We’re here to help
I feel that part of my job is supporting (and even sometimes protecting!) counselors like you. If there’s a way for me, or a member of my staff, to be of service, please let us know. We’re in this together. You are a vital part of what we do in college admission. I want you to be well served by our office.

More specifically, here are some ways in which our admission officers can help:

- Speak to the parents of your juniors
- Serve on a panel that discusses college admission
- Conduct an essay-writing workshop for your students
- Offer a workshop that coaches your students on how to have a great college interview
- Talk to your teachers about writing college recommendations
- Present a workshop on the admission reading and selection process at selective colleges
- Have a conversation with your principal or head about selective college admission

You are an important partner in this process, which each year becomes increasingly more complicated and anxiety producing. If hearing from an admission officer can be of benefit to your students and their parents, please contact me, dshaver@smith.edu.
Kathleen McCartney, the 11th president of Smith College, was formally installed as president in ceremonies on October 19, 2013. Her career and life are testaments to excellence, leadership and the power of education. Born and raised in a working-class neighborhood in Medford, Massachusetts, McCartney is the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master's and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While I am the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master’s and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While I am the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master’s and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While I am the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master’s and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While I am the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master’s and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While I am the eldest of five children. She attended public schools and was the first in her family to go to college, graduating summa cum laude from Tufts in 1977 with a degree in psychology. She went on to earn her master’s and doctoral degrees in psychology from Yale University.

She previously served as dean of the Harvard Graduate School of Education (HGSE) and as the Gerald S. Lesser Professor in Early Childhood Development at HGSE. Her teaching and research experience includes service as a tenured assistant professor of psychology and family studies as well as director of the Child Study and Development Center at the University of New Hampshire.

McCartney was the recipient in 2009 of the Distinguished Contribution Award from the Society for Research in Child Development. In 2011, The Boston Globe named her one of the 30 most innovative people in Massachusetts. In 2013, she received the Harvard College Women’s Professional Achievement Award, which honors an individual who has demonstrated exceptional leadership in her professional field.

When her appointment was announced, McCartney said, “While

Smith College’s Bechtel Environmental Classroom, a new 2,300-square-foot learning center set on 240 acres of land in nearby Whately, Massachusetts, has achieved top honors for environmental sustainability, becoming only the fifth building in the world to be certified as a Living Building.

The distinction was achieved after the building met the rigorous performance guidelines of the Living Building Challenge, which is overseen by the International Living Future Institute and is considered the most comprehensive design- and performance-based set of standards related to the environment, well exceeding LEED Platinum.

Supported by the S. D. Bechtel, Jr. Foundation and located at Smith’s Ada and Archibald MacLeish Field Station in Whately, the Bechtel Environmental Classroom was designed to be one of the “greenest” buildings in the United States. The single-story wood-framed building was completed in 2012. Inside are a seminar space, a multipurpose room and an instructional lab. An outdoor gathering space offers visitors a view of the Holyoke Range.

“The Bechtel Environmental Classroom highlights Smith’s commitment to sustainability and the environment in a tangible and meaningful way,” says Drew Guswa, professor of engineering and the director of Smith’s Center for the Environment, Ecological Design and Sustainability (CEEDS), which manages the building. Reid Bertone-Johnson, field station manager, worked with many Smith students in the design of the building.

Designed to encourage preservation and an understanding of the landscape, the building, in its setting at the MacLeish Field Station, is used for an array of disciplines—biological sciences, dance, architecture—reflecting the multidisciplinary philosophy of a liberal arts education. Ongoing research projects at MacLeish include studying the invasive pest the hemlock wooly adelgid, developing a blight-resistant American Chestnut tree hybrid, and monitoring the intricate ecosystems of the vernal pools that are natural habitats for spotted salamanders and wood frogs.

For more, go to: www.smith.edu/news/bechtel_lbc/
Newly Minted Smith Alumna Receives 2014 Rhodes Scholarship

Before she graduated from Smith this May, Clarke Knight ’14, a chemistry major from Henderson, Nevada, learned that she had been named one of the 32 recipients of the 2014 Rhodes Scholarships representing the United States. Knight is the first Rhodes Scholar from the U.S. in Smith College’s history.

Clarke will pursue her interests through a master of philosophy in geography and environmental policy at the University of Oxford. In her application to the Rhodes Trust, Clarke points to her research in the Australian state of Tasmania as the “epiphany” that connected science and society. Supported by a grant at the University of Tasmania, Clarke worked with a plant pathologist to investigate two diseases that had a significant impact on the global potato crop. Her team was able to discover and market a new chemical that neutralized the disease, resulting in an estimated global increase of one billion potatoes annually.

The following summer, Clarke was awarded a fellowship at the Centers for Disease Control and Prevention (CDC) to study the stability of biological samples from people exposed to mercury. Her study, which successfully found an optimal method of sample preservation, resulted in a change of collection and storage procedures at the CDC.

But perhaps it was Smith’s STRIDE (Student Research in Departments) scholarship, and the opportunity to jump right into research from day one of her college career that set Clarke on her learning path. That work, supervised by James Middlebrook, assistant professor of art, turned into the book *Footnotes in Architecture: An Annotated Bibliography of Women Designers*, published in 2010. The success of her first book has led her to compile the biographies of Smith chemistry graduates, a project that she says “fills the gap in the early history of American women chemists.” The compilation, which earned Clarke the Emerson National Scholarship from Iota Sigma Pi, a society of women chemists, will be published online as a research tool.

“The thing about Smith is that conditions here are stacked to help you succeed,” she says. “Opportunities come your way on a daily basis—from mentoring programs, individual studies, internships, research and fellowships, to the availability of the Praxis grant—making Smith a great springboard for whatever you might want to do. What I like about the approach here is that it’s not about grades or competition, but about how I personally engage with the material.”

Smith Awarded STEM Grant to Boost Student Interest in Science Fields

This June, Smith College was awarded a $300,000 three-year grant for a pilot teaching program aimed at increasing the number of women and underrepresented minorities who succeed in the science and technology fields.

The Association of American Colleges and Universities (AAC&U) announced that Smith was one of 14 colleges and universities nationwide to receive a full grant award under the organization’s new initiative Teaching to Increase Diversity and Equity in STEM (TIDES). STEM is short for science, technology, engineering and math.

Another six schools were selected to participate in training provided by the program.

Supporting such strategies for improving STEM teaching in higher education is the goal of the new $4.9 million TIDES initiative, funded by the Helmsley Trust, according to the AAC&U.

The organization selected Smith as a TIDES school because it showed a “high level of institutional readiness” and “innovation in linking computer/information sciences with other STEM and non-STEM courses.”

Smith, home to the nation’s first engineering program for women, has other efforts underway to support STEM education.

Earlier this year, President Kathleen McCartney announced a commitment to enroll 10 low-income students each year who seek majors and careers in STEM fields. Smith will welcome its first STEM “posse,” supported by the Posse Foundation and drawn from students in public high schools in New York City, in 2015.

For more, go to: www.smith.edu/news/smith-awarded-STEM-grant-to-boost-student-interest-in-science-technology-fields/
Sometimes Minor Inconveniences Can Lead to Major Innovations

For Thu Do ‘16 and Tung Pham (University of Massachusetts ’15), the experience of a forgotten credit card while eating at a local restaurant could have ended in frustration. Instead, the two began a conversation about commerce and technology that led to a business plan, two scholarships to the Draper University of Heroes in Silicon Valley, and a $10,000 check awarded to them as winners in Smith’s 2014 Draper Business Plan Competition.

“I forgot my purse at home and complained about why I even need a credit card to pay for my meal,” Do says. “We talked for hours about the existing complications and inconvenience of our current payment method, and wondered why we don’t have a faster, easier, safer way to pay. Why not use something we already have, we always own, and we never forget at home? Why not use our fingerprints?”

An application to compete in the Draper Competition helped the two focus their idea. The result was a system called Helix, which allows users to make payments by placing their fingers on a scanner, choosing a payment method and securing the transaction via a registered online photo that allows cashiers to verify their identities. Over the course of three months, their idea rose to the top of the pile in the competition funded by Melissa Draper ’77 and her husband, entrepreneur and venture capitalist Tim Draper.

“The Draper Business Competition at Smith College is like the Academy Awards for women entrepreneurs. Some great companies are being made from it as we speak,” Tim Draper says. “This year’s winner, Helix, has a system that is more secure and more convenient than using a credit card to shop. Simply a fingerprint and a photo and you can take your yoga mat and be on your way.”

The competition finals included the Draper Business Trade Show on April 16, the culminating experience of a process carefully designed to sharpen competitors’ business skills as they were coached on generating ideas, assessing and field-testing them, and presenting them in writing and in person.

Now in its second year, the Draper Business Plan Competition expanded this year with the invitation to students at Barnard, Bay Path and Mount Holyoke colleges to join Smith students in developing and pitching sustainable business models in an attempt to win a portion of $25,000 in cash, scholarships and other prizes. Nearly 50 students from the four women’s colleges participated in the event organized by the Center for Women and Financial Independence.

Both Do and Pham won scholarships to Draper University, but had already committed to internships for the summer. Do, a double major in economics and mathematics, worked at Bank of America Merrill Lynch as an investment banking analyst intern; her competition partner, Pham, a computer science major with a minor in math, worked as a software engineer intern at Facebook. Both intend to attend Draper University in the future, and both plan to enroll in graduate schools.

For more, go to: www.smith.edu/news/draper-success-2014-winners/
Class of 2018

2014 Statistics

Size of class 623

Number of transfers entering in September 46

Number of states represented (including D.C.) 37

Number of foreign countries represented (by citizenship) 37

Percentage who are students of color (excluding international) 39

Applications and Enrollment

Total applications 4,466
Number admitted (42 percent) 1,885
Number enrolling (33 percent) 623

For More Information

Office of Admission
Smith College
Northampton, Massachusetts 01063
Telephone: 800-383-3232 or (413) 585-2500
Fax: (413) 585-2527
Web: www.smith.edu
E-mail: admission@smith.edu

Notice of Nondiscrimination
Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith’s admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Geographic Distribution

New England, 28%
Midwest, 6%
Foreign & U.S. Territories, 19%
Middle States, 19%
South, 6%
Southwest, 4%
West, 18%

Representation of Schools

(International schools include both public and private)

Public schools, 62%
International schools, 14%
Independent schools, 24%

534 schools represented

Rank in Class of those ranked

Top decile, 62%
Second decile, 22%
Third decile or below, 16%
65% not ranked

Distribution of College Board SAT Examination Scores

750–800 18% 23%
700–749 16% 14%
650–699 29% 22%
600–649 21% 26%
550–599 11% 9%
500–549 4% 5%
Below 500 1% 1%
Not available 40% 40%

Deadlines and Decisions

Common Application at Smith by Early Decision I Early Decision II Regular Decision
November 15 January 1 January 15

Common Application Supplement and all required credentials by November 15 January 1 January 15

Campus interview by November 15 January 1 January 31

Financial aid application by November 15 January 2 February 15

Decision mailing by December 15* late January* April 1

*Deferred applicants are reconsidered with Regular Decision applications in the spring.