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Introduction

This handbook brings together information, policies, and timetables from the various academic and administrative offices. The guide serves to identify the variety of departmental practices currently in use at the college. It clarifies issues that come up regularly in all departments and will prove especially useful to chairs just beginning their tenures.

While the role of department chairperson is slightly different for each department, the primary responsibilities are similar. The chair is the supervisor for administrative staff, a co-worker for staff who clean and maintain the building or hall on which one works, advisor to students, a leader for departmental colleagues, both junior and senior, and the steward of the department’s annual budget and point person for departmental events. In this position, you have the unique opportunity to get to know your departmental colleagues more thoroughly and to learn how other academic departments function as you attend in Division meetings and Chairs meetings with the Provost.

Other good sources of information about college policies and procedures are the following documents:

Swarthmore College Bulletin (also called the Catalog, the most up to date version available on the Registrar’s website:
http://www.swarthmore.edu/Admin/registrar/)

Swarthmore College Handbook for Instructional Staff (available on the Provost’s website: http://www.swarthmore.edu/Admin/provost/)

Handbook of Policies and Procedures for the Honors Program (available at http://www.swarthmore.edu/honors.xml)

Guide for Instructional Staff New to Swarthmore College (sent to new faculty in late August and available on the Provost’s website: http://www.swarthmore.edu/Admin/provost/)

Some departments also have their own guides and yearly calendars; others have a list of suggestions for new chairs. Consult with a current AA or past chair about the available resources. Past or present chairs or present AAs in the division can also be a valuable resource for information.
Swarthmore College Department Calendar

What follows is a master calendar of approximate dates when certain departmental tasks are ordinarily carried out. These may include such tasks as sophomore paper advising, preparing Honors packets for the outside examiners, and scheduling courses through the Registrar for the following semester. Exact dates may change slightly from year to year; many of the dates are available on the Academic Calendar: http://www.swarthmore.edu/academiccalendar.xml. Also, departments may have slightly different schedules. Some departments, for example, may start to secure honors examiners as early as October (especially those using the Philosophy model); others may wait until early spring. The calendar is meant to be used as a broad tool and general reminder of upcoming tasks. Chairs and AAs may want to download this calendar in electronic form and then revise it to suit their own particular schedules.

Calendar

(*See college calendar for definite dates)
(D-indicates specific to Dean’s Office)
(P-indicates specific to Provost’s Office)
(R-indicates specific to Registrar’s Office)

July

Mid
- Contact external colleagues to solicit letters for tenure and promotion dossiers (letters due by November 1).

August

Early
- Review senior major requirements--notify students of concerns before registration.
- Make sure that new or visiting faculty have placed book orders and have office space.

Mid
- Last chance to make revisions or additions to schedule of courses and seminars for fall registration. (R)
- Send last minute information about course changes and other topics to the Associate Dean for Academic Affairs for inclusion in incoming first-year students' advising packets.
- Meet with new department faculty members; make sure they've checked in with the Provost's office and HR so that they are on the payroll and set up to participate in New Faculty orientation.
- If authorized to recruit, fill out the Job-Ad Questionnaire and send to the provost office. Once the job ad has been listed, follow the prompts for tt-track recruitments in
Interfolio to set up roles for your search committee members, or for replacement positions in AJO (continued to be used for this year only)

Late
- Remind faculty (especially new faculty) to set up reserve lists and binders in Library; check to make sure books have arrived in bookstore; set up Moodle sites.
- Some departments send "Welcome Back" letter to returning majors, containing important information about the upcoming year.
- Advise entering students (late Aug./ early Sept.) * (D)
- Placement exams in some departments.

September

Early
- Registration.* (R)
- Classes and seminars begin.*
- Introduce new faculty at first faculty meeting.
- Some departments have welcoming parties for new faculty.
- Begin planning for spring term schedule. (R)
- Departments using Philosophy honors model secure examiners and solicit questions.
- If you have been authorized to recruit for a tenure-track or longer term non-tenure track position, schedule a search committee or department meeting with the Associate Provost for Faculty Development and Diversity and the Director of Equal Opportunity and Engagement in Human Resources or attend one of the Open Sessions.

Mid
- Post copies of syllabi on Moodle syllabus site and send to library.
- Some departments meet with majors about comps, SHS essays, etc.
- Complete Provost's questionnaire about anticipated personnel decisions.
- Begin planning for new hires, replacements, etc; check with Provost about these. Tenure-track lines must go through both Provost and CEP. (P)
- Add/Drop and CR/NC declaration period end of second week of classes. * (R)
- Have a department meeting to discuss yearly assessment plans.
- Chair meets with staff to set goals for the year.

Late
- Meeting of the Board of Managers.*
- Lang and Cornell Visiting Professor nominations due.
- Verify class lists available through Faculty Services. (R)

October
Early

- Remind faculty of fall deadline for college research support applications.
- Some departments meet with students about graduate and professional schools.
- Gather department CVs for fall meeting with Provost and President. (P)
- Class schedule due in Registrar’s Office for spring semester. (R)
- Inform Interdisciplinary Program chairs of any new spring courses that could contribute to an interdisciplinary program.
- Off Campus Study in-house notification deadline for spring semester abroad (usually a few days before October break); the actual program deadlines vary.
- Submit requests for spring Writing courses to Curriculum Committee.

Mid

- Applications due for Faculty Research and Lang Discretionary Grants. (Oct. 15)
- Requests to CEP for faculty positions due October 15.
- Corrected proof of spring course schedule, lottery procedures, new course descriptions due to Register’s office. (around October 22). (R)

Late

- Meetings about departments begin with President and Provost. (P)
- Begin gathering sophomore paper materials for advising handbooks; this includes setting up a tentative schedule for two years and planning leave schedules. (D)
- Proposals for sabbatical leave due to Provost's office. (P)

November

Early

- Last date for students to withdraw ("W") from class or to change from a CR/NC to a grade.
- Spring semester book orders due in Bookstore.
- Departments provide a description of the requirements for the major and classes/seminars for the next two years to the Dean’s office for sophomore paper advising packets. (D)
- Begin to secure honors examiners.
- Receive budget materials from VP's office or Provost's office.

Mid

- Advising period for spring registration.* (R,D)
- Advising/pre-estimation of credit for students going abroad spring semester.
- Pre-Registration holds (as needed) may be sent to Registrar. * (R)

Late
• Budget due to Provost’s Office. (P)
• Pre-enrollment for spring semester; lists from Registrar sent to departments for possible lotteries. * (R)
• Faculty who want Writing Associates (WA’s) for spring semester should contact WA Program Director.
• Promotion/Tenure dossiers due in Provost’s Office. (P)

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December

Early
• Lotteried & non-lotteried pre-enrollment class lists due to Registrar. (R)
• Students receive results of pre-enrollment; advising follow-up. * (R)
• Meeting of the Board of Managers.*
• Classes end. *
• Last day (Dec. 1) for seniors to withdraw from the Honors Program.
• Continue to work on securing Honor Examiners.
• Proposals for college-sponsored second-semester sabbatical fellowships due. (P)

Mid
• Enrollment for spring semester.* (R) Final exams begin.*
• Seminars end.*

Late
• Final examinations end.*
• Winter Break.*

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January

Early
• Grades for students considered by Committee on Academic Requirements (CAR) due in first week of January, two weeks after exams. (R, D)
• Grades due in Registrar's office 3 weeks after exams. (R)
• Most graduate school letters of recommendation due.

Mid
• Classes and seminars begin.*
• Sophomore Paper advising process begins; students receive packets. (D)
• Sophomores meet with Deans' staff and some faculty to discuss sophomore paper process. (D)
*Late*

- Start working on schedule for fall semester.
- Add/Drop period & C/NC declaration period ends after first two weeks of semester. *(R)*
- Third year review dossiers due no later than January 26. *(P)*

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**February**

*Early*

- Departments hold informational meetings for prospective majors and minors. *(D)*
- Sophomores submit "Proposed Major" form to and are assigned a sophomore paper advisor. *(D, R)*
- Fall class schedule due in Registrar’s Office.
- Inform Interdisciplinary Program chairs of any new fall courses that could contribute to an interdisciplinary program.
- Applications due for Faculty Research and Lang Discretionary Grants. *(Feb. 1)*

*Mid*

- Sophomores meet with advisors, write Sophomore Paper.
- Sophomores submit sophomore papers to appropriate departments and programs and to the Dean’s Office. *(D, R)*
- Meeting of the Board of Managers; tenure and reappointment decisions made. *(P)*

*Late*

- Verify class lists available through Faculty Services. *(R)*
- Fall course schedule due to Registrar. *(R)*

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**March**

*Early*

- Spring break.*
- Chairs meet with Provost to discuss faculty/staff salary increases.
- Remind faculty of spring deadline for applications for research support from college.
- Departments meet to discuss and then accept, defer, or reject student applications for majors, Honors, and minors.
- Reserve rooms (Inn, Hotels, etc.) for honors examiners (some examiners stay with faculty hosts).
- Make plans/reservations for honors dinner.
• Most job searches are winding down; be in touch with Provost for approval of possible job offers. (P)
• Submit requests for fall Writing courses to Curriculum Committee (by spring break).
• Off Campus Study in-house notification deadline for fall semester abroad usually a few days before spring break; the actual program deadlines vary (some occurring before the in-house deadline).

Mid
• Summer divisional research grant proposals due.
• Pick up honors packets from Registrar’s Office and send packet to honors examiners (deadline is March 15); many departments do this earlier. (R)
• Deadline for AAs to send Honors Examiner Registration Forms to Registrar (March 15). (R)
• Degree candidates sent to departments. (R)
• Proof of fall schedule sent to departments. (R)

Late
• Last date for students to withdraw ("W") from class or to change from a CR/NC to a grade. (R)
• Corrected proof of fall course schedule due to Registrar; lottery procedures, new course descriptions etc. also due. (R)
• Fall semester advising begins.
• Begin to gather together materials for examiners.
• Notify students about results of major and/or minor applications (sophomore paper process); deadline is last day before fall semester advising begins (usually late March or early April); letter sent by department to student with copy to Registrar, indicating new major department advisor. (R)

April

Early
• Printed fall course schedule arrives. (R)
• Advising period for fall registration.* (R,D)
• Advising/pre-estimation of credit for students studying abroad fall semester.
• Pre-Registration holds (as needed) may be sent to Registrar. (R)
• Catalog copy made available online by Publication Office (changes/corrections to be submitted for coming year).

Mid
• Pre-enrollment for fall semester.*
• Written exams due from honors examiners by April 15; these must be checked by departments and instructors (see Honors Handbook).
• Pre-enrollment for fall semester; lists from Registrar sent to departments for possible lotteries. *(R)
• Chairs do performance reviews with all staff.

**Late**
• Collect all Honors theses and SHS papers and mail them to examiners by April 30; make sure all Honors plans for housing, travel, dinner, are complete.
• Corrected catalog copy due in Publication Office.
• Remind faculty to turn in book order lists to bookstore.
• Both lotteried and non-lotteried pre-enrollment class lists due to Registrar. (R)

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**May**

**Early**
• Students receive results of pre-enrollment; advising follow-up. *(R)
• Meeting of the Board of Managers.*
• Classes and seminars end.*
• Many departments have end-of-year parties for majors & minors.
• Final exams and Honors written exams.*
• Enrollment for fall semester. (R)
• Dean's office will request info for the incoming class.
• Request WAs for next year.
• Check list of potential graduating majors from Registrar's office. (R)
• Review professional accomplishments with colleagues potentially eligible for promotion during the following year to determine whether it will be appropriate to assemble a dossier. (P)

**Mid**
• Honors Weekend; chairs should communicate with students who fail to receive honors (see Honors Handbook).*
• Nominations for Ivy, Oak Leaf and Lang Awards.
• Chair has a conversation with each pre-tenure or multi-year temporary faculty member; report concerns to Provost.
• Senior grades due for all seniors for all semesters. (R)
• Make sure list of majors graduating is up to date. Resolve any difficulties with Registrar. (R)
• Phi Beta Kappa may ask about graduating majors who are on the cusp for PBK.

**Late**
• Last faculty meeting (Thurs. before Commencement) at which degrees are voted. Chairs must be present.
• Chairs toast retiring faculty in their departments at a reception following the last faculty meeting.
• Baccalaureate and Commencement. (This is also a reminder that faculty are officially on a 9-month schedule, although salary is usually distributed across 12 months. Faculty presence at Commencement, while not required, is very important to graduating seniors.)

June

Early
• All grades due. (R)
• Alumni Weekend. *

Mid
• Request paper transcripts for file folders of seniors.
• Reports due to Provost:
  o Department assessment report (June 15).
  o Faculty Hiring report
  o Faculty course load report
• Confer with colleagues about names of external scholars from whom letters might be solicited for tenure and promotion dossiers. (P)

Late
• Fiscal year ends June 30 (Submit all bills to Business Office before this date).
**EQUAL ACCESS AND ACCOMMODATIONS**

At Swarthmore’s core is a commitment to an inclusive community. To ensure that all have an equal opportunity to learn, work, and thrive in this community, we must provide electronic information and technologies that do not present barriers.

Ensuring equal and effective electronic and information technology access is the responsibility of all College administrators, faculty, and staff.

We are committed to making reasonable accommodations in order to provide students with disabilities an equal opportunity to participate in courses, programs, and activities.

This policy is in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973.

With respect to course materials our goal is to have all material in a format that enables as many students as possible to access it. However, when we are made aware of a particular need, the course material MUST be accessible. If for any reason, we are unable to do this we must provide a means of equally effective alternative access. Some examples of what we mean:

- Textbooks and other reading material must be friendly to screen readers
- Scanned documents must be scanned as text, not as images of text
- Audio files must have transcripts
- Videos must be captioned and captioned accurately
- When images are used they need to be described
- Course syllabi and assignments should be properly formatted to improve readability

For specific questions, please contact accessibility@swarthmore.edu

**DEFINITIONS**

“Accessible” means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease and effectiveness of use.

"Equally effective alternative access," with respect to information and communication technology, means an alternative format, medium, or other aid that timely and accurately communicates the same content as does the original format or medium, and which is appropriate to an individual's disability.

**Courses & Seminars**

**Course and Classroom Scheduling**

The Registrar's Office begins preparing the course schedule for each semester the previous semester. At the end of Drop/Add, a memo requesting your next semester’s projected course
offering will be sent from the Registrar's Office. This information can be submitted anytime (even prior to receiving the memo). The Registrar will make the first round of classroom assignments based on your stated instructional needs and requests. The Provost reviews schedule requests to be sure that each department spreads its offerings over the full range of course slots and adheres to the official course grid. If you have not done this, the Provost may ask you to revise your schedule before rooms are assigned. Draft schedules are printed and distributed after the semester break for your review and approval and are due back within the week. The final schedule is then prepared and sent to the printer. Changes in classrooms can be requested at any time and waiting lists for rooms are maintained throughout the semester.

It is important to help your colleagues choose times and rooms in a timely fashion. Work with your AA to ensure that classrooms of the correct size and needs are found. Encourage your colleagues to teach throughout the week and not just during Tuesday and Thursday mornings or Wednesday afternoons, the most popular times on the teaching schedule.

If your department is offering a new course that might be appropriately cross listed in one of the Interdisciplinary Programs, please contact the coordinator of that Interdisciplinary Program to let them know.

**Guidelines on Scheduling Conflicts Between Academics and Athletics**

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

1. Regular class attendance is expected of all students. Students who are participating in intercollegiate athletics should not miss class, seminar, or lab for practice.

2. Students who have a conflict between an athletic contest and a required academic activity, such as a class meeting or a lecture, should discuss it and try to come to an understanding regarding the conflict with their coach and their professor as soon as possible, preferably during the first week of the semester and certainly in advance of the conflict. When a mutually agreeable understanding is not reached, students should be mindful of the primacy of academics at Swarthmore. Students should understand that acceptable arrangements may not be feasible for all classes, particularly seminars and laboratories.

3. Students should take their schedule of athletic contests into account as they plan their class schedules and may want to discuss this with their academic advisors. Students should provide coaches with a copy of their academic schedules and inform them promptly of any changes.
4. Coaches should make every effort to schedule practices and contests to avoid conflict with classes and should collect their students' academic schedules in an effort to coordinate team activities and minimize conflict. Coaches should instruct students not to miss class for practice and should encourage students to work out possible conflicts between classes and contests as early as possible.

5. Faculty should provide as complete a description of scheduling requirements as possible to their classes early each semester (preferably before registration or during the first week of classes); faculty and coaches alike should work with students to resolve contest-related conflicts.

6. Coaches and faculty alike should avoid last-minute scheduling changes whenever possible, and faculty should normally avoid scheduling extraordinary class meetings. Where such meetings seem desirable, students should be consulted, and as the *Handbook for Instructional Staff* stipulates, the arrangement cleared with the Department Chair and Registrar. Where possible, extraordinary sessions should be voluntary or offered with a choice of sections to attend. When a schedule is changed after students have arranged their commitments, it is important for the faculty member or coach to be flexible.

7. Normally classes will end each day by 4:00 (5:00 on Fridays). Seminars will often extend beyond 4:00. Afternoon laboratories are usually scheduled until 4:15 or 4:30, and students who encounter difficulties completing a lab may need to stay later than the scheduled time. Students in all cases are expected to keep to their academic commitments and then attend practices as soon as possible.

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

**Credit for Work Done Outside of Swarthmore**

The student is responsible for providing the appropriate academic department with all the information needed to evaluate the course for possible transfer credit. The Registrar's Office has a form that can be used for this purpose (but the form is not required). If transfer credit is approved, notification should be sent to the Registrar in an email that includes the following: the name of the course, the name of the institution where the course was taken, when the course was taken and the amount of Swarthmore credit the transferred course will be given. Students are also responsible for providing to the Registrar an official transcript showing grades of C or better for this work. For credit for foreign study, see that section of this handbook.

The following policies are reprinted from the *Handbook for Instructional Staff*: 
Students who plan to study at another domestic institution should consult the Dean about a leave of absence and the chair of their major department for approval of their proposed program. (Students who do not yet have an approved major should consult their faculty adviser and/or the chair of the department to which they intend to apply for a major.) Intended courses must be listed and approval of the appropriate departments secured.

Upon returning to Swarthmore, students should consult with the appropriate departments about the nature and extent of the work in order for the departments to determine the appropriate amount of credit. Students should bring with them their syllabi, transcript, written work, exams, indication of class hours, etc. Work in other programs, especially summer school programs, may sometimes be given less credit than work at Swarthmore, but this will depend upon the nature of the program and the work involved.

**Credit for AP Exam Scores**
AP scores are forwarded from the Registrar's Office to the appropriate academic department for evaluation. Written (email) notice of awarded credit should be sent to the Registrar.

**Registration and Lotteries**
All students must be advised by their academic advisor prior to registration. If a student does not contact his or her advisor, the advisor may place a "hold" on the student's registration by notifying the Registrar by email or phone. (The "hold" is removed in the same manner.) All students approved to register for courses do so during a 3 day period using the Pre-Enrollment computer program available through mySwarthmore. At the end of pre-registration, pre-registration class lists are generated and made available through the Faculty Services website. Departments determine lotteries and return all of their class lists, both lotteried and non-lotteried, to the Registrar. The Registrar distributes to students their class schedule reflecting lottery results.

**Add-Drop Process**
ADDs: All course adds require the signature of the instructor on the Add form [pdf].
DROPS: Drops happen on mySwarthmore. No signature, no paper form.

Students no longer need an advisor signature to add or drop. But many consult their advisors. If the advisor is on leave or unavailable, they might consult with the department chair or class dean.
Automatic notifications: Advisors and professors (of both added and dropped courses) are notified automatically after students turn in an Add form, or make a Drop on mySwarthmore.

**Course and Seminar Size Limits**
Though class and seminar sizes often differ according to the subject, level, and prerequisites, the college has traditionally held to norms concerning minimum and maximum class sizes. The norm for a viable seminar is 4 students. In an Honors seminar the first spaces are held for Honors students. Seminars have traditionally been closed at 8 students, although some departments have set a maximum of 12 students. First Year Seminars are capped at 12 students. If enrollment pressure continues at that level for more than one or two offerings, the Chair should consult with the Provost about the possibility of offering the seminar more
frequently. The norm for a viable class is 5 students. Faculty members offering Writing Courses should be in contact with their chair about class size limits; writing courses may, but do not have to be, capped at 15. Faculty members may not cap the enrollment of other courses without permission of the Department Chair, who in turn needs authorization from the Provost. Any variation on these norms must have the approval of the Department Chair and the Provost.

**Faculty Teaching Load**

The following explanation of the faculty teaching load is taken from the *Handbook for Instructional Staff*:

The context of the College's policy on teaching loads includes, beside budgetary and logistical considerations, both the importance of scholarship and research to strong teaching at Swarthmore and the leave policy. On the other hand, strong undergraduate students and a tradition of serious attention to teaching are, practically speaking, factors in the teaching load, as are committees and other institutional participation, academic advising, and the supervision of individual student work, which is not normally accounted for in teaching loads.

The expected teaching load in the Division of the Humanities and Social Sciences and in sciences not requiring laboratory work is five units per year, a unit being defined as a single semester subject (course-title, section, or Honors seminar) taken by a group of students for credit toward a degree. In the laboratory sciences the normal load is on average ten contact hours per week; classes and Honors seminars count for three hours; Course laboratories count for three hours and Honors laboratories associated with two-credit Honors seminars count for six hours. Variations from the contact-hour norm occur as a function of scheduling problems, shared teaching responsibilities, and the intensiveness of laboratory supervision required, but the norm is expected to hold over time. The load for Department Chairs is a maximum of four units per year (and proportionately in the laboratory sciences). Chairs of the larger departments may be granted an additional course reduction by the Provost. Certain other special administrative duties may be included in teaching loads ad hoc with approval of the Provost. The College attempts to provide released time occasionally for the pursuit of scholarly work; Department Chairs, in consultation with the Provost, arrange for released time for members of their departments for research supported by grants from outside the College to a degree consistent with the instructional program of their department. In cases where a course or seminar is jointly taught by two faculty members, both may, with the approval of the Provost and particularly during the initial development of the course, count it as a regular unit. Half-credit offerings and other special formats are handled ad hoc by Department Chairs in consultation with the Provost.

All special arrangements with respect to teaching loads require approval of the Department Chair and ultimately of the Provost, each of whom has primary administrative responsibility for maintaining equity with educational quality within his or her respective purview. The Registrar's office prepares each term, from reports provided by faculty members, a comprehensive account of curricular units and their
The grading policy of the College shall be construed to mean, at a minimum, that a) course grades will reflect faculty members' evaluation of work completed by individual students, and b) the system of grading is to be used to distinguish between substantial differences in level of performance. Experimental procedures should be approved by the department chair and the Provost. (Adopted by the faculty, 27 May 1971.)

Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for meeting the standards of any course of study in which they may be enrolled. Members of the faculty are solely responsible for establishing and maintaining the academic standards of the courses they teach. Students who strongly believe they have been evaluated capriciously or with prejudice are free to bring the matter to the attention of the appropriate department chair, or if necessary, the Provost. Final judgment, however, must remain with the instructor.

At the end of each semester formal grades are given in each course either under the Credit/No Credit (CR/NC) system, or under the letter system, by which A means excellent work; B, good work; C, satisfactory work; D, passing but below the average required for graduation; and NC (no credit), uncompleted or unsatisfactory work. (See the college catalogue for a complete list of grades, including W, X, IP, etc.)

Faculty and students should bear in mind that any course with a grade of D- or better may be counted by a student toward graduation whereas a course with a grade of NC may not. A student must have at least 32 credits to graduate and must attain a graduation GPA of at least C (2.0) for the Swarthmore credits within the package of the 32 credits. A student with more than 32 credits may count the 32 credits with the highest grades toward meeting
the graduation GPA. Courses transferred from outside of Swarthmore (and approved by the department in question) may be counted toward graduation (as part of the 32 credits), but they will not be part of the Swarthmore GPA. For further information, contact the Registrar.

Applications to withdraw from a course and receive the permanent grade notation W (Withdrawn) must be received no later than the end of the 9th week of classes, or the 5th week of the course if it meets for only one-half of the semester. After that time, late withdrawals are recorded on the student's record with the notation NC (No Credit) unless the student withdraws from the College.

If a student is taking a course CR/NC, until the end of the 9th week of classes, students may reconsider and opt to receive a formal grade in the course.

**Incompletes:** The grade of INC means that a student's work is incomplete with respect to specific assignments or examinations. The faculty has voted that a student's final grade in a course should incorporate a zero for any part of the course not completed by the date of the final examination, or the end of the examination period. However, if circumstances beyond the student's control (e.g. illness, family emergency) preclude the completion of the work by this date, a grade of Incomplete (Inc.) may be assigned with the permission of the faculty instructor and the registrar. Note that "having too much work to do" is not, in fairness to other students, considered a circumstance beyond the student's control. A form for requesting an Incomplete is available from the registrar's office and must be filled out by the student and signed by the faculty instructor and the registrar and returned to the registrar no later than the last day of final examinations. In such cases incomplete work must normally be made up and graded and the final grade recorded within five weeks after the start of the following term. Except by special permission of the registrar and the faculty instructor, all grades of INC still outstanding after that date will be replaced on the student's permanent record by NC (no credit). Waiver of this provision by special permission shall in no case extend beyond one year from the time the INC grade was incurred.

**Late Grades:** Faculty members who do not turn grades in promptly do a great disservice to the students. Late grades damage the educational process by denying students prompt feedback and the opportunity to consider their academic programs in timely fashion. They also handicap students needing transcripts when job hunting, applying for graduate schools, or simply looking for summer employment in order to pay their college fees. It is therefore important that course grades be submitted as promptly as possible at the end of the semester. Grades must be submitted no later than three weeks after the close of the examination period in the fall semester and two weeks after the close of the examination period in the spring semester.

**Grade Changes:** Requests to change a grade must be directed to the Registrar for his or her approval. Grade changes must be made in writing directly from the faculty member who assigned the original grade. Grade changes are only permissible in the case of an instructor's error (normally of a computational or clerical sort), and not in response to the
receipt of late work, or for re-evaluation of student work. Any appeal of the application of this policy should be taken to the Provost, who has final jurisdiction over grade changes. Grade changes are normally only permissible for one year after the assignment of the original grade; any grade change over one year old must be approved by the Provost.

No instructor shall change the grade of NC to Incomplete after the grades have been turned into the Registrar's office. The grade of Incomplete must be approved by the faculty instructor and the Registrar in advance of the end of finals so there should be no chance of a computational or clerical error on which to base such a change.

Approval of Writing Courses

Department chairs are central in encouraging faculty to offer Writing courses at all levels of the curriculum and supporting faculty in the process of course development and approval. Department chairs are responsible for ensuring that existing Writing courses meet the stated criteria and for overseeing the process of creating new Writing courses in their departments.

The process for approving Writing courses is as follows – updates can be verified at http://www.swarthmore.edu/provosts-office/writing-courses

Already approved Writing courses
As departments plan/schedule course offerings each semester, department chairs should confirm that courses in their department already designated “W” meet the guidelines, or help faculty revise them so that they do. Previously designated Writing courses need not be reapproved, but chairs must ensure that these courses meet the guidelines. This is especially important in cases in which new faculty are hired to teach previously approved Writing courses or faculty have significantly revised a course.

New Writing courses
- Department chairs should oversee the development and approval of new Writing courses within their departments.

- Department chairs should share the guidelines below with all faculty who would like to develop Writing courses and work with them, as needed, to address the criteria. Chairs can suggest that faculty make use of resources – other faculty, Jill Gladstein in the Writing Program – that can be helpful in developing a Writing course.

- Department chairs must submit requests for new Writing courses to the Curriculum Committee by the Friday before October break for spring courses and by the Friday before spring break for fall courses. The request should include a syllabus and answers to the questions asked in the “Request for approval of a W course.” below. Only chairs can submit requests for approval to the Curriculum Committee.

- The Curriculum Committee will review requests immediately after fall and spring break to ensure that approved courses are designated Writing courses on the course lists available to students at the time of registration.
• All approved Writing courses are listed on the Registrar’s webpage at http://www.swarthmore.edu/Admin/registrar/page.phtml?sidebar=coursesinfo&content=wlist

Criteria for W courses
The criteria listed below provide guidelines that will help faculty design writing courses that meet stated goals for writing at the college and, in particular, in W courses. The Curriculum Committee will use these criteria in the process of approving W courses. If a faculty member wishes to propose that a course be approved as a W course even though it does not meet these criteria, he or she must demonstrate that the course meets the goals in alternative ways.

1) Courses designated as Writing courses must require multiple writing assignments that total at least twenty pages of analytic writing during the semester. Raw laboratory notes or journal observations would not qualify, nor would one term paper at the end of the semester.

2) Courses designated as Writing courses must pay explicit attention to helping students develop, compose, organize, revise and edit analytic prose appropriate to the discipline. This includes providing opportunities for students to learn how to identify and define a thesis; organize, construct and develop an argument; collect, organize, analyze and present evidence and documentation; and use grammar, mechanics, and citations effectively.

3) Courses designated as Writing courses must provide students with opportunities to use feedback to revise their writing. Feedback may include responses to both content and writing.

4) Writing course syllabi should include the student writing goals and information about how those goals will be addressed.

Additional policy guidelines for W courses
1) Writing courses will have priority in the allocation of Writing Associates, although being a W course will not guarantee assignment of a WA.

2) Writing courses may be limited to 15 students, with departmental approval. Faculty willing to work with larger numbers are welcome to do so.

3) Writing may be in English or in a foreign language.

4) Creative writing does not fulfill the requirement. English 1A will continue to fulfill the requirement, counting in the Humanities division.

Request for approval of writing courses
Faculty requesting that a course be approved as a Writing course should provide the Department Chair with a syllabus and answers to the following questions, which parallel the criteria approved by the faculty for Writing courses. Department Chairs will submit this material to the Curriculum Committee for approval.
1) What are your writing goals for this course?

2) What writing assignments are included in the course? Does your course include at least 20 pages of writing? Include number of assignments, approximate page numbers for each assignment, and the kind of assignment (response paper, lab report, analytic essay, etc.).

3) In what ways do you pay explicit attention in the class to helping students develop, compose, organize, revise and edit analytic prose appropriate to the discipline? (This includes providing opportunities for students to learn how to identify and define a thesis; organize, construct and develop an argument; collect, organize, analyze and present evidence and documentation; and use grammar, mechanics, and citations effectively.)

4) Writing courses must require revision. What opportunities are provided for students to receive feedback on and revise their writing? What assignments will be revised?

**Swarthmore Credit for Study Abroad**

In recent years, approximately forty percent of our graduates have studied abroad or participated in other approved, credit-bearing Off-Campus Study programs. A large majority of students participate for one semester, a small minority for two semesters. Students can participate during the second semester of sophomore year, either semester of junior year, and— with permission of the major department—during the first semester of the senior year. Students who wish to participate in the Off-Campus Study program must attend a general information session (normally offered one or more times each week when classes are in session). During these sessions they will learn about the application process, policies and procedures, and the credit approval process. Students are also required to have an advising session with one of the Off-Campus Study advisers and must complete an online Off-Campus Study application, specific to each program, available on the [Off Campus Study website](#), in addition to any other applications and forms required by the program to which they choose to apply. The application deadlines are normally early October and early February, however some programs have deadlines that are even earlier than that and some programs operate on a rolling admissions basis, so that it benefits the student to apply early in the application cycle. Therefore, those students may come to you even earlier to discuss pre-estimation of credit. Most Swarthmore students are accepted by their first-choice program and therefore, the large majority of the outgoing group is certain of destination by mid-semester. Only a small number learn of their plans later in the semester.

To receive Swarthmore credit students must conform to the provisions of the Swarthmore Semester/Year Abroad Program. Students who wish to receive credit must, for the semester or year abroad, pay the full Swarthmore charges of tuition, room, and board (excluding the student activities fee). Financial aid is normally applicable to approved Off-Campus Study programs. Students may receive up to five (5) credits for a semester or ten (10) credits for the year from a Swarthmore Semester/Year Off-Campus Study program.
Since off-campus study is an officially recommended part of the College's degree program, specific procedures have been established to award Swarthmore credit for off-campus study, to reduce uncertainty both for students undertaking off-campus study and for the academic departments and credit granting programs of the College.

For students enrolled in the Swarthmore Semester/year Off-Campus Study Program, an equivalent full load of Swarthmore degree credits will be guaranteed in advance for successful completion of a normal full load in either a semester-long or academic year-long program by obtaining the U.S. equivalent of a straight C or better in each course. In cases where students complete less than a normal full load in the off-campus study program, they can only earn proportional credit at Swarthmore. It is the joint responsibility of the departmental/program faculty advisors, OCS, and students to do their utmost to avoid duplicating coursework done either here or while off-campus.

There are three kinds of credit that may be awarded for students in the Swarthmore Semester/Year Off-Campus Study Program:

a) Departmental or program credits: These credits are determined normally before departure by departments and/or programs, when the course’s subject matter falls within the disciplinary purview of same. Course materials must be submitted according to departmental or program requirements. Departments and programs do not grade materials for these off-campus study courses. Grades earned must be the U.S. equivalent of straight C or better for credit at Swarthmore. These credits count toward the thirty-two credits required for graduation, toward completion of the major or minor, toward fulfillment of the twenty-course rule, and where appropriate toward fulfillment of the distribution requirement. The grades earned by the students in off-campus study programs will be entered upon their Swarthmore transcripts, with the four-letter department, program designation clearly noted. These grades are not computed in the Swarthmore GPA.

b) Off-Campus Study (OCST) credits: These credits are determined normally before departure by the Off-Campus Study office through the Faculty Adviser for Off-Campus Study for non-major/minor and non-distribution credit. These credits count toward the thirty-two credits required for graduation and toward fulfillment of the twenty-course rule. While this is intended for granting credit without specific designation to departments and/or programs, it may also be used to award work done in a foreign language when a student has less than two semesters equivalent or for interdisciplinary work that does not fall under the jurisdiction of one department and/or program. The grades earned by the students in off-campus study programs will be entered upon their Swarthmore transcripts, with the four-letter OCST designation and must be the the U.S. equivalent of a straight C or better for credit at Swarthmore. These grades are not computed in the Swarthmore GPA. OCST credit may be reevaluated at the discretion of departments and/or programs as meeting the requirements for a major or minor after a student returns to campus, but the OCST designation will remain. Students may receive up to a total of 4 OCST credits per semester of off-campus study.
c) Swarthmore credits: These credits are determined normally before departure by departments and programs that manage Swarthmore off-campus study programs. In rare circumstances, credits may be supervised by Swarthmore faculty for other off-campus study programs. Departments and programs are required to grade these off-campus study courses. These grades are computed into the Swarthmore GPA. Course materials must be submitted according to departmental or program requirements. This credit counts toward the degree like any credits at Swarthmore.

THE CREDIT PROCESS FOR STUDY ABROAD
Preparing to receive credit for study abroad falls into two parts: pre-departure and return.

Pre-Departure
1. The formal part of the pre-departure process normally begins when the student knows what program he or she will attend and has a good idea of the courses that he or she must or may take while abroad.

2. Prior to fall break and spring break, the Off-Campus Study Office sends to outgoing students the course pre-approval/credit pre-estimation form, along with instructions on what to do with it.
   a. The students will have a meeting with an Off-Campus Study Adviser before the student starts requesting departmental course pre-approvals and credit pre-estimations. Often, the Off-Campus Study Office can provide departments and programs with information that they will need in order to deal with the form.
   b. Normally, the students will visit the academic departments from which they seek to get pre-estimation of credit, and will meet with their major department adviser, during the advising periods in early November and in early April. Departments who cannot accommodate outgoing study abroad students during the advising period should advise the off-campus study office.
   c. The form may be dealt with by the chair or anyone in the department or program authorized to do so. Normally, the student will go to the chair, unless our office has been instructed to tell the student otherwise.
   d. For each off-campus study course brought to your department or program, there are three questions:
      i. Can your department or program properly evaluate this course? If 'no' to this, send the student back to the Off-Campus Study Office (or, if it is clear to you which department should evaluate the course, send the student there).
      ii. If 'yes' to (i), how much credit do you estimate that your department or program will award for successful completion of the course? This should include an assessment of whether the student has completed any pre-requisites set by your
department that must be taken before the student can get credit for one or more courses taken outside of Swarthmore, as well as a determination if the number of credits that the student seeks from abroad exceeds the number of credits, set by your department, that a student can receive for work done away from Swarthmore.

a. For many, perhaps a majority, of the courses that our students will do abroad, the evaluating departments and programs have had enough experience with the university, the program, perhaps the specific courses to have a very good idea how much credit they will give for the course.

b. If this precedent does not exist, there are two recommended sources of information to help you estimate credit: 1) information on the content of the course provided to you by the student: minimally, just the course title; maximally, a full syllabus, more commonly, a catalog description. 2) information on how much Swarthmore credit would be full credit for the course, in the event that you later on decide to give full credit. If the student is in a semester program and is doing four equally weighted courses, one of which has been brought to you, this should be easy to figure out. However, many programs and foreign universities divide up their academic years in ways other than how Swarthmore does it. In these cases (the 'unusual fractions' programs), we have to translate their fractions into our fractions, to know how much Swarthmore credit would be full credit for courses done with these programs. This is one reason why the Off-Campus Study Adviser should sign the form before the student brings it to you: if the student is going to an 'unusual fractions' program, the Office of Off-Campus Study will do its best to sort this out for you.

iii. Extra work/credit added option: If, upon return, the student receives less credit than he or she needs or wants for a specific course, the student may, at the discretion of the evaluating department, be permitted to do extra work set by the department to increase the amount of credit awarded. For each course, the pre-approving department is asked to indicate on the form whether or not this option will be available for that student for the course(s) being pre-approved. In cases where a department is already familiar with a specific course, the extra work option may be offered in advance so that the student can complete the work, e.g. an extra paper while abroad.

e. The OCS Credit Evaluation System will alert the student's faculty adviser of the courses that the student plans to take abroad. The academic advisor’s role is to check that the student is on track for completion of a major and other requirements for the degree on schedule. If you are in doubt about this let the Office of Campus Study know what problems you are seeing. The Office of Off Campus Study and the Dean's office will gladly work with the student and you on this toward a resolution that is in the best academic and personal interests of the student.
f. For the majority of our students, there is no particular course they must do abroad to graduate on schedule, or even department in which they must do work. But for some, especially natural science majors, this is often not so. If a specific course (e.g., advanced organic chemistry), or type of course (e.g., electrical engineering), is needed to complete the major (or, e.g., pre-med requirements) on schedule, we usually have very good resources available to us for getting the relevant information. The Off-Campus Study Office is glad to work with majors and/or approving departments on this. Sometimes, though, best efforts notwithstanding, the answer will be no. In this case, the student should be advised and then asked to make the decision on whether or not to go.

g. For reasons that are beyond students' control (as well as for some that are not), our students frequently change their course programs when they get to their destinations. Students are asked to add these to the OCS Credit Evaluation System as soon as possible and then evaluators will receive emails that they have courses to review.

h. Major. Although there is no College regulation on this, off-campus study and registrar's and Dean's offices feel that it is a very good idea for students who will be away second semester of sophomore year to have their applications for majors in before they go. We hope that departments and programs will do all that they can to help with this.

i. Off-Campus Study and Honors. With the permission of the sponsoring department, an honors preparation may be based upon work done abroad. Department chairs need to monitor such preparations carefully to make sure that they meet the College's honors standards. Normally, a necessary condition for approval of any such plan is that the sponsoring department can see clearly and fully in advance what the preparation will consist of, and how the student will complete the overseas part of it. Off-campus study based honors preparations may combine a course done at Swarthmore with work done abroad, and/or add reading done here or a thesis to work done abroad. In recent years, there have been only a small number of honors preparations based on work done abroad. Some departments refuse to sponsor an honors preparation based on work done abroad.

Note: In most cases, students must complete a full load by the standards of the program abroad. Students may not drop below the full load without permission of the off-campus study office. A full load abroad must be equivalent to four Swarthmore credits.

Return

1. All returning students must see the Faculty Adviser for Off-Campus Study during the first weeks of the semester that they return to campus. When they do so,
a. The Faculty Adviser for Off-Campus Study reviews students' programs with them and discusses what course materials they should upload into the OCS Credit Evaluation System, including the completed OCS Course Summary form (which provides an overview of the academic materials submitted and how the course was assessed). Once the student is satisfied that they have uploaded all relevant materials, OCS will forward the course to the department/program responsible for evaluating the student's off-campus study work for credit. Note that this does not include courses that were pre-estimated for OCST credit (which are reviewed by the OCS Faculty Advisor) or for which the reviewing department indicated “Y” for autocredit (autocredit does not require further review).

b. You may provide whatever additional instructions you wish in this regard directly to the student, especially if your department has additionally required forms or other information.

c. If, when the course was pre-estimated, the reviewer chose “N” for electronic submission of course materials, the student will be obligated to submit their materials to you in paper form according to a pre-established deadline (usually within the first six weeks of the semester). Such students will have a form for the department to sign, thereby signifying that the student has deposited the course materials with the department. Instructions for this will be on the form.

2. You may discuss the students' work and courses with them as fully as you want, up to and including examining them on what they have done.

3. Sole responsibility for determining the amount of credit for off-campus study courses is with the departments and programs that are doing the evaluating.

4. When the department or program has determined the appropriate amount of credit for the course it is evaluating, they will either check this off in the OCS Credit Evaluation System or, the case of review of paper materials, an email should be sent to the registrar naming the student, the course, and the amount of credit approved. Send the email to the student and to the Off-Campus Study Office: Jana Judge, jjudge1@swarthmore.edu, and copy Rosa Bernard, rbernar1@swarthmore.edu.

5. Transcript. All students must request that an official transcript from their off-campus study program or direct-enrollment university be sent to the Registrar. The Registrar's office cannot enter credit for study abroad on the student's Swarthmore transcript until the official program transcript is in the Registrar's office. Often, these are slow in coming, sometimes not until mid-semester or even later. The Off-Campus Study Office, the Registrar's office and the Dean's office urges departments and programs not to wait for a copy of the transcript before doing the credit evaluation and submitting the results to the Registrar. This process is much too drawn out as it is, and the delays that have often occurred have occasioned serious administrative problems for the College. Normally, the only relevant information that is on the transcript is the name of the course, the program's credit weighting, and the grade. The first two of these are available in the OCS Credit
Evaluation System, and you do not need to award a grade. So, we hope that you will not find it necessary to wait for a copy of the student's transcript before evaluating the course for credit.

For more details about how students obtain credit and how departments grant credit for off-campus study, consult the Office of Off-Campus Study or its Web site.

**Postscript: Summer Study Abroad**

Students who are thinking about summer study abroad should note: Summer study abroad is outside of Swarthmore's Off-Campus Study program. This means:

1. Financial aid is not applicable to summer study abroad.

2. Courses done abroad in the summer will be evaluated for Swarthmore credit under the same regulations that apply to summer school courses done domestically. This means that OCST credit cannot be awarded for summer work done off campus. If students plan to study abroad over the summer, and if they want or need Swarthmore credit for the work that they will do abroad during the summer, they should complete the course pre-approval/credit pre-estimation procedures for summer academic work, using forms available on the Registrar's website.

**Distribution Credit**

College policy with respect to distribution credit can be found in the college catalog where there is a list of departments by division for purposes of the distribution credit. With respect to possible distribution credit for courses cross-listed in departments in different divisions, the faculty adopted the following policy on 2/16/2001:

Courses which are cross-listed between two departments in different divisions may (with the permission of the instructors, departments, and divisions involved) fulfill the distribution requirement in one of the following ways: (a) in only one of the divisions so identified but not in the other; (b) in either division (but not both), depending on the departmental listing of the course on the academic record; (c) in neither of the divisions. In certain cases the course may fulfill the distribution requirement according to the nature of the work done in the course by the individual student (i.e. a long paper in one of the departmental disciplines).

Instructors, departments, and division chairs will confer about the distributional status of such courses, render a decision, inform the Registrar of the decision and make certain that the distributional status will be clear in the catalog description for the course.

**Catalog Copy**

Each academic department and program at the College is responsible for updating all appropriate sections in the catalog each year on a shared, campus wide server. Department chairs, interdisciplinary studies program coordinators, and administrative assistants should be in communication to provide all of the necessary details, carefully following distributed
guidelines for accessing electronic documents. To receive a copy of these directions or to change the existing person responsible for making department corrections, contact Publications at x8568.

Necessary updates include corrections to the department or program masthead and the general faculty listing. Chairs are also responsible for updating information on departmental majors, minors, and course offerings. Each department must also supply the names and class years of recipients for the Awards, Prizes, and Fellowships list.

**Student Advising**

**Equal Opportunity Considerations**

Consistent with the College's equal opportunity policy and in compliance with federal regulations, Advisors are asked to take particular care that their advice on course choice, major field, and career aspirations is not influenced by an advisee's sex, race, sexual orientation, or physical disabilities. Societal stereotypes about appropriate gender roles, preconceptions about the limitations imposed by physical disabilities, and even realistic appraisals of racial prejudice in the world of work should play no part in advice given to students. It is crucial to talk openly about this with the members of your department at the start of each academic year.

**Preparing for the Incoming First-year Class**

In the late spring, the Dean’s office asks Department Chairs to provide a list of faculty available for the advising of first-year students the following year. Faculty are considered to be available if they have taught at Swarthmore for at least one year, if in a temporary position they have at least two years remaining on their contract, if they are not on leave, and if they are not currently serving as department chair. (Department chairs are understood to be focused primarily on the advising of upper class majors and hence are normally exempted from first-year advising responsibilities.)

Also in the late spring Department Chairs are asked to proof read and revise their department’s information about registration and lotteries, which will be sent to first-year students in the summer and given to them again when they arrive on campus. Since each department’s entry courses and procedures are different, this information is crucial to new students.

In early July the office of the Associate Dean for Academic Affairs sends a packet of academic information to all incoming students. An academic packet is also readied for students’ arrival, and includes, among other things, last minute information from departments about course changes.

The Associate Dean matches first-year students with academic advisors and, shortly before students arrive, sends a packet of information to each advisor as well as to the department chair. This packet includes advisee folders and the Academic Advisor Handbook, as well as relevant college publications. New advisors are invited to an information session with the Associate Dean at the beginning of new student Orientation. All academic advisors are asked to attend an Advisors Meeting during the new student Orientation period, at which announcements are made and faculty reminded of information needed by students for effective course scheduling and planning. Department chairs with news of changes in their department’s offerings or requirements are asked to inform the faculty advisors at this meeting, as well as by other means.
Department chairs or their designates are also asked to staff tables at the annual Departmental Advising session during Orientation, an efficient way for students to receive information from a range of departments. Individual advisor-student sessions follow.

**Sophomore Paper Process**

**Preparing Materials for the Dean’s Office**
The office of the Dean of Students takes responsibility for coordinating the Sophomore Paper process by which students apply for majors and minors. By early November, department chairs and program coordinators should submit to that office the information they want distributed to all sophomores and to academic departments regarding (1) requirements for their major and/or minor, and (2) courses and seminars expected to be offered during the next two years. The information from all departments and interdisciplinary studies programs will be available to students on the web at: [http://www.swarthmore.edu/x8420.xml](http://www.swarthmore.edu/x8420.xml).

**Advising during the Sophomore Paper Process**
*The Associate Dean for Academic Affairs updates chairs and AA’s annually about the Sophomore Paper Process. A brief description follows:*

Sophomores who will be away during the spring semester are asked to apply for a major before they leave, which requires some advising on the part of the department. Department chairs should be prepared to field questions and to accept sophomore papers from such students during November and December of the fall semester. Departments may take action on those applications at the time of submission or wait until all sophomore papers are considered in the spring.

Most sophomores will proceed through the sophomore paper process during the spring semester. Departments are asked to offer informational sessions for interested sophomores, which are scheduled by the Associate Dean’s office for the late afternoon or early evening during the second and third weeks of the spring semester. The format and content of these informational sessions vary by department, sometimes including all or multiple faculty members but almost always including the department chair.

Once sophomores have had the opportunity to attend all the departmental informational sessions, they are asked to submit a *Request for a Sophomore Paper Advisor* form to all departments and programs with which they expect to be affiliated. Chairs then assign each student a sophomore paper advisor who meets with the applicant at least once, and often twice, to review the student’s proposed program and essay. This sophomore paper advising period lasts for two weeks, after which sophomores submit a copy of their sophomore paper to each relevant department and program and to the Dean’s office.

Chairs are asked to send a letter of acceptance, deferral, or denial to each student who has applied (with copies to the registrar and other relevant departments), and to do so before the advising period for fall registration begins. They are also asked to give the Registrar a list of the students who have applied, the action taken, and the advisor within the department now assigned for each student who has been accepted or deferred as a major or minor. Responsibility for the advising of majors and/or minors (both accepted and deferred) is at this point transferred to departments.
Course Scheduling and Faculty Leaves
Chairs will need to plan for faculty leave schedules well in advance of the actual leaves themselves in order to secure approval from the Provost for leave replacements (unless the department is already staffed for leave) and to plan course offerings for the students. For the purposes of sophomore paper advising, a tentative leave schedule needs to be in place for the students' junior and senior years. Sometimes these leave schedules must be modified after the sophomore paper schedules are out (especially since faculty don't know ahead of time whether they will secure funding for the second semester leave). Many departments post a tentative schedule of faculty leaves on their bulletin boards or websites. For more details on planning for faculty leave replacements and hiring faculty, see the appropriate sections under Personnel.

Advising of Majors & Minors

Advising
All students who are accepted or deferred by the major are assigned an advisor in the major department. Some departments parcel out the majors to a number of faculty advisors in the department. In many departments the chair does all the advising of majors. Someone in the department (usually the chair) may also do informal advising of Honors minors. Students who double major will have a major advisor in each department. Interdisciplinary Program minors are normally advised by the program coordinator.

Advisors help majors shape a course of study over their last two years at Swarthmore, paying particular attention to the major requirements. They also advise majors in their course and seminar selection during preregistration for each semester. Students are normally required to consult with the major advisor before preregistering, and advisors have the option of placing holds in the Registrar's office on advisees who do not consult with them so that they may not enter into preregistration.

Most departments now have a set of hand-outs or materials on their web-sites which explain the nature of the major, the Honors Program, the thesis (if required), comprehensives, etc. This information is also of use to prospective majors and minors.

Some departments have occasional meetings with their majors and minors during the year. Many departments have a gathering at the beginning of the year, and most now have some sort of end-of-the-year picnic or party. (Faculty members should be mindful that serving alcohol to students under the age of 21 is against the law.)

In scheduling seminars, chairs should take special care to review the Honors programs of majors and minors who have seminars scheduled for the upcoming term to try to avoid booking a student's seminars at the same time. The procedures for this are outlined in the Honors section of this Handbook.

Checking Majors’ Requirements for Graduation
Chairs and AAs need to make sure that their majors and minors are aware of the departmental requirements for graduation and check periodically to make sure that the students are making satisfactory progress in meeting those requirements. The Registrar periodically informs
students about their status with respect to graduation requirements. Chairs are sent copies of these Degree Audits. The Junior/Senior Checklist might be useful for students and/or faculty to help keep track of college and departmental requirements that must be fulfilled.

In May the Registrar will request a list certifying your seniors as having completed all departmental requirements. Chairs and AAs should not wait until May of the senior year to check on such requirements, even though the students are themselves ultimately responsible for understanding the requirements and for meeting them.

**Major(s) and minor(s)**

The college recognizes the educational value of both depth and breadth. Depth in a major allows a student to concentrate on the fundamental knowledge and skills of a particular discipline. Work in a minor facilitates this to a lesser degree in a secondary field; it produces a “focused breadth.”

Another kind of breadth is represented by the divisional requirements and the 20 course rule. These requirements recognize that the hallmark of a liberal arts education is a broad exposure to a variety of academic disciplines. By studying in fields across the curriculum, students may discover new intellectual interests and also make novel connections between traditional disciplines.

In order to maintain both depth and breadth, the college limits the number of majors and minors which a student may pursue. The requirements and rules of the program are as follows:

1. Students are required to have one major. This is the only requirement. A second major, minors, and Honors are optional.

2. Students may have up to two majors; a student with two majors may not have a minor.
   *Exception*: A student who chooses an Honors major plus minor may have a second major outside of Honors if that second major is the same subject as the Honors minor. This is the only circumstance in which a student may major and minor in the same subject.

3. Students may have one or two minors, if they have only one major.

4. A minor may be completed in course or as part of an Honors program.

5. All majors and minors must be approved by the departments or programs.

6. Most departments and programs, though not all, will offer course minors. Those departments or programs which do not offer course minors are: Comparative Literature, Economics, Political Science, Sociology & Anthropology, and Studio Art. (These departments or programs will continue to offer Honors minors.)

7. A student who chooses an Honors major plus minor may have an additional course minor outside the Honors Program.
8. Minors will include at least five credits, four of which may not overlap with the student’s major or other minor. The overlap rule applies to any two entities taken at one time but not collectively to three entities taken together (it is a pair-wise not a global overlap rule). This means that a student who has a major in Medieval Studies, for example, and minors in English and Women's Studies, must meet the overlap rule in each possible pairing but not in the three taken together. So a course might overlap between Medieval Studies and English and a different course might overlap between Medieval Studies and Women's Studies. The exceptions to the overlap rule are as follows:

Exceptions:
The overlap constraint is not applicable to courses that departmental majors or minors MUST take in other departments; e.g. Mathematics courses required for an Engineering major are not automatically excluded from a minor defined by the Department of Mathematics and Statistics.

For an Honors major who is also a double major, the overlap constraint does not apply to the relationship between the Honors minor and the second major since these will always be in the same field (see 2a above). Thus an English Honors major who is a History Honors minor and also a History course major as part of a double major is not violating the constraint.

**Reporting Student Academic Concerns**

Faculty may report a student concern to the deans at any time during the semester through the Faculty Services webpage and will be reminded of this opportunity near the middle of each semester. These reports are advisory only and do not become part of a student's permanent record. They are intended to bring attention to problems a student may be having with a class, from lack of comprehension to non-submission of assignments to poor class attendance.

The report is sent from the Faculty Services page to the deans; the deans may then send a copy to the student and to the advisor. Often, receipt of the report is enough to prompt a student to improve his or her situation; advisors may counsel the student as well and help arrange tutoring or other forms of academic support. Should the deans receive reports on a student from two or more courses, they will also check on the student.

Reports may be sent at any time, even through the examination period, though more options are available the earlier a problem is identified. This is particularly important when one option to consider is Withdrawal from the course, since the last date to Withdraw from a course is the end of the ninth week of the semester.

Faculty may also contact the deans less formally at any time with concerns about a student. Any questions about these processes should be addressed to the Associate Dean for Academic Affairs.
**Academic Honesty: Departmental Guidelines for Students**

Departments should make clear to students at various levels what the rules for academic honesty are with reference to the particular discipline. Students may need guidance, especially at entry levels, about proper documentation and citation. Though they will also have access to general rules about academic honesty and the nature of plagiarism from their student handbooks, they will often need to understand the rules of citation in a particular field. Many departments have a brief handout on such rules that they give out regularly to their classes or at least to all their introductory classes. We highly recommend this. The more students are reminded of the rules of proper citation and the acknowledgment of sources, the better. Students may also need to understand the rules with regard to documentation of electronic sources. Please share with the members of your department the college statement on plagiarism - [http://www.swarthmore.edu/cc_collegelife.xml](http://www.swarthmore.edu/cc_collegelife.xml).

Several departments have prepared statements regarding academic integrity that can be found on the server. These statements include definitions and illustrations of plagiarism and a description of the proper use of citations. To find this folder, go to the Chooser and click Data and Software, then Faculty and Administration, then Faculty and Committees, then Department Statements on Plagiarism. If your department does not have such a guide, ask around in your division for examples or check this folder.

The College subscribes to a service called turnitin.com. Turnitin.com is an easy-to-use Web-based application that helps detect and prevent plagiarism. This service makes it easy for faculty to determine if a research paper has been copied or paraphrased from the Internet by comparing student papers with millions of documents on the Web, digital books and every paper ever submitted to the site, by looking for matching sequences. Once you create an account you will be able to add and update classes, submit papers for review, and view originality reports. More information on this service can be obtained on the library website and from the Head of Reference Services at McCabe Library, x8492.

Please contact the Dean’s office if you suspect one or more of your students has committed plagiarism.

We reprint the following policies on academic freedom and academic misconduct from the Handbook for Instructional Staff below as a reminder to faculty who are chairs that they should be familiar with these policies and willing and able to lead and mentor their colleagues in these areas.

**ACADEMIC FREEDOM AND RESPONSIBILITY**

Swarthmore College has long subscribed to the fundamental tenets of academic freedom articulated in the 1940 Statement of Principles on Academic Freedom and Tenure by the American Association of University Professors. This doctrine has been reiterated and amplified in the Association's 1970 Statement on Freedom and Responsibility. Swarthmore College adheres to the 1970 Statement, relevant portions of which are reproduced below. The complete texts of the Association's 1940 and 1970 Statements may be found in A.A.U.P. publications.
Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

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

It is a teacher's mastery of a subject and his or her own scholarship which entitle that teacher to the classroom and to freedom in the presentation of the subject. Thus, it is improper for an instructor persistently to include material which has no relation to the subject, or to fail to present the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum.

Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to his obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, she or he cannot escape the responsibility of that choice, but should either request a leave of absence or resign his academic position. ( Adopted by the faculty, 25 May 1971, approved by the Board of Managers, 3 April 1971; revised, spring of 2001).

ACADEMIC MISCONDUCT

I. Considering Academic Misconduct Cases
   A. Academic misconduct is defined as a violation of the College's standards of academic integrity whether these violations are intentional or unintentional.

   B. The College Judicial Committee will adjudicate academic misconduct cases.

   C. In academic misconduct cases the Dean of Students, who chairs the CJC, acts as a neutral procedural facilitator, not as an advocate or a judge. The Dean of Students, as
chair, and the Associate Dean for Student Affairs, as observer, are ex officio, non-voting members of CJC.

II. Procedures
A. An instructor who has good evidence to suspect a student or students of academic misconduct (e.g. cheating on an exam; plagiarism on a paper, lab reports, problem sets, or honors work) will, at the instructor's discretion, consult the department chair about the case. Mere suspicion on the part of a faculty member that the student’s work does not sound right is normally not by itself sufficient grounds to bring a case forward in the absence of good evidence. Good evidence may include, but is not limited to the following:

1. Some of the student’s work coincides with or closely paraphrases a source that is not properly acknowledged. Sources that must be acknowledged include, but are not limited to, books, articles in books, journal articles, web pages, graphs, charts, tables, data sets, etc. in any of the sources just mentioned. Proper acknowledgment must indicate both the source and how it served as a source for any specific portions of the student’s work that have been based on it.

2. Glaring coincidences in the work of students on exams, papers, problem sets, etc., where cooperation in producing the work was not permitted.

B. In any event, the instructor will meet with the student (or students) to present evidence to the student(s) and may, at the instructor's discretion, invite the department chair to be present.

C. After this meeting, if the instructor's suspicions are not allayed, the instructor will submit a report to the Associate Dean for Student Life. The report will include a narrative of the incident and evidence supporting the charge and is read by the accused and all members of the hearing panel.

D. In some cases the Associate Dean will provide copies of the report to all faculty members of the College Judicial Committee, including alternates, and will call a preliminary meeting of the faculty members of the CJC for the purpose of determining the merits of the case. If in the judgment of this group there are sufficient grounds to warrant a hearing, the Associate Dean will schedule the hearing at a time mutually convenient to the committee members of the CJC and the student charged with academic misconduct. The Associate Dean will inform the student of the charge and his or her right to have a support person present at the hearing. The support person must be a current member of the Swarthmore Community and may be a fellow student, a faculty or instructional staff member, or a member of the staff and may not speak at the proceeding. Normally, all evidence to be considered must be submitted by the accuser and the defendant to the Associate Dean for Student Life prior to the hearing.

E. Before sanctions are rendered, the Associate Dean will provide the Committee with an updated summary of the previous cases and their disposition.
III. Sanctions
A. The College Judicial Committee will consider the case, make a finding of guilty or not guilty on the basis of the preponderance of the evidence, and determine an appropriate sanction if a finding of guilty is reached.

B. In determining a sanction the Committee will consider all the circumstances of the case including the intent of the student, the character and magnitude of the offense, the considered evidential judgment of the faculty or instructional staff member bringing the accusation, and mitigating circumstances. It is the opinion of the faculty that for an intentional first offense failure in the course may be appropriate. Suspension for a semester or deprivation of the degree in that year may also be appropriate when warranted by the seriousness of the offense.

C. For a second offense the penalty normally should be expulsion.

IV. Appeals
A request for an appeal may be brought to the President and the Provost within ten days following a guilty decision by the College Judicial Committee but only on the grounds of new evidence or procedural error. If the President and the Provost decide that this new information warrants an appeal, they will appoint a new committee of two faculty and two students to review the case. The decision of the appeal committee is final. The committee may confirm the decision of the CJC, reduce or increase the sanctions, or dismiss the original charges.

The Honors Program
Introduction
This section contains a brief description of the Honors Program with particular emphasis on the Honors tasks which departments must manage each year. Chairs and AAs should read the Handbook of Policies and Procedures for the Honors Program available at http://swarthmore.edu/honors.xml. If you have questions, contact the Honors Coordinator, Grace Ledbetter, Prof. of Classics, and consult the website, containing pdfs of all essential information packets: http://www.swarthmore.edu/honors-program

Background: The Honors Program was established in 1922 and modeled on the tutorial system at Oxford. Many features of the original program remain intact: faculty working with small groups of dedicated and accomplished students; an emphasis on independent learning; students entering into a dialogue with peers, teachers, and examiners; a demanding program of study in major and minor fields; and an examination at the end of two years’ study by outside scholars. The key features of the current program, which was revised in 1994, are as follows: (1) four preparations (three in a major and one in a minor, or four in an interdisciplinary major); (2) flexibility in the mode of preparation to include seminars, course combinations, theses or research projects, study abroad, work in studio, creative, visual, and performing arts, and community-based learning; (3) inclusion of interdisciplinary programs such as Public Policy and Black Studies as sponsors of honors minors; (4) flexibility in the modes of examination; (5) Senior Honors Study (optional at the discretion of the department and
interdisciplinary program) whose purpose is to enhance and where appropriate integrate the work of the preparations; (6) the grading of preparations by Swarthmore instructors (except theses and certain other original work which is graded by outside examiners) because such grades have been increasingly required for entry into graduate and professional schools; and (7) evaluation of honors preparations by outside examiners.

Application: Students normally apply for an honors program in consultation with advisors in the spring of the sophomore year while they are writing their sophomore papers. Proposed honors programs may be accepted, deferred, or rejected by departments. Prerequisites and standards for entry into the program vary, and departments should communicate these clearly to students in the sophomore paper materials. Some students may apply for honors during the junior year; the latest day of application according to Curriculum Committee guidelines is the last day of classes in the fall semester of the senior year--if it is still possible for such students to complete all the honors requirements. Once students are accepted into the honors program, they are expected to meet the honors standards set by their major and minor departments. Students who do not meet these standards may be asked to withdraw from the program. Students who wish to make changes in their honors programs should communicate with their advisors in both the major and minor departments. The latest deadline for changing an Honors Program is the end of the fall term or beginning of spring term of the senior year (the exact timing may depend on individual departmental policies). After that no changes in program will be allowed, as the college must secure examiners on the basis of the program. The deadline for students in departments where the examiners' questions or topics are given out in the fall of the senior year is the point at which the questions are received.

Students will have their Honors programs and their individual Honors preparations tracked by the major and minor departments throughout the junior year. Any changes which students make in their programs must be communicated to the departments directly. Early in the fall semester of the senior year, Diane Collings, the Associate Registrar, will send out a "Senior Honors Program" form to all senior Honors candidates. Students will fill out these forms, indicating their individual preparations, and obtain the signature of approval of their major and minor department chairs or department honors coordinators. Students will then submit the original to Diane Collings, keep one copy for themselves, and give one copy to the major department and one copy to the minor department. The Associate Registrar will then use these forms to plan for the external examinations. Any subsequent changes to this final program must pass through the same approval process as described above, ensuring that the Associate Registrar is fully informed of any change.

Withdrawal: Under current guidelines, students will not be allowed to drop Honors after December 1 of the senior year (or after they have seen their examination questions in the fall under the Philosophy model). This is about the time when most departments are securing examiners for the Honors exams. In the case of extraordinary circumstances, students who wish to drop Honors after that date must secure the approval of their major and minor department or program chairs and then with those chairs petition the Curriculum Committee for a waiver, providing a detailed explanation of the circumstances in question. Students who drop Honors must fulfill the college's regular comprehensive requirement for the major. In the case where a student has completed or is currently completing a credit-bearing SHS mode
as part of the Honors Program, the student should be careful to consult with the department about the consequences with respect to SHS credit of withdrawing from Honors. In some cases, a student who withdraws from Honors may not receive the SHS credit. This will vary according to departmental policies. It is also the case that a student who withdraws from Honors will not receive the option of counting 1 credit of SHS as outside the department for purposes of the 20 course rule (in departments where this is normally the policy). Students may be asked by their major or minor departments at any time to withdraw from Honors if they are not meeting the standards and requirements set by those departments.

**Honors Majors & Minors:** Students must have a major and a minor in the honors program (or an interdisciplinary major which incorporates work in at least two departments). For the Honors Special Major, see below. Honors students who want to pursue a double major at the college must do one of their majors as the honors major; the other major must serve as the honors minor. Taking honors examinations and completing the honors program satisfies the college's comprehensive requirement for the honors major only. For the second major, students must satisfy the regular course comprehensive requirement (even if this second major is also the honors minor). Students who pursue an interdisciplinary Honors major may also do a separate course major.

**Honors Preparations:** Each honors preparation must be at least two credits. The nature of the preparations may vary. Current options include a double-credit seminar, a combination of two related courses, a course packaged with a related single-credit thesis or single-credit seminar, a double-credit thesis, a project in the creative or performing arts, a community-based learning project and so on. Students may also, with the consent of the appropriate major or minor department and the foreign studies advisor, pursue honors preparations as part of their study abroad or away from Swarthmore. Students should check with their advisors in the major and minor about the various possibilities for honors preparation. All honors preparations are now graded for purposes of the transcript by Swarthmore instructors, except for theses and certain other projects, which are graded by the outside examiners. For grading procedures involving a single-credit thesis packaged with a related course or seminar, see the Honors Handbook.

**Separate Components:** Any Honors preparation made up of separate components (such as two related courses, or a course plus attachment, or course plus single-credit thesis) must have a single examiner for the entire package of related components. A student may not have more than one examiner for a single preparation (except in the case of a thesis in a cross-disciplinary program).

**Special or Interdisciplinary Majors:** Students who pursue an interdisciplinary or special major must do work in at least two departments. Honors special major programs must be approved by all participating departments and the Honors Coordinator. Students who design their own special major Honors programs must include work in four related preparations; such programs do not include a minor. The student's advisor(s) for a special major will be chosen from those participating departments and may in some cases be coordinated by the College Honors Coordinator. The Honors Coordinator will supply the chairs of the relevant departments with the "Instructions to External Examiners" to be included in the examiners'
packets and any other necessary information. Honors Special Majors who design their own programs will be required to (a) include four related preparations in the major; such programs do not include a minor, and (b) write a thesis (drawing upon the work of at least two preparations) and/or have a panel oral examination as part of their Honors programs. Honors Special Majors will follow the SHS activity and portfolio procedures of the various departments whose offerings they use as preparations in their programs. For more on Honors Special Majors, see the Honors Handbook.

**Honors and Foreign Study:** The College intends that doing Honors be compatible with doing foreign study, and our experience over many years shows that with proper planning this is normally attainable. The percentage of Honors students doing foreign study has ranged recently from 30-45%. Students who wish to pursue both study abroad and an Honors program should consult as early as possible both with their major advisor and the Off Campus Study Advisor. Students who study abroad for only a semester should find that foreign study is no hindrance to their pursuing an Honors program. Students who study abroad for a year will need to plan their Honors programs very carefully (usually they will need to make sure that their other requirements are completed before they go abroad). In the past students have occasionally crafted an Honors preparation out of their work while abroad. Some Swarthmore departments accept such foreign study Honors preparations; others do not. Some students may pursue Honors preparations which lend themselves quite naturally to foreign study such as the study of language, literature, or culture—or collecting research data for a thesis. The college has some grants for students to pursue independent summer projects between the junior and senior years, and such projects may in some cases be appropriately done abroad as part of an Honors preparation.

**Final Exercises for Honors Preparations:** Seminars, still the most prevalent mode of preparation, normally meet once a week for thirteen or fourteen weeks during the semester. Sometimes the last meeting during the fall semester occurs during exam week. In such a case the instructor should consult with students in the seminar about their exam schedules and work around them. Most instructors conclude the seminar with a final cumulative exercise of some sort. For spring term seminars only, this final exercise may be the examination set by the outside examiner. Since all preparations must be evaluated and graded in timely fashion, this precludes the use of the outside exam as a final exercise for fall term preparations. Instructors of fall term preparations who wish to make the external exam in the spring an optional practice exercise for junior honors students may do so by informing the registrar of those juniors planning to take the exam.

In the case where faculty choose to use the examiner's outside exam as the final for a spring term course or seminar, chairs may want to remind faculty members that they need to be mindful that all students taking the course or seminar may not have completed all the work being examined by the external examiner because only seniors in honors will be doing Senior Honors Study. In addition, Swarthmore faculty should be careful that their instructions to external evaluators about defining written evaluations are in no way shaped by the intent to use these as partial basis for their own on-campus grading. Since faculty give grades for seminars and preparations, and since the honors examinations in certain cases are being used as final examinations for spring term honors preparations, the college now requires all
students to remain in the honors examination room to complete their exams under the
guidance of the honors proctor. Faculty should be reminded that when reading and grading
outside examinations for the purpose of determining students' grades for such spring-term
preparations that they should not turn in any grades for any students, honors or non-honors, or
speak with any students about their exams until after the honors results have been posted at
the end of honors weekend.

**Scheduling Seminars**

Since seminar meeting times are now set along with regular class times, chairs and students
should try to avoid conflicts--particularly during scheduling for the spring semester of the
senior year--between a student's two seminars or other honors preparations in the same
semester, or between a seminar and another course required for the major, or between a
seminar and a required capstone for the student's concentration. As a reminder, the registrar
will send out a version of the following message in the fall to Honors seniors at the time when
faculty are scheduling spring term Honors preparations:

Re: Scheduling of spring term Honors preparations for Honors seniors:

Department Chairs are now in the process of setting up course and seminar
schedules for the spring term. **If Honors seniors plan to take two seminars,**
especially if they are in different departments or programs, or to take a seminar
plus a course such as a capstone which is required for you *to fulfill your
honors major or concentration requirements,* please alert the chairs or
coordinators involved to the possible conflict immediately so that they can try
to avoid this in their scheduling.

Department Chairs and program directors will also be alerted with the following
message:

In planning for next semester, it would be of great help to Honors seniors if chairs
could take into account not only your senior Honors majors' plans, but also senior
Honors minors' or concentrators' scheduling constraints in cases where more than one
of these preparations is planned.

I am asking Senior Honors students to identify possible conflicts between seminars
and capstones or courses needed for their honors programs (see email message to
students below). It will be the responsibility of students who anticipate a possible
conflict to consult with you about this. It will be up to you to evaluate the seriousness
of the identified conflict. Where you agree that a possible conflict exists, please
contact the other department chairs or program heads involved to work this out as you
set up your schedules. It is difficult for spring term Honors seniors to revise their
Honors preparation schedules at the last moment.

**Using the 14th Week in the Fall for Seminar Meetings:** Maintaining a traditional schedule
of 14 seminar meetings in the fall term which is usually 13 weeks long may pose problems.
Possible solutions include: (a) shortening the fall term seminar schedule to 13 weeks; (b)
scheduling the seminar twice in one week during the term; (c) making sure that the initial meeting is substantial and not just an introductory session; (d) using the last meeting which occurs during exam week as an opportunity for a final exercise or exam.

Because of the existing difficulty of having both seminar meetings and final exams during exam week, instructors may not schedule both the 14th meeting of a seminar and a final exam for the seminar during finals week. They may schedule either but not both.

Instructors who wish to have the 14th meeting of the seminar during exam week should be aware of the need to reschedule the meeting time and possibly the room, as students will often be required to take final examinations for their courses (and some seminars) during times which may conflict with the regular seminar meeting time. Students’ commitments for final exams will take precedence during this week, and seminar meetings which conflict with final exam schedules will have to be rescheduled. Instructors should consult with their seminar students about this and arrange for an appropriate meeting time and place for the seminar.

**Senior Honors Study**

Honors programs may include a Senior Honors Study (SHS) component designed to enhance, and where appropriate, integrate completed or on-going Honors preparations. SHS is optional at the discretion of departments and programs. SHS is normally done in the spring semester of the senior year (though some departments and programs do this in the fall or over the course of the program, as in the case of seminar papers prepared for the portfolio). The optional SHS may include either an SHS Activity, the preparation of Portfolio Materials, or both.

A. **SHS activity:** A culminating activity in the senior year in which Honors students work to enhance, or where appropriate, integrate the work of their preparations. This activity may be, for example, a colloquium for students to discuss their ongoing thesis research or to write an intellectual autobiography. It may simply be a defined program for students to work individually on revising their seminar papers. It may be independent reading from a list prepared by the department or the preparation of a work of creative, visual or performing art. It may involve the writing of independent essays on topics assigned by examiners. This SHS activity may or may not be credit-bearing. It may or may not produce portfolio materials.

B. **Portfolio materials:** The Honors materials sent to the examiner(s) to be used as part of the evaluation. The examiner will evaluate the student on the basis of the written exam, the oral exam, and, when available, the portfolio materials. The portfolio materials may be generated in the SHS activity or in the preparations themselves. There will be a word limit on student portfolio papers (see below).

The SHS policies in individual departments, programs, and concentrations should be available in a number of places: the college catalog, the sophomore paper advising handbook which is available at departmental offices and in McCabe, and individual descriptions of honors programs which are usually available in department offices.
SHS & Honors exams: Since the optional Senior Honors Study is meant to enhance and, where appropriate, integrate preparations in the major and minor, it is not examined separately but is included in the examination of relevant preparations. Prior to setting exam questions or other evaluative assignments, each examiner will receive syllabi or their equivalent (such as a reading list, list of topics, or brief explanation of the project or paper) for the preparation he or she is examining. When departments require an SHS portfolio project or essay, some indication of this (such as a title, brief description, abstract, reading list, indication that a seminar paper is the SHS component, etc.) will also be sent at this time. After setting exam questions (which may include questions on the identified SHS materials), each examiner will receive, as they become available, any SHS portfolio materials that the candidate has produced that are relevant to the preparation for which the examiner is specifically responsible. Any departmentally required SHS portfolio materials may be examined as part of the written exams of relevant preparations; they must be examined as part of the oral exams of relevant preparations. Only an examiner who is examining at least one of a student's regular preparation should be reading the student's relevant SHS materials and evaluating them as part of the overall evaluation of the preparation. The relative weight of a student's written exam, oral exam, and any relevant SHS materials is not stipulated by the faculty. This is left to the examiner's discretion. Departments, programs, and concentrations should identify for individual examiners which SHS work they are responsible for.

SHS Word Limits
Word limits have been established for Senior Honors Study Portfolio work for two reasons:

- to establish a relative conformity of weight to the student SHS portfolios and
- to limit the burden on examiners, who must often read a number of different portfolios. Given the different models of SHS being used across the curriculum, it has been difficult to compare and weigh the different portfolio exercises. Some departments use the model of a revised seminar paper going to a single examiner. Others use the model of an integrated paper going to several examiners. The current word limits for SHS as established by the Curriculum Committee are as follows:
  - For a portfolio paper drawing on a single preparation and sent to that preparation examiner only: 4,000 words (about 13 pages). This model would cover a revised seminar paper or newly written paper sent to a single examiner.
  - For an integrated portfolio paper drawing on the work of two or more preparations and sent to all the relevant examiners in the major (or major and minor): 6,000 words (about 20 pages).

These word limits are meant to include both the main body of the paper and the notes. A standard, brief bibliography may be included with the paper without adding to the word count. How various components such as charts, graphs, codes, computer programs, videotapes, and the like, are to be counted for the "word limit" has not been specifically determined by the Committee within the stated limits. The occasional use of such materials should be worked out by department chairs, program directors, or concentration coordinators. If departments, programs, and concentrations anticipate the regular need for including such materials, they should draft a brief policy statement concerning such materials (and their possible limits) and submit the statement to the Honors Coordinator for consideration by the Curriculum
Committee. This should be done as soon as possible in the fall term. The Committee suggests that departments include some general limitation about such materials such as the following: "Though materials such as graphs, computer codes, and data will not be counted as part of the 4000 word limit for the SHS portfolio essay, they should be kept within reasonable limits. Students who have questions about what constitutes such 'reasonable limits' should confer with the department chair."

The word limits noted above are the upper limits established by the College. Individual departments, programs, and concentrations are free to set their own lower limits if they wish to do so. In such cases they should be careful to communicate carefully their lower limits to their students and examiners.

**SHS Grades on the Transcripts:** Individual departments will determine credit and grading policies with respect to the SHS activity. Departments may choose to assign letter grades or use the CR/NC option for such work. Under college policy, courses or seminars identified as CR/NC by the instructor do not count as part of the student's optional four CR/NC units. Additional credit will not be given for Honors portfolio materials completed as part of the regular work of the preparation (as for example when unrevised seminar papers are included in the portfolio). Departments that choose to keep credit-bearing options for the SHS activity and wish to continue to count this Honors element (up to one credit) as outside the major for purposes of the 20 course rule may apply to the Curriculum Committee for this waiver. If a student does more than one credit of Senior Honors Study, additional credits will count in the department in which they are earned.

**Examiners and Examinations**

**Choosing the Examiners:** Swarthmore faculty choose the external examiners. These examiners should not know or have worked with the students whom they are examining. Students should not contact examiners on their own for any purpose.

The College has a traditional policy of limiting the number of times an examiner may return to examine honors students in consecutive years. Such a policy helps to ensure that different examiners bring varied perspectives to the examination process. It also enables Swarthmore faculty to enter into a wider dialogue with scholars in their fields. Finally the policy ensures that preparations will not be shaped over time to fit the interests of any particular examiner. The Curriculum Committee has agreed upon the following formulation of this policy: An examiner may normally return to examine for the same preparation for a maximum of two consecutive years. After that the examiner should not be invited to examine again for at least a year or two. Under special circumstances (for example, when only one student is to be examined and an experienced examiner is needed), an examiner may be invited to examine for three consecutive years. After examining for three consecutive years, the examiner should not be invited to return for at least two years.

**Sending Materials to Examiners:** Departments, programs, and concentrations will be responsible for sending to examiners materials relevant to the preparations that they are examining. Prior to setting exam questions or other evaluative assignments, examiners will receive syllabi or their equivalent both for the preparation(s) they are examining and for any
portfolio work done in Senior Honors Study. Such materials might include reading lists, a list of topics, a brief explanation of the SHS project or paper, and limited background materials appropriate to the candidate’s preparation. Instructors may communicate with examiners about the nature of candidates' preparations, but should not discuss with them the quality of a student's work until after the final examiners' meeting at which awards of honors are determined and the students have been notified of the results by the Registrar. After setting exam questions, examiners will receive the following as they become available and are relevant to their particular preparation(s): students' written examinations, theses or other similar projects, and any SHS portfolio materials (the deadline for sending these materials to examiners is usually April 30). Departments should keep a copy of these materials on file.

Examiners' Packets: The Honors Coordinator and Curriculum Committee have prepared an Honors Packet for Examiners (including an Honors Examiners' Handbook) which departments should use in conjunction with their own individual explanatory materials (about student preparations, written and oral exams, SHS etc.) which they will add to the packet before sending it to each examiner. The examiners' packets are available in the Registrar's office. Chairs or Administrative Assistants will need to pick up one of these packets for every examiner who will be examining in a department or program. They will need to add to each of the examiners' packets: (1) the departmental cover letter and (2) the individual departmental instructions for external examiners. Since different departments use different sorts of examination and SHS modes, departments also need to make clear to their examiners which modes they are using. New external examiners, in particular are often overwhelmed with the amount of information they receive from the college regarding Honors. Please ensure that your department’s cover letter clearly covers the most basic and important aspects of their responsibilities and that you, as chair, are prepared to talk with examiners on the phone to answer questions of policy for them.

Examiners' Packets for Special Majors and Interdisciplinary Program Minors: If you have a student who is a special or cross-disciplinary major using a preparation in your department as part of his or her program, the chair and the faculty advisor in charge of that program will also need to communicate jointly with the particular examiner of the preparation to explain that student's program and any relevant SHS work. The Honors Coordinator will be helping out with the administration of all of the individualized special honors majors in this regard. For Program minors, the Program Coordinator should prepare an individual set of instructions which explains the program and any SHS required in it for the external examiner; this should accompany the regular departmental instructions to examiners going to that particular examiner. For Honors Special Majors, the Honors Coordinator will prepare these materials for the various departments represented in the special major. For cross-disciplinary majors, the chair of the major will coordinate efforts with the chair of the department offering the seminar or other preparation.

Securing and Checking Exams: Students are assessed in their four honors preparations by means of both written and oral evaluation. The modes of written evaluation vary and include the standard three-hour exams, open-book exams, essays crafted over time in response to examiners’ questions or topics, and responses to problem sets or a list of additional readings supplied by examiners. The examination models are established by individual departments.
and programs (and approved by the Curriculum Committee); the department's model should be clearly communicated to its examiners. It has been customary to allow students a wide choice of questions in their written examinations. Examiners submit their written examinations to the chairs or directors of departments, programs, and concentrations. These exams are checked by the chairs and directors and by the instructors of the preparations to make sure that they do not seem unfair or inappropriate in terms of the preparation materials. Swarthmore faculty are normally reluctant to intervene in the process of setting the exams, but some negotiation is occasionally necessary, as for example, when because of some confusion about the preparation, exam questions are asked about materials which were not included in the work of the preparation. Theses or other similar projects which are made directly available to the examiners are not examined in a written exam; they are examined in an extended oral.

Timing & Communication Between Faculty & Students: The timing of when students receive questions or topics from examiners is somewhat varied (students in Philosophy and Linguistics for example receive questions or topics in the fall term of the senior year and spend the rest of the year writing essays in response to them), but after students have been given questions or topics by examiners in whatever form, early or late, faculty are not allowed to respond to the questions or to advise students in any way about their written or oral responses.

Honoraria for Examiners: The honoraria schedule for examiners is contained in the Honors Handbook. If your examiner is examining in some unusual way that is not covered by the honoraria policies (such as traveling several times to the college to see a student's production), please communicate with the Honors Coordinator about adjusting the honorarium.

Use of Computers for Written Exams: Honors students may use computer word processing for taking their written exams in departments or programs where faculty deem this to be appropriate. Each spring the Registrar will poll departments to see which exams should be open to student use of computers. For those exams where faculty desire this option, the registrar will contact students to see whether they want to use the computer or hand-write any or all of their exams.

Open and Closed Book Exams: Some departments may designate certain exams to be "open-book" exams or allow the examiners to designate this. Other departments may allow certain graphs, tables, or tools to be brought to the written exams. The Registrar's office will ask departments each spring to clearly designate what materials may be brought to the written exams. Please be careful to notify Diane Collings, the Associate Registrar, about these materials. In the absence of such notification, the exam proctor will not allow students to use any such materials in the taking of their exams.

After the Writtens: All written examinations are copied by the Registrar and then mailed to the examiners. Copies are available for students or departments 24 hours after the exam. Students should pick up a copy of the exam and go over it in order to prepare for their orals. Departments which use the exam as a final for spring term seminars should also pick up copies of the exams for their non-Honors students so that the faculty instructors can grade them. In such cases the instructors must not communicate with any student (even a non-
honors student) any feedback about the exam or turn in grades for the seminar for which the exam was taken to the Registrar before the end of Honors week.

**Materials for the Oral:** Normally a student is allowed to bring the following to the oral examination: a copy of the written examination questions, the SHS portfolio essay or materials, and his/her written exam or thesis. Students are encouraged to go over these materials beforehand and then come to the oral examination ready to engage in a lively and energetic discussion of the materials and the subject without needing constantly to refer back to the materials.

**Honors Week**
Examiners come to the college at the end of spring term to conduct oral examinations with Honors seniors and to assess their work. Departments must accomplish a wide range of tasks with respect to Honors week. These tasks are various and complex: they are fully detailed in the online Honors Handbook. They include securing of examiners, sending materials, checking written exam questions, securing lodging and transportation for the examiners, making sure examiners know where to go when they arrive, and arranging for lunches on the two days of scheduled exams while the examiners are here. Departments must also work with the Registrar's office in filling out the honoraria forms and a number of other forms which the examiners will need in order to be paid the honoraria and be reimbursed for travel and lodging expenses.

In some departments the chairs supervise most of the Honors work; in others a faculty member serves as departmental Honors coordinator. The departmental AAs may also do much of the work of communicating with examiners and setting up their schedules and honoraria, etc. The Registrar's office oversees most of the Honors tasks such as the scheduling of exams, sending of honoraria, etc. Any questions about Honors week should be directed either to the Registrar or to Grace Ledbetter, the college Honors Coordinator.

Chairs may want to remind faculty in their departments of the following:

a. Faculty members should not discuss individual students with examiners or read any examination papers of Honors candidates before the conclusion of the large examiners' meeting.

b. Instructors should not discuss the written or oral examinations with students before their examinations have been completed. They should refrain from anything that might be construed as special instruction or coaching between the written examinations and the orals.

c. If a candidate’s instructors are called into the large examiners’ meeting, they should not volunteer information or judgments of their own, but should simply answer the questions asked by the examiners.

d. Faculty should not discuss with examiners how Swarthmore interprets any form of honors (honors, high honors, highest honors) in relation to grades of A, B, or C.
The Honors Coordinator and Curriculum Committee have explained these standards in the Examiners' Handbook.

**Department Caucuses:** Those examiners who are under the umbrella of a specific department and are examining majors or minors with that department will meet in the late morning of the final day of Honors Week to discuss the students' work and to assure that all examiners have judged all students on relatively and unilaterally the same basic principles.

**Caucus Leaders:** Chairs should remember that each examining group must have a caucus leader. This leader will be responsible for leading the departmental caucus before lunch on the final day. At this caucus the work of each student is discussed and assessed. The caucus leader then fills out the master assessment form provided by the Registrar and places the form (along with the forms for recording transcript grades for any student theses) in a sealed envelope. Chairs must take the envelope with these forms to the Registrar before the Honors lunch begins so that the Registrar can process the forms during lunch in preparation for the large examiners' meeting afterwards.

**Examiners' Responsibilities:** Departments need to be certain that examiners understand the full range of their responsibilities, not only for setting and reading exams and giving orals, but also for attending the department caucuses, the examiners' lunch and the large examiners' meeting after lunch on the final day of Honors. The schedule for examiners on that day is as follows: Examiners caucus from 11:00-12:00 with other examiners in their respective departments or programs. (A slot from 10:30-11:00 is saved for program examiners to meet to discuss minors and for examiners of special interdisciplinary majors to meet.) Examiners then turn in honors assessments for their particular preparations to the Registrar. After the honors luncheon, at about 1:30 the examiners meet in the Science Center to arrive at a decision about each student’s overall honors evaluation.

**Honors Results:** Students are notified of their honors results by email in the final afternoon of Honors Weekend and by letter through campus mail after the results are given to the Registrar by the Honors examiners. In the case of a student who does not receive any form of honors, the Faculty Handbook stipulates: "When a candidate receives an overall honors mark of Pass, the candidate will automatically graduate with a course major. When a candidate receives an overall honors mark of Marginal Pass or Failure, then Swarthmore faculty members in the student’s major department will review the examination papers to determine whether the work in the major satisfies the college's comprehensive requirement." In the case of the student’s honors minor, the minor department or program will need to review the student’s record to determine whether the student can be awarded the course minor (note that some departments do not offer a course minor). Honors theses and most special project preparations are normally given a grade for the transcript by the examiner. If the thesis or special project does not receive any form of honors from the outside examiner, it is returned to the Swarthmore faculty advisor for grading, but the grade may not be higher than B in this case.

**Honors Dates**

**Approximate Program Dates and Deadlines:**
Early fall  Students should consult with major and minor advisors about Senior Honors Study policies and other Honors matters.

Early -December Last day for seniors to withdraw from the Honors Program

Early-March Deadline for students to indicate to the Registrar which written exams they want to take by computer. Departments and Programs will have indicated where this is an option.

Mid-March Each departmental chair (or program director) will pick up and send to his or her examiners the Examiner's Honors Packet which will be available in the Registrar's office. The chair will include in each packet a cover letter and set of instructions to examiners which will contain information about the nature of preparations, mode and manner of evaluations, and any Senior Honors Study formats in the particular major and minor. Individualized Honors special majors may need to have additional materials supplied for the examiner's packet by the College Honors Coordinator.

Included in the Senior Honors Study explanations will be brief descriptions of any student Senior Honors Study portfolio materials relevant to the particular preparation. The descriptions may be, for example, a list of essay titles, short abstracts, special topics to be examined, or simply an indication that each student will submit a seminar paper in the portfolio. The list will indicate which preparations the individual SHS materials are enhancing or integrating and consequently which examiners are to include them in their evaluations.

Examiners will also be sent materials relevant to the preparations which they are examining. These may include course or seminar descriptions, syllabi or their equivalent, reading lists, limited background materials for the particular preparation, abstracts, etc.

Mid-April Examiners will submit their written examinations to department chairs or program coordinators. These exams will be checked by the chairs and by the instructors of the preparations to make sure that they are not unfair or inappropriate in terms of the preparation materials and that exam instructions are clear.

Late-April Students’ SHS portfolio materials (essays, projects, reading lists etc.) and theses or other special projects will be sent by the major and minor department, concentration, or program to the appropriate individual examiners. Any SHS portfolio materials will be sent to the examiners determined by the department, program, or concentration to be responsible for including them in their evaluation of the students' individual preparations.

Early-May Students will take their written examinations, which will be sent immediately to examiners by the Assistant Registrar.
Examiners will come to Swarthmore to give oral examinations to students.

2nd Day dinner for examiners and faculty, given by host departments.

Examiners will caucus with other examiners in their respective departments or programs. Examiners will then turn in honors assessments for their particular preparations to the Registrar. Following the Honors luncheon the examiners will meet to arrive at a decision about each student’s overall honors evaluation. Please make certain that your examiners understand their responsibility for attending all these meetings.

Comprehensives

The following is taken from the Handbook for Instructional Staff.

It is a long-standing college requirement that each student must pass a comprehensive exercise in the major as one of the graduation requirements. Over time departments and programs have shaped and revised the requirement so that a variety of models are now in use. These include a written exam, a special project, a thesis or other long paper, an oral presentation, a special course or colloquium, etc. Whatever the model, the comprehensive should, in the words of a 1971-72 faculty resolution, "encourage imaginative and disciplined thinking and motivate the student to achieve an encompassing and broad academic competence in the major field."

If a student does not pass the comprehensive (in whole or in part), the student will be required to retake the exam (or some portion of it), to rewrite or revise the thesis or paper, or to redo the project or retake the course, as the department sees fit. The department may, if it wishes, establish a policy that a student who does not pass the comprehensive must wait for an appropriate period (which may be up to three months) before retaking the comprehensive. The nature and length of the waiting period may depend on the nature of the comprehensive.

Taking Honors examinations and completing the Honors Program satisfies the college's comprehensive requirement for the Honors major only. An Honors student who does a double major must take a regular comprehensive in the non-Honors major (even if this is also the Honors minor). If the outside examiners decide that the work of an Honors candidate does not merit any form of Honors, Swarthmore faculty members review the examination papers to determine whether the work in the major satisfies the college's and the department's comprehensive requirement.

Personnel

Helping New Instructional Staff Get Started

Chairs and AAs will begin to help new instructional staff prepare for their new positions as soon as they are hired. New hires should consult with the department at regular intervals before they arrive on campus about such matters as course schedules, office assignment,
housing, etc. They also need to be in touch as soon as possible after being hired with both the Provost's office and the Human Resources (HR) office to arrange for moving expenses, options for faculty housing, health insurance, benefits, proper payroll registration etc. Foreign employees will need to begin early to secure the necessary visa and should be in touch with the Provost’s Office late in the spring semester before they begin teaching if at all possible. All new faculty must present in person documentation of citizenship (passport or a driver's license and social security card) or legal work status to support the necessary employment procedures before they can be paid. Faculty must consult with the Provost's office on all initial salary matters except benefits questions, about which they must confer with HR. New staff must consult with HR on all salary and benefits matters. Funds are available from the Provost's office for a modest departmental reception to introduce new members of the department to others in the community.

Please attempt to be transparent with the members of your department about their status, role, and responsibilities so that when you call department meetings, everyone knows who is invited to which meetings. Being transparent is as, if not more, important than being inclusive. Not all instructional staff have the same privileges or the same responsibilities, and distinctions are often meant to protect non-tenure track members of the faculty from full commitments to committee work and advising. At the same time, the provost office encourages chairs to consider not simply handing down important departmental decisions affecting off-ladder and non-tenured faculty but instead asking for their voice in shaping these.

Chairs should remember that they must introduce all full-time new faculty at the first faculty meeting in the fall. The Provost's office will supply chairs with a list of faculty to be introduced. Introductions should be brief.

It's important for new faculty and staff to be ushered into their professional lives at Swarthmore in a supportive manner. Newcomers are often at a loss about the way "Swarthmore works" in the beginning. Departments should remember that many traditions which we all take for granted are not written down anywhere for new faculty. Remembering how difficult it was for all of us at the beginning and sharing some of these stories often proves helpful to newcomers. What we want finally is to give newcomers a sense of the community that is here to advise and support them.

**Orientation for New Instructional Staff**

The Provost's Office sponsors orientation for all instructional staff new to the college ("instructional staff" refers to faculty, laboratory and drill instructors and other teaching staff who are not full faculty). Orientation for new instructional staff has two parts: first, a day-long session the week before the semester begins from 8am to 5 p.m. followed by a reception that same night (all new full time instructional staff receive invitations for this event each year). Second, all new instructional staff are invited to attend biweekly Monday Lunches, from 12 to 1:00 p.m. throughout the first year. Past topics for these lunches have included: advice from second and third year faculty, information from the Dean’s offices about academic expectations, student support services, and academic dishonesty, discussion
about the honors program, the Writing Associations program, the Lang Center, and an introduction to the Sponsored Programs Office.

Orientation for new instructional staff provides crucial information about life at the College. These lunches have the additional advantage of socializing new colleagues to the culture of the College and facilitating a sense of camaraderie among them. The new faculty themselves comment every year on how valuable the program is for them. The Provost strongly encourages new faculty to attend both Orientation Day and the Monday lunches.

New faculty are also given a copy of the Swarthmore College *Guide for New Instructional Staff*, available on the Provost’s website.

**Mentoring Faculty**

No one is better suited to mentor your new faculty than you, as department chair. Do not be shy about taking the time to check in with them frequently, especially just before they arrive and during the first semester. Your gentle-handed advice about how things work in your department and at the College and your genuine interest in how things are going for them are so important. Each year, formerly new faculty members tell us how grateful they are to department chairs and senior colleagues for their guidance and advice. The higher education literature has shown that mentoring is crucial for the professional development of untenured faculty, especially for the development of faculty members from groups previously excluded from the academy.

In June/July, the Associate Provost arranges for official mentors for any newcomer in a longer term contract (2+ years) and organizes at least two mentor cohort events per semester. Mentors are usually tenured professors sharing a broadly defined research or teaching interest with the new faculty member and reside in another department or program. Mentors meet with their new colleagues at least twice each semester over coffee or lunch (paid for by the Provost’s Office) to talk about life at Swarthmore; teaching; balancing teaching, research, service, and home life; and whatever other topics emerge. Mentors are also willing to observe classes. Mentors do not replace Department Chairs, but they can sometimes provide one more sounding board and set of insights for new instructional staff. If you have a colleague who you feel would benefit from mentoring or a specific mentor in mind, please contact the Associate Provost for Faculty Development.

A few departments have regular mentoring programs that may include inviting the newcomer to visit other colleagues' classes or seminars (visiting a seminar is especially useful before the newcomer has to teach one for the first time); having occasional lunches to talk about teaching, research, or college procedures; introducing the newcomer to faculty in related departments, etc. Larger departments sometimes have a regular support group of new faculty and younger or mid-level faculty who meet on a regular basis (once a month) to talk about teaching strategies and to share research in progress.

New faculty, however, are not the only ones who need mentoring. Support is central to faculty at each stage of professional development. As department chair, part of your role is to be a sounding board and cheerleader for your colleagues, even if they were hired before you,
and even they may have once guided you. This does not mean offering unsolicited advice at every turn, but once you are department chair, your leadership and insight become touchpoints for the members of your department who will follow your lead and respond to the tone and attitude that you set in the department. Sometimes, your colleagues—whether peers or a bit more senior—may need encouragement, a listening ear, suggestions regarding appropriate professional behavior, or praise. Wear the mantle of department chair with the seriousness and the good humor that your particular group of colleagues needs.

**Yearly Conversation with Junior Faculty**
The President and Provost ask that Department Chairs have a formal conversation at the end of each academic year with each pre-tenure and multi-year temporary faculty member about his or her professional performance. The conversation should allow both the faculty member and the chair to share their perceptions of strengths and concerns about the faculty member’s teaching, progress in scholarship, community service and department citizenship (e.g., attendance at lectures and meetings, dependability in advising, courteousness in working with colleagues and staff). Significant concerns that arise in any of these areas should be reported to the Provost.

**Yearly Questionnaires on Teaching Staff**
In early September, the Provost sends Department Chairs a questionnaire about a number of staffing decisions which the department is anticipating; these include reappointment decisions of various sorts (tenure-track, non-tenure track, regular part-time, etc.), tenure decisions, possible promotions, retirements, recruitments requested for new appointments, faculty leaves, leave replacements, etc. Chairs will also need to list all tenured faculty members in the department below the rank of full professor, indicating the number of years (including the present one) they have been in the current rank. They must also list the next year of leave eligibility for all faculty in the department. The form must be completed in about two weeks and returned to the Provost. The form notes that "normally first consideration" for possible promotion from Associate to Full Professor "occurs during the 8th year in rank."

At the end of the year, the Provost asks Department Chairs to submit a report that details how each member of the faculty fulfilled his or her (normally 5 course) teaching load. This report should list for each faculty member: courses taught, enrollment in each course, and, if fewer than five courses were taught, why (e.g., administrative assignment [specify what], use of banked course for previous administrative release or thesis supervision, family leave, sabbatical, etc.).

**Requests to the Provost and CEP for Tenure-track Faculty Positions**

**Role of the CEP**
The CEP solicits proposals from departments and programs, and together with the Provost, develops recommendations for the President on filling tenure-track positions. The CEP discusses thoroughly all such requests. The Provost then reports all such recommendations to the faculty where they are discussed. The Provost takes the faculty discussion under advisement and finally makes recommendations to the President with respect to such positions.
For Positions Resulting from Retirements and Resignations
Requests for tenure-track faculty positions, whether resulting from retirements or resignations must be reviewed by the CEP, recommended by the Provost, discussed by the faculty, and approved by the President.

For Positions Vacated by a Tenure Denial
The faculty expects that positions made vacant through negative tenure decisions will be allocated to the department or program of origin. In cases of tenure denial, CEP will require a full proposal for replacement, but may consider such proposals outside of the normal timetable, as long as it does not jeopardize the integrity of the process of reconsideration and appeal of the tenure denial decision.

The following process for requesting positions is generally followed:

1. The CEP will invite proposals for tenure-track positions, to be submitted by October 15.
   - These proposals may come from departments with vacancies created by retirement, resignation, or the denial of tenure. Or they may come from departments or interdisciplinary programs that are ready to make a compelling case for the addition of a new line.
   - Such proposals will be drafted so that they will respond to the CEP Guidelines for Allocating Faculty Positions (Appendix A).
   - The expected calendar will be that:
     o Requests will be considered by the CEP from October through early spring, with recommendations formulated for Faculty discussion by April.
     o Positions that are approved will run searches during the next academic year.
     o The CEP recognizes that there might be reasons for fast-tracking a request. There are no automatic exemptions from thorough consideration, but circumstances might warrant expedited action. Such circumstances might include, for example, a vacancy due to denial of tenure or the occurrence of more than one vacancy in a given department. In such a case, a search might be authorized on an expedited basis, or a line that had been defined as temporary because of financial circumstances might be converted back to tenure-track.

2. The CEP will consider requests each year, based on the number of vacancies available to be filled.

3. If a department (or program) is unsuccessful in any year, they can submit a proposal at any point in the future, either one that resembles the declined proposal or one that differs in a minor or a major way.

For New Tenure-Track Faculty Positions
Requests for brand new tenure-track faculty positions (not those based on retirements, negative tenure decisions, or resignations) are periodically invited by the Provost and the CEP as part of a larger planning process (often coordinated with the College Planning Committee).
At such times all departments have an opportunity to make a case for new positions. At other times a department experiencing severe and long-term enrollment pressure may initiate a request for an additional position. The CEP also acts in an advisory role to the Provost in the discussions of departmental requests for new tenure-track positions. The Provost reports her or his recommendations to the faculty where they are discussed. The Provost takes the faculty discussion under advisement and finally makes recommendations to the President. Addition of a tenure-track position also requires funding and so will normally need to move through the budget process as well. Requests for these positions follow the same process and timeline described in the section above.

**Requests for Non-Tenure Track, Leave Replacement, and Adjunct Positions**

Requests for all non-tenure track positions, including part-time positions and leave replacements, must be negotiated with the Provost early in the fall (or as early in the year as possible in the case of unexpected needs because of unplanned resignations). Chairs should consult the *Handbook for Instructional Staff* sections under III.A for the terms and definitions of such appointments.

**Planning for Faculty Leave Schedules**

The policies with respect to sabbatical leaves are noted in the *Handbook for Instructional Staff*. The following paragraph covers the general policy:

It is the policy of the College to grant periodic leaves of absence to continuing members of the faculty whose appointments are in the ranks of Professor, Associate Professor, Assistant Professor or Instructor. A leave with compensation from the College is conditioned on the presentation of a definite program of research, writings, or other activity that gives promise of increasing the future usefulness of the recipient to the College. Insofar as the resources of the College permit, such leaves may be granted as often as once in four years and are normally granted for a half-year at full salary or for a full year with as much as half-salary. Faculty members who take only a one-semester leave are expected to teach two courses in the other semester. (Members of the faculty whose temporary appointments extend into a fifth year or beyond are eligible, with the support of their departments, to submit a proposal for leave. It should be noted, however, that in such cases the criterion of the future usefulness to the College requires particularly careful evaluation.) With the approval of the Department Chair and the Provost, a faculty member may delay the leave by one year and be eligible for the next leave following two years of teaching. If a faculty member is the recipient of an outside grant or is paid for work during a leave, the payment from the College is reduced accordingly. A faculty member who receives full outside support for a year may, with the permission of the Department Chair and Provost, "bank" a semester of leave for a future leave or future course reduction or, in rare cases, be granted an additional semester of leave with College funding, for a total of three continuous semesters.

Chairs are referred to the *Handbook for Instructional Staff* for a more detailed description of the policy.
Leaves are normally planned on a regular cycle and announced as part of the sophomore paper advising materials, which project course offerings for two years. Sometimes faculty will not know for certain in advance whether they will obtain second semester funding or not, so chairs will need to note the leave schedule as tentative. Requests by faculty members to change their regular leave patterns need to be made to the Chair and Provost in a timely fashion so that appropriate planning can be made.

Faculty eligible to apply for leaves the following year will be asked to submit their written proposals to the Provost by early October. The proposals may be for "research, writing, or other work that gives promise of increasing the future usefulness of the recipient to the College." Applicants will be asked to include in their written proposals a brief summary of both the aims and results of their last Swarthmore leave (if they have had a Swarthmore leave previously), their recent research activities, the relation of their proposed leave to their ongoing scholarly goals and an updated CV. They will also be asked to report on their leaves after they have been completed. Some internal college fellowships for second semester funding are available; faculty must compete for these. These fellowships are designed to enhance the educational program of Swarthmore College by contributing to faculty development, by promoting original or innovative scholarly achievement of faculty members, by encouraging the use of such achievements to stimulate intellectual exchange among scholars, and by supporting innovations in the curriculum. Any tenure-track member of the faculty who is eligible for leave may apply. All applicants are expected to try to secure outside funding for the second semester of the leave. The fellowship applications are judged by the Provost, Division Chairs, and three outside reviewers, one from each academic division and two of whom must be alums.

Some departments are "staffed for leave" (they have been given in the past additional permanent positions in exchange for giving up leave replacements) and do not receive leave replacements. When an unusually large number of faculty are scheduled for leave in the same year, the chair may need to negotiate alternative leave schedules with some faculty and the Provost. A faculty member who puts a leave off for a year is eligible for her or his subsequent leave after two years of teaching. In departments which are not staffed for leave, faculty replacements are often (but not always) hired for those going on leave. Such replacements may be full or part time. Occasionally departments will hire a replacement for rotating leaves over a period of two to three years. All of the arrangements must be negotiated with the Provost. For details on the nature of different appointments (part-time, temporary, adjunct, regular part-time, etc.) see the section of the Handbook for Instructional Staff on "Part-Time and Temporary Appointments." If a department requests that a faculty member make a permanent change in leave schedule, this can be done in two ways. The leave may occur a year early and the subsequent leave after three more years of teaching. Or the leave may occur a year late, in which case the person's subsequent leave will normally be funded for a full year, as compensative for the "lost year." All changes in leave cycle must be requested by the department chair and approved by the Provost.

**Job Searches for New Faculty and Staff**

Once a departmental position has been approved by the Provost, the department will begin the job search. The Faculty Searches Procedure and Timeline are located in Appendix B. Usually the Provost will gather all department chairs together during the fall to discuss job search
procedures. The Equal Opportunity Officer will also be there. In the case of a staff search, the Human Resources should also be consulted.

*College practice is that the faculty member who is being replaced does not participate in the job search process unless there are extraordinary reasons for doing so, in which case the department should petition the Provost for permission to do this, stating the reasons for the request. A candidate may also ask to confer with the outgoing faculty member about such limited issues as facilities, previous course offerings in the area, etc.*

The College has moved to the Interfolio system for all faculty searches. Please see the [User’s Guide](#) for more information on how to use this system.

Positions must be advertised in appropriate journals and news media where the widest range of qualified candidates will be apprised of the position. Special efforts should be made to advertise in places where candidates from underrepresented groups will have access to the job description. For more information, please consult the [Faculty Diversity and Excellence](#) website.

Departments should fill out the [Faculty Search Advertisement Questionnaire](#) to begin the process of having the job advertisement approved by the Provost before placing it.

Once candidates begin to respond to the advertisement, departments should be careful to treat all candidates in a fair and equitable manner. Read the Equal Opportunity Considerations in Hiring guidelines in the next section, and schedule a meeting with the Associate Provost/EO Officer team to refresh your department members’ memories on diversity considerations during recruitment and hiring phases.

In requesting dossiers and writing samples or syllabi, be careful to offer each candidate at this stage the same opportunity. After reading dossiers, some departments interview a larger group of candidates at a professional meeting or by phone. They may then bring a small number to campus for interviews. Other departments read dossiers and move directly to a short list of candidates whom they bring to campus.

Candidates normally come to campus for a full day of interviews. Normally all candidates for teaching positions should be prepared to give a presentation. They should be interviewed by all full-time department members, by selected students, and by selected faculty members from other departments. All tenure track search committees should include a tenured faculty member from outside of the department. All candidates for tenure-track positions are interviewed by the Provost. In some cases, the President may want to interview the candidate. Please check with the Provost about this. Chairs should be in touch with the Provost's and President's offices as far in advance as possible to schedule interviews.

Discuss your department’s expectations and evaluation criteria for candidate dossiers and visits. These criteria and expectations should be agreed upon and transparent to all members of your department and be the same for all candidates, BEFORE the dossiers are read and the candidates are interviewed.
Make use of the criteria and evaluation sheets to guide your interaction with each candidate (also internal candidates) and with one another in the deliberation phase. And arrange for an informational meeting with students involved in the recruitment process to give them the agreed upon criteria and evaluation templates and the list of illegal questions. You can find these resources on the Faculty Diversity and Excellence site.

Once the department has discussed the candidates, heard from all the interviewers, and made a choice, the chair must consult with the Provost. The Provost and President may want to discuss the candidates further with the chair or the departmental faculty. Once the job offer and salary have been approved by the Provost, the chair is empowered to make the job offer. This is usually done over the phone. Some further negotiation about the terms of the offer (including such things as salary, starting date, course load, moving costs, etc.) may take more than one phone conversation. Chairs cannot make contractual changes without prior approval from the Provost. When the formal job offer is written by the chair, this letter must also be approved by the Provost. A copy of this letter must also be sent to the Provost’s Office.

Once the candidate has formally accepted the position, the chair must notify the other final candidates as to the department's decision in a timely fashion. Chairs must be careful not to give too much detailed feedback to candidates, particularly if this is of a confidential nature. Any questions in this respect should be referred to the Provost. Search files must be kept for several years, but confidential dossiers must be destroyed (shredded) immediately after the search has concluded. This means that aspects of the dossier that are confidential, such as transcripts or letters of recommendation, should be shredded.

Department Chairs are asked to complete the Faculty Hiring Form, and available on the Provost’s Office website, for every tenure track and three-year position search conducted by the department. Review this form as you begin the search so you know what information will be required.

**Equal Opportunity Considerations in Hiring**

The College is committed to educating its increasingly diverse student body to live and learn in a pluralistic and global society. As our understanding of diversity has deepened and broadened, we need to be intentional and strategic about defining and pursuing a diverse faculty that can facilitate learning for all students and respond effectively to different student needs, experiences and expectations.

Departments might find the following questions and ideas useful in addressing these issues.

1. **How and why is diversity important or significant in this specific position?**

2. **How does my Search Committee get a diverse applicant pool?**

   Achieving diversity in a search to fill a faculty position may require a commitment to some additional recruitment methods. This is because hiring committees are made up of
those of us who whose are already here, and, regardless of our backgrounds, we have individual and institutional prejudices about which we must be conscious and aware.

Consider the following when it is first ascertained that a position may open within your department in the coming months:

- Contact Ph.D. granting institutions and inquire about recent or upcoming graduates. Try the institution’s placement office or the Dean’s office. Let them know that members of underrepresented groups are encouraged to apply.

- Reach out to possible recruits even when a position is not immediately available (e.g., invite young scholars with diverse backgrounds and interests to speak).

- Reach out to potential candidates from previously underrepresented groups at conferences and meetings. If you meet individuals who might be promising candidates, it is appropriate to invite them to apply for the position by letter or phone call. This is not the same as promising individuals a job, which is illegal. It is a terrific recruitment tool that lets people know your department is serious about becoming or remaining diverse.

- Contact the Associate Provost about candidates available through the Consortium for Faculty Diversity.

Consider the following when recruiting for an open position:

- Have someone in the department act as a contact person for the candidates you recruit. A Ford Foundation and Spencer Foundation study showed that the most significant factor for minority candidates in finding a faculty job was having a contact person who provided support and advice throughout the hiring process. The study also found that usually this contact person had met the candidate previously at a conference or professional meeting. If they have not previously met, have the point person avail him/herself to the candidate by making initial and follow-up contacts. This is a good practice for all of the candidates that you plan to interview, not just those from previously underrepresented groups.

- Include in the position advertisement a statement encouraging members of underrepresented groups to apply. This is not hard to do, but its effect can go a long way to let minorities and women know that they are welcome here. The phrasing usually included in our advertisements is: Swarthmore College is an Equal Opportunity Employer. Women and minorities are encouraged to apply. An expanded statement that highlights diversity as a core value of the College and the department can be developed with the assistance of the Equal Opportunity Officer.

- Consider including criteria in the announcement such as the ability to work with diverse students or colleagues or experience with a variety of teaching methods and curricular perspectives.
• Consider possibilities for interdisciplinary/interdepartmental work that may broaden the pool.

• Advertise the position in publications aimed at particular group audiences that are field specific or have a higher education focus. The Equal Opportunity Office can help identify these resources, but you can also find them on the Faculty Diversity and Excellence website. Even if a candidate is likely to see the ad in a mainstream publication, its presence in a minority publication sends a message about the seriousness of the college's and the department's commitment to recruiting minority candidates.

• Contact field-specific minority organizations or minority subgroups of majority organizations. Many of these have job referral or posting services. Again, the Equal Opportunity Office and the Faculty Diversity website can help identify these groups.

• Find out what attracted current minority professors to Swarthmore College. Where feasible, use this information from the very beginning of your search to attract minority candidates to your department’s vacant position.

This is definitely not an exhaustive list, but the idea is to be creative in coming up with methods of outreach to potential minority candidates. The Associate Provost for Faculty Development and Diversity and the Equal Opportunity Officer are available to discuss alternative methods of recruitment. You should contact them very early in the search process to receive the greatest benefit.

3. Once we get a diverse pool of candidates, how do we explore each candidate’s ability to contribute to diversity at Swarthmore?

Work as a search committee to clarify the criteria you will use to evaluate the candidates. Consider that:

• traditional rankings of graduate schools may shortchange institutions that serve a larger pool of minority candidates
• candidates exploring new areas and forms of scholarship may be publishing in a range of journals

Your recruitment process must be fair and equitable to each candidate from start to finish. Give candidates at any particular stage in the search process the same kind of scrutiny and opportunity. If you invite one candidate to give an on-campus lecture, invite all candidates at that stage of the search process to do the same, including internal candidates. Allowing special treatment for only certain candidates invites claims of discrimination in the process. Eventually you will make an offer to the top candidate based on qualifications and potential, but as you come to your decision you need to treat candidates in an even-handed manner in order to avoid any later disputes.
When making decisions, rely on professional judgment. Stay focused on the position’s requirements and whether a particular candidate has the necessary qualifications. Discriminating factors, such as stereotypes or bias based on a candidate’s race, gender or any other prohibited characteristic (refer to the College’s Statement of Equal Opportunity), should play no part in the evaluation process. We often think about candidates that make us feel comfortable rather than candidates that will do the job well and have the potential to become wonderful contributors to the college community.

4. Are there any questions or topics to stay away from when talking to a candidate? Or when talking about a candidate to third parties?

Yes! Remember this key point: when the question is unrelated to the position requirements, don’t ask it. Interview questions, regardless of friendliness, should be related to the job to avoid any chance of real or perceived discrimination. Also, whatever is discriminating to ask the candidate is also discriminating to that candidate when asked of a third party (i.e., references). Congress and the courts have found questions based on the following topics to be discriminatory pre-employment inquiries in most circumstances:

- Race and color
- Arrest records and convictions
- Military service for another country
- Credit history and records
- Religion, unless it is a Bona Fide Occupational Qualification (BFOQ)\(^1\)
- Citizenship, national origin, or naturalization
- Birthplace of applicant or relatives, birth certificate, or baptism
- Applicant’s name, previous names or national origin of name
- Marital, parental, pregnancy, or family status
- Sex, unless a BFOQ
- Sexuality and gender identity or expression
- Height & weight
- Membership in unrelated professional organizations or all other clubs, Social Fraternities, Sororities, Lodges
- Child care inquiries, asked only of women
- Worker’s compensation history and lawful use of medications
- Accommodations for disabilities, when the disability is not visible and not revealed by the applicant.

Plan interview questions ahead of time. If you are uncertain about a particular question’s validity, contact the Equal Opportunity Officer directly for assistance. There is most likely a better way to obtain the information you need without asking a potentially discriminatory question.

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\(^1\) Bona Fide Occupational Qualification: a job requirement that permits an employer to discriminate on the basis of sex, age or religion. Examples include the requirement that a performer playing the part of a woman be a woman or that a minister of a particular religion be a member of that religion. Race is never a BFOQ.
If you have questions or concerns we encourage you to consult the Equal Opportunity Officer, the Provost or Associate Provost, and the Associate VP for Human Resources.

**Annual Meetings with President and Provost**

In the fall each chair meets with the President and Provost to discuss department issues in general and members of the department in particular. Department chairs are asked to collect updated CVs and a list of their colleagues’ most recent professional activities and send them to the Provost's office in advance of the meeting. The Provost also asks that chairs meet with individual department members before the meeting so that they will have a current picture of their activities and also a sense of any concerns or information that they would like to have brought to the meeting. These conversations need to include the faculty members' plans for the future as well as a review of the previous year. Many chairs find it helpful to ask faculty members for a written summary of the year's activities and plans for the future before the individual meetings.

In the spring of each year the chair meets with the Provost to discuss salaries for department members and staff for the following year. Usually there are parameters set for each rank or staff grade. These follow the guidelines agreed upon in the College Budget Committee.

**Reappointment and Tenure Procedures**

In September the Provost will send Department chairs a "Memorandum on Preparation of Dossiers" (also available on the Provost’s website) outlining procedures for the preparation of dossiers for the following personnel decisions: tenure, promotion, reappointment prior to tenure, part-time reappointments, and other reappointments. The memorandum includes sample letters requesting evaluations by students, colleagues, and extramural reviewers. The memorandum outlines the basic steps to follow in preparing the dossier for each type of review and explains the procedures and timetables for each. The memorandum must be shown to each candidate under review (whether for tenure or non-tenure track, full or part-time, regular or not), and questions by the candidate must be answered by the chair or referred to the Provost. Chairs should read this memorandum carefully as they begin the process of assembling the dossier. Some important points are noted below:

1. All regular full-time members of the department must be invited to write a letter of evaluation on the faculty member under review (regular part-timers may also be invited to write a letter).

2. In most departments faculty members do not read the student letters until they have written their own letters and submitted them for the file. The Provost's memorandum notes: "Student letters and letters from extramural colleagues should be read before these individual letters are written only if there is departmental consensus that the quality of these individual letters would be substantially improved by this reading, and if access to those student letters and letters from extramural colleagues is extended to all department members, tenured and non-
tenured, before they write their individual letters. Please note that department colleagues may include in the file an addendum to their original letter after reading the letters from students and extra-mural colleagues."

3. The candidate picks about half of the students, extra-departmental colleagues, and extramural scholars to write letters; the department picks the other half. Chairs of most departments invite other department members to identify possible people in each category whom they would like to invite to write letters.

4. The Committee on Promotion and Tenure (CPT) requires a summary departmental opinion of the candidate's scholarship, teaching, and service to the community. This letter is written by the chair with the consultation of the tenured members in the department. The Provost's memorandum notes: "Experience has shown that the best way for tenured members of a department to reach this departmental summary opinion is through discussion after each tenured member of a department has read the complete dossier, including letters from departmental colleagues. If your department wishes to use an alternative procedure, you need to request authorization from CPT. Please send the request to me, and include an explanation of why you do not wish to follow the normal procedure, a description of the procedure you wish to follow, and an explanation of how the proposed procedure will ensure that the views of all tenured members of the department have been fully considered in the process of reaching the departmental recommendation."

5. **Note on Confidentiality:** Under Pennsylvania law, all employees can have, on request, access to their personnel files at least once a year. Because the summary letter prepared by the Department Chair is required to be prepared as part of the duties of being Chair, and presents the departmental evaluation of the candidate for tenure, promotion, or reappointment, it is considered to be part of the candidate's personnel file. This means that after the review process is over the candidate can request to see the summary letter (whether the decision was positive or negative); all other letters in the file, however, remain confidential.

6. There are certain procedures to be followed in the organizing of letters in the dossier. These are explained in the memorandum. Administrative Assistants who are new to the process of putting a dossier together should consult with an experienced AA either in a related academic departmental office or in the Provost's office.

7. Chairs will need to begin in late spring/early summer to identify those people who are to write letters and to make clear the various deadlines for the receipt of letters. External reviewers must be contacted by July 15 with a due date of November 1 (at the latest). The Provost and CPT will ask departments to contact letter writers again if the number of letters received is not sufficient. Typically a dossier should include letters from all regular department members, six or more Swarthmore colleagues outside the candidate's department, six or more extramural referees, and at least 25
of the candidate's students. The rules for selecting a mixture of students are contained in the memorandum.

8. The candidate is also invited to write a letter to provide commentary on experiences and accomplishments in teaching and scholarship as well as a statement of future goals and plans in both areas. This letter should be sent directly to the Provost's office and not read by members of the Department unless the candidate has requested that the letter be placed with departmental colleagues, in which case the letter should clearly state this.

9. All tenure dossiers must be submitted to the Provost by the end of November. Promotion dossiers must also be submitted at that time. Dossiers for third-year reviews are due in mid January. See the memorandum for due dates for other kinds of positions.

10. The CPT reads all tenure and promotion files and makes recommendations to the President and Board of Managers. The Provost reads other reappointment dossiers and makes recommendations to the President and the Board.

A full description of the procedures for appointment, review, reappointment, review of reappointment decisions, promotions, tenure, etc. is contained in the section on "Faculty Employment and Compensation" in the Handbook for Instructional Staff. Chairs should consult this section as well as the Provost's Memorandum before beginning the process. These sections in the Handbook for Instructional Staff are revised and updated on a regular basis by the Provost or Associate Provost.

While the period of review is going on, chairs should keep the person under review informed of procedures and answer any questions about the procedures or refer them to the Provost. Neither the chair nor any department members should give information about the dossier or review deliberations to the candidate. The dossier and deliberations are confidential.

Occasionally when the CPT has questions about a dossier, it may invite the chair or department members to attend a meeting to answer such questions. Department members may be called as a group, singly, or both.

After the CPT has made recommendations about tenure and these have been carried by the Provost and President to the Board of Managers, the Board makes its decision and the person under review is informed of the outcome. In the case of a positive decision, the Provost conveys the Board's decision to the chair, who then informs the candidate. In the case of a negative decision, the Provost informs the person directly.

After the tenure decision, the chair will normally set aside time to talk with the candidate about the process and the dossier and will also outline the candidate's strengths and weaknesses, areas of accomplishment, and areas of needed development. In the case of a negative decision the Provost will also do this. The chair or Provost may in these sessions quote from letters, being careful to guard the confidentiality of the letter writer. Chairs may
want to consult with the Provost regularly in the case of a negative decision to be certain of the policies and procedures involved in a possible review of the decision and to be sure that communications with the candidate are consistent.

After re-appointment decisions about tenure-track candidates have been approved by the Board, the Chair and the Provost each meet with the candidate to summarize the evaluation as fully as possible without violating confidentiality. The Chair should discuss this briefing with the Provost in advance to be sure the communications with the candidate are consistent. The Provost will write the candidate a letter summarizing their conversation about the evaluation. Once the candidate has agreed that this letter is an accurate summary, a copy will be placed in their file for future reference by the CPT if they request it. (They may wish to see if a particular issue in the tenure file was brought to the candidate's attention at the time of the earlier review.)

Reviews can sometimes be difficult for departments, especially when there is not consensus about the decision. Your role as Chair is to help this process by making sure that all views are heard and considered at each stage of the process. Chairs new to the process might also want to consult with the Provost about procedural matters throughout.

Finally, as Chair, remind your departmental colleagues how anxiety-producing reviews can be for candidates. Chairs need to be supportive of those under review, answering all questions and explaining all issues, without communicating any sense of the state of the review, and always guarding the confidentiality of the review process. It is sometimes difficult to balance a sense of judicious confidentiality with a sense of personal support no matter what the outcome, but this is your responsibility as Chair.

**Less Formal Feedback about Faculty**

As Chair, you may have occasion to consult colleagues about the performance of other faculty in the department, and then to share that feedback as constructive criticism as part of your professional obligations. Students may also seek you out to express concerns about the performance of department colleagues or to express concerns about a class or seminar. Should these concerns persist or be of a serious nature, consult the provost. But it is not generally appropriate for a Chair to solicit commentary from students about a faculty colleague except in the context of a formal evaluation associated with promotion, tenure or reappointment decisions.

**Evaluation of Staff**

Chairs should communicate with staff on a regular basis about their performance, making clear to them their areas of accomplishment and areas of needed development. Chairs are also responsible for yearly evaluations of staff. It is recommended that chairs meet with each staff member early in the academic year to set goals for the year. Evaluations at the end of the year provide a good opportunity to have a follow up conversation with staff members about goals and accomplishments for the past year, areas in need of change, and plans for the future. The final evaluation report can be accomplished through evaluation forms (available through Human Resources) or a formal letter of evaluation. You should consult previous performance
evaluations to gauge places that have improved, remained the same, or gotten worse. Performance evaluations should include staff input and the perspectives all faculty who work with staff. You can check with the Department of Human Resources for guidance and advice about handling evaluations and with the Provost, who is the ultimate supervisor of academic department AA’s and AC’s.

**Retirements**

Chairs should remember that there is no longer a mandatory retirement age and should be careful not to assume anything about potential retirements, especially in conversations with senior faculty, which could be viewed as exerting pressure on faculty to think about retirement. The age-discrimination laws protect senior employees from any practice that has the effect of coercing retirement.

Faculty members themselves may initiate conversations about possible retirement with department chairs or with the Provost. The Provost normally negotiates possibilities such as early or regular retirement with faculty members in close consultation with the chairs. The policies for various retirement possibilities are noted in the *Handbook for Instructional Staff* in the "Retirement" section (III.A) and "Early Retirement" section (III.B). Options which have been used recently include: 1) regular retirement; 2) early retirement where for a set number of years (either in yearly payments or in a lump sum) a faculty member is paid the difference between the college-wide average salary of a full professor and the college-wide average salary of an assistant professor; 3) early retirement with the option of teaching a course on a regular or occasional basis; and 4) part-time teaching for a limited number of years in anticipation of a set date for early retirement or regular retirement. Faculty members interested in such options should consult with the Provost at the earliest opportunity.

Chairs should remember that positions opened as the result of a retirement are not automatically refilled. An argument for the position must be made to the Provost and the CEP for the position. The nature of the position could remain the same or change, according to the department's sense of its current and projected needs. Since moving a request through the CEP may take at least a year, chairs should plan accordingly.

Chairs should remember that new retirees are celebrated after the last faculty meeting (Thursday before graduation when degrees are voted). Chairs are expected to make a brief toast to the retiree at the reception following the meeting. The chair should make sure that the retiree plans to attend the reception! Other members of the department may also want to speak at this time.

The relation of the retired faculty member to the department is flexible: some faculty continue to teach occasionally or to advise younger colleagues or take on special projects for the department or college. Some limited office space is available for retired faculty members. This space is normally not in the departments, as offices there are needed for new faculty. The college is interested exploring new ways for retired faculty to relate to the departments and the college where that seems a welcome opportunity from both points of view.

**Medical Leaves**
Faculty and staff who need to request medical leave should consult the policies in Section III.B of the *Handbook for Instructional Staff*. Chairs need to consult with the Provost about staffing the courses of faculty who are on medical leave for any length of time over a week. Given the often unpredictable nature of medical illnesses, such arrangements will often have to be made on an ad hoc basis. If faculty are out for a class meeting or two, the students can be assigned to do reading on their own or the class may be rescheduled. Normally after a maximum of one week, the class should be taken over by someone else, either a Swarthmore faculty member or someone from outside the college. Chairs and the Provost will need to negotiate a proper recompense for this. Normally this will be on a pro-rated basis for the portion of the course covered and based on the salary for an overload course (see the section on "Teaching a Course Overload" in Section 3 above).

**Other Leaves**

Chairs should consult with the Provost when faculty or staff want to take a leave of absence. A variety of leaves is covered by section III.B.5 in the *Handbook for Instructional Staff*. These include: sick leave (including medical conditions related to pregnancy), parental leave, personal leave, leave for a death in the family, jury duty, and leaves for military reserve duty. The sections on sick leave and parental leave are reprinted here:

These policies apply to all full-time regular employees and all part-time employees who work at least half time for their department. Except as otherwise required by law, leaves of absence are a discretionary privilege extended by the College only in situations in which they are fully justified.

**a. Sick Leave (Including Medical Conditions Related to Pregnancy)**

In the event that a faculty member on a tenure or tenure-track appointment is unable to perform his or her duties because of a disability, it is the policy of the College to ensure that full salary will continue for a period of up to six months. For the first three continuous months of disability, the faculty member will receive full salary from the College. In the case of medical conditions related to pregnancy, it is generally expected that new mothers will need 6-8 weeks of leave post partum, as determined by the woman’s physician. (New parents are also eligible for one month parental leave; see paragraph b below. Parental leave may be taken in addition to leave for medical conditions related to pregnancy). If the disability continues beyond this period, the faculty member may be eligible to receive benefits from the College's Long Term Disability (LTD) plan equal to 60% of salary. In this event, the remaining 40% of salary will be paid to the faculty member by the College for the remainder of the six month period. Any such situation involving a person on a term appointment in the ranks of Professor, Associate Professor, Assistant Professor, or Instructor will be handled as an individual case. Paid sick leave time under this policy will be counted toward any leave as provided by the College's Family and Medical Leave policy described under "Family and Medical Leave" in the next major section below [see *Handbook for Instructional Staff*]. Absences of three months or more are normally taken by faculty members as a one-semester leave. If this conflicts with a sabbatical leave, the sabbatical can be postponed. Leave of three months or more can also stop the tenure clock during its duration at the option of the faculty member.
The College will secure the employee's position, or one comparable, for the period of leave. In the case of an untenured faculty member, tenure and re-appointment decisions may, at the request of the individual faculty member, be delayed by one year.

b. Parental Leave
After one year of employment with Swarthmore College, all faculty members are eligible for one month of paid parental leave to care for a newborn or newly adopted child. This leave must be taken within the first six months of the birth or adoption placement and must be negotiated with the Provost’s Office. It is normally taken as a one-course reduction in the teaching load.

Other Administrative Tasks
Setting Up the Yearly Department Budget
In the fall semester, we begin planning for the following academic year's budget. The Provost presents an overall request to the College Budget Committee for the entire academic area. The Provost's Office therefore sends each department and program correspondence that outlines the process and deadlines for submitting your department's request. The packet includes forms that will assist you in organizing the various parts of the budget request. The instructions will also contain guidelines from the Provost for what limits you should keep in mind when requesting an increase to the department's regular operating budget or funds for new programs and equipment. It is also extremely helpful for the Provost to know well in advance of extraordinary needs for your department. Not only can we help with organizing the request, but at times we can also suggest alternatives in seeking funds for new and continuing expenses.

There are several separate parts of the budget request:
Staffing: This section is used to request an increase to existing staff support for the department or to request a new staff position. If you are requesting an increase to a position, you will need to calculate the increase in terms of FTE as well as the funds necessary. If the request is for a new position, you should be in touch with HR for help in writing a job description, which will provide the basis for determining job classification and salary.

Faculty positions or instructional staff positions (language instructors, laboratory instructors, coach-instructors) would not be included on this form. Budget for all academic positions is handled in direct consultation with the Provost's Office.

New Continuing Items (sometimes referred to as "New Programs"): This section is used to request new funding which will become a continuing expense and part of the continuing operating budget. Examples of this category are expenses associated with a new course the department plans to offer or a maintenance contract for a new piece of equipment. Increased costs for an existing program would also need to be requested in this category if they are expected to be continuing, rather than one-time expenditures.

Extraordinary Items and Capital Budget: These two categories are for requests for one-time, non-recurring expenses. Examples of extraordinary expense include the costs associated with a visiting accreditation committee or a special seminar or trip. The capital budget
accommodates requests to purchase new equipment, for example a new copier, lab equipment replacement, or computers for a new staff or faculty member. Don't forget the maintenance expenses associated with these should go on the new continuing items (New Programs) form.

Operating Budget: This is the regular ongoing budget you use for day-to-day expenses of running the department. In general, departments have a continuing budget that meets their routine expenses and should make every effort to have a zero percent increase in their budget year to year. On the other hand, there are occasionally changes within a department, such as an increase in the number of faculty or a greater than inflationary increase in the cost of some regularly replaced equipment or supplies, that will make it necessary for you to request an increase in some area of the budget.

The completed budget request should be sent to the Provost's Office. As we organize the entire request for the academic area for presentation to the College Budget Committee, we will most likely be in touch with you to clarify some parts of your request or perhaps to suggest other ways to meet some of the needs, since usually there are always requests for more funding than is available in any given year. The Vice-President for Finance works through the winter to evaluate requests from all parts of the College and to allocate funds among them. We will continue to be in touch with departments as the budget takes shape over the academic year and during the spring the Provost's Office will send you correspondence which confirms your overall budget for the next year as approved by the Provost.

Assessment

The college assessment plan, put in place in 2006-2007, asks chairs to coordinate regular assessments within the department in order to ensure appropriate attention to student learning. The process consists of several steps.

- At the beginning of the academic year each department should have a conversation about goals and assessment informed by the previous year’s summary report. During this meeting the department should clarify the focus of department assessment and how the department will carry out its plan.

- Every faculty member must conduct student course evaluations for at least one course per year. Some course evaluation questions may be common to all of the department’s course or seminar evaluations, consistent with the goals that the department has set for assessment for the year. Other questions may be specific to the course or seminar, focusing on particular areas of the curriculum and pedagogy about which the faculty member wants feedback. The completed course evaluations are read and discussed by the chair and the faculty member teaching the course or seminar.

- Finally, each department is charged with holding a discussion about assessment activities, to be held after the end of classes, ideally after the conclusion of Honors exams. The goal of this meeting is to discuss the results of the previous year’s assessments - both formal and not - and determine how to use this information to improve student learning. Possible actions include:
• Review and revise curricular goals for the program of the department and individual courses

• Consider the progress of students towards meeting these goals and the effectiveness of the department’s program

• Review assessment activities concluded over the past year and reflect on what has been learned

• Plan for assessment activities to be conducted in the following academic year.

Chairs must submit a report to the Provost by June 15 summarizing the department’s assessment meeting and activities (see here for guidelines). This report can become the basis of a conversation between the Chair and the Provost about future department activities and needs. In this report, the Chair should address the following questions, in whatever format seems appropriate:

• What issues were discussed by the department?

• What parts of the program seem to be working well? How do you know?

• What parts of the program seem more problematic and how will the department proceed to address the concerns?

• What aspects of the program have you assessed this year?
  o How did you do it?
  o Did the assessment work well?
  o What did you learn?

• What plans have you made for assessment during the coming academic year?

**Department Reviews**

The assessment plan now in place for the academic program of the College calls for the reinstatement of regular external reviews of academic departments, with each department reviewed every 8 to 12 years. The guidelines below were developed by the Assessment Planning Committee during 2006-2007 and were approved by the Provost.

An external review is usually conducted by a committee of three individuals from outside the College who visit the campus and prepare a written report for the department and the administration. The department to be reviewed recommends members for the review committee as does the Provost. The Provost then selects and appoints the committee. The process is coordinated by the Associate Provost for Educational Programs.

**Self-study**

Departmental reviews begin with a departmental self-study. The self-study assesses the strengths, concerns and needs of the department and looks ahead to the challenges that the
department may face. The plan for the self-study is developed by the department and approved by the Provost. Departments should follow the guidelines, below, but should also feel free to focus on the issues that are most pressing for them as they consider how to make best use of the perspectives provided by an external review team.

All members of the instructional staff in the department, and the Provost, should be aware of the concerns and issues that the external committee is charged to address. Accordingly, while a small number of faculty in the department may be responsible for producing the self-study report, all department faculty, and the Provost, will review the report before it is provided to the external committee. The Provost submits the self-study report to the external committee, along with general College-wide descriptive material and a letter (developed in consultation with the department) that raises specific issues that the external committee should address.

Narrative
As part of the self-study, the department will prepare a 10-12 page written document that discusses the results of its examination, provides background information on the program of the department and raises specific departmental strengths and concerns. This document will be provided to members of the external committee prior to their visit to campus. Departments and external committees should consider the following general topics in assessing the current state and future challenges of a department and its programs and should focus on those that seem most relevant to them.

- Departmental goals/student learning goals
- Curriculum and pedagogy (including participation in honors, Writing courses, first year seminars, community-based learning)
- Student life and experience
- Faculty and instructional staff experience and development
- Governance, collegiality and interaction with other departments
- Relationship to the library, Information Technology Services, Lang Center and other relevant non-academic departments
- Department-specific concerns, often provided as a set of questions the department would like the review team to help them consider

In the narrative report of the self-study, the department will normally summarize (1) its perspective on these topics, including a description of the current state of affairs; (2) the data collected in the course of the self-study that relate to these topics and some reflection on its conclusions; (3) future plans; and 4) departmental concerns/questions.

Supportive data
In the course of the self-study departments will gather and provide to the review committee information from a variety of sources, all of which should be summarized as needed within the self-study narrative. These materials should be submitted in raw form as appendices for the external review committee or uploaded onto a password-protected website that will be made available to the reviewers.

- Vitae of current instructional staff
• Syllabi of currently and recently offered courses
• Course enrollments for the last five years
• Surveys of alumni regarding their experiences in the discipline prior to and after graduation
• Copies of the Chair’s end-of-year reports to the Provost for a period of 5 years
• Results of the most recently completed external review

In some circumstances, it will be appropriate for the department to examine the curricula of peer institutions and to report the results of this study and the department’s perspectives on the data to the external committee.

In addition, the Associate Provost will prepare and send materials that describe for the committee the curriculum of the College, including descriptions of the goals and structure of the Honors program, first-year seminars, writing courses, distribution requirements, interdisciplinary minors, the foreign language requirement and any other material deemed appropriate.

External Review Process

1. **Confirm decision to conduct an external review with Provost or Associate Provost**

2. **Meet with the Associate Provost to review the process**
   The Associate Provost can meet with the chair or with the entire department to review the process, provide examples of prior reviews and self studies, and answer questions. At this point, departments can discuss with the Associate Provost any needs to customize the process to best meet the needs of their department. This conversation should happen about 6 months prior to the review.

3. **Consult with Institutional Research as needed about what institutional data might be available to inform the self-study designing and, as needed, about carrying out a survey of alumni and about.** Go to [https://swatfiles.swarthmore.edu/xythoswfs/webview/_xy-357224_1](https://swatfiles.swarthmore.edu/xythoswfs/webview/_xy-357224_1) to see examples of alumni surveys used by other departments conducting reviews.

4. **Provide the Provost with a list of potential external reviewers.** Include the person’s name, institutional affiliation, and a note about field or why you have included them. Also include general information about what fields or perspectives, if any, should definitely be represented among the members of the review team. Some departments have found it useful, when possible, to include an alumnus as a potential reviewer, since they have preliminary knowledge about the institution and the department.

5. **Write the self-study.** A draft of the self-study should be given to the Associate Provost about two months before the review. The Associate Provost will consult with the Provost and provide the department with feedback. The final version of the self-study should be given to the Associate Provost one month prior to the review.
Departments have taken different approaches to producing the self-study. Most make discussion of what to include a part of department meetings and/or a departmental retreat. Some have assigned sections to different members of the department; faculty collect relevant data, draft the section, and get feedback from the department on that section. Other departments have formed a subcommittee to draft the report following department discussions, usually ensuring that the committee represents a range of perspectives and positions in the department. In other departments, the chair has taken primary responsibility for drafting and/or editing the self-study, drawing on departmental discussions and feedback.

The Provost’s Office will copy and send the self-study and supporting materials to the review team and make all arrangements for their visit.

6. Host the Visiting Committee
The visit by the external committee will generally take place over a three-day period. The schedule will normally include the following:

Day 1:
- Team arrives early afternoon
- Initial meetings for team with Provost, department chair
- Reception with department and affiliated faculty.
- Dinner for team and department members
- Evening meeting for review team.

Day 2:
- Consultation with all faculty members in the department – normally on an individual basis
- Consultation with other members of the instructional and administrative staff, either individually or in groups
- Consultation with students (majors and non-majors) working in the department without instructional staff present
- Consultation with faculty from other departments in same division and others that are relevant to the program of the department being reviewed

Day 3:
- Additional meetings with faculty and staff as needed
- Time for the committee to discuss their visit, formulate their conclusions and begin to prepare their final report
- Review team exit interview with the Provost and the President

7. Reflect on and respond to external review team report. Once the final report is submitted by the visiting committee, it is to be shared in its entirety with all faculty members in the department. The Provost, in consultation with the department chair, may approve exceptions to this principle. After it has had time to reflect on the report (normally within 2 months of receiving the report), the department should write a brief
response that includes their tentative plans for using the report over the next several years. The response can also be used to raise any concerns the department has about the report or review process. The department chair should then schedule a meeting with the Provost (by him or herself, with selected members of the department, or with the entire department) to discuss the report, its implications for department planning, and the department’s ideas about addressing issues and suggestions raised in the report.

8. **A copy of the department self study, the external team report, and the department response will be filed in the Provost’s office.**

**Interdisciplinary Program Reviews**

Faculty legislation requires that Interdisciplinary Programs be reviewed every 8 years. These reviews are internal only; the Associate Provost and Program Coordinator present program self studies to the Curriculum Committee, chaired by the Provost. The Curriculum Committee can recommend that a program continue for up to another 8 years, be reviewed again in a shorter amount of time, or be disbanded.

The legislation approved by the faculty explains that: "Criteria for... renewal of an Interdisciplinary Program [should] include an intellectual rationale for its presence in undergraduate education in general and at Swarthmore in particular, as well as evidence of substantial faculty and student interest and of departmental willingness and ability to commit to [continuing to offer] the necessary courses in the coming 8 years."

**Self study**

The written self study should include:

1. a statement of the program’s goals
2. background information on the program
3. a description and analysis of the program's current curriculum and an explanation of how it fits into the larger Swarthmore curriculum
4. an exploration of how the program addresses the needs of a range of students (including Honors and non-Honors students if applicable)
5. an analysis of the current health (status) of the program, including specific levels of student and faculty participation (number of students involved in the program in recent graduating classes, number of faculty involved in teaching courses, number of courses offered, course enrollments, etc.)
6. an exploration of future goals, challenges, plans, and available and needed resources
7. a summary of budgetary needs and the availability of funds to meet those needs

Some programs have also found it useful to explore similar programs on other campuses as a way of reflecting on the interdisciplinary program at Swarthmore.

The self study should draw on (and include as appendices):

8. data on enrollment and faculty involvement
9. evaluation letters from faculty and students (and alumni if they are available) involved in the program
10. letters from chairs of related departments

**Process**
The Curriculum Committee normally reviews requests for renewal starting in February.

- Fall: Gather data and write self-study report
- December: Provide Associate Provost with a draft of narrative report
- January: Complete revisions and submit final report to Associate Provost, who shares it with Curriculum Committee
- February/March/April: Meet with Curriculum Committee to review report

**Meetings Outside the Department**
Chairs in each particular division meet together on a regular basis (usually once a month) to discuss issues of common interest to the departments. The Division Chair will organize these meetings. Chairs also meet as a group with the Provost a few times a year to discuss issues of interest to all departments. Division chairs also attend these meetings.

**Student Liaison Committees**
Many departments have found that a student liaison committee can help with such tasks as interviewing job candidates, meeting with prospective majors and minors, and planning for departmental events. The liaison group can also be useful in giving departments feedback about issues which may arise during the year. Departments normally use a mixture of juniors and seniors on such committees. Some departments choose the committee members; others allow majors to vote for them. In departments with a limited number of majors, all students might serve on the committee.

**Ordering Books at the Swarthmore Campus & Community Store**
One of your jobs as chair is to remind faculty members to send their textbook orders in by 11/1/17 for the spring semester and by 4/3/18 for fall.

Receiving textbook adoption information on time enables the Swarthmore Store to source used copies nationally. Used copies save our students 25% or more compared to the new book price. Since we are competing with every other higher education institution for a limited number of used copies, the earlier we get your list, the more we can provide, and the more we are able to save our students. Timely adoption also allows us to purchase readopted textbooks back from Swarthmore students at 50% of retail, a higher buyback price than they can get otherwise.

Please take a minute to read through the following guidelines provided by the Swarthmore Store and then share them with your departmental faculty members.
• By federal law your course materials order must be placed by November 1\textsuperscript{st} for the spring semester and by April 3\textsuperscript{rd} for the fall semester. The earlier your order is received, the sooner it can be processed, researched, and ordered. Timely adoption gives the Store a better chance to score used books, saving our students significant expense, and it allows you more time to work with us to resolve problems, such as materials that are out of print.

• Soon faculty will be able to order course materials online through the Store’s new website, \url{http://store.swarthmore.edu/home}. The Store will send faculty members detailed instructions for ordering via the new website.

• We are happy to accept and process partial orders for courses. You can add titles at any time. However, if you think you might not use a title, please wait and order it once your plans are firm.

• The Store endeavors to provide all course materials in new, used, rental, and digital formats whenever possible, offering our students a choice of price points.

• If you are planning to re-use a book for the upcoming semester that is being used now, tell the Store immediately. We will hold any copies that are still in stock. Students who sell their books back at the end of the semester will receive more for their books.

• Copyright permission can be obtained through the Swarthmore Store. We will research copyright information and inform you of approval and price.

• If you need course materials history on a course previously taught, contact Dan Darkow.

• If you plan to ask your students to read materials over the semester break, please order those texts as soon as possible, and let us know that they will be needed before the break.

• If you are not using any purchased course materials for a course, please tell us. We will put that information on our book list and shelf tags, so that your students will know.

• To request a desk copy of a textbook, contact the publisher directly.

• Please provide us with a way to contact you over the semester break, in case any last-minute problems arise.

\textbf{Working with Information Technology Services}

Your office and lab computing needs are handled through a partnership between your department and Information Technology Services. For your teaching needs, there are several computer classrooms (Science Center 256 and Trotter 201), plus a Media Center in Beardsley. Classrooms must be scheduled in advance through the Registrar or the EMS room scheduling system.

Information Technology Services has offices located in Beardsley Hall. \textbf{Joel Cooper} is the Chief Information Technology Officer. \textbf{Andrew Reuther} is head of academic technologies. Information Technology has full-time staff to assist you with curricular and research computing issues. \textbf{Check the website for up to date personnel information:} \url{http://www.swarthmore.edu/its/its-staff}
The College has an optical fiber-based network connecting all buildings, with wired and wireless connections in all buildings and residence halls. A variety of computing platforms are supported on campus. Many faculty and staff on campus use Macintosh computers, while a significant minority use Windows/Linux is also in use in particular locations.

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

Information Technology coordinates the Moodle course management systems. Moodle is the primary way that we share electronic course materials with students, but many instructors also use it for announcements, email lists, discussion groups and grade books. Because Moodle use is so pervasive, we automatically create basic course "shells" for every course and seminar. You will be able to edit your course's site, but your students will not be able to see any pages unless you activate the course. Information Technology will offer Moodle training to faculty and staff the week before classes start.

The Beardsley Media Center contains facilities for slide and flatbed scanning, poster printing, and digital video and audio editing. If you have any questions, contact your academic computing coordinator.

Information Technology Services (ITS) provides telephone, computer, and network support and service to the Swarthmore community. The ITS website at http://www.swarthmore.edu/its/ provides computer and phone support documentation, a list of supported computer software, and contact information for ITS staff, as well as news relevant to computing and technology at Swarthmore. The Help Desk (help@swarthmore.edu) will also respond to questions.

The Telephone Help Desk is available at ext. 7758 or email telcom. Monthly statements for all long-distance calls made by faculty are sent to department Chairs or their designees.

Media Services (ext. 6201 or e-mail avbox) supports the classrooms, many College events, and maintains the College’s inventory of audio-visual equipment. Classrooms and facilities across campus are equipped with digital projectors and sound systems for the presentation of a variety of media. Faculty, staff, and students may contact Media Services to reserve equipment, such as still and video cameras, portable projectors, screens, etc.

Media Services provides a wide range of services for faculty and staff, including video and audio duplication, preparation of digital streaming media, instructional consultation, training and workshops, film projection, and event videography. Please note that some services are provided for a modest fee to recover costs. Media Services is located in Beardsley 115.

The College has a well-equipped Language Media Center, located on the third floor of Kohlberg. While foreign language study takes precedence, its exceptional computer and video facilities (including satellite programming) enable it to serve multiple purposes. The LMC and the Beardsley Media Center are managed by Michael Jones.
Copyright Policy

Administrative Assistants may be asked to copy articles or chapters from books for Moodle or to make multiple copies of a work for distribution in class. Under current procedures the department or faculty member is responsible for acquiring permission from the copyright holder(s) to use these materials; however, in many cases, this type of copying is permitted under fair use guidelines of the copyright law.

The guidelines described below provide a framework for judging whether the use of copyright protected material falls within fair use. For a fuller explanation and interpretation, the reader is directed to the campus copyright policy in the Handbook for Instructional Staff.

Faculty and instructional staff can provide supplementary materials or course readings by:
- distributing multiple copies for classroom use;
- placing items on print reserves in the library;
- making materials available using the Moodle course management system or other password protected system;
- compiling anthologies (“course packs”);

Each one of these methods is treated somewhat differently under copyright law.

Multiple Copies for Classroom Use

Permission need not be sought if the faculty or instructional staff member follows the guidelines suggested below:

- the distribution of the same photocopied material does not occur every semester;
- only one copy is distributed for each student per course;
- the material includes a copyright notice on the first page of the portion of material photocopied; and
- students are not assessed any fee beyond the actual cost of photocopying.

Furthermore, copying should meet the tests of brevity and spontaneity.

To meet the brevity test, the guidelines suggest that no more than one article, poem, story or essay may be copied from the same author and no more than three from the same collective work or periodical volume during one class term.

Spontaneity is defined as that which meets the following two criteria:

1. The copying is at the inspiration of the individual instructor, and
2. The decision to use the work and the time of its use are so close in time that it is impractical to expect a timely reply to a request for permission.

Given the amount of time it often takes to get permissions, instructional staff can assume that the first time they use an item, it will fall within fair use. However, if the instructional staff member expects to use the materials again, she or he should seek permissions from the copyright holder.
before a repeat use. (Alternatively, instructional staff should seek permissions when they decide
to use the work. They may proceed with use of the work if permission is not forthcoming prior to
the time when the work is introduced in the course).

In any case, photocopying for classroom use:

- should not have a significant detrimental impact on the market for the copyrighted work;
- should not be used to create or replace or substitute for anthologies, compilations or collective
  works;
- should not be used to reproduce consumable works such as copyrighted workbooks, exercises,
  standardized tests and test booklets and answer sheets, etc;
- should not substitute for purchase of books or periodicals.

Print and Electronic Reserves
It is reasonable to believe that fair use applies to the Library’s reserve shelf to the extent that it
functions as an extension of classroom readings (provided that the brevity and spontaneity criteria
are satisfied) and reflects an individual student’s right to photocopy for his or her personal
scholastic use. The use of photocopied material for course reserves is subject to the following
guidelines:

- The Library or the instructional staff member (or department) must own a copy of a work
  placed on reserve. If material is out of print, or cannot be obtained for a fair price, the
  Library may put a copy from Bryn Mawr or Haverford libraries on reserve.
- Copyrighted materials must display the copyright warning on the first page and online
  access to those materials should be limited to those enrolled in the course.
- Materials that are available online (ex. JSTOR articles) can be linked to directly and need
  not comply with fair use tests.
- For materials that are to be photocopied or scanned, generally one work from a single
  author, or three from the same collective work or periodical volume (not owned by the
  library), may be placed on reserve for a single course. Instructional staff members who
  wish to place more than three chapters from a collected work or monograph or more than
  three single journal articles on Reserve must seek permission from the copyright holder or
  place the entire work or periodical volume on print reserve.
- Generally, the Library should not place more than five photocopies of a single article,
  reading, etc. on reserve, or allow more than 5 simultaneous users in the case of electronic
  reserves, but factors such as the length or difficulty of the assignment, the number of
  enrolled students and the length of time given for completion of the assignment may
  permit the Library to make an exception.
- If instructional staff members wish to place photocopied material on Reserve for a second
  semester, they must seek permission from the copyright holder to do so, unless that
  material comes from a journal for which Swarthmore pays an institutional subscription
  price. (Check Tripod to determine if the library owns the journal).
- Photocopies must not be retained by the Library following completion of the course, and
  they must be deleted from the server (for e-reserves).
If the instructional staff member determines that fair use does not apply, the library will assist in acquiring permissions. Contact Alison Masterpasqua, Supervisor of Lending and Access Services, x8478, for more information.

Course Packs
If an instructional staff member wishes to compile a set of articles into a course pack for distribution or sale:

- He/she must seek permissions for all materials to be included.
- The bookstore can assist with seeking these permissions.
- Even with significant lead time, there may be some instances wherein permissions are not secured prior to the beginning of the term. If this occurs, we suggest that those readings be placed on reserve in the library or they may be distributed to students following the guidelines for Multiple Copies for Classroom Use.

Policy for reproduction and use of visual materials
The following guidelines govern the acquisition and production of visual materials for educational and scholarly use at the Tri-Colleges:

- Obtaining images for use in the classroom (or for other professional activity by faculty, short of publication) through purchasing or licensing them from appropriate vendors, where opportunity and resources permit, is our preferred method of acquisition.
- Reproduction of images should be limited to the amount needed for teaching and research purposes.
- If materials are acquired through the duplication of original copyright-protected slides, photographs, or digital works (as distinct from those reprinted in texts or other collections of images), it is necessary to seek permission from the copyright holder(s) before their duplication and/or use can proceed. If the need for these materials arises spontaneously during the course of a semester and there is no time to obtain permissions prior to use, reproduction and use may proceed until the necessary permissions have been secured, or good-faith efforts to obtain them have been documented.
- Low-resolution digital representations of images (“thumbnails”) can be produced and used in support of scholarship or the curriculum by College faculty, students and staff without the need to secure permission from the copyright owners. Rights holders for the original works who prefer not to have these representations shared with the scholarly community may ask for the removal of these thumbnails from any public interface, which will take place in a timely fashion upon request.

Use of visual materials
Visual materials that have been produced or acquired in accordance with the guidelines above may be used freely for teaching in the classroom and for other related, non-commercial, non-publication purposes by faculty, staff and students. All non-commercial, non-publication, professional activities of faculty and staff (public lectures, presentations at professional
meetings or other institutions, etc.) are understood to be extensions of the educational work carried out in the classroom.

**Software and data files**
The vast majority of all computer software is protected by copyright law. The exceptions to this rule are so few that faculty, instructional staff, staff, and students should assume that all software on Swarthmore’s computer system, on third party systems, or available through the Internet is protected by copyright, unless there is clear indication to the contrary.

Simply stated, the copyright law allows a user of software to use the software, load it onto the hard drive of a computer, and retain the original disk as an archive copy. Users are not allowed to modify the software, make more copies of it, simultaneously use a single copy on both a home and a campus computer, or distribute the software through the Internet, unless the license agreement explicitly permits those activities.

Possessing software for which an individual does not own a license is a violation of the Copyright Act, and may subject both the College and individual faculty or instructional staff member, staff, and students to sanctions as set forth in the Act. For all practical purposes, the fair use exception does not apply to operating system and application software.

In addition to application software and operating systems, federal copyright protection also extends to the data files (content) created for use with or by applications and operating systems (e.g., spreadsheets, databases, mpeg3 music files, quicktime video files, scanned images). Unauthorized creation, copying and distribution of these materials are violations of the federal copyright statute, unless they can be construed as fair use.

The College Copyright Guidelines also provide information on the interpretation of the Digital Millenium Copyright Act as it pertains to Swarthmore College. The DMCA provides protection from liability for Swarthmore College in its role as Internet Service Provider. Faculty and instructional staff members who host their own Websites should become familiar with this section of the guidelines.

For questions on copyright as it pertains to sheet music, audio-visual materials, 020multimedia development, and unpublished works, please consult the College Copyright Guidelines which are available at the Circulation Desk in McCabe Library.

**Working With the Library**
The Swarthmore College Library supports the curricular and research needs of the entire campus community. The library’s extensive print and electronic holdings are accessible through its web site library.swarthmore.edu and Tripod, the shared catalog of Bryn Mawr, Haverford, and Swarthmore Colleges.

**Department Chairs**
- The library encourages department chairs to invite their subject specialists to at least one departmental meeting per year. This provides an opportunity to discuss ways the
library can address department needs and to give updates on new library services, collection development, and resources of special interest.

- The department chair is requested either to serve as, or appoint someone else as, liaison for working with the subject specialist to coordinate collection development. These responsibilities include building the collection to ensure it supports the current curriculum, filling in gaps in the collection, and reviewing and/or deselecting journal holdings.

- The department chair is requested to co-sign or approve all departmental requests for new journal subscriptions and/or new monographic series.

The Swarthmore College Libraries, under the direction of College Librarian **Peggy Seiden**, consists of the main library, McCabe, which houses most of the humanities and social science collections, the Cornell Science Library, and the Underhill Library for Music and Dance. The Black Cultural Center has a small collection of materials relating to African-American studies and the Beit Midrash is dedicated to Jewish text study. The internationally renowned Friends Historical Library and Swarthmore College Peace Collection are also located in McCabe. Some small portion of our holdings is stored at the University of Pennsylvania’s LIBRA facility less than 20 miles from campus. Faculty who need access to those materials may request delivery or may choose to work at the facility itself. The library website **swarthmore.edu/libraries** provides access to a variety of services, forms for requesting materials, instruction for placing reserves, and other useful information.

**Subject Librarians**

Your connection to the libraries for research and instruction is through our subject librarians:

- Andrea Baruzzi (abaruzzi1, Astronomy, Biochemistry, Biology, Chemistry, Cognitive Science, Computer Science, Engineering, Environmental Studies, Mathematics, Physics, Statistics)
- Sarah Elichko (selichk1, Black Studies, Economics, History, Peace and Conflict, Political Science, Sociology & Anthropology)
- Donna Fournier (dfourni1, Music & Dance, Theater)
- Pamela Harris (pharris1, Comparative Literature, Educational Studies, Modern Languages & Literatures, Psychology)
- Nabil Kashyap (nkashya1, English, Film & Media Studies)
- Sara Powell (spowell1, Medieval Studies)
- Roberto Vargas (rvargas1, Art, Art History, Classics, Interpretation Theory, Islamic Studies, Latin American & Latino Studies, Linguistics, Philosophy, Religion, Spanish).

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

- In-depth research consultations
- Course integrated instruction on research methods
- Creation of **research guides** featuring resources ideal for specific courses
• Assistance with the development of Moodle course pages
• Consultations with Research and Information Associates (RIAs are students who assist peers with finding and evaluating information)

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

Collections
While the libraries collect at an undergraduate research level, we have traditionally provided strong support for faculty research. Among the three main libraries (McCabe for humanities and social sciences, Cornell for the sciences and mathematics, and Underhill for music and dance), the libraries own approximately 850,000 print volumes, 12,500 videos, 18,500 sound recordings, and 200,000 government documents. In addition, the libraries have access to thousands of e-resources, including e-books, e-journals, databases, streaming video, and streaming audio. We provide students and faculty with access to Wiley and Elsevier journal content on an article by article basis. McCabe Library also houses the Rare Book Room, an outstanding collection of artists’ books and private press titles as well as many other unusual and rare editions. The Tricollege consortium owns approximately 2.3 million items collectively and has access to thousands of e-books. Tricollage materials requested by Swarthmore College patrons during the academic year are generally delivered within 24 hours.

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

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

Access to Other Libraries

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

**Borrowing Privileges across the Region**

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

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

**Reserves and other Curricular Support**

The Library has both physical copy and online reserve systems for text, audio and video. For a complete description of reserve policies and procedures refer to the Research Support - Reserves & Digital Services section of the library webpage. Your list of reserve items, course number, and number of copies needed, can be sent to reserves@swarthmore.edu.

**Electronic Reserves**

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

- Locate and provide links to subscribed articles or e-book chapters. Due to copyright concerns we strongly prefer the use of direct links to publications and articles rather than the creation of a pdf.
- Advise on accessibility of readings and video and help with remediation if required. Contact accessibility@swarthmore.edu.
- Advise best practices with e-book use. Contact Jessica Brangiel, jbrangi1, with questions regarding e-book access and functionality which varies based on vendors.
- Provide instruction on how to maintain a course and its reserves through Moodle.
- Provide assistance in copyright compliance. Note: all copyrighted course reserves must be password protected and display the copyright warning on the first page. For further information about copyright, please refer to that section of this handbook or the
Electronic files in a variety of formats, such as documents, illustrations, photographs, and audio files, can be uploaded and organized to best suit the needs of the course. Additionally, these systems give the option to add web links that will link a course or assignment directly to an electronic article or e-book available through one of the many databases to which the library subscribes. There are times, though, that the material a teacher would like his/her students to read is in a book or a print periodical. Simply bring photocopies of needed pages to the library for scanning. The PDF files will either be emailed to or uploaded directly to the course site.

For assistance with electronic reserves/readings please contact:
McCabe (Humanities and Social Sciences) x8480
Cornell (Science and Engineering) x8267
Underhill (Music and Dance) x8231

The library provides streaming media services for audio and video recordings and a number of streamed media collections including the ability to watch Netflix in one of McCabe’s video rooms. More information is available at http://www.swarthmore.edu/library/swatonly/streaming.php.

The library also provides image digitization services. Contact Susan Dreher, sdreher1, for more information.

**Swarthmore Works**

Works - [http://works.swarthmore.edu](http://works.swarthmore.edu) - brings together our faculty’s published research and creative endeavors during their time at Swarthmore, with an aim to facilitate discovery of and access to the scholarship in which our community is engaged.

Sharing your work also embraces the College’s commitment to contributing to the common good, and benefits those who want to engage with your work. These readers may not have the ability to pay for the work they’re interested in, or they may be researchers looking for new opportunities to collaborate.

Sharing your work in a non-profit, collegial, global environment such as this benefits you in a number of ways as well:

- Research has begun to demonstrate that the more accessible a publication is, the more readership and citations it ultimately receives, further increasing the visibility of your work.
- We optimize our records of publications for Google and other search engines to amplify the visibility of your works and more easily connect readers to your works.
- You will be able to access transparent data regarding how your works are being read, including monthly download statistics and a personalized dashboard with readership information, showing the global impact of your research.

While Works specifically collects works from tenure track and tenured faculty, our librarians can always advise on scholarly communications issues such as: finding the best subject repositories for your works; retaining your author rights in copyright negotiations with publishers; and navigating publisher’s definitions of article versioning for sharing your works. Contact myworks@swarthmore.edu for more information.
Digital Scholarship
Digital Scholarship - ds@swat - at Swarthmore encompasses a growing range of collaborative projects that share a set of basic commitments: To connect our community—faculty, students and staff—as well as communities beyond Swarthmore. To make critical use of digital networked technologies to engage and document scholarship as a process. Contact Nabil Kashyap, nkasha1.

Working with the Writing Associates Program
As chair, make sure that your department members know about this Program, staffed by a faculty director, staff, and interns. This program offers six primary services:

1. Writing Associates (WAs) are assigned to specific courses at the instructor’s request;
2. The Writing Center, operating on a drop-in basis, helps students with all stages of composition and revision;
3. Writing Associate Mentors (WAMs) are matched with students who need ongoing, intensive coaching and support in their writing;
4. Thesis WAs are matched with students who want assistance with the writing of their senior thesis.
5. The On-line Writing Lab (OWL) allows students to get feedback on their writing over the Web.
6. Speaking Associates (SPAs) are trained to help students with their presentations.

Writing Associates Assigned to Specific Courses
Writing Associates are students trained to help other students improve as writers through a process of prewriting and revision. Each semester more than twenty courses, ranging from Biology to French Literature, use the Writing Associates Program to deepen student engagement with writing.

Working with Writing Associates means building time for revision into your syllabus. You need to establish two due-dates for every WAed assignment, with a minimum of ten (10) days between the first and second due-date. In the first half of that time, WAs will read student writing, provide written feedback, and meet individually with students to discuss the feedback and develop plans for revision. In the second half of that time, students will revise their work, sometimes asking their WAs for feedback on their second draft as well.

For more information, or to have Writing Associates assigned to your class(es), contact Jill Gladstein (x8145; jgladst1).

The Writing Center
Located in Trotter 120, the Writing Center opens the third week of each semester. Consult the website for hours of operation: http://www.swarthmore.edu/writing/writing-associates-program
We encourage students to bring in work at any stage of development: Writing Associates will help students talk through possible topics, development options, strategies for dealing with
writer’s block, or strategies for revising at various different levels of intensity, and to different
degrees of final polish.

If you don’t have WAs assigned to your courses, but feel that particular students need help
with their writing, you might tell them to go to the Writing Center for a specific kind of
coaching. (You can also tell them to ask the WA they work with to send you an email briefly
describing the issues discussed. WAs won’t “inform” on fellow students other than to report
that a meeting occurred and dealt with particular issues.)

If you do have WAs assigned to your course(s), but a few students are failing to meet
deadlines, you might send those students to the Writing Center rather than requiring assigned
WAs to reshuffle their own academic work to accommodate them.

The WA program normally offers one to two workshops per semester. These workshops may
cover strategies for decoding assignments, choosing a topic, accumulating evidence,
developing and structuring ideas, and working through writer’s block. They will all stress the
importance of leaving time for revision. We expect the workshops will help students
(especially first-year students) complete their writing assignments sooner and more
effectively. For more information, or if you would like your students to participate in these
workshops, contact Jill Gladstein (x8145; jgladst1).

The Writing Associates Mentor Program (WAM)
Some student writers need deeper and more sustained coaching than Writing Associates and
the Writing Center can provide. Any student, instructor, or dean can request that a particular
student be paired up with a Writing Associate Mentor (WAM): this collaborative relationship
will normally continue until the end of the semester or the end of the academic year. WAMs
are WAs who have had some additional training in basic writing and the emotional
dimensions of long-term writing difficulties. WAMs encourage students to set semester-long
goals for their writing development and to focus on specific skills that will improve their
writing across the curriculum. WAMs can also provide some emotional support for students
struggling with issues such as procrastination, fear of the demands of academic writing at
Swarthmore, and the frustration of recalcitrant language. Deeper issues will be referred to
Counseling and Psychological Services or the Student Academic Mentor Program (SAM) will
help with issues of time management.

The Thesis WA Program
Some departments require their students to write a senior thesis. While many of the principles
of writing a 50-page thesis are the same as writing a much shorter paper, the demands are
different, and can be rather unique. A Thesis WA is an experienced Writing Associate with
an appreciation for the different stages of the writing process. The Thesis WAing process is
very open: most typically, the student and WA get together to arrange a semester-long
schedule of meetings. Ideally, the two can plan a concrete series of dates for exchanging the
thesis paper and meeting for discussion, but the arrangement is totally up to them.

The On-line Writing Laboratory (OWL)
In a basic online writing lab, students can submit draft writing to a central location at any time of day or night; during writing center hours, assigned WAs will respond to the draft using techniques like the “Track changes” tool in MS Word; students can respond to questions and suggestions in a further draft, and so on. For obvious reasons, OWLs have been most useful to students who have some leisure in which to mull over drafts and feedback. But they can also provide some level of feedback to students who work at odd hours. The Writing Associates Program web page also includes materials to support prewriting and revision on both macro and micro levels.

The Speaking Associates Program (SPA)
SPAs work with students on the structure of their ideas and arguments, their oral delivery, and their visual aids in a variety of capacities, including preparing final presentations, leading seminar discussion, presenting research in progress, or pitching a grant proposal. Speaking Associates are available for conferences in the Writing Center or by special request.

The Writing Program Advisory Committee is made up a faculty representative from each Division, the Associate Dean for Academic Affairs, the Director of the Writing Associates Program, and the Writing Intern.

Department Retreats
Departments may occasionally want to organize retreats at the college or away from it to discuss large issues of interest such as the changing nature of the discipline, departmental staffing for the coming decade, possible changes in the curriculum, or the best way to achieve healthy departmental dynamics, etc. The Provost has limited funds to support departmental retreats in such cases. Many departments have done this and found it a useful tool for self-study and planning. The Provost may also allocate funds for members of a department to visit another campus if that would be useful as part of a self-study or planning effort.

Departmental and Faculty Entertainment Expenses
Members of the faculty and administration will be reimbursed for reasonable out-of-pocket expenses incurred for housing, meals, and transportation of visiting speakers, honors examiners, or candidates for appointments. Requests for reimbursement on forms available from department offices, together with appropriate evidence of expenditure (original receipts), should be submitted to the Provost's Office for approval. See the Business Office website for reimbursement and expenditure guidelines: http://www.swarthmore.edu/x27842.xml.

Prizes, Fellowships, Phi Beta Kappa
The Swarthmore Fellowships and Prizes Committee will solicit nominations from faculty for various grants and fellowships offered by the college and by outside agencies. Deadlines for nominations may occur in the fall for certain fellowships (Rhodes, Marshall, Fulbright, Mitchell, Luce, Truman Goldwater, etc.). Deadlines for nominations or applications for other grants and most Swarthmore college fellowships and prizes are mainly in the spring (Beinecke, Leedom, Lippincott, Lockwood, Mott, Tyson, McCabe, Ivy, Oak Leaf, S.K. Cooper, Lang, etc.) Departments and faculty should be cognizant of such prizes and make an effort to nominate appropriate students. Please contact Melissa Mandos (x8363) for questions about Fellowships and Prizes.
At the end of the spring semester (between the end of Honors and the Thursday last faculty meeting), departments may also be asked to comment on students eligible for Phi Beta Kappa. Phi Beta Kappa is now mainly determined on the basis of GPA, but faculty comments are solicited for students whose GPAs are closely bunched on the marginal list.

**Lang and Cornell Visiting Professorships**

The Julien and Virginia Cornell Visiting Professorship brings professors or lecturers from other nations and cultures to the college for a semester or a year. The Eugene M. Lang Visiting Professorship brings to the campus an outstanding social scientist or other suitably qualified person who has achieved prominence and special recognition in the area of social change. Lang Professors may be appointed from a semester to up to 3 years.

In September the Associate Provost invites faculty nominations for the Cornell Visiting Professorship. The Executive Director of the Lang Center invites faculty nominations for the Lang Visiting Professor. Normally these nominations are for two or three years down the road because the complexities of people's professional lives often mean that the college must plan this far in advance. Faculty must submit a letter of nomination and a CV to the Associate Provost. Visiting professors teach one course per semester and also receive free housing. The chair of the home department must also write a letter in support of the nomination.

The selection is made by the Provost, Associate Provost, and Division chairs. While the principal criteria for selection are excellence, some consideration is given to college and departmental curricular needs and to how recently a given department has hosted a Lang or Cornell Professor. The visiting professor must be housed in a department or program. That means that the department must show solid support for having this person in residence and a willingness to offer departmental credit for the course(s) the person teaches. The department must also understand that while the College can and will provide some administrative, financial, and social support, the major responsibility for this must rest with the department hosting the visitor.

Departments should remember that procedures for foreign scholars to come to the college on a visiting professorship may be complex and require a good deal of time; chief among these is the obtaining of a visa. Departments and nominees should work with the Provost's office on such matters. Contact Cathy Pescatore or Marcia Brown for further information.

If you have additional questions about these visiting professorships, contact the Associate Provost.

**Faculty Research Support and Travel to Professional Meetings**

Full-time regular faculty and certain other faculty are eligible for research support and support for travel to professional meetings. The explanation of who is entitled to such benefits is contained in the "Faculty Employment and Compensation" section (Section III) of the *Handbook for Instructional Staff*, especially the sections on types of appointments. There are also relevant sections of the *Handbook* on "Research Policy,” and "Research Support," in section II.C of the *Handbook*, and "Travel to Meetings of Learned Societies," in section III.B.
The College encourages faculty members to take part in professional meetings and to keep in touch with fellow scholars and with the most advanced thought in their individual fields. The College therefore reimburses full-time members of the faculty in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor for a part of the expenses incurred in attending meetings of learned or professional societies. Full-time faculty members have an annual allowance of $2,125. It is possible to take two years' worth of these funds at once, or for professional travel to draw upon unused funds from the preceding year (as well as the present year and the following year). For details on reimbursable expenses, extra reimbursement, and reimbursement procedures, please see the Handbook for Instructional Staff and the Provost website: http://www.swarthmore.edu/Provosts-office/travel-and-research-support

Travel Guidelines and Standard Procedures
For travel guidelines and standard procedures—including travel expenses, use of travel agencies or Web-based travel services, payment of travel expenses, obtaining a corporate VISA credit card, travel advances, authorization of expenses by the department head or supervisor, list of reimbursable travel expenses, travel by rail or private automobile, commercial rental vehicles, van rentals, lodging and meal costs, restrictions on government grants, etc. — employees should consult the policies detailed at: http://www.swarthmore.edu/x27842.xml.

Visiting Lecturers, Special Meetings
Chairs and AAs will need occasionally to schedule special lectures by outside scholars. Normally these occur during hours outside the regular teaching schedule. If students are required to attend a special lecture, it should also be scheduled outside of the late afternoon time when athletic teams have practices and games (see section on "Guidelines on Scheduling Conflicts Between Academics and Athletics"). Scheduling rooms during regular teaching hours is done through the Registrar's office. Scheduling rooms outside of such hours is done at http://www.swarthmore.edu/events/event_planning.php. Some rooms such as departmental seminar rooms must be scheduled through the departments at all times (the Registrar has a list of such rooms). Departments should bear in mind that outside speakers will need to fill in certain forms available in department offices or from the Business office in order to arrange for the payment of such speakers. Foreign nationals will need to have a visa in order to be paid. Please contact Marcia Brown in the provost office with ample lead time to arrange for visas.

Record Keeping, Security of Sensitive Documents
Departments must keep all kinds of records as part of their administrative work. These may include confidential items such as student transcripts, job dossiers, departmental dossiers etc. All confidential materials should be in locked cabinets. Some, such as departmental dossiers for faculty members, should be accessed only by the chair and AA. Dossiers for chairs are normally held by the AA or the Provost during the chair's time in office and later returned to the confidential departmental file when a new chair takes over. Departments should be careful about the handling of certain materials such as job candidate dossiers and student
transcripts since these materials must be shredded before being disposed of. Simply
discard such materials in trash containers is not sufficient protection of the confidentiality
involved, as required by law. When faculty members are given copies of such materials as
part of a review process or the sophomore paper process, the chair or AA should be
responsible for collecting such materials at the end of the process and for shredding them. At
the end of the process of faculty reviews, a master file is kept in the Provost's office for
safekeeping. Any departmental copies used as part of the review are to be destroyed.

Selection of Chairs, Length of Service, etc.
Chairs are chosen by the Provost after consultation with each member of the department or
program. The length of service may vary somewhat according to the circumstances, but the
norm is five years. Chairs are normally given some course reduction for their administrative
duties; the amount of the reduction depends in part on the size of the department, number of
majors, amount of administrative work, etc. When a chair goes on leave, the Provost, after
consultation with department members, will appoint another department member as Acting
Chair. A recent College Planning Report recommended that "members of the faculty eligible
for their first leave and members of the faculty who have served five years as chair of a
department should have their leaves funded if they present proposals of high merit."
Occasionally, owing to special circumstances, departments may have co-chairs or a chair and
an associate chair. These details must be worked out with the Provost.

Chair Responsibilities Outside the College
In certain departments or programs, chairs may have regular responsibilities outside the
college that are part of the department's regular business. New chairs should discuss such
responsibilities with outgoing chairs and also with the Provost should any questions arise.
Chairs may also want to consult the section on "Concomitant Employment" in the Handbook
for Instructional Staff where certain limits on regular outside responsibilities not associated
with departmental business are set.

Additional Tasks of AAs to support Chairs
The following list is only a representative sample of some additional duties and
responsibilities that an Administrative Assistant might have in order to assist the Chair in the
administrative business of the department. Duties may vary from department to department,
and in different departments these tasks are parceled out in different ways. AAs should refer
to their job descriptions for specific duties and responsibilities and discuss any questions with
their chairs. Additional duties might include:

1. Supervising student office employees, directing their work in duplicating,
   researching, filing, and word processing.

2. Preparing weekly time slips for students and entering the information into Banner.

3. Answering questions and giving assistance to members of the department about
   computer applications and programs.
4. Coordinating/preparing course materials for Moodle, including preparing master files for each article and maintaining Moodle throughout the semester (in some departments individual instructors do this).

5. Distributing notices, flyers, and e-mails to students, faculty, and staff, regarding times of conferences, notices of special events, changes in syllabi or schedules, etc.

6. Coordinating the designing and updating of department web pages. If the departmental AA is not comfortable doing this, talk about this with the Provost and negotiate time for your AA to learn this skill in ITS workshops.

7. Overseeing the distribution, repair, and ordering of audio-visual equipment. (Contact Media Services, LPAC 4, extension 7816 or e-mail "avbox@swarthmore.edu". Lead-time for distribution is 48 hours.)

8. Organizing and arranging lectures, lecture dinners, and department sponsored events. Room reservation is done through Swat Central. E-mail "ashton@swarthmore.edu" for reservations in Ashton House. Currently, Ashton House must be cleaned and vacuumed after each use.

Departmental AAs may do some or all of these tasks. They may have a variety of tasks not listed here. This sample is only meant to give an indication of the kind of administrative work AAs may do which is not included elsewhere in this handbook. For insight into and any necessary or regular revisions of job descriptions, contact Zenobia Hargust at HR.

Reference: Administration and Dean's Office

For reference purposes the following sections are provided from Guide for Instructional Staff New to Swarthmore College.

THE ADMINISTRATION

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

- **Valerie Smith** is President of the College and Professor of English Literature and Black Studies.

- **Sarah Willie-LeBreton**, who is the Provost and Professor of Sociology, is the principal academic officer of the college. The Provost's office is the point of contact for matters of general academic policy and faculty personnel policy.
• **James Terhune** is Interim Dean of Students. Him and the other members of the Dean's staff are responsible for such areas as fellowships, multicultural issues, gender education, student housing, and academic affairs. You are likely to deal with the Dean's Office about students who are having trouble in your courses.

• **Karl W. Clauss** (Vice President Advancement), **Gregory Brown** (Vice President for Finance and Administration), **Alisa Giardinelli**, (Interim Vice President for Communications), **Jim Bock** (Vice President and Dean of Admissions) and **Pamela Prescod-Caesar**, (Vice President for Human Resources) constitute the rest of the senior staff.

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

• **Lynne Steuerle Schofield**, Associate Provost for Faculty Diversity and Development and Associate Professor of Statistics. Lynne is responsible for new faculty and new chair orientations, development, diversity and inclusion programming, and diversity matters in recruitment and retention of excellent faculty. She also organizes faculty reading/writing groups, serves as a liaison to the CFD and NCFDD and updates this Guidebook.

• **K. David Harrison**, Associate Provost for Educational Programs and Associate Professor of Linguistics. With the Office of Institutional Research, David leads our programs for the assessment of student learning and coordinates the external reviews of academic departments and the internal reviews of interdisciplinary programs. He provides administrative support for the Curriculum Committee, supports the work of the Provost on CEP, coordinates reviews of Swarthmore-sponsored off-campus study programs and organizes faculty lectures and lunches.

• **Marcia Brown**, Executive Assistant to the Provost. Marcia serves as a first contact for many aspects of the Provost's office operation. She can help you with questions and concerns about budget, salary and benefits, faculty housing, research support, travel funds, and course development support. Marcia can be reached in the Provost's office at x8320.

• **Martin Warner**, Registrar. Martin's office handles classroom scheduling, posting grades and credits to the central computer, registration and drop/add, much of the Honors program, as well as certification of senior graduation requirements. Martin knows the academic rules and regulations of the College and is a good person to ask questions (x8299) about grading policies or degree requirements.

• **Ralph Thayer**, Director of Maintenance. If you have maintenance problems with your office or faculty housing, email them to <workbox> or leave a voicemail message at x8280.
• **Pamela Prescod-Caesar**, Vice President of Human Resources. Among other things, Human Resources administers faculty benefits. You should have already received a packet of information regarding benefits. Please call the HR office (x8397) to select a benefits orientation session to attend. Once your benefits are established, HR will also help you solve any problems you may encounter. **John Cline** (x8652) is your contact for benefits information.

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

• **Zenobia Hargust** (x8398) is Director of Equal Opportunity and Title IX Deputy. Zenobia may be contacted to discuss any concerns about equity and/or discrimination.

**THE DEAN’S OFFICE**

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

**James Terhune**, Interim Dean of Students, is the chief student affairs officer of the college. He is responsible for the policy and supervision of the Dean’s Office including the Registrar’s Office, Health Services, Career Services, International Student Office, Health Science Advising, Religious Advisors, Office of Community Service Learning, Psychological Services.

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

**T. Shá Duncan Smith**, Associate Dean of Diversity, Inclusion, and Community Development

**Liz Derickson**, Assistant Dean for Academic Affairs She works individually with students who face academic dilemmas. Student academic dilemmas include struggling academically, finding an academic major, managing health/personal issues, or returning from a leave of absence.

**Melissa Mandos**, Fellowships and Prizes Advisor, is the chief liaison between students and
opportunities for internal and external fellowships and awards; she co-chairs the College’s Committee on Fellowships and Prizes. She also co-leads the training and supervision of the Student Academic Mentors as they work with students on issues of time management and study skills, effective problem solving, and the ability to access resources.

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

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

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

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

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

**Mike Elias**, Coordinator of Student Activities, advises all student organizations and activities, oversees the Party Associates Program, assists large scale campus events, has oversight for student programming spaces and is the Dean's liaison to Student Council and its various committees.

**Jennifer Marks-Gold**, International Student Advisor, counsels and assists international students and faculty and staff with any problems they encounter relating to living and studying in the U.S.
**Gigi Simeone**, Health Sciences and Pre-Law Advisor, advises students and helps them prepare for law and medical school and other health related professions.

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

**ACADEMIC SUPPORT SERVICES**

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

- Biology: Philip Kudish — pkudish1@swarthmore.edu
- Chemistry: Ginger Heck — vheck1@swarthmore.edu
- Computer Science: Lauri Courtenay — lcourte1@swarthmore.edu
- Economics: Nancy Carroll — ncarroll1@swarthmore.edu
- Engineering: Ann Ruether — aruethe1@swarthmore.edu
- Math & Stats: Danielle Ledford — dledfor1@swarthmore.edu
- Physics: Ann Ruether — aruethe1@swarthmore.edu

**Tutoring:** Individual tutors are available through the Dean's Office to students in almost all disciplines. Students in departments that offer clinics are expected to use them before seeking an individual tutor; students should also consult the course instructor before asking for a tutor. Tutoring is coordinated by the Administrative Assistant to Associate Dean for Academic Affairs. S/he develops a list of students who are available for individual tutoring needs.

**Writing Center:** See information on Writing Program, above.

**Student Academic Mentoring Program (SAM):** Student Academic Mentors (SAMs) are upper-class students specially selected and trained to help newer students develop effective learning skills. SAMs are normally based in dorms and work with individual students on time management, reading, note-taking, test-taking, and accessing resources. They also provide encouragement and general advice. SAMs also offer workshops during the year on study skills and time management; these workshops are open to all students. The names of all SAMs are listed in common areas in each dorm and outside the SAM Office, Parrish 130.

**RELATED SUPPORT SERVICES**

**Black Cultural Center:** Since its inception the Center has served to expose and educate the entire Swarthmore Community to the vast historical, economic and political contributions of Black people. Its director oversees the programs and events of the BCC.
Career Services: The Director and the staff offer a range of services and maintain a library of resources relating to employment, internships and graduate study.

Gender Education Office: The office works with others in the Dean's Office to create and sustain a climate at Swarthmore that reduces the likelihood of sexual misconduct; she is responsible for providing support/advocacy when a student believes s/he has been victimized by sexual misconduct.

Title IX Coordinator and deputies. These professionals can provide information about available resources and procedural options and assistance to either party in the event that a report and/or resolution under this policy are pursued. Individuals are encouraged to use all available resources, regardless of when or where the incident occurred. The coordinators are required to report any information they receive, including names of individuals, that is shared via email or in conversation with them to the Title IX Coordinator.

Intercultural Center: The IC is committed to implementing a vision of multi-culturalism on campus addressing the interlocking issues of race, gender, sexuality and class. Its director, oversees the programs and events of the IC, which includes the following organizations: Swarthmore Asian Organization (SAO), the Hispanic Organization for Latin American Awareness (HOLA) and Swarthmore Queer Union (SQU).

Counseling and Psychological Services (CAPS): The Director, will consult with faculty members who are concerned about particular students. He and the rest of the staff offer individual therapy to students as well as workshops and groups.

The Worth Health Center houses offices of nurses, consulting physicians, a nutritionist, an HIV test counselor, outpatient treatment facilities and rooms for students who require inpatient care. Psychological Services is also housed in the Health Center but is administered separately from the Health Services. Students may consult Health Center staff as well as be admitted as inpatients without charge. The Health Center operates 24 hours a day during the academic year and is closed during the winter break and the summer.
APPENDIX A - CEP Guidelines for Allocating Faculty Positions

Introduction

1.1. Swarthmore seeks to help its students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern.

1.2. Education is largely an individual matter, for no two students are exactly alike. The Swarthmore College curriculum is designed to give recognition to this fact and seeks to evoke the maximum effort and development from each student. The Swarthmore College Honors Program offers additional enriching and exciting intellectual experiences to students who choose to prepare for evaluation by examiners from other colleges and universities. Throughout the curriculum, options for independent study and interdisciplinary work offer opportunities for exploration and development over a wide range of individual goals. These opportunities typically include considerable flexibility of program choices from semester to semester, so that academic planning may be responsive to the emerging needs of students.

1.4. The college draws strength from tradition and energy from the necessity of change. Its purposes and policies must respond to new conditions and new demands. By being open to change, Swarthmore tries to provide for its students, by means appropriate to the times, the standard of excellence it has sought to maintain from its founding.

“Introduction to Swarthmore College,” Bulletin, 2009-10

The distinctiveness of Swarthmore’s program ultimately derives from the unique character of the educational experience our students encounter at what is specifically a small liberal arts college. The excellence of our academic program depends in part on the depth and breadth of our curricular offerings, but most particularly on the quality of the intellectual exchanges that students experience with faculty and each other. Our goal, more than field coverage alone, is to train students in different modes of thinking and analysis at an intellectually challenging level. To that end, we offer classes in a range of disciplines, organized in three major divisions. All of them demand different kinds of thinking from students, and all of them offer students different ways to develop their analytic skills.

The Guidelines that follow were impelled by the financial crisis of 2008-2009 and the Faculty’s mandate that they inform the deliberations of the CEP and the decision-making of the President and Provost. CEP thus formulated them with the view that they should be useful in allocating a possibly reduced number of tenure-track positions. But CEP also intended that they should guide discussion whenever the faculty could return to more ambitious planning: we hoped they would guide decisions about where to add faculty, as proposed in the long-range planning effort, and about how to adapt the curriculum to a 4-course load. We hoped that they would aid not only in subtracting, or adding, but in rethinking the curriculum and the existing distribution of teaching resources.
The statement approved by the Faculty in 2009 also stipulated that after ten years, the Faculty shall review how this process for allocating faculty positions has functioned, and consider whether the guidelines should be altered. This provision stands.

**Guidelines**

The faculty expects that positions made vacant through negative tenure decisions will be allocated to the department or program of origin. In cases of tenure denial, CEP will require a full proposal for replacement, but may consider such proposals outside of the normal timetable, as long as it does not jeopardize the integrity of the process of reconsideration and appeal of the tenure denial decision.

CEP has found that well-crafted, sufficiently informative tenure line proposals can be composed in about 3000 words (about five single-spaced pages, independent of charts and graphs). CEP encourages letters of support from departments and programs mentioned in a proposal as having a particular interest in a tenure line proposal. The proposal and letters of support should note the role that a supporting program or department will play in the search process and whether cross-listing of courses is anticipated.

We propose the following questions, to be answered by departments or programs that request to fill tenure-track positions, whether vacated in that department or program, or potentially to be added to it, or shared between a department and a program. The Provost may also evaluate requests for leave replacements using the same questions. Particular position requests may well offer strong arguments for only some of the guidelines, although all guidelines should be addressed. In all cases, though, we want to understand how the appointment contributes to the excellence of Swarthmore’s academic program, as described in statements of the College’s mission.

1. How does the presence or absence of this position affect your department or program’s ability to provide quality student experiences that involve close interactions with faculty, such as: appropriately-sized/small classes, Honors seminars, Writing courses, First Year seminars, research opportunities, and a meaningful senior comprehensive? How do enrollments in your department or program affect a student’s experience?

2. Describe specifically how this position will influence the department or program’s capacity to offer a coherent academic program for majors, minors, and non-majors. How has your department or program explored possible strategies for restructuring, within the department or program, through interdisciplinary cooperation, or through use of tri-college resources?

3. If this is a request from a department, does the position contribute to interdisciplinary studies, through course content or a program that has been agreed upon (by the CEP) as a College priority?

4. Does this position support courses of study in other departments or programs? Would it participate in a significant new initiative?
5. With what other departments and programs, at Swarthmore or within the Tri-College community, should the CEP, following up on your investigations, consult when evaluating the substance of this request?

6. Would the position enable the College to increase the diversity of the faculty? Would it enhance the College’s ability to attract and serve a diverse student body?

7. If this is a request from an interdisciplinary program, it will be helpful to address the following structural questions that pertain only to programs:

   a. Is this a request for a tenure line autonomous to a program, or one to be shared with one or more departments? Please give a rationale for this choice and arguments explaining why that particular arrangement is best for improving the program's and the College's curriculum. If a sharing proposal is made, explain the logic of the position's course and service load distribution. Provide supporting documentation from the department(s).
   
   b. How will the program (or program and department(s)) structure the hiring process?
   
   c. Do you have any preliminary thoughts about how the program (or program and department(s)) might structure the reappointment, tenure and promotion considerations?
   
   d. How will governance of the program be shared among the faculty invested in the program?
   
   e. What plans are in place to share the teaching of the core curriculum (e.g., introductory, capstone courses) of the program among the faculty?
   
   f. What opportunities exist for cross-listing courses with departments or other programs?
   
   g. With what existing lines in complementary departments might the requested position closely correspond? How are you defining the position to avoid possible duplication?
   
   h. Would this hire result in the concentration of the teaching in the program in the hands of one person? If so, would this risk the interdisciplinary nature of the program?
   
   i. Who will serve as three designated core faculty (normally at least two of whom are tenured) in the program for the first 5 years of a tenure-track hire in the program? Core faculty will have a long-term, formalized commitment to the program, which could include one or both of the following: (1) teaching one or more courses that contribute to the program in at least alternate years; and (2) sharing responsibility for coordinating the program or doing other essential administrative tasks. In recognition of such commitments, core faculty may be released from some committee or departmental service. Fulfillment of these conditions will require flexibility on the part of the program and affiliated departments and commitments from the administration.

Originally approved by faculty vote October 8, 2009
Modified by faculty vote October 11, 2013 and May 16, 2014
I. Faculty Searches Procedure and Timeline

II. Guide for Searches with Internal Candidates

I. Faculty Searches Procedure and Timeline

- Drafting and Authorization of Job Ads
  
  - Clearly articulate the role diversity plays in your search (e.g., student mentoring, curriculum building etc.)
  
  - Consult sample language found in the template and on the provost, EEO and diversity websites.
  
  - Fill out the Faculty Search Questionnaire. Search chairs are to send the finalized Faculty Search Questionnaire form to the provost with a cc to both the Associate Provost for Faculty Development and Assistant to the Provost.
  
  - Allow up to two weeks’ turn-around time for proper review and authorization. Identify your direct recruiting plans (who will you reach out to, through which resource/database/job boards and lists etc.)

- Recruitment Phase
  
  - The Faculty Diversity and Excellence Website features nationally recognized best practices in recruiting, hiring, and retention, sample position descriptions to make diversity a central part of your criteria, recruitment lists to increase and diversify your job ad’s yield, evaluation templates for the interview process and guidelines to help you retain excellent faculty: [http://www.swarthmore.edu/faculty-diversity-excellence/information-academic-departments](http://www.swarthmore.edu/faculty-diversity-excellence/information-academic-departments). Use the extensive recruitment list on the faculty diversity website and recommended by your professional organizations to advertise your job.

  - Direct recruitment - Direct recruit through concerted emails to chairs and colleagues at a wide range of graduate institutions in the advertised field (avoid the halo effect of the Ivy League) asking them to advertise the job to their ABDs and graduates, direct recruit at conferences by taking copies of the job ad with you, talking with promising presenters after panels and email the job ad to presenters. Once authorized by the provost, post the job ad and unique Interfolio link with an invitation to apply on your professional job boards and email listserves. Direct recruitment has proven to be an essential and successful component to increase the diversity of the pool in previous searches on campus.

  - CFD Database - Asked to be added as an evaluator on the CFD Database on Interfolio – you can filter your search by advertised specialization(s) and will have access to CVs, cover letters and recommendations. Candidates do not always apply directly, but often through organizations like the CFD or HERC. Once you have identified potential candidates from the database, send them an invitation to apply email with the Interfolio link for your job ad. [https://www.gettysburg.edu/about/offices/provost/cfd/](https://www.gettysburg.edu/about/offices/provost/cfd/)

  - Criteria - Read the “Ground Rules” by Joann Moody, consult your chair’s reference book and “Guides for Faculty Searches” online resources to establish clear and transparent criteria for your search. After discussion with your search committee, enter the selected and approved criteria to the Faculty Search Questionnaire. These criteria will be added to Interfolio for your position, so that they remain clear and visible to everyone involved in the search through the different phases of recruitment. Schedule a visit with the EEO and Diversity search team
Zenobia Hargust and the associate provost before you are getting to the evaluation of dossiers to discuss criteria, rubric and process.

**Evaluation Phase**

- Only the authorized members of the search committee should have been entered into the Faculty Search Questionnaire. The Provost's Office will ensure that they have search committee access as evaluators in Interfolio for the position, so they can read and potentially comment and rank uploaded documents.
- Decide whether all search members should be able to see each other’s comments and rankings or turn that function off via “blind review” (un/select “blind review” on the Questionnaire).
- Decide whether to allow comments, rankings and tags through Interfolio or to turn that function off.
- Add your agreed upon evaluation rubric in the Faculty Search Questionnaire. This is especially important if you are opting into the ranking feature on Interfolio. This rubric needs to specify your criteria, so they remain constant across the candidate pool (your approved job ad should be a guide-post) and will be added to the search committee landing page for your position in Interfolio.
- If you have noticed a tendency towards the halo-effect for PhDs from certain institutions, reassert the criteria and give each other license to champion candidates from a diverse range of educational backgrounds.
- Remember that each country’s education system produces different formats for letters of recommendation, e.g. U.S. Americans tend to write longer and more effusive letters that require reading between the lines, European letters tend to be shorter and more direct in praise and criticism.
- If not everyone reads every dossier, make sure you have a procedure in place that does not disenfranchise the dossiers read and evaluated by junior or minority faculty members on the search committee – if you need help devising such a procedure, discuss this with the EEO and Diversity search team.

**Interview Phase**

- Decide whether to request additional materials from short-listed candidates (e.g. writing samples, syllabi). They can upload and you can read them on Interfolio. Note: you may need to update a candidate’s status in order to grant them permission to add additional documents. See Interfolio User Guide below for additional instructions.
- If you haven’t done so, consider two stages of interviews, the first a live or video conference round with a broader short list (between 10 and 20 or whatever is appropriate in your discipline), the second with three finalists on campus, has proven to yield a more diverse pool.
- If using zoom, contact Media Services to help you with the set up. Test audio and video before going live. In case of technical problems, give candidates a new time slot to try again.
- Make sure you know what the legally protected categories are, about which any questions are illegal (consult the EEO section in this handbook).
- If you do a first round of interviews, devise a question catalogue that gets to the agreed upon criteria for your search – call it a script, if you will. Stick to it. Ask each candidate the same questions in the same time frame and format.
- Develop or use an evaluation template for both interview processes (consult appended sample) for faculty and student members of the search committee.
- Gather evaluation responses and discuss with search committee.
- Inform the Provost's Office of your first choice and wait for authorization before making the offer. Once the final offer has been extended and accepted, communicate to the Provost's Office the name of the successful candidate, and that the position may be closed. The Provost's Office will close the position in Interfolio.
II. Guide for Searches with Internal Candidates

Faculty searches in which there are internal candidates are difficult for all concerned, and can result in feelings of resentment among colleagues. As a general principle, internal candidates should undergo the same procedures (presentations, interviews, etc.) as external candidates. Ultimately, everyone benefits by this. Nevertheless, an internal candidate is not, in fact, the same as an external candidate. Internal candidates are also members of the Swarthmore community, and are present when other candidates are (not) on campus. This should be taken into account in interpreting the principle of equal treatment.

Best Practices

1. At the beginning of the search, the chair of the search committee should hold a meeting with the internal candidate and fully inform her/him of the procedure that the search committee plans to follow (e.g., schedule, format of presentations, interviews). Openly discussing the search at this stage might minimize the tension that inevitably occurs.

2. If a visiting faculty member’s research and teaching profile lies within the confines of the job description for a search, the search committee chair should invite her/him to apply with the understanding that their application will be considered equally alongside other external candidates.

3. The chair should also hold an informational meeting with each off-ladder faculty in the program, whose expertise and teaching coverage does not meet the majority of the criteria (e.g. as a leave replacement for a highly specialized area) for the authorized tenure-track search. This is a good opportunity to mentor the junior colleague.

4. Every effort should be made to hold search committee meetings outside the department's office area, and to avoid discussing the search in hallways or public spaces.

5. Search business should not be conducted during normal department meetings; nor should the candidate be asked to leave a meeting for such discussion. When discussion of the search with the entire department is necessary, a time should be scheduled either before the start of a regular meeting or at some other time.

6. Student representatives on a search committee should be selected in such a way as to avoid introducing potential bias, either for or against the internal candidate. The chief factors to be considered are the size of the department and the length of time the internal candidate has been here. With a large department and/or a candidate in her/his first year, it might be best to exclude students who have taken the candidate's classes. With a small department and/or a candidate who has been here a few years, students should be selected randomly, not excluding those who have taken classes with the internal candidate.

7. While all department members should be given full schedules of all candidate visits, the internal candidate should be advised against attending classes and public presentations of the external candidates (for both sides’ sakes).

8. Internal candidates should not be present in any external candidates’ interviews.

9. The search should follow the same procedures for all internal and external candidates. This includes the time frame, the material for assessment, the type and method of the preliminary interview (e.g. Skype, Zoom or Face to Face), the campus visit: teaching
demonstration, scholarly presentation, meetings with members of the department, reception and/or dinner with members of the students and other college constituencies as needed. In general, the internal candidate should receive the same consideration and courtesy during the interview process as any of the other candidates.

10. During the campus visit phase, colleagues should make every effort to attend each candidate's formal job talk and class presentation. (Absences can be easily misconstrued as lack of interest and/or support)

11. Search committee members, other faculty and students, who meet external candidates should be advised how to respond to questions about internal candidates. In general, one should not go beyond saying that there is an internal candidate, if asked.

12. Informal communications with internal candidates often lead to misunderstanding. Communications that would be sent in writing or email form to external candidates should be made in writing or email form to internal candidates. In any case, they should be clear, unambiguous, and agreed upon by the department or search committee.

13. An internal candidate should not be asked about his or her prospects in other searches. However, the chair may ask to be kept in the loop should any game-changing decisions require an intervention in the planned timeline of the search. Likewise, the chair should be transparent to external and internal candidates about the anticipated end-date of the search.

14. If at the interview or the campus visit stage, the internal candidate is no longer being considered (not in top 20, no longer in top 5), it is only thoughtful and courteous to inform him or her of that decision promptly. If, however, the internal candidate is still being considered, but did not make the final cut, it would be wise to ask the provost to allow the department a fourth campus visit.

15. When a decision is made to offer the position to an external candidate, the internal candidate should not be informed before the offer has actually been made (for the same reason as the item above). Discretion should be used in deciding how long to withhold the information while waiting for an answer. For each pending offer, it is customary to allow 10-14 days for an answer.

16. A successful internal candidate should be given the same time frame in which to accept or reject the offer as an external candidate.

17. It is inadvisable to provide reasons for a negative decision to an unsuccessful internal candidate. Constructive comments on the candidate's performance are acceptable, especially if they might benefit his or her performance in subsequent searches, as long as they are not comparative (in reference to other candidates). No candidate, internal or external, successful or unsuccessful, should be given any details concerning the department’s voting results.

Adapted from Kenyon College’s “Protocol for Searches with Internal Candidates”:
http://www.kenyon.edu/directories/offices-services/office-of-the-provost/faculty-resources-information/hiring/protocol-for-searches-with-internal-candidates/
APPENDIX C – Performance Assessment

PERFORMANCE ASSESSMENT

<table>
<thead>
<tr>
<th>Employee’s Full Name:</th>
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<tbody>
<tr>
<td>Job Title:</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td></td>
</tr>
<tr>
<td>Evaluation Period:</td>
<td>From-</td>
</tr>
</tbody>
</table>

**Instructions:** This form is a tool to assist in performance communications between the supervisor and individual staff members. Prior to the scheduled performance conversations, each staff member should independently complete a self-evaluation using this form as a guide. The employee’s completed self-evaluation should be discussed with the supervisor for consideration and inclusion in the final performance assessment. The supervisor completes this form using input from the employee’s self-evaluation. Both parties should meet to discuss the final performance assessment document. This annual review should include **supporting details and specific examples** to endorse the employee’s final assessment. Following the review, the supervisor and employee sign the assessment, and copies should be provided for both parties. The original performance assessment is sent to the Department Leader/Vice President for signature(s). The Department Leader/Vice President will send the final signed copy to Human Resources for placement in the employee's personnel file.

**Competency Evaluation**

Assessment of Swarthmore College competencies as described below. Include additional relevant competencies in the space provided below.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Annual Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Swarthmore Values</strong></td>
<td>Utilizes skills, tools, techniques and knowledge to support Swarthmore’s mission of inclusive excellence, sustainability, civility and community of mutual respect and shared responsibility</td>
</tr>
<tr>
<td><strong>Collaboration/ Team Orientation</strong></td>
<td>Promotes the spirit of community by respecting all team members, recognizing the need to work effectively in various formal/informal work groups.</td>
</tr>
<tr>
<td><strong>Adaptability/Flexibility</strong></td>
<td>Demonstrates willingness to meet the evolving needs of the position/department via problem-solving, quality improvement and exhibiting an open-minded attitude</td>
</tr>
<tr>
<td><strong>Job Skills and Functional Knowledge</strong></td>
<td>Implements skills, tools, techniques and knowledge to execute the requirements of the position, as defined by the College’s standard of excellence and applicable job description</td>
</tr>
</tbody>
</table>
Goal Accomplishment -

Assessment of established goals from the previous review period, if applicable. If you did not establish goals last year, please skip to the next section and set goals for this upcoming year.

<table>
<thead>
<tr>
<th>Personal/Professional Goals</th>
<th>Annual Overview</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Goal Setting -

Establish specific and measurable goals for the next review period, including the College-wide professional development goal.

<table>
<thead>
<tr>
<th>Personal/Professional Goals</th>
<th>Corresponding Departmental Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued Professional Development</td>
<td>Participate in at least (1) diversity &amp; inclusion awareness activity, and attend at least (2) professional development trainings this year.</td>
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Performance Conversation Notes:
## Overall Performance Rating

<table>
<thead>
<tr>
<th>Overall Performance Rating</th>
<th>Please check the appropriate performance category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>For staff performance exceeding the job standards in the key areas evaluated and characterized by significant achievements not typically accomplished by most individuals.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>For staff fully performing and meeting job standards in the key areas evaluated. Could fall below standards in minor areas or may have exceeded standards in some areas.</td>
</tr>
<tr>
<td><strong>Below Expectations</strong></td>
<td>For staff with documented performance deficiency in the key areas evaluated where significant short-term improvement is required for continued employment in the current position; with the understanding that additional coaching, including the use of a formal performance improvement program, will be necessary.</td>
</tr>
</tbody>
</table>

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Employee Signature: ____________________________ Date: ________________

_______________________________

Supervisor Signature: ____________________________ Date: ________________

_______________________________

Department Leader Signature: ____________________________ Date: ________________

_______________________________

Vice President Signature: ____________________________ Date: ________________

---

*Copies of the evaluation should be retained by the Employee, Supervisor, Department Leader, VP, and HR*

HR Initials: _______