engages constantly in processes of self-evaluation and constructive change. With regard to the academic program, both formal and informal assessment activities are integral to the functioning of the CEP.

Assessment of student learning at Swarthmore combines both bottom-up and top-down initiatives. Swarthmore has a long and rich history of carefully tracking student learning: faculty in their courses and as colleagues within departments and divisions devote considerable thought and energy to determining whether their students are learning what the faculty believe they should be learning, and to modifying courses and curricula appropriately to ensure the achievement of learning goals. Individual faculty commonly teach the same student at several points through the student's time here; students are often in small classes or have opportunities to do independent research under the guidance of a faculty member; and colleagues within a department share information on how well a student is progressing through a major. These common characteristics of a Swarthmore education create an environment in which attention to student learning outcomes permeates the culture.

We recognize the benefits of more formal and systematic approaches to assessment of student learning across the curriculum. Although assessment has long been conducted at Swarthmore, including the annual assessment through the Honors program and the capstone experiences in every major, the College did not have a structure in place to ensure that it was done systematically and comprehensively throughout the curriculum until 2005-06, when an *ad hoc* Assessment Planning Committee was created to help formalize assessment policies and practices and to design a comprehensive Assessment Plan. Major components of the plan include 1) regular external departmental reviews, 2) a requirement that each faculty member distribute and review (with the department chair) course evaluations in at least one course per year, and 3) end-of-year departmental meetings (including assessment discussions) and reports to the provost on assessment of student learning. These efforts are supported by the Institutional Research Office, which is available to provide routine as well as tailored support to faculty and departments in assessing student learning. For example, it has provided consultation on survey design and survey analysis, including analysis of student performance and retention across a course sequence as a function of attendance at study sessions. IR also provides feedback to departments based on Senior Surveys completed by their majors.

The *ad hoc* Assessment Planning Committee membership consists of a faculty chair, the three faculty division chairs, the interdisciplinary program representative, and the IR director. The committee has generated materials to help faculty and departments with their implementation of the plan[41] and has made recommendations regarding specific assessment activities (e.g., assessment by the CEP of the college-wide capstone/comprehensive requirement and assessment of the writing courses and first-year seminars). The committee also developed a template for tracking assessment activities by academic year and compiling the materials generated by those assessments; this material is collected and archived by the director of institutional research.[42] It is worth noting that the composition of the committee reflects several key aspects of the Swarthmore culture. Its membership and leadership come almost entirely from the faculty, and its members have always been guided by the desire to balance the need to be systematic and comprehensive with the College's tradition of promoting faculty autonomy and flexibility. For example, course evaluations are developed at the departmental level and combined with questions generated by each individual faculty member.

---

[41] E.g. "Guidelines for External Review of Academic Departments" (March 2007).
[42] Academic Program Assessment Notebook.

During the 2008-09 academic year, the *ad hoc* Assessment Planning Committee's charge is to determine the institutional structure that will best meet the need for expanding our ongoing assessment of student learning. The Committee will also organize opportunities for faculty to learn more about successful assessment activities conducted by their colleagues. In addition, a subcommittee of the *ad hoc* Assessment Planning Committee has been charged with making a policy recommendation regarding the appropriate use of student data. Since the importance of confidentiality regarding student data is well understood, we need to clarify when faculty may access student data, as well as how they may use it. The need for such clarification has grown as analysis of student data to aid assessment of student learning has become more widespread.

B. BROADER EDUCATIONAL EXPERIENCE

The consistent excellence of student initiatives and scholarship at Swarthmore—from hybrid electric vehicle design and summer research, to performance and athletics, to campus governance and War News Radio—reflects the passion and talent for significant accomplishment that Swarthmore students bring to each activity they undertake.

At Swarthmore, excellence means holding exceptionally high standards while providing the advising and support systems that enable students to build on strengths and talents in pursuing their potential. Excellence means a shared commitment to education that respects our individual roles and contributions as faculty, students, and staff in supporting and improving the environment for teaching and learning, and that leads us to look for new ways to work together in common purpose. And excellence means providing opportunities for students to learn through experience, in and out of the classroom, on campus and around the world, in preparation for life as engaged citizens and contributors to and leaders in various fields of endeavor.

While previous self-studies and external reviews note that Swarthmore is an institution marked by a rich history of excellence, an essential part of the enduring legacy of the College is that each generation of faculty, staff, and students embraces the unceasing task of looking for ways to enhance the educational experience, for themselves, their contemporaries, and those who will follow them. Priorities identified during the planning process of 1998-99, coupled with continued analysis of student feedback, guided the development of enhancements that include:

- Establishment of the Lang Center for Civic and Social Responsibility, a vibrant hub of activity that supports and guides individual students, student groups, faculty, and engaged community partners locally and around the world;
- Expansion of the scope and impact of the Career Services Office to better support students as they explore potential career interests, secure internships, and develop job search strategies;
- Creation of the position of associate dean for multicultural affairs to develop a more comprehensive and coordinated approach to the College's twin efforts to support students from a wide variety of backgrounds and simultaneously foster increased cross-cultural interaction and understanding;
- Creation of endowments to support religious life advisers, who play a vital role in helping students explore issues of religion and spirituality;
- Strengthening of our system of advising and academic support by implementing a system of "class-year deans" affiliated with each cohort of students; linking the student academic mentors (SAMs) with other residentially based resources for student support; developing the peer-based science outreach programs, discussed earlier in this report, to provide peer supplemental instructional assistance in critical gateway courses; and creating new on-line tools to enable greater communication between faculty and deans about students who might be encountering academic or personal difficulty;
- Renovation of Parrish Hall, which serves as an important student social center, home to student services and other administrative offices, and, on its upper two floors, a student residence; and

- Construction of two new residence halls to provide 150 students with a wonderful new living environment and enable us to improve the overall quality of the residential experience by restoring lounges in older dorms and removing some rooms from the general housing inventory.

These enhancements to student life reflect the College's careful and systematic efforts to identify and define areas of concern, to better utilize student data and feedback, and to develop strategies for improvement that fit the campus culture and leverage resources to the benefit of the community.

Advising and Support for Student Learning

Academic Advising - The associate dean for academic affairs oversees the College's academic advising and support services, including the monitoring and advising of students who encounter academic difficulties. A member of the faculty has held this position for more than 20 years on a rotating basis. Associate Professor of Mathematics and Statistics Garikai Campbell '90 was appointed to the role in 2007. He supervises the coordinator of learning resources and student disability services, the health sciences and pre-law adviser, and the fellowships and prizes adviser, and works closely with the registrar and director of career services. He plays a leadership role in a weekly meeting convened by the dean of students, a key role in coordinating the advising and academic support work of the class-year deans, and convenes the recently established Academic Counseling Team.

Academic advising is a collaborative responsibility of the faculty and the deans. The associate dean for academic affairs coordinates the assignment of each incoming student to an adviser, most often from the faculty, and each dean also takes on a new set of student advisees each year. Students generally have the same adviser for their first three semesters and when, in the fourth semester, they apply for and receive a major, they make the transition to an adviser in their major department.

As we seek to be responsive and effective in this effort, the College analyzes and utilizes student data, student feedback, and careful observation to guide the development and testing of innovative new strategies to improve academic advising and support services. Of particular note are departmental peer-based science outreach programs (discussed in depth in the Academic Program section), which are part of an initiative to support students who are less prepared for college-level academic work in this area. The Student Academic Mentors (SAM) Program, another example of support for transition to a very demanding academic program, is a complement to our faculty advising system and ensures that every new student has access to a trained peer academic mentor in his or her residence hall. In turn, the SAMs report to the College's learning resources adviser, who serves as a member of the Academic Counseling Team. Members of the Academic Counseling Team include staff with particular areas of training or expertise in mentoring students, and work in coordination with the class-year deans to provide case management support for students with particularly complex needs for academic guidance or assistance. In addition, members of the admissions staff attend the Committee on Academic Requirements meeting at the end of each semester to participate in the review of student grades

and academic progress, ensuring continuing feedback between colleagues in admissions and the Dean's Office.

The shift to the class-year deans structure was informed by observation and anecdotal student feedback to the new dean of students, James Larimore, who arrived at Swarthmore in 2006. Dean Larimore learned that, although the College's deans were regarded as a positive and helpful resource, many students were not sure which dean they should turn to for advice or assistance. The transition to the new model has been well received by students, faculty, and parents alike. It has been much aided by the development of new on-line faculty services tools that facilitate and streamline communication between faculty and the deans regarding individual students who might need assistance. The new Web-based tools were developed by the associate dean for academic affairs in collaboration with the registrar and colleagues in information technology services.

In 2004, health sciences and prelaw advising functions were reorganized and combined into a single office. The health sciences and prelaw adviser continues to provide a high level of support for premed students and has become a valuable source of advice for prelaw students as well. We track data on medical school admissions and, given the data shown in the table below, feel confident that health-sciences advising is working quite effectively.

Year	Number Applied	Number Admitted	Percent Admitted
2006	6 seniors (Class of 2006)	6	100%
	1 junior (Class of 2007)	1	100%
	28 alumni	22	79%
2007	11 seniors (Class of 2007)	9	82%
	26 alumni	22	85%

Faculty continue to chair the committee that works with students and alumni applying to national and international fellowships, such as the Rhodes and Marshall, and chooses student recipients of College fellowships to graduate school. Faculty were centrally involved in a careful assessment of the strengths and weaknesses in this area that led to specific changes in outreach and advising efforts. A new adviser, hired in 2004, provides an increasing level of support and guidance to students in preparing their applications, and to faculty in identifying good candidates for these awards. At least 35 national and international fellowships and prizes have been awarded to Swarthmore students in each of the last three years,[43] and increased student interest in these opportunities has created new challenges for us in keeping up with the volume of activity at peak periods of the year.

Student satisfaction with advising in the first two years (before declaring a major) has increased from 66 percent to 76 percent "satisfied" or "very satisfied" since our last decennial self-study, but we remain driven by our own commitment and desire to make further improvements. Likewise, although our retention from the first to the second year is very strong, averaging 96 percent for the past five years, and our six-year graduation rate is 92.3 percent, we continue to feel that there is room for improvement. We will continue to build on the College's strong record of achievement and success that led faculty in several departments to launch peer-based science

---

[43] "Report on Fellowships and Prizes" (annual memo to faculty).

outreach programs, and the Dean's Office to provide every first-year residence hall with a live-in SAM; to assign deans to each class-year cohort; to establish the Academic Counseling Team; and to invest in new on-line tools to better link our outstanding teaching faculty with our exceptional deans.

<u>Career Services</u> – Career services has undergone considerable change since 1999. Under the leadership of a new director, Nancy Burkett, the office has made greater use of student survey data, feedback from focus groups and individuals, input solicited from employers, and the expertise and knowledge of its staff.[44] On the basis of this information, career services significantly expanded the range of resources, services and programs it offers. The Career Services Office has also greatly improved its presence on the Web and developed a career peer Adviser (CPA) program to increase student awareness and use of its resources.

Long regarded as an excellent resource for students interested in careers in the not-for-profit sector, career services launched an initiative for "Educating Socially Responsible Leaders" in March 2005 to improve support for students interested in the for-profit sector. Drawing on their own professional observations, as well as feedback from students and employers, career services staff carefully designed this initiative to provide students with a base of knowledge and experience that would make them more competitive candidates for internships and employment in the fields of finance and business. The "Educating Socially Responsible Leaders" initiative was launched with the generous support of an alumnus who, in keeping with the College's long-standing commitment to social responsibility and the cultivation of ethical intelligence, wanted students to have access to valuable guidance, advice, and coaching from staff and alumni as they prepared for careers that would require them to navigate complex and difficult decisions, grounded in a sense of personal integrity and purpose.

The initiative includes a non-credit course in business fundamentals, a workshop in creating financial analysis spreadsheets, an Investment Club mentored by the College's director of investments, funding to support students admitted to the Summer Bridge Program at the Tuck School of Business at Dartmouth, coaching and feedback on videotaped practice interview sessions, and a "Wall Street Venture" trip to New York City to meet with employers and alumni. Since its inception, roughly twice as many students as can be accommodated have expressed an interest in the Business Fundamentals course, and this year, for the first time, the course was oversubscribed on the very first day that applications were accepted, demonstrating the high level of demand for these types of experiential opportunities, which we hope to expand steadily over time. These efforts complement a similarly multifaceted set of resources provided for students interested in careers in the not-for-profit sector.

Student Engagement: Residential and Social Environment

At Swarthmore the residential and social environment is recognized as a key element and incubator of our students' broader educational experience, distinctive for its culture of intellectual vibrancy and engagement. That vibrancy and engagement are symbolized and

---

[44] Career services annual reports.

concentrated in the frequent spectacle of students intently continuing intellectual discussion as they leave the classroom or laboratory for the dining table, residence halls, and playing fields.

The associate dean for student life oversees the residential and social aspects of campus life. She supervises the housing coordinator, the assistant director for student life, and the coordinator of student activities. The housing coordinator is responsible for a broad range of duties related to student housing including working closely with the student housing committee, a group of 20-25 students who meet weekly to advise on issues related to housing and residential life.

Resident assistants (RAs) play a critical role in supporting their peers and fostering a vibrant sense of community. At Swarthmore, RAs are juniors and seniors who serve as peer counselors and advisers. RAs provide students with easy access to general information, advice, and guidance, and make referrals to deans and other staff. Students consider the RA position to be a significant and trusted leadership role, and as a result it is a respected and sought-after position. RAs plan and organize events each semester and recruit fellow residents to organize activities as well.

In recent years the College has added or renovated several social spaces in various buildings to better support social activity and interaction on the campus. These improvements were based on information gathered from students as part of the 1999 long-range plan. The Parlors and Shane Lounge in Parrish Hall provide comfortable spaces for students to relax, socialize, or gather for smaller scale meetings or events. The coffee bar and adjacent lounge space in Kohlberg Hall and the coffee bar and Eldridge Commons in the Science Center also provide spaces for informal encounters and occasional programming and events, as do the courtyards and other outdoor gathering spaces that are spread across the campus. Each of these spaces is treasured and well utilized.

According to the 2006 Senior Survey, student satisfaction with the "sense of community where you live" and with housing facilities and services ranked in the top half of our peer group. Student feedback about our two newest student residences, Alice Paul '05 Hall and David Kemp Hall, indicates that these types of spaces for social interaction and study are much appreciated and used. However, the Broader Educational Experience Planning Group noted that many student activities currently take place in small stand-alone facilities, some of which are not in great physical shape, presenting ADA access issues and concerns about overcrowding. At the same time, increasing academic demands on rehearsal and performance spaces are displacing student groups who have used those spaces.

Athletics

The Athletics Department provides intercollegiate and club sports, intramurals, and recreation programs that give students important opportunities for recreation, camaraderie, engagement, and teamwork, as well as experiences that help develop their capacities for leadership, perseverance, and character.

The importance of physical education is affirmed in the College's "Objectives and Purposes" that appear in the Swarthmore College Course Catalog, which specifies that our academic program is to be supplemented by "a varied program of sports." Graduation requirements stipulate four units of physical education and the successful completion of a survival swim test or a swim class offered by the Department of Physical Education. There is a strong program of extracurricular club activity as well as an intramural program with a variety of offerings including basketball, soccer, softball, and Frisbee. Central to the athletics program are intercollegiate sports, which for all members of the college community exemplify the compatibility of academic commitment with physical discipline, teamwork, and competition.

In December 2000, Swarthmore's Board of Managers took significant action on recommendations from its *ad hoc* Athletics Review Committee (ARC) in order to provide better support to a broader range of teams with coaching leadership and student talent. These included changes to coaching staff (all intercollegiate sports would be staffed by full-time head coaches), changes to intercollegiate sports offerings (football and wrestling were eliminated), and defining the proportion of the entering class for whom special recognition of athletic talent might be considered (10-15 percent).

Though the decision to eliminate wrestling and football was painful to many students and alumni, especially in the case of football, the increased attention to the remaining intercollegiate sports and to the athletics program in general was welcomed. Continuing the momentum created by the decision to improve support for the remaining sports, the College has focused on the mutually enhancing relationship of athletics and academics. A faculty-student committee developed "Guidelines on Scheduling Conflicts between Academics and Athletics," which was affirmed by faculty vote in 2002.[45] Respecting the critical role that coaches play in helping their players adapt to and thrive at Swarthmore, the faculty voted in May 2004 that although coaches would no longer be hired on the tenure track (six already tenured were grandfathered), full-time head coaches are members of the faculty, eligible to vote at faculty meetings, to vote for and be elected to the Committee on Faculty Procedures, and to serve on faculty committees. The new full-time coaches have provided added guidance and leadership to students, resulting in better integration of the athletics program into the educational mission of the College.

Other recent changes include substantial upgrades to athletic facilities and the hiring of staff in key positions, notably a new director of athletics and an associate athletic director (initially recruited in 2004 with an NCAA Division III Strategic Alliance Matching Grant to enhance gender and ethnic diversity through full-time professional positions in athletics administration).

Improvements overall, and particularly in recruiting, have resulted in unprecedented success for a number of sports teams, as measured by overall win-loss records, narrowing point scores even in losses, Centennial Conference championships, and NCAA awards to teams and individual athletes.

---

[45] "Final Report," Athletics Review Committee, July 26, 2002, and annual reports of the ACPEA, 2004-2007.

Centers of Engagement: Service, Diversity, and Interaction

Service – The establishment and ongoing work of the Lang Center epitomize Swarthmore's core values of excellence, ethical intelligence and commitment to the common good. The center and its affiliated programs have quickly become central to the College's identity, as an ever-growing number of students, student organizations and initiatives find inspiration, guidance and support there. The center enables many outstanding students—via scholarships, facilities, field placements, staff and faculty expertise, and other resources—to make a difference in our local community and around the world, all while deepening their own understanding of the human condition.

In 2008, Ashoka, a global organization that identifies and invests in leading social entrepreneurs, awarded Mark Hanis '05, a co-founder of the Genocide Intervention Network and now its executive director, a three-year fellowship and living stipend in recognition and support of his work. Mark has spoken passionately on campus and elsewhere about the central role Swarthmore and the Lang Center played in his success. In April 2008, Mark told prospective Swarthmore students about his experience at "Swat." His remarks, excerpted below, capture the way in which social entrepreneurship is nurtured alongside scholarship at Swarthmore.

> *What makes Swat rock is that you are part of a family that helps you translate your academic know-how into ethical intelligence . . . Swarthmore doesn't just make you a smart person, it goes beyond that, it makes you a* good *person. And this is realized not just in the classroom, but also outside. And it is catalyzed by Swat's most important asset: its people.*
>
> *Let me give you some examples:*
>
> *My freshman year, I took a course in human rights and refugees. Not only did we study the conventions and laws, but we went to a detention center and interviewed asylum seekers to help their over-stretched lawyers with their cases. This same professor invited me into his home for winter break where I developed a training guide for doctors to report victims of torture . . . During my junior year, another Swarthmore professor invited six Swatties to join him in Rome, where he taught his Honors seminar on International Relations. We took field trips to the WTO and UN!*
>
> *Outside the classroom, another professor helped me get an internship at the UN's Food and Agriculture Organization. When I was looking to do an internship in Africa, a Swarthmore professor e-mailed alums working there, asking if they had any suggestions. Several replied, one of whom was working for a UN tribunal in Sierra Leone. So I took off the semester and summer to work in Freetown.*
>
> *When I came back to Swarthmore and heard about Darfur, I could once again count on the Swarthmore family rocking my world.*
>
> *It was fellow Swatties and I discussing the genocide and looking for ways to help.*

It was Swarthmore library staff who helped us get all the materials we needed to become well versed on the topic. They special-ordered books for us if Swat didn't have them.

It was Swarthmore professors who helped us think critically about our unique idea of citizens fundraising for protection and lobbying our government to match the promise of "never again" with the practice of fulfilling it.

It was Swarthmore's Lang Center for Civic and Social Responsibility that gave us space in their basement to hold meetings and work.

It was Swarthmore's administration . . . who gave us seed funding and a phone line to mobilize other campuses.

It was Swarthmore's staff . . . who connected us to the alumni community for help . . .

It was Swarthmore's Board of Managers who connected us to Samantha Power, a Pulitzer Prize-winning author on genocide.

It was Swarthmore's alums who have supported us with their time, talent, and treasure ...

It is Swarthmore students who are leading our efforts to stop the first genocide in the 21st century . . .

Diversity – The creation of the position of associate dean for multicultural affairs has played an important role in furthering our efforts to create a supportive climate for all students and to foster a greater sense of intercultural familiarity and understanding across the campus. At Swarthmore, the associate dean's role is seen as a campus resource and point of collaboration and partnership, which means that faculty, staff and students alike retain a high degree of personal responsibility for the College's success in becoming a more welcoming and pluralistic educational community. For example, each year, the associate dean trains a group of fifty students to conduct a workshop that presents an overview of diversity at Swarthmore for all members of the incoming class; in the fall semester, he brings together small groups of students for four weeks to discuss a range of topics on diversity, and to develop their skills in holding conversations focused on difficult topics; in January of each year, 40-50 faculty, staff, and students from the Tri-College consortium gather together for 3 1/2 days to explore issues of diversity, and to develop cultural competency in working with issues of difference. The associate dean has also worked closely with the associate provost to coordinate a series of faculty workshops on diversity and pedagogy to follow up on a faculty-initiated dialogue. Likewise, the associate dean consulted with Student Council to develop a diversity training retreat for student government officers.

Since its founding in 1991, the Intercultural Center (IC) has played a significant and changing role in the life of the Swarthmore community. The IC, under the direction of the assistant dean and director of the IC, reflects the dynamic and evolving composition of the campus community. Over the past five years, the IC has opened its doors to a wide variety of students and organizations in an effort to build a stronger sense of community and support for all students, with particular attention to students of color, low-income and first generation college students,

queer students, international students, and students interested in exploring a variety of intellectual, cultural, social, and personal concerns. Today, the IC is home to 14 student organizations and is a site of frequent intercultural contact between members of an ever-expanding group of students. International students, who make up roughly 6 percent of the student body, are supported by an adviser for foreign students and scholars who provides personal and academic advice as well as guidance and assistance on matters related to visas and other important documents.

Established in 1970, the Black Cultural Center (BCC) continues to serve as an educational resource center that simultaneously supports a vibrant and changing community of black students, faculty, staff and alumni, while also playing a vital role in the College's efforts to create an inclusive and interactive campus community. Over the past 10 years, under the direction of its assistant dean and director, the number of student organizations affiliated with the BCC has grown to 11, from seven in 1997, reflecting both increased diversity within the black community and a concerted effort on the part of BCC leadership to engage students from African and Caribbean backgrounds in the activities and life of that community.

The Women's Resource Center (WRC) is overseen by an eight-member student board and advised by the assistant dean for gender education. The goal of the WRC is to create a strong sense of community among women from diverse backgrounds, and to provide the community of women at Swarthmore with a safe and comfortable venue for meetings and activities.

Since our last decennial self-study we have made significant progress in our efforts to improve the campus climate and to help Swarthmore become a more inclusive and open community. Our most recent survey data, for the Class of 2006, indicate that we reached a high point for student satisfaction (86 percent) with the sense of community on campus. The data indicate a high level of interaction across dimensions of difference, with nearly all students reporting having "some" or "substantial" interactions with students from economic backgrounds (96 percent) and religious backgrounds (98 percent) different from their own. Students of color represent more than one-third of the student body, yet at least three-quarters of all students reported "some" or "substantial" interactions with students from various race backgrounds, far exceeding the percentage of students from these groups within the student body (with the exception of interactions with the very small percentage of students who are "American Indian or Alaska Native" or "Native Hawaiian or Pacific Islander"). The ratings of satisfaction with the College's ethnic and racial diversity continue to be strong, with 88 percent of minority students and 81 percent of non-minority students "satisfied" or "very satisfied" with our diversity. Likewise, 85 percent of minority students and 88 percent of nonminority students report that they are "satisfied" or "very satisfied" with the climate for minority students on campus.

Religious Life – In recent years, at Swarthmore and at colleges and universities across the United States, student interest in religion and spirituality has undergone a dramatic resurgence. In order to better support the needs of our students who are religiously active, as well as those who are curious about or questioning matters of faith, the College established endowments to support each of the Jewish and Protestant religious life advisers, who are affiliated, respectively, with the Hillel Foundation and Partners in Ministry (PIM), a coalition of local protestant churches. The Archdiocese of Philadelphia provides support for the Catholic religious life adviser. At the

invitation of its student members, the associate dean for multicultural affairs currently serves as adviser to the Muslim Student Association. The religious life advisers function under the auspices of the College's Interfaith Center (IFC) which, in keeping with the College's interest in advancing intercultural understanding, promotes dialogue and understanding among faith traditions and between people of faith and those who do not belong to a particular faith tradition. Each year, the IFC sponsors a Religion and Spirituality Week program that is well attended, well thought out, and well received by students and faculty alike.

Support for Student Health, Wellness, and Safety

Health Services - The College's Worth Health Center provides on-campus, affordable and accessible health care services for currently enrolled students 24 hours a day, seven days a week while the College is in session and on a more limited basis during breaks. The Center provides drop-in clinical services, overnight infirmary care, women's health services, travel health services, and support for students with acute and chronic health care needs. In addition, the Center provides important but limited programs in the area of preventative health and wellness.

Our center for Counseling and Psychological Services (CAPS) provides psychological counseling and psychotherapy to students and consultation to parents, faculty and staff. CAPS also provides testing for learning and cognitive disabilities and psycho-educational training for RAs, SAMs, sexual health peer counselors, and a recently established peer-counseling group.

Since her arrival in fall 2007, the Health Center's new director has initiated a number of operational, training and physical plant enhancements to improve clinical services. In fall 2008 the College administered, for the first time, the National College Health Assessment, which will improve our understanding of students' health and wellness behaviors, interests, and needs. The center will be expanding its wellness and preventive health initiatives using the American College Health Association's Healthy Campus 2020 to inform its programming. A facilities study is underway to determine the renovation and/or expansion needs of the Health Center and counseling center.

Beyond the Health Center and counseling center, work related to supporting the mental, emotional and physical wellbeing of our students also takes place in athletics, the Student Wellness Committee, religious life, and through the individual initiatives of a number of other members of the campus community. The Broader Educational Experience Planning Group has suggested that the College would do well to develop a more coordinated approach to these efforts, and to organize and promote them to students in a way that stimulates increased student awareness and participation, possibly implementing initiatives focused on health and wellness for the week before classes begin each January.

Public Safety - The College's Department of Public Safety is responsible for the overall security of the campus. The department maintains a 24-hour Communications Center and is the first contact and first responder for all campus emergencies. The director oversees a staff of 11 full-time and three part-time extensively trained officers.

Student Clubs and Organizations

There are now more than 120 student organizations, including two fraternities, Delta Upsilon and Phi Omicron Psi. Reflecting the increasing diversity of the student body, slightly more than 20 percent of student organizations are affiliated with the Black Cultural Center or Intercultural Center. The number of student organizations is expected to continue to grow as student interests emerge and change, and as the student body becomes more diverse. For example, the Middle Eastern Cultural Society and Muslim Student Association are two recently formed groups that reflect the increasing diversity of the student body; the Crum Creek Monitoring Project, Global Health Forum, and Hybrid Electric Vehicle Team are groups created to bring together students' academic interests and desire to pursue projects outside of the classroom and lab environment; and the Darfur Radio Project is one of several radio shows to spin-off from War News Radio, which is broadcast on more than 50 radio stations in the U.S. and reaches thousands of listeners each week around the world via the Internet.

Student Council and Governance

Swarthmore students serve on a number of standing committees, including the Council on Educational Policy, Curriculum Committee, Dean's Advisory Committee, and College Budget Committee, as well as on *ad hoc* committees, including the Presidential Search Committee. The Student Council president and vice president attend the regular meetings of the Board of Managers as observers and report back to fellow Council members.

The Student Council serves as the principal agency of student government at Swarthmore and plays an important role in shaping and informing some College policies. The Council often serves the community by giving voice to student concerns and by helping students understand how to bring their concerns and issues to the attention of college officials.[46] The appointments chair of the Student Council oversees the selection of students to serve on various committees, including student, faculty, and staff committees.

The Student Budget Committee (SBC), a student-run subsidiary committee, allocates the Student Activities Fund to provide funding for student organizations, social events, transportation-related expenses, and other student activities.

---

[46] "Student Council Bylaws, 2007-2008."

C. RECRUITMENT AND COMPOSITION OF CLASS

Introduction

The primary mission of the College's Office of Admissions and Financial Aid ("Admissions Office") is to attract and admit to Swarthmore intellectually motivated students, diverse in many ways, who possess tremendous capacity, love ideas and learning, and aim to direct their talents and gifts toward building a better world. The Admissions Office has been enormously successful in fulfilling this goal, with each newly admitted class carrying forward Swarthmore's tradition of superb quality.

The Class of 2012, chosen from a pool of 6,121 applicants, is the most selective in Swarthmore's institutional memory, with a record low 16 percent of applicants accepted and a yield of 39 percent. Expressed differently, there are 16 applicants for every place in Swarthmore's entering class, a rate that is quite high and compares favorably with our closest peer institutions. The median verbal SAT score for the Class of 2012 is 730, the median math score is 710, and the median writing score is 720. The class includes 184 women and 188 men. Of the admitted students from high schools that report class rank, 24 percent were valedictorians or salutatorians, 45 percent were in the top two percent of their high school class, and 87 percent were in the top decile. Forty-two states are represented in the Class of 2012, as well as the District of Columbia, Puerto Rico, and the Virgin Islands. In addition, 39 percent of the members of the class are domestic students of color and 13 percent are first-generation college students. The Class of 2012 includes 28 international citizens representing Brunei, Canada, China, France, Germany, Ghana, India, Japan, Kenya, South Korea, Malaysia, Netherlands, Peru, Philippines, Romania and Turkey.

Although these statistics are impressive, and certainly reflective of the caliber, diversity and potential of our students as a whole, they do not adequately reflect either the truly distinctive nature of Swarthmore students or the efforts on the part of the dean of admissions and his staff to populate the school with students who will contribute to and thrive within it.

Swarthmore's admissions officers recruit with care, integrity, intelligence, and sensitivity within a national admissions environment that has become increasingly competitive and stressful for students and their families. The hallmarks of a Swarthmore education—e.g., collaboration versus competition; the development of ethical intelligence and civic and social responsibility in a context of academic excellence; intercultural fluency and a premium on diversity of peoples and thought—serve to inform and guide the College's admissions and financial aid priorities, policies and practices.

Admissions Communications

In 1999, at the close of our last decennial planning process and the outset of *The Meaning of Swarthmore* campaign, the need to raise the College's visibility and improve and integrate our external communications efforts was determined to be a critical element for future success on several fronts, including admissions. An *ad hoc* strategic communications committee was created

to address this need. Early in the process, internal reviews (including work by the Institutional Research Office) and market research assessing the effectiveness of our recruiting materials led the admissions staff and members of the committee to conclude that the College was misunderstood by external audiences to the point that negative stereotypes, e.g., that Swarthmore was "too demanding," were impeding our recruitment efforts.

The College hired educational marketing-research analyst Mark Neustadt[47] to test the validity and appeal of our Admissions messages via individual focus groups with current Swarthmore students, high school counselors, and with high-achieving high school students in three US cities. Neustadt concluded in his final report[48] that, relative to other highly selective colleges, Swarthmore "differs from all of them in the intensity and distinctiveness of the core intellectual experience." His central observations:

> *There is a strong, unifying academic culture among students regardless of major—indeed that choice of major takes a back seat to the overall Swarthmore intellectual experience. Swarthmore students have a certain conversational style that especially manifests itself in groups: they speak in long and complex phrases. They have a tendency to offer ideas, not with any certainty that they are correct, but understanding that they are part of an intellectual conversation that will explore and challenge premises and first principles. They are willing to admit high levels of complexity and intellectual sophistication into their conversation—indeed they often seek out complexity and intellectual sophistication and are uncomfortable with simple, or straightforward formulations.*

> *At Swarthmore there is a small, tightly bonded student community that establishes certain norms of behavior, mainly, it seems, having to do with the ambitious exploration of ideas, but also with social preferences and patterns. Then there is the influence of the faculty and the pedagogy itself, which encourages extremely high levels of academic engagement. All of this appears to result in a community that is truly quite different from the communities at most other liberal-arts colleges.*

> *Whether Swarthmore is actually a unique institution in the way many other liberal-arts colleges are not becomes a key consideration when one turns to the question of positioning. Virtually no one in the "prospective students community," from the students themselves to guidance counselors, fully understands the distinctiveness of Swarthmore. Clearly, Swarthmore is a truly distinctive educational environment and part of our positioning challenge involves the question of whether, and how best, that distinctiveness should be conveyed.*

The Neustadt report and additional research on perceptions of the College and analysis of the quality of our external communications brought a new perspective to how we talk about a Swarthmore education. New admissions materials began to highlight the distinctive characteristics of the College and our students' accomplishments, both while at Swarthmore and post-graduation. We began to celebrate unabashedly the life of the mind, the transformative

---

[47] See ncmark.com.
[48] Mark Neustadt, "Executive Summary of Admissions Marketing Report for Swarthmore College" (August 2005).

nature of our academic program, a campus life rich with opportunities and enjoyment, and an educational experience that offers students preparation for responsibility, success, and significant contribution across all walks of life.

Across-the-board improvements were made in print materials, on-campus tours, and the admissions Web site. We updated our view book[49] and academic departmental brochures and created a new "search piece," "travel piece," junior view book, and DVD. The brochure project is ongoing and includes new multicultural and honors pieces. In addition, the Admissions Office contracted with a search consultant to produce more timely and effective initial communication with prospects and increase the number of students it "searches" through testing agencies (SAT, ACT, and NRCCUA[50]). As a result of these efforts, our prospect database grew from 24,509 in 2004 to 35,257 in 2007, an increase of 44 percent.[51] Since 2001, the number of applications to the College has increased by 75 percent.

The new admissions Web site is user-friendly in terms of its navigability, comprehensiveness, and links to valuable external sites. It includes new pages dedicated to serving prospective international students and offers an innovative approach to recruitment communications. Unscripted voices greet visitors via video, blog, essay, and an elegantly simple virtual tour. These new features have been essential in our admissions outreach to students, encouraging increased interaction between prospective and current students by having Swarthmore students act as Web ambassadors and bloggers. The site reveals much about the social and academic life at Swarthmore by connecting stories of real Swarthmore students to the places they inhabit, the activities they pursue, and the bonds of friendship they forge.

Since the new Web site's launch, traffic to the entire Swarthmore site (measured in average daily sessions) was up 68 percent between May-August 2005 and May-August 2007. Traffic in a number of key admissions areas increased as well, including admissions home (up 47 percent), the admissions application page (up 66 percent), "About Swarthmore" (up 39 percent), and the Athletics home page (up 21 percent).

The admissions site continues to include easy-to-follow links that provide detailed information about the admissions process (for both freshmen and transfers), policies, criteria, and contact information for additional questions. There are also links to financial aid information, including clearly written FAQ's, options, and procedures. (Admissions and financial aid policies and information are also detailed in the Swarthmore College Bulletin, our catalog, and in other printed admissions and financial aid materials sent to prospective students.) The site also provides admissions-related news items and includes direct links to academic information, with further links to departmental pages that provide great detail on placement, majors, and minors; to athletic information, counselor resources, the diversity at Swarthmore; and to "Data, Facts and Stats" from our Office of Institutional Research (IR). Swarthmore now links directly from the admissions Web site to the "Common Data Set" assembled by IR, which covers topics of interest

---

[49] Our current view book and DVD received a CASE (Council for Advancement and Support of Education) Gold, the highest honor possible, for outstanding admissions publications.

[50] NRCCUA is a non-profit membership organization which links high school students with colleges, professional career associations and other post-secondary institutions.

[51] "Admissions Annual Report" (2007), 4.

to potential students and their families, including student enrollment, retention, admissions and financial aid information, academic offerings and policies, student life, annual expenses, instructional faculty, and class size. (The Common Data Set is shared with college guides and other publications.)

Another link from the admissions site is to the University and College Accountability Network (UCAN), of which Swarthmore was an early member. UCAN is an information-sharing site sponsored by the National Association of Independent Colleges and Universities (NAICU). Launched in early 2007, UCAN gives prospective students and their families concise, Web-based, consumer-friendly information about individual colleges and universities. Information about admissions, enrollment, academics, student demographics, graduation rates, faculty, class size, tuition and fee trends, price of attendance, financial aid, campus housing, student life, and campus safety are available on Swarthmore's two-page campus UCAN profile.

The excellence of the College's academic and broader educational program continues to be recognized and promoted on a national scale by outside entities including, but not limited to, *U.S. News & World Report,* on whose annual list of the nation's best liberal-arts colleges Swarthmore has, for the last 25 years, consistently placed in the first, second, or third position. Swarthmore emerged for combined quality and value as *Kiplinger's* top choice among liberal-arts colleges in 2006 and 2007. *Princeton Review* and *USA Today* have just ranked Swarthmore the "Best Value Private College for 2009." The College is currently ranked the top liberal-arts college for African American students by *Black Enterprise Magazine* and fourth, behind Princeton, CalTech and Harvard, on *Forbes'* ranking of best colleges and universities combined. Swarthmore also ranks among the top five colleges in the nation for Hispanic students in *Hispanic* magazine, and, in 2007, *Foreign Policy* magazine listed Swarthmore as having one of the top 20 programs—among graduate and undergraduate programs—for international relations in the country.

Diversity and Outreach

A key recommendation of the College's 1999 long-range plan was that Swarthmore "maintain the aggressive recruitment of recent years" in order to continue its commitment to the admission of students of diverse social, cultural, and racial backgrounds. Since then, the Admissions Office has expanded its on-campus programs, outreach efforts, and staff travel to contact more qualified and diverse students earlier and more often during the admissions process and to reach students who might not have considered applying to Swarthmore in the past.

Although many factors contribute to the high standards and distinctive nature of a Swarthmore education—an exceptional faculty, a challenging curriculum, and well-equipped facilities—no factor is more critical to our students' fully appreciating the concept and reality of human commonality than living and working together in a diverse community, dedicated to shared goals. By virtue of their range of talents, experiences, interests, beliefs, and racial, ethnic, socioeconomic, and geographic backgrounds, Swarthmore's students reside in and contribute to a richly diverse community which allows each of them to discover how much they share beyond socially constructed, initial perceptions of difference.

The College compares extremely well with our peers in the diversity of our matriculants, which we believe is a direct result of intensified admissions outreach and on-campus programs, combined with the projection of a more accurate and fuller picture of the Swarthmore educational experience through our revamped recruitment materials and Admissions Web site.

An innovative and successful minority-student recruitment program of the College, launched 10 years ago, is Discovery Weekend, which brings high school seniors of color to our campus each fall to introduce them to our academic program and student life via social events, classroom participation, and faculty panels. Each May the College sponsors a Junior Visit Day (JVD), a program now in its fifth year, which brings high school juniors to campus for a day of instruction on how to apply to a selective college. JVD workshops include "Writing College Essays," "College Interviews," and "Finding the Right 'Fit.'"

By building a database of over 300 community-based organizations (CBOs), such as HEAF[52] in Harlem, and joining forces with outreach organizations, such as Questbridge[53], we have broadened access to Swarthmore and significantly enriched the diversity of our community. There also have been new efforts in outreach to international and national high school counselors. In 2006 Swarthmore partnered with the University of Pennsylvania and Haverford and Bryn Mawr Colleges to bring counselors meeting at a national/international conference in Washington, DC to our four campuses, and we hope to do so again in the fall of 2009. In addition, the Admissions Office has reinvigorated its transfer program and increased community college outreach. Part of the charge for each admissions dean is to visit at least one community college per trip. This outreach has contributed to the admission of, on average, 10 transfer students per year in recent years versus two or three transfer students in years past.

Financial Aid

The 1999 long-range plan reaffirmed Swarthmore's longstanding commitments to provide financial aid to all our students whose family resources fall short of our charges and to continue the College's need-blind admission policy for domestic students. In 2007, these central commitments to making a Swarthmore education accessible to the full range of society were expanded significantly when, upon the recommendation of President Bloom, the Board of Managers voted to adopt a loan-free financial aid policy. The new policy, which took effect in fall 2008, extends loan-free aid awards to all students, domestic and international, with demonstrated need.

Access to education is a core value of the College, and our financial aid program allows us to welcome those deserving students who will benefit most from Swarthmore's exacting academic program, who will best challenge their peers, and who will expand and enhance all types of diversity within the College community regardless of economic status. Our aided population

---

[52] HEAF (Harlem Educational Activities Fund) is dedicated to helping disadvantaged children from the five boroughs of New York become successful college students.
[53] Questbridge links high-achieving, low-income students with outstanding colleges and universities. Swarthmore became a Questbridge partner in 2006 in order to identify and recruit more socioeconomically diverse prospective students. There are 13 Questbridge Scholars in the Class of 2011 and 16 in the Class of 2012.

remains diverse, by all measures. The median family income of aided Swarthmore students was $100,027 in 2007-08, and the median contribution expected from aided parents was $12,420. Students from families with incomes below $60,000 make up 30 percent of our aided population, and half of the aided population is students of color.[54]

In the 2008 academic year, 50 percent of Swarthmore's students received aid. The average award totaled $31,388 per student. In 2007 the College committed $18.9 million to Swarthmore scholarships, and funding the loan-free awards will cost an estimated additional $1.7 million to $2 million annually.

Swarthmore's loan-free financial aid awards include campus jobs as a component. Work remains capped at eight hours a week so as not to interfere with studies. Aided students also are expected to contribute a standard amount from summer earnings ($1,450 for incoming students and $1,890 for continuing students) and from their savings. Students and their parents continue to have the option to use federal educational loans to help pay their share of Swarthmore expenses. In 2007-08 the average amount paid by families of aided students was $14,189.

Review of Admitted Student Questionnaire (ASQ) data and analyses of yield data provided by our Institutional Research Office continue to show that admitted students offered need-based financial aid are the most likely to matriculate, unless other institutions grant them merit scholarships beyond our need-based offer.

Challenges and Future Direction

During the 2007-08 academic year, as part of the comprehensive long-range Planning Process, the Recruitment, Composition of Class, and Financial Aid (RCCFA) Planning Group met on a regular basis to review the mission, goals, policies and activities of the Admissions Office and identify its strengths and current and future challenges within the context of self-study, long-range planning, and the changing landscape of admission recruitment. The RCCFA Planning Group analyzed demographic trend data provided by the College Board, annual admissions reports and marketing materials, ASQ results, peer data, studies provided by the Swarthmore College IR office (e.g. retention and graduation analyses, yield studies, admissions indicators), reports from outside consultants that included focus groups of current students and prospective students, in-house written mission statements, and numerous articles about demographic trends, admissions and financial aid.

Among the top admissions challenges identified by the Planning Group is the imminent decline in total high school graduates nationally. Demographic data analysis shows steady increases until 2010, followed by a decrease in graduates from 2010 to 2015. It is possible that Swarthmore will experience fewer students applying overall, although selective colleges may emerge largely immune to this particular demographic trend. However, we are taking measures to prevent possible negative impact. Enrollment in public elementary and secondary schools is decreasing in New England, the Middle States and Midwest, but growing at greater than 4 percent in the

---

[54] "Financial Aid Primer" (2007-08).

West and Southwest and, less so, in the South.[55] In response, Swarthmore has increased its recruitment efforts in California, Oregon and Washington and, to a lesser degree, in the Southwest.

RCCFA Planning Group members agreed that Swarthmore, although highly respected and relatively well known nationally, is still not the "name brand" that Harvard, Yale, et al., are. This lack of name recognition remains a recruitment challenge for us, particularly in terms of first-generation students and their families. Indeed, the concept and value of a liberal-arts education versus a university education are especially difficult for the families of underrepresented minority students and international students to appreciate, although this lack of appreciation is not limited to them by any means. The Internet and Swarthmore's increasingly sophisticated ability to exploit it will help us spread the word about Swarthmore and the liberal-arts experience and more easily reach and respond to students throughout the U.S. and internationally.

Another challenge lies in the fact that the marked increase of applications to the College has outpaced the number of additional admissions staff hired to handle the new demand. The ratio of applications to admissions officers at Swarthmore stands at 524:1. The average for all U.S. colleges and universities is 395:1. At public institutions it is 683:1; at private, 279:1.[56] Swarthmore's admissions staff must provide a thorough, holistic review of much larger numbers of applicants each year. Although admissions staff is increasingly overtaxed, technological improvements have helped manage this rising demand. For example, since e-mail is the preferred mode of communication and because of the Admissions Office's commitment to personal contact with prospective students, deans were supplied with laptops to better communicate while on the road (admissions deans travel approximately six weeks in the fall) and during reading season, as well as continuing their ongoing, office-based projects. Nonetheless, additional staffing and resources will likely be necessary over time not only to handle the increase in prospects and applicants but also to maintain the content management requirements of the admissions Web site and to improve international outreach.

Several themes emerged over the course of the RCCFA Planning Group's yearlong deliberations. Primary among them was access: the essential importance of keeping a Swarthmore education accessible to intellectually motivated students from diverse backgrounds, including first-generation college students, students from lower socioeconomic classes, transfer students from community colleges, and international students. The Planning Group reaffirmed the College's longstanding commitment to need-blind and need-based policies as the most appropriate way to allocate our resources. It was noted that, because of the College's more generous commitment to financial aid, we may see an increase in applicants (and, thus, matriculants) with greater financial need, which would translate into far greater scholarship expenditures for the College. Planning Group members also voiced concern that the summer work requirement for aided students affects their opportunities to access valuable summer research opportunities and internships, which often are unpaid.

The Planning Group proposed an admissions initiative to engage more alumni, students, and

---

[55] The College Board, *Changing Landscape of Admission Recruitment* (March 2006).
[56] "State of College Admission: 2006 Executive Summary" (NACAC—National Association for College Admission Counseling).

faculty in recruitment activities: expanded enlistment of our alumni worldwide to serve as applicant interviewers; students to serve as Swarthmore ambassadors in their hometowns and high schools; and faculty, alumni, and students to participate in domestic and international college fairs and Swarthmore-sponsored outreach events. The initiative was deemed a highly valuable, relatively low-cost approach to recruitment that would help enormously to attract students from all walks of life, all states, and all over the world.

The possibility of increasing the size of the student body generated intense discussion and lively debate during the course of several meetings. The majority of Planning Group members, including the dean of admissions, strongly supported "flexibility" and "disciplined growth," but consensus was not reached on what the increased number of new students admitted each year should be.

As Swarthmore continues to set as a high priority the preparation of leaders able meet complex global challenges and responsibilities, we must strive to admit students from all walks of life and from all corners of the world. Planning Group members agreed that the College's need-blind admissions policy should be extended to include international students in order to reach the next level of diversity within the student body, and that the College should waive the summer earning requirement for one summer per student (and replace this expectation with scholarship) so that all students—not just the wealthiest—are able to pursue the opportunity to engage in research or become involved in a social action project, at home or abroad, without worry over debt burden or excessive work load.

In December 2007, at the recommendation of President Bloom, the Board of Managers made the commitment to move toward need-blind admission for international students.

D. STAFF

Introduction

The staff of Swarthmore College is responsible for creating the services and structure that allow faculty and students to engage in the intellectual experiences that fulfill the College's mission. Through the services they provide, staff members contribute directly to the growth and development of students and the teaching and scholarship of the faculty. Therefore the abilities and dedication of the staff must match those of the faculty and students. The essential expertise and services that staff provide tie the community together and play an important role in making Swarthmore a remarkable institution.

Enabling this level of excellence in the staff requires the College to attract and hire superior employees, challenge them with opportunities for development and contribution, engage them in planning and decision-making, and provide competitive wages and benefits. It also requires us to live out our values of social justice and ethical intelligence by creating a diverse workforce and a culture of respect, fairness, and transparency.

These beliefs are evidenced in multiple initiatives undertaken over the past 10 years, including the creation and support of the Staff Advisory Council, the re-design of the staff compensation system, improvements in compensation and benefits, enriched support for tuition reimbursement, new on-site professional and personal development seminars, and updated and clearer policy manuals. All of these efforts, and others, are reflected in the results of a recent employee engagement survey in which employees indicated a very high level of engagement with the College.

During the Planning Process of 2007-08, the Staff Planning Group (SPG) looked at internal and comparative data to assess how well the College is doing—and what we might do to improve our efforts—in attracting and selecting the best employees, training and developing employees, engaging employees, and supporting employees.

Overall, the SPG found that Swarthmore College has many advantages as an employer and a place to have a career. In general, the College attracts and retains high caliber employees who energetically dedicate themselves to the mission of the institution, providing exemplary service to our students, faculty, parents, alumni, and other staff members. As measured by professional qualifications, turnover, compensation and benefits comparisons, focus groups, staff surveys, and departmental innovations and improvements, administrative support for the academic mission of the College is robust and thriving.

Qualifications

A four-year degree is a requirement for most supervisory positions at Swarthmore, with the exception of those areas where degrees generally are not expected or required in the industry, such as maintenance, dining services, environmental services, and public safety. A random sample of hires made in the past year reveals that all of the hires met the qualifications for the

positions into which they were hired, and the vast majority exceeded them. In fact, many administrators at the supervisory levels of the College hold advanced degrees and many non-supervisory staff have four-year degrees.

Leadership and Administrative Improvements

The past 10 years have seen a number of new administrative positions and transitions in key administrative positions, affecting every president's staff position save that of the vice president for college and community relations. These new administrative leaders have energized the College and have instituted improvements and innovations across departments. The SPG reviewed changes in leadership and subsequent key innovations, particularly in the areas of admissions, development, information technology services, student services, and human resources, many of which are described elsewhere in this Self-Study Report.

Human Resources - In response to issues such as the need for improved communication, better support for staff development, and clearer compensation practices identified in the last decennial planning effort, the director of human resources position was elevated in 2000 to the level of associate vice president, and a search was launched resulting in the appointment of Melanie Young. A user survey completed shortly after her arrival guided a reorganization of the department, and redefinition of its role within the institution followed that appointment. The survey revealed the need to focus on compensation, benefits, and recruitment. Several new hires in these areas helped the department to initiate numerous changes and improvements.[57] Chief among these were redesigning the compensation system (described below), improving health care and retirement benefits, significantly increasing support for staff development, and improving tuition reimbursement. Issues of transparency, consistency, and fairness in College policy, identified in the prior self-study, were addressed through a complete overhaul of the Staff Handbook and a new practice of annual revisions. Finally, HR created several new tools and processes, such as a Web-based employee self-service portal—which gives employees access to all of their pay and benefit information from any computer—and an automated applicant-tracking system that greatly aids hiring managers during a search.

Human resources also helped support efforts that enhance the role staff play in College governance. Two councils of staff, the Administrative Advisory Council (AAC) and the Staff Advisory Council (SAC) were created to facilitate the exchange of information and provide greater openness in decision-making.

One of the earliest and most important improvements human resources made over the last decade was the redesign of the compensation system. In spring 2001, the Staff Compensation Review Committee (CRC) was formed at the request of President Bloom. Its task was to provide a thorough review of staff compensation practices at the College, to gather input from the entire community, and to recommend a compensation philosophy and system that meet the needs of the College and our employees.[58]

---

[57] "Human Resources User Survey" (summer 2000).
[58] "Staff Compensation Review Steering Committee: Report on Phase 1" (April – December 2001).

The CRC began by enlisting the help of an outside consultant to learn as much as possible about compensation systems and by creating an innovative process that involved the staff and other members of the community at every step. Surveys, focus groups, and multiple input sessions using resources available through the Institutional Research Office helped the CRC to understand the needs of the community and develop the system and tools needed for the new compensation system. When the new system was implemented in 2004, it was well received and understood, because the community had been involved throughout the process. The values of the College also led the committee to increase the pay of the lowest paid positions at the College to a point well above prevailing market wages.

Improvements were also made to the retirement plan and to the health care benefit during the past 10 years. Comparisons with peer institutions in 2002 showed that the College's contributions to staff retirement plans was lower than that of comparable institutions. In response to this finding, Swarthmore's contributions were increased from 7.5 percent to 10 percent of salary.

Enhancements to the health care benefit over the past 10 years include greater contributions to family coverage (from 50 percent to 75 percent of cost) a much improved dental plan, zero increases in premium share, options for expanded dental and vision coverage, and a number of new voluntary benefits such as affordable long-term care insurance and discounted property and car insurance.

Staff Development - Opportunities for professional and personal development have grown at the College since the last self-study, and expenditures for staff participation in off-campus training and professional conferences have risen across departments. On-campus training is available throughout the year and covers a number of topics from computer software training to conflict management to the intricacies of grammar, proofreading, business writing, wellness, and retirement/financial planning.

Staff participation in the tuition-reimbursement program has also risen sharply. The number of participants doubled from 15 to 30 in 2007 over the previous year, and the total amount awarded grew from $19,132 to $49,000. The reimbursement amount grew from $700 per year in 1999 to $4,000 in 2007. The Staff Planning Group recommends that the Committee on Faculty and Staff Benefits consider how this program is structured to ensure that it reaches more employees in the lowest paid groups.

Staff Recruitment and Retention

The number of staff at the College is currently at 507 FTEs, and our total hiring stands at approximately 50 hires per year. An electronic applicant-tracking system (Candidate Manager) was purchased in 2007 and has resulted in a more streamlined and efficient hiring process. Human Resources is involved at every step to ensure a uniformity of high standards while preserving a good deal of departmental autonomy. Among the Group's recommendations is a program of training and workshops for hiring managers to further improve consistency and skill in this area across the College.

The College has long sought to enhance our diversity at all levels in order to foster a community that is inclusive and fully engaged. To this end, the College identifies underrepresented populations within our community and actively recruits job applicants from those groups. Since 2000 the percentage of non-white hires at Swarthmore has ranged between 14 percent and 26 percent of the total number of new hires each year. The College generally compares favorably with our peers in terms of staff racial and gender diversity. Swarthmore was above the median of our peers in the total number of executives and managers of color and was at or above the median in the numbers of Hispanic and African Americans in that same group. The College also had twice the percentage of African Americans in the "other professional" category of positions (10 percent vs. 5 percent) than the median of our peer institutions. However, because the College lags behind local diversity statistics in management and certain professional fields, the SPG recommends expanding further our efforts to increase the recruitment of diverse candidates to open positions at the College.

Our voluntary termination rate has been fairly consistent for the past five years at around seven percent (most recently 5 percent), and our total turnover rate ranges between 9 and 10 percent: well below national averages. While exit interviews are not the most reliable source of data about why employees leave an employer, our data reveal no particular trend in voluntary resignations. The most common reasons given are accepting a job with more responsibilities and taking a new career path. Less frequently mentioned reasons are returning to school full time, staying home with children, and disagreement with management or managerial style.

During the 2007-08 planning process, the College conducted focus group research to help determine how the College retains talented staff over the long term and survey research to determine employee engagement. Responses were generally very positive about Swarthmore as an employer in both areas. In fact, the total average score for the employee-engagement survey, which had a response rate above 58 percent, was 4.1 on a scale of 1 to 5, which according to the Gallup Poll indicates a high level of job satisfaction and a "great workplace."[59]

Administrative Communications

Although administrative communications, information sharing, and decision making are made relatively easy by the small size and collaborative nature of the College, there have been several improvements in these areas since the last decennial self-study. As mentioned above, two staff committees (SAC and AAC) were formed, the former elected and the latter appointed, to ensure that information is made available widely and to identify issues that need attention. All-staff meetings are held regularly and provide an opportunity for the entire staff body to come together once each semester or as needed. Human resources also created a Leadership Forum in 2005 in order to provide supervisors and managers, including academic department chairs, an opportunity to meet with others to discuss managerial issues, develop leadership skills, and facilitate information sharing and communication among managers across the campus. This group meets bimonthly during the academic year, with a core group of 25, which sometimes expands to 40 or more participants.

---

[59] Swarthmore College Staff Focus Group (2008); Swarthmore College Staff Survey (2008).

The College's Office of Information Technology Services (ITS) has expanded support of electronic solutions to communications and information sharing, with particular emphasis on integrated systems and portable devices. Further needs in this area remain; see the section "Information Technology Services," below.

Assessment of Administrative Effectiveness

Assessment of administrative effectiveness occurs regularly at the department and division level. Many departments and programs participate in surveys and peer-data sharing. Annual reports to the Board of Managers are compiled in key administrative areas, including finance, admissions, advancement, human resources, career services, and athletics. Annual or biennial planning retreats are held by president's staff and most supporting offices. Each year, departments review specific data in conjunction with annual planning and goal-setting. Fundraising departments have dollar-based standards against which they are reviewed regularly. Episodic departmental assessments include special surveys, self-studies, and external reviews (ITS, advancement, library and human resources).

Performance evaluations are used widely across the College and tied to goal-setting that usually takes place annually during one-on-one discussions between supervisor and subordinate, with just over half of employees receiving reviews annually. The support HR provides to supervisors and chairs regarding performance evaluations is responsive rather than prescriptive. Instruction is minimal and performance appraisals at the College may be handled in a number of ways, in order to reflect departmental operations and the manager's personal communication style.

Challenges

The Staff Planning Group identified several near- and long-term challenges. One has to do with the pressure to expand staffing to meet growing demands on the academic and administrative programs. As the Staff Planning Group reviewed internal longitudinal data and compared it with similar data from peer institutions, it was noted that increasing demand in academics, admissions, student life, and other areas, along with the resulting expansion of services, is a trend putting enormous strain on colleges everywhere, including Swarthmore. A key issue for the future will be making strategic choices about where and how best to improve services and effectiveness to achieve the mission of the College.

Another challenge going forward will be to manage the costs associated with maintaining our benefits, particularly health care, for both active employees and retirees. Benefits are one of the most important aspects of employee attraction and retention, so balancing institutional priorities in order not to lose this important competitive advantage is critical.

Although the College makes extensive use of e-mail, Blackboard, Meeting Maker, and similar collaboration tools, we must continue to expand and advance the efficiency and accessibility of our electronic communications. We are working to adapt fully to the telecommuting trend and to sustainable mobility (keeping connected off-campus via laptops, Blackberrys, PDAs, remote

access to College server-based shared files, etc.). This is particularly important for those staff in admissions and development who travel extensively but still work closely with colleagues at the College while off campus. A very recent improvement in budgetary support for replacing laptop computers will help this effort, but there is more to be done.

One of the most important of our HR challenges is in the area of professional development. Although professional and personal development opportunities for staff have grown significantly at the College over the past 10 years, and expenditures for staff participation in off-campus training and professional conferences have risen across departments, there remains a significant need to provide increased support for training. For most exempt employees working within rapidly changing areas such as ITS, accounting, HR, admissions, libraries, and communications, the type of professional development that is most useful and important is attendance at professional conferences. Currently, this budget item is inconsistently funded, as are in-house staff development efforts. A possible remedy may lie in the creation of a dedicated staff position that can identify, develop, and coordinate professional development opportunities, both on campus and off.

E. RESOURCES

Introduction

Swarthmore's outstanding educational program and its future viability depend on the College's insistence on sustaining superior facilities, services, financial management, and institutional advancement operations. Prudence, discipline, and integrity guide the College's decision-making overall and serve, most critically, as the guiding principles for every decision made at Swarthmore that is related to management of our resources. Prudent resource management and generous philanthropic support are fundamental to the College's past and future success in realizing our mission and sustaining our excellence.

During the 2007-08 Planning Process, the Resources Planning Group was charged with identifying the resources required to sustain the College's model of disciplined growth and with forecasting what additional or reallocated resources might be required to implement future needs and initiatives. Specific findings of the Resources Group follow, along with an overview of the structure and process of Swarthmore's resource-related decision-making. The Resources Group began its work with an analysis of the past decade (1997-2007). The next step was to evaluate resources required to implement the initiatives identified by the other planning groups. Unfortunately, the global economic crisis began to unfold as this phase of analysis was to begin. It became clear that consideration of new initiatives would have to be deferred until the economy improved. The administration and Board of Managers then shifted their focus to developing a plan to assess the impact of the credit crisis and develop a budgetary response for the next few years. The sections below summarize the Resources Group's review of the past decade and detail the College's response to the current global economic crisis. Although the Resources Group discussed financial aid and philanthropy, these topics are covered more fully in other sections of the report and will not be repeated here. Financial aid is discussed in Recruitment and Composition of the Class, and philanthropy is discussed in Philanthropy and Communications.

FISCAL MANAGEMENT

Swarthmore strives for fiscal sustainability with respect to all of our resources. Sustainability implies that an institution is in equilibrium with regard to its financial, human, and physical capital. It requires that resources are not only adequate in each of these areas, but also that each area is addressed equitably in terms of the current and projected needs of present and future generations. To this end, the College has committed to:

- Having balanced operating budgets;
- Establishing and meeting compensation targets for faculty and staff;
- Providing adequate capital budgets to maintain, replace, and augment existing facilities and technology;
- Maintaining the purchasing power of the endowment while providing a steadily growing stream of income to support the College budget; and
- Maintaining a high debt rating to ensure access to borrowing at an attractive cost.

As stated earlier, a primary objective of the 1998-99 planning effort was to identify the highest priority needs of the College and to launch a capital campaign to raise funds to meet those needs. By its conclusion in 2006, *The Meaning of Swarthmore* campaign had raised a total of $245.5 million.

In the years between 1997 and 2007, the College's endowment benefited not only from a significant influx of capital due to the success of the campaign, but also from a relatively favorable investment climate. Although there were some difficult years, specifically when the markets declined with the bursting tech-stocks bubble, overall the College's investment returns exceeded their long-term targets. Swarthmore's already enviable financial strength improved markedly because of this growth in endowment, enabling the College to meet the essential requirements of financial equilibrium. The College was able to enhance programs to meet our objectives; compensation goals for faculty and staff were met; technology and facilities improvements were made; virtually no maintenance was deferred; and endowment investment returns and spending were prudently balanced between present and future generations.

Fiscal Governance and Process – The Board of Managers exercises its stewardship of College resources through several committees. The Finance Committee has responsibility for the operating and capital budgets, financial planning, financial-aid program, and non-faculty staffing issues. The Investment Committee oversees endowment investment. The Property Committee has responsibility for matters related to the facilities, technology, and grounds of the College. Each Board member appointed to the Resources Group serves on at least one of these Board committees.

Although the responsibilities of these three committees have not changed significantly over the past 10 years, their work has been enhanced in a couple of notable ways.

First, at the time of the last self-study, the Audit Subcommittee of the Finance Committee had been in existence only a few years. The subcommittee is charged with assisting the Finance Committee in fulfilling its oversight responsibilities of the College's auditing, accounting, internal control, and risk management programs and processes. Swarthmore began our Audit Subcommittee at a time when trustee audit committees were relatively uncommon among institutions of higher education. In recent years, the Sarbanes-Oxley Act has highlighted the importance of these matters. While Sarbanes-Oxley does not apply to non-profit institutions, the College's Audit Subcommittee has remained in the forefront of developments in this area by adapting "best practices" from the corporate world. The Audit Subcommittee has developed enhanced conflict-of-interest policies,[60] expanded its oversight of internal control and risk management, and increased the number of regular meetings each year from three to four. None of these actions was a response to a particular problem. Rather, they exhibited the College's commitment to the role of the Audit Subcommittee and to fiscal best practice.

Another notable example of the commitment of the Board of Managers to its fiscal responsibilities was its creation of the Expenditure Review Committee in early 2002. At the time,

---

[60] "Conflict or Duality of Interest" (Policy of Swarthmore College Board of Managers); "Conflict of Interest" (Chapter 15 of *Swarthmore College Staff Handbook*).

the stock market had declined and many institutions were implementing budget cuts. Although Swarthmore entered this period with a low endowment spending rate and was thus able to weather the volatility without disruptive budget reductions, the Board was concerned about possible future problems should the downturn extend longer. The Expenditure Review Committee was composed of Board members, administration, and faculty. It conducted a study to compare costs with those of six other institutions. The results enabled the committee to analyze how Swarthmore compared with other small colleges in allocation of resources. The study reaffirmed that College resources were focused in academic areas. For example, the breadth of Swarthmore's curriculum and related faculty resources were more typical of a college with higher enrollment. The study identified that financial aid was another area in which Swarthmore's resources enabled it to spend relatively more than some other peer institutions. Lastly, the College's relative wealth enabled it to offer the same breadth of student services and other activities while maintaining a smaller size. The Expenditure Review Committee also examined longer-term financial models to quantify areas of budget pressure and began to identify areas to which the College might look for efficiency and reallocation of resources to higher priorities.

The work of the Expenditure Review Committee (now disbanded) identified some areas in which costs could be reduced and led to different budgeting practices at the College. That committee's scrutiny of costs resulted in the practice of assuming no increases for departmental (non-compensation) budgets and no increases in faculty or staff positions. Although the annual budget does, in fact, have some funds available for increases and additions, these funds are pooled centrally. Departments must submit a specific request for any increase. That process served the College well through the difficult period several years ago and continues to this day. After meeting unavoidable cost increases, it has resulted in a gradual reallocation of resources to the most compelling, high priority needs as identified in our annual planning process, described earlier.

In addition to the involvement of the Board of Managers, the College's budget and planning process also involves faculty, staff, and students through several on-campus committees, such as the College Budget Committee, the Faculty and Staff Benefits Committee, and the Land Use Planning Committee. Discussions of budget and resource issues regularly take place in faculty and staff meetings and at sessions organized by students.

Highlights of the Resources Group analysis of the past decade follow. The analysis focused on the decade from 1997 through 2007. These highlights are updated for 2008 information where relevant.

Endowment – The College endowment grew from $748.2 million to $1,441.2 million over the past 10 years (June 30, 1997 to June 30, 2007). It had an annual investment return of 9.3 percent. This exceeded the long-term benchmark target return of 8.5 percent (inflation plus a real return of 5.75 percent) by a strong 0.8 percent. The endowment had a slightly negative return (-0.2 percent) for the 2007-08 fiscal year and declined slightly to $1,412.6 million on June 30, 2008.

But the decade was not without its challenges. In 2000, the endowment hit $1 billion for the first time. Shortly, thereafter, however, technology stocks became the catalyst for declines in the whole stock market. In fiscal years 2001 and 2002, the endowment had negative returns before recovering. The College fared relatively well throughout this time, however; our endowment performed better than many, and the College entered this period with a relatively low spending rate. We were able to maintain the endowment distribution to the budget because the attendant rise in the spending rate still kept it within a prudent range. As of September 30, 2008, the College's endowment spending rate remained below the long-term target spending rate of 4.25 percent of the market value of the endowment when the current credit crisis began.

The major accomplishment of the past decade was the adoption of a more diversified strategic asset allocation for the endowment. In 2002, the Investment Committee adopted an asset allocation that included higher allocations to private equity, real assets, and marketable alternatives (hedge funds). The decision to adopt the new allocation was motivated by the benefits of diversification and/or the higher return opportunities of these asset classes. Comparative data from other endowments were analyzed during this process. At the same time, the Investment Committee realized that success would be dependent on gaining access to the best managers in these areas. The target asset allocations for alternative assets were not as high as those of many other endowments, and the endowment also maintained its bond allocation. As a result, the endowment had ample liquidity to meet the challenges of the current credit crisis. In addition, the bond allocation helped preserve capital and provide protection against deflation and inflation. Over the next five years, the College reached its target allocations for private equity and marketable alternatives and made substantial progress in the real asset program.

The new asset allocation has added value to the endowment, as this has been a period in which the alternative assets have, in many cases, outperformed traditional public equities. The College, through our consultants, has much data on the returns, asset allocation, and endowment spending of other endowments. There is ongoing analysis of these data to help inform decision-making.

There has been an evolution in the Investment Office staffing over this period. Swarthmore was early in dedicating investment staff to our endowment and has continued to add necessary staff resources. The Investment Office has evolved into a separate office staffed by 4.5 FTE employees who are responsible for monitoring over 75 investment managers. In addition, the College uses consultants as an extension of staff, particularly to assist with strategy development and due diligence of the alternative assets. The Investment Office also manages the College's four consulting relationships.

The evolution and growth of the Investment Office will continue in recognition of the growing complexity of the asset allocation and the essential importance of the endowment to the College's financial position.

Enrollment – The College's on-campus enrollment target has increased over the past decade from 1325 students to 1385 students. This enrollment growth has continued a trend of modest increases in the student body, and has been motivated by curricular expansion rather than for financial reasons. In addition to the on-campus student body, there is an average of about 85 students per semester in foreign-study programs.

As Swarthmore's revenue base has become more endowment- and gift-dependent and less reliant on tuition, each student has become subsidized to a growing extent. This means that expanding the student body is financially challenging, since additional capital must be raised or the existing endowment must be spread over more students (i.e., the growth in student body must be accompanied by economies of scale). Any projected growth in enrollment is likely to generate a demand for more resources.

Student Charges – Over the past 10 years, there was a marked shift in the distribution of the College's revenue stream. Gifts and endowment income have increased to provide the majority of revenues (53 percent) in 2008. At the same time, the proportion of total revenues from net student revenues (student charges net of financial aid) declined to 40 percent as financial aid increased and the College has tried to implement tuition increases that track increases in family income.

In total student charges, Swarthmore stands at about the middle of a range of peer institutions. For the decade from 1997 through 2007, Swarthmore's average annual increase in student charges, although higher than inflation (4.4 percent vs. 2.7 percent), was close to the growth in median income of U.S. families which typically do not qualify for financial aid. However, it is recognized that the incomes of poorer families grew more slowly than those with higher incomes as the income disparity in the country grew. The patterns of income growth in this country, combined with the College's need-blind financial aid policy, resulted in a higher growth in financial aid than in student charges over the last decade. Because Swarthmore has a policy of need-blind admissions and of providing a financial-aid package to meet the full demonstrated need of our aided students, aided families are protected from tuition increases and pay according to their means.

Growing concern among the public and in Washington about the cost of higher education is likely to exert pressure on all institutions to keep future tuition increases closer to the inflation rate. Tuition increases in the future, therefore, may not be able to keep pace with the growth of College costs, and it is unlikely that they will be a source of funds for program enhancements.

Debt Policy – Since the last accreditation, the College has increased our use of tax-exempt financing. Debt outstanding increased from $62.2 million in 1997 to $184.5 million in 2008. This increase financed the Science Center, Alice Paul Hall, and David Kemp Hall, in addition to many smaller projects.

In recognition of the College's strong financial condition, successful campaign fund raising, and positive admissions trends, the Moody's rating agency upgraded the College's debt to its highest rating of AAA at the time of the College's 2006 bond issue. More recently, in 2008, Standard & Poor's also upgraded Swarthmore debt to its highest rating of Aaa.

In planning for these financings, the College developed a written debt policy. This document included guidelines on the amount of debt, the composition between fixed and variable-rate debt, and consideration of the use of derivative instruments. This was a significant achievement, since few institutions have developed such policies. The College wants to have the same principled

approach to debt management as it has for endowment management, and it sees the advantages of integrated asset/liability management for both economic and risk management reasons.

Faculty and Staff Compensation – As mentioned earlier, over the past 10 years, the College has been able to meet our goals for both faculty and staff compensation. The faculty compensation goal is to have average compensation (including benefits) by rank be at about 102.5 percent of the average of a comparison group of institutions. Similarly, the staff salary goal is to have competitive salaries with appropriate comparison groups. For some higher-level exempt positions, the comparison group might be peer institutions similar to those used in determining the faculty average. For non-exempt employees, the comparison groups tend to be local employers.

In order to achieve these goals consistently, the College had to allocate a disproportionate amount to fringe benefits as opposed to salaries, for two reasons. The first was the escalating costs of health care insurance, and the second, mentioned above, was the College's decision to improve our contribution to employees' retirement plans, based on a comparative analysis of Swarthmore's retirement contribution as compared with that of other institutions. Over a five-year period from 2002 to 2007, the College gradually increased the contribution from 7.5 percent to 10 percent of salaries.

We anticipate that keeping faculty and staff compensation competitive will be a continuing challenge as the demographics of the country change. Growth in the emerging workforce may not keep up with anticipated retirements, and competition for talented faculty and staff will increase. At the same time, if inflationary pressures escalate, budgetary constraints will make it increasingly challenging to keep pace.

IMPACT OF THE CURRENT GLOBAL CREDIT CRISIS

With prudent, risk-controlled endowment, cash, and debt-management policies, the College was reasonably positioned for the current global credit crisis, which began in the summer of 2007. We expect these policies will aid us in navigating the current recession and continued difficult financial conditions.

The fundamental principles of the College's endowment management are 1) to have a prudent, diversified endowment asset allocation, and 2) to hire top-quality investment managers to invest funds within designated asset categories. The endowment maintains a U. S. government bond allocation for protection in times when equity markets are falling. Other assets are diversified among publicly traded equity securities, private equity, marketable alternatives, and real assets, with global diversification within these asset classes. The majority of the assets in the endowment are readily sold, making for ample liquidity. The College is not forced to sell assets at depressed prices and can take advantage of opportunities created by market disruptions.

The investment firms hired to invest parts of the endowment possess sound investment strategies implemented by seasoned teams of investment professionals with integrity and good investment results. The endowment's public equity managers focus on quality and value, and thus typically

perform better than their benchmarks in difficult times. The marketable alternatives managers' strategies employ limited leverage. The private equity and real asset firms rank in the top tiers.

The credit crisis has not just affected the endowment. It has also had an impact on the College's cash investments and structure of debt. The College moved the majority of our operating cash to Treasury investments early in the crisis, thus avoiding potential losses. As mentioned above, the only variable rate debt held by the College was refinanced to fixed rate last spring, thus eliminating exposure to disruption in the variable rate debt markets.

In sum, the College's financial condition, while certainly not immune to conditions in the financial markets, is reasonably well positioned. Both endowment and cash investments have been selected to be of high quality; the overall asset allocation limits risk and preserves liquidity. Interest rate risk to the budget from variable-rate debt has been eliminated. The College's endowment spending guideline is designed to sustain endowment spending and thus budget stability through difficult times. The College's endowment spending rate was low in our range in 2007-08 as the credit crisis began. With the likelihood of slower growth or recession continuing over the next few years, there is room for the spending rate to increase while remaining within the target spending range.

Although our endowment is well positioned relative to many other endowments, the severity of the decline in financial markets, particularly the declines in October and November of 2008, exceeded the range of volatility that the College's endowment spending guideline was designed to tolerate. By the end of November 2008, the College's endowment was estimated to have declined almost 30 percent (to $1.0 billion, including anticipated December write-downs on private investments) from its $1.4 billion value on June 30, 2008. If the endowment were to remain at that level or decline further while spending continued at the current level, the financial foundation of the College would begin to be eroded. Two complicating consequences of the economic crisis are likely to be an increased need for financial aid and a reduction in philanthropic support.

Swarthmore's Board of Managers discussed the situation fully at its meeting in December 2008 and decided on a measured course of action, the details of which were shared with the College community on December 8, 2008, in an e-mail message from President Bloom, excerpted below:

> *1) Effective immediately, the College will pull back from all non-essential construction work, refrain from initiating any new programs, and stringently evaluate any faculty or staff hiring.*

> *2) In developing the annual budget for 2009-10 to be submitted to the Board of Managers in February, we will shape recommendations on enrollment, tuition and fees, and compensation in ways sensitive to the financial environment and set guidelines on spending across departments that ensure tighter management of our resources.*

*3) Over the coming semester we will develop a contingency plan for more
significant reductions in the budget, which the College will begin to implement, if
by this time next year the College's financial situation has not improved.*

*The College will adhere fully to our current financial aid policies for all students presently
enrolled as well as for those admitted for the Class of 2013.*

Although we are not able to avoid a significantly constrained budget environment, the College's
sound financial condition and prudent policies give us the ability to develop and implement our
plan of budget reductions in phases and with thoughtful planning over the next few years.
As this report is being finalized, the administration is working on developing the proposed FY
2009-10 budget and preparing contingency plans for the years thereafter.

FACILITIES

The role of Swarthmore's Facilities Department is to plan, design, provide, and maintain
teaching spaces, working spaces, gathering spaces, and living spaces that relate directly to
Swarthmore's mission. Architectural and interior design on campus reflects the value we place
on community, diverse teaching environments, small classes, faculty-student research, learning
that occurs both inside and outside of the classroom, environmental stewardship, and
participatory governance.

Over the past ten years, the department has carried out the facilities-related initiatives identified
during the last College-wide planning effort while continuing to maintain and upgrade existing
physical resources through our rolling five-year capital repair and renewal program. During this
period we increased our square footage by 140,378 square feet (about 11%), building two new
residence halls, an addition to our science facilities, and a new athletic building housing indoor
tennis courts and a fitness center. Renovations of 216,600 square feet included the creation of a
state-of-the-art LEED-certified integrated science center, a major renovation to the original
College building (Parrish Hall), and the creation of a new home for the Lang Center for Civic
and Social Responsibility.

The enormous success of these capital projects was determined by an inclusive committee
process, which follows the College's consensus decision-making model. A full committee of
students, faculty, Board members, and staff oversaw each project; consensus guided every step
of these capital projects, from selection of design professionals to choice of furnishings. The
success of this process approach is reflected in professional architectural and environmental
awards and, more importantly, student feedback that has been a glowing endorsement of the
"process-built" new buildings.[61]
Through careful planning and the use of the annual capital repair and renewal budget
(approximately 1.5 percent of the value of our buildings), we have successfully maintained our
infrastructure, managed our deferred maintenance backlog, and completed smaller renovation
projects totaling approximately 552,000 square feet. We are currently working with an

---

[61] See "Residence Hall Architects Survey" in Resource Room.

institutional asset-assessment consulting firm, *Sightlines*, in an ongoing multi-year process to evaluate the effectiveness of our program and the appropriateness of our reinvestment rate.[62]

The grounds of the College encompass 399 acres, consisting of 117 acres around our academic, administrative, and residence halls, 35 acres of athletic fields, and the 192-acre Crum Woods, used by a number of academic departments for teaching and research and by students, faculty, staff, and townspeople for recreation. As noted above, our campus is also an arboretum. The Scott Arboretum of Swarthmore College, established in 1929, is recognized internationally and accredited by The American Association of Museums. In addition to the main campus, other property includes 111 acres we own and manage as part of our faculty- and staff-housing program.

Fifty-five campus buildings enclose 1,441,410 square feet of interior space. Twenty of the buildings are academic and administrative, 14 are residence halls, nine are support buildings (including the heat and chiller plants), seven are used for student life, and five are used for physical education. Sixty-five percent of our buildings (36) are more than 50 years old, 15 percent (eight) are between 25 and 50 years old, 9 percent (five) are between 10 and 25 years old, and 11 percent (six buildings) are less than 10 years old. Ours is an old campus but a campus in good condition. We also own and maintain 120 residential units, enclosing 275,756 square feet, most of which are directly adjacent to campus. These are rented to faculty at below-market rates, making it possible for faculty members to live close to campus and thereby increasing the opportunity for faculty and student interaction.

In the Facilities Department's support and development of the College community, perhaps the most exciting work for staff over the past 10 years has been the opportunity to participate directly in student learning. The arboretum involves students in the curatorial and plant management work necessary to maintain its museum status. In addition, the facilities staff provides major assistance with work required to complete at least one student's culminating engineering project each year and consistently has taken great pleasure in supporting students in completion of senior art projects.

Planning for Facilities Investments – Continuous assessment is the foundation of our planning effort. We annually update a detailed roof survey which tracks present conditions, life expectancy and warranties; from that data we generate our replacement schedule. In 2008 we created a similar database for building facades. In 1998 we created a major infrastructure condition report, updated every 10 years, which guides our yearly capital planning effort. In 2001, recognizing the Crum Woods as an important educational and physical asset, we created the Crum Woods Stewardship Committee and commissioned a study[63] which informs our planning and the ongoing Crum Woods restoration.

About 70 percent of the annual capital budget allocation goes to ongoing improvements and systems maintenance, including utility infrastructure, roofs and building exteriors, mechanical systems, roads, walks, woods, and code compliance. The remaining capital budget projects are initially planned through discussion between requesting departments and our planning and

---

[62] *Sightlines* is a facilities asset advisory firm, headquartered in Guilford, Connecticut, that provides a way to accurately and decisively measure, monitor, and benchmark the physical asset performance of campuses.
[63] "Conservation and Stewardship Plan for the Crum Woods of Swarthmore College" (2003).

construction staff. The requested upgrades are then evaluated by the Facilities Department, the vice president for facilities and services, the president's staff, and the president before being placed in the annual capital budget request as part of a five-year planning overview and budget projection. Each upcoming year's capital budget is reviewed by the Board's Property Committee and Finance Committee before final deliberation by the Board as a whole.

When a major project is identified through our planning efforts or as part of a capital campaign, a project committee is formed. The project committee defines the program needs, including sustainability criteria and the project budget, and makes recommendations to the Board concerning the selection of the design and construction teams. The committee then works with the design consultants to guide the design, scope, and budget decisions. The planning and construction staff members, working with the vice president for facilities and services, are responsible for the detailed management of the project, including legal requirements and contracts.

An additional planning tool for the College's investment is the Land Use Plan, developed in 2002.[64] The impetus for this plan was a conversation between the College and the Swarthmore Borough Council, and the plan formed the foundation for our strong positive relationship with the borough. The Land Use Plan sets forth guiding principles for the future development of college property.[65]

One current challenge for our capital budget is the acceleration of our program to comply with the Americans with Disabilities Act. We have worked since 1992 to bring our campus into compliance, taking a measured approach to balance the funding for ADA compliance with campus program needs. A recent agreement with the United States Department of Justice requires us to accelerate our work in order to be in substantial compliance within six years. We completed an update of our 1993 compliance survey in the fall of 2008. A five-year mitigation plan based on the completed survey was submitted to the DOJ in December, 2008. Within the context of the current financial crisis, the DOJ is working with us toward an extension of the completion date.

Operations and Maintenance – The Facilities Office maintains our buildings, grounds (including the arboretum collections), and infrastructure; operates the central heating and chiller plants; supports major events; schedules space; manages summer programs; manages the motor pool; and plans and manages construction projects. The Department includes an in-house staff of housekeepers, grounds workers, maintenance mechanics, electricians, plumbers, carpenters, locksmith, boiler operators and project managers.

As a result of the previously described work done with the Expenditure Review Committee, which included a careful look at staffing at six similar institutions, we have been able to make some adjustments and hold our facilities staff steady[66] despite the College's growth in space and complexity over the past 10 years. After determining that our existing home-built work order

---

[64] "Land Use Planning Principles," Land Use Analysis presentation documents for Swarthmore College by William Rawn Associates, February 20, 2002.
[65] "Facilities Master Plan."
[66] The facilities staff has grown by one FTE since 1998.

system is outdated and inadequate, we will replace it this year with a new system that will provide us with the information necessary to manage both daily work orders and our preventative maintenance program. In 2004 we went through a similar assessment with our space reservation system; the replacement of that system with a web-accessible reservation system has greatly enhanced our ability to support events for students, faculty, and staff and provides the campus with a highly utilized on-line calendar.

We continue to examine our Facilities operations as part of our current assessment work with *Sightlines*.

Planning for Emergency Response – The tragedy at Virginia Tech provided the impetus for a careful look at our emergency preparations. At the direction of the president, a Crisis Planning Advisory Group was created to examine our existing planning and direct new planning as necessary.

The work of the Emergency Response Preparedness Group continues through 2009, focusing on updated crisis plans (our communications plan has been completed) and back-up systems, the establishment of a database of critical functions, and succession information for our diverse operational units. The group participated in a tabletop crisis simulation in January of 2009, receiving high marks from the moderator, and is continuing to refine and expand our crisis plans.

Moving forward – Our recent planning efforts identified challenges which include providing additional space for existing and new programs, as well as bringing some of our older academic spaces up to the standard we have established in our new buildings. Renovation of our main library, McCabe, is also a concern. [67]

Beyond our libraries, we need additional space for the new Film and Media Studies Program, Information Technology Services, student life (perhaps as part of library renovations), the Dance Program, Counseling and Psychological Services, and Clinical Student Health Services. Some of the older buildings—particularly Hicks Hall, where engineering is housed, the Lang Music Building, and Papazian Hall—are in need of renovation. As mentioned above, we must accelerate our ADA work, some of which will be folded into these building upgrades. Finally, the current economic crisis has caused us temporarily to reduce spending on our physical facilities. Our limited deferred maintenance backlog and our careful budget planning process will help us meet this financial challenge over the next few years.

Environmental Sustainability

Our facilities staff members make a concerted effort toward responsible environmental stewardship. They work with faculty and students to learn, establish, teach, and model environmentally sustainable practices. Within the past decade, students helped facilities establish a campus-wide recycling program, and our arboretum and grounds staff led an area-wide effort to establish integrated pest management methods that reduce the use of pesticides and herbicides. These two efforts were followed by the establishment of leading-edge storm water management

---

[67] "Library Self-Study."

practices, including the installation of a bio-stream bed, the storage of storm water for irrigation, and the construction of storm water recharge structures and over 14,000 square feet of living green roof. In addition, all our recent new construction projects have been built according to the US Green Building Council's LEED standards. Despite the addition of new space, our total electricity consumption has been significantly reduced through an enhanced energy management system and our focused energy management practices. Finally, through the work of a student committee supported by faculty and by facilities staff, the College now purchases 40 percent of our electricity from wind-powered sources.

During the 2007-08 Planning Process, a planning subcommittee on sustainability was appointed to review existing practices of the College and make recommendations with regards to campus-related environmental sustainability. The work of the subcommittee will continue through the 2009 academic year. However, early findings point to a need for a cohesive, broad-based sustainability program, since current sustainability efforts, although numerous, are poorly coordinated and unsystematic. The subcommittee, in its preliminary report, argues that environmental sustainability should be viewed as a moral component of human rights and social equity and, as such, must be a vital part of the College's social mission and educational priorities.[68]

The Library

As the Library Self-Study details,[69] small projects since 1999 have upgraded reader spaces, enhanced access to technology resources, and alleviated overcrowding of collections. There remain infrastructural issues such as insufficient lighting, problems with HVAC, and inadequate electrical capacity, as well as functional issues such as appropriate spaces for group study, spaces for multimedia use and production, and better quality individual study. There is strong sentiment for giving priority to a major renovation or building expansion. In the meantime, the challenge will be to continue to reconfigure the space and make necessary adaptations to meet changing study needs and other demands until the next major renovation occurs.

Information Technology Services (ITS)

In order to support the mission of the College, the goal of Information Technology Services (ITS) is to provide robust and reliable technology services that meet the information needs of all members of the College community. The dynamic nature of technology means that new challenges often arise; ITS tracks its progress and identifies new challenges by engaging in regular assessment activities as well as informal feedback and professional development. Many of the recommendations made in the 1998 "Report of the Technology Planning Group"[70] have been realized, including creating a replacement cycle for desktop computers, establishing a reserve fund for technology, and enhancing support for media services. An "Information

---

[68] "Recommendations of the Sustainability Planning Subcommittee" (May 2008).
[69] "Library Self-Study."
[70] "Report of the Technology Planning Group" (May 15, 1998). This was a working group from our 1999 Middle States Self-Study.

Technology Study" (ITS Study), completed in January 2007 by a team from Edutech International,[71] found Swarthmore to be in an enviable position among colleges of our size and mission, but also identified new demands for service. Technologies in the new Science Center, the campus-wide wireless network, the successful Banner implementation, the new Voice over Internet Protocol (VoIP) telephone system, and other projects reflect solid investment in the campus infrastructure. A few of the projects identified as needs in the ITS Study have been completed or are under way. For example, a laptop option for faculty has been funded, presentation systems in classrooms are being improved, a new student tracking system for the Dean of Students Office has been written, and an identity management project will allow us to provide more seamless web services.

Between 1998 and 2006, ITS conducted surveys and planning exercises to ensure that its efforts are in line with college objectives.[72] Faculty members are using technology in creative ways in teaching and in research. Over half the faculty and nearly all the students use Blackboard, and Swarthmore offers a broad selection of software for academic use. A five-year plan for technology is now approved annually by the Board of Managers.

The College has extended sophisticated audiovisual components and control systems into every regularly scheduled classroom, seminar room, studio, or performance space where they have been requested. Over 70 such spaces are now on a sustainable replacement cycle across campus. Over the last five years, we have increased by 600 percent the amount of Internet bandwidth serving the College. The wired campus network has been updated and redesigned multiple times and extends into all academic, administrative, and residential buildings. Wireless networking is available in nearly all campus buildings and all popular outdoor gathering spaces. The network is further extended for secured use from other locations off campus through a virtual private network (VPN).

The number of staff members in ITS increased by 4.8 FTE employees over the past decade. Support for training and other forms of outreach has not kept up with increasing demand and, further straining that resource, some front-line positions in ITS have been re-assigned to provide infrastructure support. Students, faculty, and staff have all called for increased levels of service—especially for those individuals without a strong technology background.[73] Support for the creation of digital media (in the form of training, equipment, facilities, and consultation) will continue to stress the ability to respond.

Our basic Banner system implementation has been completed, and departments are using web-based reporting tools for access to the data. The baseline functions have been extended by self-service modules for students and employees, such as on-line registration and access to budget and payroll data. Some offices have found third-party applications that extend Banner's functionality, and those applications have been integrated to share data and ensure accuracy

---

[71] "Swarthmore College, Information Technology Study" (Edutech International, January 30, 2007).

[72] See, e.g., "Survey of Student Experience with Computing in High School and at Swarthmore" (June 2004); "Computing Center Directions" (summer 1999); "Information Technology Services, Directions" (2001-2002, summer 2004, and summer 2006).

[73]This is detailed in the "Swarthmore College, Information Technology Study," as well as the 10-year requests from academic departments submitted to the Academic Program Planning Group in fall 2007.

of information across systems, reduce redundant collection of data, and streamline processes for users. To extend Banner even further, ITS has recently begun creating custom applications. For example, a new faculty services system to track student course, academic, and advising information was written for the dean's office by ITS and has been well-received by faculty. There continue to be many services that are paper-based, and there is demand for better document management with automated forms, workflow, and document retention policies. Addressing document management will allow the College to serve the community more effectively and efficiently.

The technology infrastructure for network, database, server, storage, and security functions is very strong. People expect round-the-clock availability and any downtime is considered unacceptable. In response, ITS has been moving to services that are increasingly scalable, so that they can grow as the demand grows, and also more reliable, to minimize disruptions from either problems or upgrades. Server virtualization to run multiple services on a single physical server is underway, increasing reliability and decreasing server and energy costs. The e-mail system is due for renewal, as is the way that basic services, such as central storage of user files, are provided to individuals. Security and management of risk will continue to be a major focus. A network security position was recently added in recognition of the central importance of the College's network and the growing risks related to it.

F. PHILANTHROPY AND COMMUNICATIONS

Introduction

A primary objective of the College's 1998-99 planning effort was to identify the highest priority needs of the College and to launch, in 1999, a capital campaign to raise funds to meet those needs and ensure Swarthmore's continuing distinctive leadership in undergraduate liberal-arts education. By its conclusion on December 31, 2006, *The Meaning of Swarthmore* campaign had raised a total of $245.5 million, exceeding its goal by $15.5 million in what was a truly collective and historic accomplishment.

The Meaning of Swarthmore had an enormous impact on the campus landscape and on the College's educational power. The campaign funded 10 new tenure-track and several non-tenure-track faculty positions. It created four new second-semester faculty leaves, made possible supporting each varsity sport with a full-time coach, underwrote the cost of the revised Honors Program, and helped set in place, as noted earlier, new curricular directions in cognitive science, film and media studies, and Islamic studies. The campaign enabled us to build a new state-of-the-art Science Center and two new residence halls, make significant improvements to athletic facilities, and restore Parrish Hall as the architectural heart of the College. The campaign established the Lang Center for Civic and Social Responsibility and the Board of Managers' Pericles Fund. It created the position of associate dean for multicultural affairs, built endowment for religious advising, expanded the scope and impact of career services, opened further personal development opportunities for our staff, enhanced student recruitment, and raised $28 million toward our core commitments to need-blind admissions and financial aid.

A key to *The Meaning of Swarthmore's* success was the College's concerted effort during the campaign to coordinate and shape more effective communication of the distinctive qualities of the College—on many fronts and via multiple modes of delivery—in order to motivate both internal and external constituencies to lend their support to the future of Swarthmore. The campaign inspired alumni, parents, and friends not only to make unprecedented commitments, both in number and in amount, but also to take even more pride in the College and to understand better the financial pressures we continue to face, laying a more solid groundwork for future philanthropy.

Eighty-seven percent of our alumni contributed to *The Meaning of Swarthmore* campaign—a remarkable percentage and one that reflects our alumni's loyalty to Swarthmore and the efforts of President Bloom, the Board of Managers, our alumni volunteers, and our development staff in guiding that loyalty towards responding to the College's financial needs.

DEVELOPMENT AND ALUMNI RELATIONS

Campaign planning and implementation at Swarthmore entered a new phase with *The Meaning of Swarthmore*, the first truly comprehensive—i.e., broad-based, complex, multiobjective, multiyear—campaign in the College's history. Successful execution required building programs for major-gift and parent solicitation from the ground up. A coordinated operations component

was put in place and staff was added in the Offices of Annual Giving, Corporate, Foundations, and Government Relations, and Alumni Relations. The division grew nearly 50 percent in size, adding 15 new staff positions, yet the campaign was cost effective, remaining under budget for all but two years. The average annual costs to raise a dollar were about 13 cents for all programs (including news and information, publications, alumni relations, and the President's Office) and just under eight cents for development only.

Thirty-seven commitments of $1 million or more were received ($163 million or 67 percent of the total); 556 people gave between $25,000 and $999,000; and $110 million was given by 85 current, former, and emeriti members of the Board of Managers. In addition, we learned that 1,000 alumni have included the College in their estate plans. Many faculty and staff members gave without being asked, and their response to requests for help (speaking, tours, advice, talking to donors, etc.) was willing and energetic. Approval and support for staff and budget increases at the beginning of the campaign from the president and others in the administration were ready and strong.

We took advantage of a matching fund to create scholarships via the Lang Challenge,[74] which effectively stimulated donations of 90 new endowed scholarships—a large portion of the total of 261 new endowed funds established during the campaign. The Parrish Hall "mini-campaign" was also successful, conducted by four co-chairs and 40 volunteers who reached out to 350 prospects and raised $4 million in 12 months to capture a $1 million match from the Kresge Foundation.[75] And a final Lang Challenge of $5 million at the end of the campaign spurred its successful conclusion ahead of schedule. It is important to note that the matching scholarship program was so well received that we have already duplicated it, with slightly larger minimum thresholds, in our current financial aid fundraising initiative. In addition, we seek to utilize more volunteers, akin to the Kresge Challenge, in our upcoming programs.

In these efforts, electronic technology was used in an extensive and effective way for the first time in fundraising at Swarthmore. A new, more sophisticated Web site serving alumni, parents, and donors was constructed. A revised alumni-relations and giving site will be launched early in 2009, and an enhanced on-line community, with new social networking features, will "go live" this spring. The solicitation of alumni and parents using e-mail, the growth of on-line giving, and the enhanced use of the Web and bulk e-mail for all types of communications with constituents evolved quickly during the campaign.

A significant expansion of alumni programming took place during this period. In the area of alumni education, we greatly expanded our "Faculty on the Road" and alumni travel programs. The College also established a program, spearheaded by a professor of Modern and Classical Languages, called Lifelong Learning at Swarthmore (LLS), which offers eight-week noncredit courses aimed at adults, both on campus and in New York City. Each of these alumni education programs uses Swarthmore faculty, almost all of them tenured, and the LLS program uses only the most senior and emeriti faculty. Other expanded programming, including career dinners, the

---

[74] During *The Meaning of Swarthmore* campaign Eugene M. Lang '38 provided $5 million for matching pledges.
[75] Kresge Challenge proposal and final report.

extern program, and the Lax Conference on Entrepreneurship, has focused on strengthening opportunities for alumni to support student career needs.[76]

Swarthmore alumni loyally support their alma mater, as evidenced by consistently high participation (between 50-60 percent) in the Annual Fund. Yet before the campaign most constituents had never been asked to consider doing more. Efforts to raise capital and endowment funds had been overly reliant on the same few very generous individuals. The College instills in alumni a passion to effect social change in their communities and the broader world. Moving the significantly endowed Swarthmore higher on their list of philanthropic priorities was, and continues to be, a challenge—especially since Swarthmore alumni are motivated to contribute financially to the success of social, environmental, health, religious, and educational organizations. Before the campaign, alumni perceived that comprehensive fundraising campaigns were unnecessary for the College and that relatively small yearly gifts were sufficient to maintain the quality of the institution.

To succeed in the campaign it was necessary to challenge these patterns. Staff members met with 4,800 constituents during the campaign to discuss the issue of philanthropic priority, tapping into the desire of Swarthmoreans to make a significant impact on the world. We made our conversations more explicit. Many of our alumni began to recognize the multiplicative effects of the Swarthmore education—that graduating exceptionally prepared Swarthmore students will yield leaders who ultimately help solve societal and global problems—and that fundraising is necessary to achieve this end. The results were profound. The initiatives we employed enhanced alumni involvement; advancement became more visible and respected; the culture and community of the College became less reticent about fundraising; and our alumni acknowledged the College's financial needs and the measures needed to obtain critical funds.

Challenges

As students leave Swarthmore for the next stage of their lives, one of the lessons we encourage them to take with them is that their relationship with the College does not end. By emulating the participation and engagement of alumni from whose generosity they have benefited, they, in turn, can have a positive impact on students who follow them at Swarthmore. The role of development and alumni relations in supporting the College's mission is to build and strengthen relationships with alumni and to communicate the needs and achievements of the College so that they can make their most meaningful contributions. This effort is supplemented by outreach to— and the building of relationships with—parents, community, foundations, and other friends and donors.

Over the past decade this understanding of the role of development and alumni relations was strengthened as we considered findings from alumni surveys and our campaign assessment. It extends to all of our interactions with the broader community and has enabled us to achieve impressive results. During the 2007-08 Planning Process, this expanded role was explored—and our fundraising strengths and challenges identified—by the Broader Swarthmore Community

---

[76] The annual Jonathan R. Lax '71 Conference on Entrepreneurship attracts alumni and current students interested in business, the marketplace, and the ideas that shape the future of commerce.

and Philanthropy Planning Group via assessment of the successes of *The Meaning of Swarthmore* and the projected demands and opportunities of our next comprehensive campaign.

The Meaning of Swarthmore was instrumental in helping transform alumni perception of the College and its needs. It also raised awareness of Swarthmore's finances among students, faculty, and staff, and proved that the College is capable of successful, comprehensive fundraising in an increasingly competitive environment for philanthropy. A critical challenge is to improve substantially our stewardship of those donors who gave to *The Meaning of Swarthmore*. We must demonstrate the important impact and essential nature of their gifts, and cultivate interest in future, larger investments. All staff within development and alumni relations are charged with fulfilling overarching stewardship goals. Their efforts need to be more integrated and sophisticated. To this end, we have created a new position of director of donor relations. We are also employing new technologies to facilitate the engagement of constituents and creating targeted affinity programs in specific areas of interest (major, sports, occupation, etc.) to foster closer ties to the College and our programs.

Another critical challenge is to increase dramatically fundraising from parents and nonalumni constituencies. We have an active Parents Council and have instituted a committee structure that includes a Parents Fund focus, but little headway has been made on garnering large capital gifts from parents. We are examining the possibility of adding to the staff a capital giving officer, who would help in navigating the logistics of parent programs and publications (e.g. Move-In Day, Family Weekend, newsletters, etc.) as well as maintain a full portfolio of parent prospects.

The Board of Managers is considering whether parents and other nonalumni constituents could become members of the Board on a more regular basis. This would be a great honor for a nonalumnus and could conceivably tap enormous fundraising potential. The addition of nonalumni to the Board would also dovetail appropriately with our goal to enhance the roles of Board members, specifically when it comes to development.

During *The Meaning of Swarthmore* campaign, the members of the Board of Managers were wonderfully generous, contributing $110 million in pledges and gifts to the Campaign (or 45 percent of the total). In anticipation of our next comprehensive fundraising effort, we have launched a Board engagement initiative, placing greater emphasis on deputizing our key Board members to help us identify, cultivate, solicit, and steward our prospects and donors. This is a nascent experiment that has been enthusiastically supported by the Board.

Our most pressing challenges, in the context of our next campaign, emerged when President Bloom decided in summer 2008 to conclude his tenure in August 2009 after 18 years, and when the U.S. economy faltered in 2008. These two events have the potential to drive our donors and their gifts toward other charitable organizations. Marshalling the power of our proven campaign initiatives, and making necessary staff, programmatic, and strategic moves that include creative and powerful stewardship, parent and nonalumni prospect cultivation, deep Board engagement, and refined communications, will enable the College to strengthen further our fundraising framework and solidify our philanthropic foundation.

ADVANCEMENT COMMUNICATIONS

As discussed in the section on Recruitment and Composition of Class, the College's 1998-99 planning process identified multidimensional value in more actively promoting the distinctive characteristics of a Swarthmore education nationally, and in intensifying outreach to our "principal audiences" (prospective students and those that influence them), the media, and the general public. More clearly articulating the distinctiveness of Swarthmore benefitted the College's relationship with another principal audience, its alumni. During *The Meaning of Swarthmore* campaign, the College used multiple means and messages to raise the level of alumni philanthropic support of the College.

At the time, the College's public relations effort and resources were relatively meager. The News and Information Office consisted of a director, associate director, Web editor, and administrative assistant. The associate director focused primarily on internal and local audiences. The Web editor was overextended, charged with serving a wide constituency, including the entire Advancement Department and the President's Office, while providing secondary support to athletics, admissions, and a few special academic projects. This left the handling of virtually all aspects of public and media relations to the Director, which resulted in more of a reactive rather than proactively promotional PR effort. A temporary campaign position of staff writer was created to help generate press releases and Web-based stories highlighting the campaign's priorities and successes. The new hire also would free up the director to help design and implement campaign communications strategies and to cultivate a deeper and more extensive network of media contacts in order to reach a wide audience.

Higher education communications specialist Andrea Jarrell worked with managers from news and information, admissions, development, publications, and alumni relations to identify the intersection of Swarthmore attributes and market demands. Swarthmore's "combination of intellectual sophistication + its commitment to the collective good = leadership for a better world" emerged at that intersection and was adopted as a primary communications theme.

Campaign communicators began to use the theme in their solicitations and promotion of the College, and campaign-funded success stories that supported the theme—for example, the state-of-the-art, environmentally friendly Science Center and residence halls; the establishment of the Lang Center and the social entrepreneurship and civic engagement projects it supports—provided noteworthy, newsworthy proof of Swarthmore's attributes and attracted major media attention.

During the campaign, the communications effort at the College was transformed from a model of separate offices promoting uncoordinated and, at times, competing messages into a new model of integrated communications, interdepartmental collaboration, and strategic marketing. Also during the campaign, Swarthmore's Web site evolved from a conventional no-frills homepage with basic navigation and uninspired, often outdated, internal content to the current easily updated content- and design-rich site, launched in April 2006, which provides visitors the opportunity to "virtually engage" with Swarthmore students, faculty, alumni, and the vibrant, intellectual, socially committed, and open community they inhabit.

By the final year of the campaign, the temporary staff writer position in news and information had become a permanent associate director position, and a Web content manager position in ITS, with a dotted-line relationship with news and information, was created and filled. In 2007 the College created and filled the position of communications director, merging the Offices of Publications and News and Information into a new, more unified Communications Office reporting directly to the president, thereby reinforcing the pivotal role communications plays in expanding awareness of and appreciation for the College's distinctiveness.

Challenges

During the 2007-08 Planning Process, the Leadership in Scholarship, Higher Education, and Society Planning Group (Leadership Group) focused on the ways the College is currently a leader in scholarship, higher education, and society; on the practices, policies, and resources most important to supporting our continuing leadership; on the areas in need of development; and on how to communicate the best of who we are. Because the College's ability to recruit appropriate students and to fund initiatives depends on outside individuals and institutions' understanding of our mission and achievements, the Leadership Group encouraged the Planning Steering Committee to support the means necessary to disseminate information about the College's scholarship, distinctiveness, and many successes through a variety of media, particularly "new media."

In order to build on our communications success of the past decade, the College must stay focused on ways in which the rapidly changing world of new media will affect communication of the College's distinctive qualities to our internal and external constituencies and to the public at large. Media consumers decreasingly rely on traditional media for news and information, including information pertaining to higher education and college searches. For this reason, the Web has become the primary direction of the College's communications efforts. A news site, rich with video and audio features, was launched in spring 2008, and the College is also assessing the most effective way to utilize social networking sites such as Facebook, LinkedIn, and Twitter, as well as video and audio Web sites such as YouTube and iTunes. All of these represent opportunities for us to connect with prospective students, parents, and our alumni population, to expand our visibility, and to showcase our distinctiveness in new ways.

SECTION III: INSTITUTIONAL CULTURE AND ASSESSMENT

A. INTEGRITY

Introduction

Swarthmore adheres to the highest ethical standards, with stated policies reflecting those high standards in all areas of our operations, including support for academic and intellectual freedom. In this section, examples of such policies spanning all the major areas of the College are discussed in light of how they maintain our high standards. Most if not all of these policies are available through the College's Web site, ensuring that all community members have access to them and are able to determine their rights and obligations in an expeditious and confidential manner.

Policies and Practices

The College has clear policies and fair and impartial processes that are widely publicized to address student concerns, including grievances, in a prompt, appropriate and fair manner. Students are encouraged to try to resolve issues informally through conversations with instructors, student leaders, department chairs, the dean, or the provost. The Student Handbook contains clearly stated procedures for addressing student grievances against fellow students, members of the faculty, or administration. Other formal processes are also available. For example, the College Judiciary Committee (CJC) adjudicates academic misconduct cases. The Committee on Academic Requirements (CAR) is the standing committee of the faculty charged with regular review of students' academic programs and the administration of faculty regulations concerning academic standards and requirements. Each of those committees has provisions to review appeals. All these policies and processes are described in the student handbook.

The College has fair and impartial practices governing hiring, evaluation, and dismissal of employees. The equal opportunity officer provides special training opportunities to help community members understand best practices with respect to appropriate workplace conduct and treatment of workplace problems; everyone with supervisory responsibilities, including president's staff and department chairs, participated in a customized on-line program on preventing sexual harassment. The staff grievance policy is atypical in that it is peer-review based rather than managerially led. The Human Resources Department offers expertise and outreach, including sending reminders that HR staff is available to offer help in conducting effective performance reviews and salary administration, to help departments develop forms for assessment and review of performance, and to assist staff in conducting an effective performance evaluation. This support is available for all staff, including academic department chairs. Policies regarding these issues are discussed and disseminated in part through three staff groups: SAC, AAC, and the Leadership Forum.

For faculty, the tenure and promotion guidelines describe in detail the processes followed for third-year reviews, tenure reviews, and reviews for promotion to full professor. In addition, the criteria for promotion and tenure appear in the Handbook for Instructional Staff, as does a description of the appeal process in the case of a denial of tenure or reappointment. These are available on the provost's Web site.

To ensure sound ethical practices and respect for individuals through the College's teaching, scholarship and research, service, and administrative practice, the College has established appropriate policies, practices, and oversight. These include the Conflict of Interest Policy for the Board, mentioned previously, and a separate Conflict of Interest policy for staff.[77] The College also has an Institutional Review Board to protect human subjects in any College research activities and an Institutional Animal Care and Use Committee for animal care oversight. Swarthmore is in clear adherence to FERPA, maintains an intellectual property policy,[78] and has an information security plan.[79]

The College ensures equitable and appropriately consistent treatment of constituencies through well-designed policies and practices. For faculty, the tenure and promotion guidelines, as well as clear procedures for appeal of a tenure denial, are readily available, as noted above. By action of the Board of Managers, Swarthmore determines annual salary increases for faculty, with the goal of having compensation within the ranks of assistant professor, associate professor, and full professor achieve 102.5 percent of the average of a pool of eleven comparison schools that includes Amherst, Bryn Mawr, Colgate, Haverford, Oberlin, Pomona, Smith, Wellesley, Wesleyan, and Williams. The faculty salary and compensation survey, long in place at the College, is distributed annually at a faculty meeting. The procedure is widely perceived as fair, and when concerns arise, faculty bring them to the provost for discussion and review. Swarthmore cultivates an egalitarian culture among its faculty: whether tenure track or temporary, faculty are paid to the same salary scale, have the same teaching load, and receive the same research and travel stipends (though not leaves).

Compensation guidelines for staff, derived from market surveys, determine standard raises plus merit increases. As discussed above, comprehensive study of our compensation philosophy in 2001-2002 resulted in major changes to our staff compensation system.

The College's culture promotes a climate of academic inquiry and engagement; the culture is one in which discussion and debate of different points of view, informed by research, is central. Policies regarding academic and intellectual freedom are described in the Handbook for Faculty and Instructional Staff and are available in full on the Web.[80] Further, 95 percent of the full-time faculty is tenured or tenure track.[81] Many of the non-tenure-track faculty are leave replacements or are in departments in which part-time faculty members who have other careers (typically in performance or studio art) are considered necessary to the vitality of programs. Copyright guideline policies are readily available, as is the College's Electronic Privacy Policy.

The College's commitment to protecting intellectual property rights can be seen in the current engaged debate on revising the College's Intellectual Property Policy, originally passed in 2006, to address more complex situations regarding intellectual property disputes involving

---

[77] "Conflict of Interest" (*Swarthmore College Staff Handbook*, chapter 15).
[78] "Swarthmore College Intellectual Property Policy," passed by faculty 2003, approved by Board 2004.
[79] "Swarthmore College Gramm-Leach-Bliley Information Security Plan," described in *Swarthmore College Staff Handbook* and available in full at http://www.swarthmore.edu/Documents/administration/its/InfoSecurityPlan.pdf.
[80] Available on the provost's website at http://www.swarthmore.edu/swat-only/provost/faculty_handbook.pdf.
[81] This figure is based on 163 tenured and tenure-track faculty of a total of 172, as reported in our 2007-2008 AAUP submission, using AAUP inclusion guidelines.

instructional staff. This debate concluded that faculty and other instructional staff would be treated identically in the construction of the policy; it is expected that a revised policy will be put in place by the end of the 2008-2009 academic year.

The College is dedicated to cultivating a climate that fosters respect among students, faculty, staff, and administrators with a range of backgrounds, ideas, and perspectives. This goal is accomplished partly through admitting a diverse student body and by providing an environment in which explicit attention is paid to helping students communicate across differences through a variety of student-life activities. Some activities that further these ideals include diversity dialogues and workshops during orientation in residence halls, opportunities to participate in the Tri-College Consortium's summer programs on diversity and identity, and funded workshops for Student Council. Statements on equal opportunity in student, employee, and instructional staff handbooks signal the importance placed on this issue.

Efforts focused on faculty and staff also seek to further this goal. The College participates in the Consortium for Faculty Diversity and often offers two-year positions to minority post-docs; the EEO officer offers a training session on "Creating a Respectful Workplace"; managers and faculty chairs are required to participate in on-line diversity training; and classes are offered on conflict management and communication skills. The College's goal in this area is reflected in the code of conduct in the preface to the Staff Handbook, which makes clear that disrespectful communications are grounds for dismissal. Pedagogy workshops, as well as sessions with outside experts, have been offered to faculty dealing with issues of diversity and stereotype threat.

Honesty and transparency are the standards for all public relations announcements, recruiting and admissions materials, and practices. This can be seen in admissions materials, alumni publications, and communication with the Swarthmore borough. President Bloom is one of a group of presidents who signed a statement pledging not to publicize college rankings (such as the *U.S. News & World Report* ranking) in College materials, agreeing instead to make data publicly available to allow possible applicants, donors, and the public at large to gain a richer understanding of the College's strengths and qualities. The accuracy and consistency of all materials describing the College has been ensured by close collaboration between the Institutional Research Office and the Communications Office.

The College offers a curriculum rich in required and elective courses. Although limited space may exclude students from some of their first-choice courses, there is no evidence that time to graduation is delayed because of insufficient course availability. The College's four- and six-year graduation rates are among the highest in the country at 87 and 92 percent, respectively. In some departments, students "lotteried out" of courses are guaranteed a space in a course the following semester. This issue of access was considered in the recent (2007-08) review of writing (W) courses and first-year seminars (FYS), with particular attention to writing courses, since they are included in the College's graduation requirements. Analysis was also done to determine whether there are adequate offerings of first-year seminars. The distribution of writing courses varies across the three divisions, with some offering more W courses at the introductory level and others at the upper level, and there is also variation in total numbers of W courses across the divisions. As a result, students sometimes encounter challenges to fulfilling their W

requirements because of the mismatch between upper-level and lower-level course offerings. Students receive audit sheets regularly from the Registrar's office to highlight in advance any requirements that they may need to fulfill.

The College makes its catalogs available in print and electronically on its Web site. Each semester's course schedule is distributed in hard copy and is also available electronically, along with the course schedules of Haverford and Bryn Mawr Colleges. There is discussion of moving to an all-electronic distribution of the course catalogs and/or schedules.

Any changes and issues affecting institutional mission and goals, programs, and other important matters are disclosed to the College community, to the Middle States Commission on Higher Education, and to other appropriate regulatory bodies. The Institutional Research Office completes the Middle States Annual Institutional Profile in consultation with the president's staff and the accreditation liaison officer, providing the opportunity to notify the commission of any relevant changes. The Communications Office handled internal and external announcements of President Bloom's decision to step down from the College presidency and to accept a new position with New York University; examples of these internal and external announcements and others relating to other major staffing changes appear on the College's Web site.

The College's Middle States Web site (www.swarthmore.edu\Middlestates, restricted to on-campus access) contains information about the accreditation process, the most recent Self-Study and Periodic Review Report, and the Commission's actions. To support the current planning and accreditation efforts, Blackboard sites were created for each Planning Group, the Planning Steering Committee, and the Middle States Planning Committee. Materials can be easily accessed and shared through this arrangement.

The recent redesign of the College's Web site has greatly increased access to data, policies, and reports. "Dashboards" for faculty and staff and for students provide easy access to commonly used sites and information. Visitors to the College Web site can easily find information about the College, our programs, and current events and activities.

The Institutional Research Office Web site makes publicly available the IR Fact Book, the Common Data Set, and other facts about the College. The admissions Web site offers a rich array of information of interest to potential applicants, and Financial Reports appear on the Investment Office's Web site. Although Web access has greatly facilitated information sharing, efforts are also made to make materials available in print; most admissions materials continue to appear in paper form, including departmental admissions brochures and the College Catalog.

The College fulfills all applicable standards and requirements of the Middle States Commission. The College submits the annual report to the commission and has submitted our periodic review reports and self-studies in a timely fashion. After the 2004 Periodic Review Report, the College submitted the required progress letter on assessment. The College completes all of our mandated reporting to state and federal agencies accurately and punctually. We also participate in many nonmandatory data collections that benefit all segments of higher education, such as AAUP, Council for Aid to Education, NCAA, the Association of Independent Colleges and Universities in Pennsylvania (AICUP), and several consortia to which Swarthmore belongs.

Although this section has focused on how Swarthmore conducts itself with respect to our internal constituents and to the organizations to which it reports (e.g., the Middle States Commission, Pennsylvania Department of Education, Accreditation Board for Engineering and Technology), it is worth noting that the College applies the same high ethical standards in our interactions with the local community. College facilities, including the arboretum and the library, are open to the public. Music and dance performances, lectures, and art exhibits are nearly all open to the public at no charge. The College provides space and often speakers for a group of Swarthmore community members called the Economic Discussion Group. The College contributes financial resources to the local community and works with the borough to cultivate the vitality of its business district. The College issues our bonds through a local authority (the Swarthmore Borough Authority). In recognition of this service, the College makes an annual financial contribution to the Borough of Swarthmore. Efforts are made to develop and maintain positive and mutually respectful relationships with local law enforcement; there are monthly meetings between the Dean's Office and the Swarthmore Police and periodic meetings between college representatives and the Swarthmore mayor and borough council. All of these activities help to cultivate a positive relationship between the College and the borough of Swarthmore.

College community members are also actively engaged in the local community as individuals. Students comprise a substantial portion of the local firefighting and EMT forces, and faculty and students volunteer in the local schools.

B. GOVERNANCE

The College has a well-defined system of collegial governance, including readily available written policies outlining governance responsibilities of administration and faculty. Examples are the College's charter and bylaws (updated in 2003 and 2008), the Handbook for Instructional Staff, the Department Chairs' Handbook, the Staff Handbook, the Board Manual, and the Student Handbook, most of which are available in hard copy and electronically. Other relevant documents include the AAC charter, the SAC charter, and the student government charter.

There are probably few colleges that invite as much student input, and few student bodies as willing to invest time and effort in expressing their views. When major topics are discussed informally, the relevant president's staff members (including the president himself) will meet with students at a "fireside chat" to discuss relevant issues and invite feedback. Students also serve formally on a number of standing committees, including the CEP, the Curriculum Committee, and the Dean's Advisory Committee, as well as on *ad hoc* committees including, currently, the Planning Steering Committee and the Presidential Search Committee. When hiring new faculty members, many academic departments have student groups meet with the candidates and attend job talks in order to solicit student contributions to the hiring process. Each Board Meeting is attended by two student observers—the Student Council President and Vice President—who report back to Student Council.

Faculty and staff are also kept abreast of Board activities. Two faculty observers attend Board meetings and report to the full faculty at a subsequent faculty meeting. Reports about Board meetings go to the staff through the Leadership Forum, a group of middle-level managers and department chairs. The members of that group, in turn, report back to their staffs about Board meetings.

Swarthmore is a non-profit corporation organized in the Commonwealth of Pennsylvania. The College is managed by a Board of Managers, which has overall responsibility for management and governance. The bylaws of the College provide for an Executive Committee of the Board and eight other standing committees: finance, investment, student life, property, academic affairs, development and communication, nominating and governance, and social responsibility.

The College charter provides that voting membership on the Board of Managers is limited to 39 members. There are three categories of voting Managers. Term Managers, nominated by the Nominating and Governance Committee, may serve three successive four-year terms and then may not be reelected for at least one year. Alumni Managers, who serve a single four-year term, are jointly nominated by the Nominating and Governance Committee and the Swarthmore Alumni Association; and Young Alumni Managers, who also serve a single four-year term, are nominated by the Nominating and Governance Committee. Neither Alumni Managers nor Young Alumni Managers may be reelected for at least one year after their respective terms expire. There are currently 38 voting Managers and eight non-voting Managers. The Board meets regularly in February, May, September and December, while some committees meet between Board meetings.

The members of the Board bring perspectives from academia, business, the arts, and other fields. Its members include professors of business and business people with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled. The Board membership also represents diversity of age, and there are always four young Board members (defined as being within seven years of graduation when they are selected) to ensure that the perspectives of relatively recent graduates, as well as those much more senior, are reflected in the Board's deliberations.

The Board is chaired by Barbara Mather; she has been Board chair since 2004 and a member of the Board since 1983. The president serves on the Board as an *ex officio* member.

The Board is not compensated. The Board of Managers has a conflict-of-interest policy, and the Audit Subcommittee of the Finance Committee administers an annual survey, which each Board member must complete, to remind the Board of the policy and ensure adherence to it.[82]

Prior to the first meeting of the academic year, new members of the Board go through a one-day orientation program coordinated by the chair of the Nominating and Governance Committee, and all members of the Board receive updated versions of the Board of Managers manual annually. Throughout the year, Board members, at their meetings and also through interim communications and subcommittee meetings, are updated on major changes and plans. During the current Planning Process, Board members participated in all planning groups. The Board assesses its own performance on an ongoing basis. For example, when the Board chose a new chair, it reflected on its performance, in part through completion and discussion of a questionnaire about the Board and its leadership. Most assessment is more informal, and modeled partly on Quaker eldering practices.

The president is appointed by the Board of Managers and is given primary responsibility for running the College.[83] The president's staff is composed of the provost, dean of students, vice president for college and community relations, vice president for finance and treasurer, vice president for development and alumni relations, dean of admissions and financial aid, vice president for facilities and services, and vice president for human resources. The president meets weekly with president's staff, serves as an *ex officio* member of the Council on Educational Policy and the Committee on Faculty Procedures, convenes the Advisory Committee on Promotion and Tenure, and presides at faculty meetings. The president and the provost together have annual meetings with chairs of each department and meet with students about topics of concern. The president meets with SAC as needed and is always available to speak to staff groups. He also participates and speaks at annual "Winter Gatherings," where staff service awards are presented, and in a springtime celebration, when staff retirements are recognized. The president always welcomes new faculty at the new faculty orientation and gives a commencement address. It is widely recognized that the president is readily accessible and that he seeks out opinions and concerns from all constituencies.

---

[82] "Conflict or Duality of Interest" (Policy of Swarthmore College Board of Managers).
[83] See "About President Alfred H. Bloom," http://www.swarthmore.edu/x799.xml.

Annually the president prepares an assessment of the members of his staff for the Compensation Committee of the Board, and that committee reviews the president's compensation and that of the members of his immediate staff.

Governance procedures for the College as a whole and within specific areas are reviewed periodically. This can lead to changes in the governance structure, some noted in this section. As noted above, the Board's charter and by-laws were reviewed in 2003 and 2008; the most significant change in 2003 was better definition of the role of the Audit Subcommittee of the Finance Committee.

The faculty plays a significant role in College governance. The structure of committees—most importantly the elected CEP and COFP—and the appointment of division chairs ensure that faculty are deeply involved in policy creation and implementation, as well as in oversight of the committee structure. These committees are convened by the president or provost with full participation by faculty members. Recommendations from these and other policy-generating committees (such as those responsible for the Intellectual Property Policy and the Electronic Privacy Policy) always come to the faculty for discussion before either being subject to a recommendation from the provost to the president or being voted upon. As mentioned previously, two faculty members attend each Board meeting and report back to the faculty about major developments and discussions. Changes to the Handbook for Instructional Staff are brought to the faculty for approval. In addition to these formal procedures, faculty members have good access to the president and the provost for raising concerns and issues.

The AAC charter and membership are reviewed annually by president's staff, with an eye to continued effectiveness. Two years ago the Student Council reverted from a structure with two co-presidents to an earlier model of having a president and vice president.

C. PLANNING AND ASSESSMENT

Planning, Resource Allocation, and Institutional Renewal

In order to be sure that we are directing our efforts in ways that will best benefit the College and align with our mission, the College engages in an in-depth, long-term planning process about every 10 years. In recent decades this planning has been intentionally timed to coincide with our decennial Middle States Self-Study. The intervening years are punctuated by periodic assessments of our progress toward the goals set, as well as routine annual planning and assessment processes that include short- and intermediate-term planning windows. According to need, particular areas of the College are also targeted for focused planning, which is separate from the larger planning efforts but contributes to them.[84]

The completion of our 1999 self-study and planning process resulted in a set of specific goals for the College. Some new initiatives were implemented immediately, but the achievement of other goals required significant additional funding. *The Meaning of Swarthmore* campaign, discussed above, was launched with the goal of obtaining this funding. The successful completion of that planning effort, our assessments of its effectiveness, and the results of our annual planning and allocation processes have laid the foundation for the current long-range Planning Process, completing a cycle of institutional renewal.

In addition to the set of specific goals mentioned above, our analysis in 1999 indicated a need for enhanced institutional research to support future planning and assessment. Therefore an experienced professional was hired to establish an office of Institutional Research (IR) at the College. While some of the responsibilities of the new IR office covered areas that were previously undertaken in other parts of the College (e.g. IPEDS reporting, consortial data exchanges, etc.), the centralization of those activities into one office and, especially, the addition of research and analytic capacity has resulted in a qualitatively different approach to the use of information in decision-making at the College. As the community recognizes the benefits of analytical support from the IR office, the demand for its services has grown. A second full-time professional was added to the office in fall 2008.

Our budget planning process begins each year with the annual retreat of the president's staff in August. At that meeting, each member reviews the accomplishments of the prior year and their priority objectives for the coming year. The VP for finance reviews the financial results of the year ended and the budget constraints for the current year. The primary agenda item for the retreat is discussion of these area objectives and collaborative integration of them into general college-wide priorities. This process provides the framework or priorities for the annual budget planning process, which begins in the fall and is accomplished with participation of the campus community.

The first step in the process is the update of the Five-Year Financial and Enrollment Projections. Trend data and projections are offered by the Budget Office, Financial Aid Office, Investment Office, Institutional Research Office, and others, and include a five-year enrollment projection, a five-year financial projection, a five-year facilities capital budget, and a five-year technology

---

[84] An overview of our planning and assessment activities is presented in Appendix C.

capital budget. The College Budget Committee, which includes faculty, staff, and student members, begins its work each fall by reviewing this information. Key contributors of data used in the projections meet with the committee to review the data, discuss assumptions and implications, and answer questions.

A key component of the annual planning process is the consideration by the president's staff of any new or enhanced programs for which funding has been requested. As discussed in an earlier section, departmental budgets are generally held constant each year, so that any additional funding must be explicitly requested and substantiated. Rather than simply fund or reject requests as they come in, the staff maintains throughout the year a list of requests for consideration during the budget cycle. At this time they are reviewed and prioritized relative to other needs within the budget. Allowing the full range of options to be considered together during the planning and budgeting process ensures that our resources can be allocated to those activities that are most consistent with the mission of the College.

Later in the fall, the Finance Committee of the Board considers the refined Five-Year Financial Projection (including enrollment). Further refinements may be made on the basis of the committee's input. The Finance Committee invites the College Budget Committee to join meetings periodically.

The full Board of Managers considers this projection at its December meeting. Once approved, the projection becomes the basis of the detailed budget for the following year and of the capital budgets. After preparation on campus, the capital budgets are considered by the Property Committee of the Board before being taken up, along with the operating budget, by the Finance Committee and the Board of Managers at their February meetings. The assumptions on which the budget is based, including enrollments, endowment spending, compensation targets, student charges, and inflation estimates, are shared widely with the campus community, both on the Web site of the Finance and Investment Offices and in the president's various presentations to the faculty, staff, and students each spring.[85]

As mentioned previously, a 2002-03 study of expenditure patterns, led by Swarthmore and including six peer institutions, assessed whether our decisions regarding spending were appropriately tied to our mission. This effort provided strong evidence, based on our spending patterns relative to those of our peers, that our expenditure patterns reflected our values, with the College spending relatively more on the academic program and financial aid.[86] Furthermore, it led to the decision to hold all departmental budgets constant each year.

Planning for the academic program of the College is accomplished through the Provost's Office. As mentioned earlier, the provost and president conduct annual meetings with the chairs of departments to discuss activities, needs, and plans. Our College Assessment Plan, introduced in 2006, calls for each department to report to the Provost on its current assessment activities and its assessment plans for the upcoming year. This report may also be discussed at these annual meetings. In addition, the College Assessment Plan calls for academic departments to undergo

---

[85] Budget Summary 2008-09
[86] Swarthmore College "Expenditure Data Sharing Project" (2002-03).

external reviews every eight to twelve years. These reviews include both a retrospective evaluation and plans for the future.

Planning efforts within individual administrative departments are more informal. They may occur as part of annual reflections. For example, annual reports in career services reflect on the previous year as well as identifying goals for the upcoming year. Or planning may grow from recognition that an area may need innovation in the future. Specific planning efforts undertaken for technology and for facilities fall more into the latter category.

Our approach to planning, resource allocation, and institutional renewal relies on a balance between formal and informal approaches to sharing information, making allocation decisions, and assessing outcomes. In a school of our small size and collegiality, at which we share a strong commitment to the College's mission, this blend of formality and informality is most effective.

Institutional Assessment

The College has made great progress over the last 10 years in formalizing assessment within the context of our culture. The introduction of the Institutional Research Office has helped to frame our assessment efforts, but it is important to note that the College has a long history of thoughtful self-examination and change, as exemplified by the evolution of the Honors Program, the way we make changes to the curriculum, and how we operate our foreign study program.

Survey research is one of the ways in which we gauge our effectiveness. The IR Office is the primary coordinator for many of our institutional surveys. Some of these surveys are conducted as part of consortial arrangements, thereby providing the additional value of allowing us to compare our results with those at peer institutions. Others are national surveys, which allow us to consider our distinctiveness from and similarities to both our smaller group of peers and other institutions.[87] The practice of the IR Office has been to focus analyses of these surveys on topics important to the College, returning to past surveys and existing institutional data to address issues as they arise, rather than to provide general summaries of each entire survey. The Planning Group recognized that this approach is effective and efficient given current staffing levels in IR, but had some concern that potentially useful survey results might be overlooked because they did not happen to align with any emerging issue at the College.

A number of routine assessments are based on results from our biennial Senior Survey. One section of the survey asks graduating seniors about their satisfaction with many aspects of their college experience. Results from these items are shared with the directors of appropriate areas of the College, as well as with president's staff. The student responses are presented over time, in the context of ratings of other areas within the College, and as a ranking among peer institutions (including a subset of the most similar peers). These assessments have been well received. Though simple, they present a useful general gauge with important context (the comparisons with other offices and with peer institutions). The IR Office receives follow-up contacts from administrators, such as requests for additional information, support for developing additional research to pursue a concern, and coordinating a contact with a highly ranked peer institution.

---

[87] Appendix D: Schedule of Routine Surveys.

A section of the Senior Survey asks students to report their evaluations of many aspects of their majors. These and related items are summarized and shared with the appropriate department chairs for their use in assessing student learning.

The Senior Survey also includes items that reflect students' self-reported gains in particular skills and abilities. Results from these items are shared with president's staff periodically, along with other outcome measures, such as employment rates and graduate degree attainment. These reports have provided assurances that, in almost all areas measured, our students are experiencing the outcomes we desire for them. Though all ratings are high, the recent assessments revealed a number of areas in which additional attention is warranted, including development of self-esteem and self-confidence, teamwork, and developing a healthy lifestyle. Changes in the Office of the Dean of Students (described in an earlier section) are intended to address these issues.

The president's staff members serve as advisers to institutional research, reviewing the work of the office and helping to make decisions about project priorities, as needed. In this way the IR Office responds to assessment needs in all areas of the College and, as a result, has become integrated in important decision-making such as resource allocation.

Another regular activity aimed at assessing the effectiveness of the College is the "College Indicators" report. This report is prepared by the IR Office and presents concise summaries of key indicators for each of the divisions of the College, including longitudinal and peer data. The first version of this report presented a pool of indicators tied to the objectives of each area. Through individual meetings with each member of president's staff, these data were refined to include the best indicators of our effectiveness, including retention rates, staffing ratios, diversity, and class size.[88] The IR Office updates these indicators annually, and reviews them with president's staff, pointing to areas of success and concern. These sessions generate a great deal of discussion and follow-up. The report is also shared with the Chair of the Board of Managers. Subsets of these items are reported to the Board as part of the president's "State of the College" presentations.

Issue-based survey summaries are shared with president's staff, as paper reports and sometimes in addition as presentations with discussion.[89] These discussions have proved to be especially valuable because they allow an in-depth exploration of issues and usually lead to important follow-up work with information that will be focused and useful to the College's leadership. More general results are sometimes released publicly, usually through posting on the IR Web site and e-mails announcing their availability to the appropriate constituency (e.g. Senior Survey Summary 2006, annual Graduation Statistics). Otherwise, it is up to the members of president's staff to decide which reports will be shared with members of their staffs. Occasionally the IR Office is asked to make presentations to staff groups, as appropriate.

Our institutional assessment includes both routine reports, such as those highlighted above, and special projects. The College's work on student retention is a good example of "closing the

---

[88] Appendix E: List of Indicators in College Indicators Report.
[89] See e.g. "Student Workload" (January 2006); "Development of Leadership and Teamwork" (August 2007); "Community Service" (June 2008).

loop"—using assessment to identify and understand a problem and making changes for improvement. Though our graduation rates are quite high, they are not as high as some of our closest peer institutions'. Students must navigate the entire program if the College is to help them to realize their fullest potential. Setting for ourselves the goal of improving our retention and graduation rates, we undertook a study to understand what we were seeing. As mentioned previously, institutional research, working closely with the Dean's Office, examined institutional data for any academic or demographic patterns in retention. Next, existing survey data were re-analyzed, and data about the subsequent enrollment of students who had not completed their Swarthmore degrees was obtained from the National Student Clearinghouse. These analyses, as well as discussions across the College about the outreach work by faculty in the sciences and other areas, allowed us to draw some conclusions and generate hypotheses about ways to improve retention. As a result, the Dean's Office has initiated several changes, discussed in an earlier section of this document, including a new model of class-based deans and additional opportunities for dean-student contacts, closer work with faculty to identify at-risk students earlier, and collaboration with coordinators of our various departmentally peer-based science outreach programs. Initial results from these changes have been promising, with all of the students targeted as "at-risk" in fall 2007 completing the semester successfully.

SECTION IV: CONCLUSION

In 1970 the distinguished educational sociologist Burton R. Clark published *The Distinctive College*, a classic organizational study that analyzes the factors contributing to the "greatness of a first-rank liberal-arts college." Clark asked, "How are values firmly embodied in organizations, there to guide the thoughts and steer the actions of various participants?" His research concentrated on three private, preeminent colleges, focusing on the historical roots of each organization's distinctive character and culture. Swarthmore was one of the three.

"The success story told in *The Distinctive College* is how three colleges, each in its own way, came to strongly embody in their everyday practices an effective definition of the ideals of liberal education. These enterprises were strongly value-oriented," wrote Clark in the introduction to the book's reissue in 1992.[90] "Values are finally what *The Distinctive College* is about, values made real, values brought alive, values realized in the ways of organizations and the actions of their devoted members."

Intellectual rigor, ethical intelligence, and concern for the broader conditions of humanity live at the heart of Swarthmore's educational and institutional mission. Our graduates, whatever paths they pursue, exemplify extraordinary commitment to all three—in their careers, in their lives, and in their contributions to a better world. Values made real, values brought alive, values realized in the ways and actions of our administration, faculty, students, and staff continue to define and guide the College.

There was broad agreement at the outset of the current Planning Process that it should not be about re-conceptualizing our educational mission, which has served and continues to serve us exceptionally well, but rather that the process should be about how best to deliver on that mission in the decades ahead. Each Planning Group focused on the College's mission as a starting point for its work and returned to the mission as a guide when considering its recommendations. We believe this is made evident throughout the Self-Study Report.

The Planning Process has allowed us to think imaginatively about meeting the challenges the College is most likely to face over the decades ahead, about the ways our educational program might change in order to equip students for that future, and about how we might build upon the College's distinctive strengths to offer an even stronger model of leadership in undergraduate education.

Each Planning Group prepared a set of recommendations to share first with the Planning Steering Committee and then with the larger College community.[91] The Planning Groups on the Academic Program, Faculty, and Sustainability are continuing their work through the 2009 academic year.

As noted above, it was recognized, once President Bloom announced he was stepping down, that it would be important not to conclude the Planning Process under his tenure, but rather to keep the recommendations in flexible form. As the current global financial crisis developed around us, it did not seem productive to elaborate and prioritize the recommendations further until we have a better idea of the dimensions of the financial downturn and its impact on the College.

---

[90] Burton R. Clark, *The Distinctive College* (Edison, NJ: Transaction Publishers, 1992).
[91] These are presented in Appendix F: Preliminary Planning Group Recommendations 2008.

When the new president is in place and the financial situation is resolved, we will weigh the Planning Groups' recommendations with their estimated costs—assisted by continuing input from faculty, the community and Board of Managers—and shape a set of broadly defined priorities which will enable the College to deliver as effectively on its mission in the decades to come as it has in the past.

V. APPENDIXES

Appendix A:
Planning Group and Steering Committee Membership with Planning and Middle States Standards Assignments

Middle States Steering Committee

- Ellen Magenheim, Chair – Professor of Economics
- Robin H. Shores – Director of Institutional Research
- Constance C. Hungerford - Provost and Mari S. Michener Professor of Art History
- Suzanne Welsh - Vice President for Finance and Treasurer
- C. Stuart Hain - Vice President for Facilities and Services
- Melanie Young - Vice President for Human Resources
- James Larimore - Dean of Students
- James Bock '90 - Dean of Admissions and Financial Aid
- Maurice Eldridge '61 - Vice President for College and Community Relations and Executive Assistant to the President
- Dan West - Vice President for Development and Alumni Relations *(2007)*
- Stephen Bayer - Vice President for Development and Alumni Relations *(beginning January 2008)*
- Robert DuPlessis – Isaac H. Clothier Professor of History and International Relations *(2007-08)*
- Rachel Merz –Walter Kemp Professor in the Natural Sciences (Biology)
- Randall L. Exon – Professor of Studio Art *(beginning fall 2008)*
- Carina Yervasi – Associate Professor of French *(beginning fall 2008)*

Overarching questions for each Planning Group:

What implications do your recommendations have for the size of the College? How do your recommendations enhance the College's distinctiveness?

	Academic Program	Faculty and Instructional Staff	Staff	Broader Educational Experience
Charge	*What should the curriculum like in 10 years?*	*How do we best recruit and retain excellent faculty?*	*How do we best ensure the College has superior staff at all levels to support the achievement of its mission?*	*How do we prepare students to bring their knowledge, intellect, and imagination to the impact they want to have on the world?*
	Are there areas that we need to add? What is the appropriate balance between interdisciplinary and disciplinary programs?	Are our teaching load, compensation policies, and opportunities for research competitive and are they appropriate to our goals?	How do we best recruit, retain, and develop staff to meet the changing needs of the College?	What services and resources are necessary to ensure that all students are adequately supported in their academic pursuits and programs?
	How do we balance any new directions with building on current educational commitments? What are the implications of these issues for staff, library, technology, and equipment?	How do we assure appropriate diversity within the faculty and instructional staff across the College?	How do we assure appropriate diversity within the staff across the College?	How can we strengthen the student experience to foster students' abilities to lead across differences and have a positive impact in a diverse and changing world? How can we draw upon the strengths of the College's Quaker heritage and values in pursuing that goal? What kinds of facilities and other resources will be necessary to support the broader educational experience to make it a stronger complement to the College's core academic mission?
Chair	Constance C. Hungerford, Provost	Constance C. Hungerford, Provost	Melanie Young, AVP, Human Resources	James Larimore, Dean of Students
Membership	Bruce Jay Gould '54, Board of Managers Bennett Lorber '64, Board of Managers Sibella Clark Pedder '64, Board of Managers Jacob Krich '2000 Smitha Arekapudi '99 CEP: Paul Rablen, Assoc Professor, Chemistry Lisa Smulyan '76, Professor, Ed Studies Janet Talvacchia, Professor, Mathematics Nora Johnson, Assoc Professor, English Lit Lisa Meeden, Assoc Professor, Computer Sci Rachel Merz, Professor, Biology Sam Asarnow '08 Daniel Putnam '08 Elisha Ann '08	Jean-Vincent Blanchard, Assoc Prof, French Eric Jensen, Assoc Professor, Astronomy Michael Cothren, Professor, Art History Stephen O'Connell, Professor, Economics Patty White, Assoc Professor, English/F&MS Ann Renninger, Professor, Ed Studies Dulany Bennett 66, Board of Managers Neil Grabois '57, Board of Managers Elizabeth Scheuer '75, Board of Managers	Dennis Archey, Ass't Dir, Annual Giving Eric Behrens '92, Assoc Dir, ITS Christyn Chambers, Ass't Dir, Athletics Marissa Deitch, Ass't Dir, Career Services Melissa Hunter, Technician, Environ. Services Sharmaine LaMar, Equal Opportunity Officer Allison Masterpasqua, Super, Library Access Suzi Nam, Dir, Admissions Benton Peak, Chef, Dining Services Cathy Wareham, AA, Public Policy Rodney Swaney, Maintenance Mechanic Anna Orgera '83, Alumni Council Eugenie Gentry '77, Board of Managers Lawrence Richardson '78, Board of Managers Brady Gonzalves, Production Super, LPAC	Cheryl Grood, Assoc Professor, Mathematics Andrew Ward, Assoc Prof, Psychology Thomas Whitman '82, Assoc Professor, Music Renee Clark, Athletics Coach Susan Levine '78, Board of Managers Nancy Burkett, Dir, Career Services Peggy Seiden, College Librarian Myrt Westphal, Assoc Dean, Student Life Garikai Campbell '90, Assoc Dean, Acad Affairs; Assoc Timothy Sams, Ass't Dean; Dir, BCC Smitha Arekapudi '99, Board of Managers Jack Riggs 64, Board of Managers Pamela Wetzels '52, Board of Managers Elizabeth Smith Ingram '66, Alumni Council Daryl Smaw, Assoc Dean, Multicultural Affairs Adam Hertz, Director, Athletics Alex Ginsberg '08	Maggi DeLorme '10 Randall Johnston (lv Spr '08)	Maryanne Tomazic '10 Aaron Schwartz '09	Martha Marrazza '09
Middle States Standards — Primary	11: Educational Offerings 12: General Education 13: Related Educational Activities 14: Assessment of Student Learning	10: Faculty	5: Administration	9: Student Support Services
Middle States Standards — Secondary	*6: Integrity* *8: Student Admissions and Retention*	*4: Leadership and Governance* *6: Integrity*	*4: Leadership and Governance* *6: Integrity*	*13: Related Educational Activities*

Overarching questions for each Planning Group:

What implications do your recommendations have for the size of the College? How do your recommendations enhance the College's distinctiveness?

Planning Steering Committee: Alfred H. Bloom, President; Barbara W. Mather '65, BOM; Constance Cain Hungerford, Provost; Ellen B. Magenheim, Professor, Economics; Giles K. Kemp '72, BOM; James A. Larimore, Dean of Students; John A. Riggs '64, BOM; Nancy Burkett, Director, Career Services; Neil R. Grabois '57, BOM; Peter Gardner '08, President, Student Council; Rachel A. Merz, Professor, Biology; Robert S. DuPlessis, Professor, History; Robin Huntington Shores, Director, Institutional Research; Samuel Awuah '94, Alumni Council; Sven David Udekwu '09, Vice President, Student Council; Suzanne P. Welsh, Vice President for Finance and Treasurer

	Recruitment, Composition of Class, and Financial Aid	Leadership in Scholarship, Higher Education and Society	The Broader Swarthmore Community and Philanthropy	Resources
Charge	*How do we best ensure our ability to continue to attract the students we want?* How do we best enhance Swarthmore's recruitment strategy? How do we assure appropriate diversity within the student body? What are the future goals of the financial aid program?	*How should Swarthmore demonstrate leadership in scholarship and the creative arts, in higher education, and in modeling social and environmental responsibility?* How can Swarthmore lead in shaping and advancing the role of liberal arts in the future of undergraduate education? What areas of social responsibility, such as education in Chester, environmental preservation, and cross-cultural communications, should be long term priorities for the College? How should we best communicate our distinctiveness?	*How can the College best engage constituencies and most effectively build the philanthropy required to sustain itself?* How can we engage the enthusiasm and expertise of alumni, parents, and other constituents in ways that will best help the College? How can we invite all constituencies to be more connected to the College and build philanthropic commitment?	*What resources will the College need?* What resources are required to support our current model of disciplined growth? What additional or reallocated resources might be required for new initiatives? (Finances, Facilities, Technology, Fundraising, Staff)
Chair	James Bock '90, Dean of Admissions/Fin Aid	Maurice Eldridge '61, VP, College/Comm Relation	Stephen Bayer, Act. VP, Alumni, Development, PR	Suzanne Welsh, VP/Treas; Stuart Hain, AVP, Facilities
Membership	Pieter Judson '78, Professor, History Patricia Reilly, Assoc Professor, Art History Amy Vollmer, Professor, Biology Kelly Wilcox '97, Athletics Coach Janet Dickerson H '92, Board of Managers Thomas Spock '78, Board of Managers Laura Talbot, Director, Financial Aid Rafael Zapata, Assistant Dean; Director, ICC Delvin Dinkins '93, Alumni Council Mark Dingfield '01, Board of Managers Peter Gardner '08, Pres, Student Council Ayanna Johnson '09 Jenna McCreery '10 Sara Haley '08 Kyle White '08 Shumpei Tse (Sha) '10	Nathalie Anderson, Professor, English Literature Robert DuPlessis, Professor, History Elizabeth Vallen, Assoc Professor, Biology Gil Kemp '72, Board of Managers Samuel Hayes '57, Board of Managers David Gelber '63, Board of Managers Barbara Mather '65, Board of Managers Marge Perlman Scheuer' 48 , Board of Managers Stephen Bayer, Dir, Development Nancy Nicely, Dir, Communications Joy Charlton, Exec Director, Lang Center Brandon Lee Wolff '08 Christina Baik '08 Peter Gardner '08 Karen Ohland '83, Alumni Council	Sunka Simon, Assoc Professor, German Richard Valelly '75, Professor, Political Science Richard Barasch '75, Board of Managers Fred Kyle '54, Board of Managers David Singleton '68, Board of Managers Sujatha Srinivasan '01, Board of Managers Stephen Bayer, Dir, Development Pat Laws, Dir, Alumni Development Lisa Lee '81, Dir, Alumni Relations Liz Derickson '01, Housing Coordinator Susan and Jordan Yarett, Parents Council Joy Hulse Wyatt '80, Alumni Council Eck Gerner, Mayor of Swarthmore Molly Weston '10 Maurice Weeks '09 Samuel Awuah '94, Alumni Council Adam Hertz, Athletics Director	Timothy Burke, Assoc Professor, History Charles Grinstead, Professor, Mathematics Lawrence Shane '56, Board of Managers Susan Rico Connolly '78, Alumni Council Jed Rakoff '64, Board of Managers Gayle Barton, Dir, Information Technology Services Peggy Seiden, College Librarian Romane Paul '10 Sarah Roberts '08 Salem Shuchman '84, Board of Managers Sven David Udekwu '09
Middle States Standards — Primary	8: Student Admissions and Retention			2: Planning, Res. Allocation, & Inst'l Renewal 3: Institutional Resources 7: Institutional Assessment
Middle States Standards — Secondary		*1: Mission and Goals* *11: Educational Offerings* *13: Related Educational Activities*	*3: Institutional Resources*	

Middle States Standard 1 (Mission and Goals) will be addressed by the Planning Steering Committee, and Standards 4 (Leadership and Governance) and 6 (Integrity) will be addressed by the Middle States Steering Committee.

Appendix B:
Swarthmore College Committees, Groups, and Acronyms
(Current chair or contact person listed at end)

AAC – **Administrative Advisory Council (AAC)** – Members of the AAC are middle managers appointed by president's staff to provide input to president's staff about important issues originating either in president's staff or AAC. (Robin Shores)

CAR – **The Committee on Academic Requirements** (CAR) is the standing committee of the faculty charged with regular review of students' academic programs and the administration of faculty regulations concerning academic standards and requirements. (James Larimore)

CEP – **Council on Educational Policy** – This faculty committee is responsible for long range curricular planning. (Constance Hungerford)

CBC – **College Budget Committee** – With representation from faculty, staff, and students, the CBC annually reviews the budget, discusses issues, and makes recommendations to the president and Board concerning budget matters. (Suzanne Welsh)

CJC – **The College Judiciary Committee** will adjudicate academic misconduct cases. (James Larimore)

COFP – **Committee on Faculty Procedures** – This a faculty committee responsible for the agendas for faculty meetings, for various matters concerning faculty procedures generally, and for consulting with the president on assignments to standing committees of the faculty. (Constance Hungerford)

EOAC – **Equal Opportunity Advisory Committee** - support the EO officer by ensuring and monitoring the equal opportunity in the College's implementation of educational and employment programs. (Tamsin Lorraine)

FACDAFA – **Faculty Advisory Council to the Dean of Admissions and Financial Aid** (Jim Bock) – This committee reviews admissions practices and provides feedback and recommendations to the Dean.

FAWG – **Financial Aid Working Group**– A group of six administrators that monitors the effects of our financial aid policies and provides information and recommendations to the president's staff. (Suzanne Welsh)

IACUC – The Animal Welfare Act (AWA) requires the Swarthmore College **Institutional Animal Care and Use Committee** (IACUC) to review and, if warranted, investigate concerns involving the care and use of animals resulting from reports of noncompliance received from laboratory or research facility personnel, or public complaints. (Tami Gura and Sara Hiebert Burch)

SAC – **Staff Advisory Council (SAC)** – This is an elected committee of staff, which serves the College by fostering communication and representing staff interests to the administration. (Mary Marissen)

Other Groups without Acronyms:

Advisory Council to the Dean of Students – This group of faculty, students, and dean's staff provides advice to the dean. (James Larimore)

Alumni Council – Alumni Council provides a range of services to alumni, students, and the administration of Swarthmore College; fosters communication between the College and alumni; and facilitates input from alumni to the College in the development of policies. (Lisa Lee)

***Ad Hoc* Assessment Planning Committee** – This is a faculty committee which makes recommendations to the provost and faculty regarding our activities aimed at assessing student learning. (Ellen Magenheim)

Crum Woods Stewardship Committee – This committee is charged with recommending policies on the uses of the Crum Woods to the College community. (Jeff Jabco and Colin Purrington)

Faculty and Staff Benefits Committee – This committee makes recommendations to the President regarding the allocation of compensation among salary and fringe benefits. (Melanie Young)

Faculty Advisory Council to the Dean of Admissions and Financial Aid – This committee reviews admissions practices and provides feedback and recommendations to the dean. (James Larimore)

Information Security Committee – This committee deals with issues surrounding the security of information, and guides the College through an Annual Risk Assessment. (Martin Warner)

Land Use Planning Committee – This committee is charged with examining issues related to long-term use of College properties. (Charles Grinstead, Stuart Hain, Hansjakob Werlen)

Leadership Forum – Staff with supervisory responsibility gather for information sharing and manager development opportunities. (Melanie Young)

Parents Council – This group seeks to ensure the engagement of students' families in the life of the College community, serves as a resource for families, and voices the perspectives of parents on campus and student life issues to the College administration. (Danielle Shepherd)

President's Staff – Sometimes called "senior staff," includes the vice president for development and alumni relations, dean of admissions and financial aid, vice president for college and community relations and executive assistant to the president, vice president for facilities and

services, provost and professor of art history, dean of students, vice president for finance and treasurer, and the vice president for human resources

Appendix C:
Overview of Planning and Assessment Activities

Planning

<u>Long-Term Strategic Planning</u> – Approximately 10-year cycle; highly inclusive; goals developed, based on mission and priorities; periodic assessment of progress toward goals, shared widely.

<u>Routine Annual Planning</u>
– Budget Cycle
– Financial Projections
– Enrollment Projections
– Technology
– Facilities
– Administrative units' Annual Reports (some)
– Academic Programs' assessment reports include plans for upcoming year
– In any given year 1-3 departments undergoing an external review, including plans (Academic programs undergo external review every 8-12 years.)

<u>Other or Special Studies</u>
– Council on Educational Policy annually charged with reviewing curriculum-related issues and recommending changes
– Assessment of Campaign

Assessment

<u>Routine</u>
– College Indicators for president's staff, chair of Board, presentation to Board
– Student satisfaction with aspects of College for managers
  o Over time
  o Relative to other College offices
  o Relative to peer institutions
– Employee evaluations by managers (most)
– Athletics Review – Board
– Administrative units' Annual Reports (some)
– Academic Programs' assessment reports
– In any given year 1-3 departments undergoing an external review (Academic Programs undergo external review every 8-12 years.)
– Student evaluations of their major for departments
– Sophomore paper
– Senior capstone experience

<u>Other or Special Studies</u>
– Non-faculty Staffing Survey (about every three years)

- Issue-based reports from IR to president's staff
- Staff Compensation Review Committee
- Expenditure Review Study, 2003
- Technology Study, 2007
- Library Review, 2007
- Outcomes reports from IR to president's staff
    - Graduate degree attainment
    - Employment rates, fields, sectors
    - Ratings of gains in abilities

Appendix D:
Schedule of Routine Surveys

Swarthmore College has traditionally engaged in a vigorous program of institutional survey research. Most, though not all, of our surveys are conducted with the coordination of our consortia on behalf of all member institutions. This effort not only allows us to learn about the population being surveyed, but also to compare our findings with those at our peer institutions

Name	Brief Description	Recent Administration
Alumni	Survey of Alumni at different periods out.	Classes of 1979, 84, 89, and 94 surveyed in Feb 2000. Class of 1999 surveyed in 2003 (AICUP). Classes of 1984, 89, 94, and 2000 surveyed in Feb-May 2005. Classes of 1989, 1998, and 2004 surveyed in spring 2009.
ASQ	Survey of All Admitted Students, conducted in summer.	Annually, since 1992.
CIRP	National Survey of First Year Students 1st week of classes.	Annually, since 1971.
CSEQ	College Stu. Experiences Questionnaire Asks about specific behaviors in addition to evaluations.	Junior class surveyed in 1997. All classes surveyed (web) in 2001. See ESS for spring 2003.
Cycles	Survey of enrolled students.	Junior classes surveyed in 1996. All classes surveyed in 1999.
ESS	Enrolled Student Survey. Similar to CSEQ, asks about specific behaviors in addition to evaluations.	All enrolled students, spring 2003. All enrolled students, spring 2007.
Faculty Survey	National Survey of Faculty, triennial	1989-90, 2004-05, and 2007-08
NSSE	National Survey on Student Engagement Asks about behaviors reflecting student engagement in the learning process.	First-year students and seniors surveyed (web) in spring 2005. Survey repeated in spring 2008.
Parents Survey	Survey of parents of enrolled students	Parents of first-year students, sophomores, and seniors in 1997. Parents of all current students surveyed in winter 2002. Parents of all current students surveyed in winter 2007.
Senior	Biennial survey of graduating seniors conducted in their final spring semester.	Classes of 1994, 96, 98, 00, 02, 04...

Appendix E:
List of Indicators from "College Indicators Report"

Admissions
  Numbers of Applications per Matriculant
  Yield Rate
  Matriculant Diversity

Financial Aid
  Combined (First-Year through Senior) Loan Expectations
  Percentage of Matriculants on Grant Aid

Human Resources
  Nonfaculty Staffing Levels
  Diversity of Full-Time Executive and Professional Staff

Academic
  Percent of Tenurable Faculty with Tenure
  Small Classes - Percent of Classes with fewer than 20 Students
  Students to faculty ratio
  Faculty Diversity
  Grades Awarded
  Percentage of Degrees Awarded in Sciences and Engineering
  Rate of Doctorates Earned by Graduates
  Faculty's Overall Job Satisfaction

Development
  Alumni Giving (Alumni Donors / Alumni Solicited)
  Total Support, Alumni Income, and Giving

Finances
  Market Value of Endowment (in $000s)
  Endowment per Student
  Institutional Aid as % of Tuition and Fees
  Total Charges (Tuition, fees, room, and board)
  Expenditures per Student

Students
  Six-year Graduation Rates
  African-American Students
  Latino/a-American Students
  Satisfaction with Education
  Recommend the College

Alumni
  Satisfaction with Education
  Recommend the College

Appendix F:
Preliminary Planning Group Recommendations 2008

PLANNING GROUP ON THE ACADEMIC PROGRAM

Recommendations
At its final meetings of the 2008-09 academic year (April 28 and May 2), the Academic Planning Group agreed on a tentative list of highest priorities for new funding in the coming years. This is a preliminary list which has yet to be reviewed with departments, interdisciplinary programs, and the faculty more generally.

The possibility of moving to a four-course teaching load, raised in the Faculty and Instructional Staff Planning Group, would affect these recommendations, but the CEP feels it important to set forth these priorities on their own merits.

First Priority: New Faculty for Stressed Departments

  The CEP recommends two positions to address persistent over-enrollment:

1. As soon as possible, one new position in mathematics and statistics, which would create a third tenure line in statistics, which is currently covering necessary courses with rotating temporary appointments, a strategy that entails time-consuming searches, makes it difficult to staff with appropriate quality, and undercuts stability and continuity. Salary currently assigned to one temporary position would lessen the total cost of a new line.
2. As new funds permit, one new position in economics. Ideally, this would be defined in terms of environmental economics, so that two or three courses would help relieve general enrollment pressures in economics and make it more possible to offer research opportunities to majors, while two or three courses could support environmental studies, which is emerging as a priority among interdisciplinary programs.

High Priorities:

3. In mathematics and statistics, a second new tenure line, to support mathematical economics or mathematical biology. It would develop the curriculum in one of two interdisciplinary directions that would also strengthen students' quantitative skills. Mathematical biology is being introduced through a postdoctoral fellowship funded by our Howard Hughes Medical Institute grant, but this is only temporary funding.
4. In psychology, a new tenure line to support neuroscience. This is a priority for both psychology and the interdisciplinary program in cognitive science.

5. To develop Islamic studies, a new tenure line focusing on the modern Middle East, located either in history (the preference) or political science. Student demand is insistent.
6. In computer science, a new tenure line in bioinformatics, an interdisciplinary area with biology.
7. In educational studies, a regular, part-time position (3/5 or 4/5) to support the curriculum needed to meet new (for the Class of 2013) Pennsylvania state certification requirements in special education and bilingual/ESL education.
8. The CEP recommends creating five tenure lines for leave replacements, noting that the costs would be offset somewhat by funds already being spent on temporary hires. Likely candidates for these additional positions would be mathematics and statistics, physics and astronomy, chemistry and biochemistry, engineering, and computer science.

Interdisciplinary teaching is also a top priority, to be strengthened as deliberately as department interests are protected.

9. The CEP recommends setting aside the equivalent of three full-time lines, to be assigned by CEP for interdisciplinary uses such as bringing visitors in emerging areas, full time or part time, and hiring two- or three-year replacements in departments to allow regular faculty to devote a multiyear term to leading and/or teaching in interdisciplinary programs or individual courses.

In addition to justifying new positions in terms of enrollment pressures and curricular enrichment, the CEP underlined several college-wide commitments that require continuing support. That is, new initiatives should not come at a cost to continuing participation, and new tenure lines should, whenever possible, contribute to the strengthening of these existing programs, which include:

10. The Honors Program, specifically small-format, upper-level courses and seminars, and research opportunities leading to theses, as well as the cost of the orals weekend (mounting travel costs, on top of accommodations and honoraria).
11. Following this year's review of writing courses, the CEP endorses enabling departments to offer writing courses in sufficient numbers and at both the introductory and more advanced levels.
12. The CEP likewise endorses making sure departments can offer sufficient First-Year Seminars to accommodate all first-year students.

An increasingly important element in the academic program is support for programs whose staffing costs must also be anticipated. The CEP recommends:

13. A third full-time person in the Writing Center, to make possible additional sections of English 1A and workshops for faculty teaching writing.
14. Funding for the Science Associates program, currently being supported by the Howard Hughes Medical Institute (HHMI) and the president's discretionary

account. In addition to funding the student mentors, we need salaries for the third and fourth staff supervisors.

As the CEP turns to the use of the summer for research or intensive language study, we must anticipate needing funds for student stipends and faculty who supervise students beyond their regular loads.

> 15. Endowment for summer stipends for students and faculty supervision.

One final request comes from the provost's office itself. It is time to establish a second associate provost.

> 16. A second associate provost would entail a 3/5 course release (to be replaced in the home department) and 1/9 summer salary.

Unranked but notable

CEP gave high regard to the following requests, although it did not rank them among the more urgent priorities outlined above: in religion, a line for Buddhist studies; in theater, a 4/5 regular line in design (lighting, sound, and/or digital media / technology); in economics, a second additional tenure line; in political science, conversion of the three-year rotating position in comparative politics to the tenure track and addition of a third tenure line in international politics; in art, addition of a fourth studio line, e.g., in photography.

Facilities
(See also separate section in Planning Group on Resources)

The 2007-08 planning effort identified several construction projects of top priority for the academic program.

- Science Center II: a new building to house biology, engineering, and psychology, replacing Martin, Hicks, and Papazian (whose spaces might then be renovated for other purposes).
- Beardsley: replace or expand to provide adequate quarters for the Department of Art and Information Technology Services.
- McCabe Library

The CEP also notes that several other buildings can no longer fully accommodate academic functions for which they were designed. The occupants of the Eugene M. and Theresa Lang Performing Arts Center (1991)—English literature, film and media studies, theater, and dance— need more offices, and theater calls for more rehearsal, classroom, and shop space. Kohlberg, with the addition of Japanese and Arabic, needs more offices for modern languages, and proposed additions to the economics faculty will likewise exceed their allotment.

PLANNING GROUP ON THE FACULTY AND INSTRUCTIONAL STAFF

This planning group will make recommendations in three areas:

1. INCREASED FUNDING FOR RESEARCH SUPPORT

Every faculty member is entitled to annual allowances for research support ($1,000) and travel to professional meetings (raised in 2006-07 to $1,300). These amounts need to be increased. In 2007 the provost was able to direct a gift from Eugene M. Lang toward endowing a faculty support fund for supplemental grants of up to $3,000 to junior faculty, but comparable resources are needed for all faculty, for research, travel, or course development.

2. INCREASED FUNDING FOR SECOND-SEMESTER LEAVES

Swarthmore continues to be distinctive for its twelve fellowships endowed to fund a second semester of faculty leave. However, of the twenty-five to thirty faculty who apply for a second semester every year, approximately five to eight remain on the alternates list. It would be desirable in the next campaign to raise endowment to make possible three to five additional fellowships.

3. REDEFINING THE FIFTH COURSE

It may be time to recognize that the fifth course in many (or some) faculty loads should be defined in terms of independent supervisions and perhaps other forms of professional production, such as research.

By the end of the academic year, the Planning Committee was close to concluding that a primary recommendation for long-range fund-raising would be to move to a four-course load. Campus-wide discussion is still, however, at a preliminary stage. During fall 2008 all departments and interdisciplinary programs have been asked how they might implement such a shift. This is intended to help planners determine what costs would be—e.g., to the curriculum for courses that would not be replaced —and, where persuasive cases are made, for replacement of lost course offerings through the hiring of new faculty. Writing courses, first-year seminars, and honors preparations all create constraints on flexibility; interdisciplinary programs should not be sacrificed to departmental priorities. Any substantial addition to the faculty would require not only salary dollars but also funding for office and laboratory space, faculty development, and support staff. An eventual proposal might identify choices for faculty development, e.g., between a four-course load and a guaranteed full year of leave. Implementing a shift might have to be gradual, and the faculty needs to decide how it might be done, i.e., who would benefit first.

PLANNING GROUP ON THE BROADER EDUCATIONAL EXPERIENCE

As part of its discussions during the 2007-08 academic year, the Broader Educational Experience Planning Group developed a number of recommendations regarding facilities, staffing, and programs or services. While the planning group did not specifically discuss the relative priority of one recommendation versus another, the following list reflects the dean's best understanding of the group's discussions and his own assessment.

1. **Worth Health Center renovation and expansion.** The current facility is too small to meet our current needs adequately, and experience at Swarthmore and other institutions suggests that demand for service will continue to increase over time.

2. **Secure ongoing financial support for recent initiatives such as the Science Associates program and enhanced support through the Writing Center.** These initiatives provide important support for student learning and provide faculty with timely feedback and insight about how and what students are learning or struggling to learn.

3. **Implement a universal access system for student residences.** Such a system might involve the use of a proximity card or biometric access system to manage student access to dorms. In addition to the initial installation expense, such a system would likely require an incremental staffing increase in public safety or facilities, though some staff time might also be reassigned.

4. **Construct a Campus Center facility.** We recommend the construction of a Campus Center that would serve not as a replacement for the spaces in Parrish or Clothier or elsewhere, but as a complement to those facilities. In making this recommendation we seek to address both the myriad ADA issues associated with the variety of spaces currently being used and to create a venue that would provide opportunities for greater visibility and interaction among the members of our diverse community. We anticipate that this project will require a significant investment of resources and a very careful planning effort, such as that undertaken for the Science Center.

5. **Expanded opportunities for internships and other experience-based learning experiences.** We see the expansion of these opportunities, including some that might focus on international experiences, as both an educationally beneficial venture and as an area of comparison or competitiveness that demands our attention. A significant increase or expanded focus for internship and employment opportunities would require some increase of staff in career services.

6. **Increase funding for student participation in academic and other conference activities, and to support students who require study beyond a traditional eight semester framework (i.e., for summer study or additional terms of study needed to complete their degree requirements).** We propose a modest increase (of perhaps $10,000 per year), or the endowment of an enlarged fund to support these activities, to ensure that students continue to have access to these opportunities. We would like to

establish a fund (in the range of $10-15,000 per year) to increase the amount of support available to a maximum of $1,000 per course for up to two courses per student.

7. **Update student dining facilities and expand diversity of dining options and hours of operation.** Students desire a number of changes in the current dining options: later hours of operation, greater diversity of offerings, more flexibility in meal plans, and improvements to the ambiance of the dining hall.

8. **Gradually upgrade social, study, and kitchen spaces in students' residences to move closer to parity with newer student residences**.

9. **Broaden access to intercultural and cross-cultural programs for first year students by creating attractive opportunities for their involvement throughout the year.** Though such expansion was not discussed by the planning group, the dean anticipates that it could potentially have budget and staff implications, which will be explored in the current academic year.

10. **Develop a program to focus on wellness, leadership and life skills.** An effort would require program funds and either permanent or fixed-term (pilot-project) staff to develop the program model.

The following two items reflect recommendations that we believe would be valuable, but would *not* require a significant investment of new financial resources.

1. **Strengthen student exposure to and understanding of the College's Quaker heritage and values, especially as they find expression in the contemporary life of the community.** Rather than take the beneficial aspects of our campus culture for granted, we have begun to be more purposeful in our efforts to introduce new students to the College's Quaker heritage by highlighting or pointing out elements of that culture during new student orientation. We expect that other opportunities will present themselves over the course of the year and therefore that this priority will require an investment of time and attention, but not additional financial resources.

2. **Refocus Orientation from an intensive "one-shot" series of events to a "timed-release" series of transition programs throughout the year, kicked off by an introductory week in the fall.** The designation of class year deans has been helpful in focusing greater attention on information and/or advice needed by students at various stages of their undergraduate experience. At this time, we anticipate that additional resource needs will be quite modest.

PLANNING GROUP ON THE RECRUITMENT, COMPOSITION OF CLASS, AND FINANCIAL AID

Recommendations

The admissions office must maintain and expand the aggressive admissions effort that has been established to recruit an intellectually gifted, motivated, and diverse class that will help Swarthmore retain its status as a preeminent liberal arts college. Shifting demographics in the United States are having and will continue to have an enormous impact on college recruitment. This shift demands an expanded search-and-recruitment effort domestically, and suggests it is time to expand our international effort as well.

1. **On-campus Programming.** It is time to expand on-campus programming to accommodate rising interest and costs ("Ride the Tide;" high school counselor visits).

2. **Publications/Web/Podcasts: New Media, Outreach.** Effective communication with the next generations of students will remain a challenge, and transparency and honesty in the process is more important than ever. We must be flexible in our approach and willing to explore new media much more than in the past.

3. **Staffing.** The average ratio of applications to admissions officers in U.S. colleges and universities is 395:1. At public institutions, the average ratio is 683:1; at private institutions, it is 279:1. At Swarthmore, the ratio is 524:1. The committee supports the creation of two new positions: *FTE, 1.0, dean for technical and/or administrative support (could be non-traveling) and an FTE, 1.0, permanent assistant director for financial aid.*

4. **On-Line Processing and Reading.** This is necessary for an efficient, eco-friendly, and time sensitive admissions operation. The Committee recommends research into best practices in this area to determine how and when to adopt.

5. **Visibility.** Committee members unanimously agree that Swarthmore's lack of name recognition in many communities remains a significant recruitment concern, and that the concept and value of a liberal arts education in general is especially difficult for the families of underrepresented minority students and international students to appreciate. The Web, and Swarthmore's evolving technological ability to exploit it, will help us spread the word about Swarthmore and the liberal arts experience nationally and abroad.

6. **Financial Aid.** The committee strongly recommends reaffirmation of the College's historic commitment to a need-blind, full-need-met admissions program. The committee recommends that the College waive the summer earning requirement for one summer per student (replacing this expectation with scholarship) so that all students will be able to pursue the opportunity to do research or become involved in a social action project without worry over debt burden or excessive work load. The

committee strongly recommends that the College's need-blind admissions policy and need-met financial-aid policy be extended to include international students for both freshman and transfer admissions

PLANNING GROUP ON STAFF

The staff of Swarthmore College is vital to the success of the College and plays a critical role in achieving the mission of the institution. In ways large and small, staff members provide essential expertise and services that tie the community together and help to make the College a remarkable institution.

Enabling the level of excellence in the staff requires that the College attract and hire superior employees, challenge them with opportunities for development and contribution, engage them in planning and decision-making, and provide competitive wages and benefits. It also requires that we live out our values of social justice and ethical intelligence by creating a diverse workforce and a culture of respect, fairness, and transparency.

Recommendations

1. Add resources to departmental budgets to ensure staff are able to attend professional conferences and seminars (cost: $125,000).

2. Add a minimum .5 FTE to coordinate, design, and deliver training (cost: $65,000 - $75,000).

3. Add resources to central training budget (cost: $25,000).

4. Improve diversity recruiting (cost: minimal).

PLANNING GROUP ON LEADERSHIP IN SCHOLARSHIP, HIGHER EDUCATION AND SOCIETY

The Leadership in Scholarship, Higher Education, and Society Planning Committee spent its year thinking about what makes the College distinctive. More specifically, the committee interpreted its charge to focus on the ways the College is currently a leader in scholarship, higher education, and society; the practices, policies and resources most important to supporting our continuing leadership; the areas in need of development; and how to communicate what represents the best of who we are.

Recommendations

Leadership through the Lang Center for Civic and Social Responsibility

Implementation of the following recommendations would extend, solidify and promote the distinctiveness of The Center and therefore of the College as well:

1. Create a source of longer-term financial support for a subset of exceptional, socially responsible projects beyond currently available "seed money" so that success and commitments to communities can be sustained. *Cost estimate: $1 million endowment*.

2. Increase financial support for student initiatives via summer internships as well as grants through the Swarthmore Foundation and Project Pericles Fund, so that high-benefit/low-cost transformative experiences can be available to students more often. *Cost estimate: Every additional $4,000, or $100,000 in endowment, supports one more student.*

3. Encourage collaboration across the College in social responsibility efforts, including staff as well as faculty and students, so that we may learn from one another and create continuity of engagement with our partners. *Cost estimate: organizational rather than financial.*

4. Support faculty research and teaching in ways that encourage attention to issues of social responsibility, so that the excellence of our academic program aligns effectively with our commitment to ethical intelligence. *Cost estimate per annum: $15,000 per course release; $50,000 for research grants.*

5. Fund efforts to create ambitious integrated learning opportunities, such as a possible Chester Semester or an Environmental Sustainability Semester, including staff or faculty time to support those efforts (e.g., a Chester Semester coordinator, or environmental justice coordinator), so that our curriculum can be fully engaged in developing ethical intelligence in innovative and interdisciplinary ways. *Cost estimate: $160,000/year for staffing.*

6. Build an alumni network in support of social responsibility and civic engagement so that we may capitalize on a vast pool of knowledge and experience. *Cost estimate: $40,000/year for a half-time position.*

7. Develop and utilize appropriate assessment tools so that we may be wise stewards of our resources. *Cost estimate: $40,000/year for a half time position.*

Recommendations from the Sustainability Planning Subgroup Policy

1. Hire Full Time Sustainability Director to be housed in the Lang Center (cost: $56,424-$109,920).

2. Establish a permanent Sustainability Committee, with director as chair.

3. Create a Sustainability Mission Statement for the College.

4. Endow a self-replenishing Sustainability Fund.

Other items:

- Identify key alumni in areas of sustainability and ask for financial support.
- Ensure affordable housing for faculty and staff, with walking distance to campus.
- Ensure all new building meets national norms for sustainability.
- Encourage conservation measures.

Curriculum

1. Improve environmental studies program by 3/5 faculty position, to act as program director.

2. Capstone taught by ES director.

3. Frosh Orientation should include sustainability training.

4. Leverage existing opportunities for bringing sustainability scholars to campus (e.g., Lang Visiting Professor).

Recommendations from the Crum Woods Stewardship Committee

1. The Crum Woods Stewardship Committee recommends the establishment of a $100,000/year Crum Woods Manager position for the next two years, to be evaluated within that timeframe to make it permanent and endowed.

2. The CWSC also requests an immediate, one-time allocation of $250,000 for the initiation of specific projects in the woods to be overseen by the Crum Woods Manager.

Visibility (Communicating the College's Leadership)

Any media relations program developed in 2008 and beyond must include the use of new media, including videos, podcasts, blogging, and other Web 2.0 tools and related Web sites. With a cohesive, strategic communications plan, incorporating media relations and new media opportunities, Swarthmore can emerge as a college clearly identified with the foundational concepts of academic excellence, analytic rigor, and concern for the broader conditions of humanity, while being distinctive in its power to deliver on that mission.

Recommendation

In order to develop a comprehensive regional, national, and international media-relations strategy intended to raise the College's visibility among both targeted groups and the broad public, create an associate director of media relations position (*cost estimate: $86,000 per annum in salary and benefits*).

PLANNING GROUP ON RESOURCES

Facilities Planning

It will take a new facility properly to support our biology program, now housed in the 1937 Martin Building. The Hicks, Papazian and Beardsley buildings are no longer able to support the programs they contain.

A new building, housing biology, engineering, and psychology, would solve many problems and continue the theme of integrating the sciences. Locating the new building next to the chemistry wing of the Science Center would create a sciences precinct at the north edge of campus. The space thus made available in Hicks, Martin, Papazian and Beardsley Halls would allow us to create new academic and student support space and give us the opportunity to bring those buildings to our current systems, safety, and accessibility standards.

Several other buildings can no longer fully accommodate academic functions for which they were designed. The occupants of the Eugene M. and Theresa Lang Performing Arts Center (1991)—English literature, film and media studies, theater, and dance—need more offices, and theater calls for more rehearsal, classroom, and shop space. Kohlberg, with the addition of Japanese and Arabic, needs more offices for Modern Languages, and proposed additions to the economics faculty will likewise exceed their allotment.

In recognition of the above needs and others not yet uncovered, a facilities planning framework will be developed over the coming year, containing options and possible directions for further study.

Resource Planning

The College budget currently has very little flexibility to deal with new demands or unanticipated increases in costs. There are line items in the budget for new continuing and one-time money, but they are very small. The College should consider allocating some amount of gifts each year just for budget flexibility. For example, if $1 million in gifts were added to the endowment each year, an additional $50,000 in ongoing money would be generated.