

## Committee on Academic Priorities annual report, 2009-2010

### Preface: CAP mandates and setting the context for 2009-10

#### Mandates guiding the work of CAP in 2009-10

The work of the Committee on Academic Priorities was shaped this year, as every year, by two mandates established by the faculty:

1. According to the Faculty Code (paragraph 25) the committee is charged with responsibility for educational and curricular priorities of the College. The Code also gives the committee an advisory role to the Provost and Dean of the Faculty regarding faculty appointments, this “shall include both long-range planning for the number, type and distribution of faculty appointments, and yearly authorizations for hiring into tenure-track appointments.”
2. The Committee is also guided in its work by the strategic plan *The Smith Design for Learning*, developed by the faculty, that recommits us to our mission and that outlines principles for the curriculum. Our job as a faculty and on the Committee on Academic Priorities in particular, is to implement those principles and ideas, to articulate our purposes through initiatives, to incorporate ideas that have been generated by the faculty into a vision that is true to our core values and to new directions and commitments.

For 2009-2010 we had to meet an additional budgetary mandate established last year by CMP and ACRA to meet the goal for budget reductions set by the trustees:

Specifically, to cut the Faculty Salary Pool by \$3.7 million (ultimately by \$2.6 million), but to do so in a way that would not compromise the excellence of the curriculum and that would allow us to implement new initiatives.

#### Setting the Context

The work of CAP for 2009-10 started in May with an *ad hoc* group made up of faculty members from major planning committees (Faculty Council, the Committee on Mission and Priorities and CAP) augmented by faculty members and administrators who have been centrally involved in discussions about the *Art & Science* recommendations and implementation of the *Smith Design*.<sup>1</sup> The task of the Summer Group was to think about several pertinent documents and initiatives: 1) *The Smith Design for Learning*; 2) the *Art & Science* report which tested faculty recommendations for the curricular directions proposed in

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<sup>1</sup> The Summer Study Group membership included: Nancy Bradbury, John Brady, Patty DiBartolo, Susan Etheredge, Drew Guswa, Leslie Hill, Nicholas Horton, Maureen Mahoney Borjana Mikic, Bill Oram, Cornelia Pearsall, Kate Queeney, Danielle Ramdath, Cate Rowen, Janie Vanp e; Howard Gold and Nancy Whittier were occasional members of the group.

the *Smith Design* with prospective students and which also considered a recent study of alumnae; the report recommends a clear focus on global engagement and women's leadership; 3) recent faculty initiatives also growing out the *Design*: the Quantitative Advisory Committee, the Advising Task Force, the Centers<sup>2</sup>; and 4) recent books and articles that consider the national context for liberal arts colleges in useful and often provocative ways.

The group was asked to think about ways to preserve the flexibility of the open curriculum while providing focus and structure for a Smith education in a way that would build on faculty-defined priorities and integrate our considerable resources. See Appendix A. (the Provost's report to the September 9, 2009 faculty meeting) for an overview of the work of the Summer Study group. We also enrolled the entire faculty in a Moodle site called *Smith By Design* (still active) where summaries of our discussions, relevant articles and materials related to continuing discussions about the curriculum can be found.

Perhaps the most salient lesson from our reading overall is that the traditional model of the liberal arts (depth and breadth) needs to be re-thought and that a model of depth and integration makes more sense both in the wider world of higher education and at Smith where the open curriculum provides flexibility and faculty initiatives provide direction. Depth continues to be most clearly defined by the major. We asked ourselves what kind of integration we should be seeking to achieve in a Smith education. As a beginning, we considered these examples of useful connections:

- Among disciplines
- Between classroom learning and experiential learning (internships, service learning)
- Between the curriculum and the co-curriculum
- Between the classroom and residential life
- Between research and teaching
- Between "pure" and "applied" knowledge
- Between study in Northampton and study away

There were a number of important discussions open to the whole faculty during the year based on the work of the Summer Study Group: a faculty development seminar, *Curriculum in Context*, and Teaching Arts lunches to discuss concentrations, for example. Just as important, groups of faculty members who wanted to explore specific projects (short term study away, concentrations, advising) and advisory committees to the new Centers devoted considerable energy defining the goals and projects for the Centers and discussing ways of integrating resources that have been scattered across many offices and departments.

Even though these important discussions and debates took place throughout the year this work was overshadowed on the CAP agenda by the urgent mandate to reduce the size of the

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<sup>2</sup> The Centers here include the Global Studies Center (GSC), the Center for the Environment, Ecological Design and Sustainability (CEEDS), the Center for Community Collaboration (CCC), the Center for Work & Life (CWL) and the Sherrerd Center for Teaching & Learning .

faculty. It is important to recall, however, that the reduction plan was informed by these discussions. The Committee will return to specific curricular initiatives more centrally in the agenda for 2010-11 now that we can turn again to the important work that groups of faculty members have undertaken to give shape to the principles of the *Smith Design*.

## I. Agenda for 2009-10

The Committee on Academic Priorities took on two major issues in 2009-10:

1. Faculty reduction plan. To develop a faculty reduction plan to meet the mandate to reduce the faculty salary pool and achieve a 10:1 student:faculty ratio;
2. New position authorizations. To set priorities and make recommendations for position authorizations once the freeze was lifted on faculty hiring.

In addition, the committee continued its normal activities and agreed to take up a number of pressing agenda items for 2010-11.

### A. The faculty reduction plan.

The development of a plan to reduce the faculty was the most important and onerous task of the Committee on Academic Priorities in 2009-10.

#### Steps in the process from spring 2009 to April 2010

The budget plan that was developed by CMP and ACRA in the spring of 2009 called for a reduction to the budget supporting the Faculty Salary Pool of \$3.7 million. This figure included an estimated reduction of about 25 positions in the Core+ faculty (Core+ includes tenured and tenure track positions, senior lecturers, visiting artists and scholars and some long term non-tenure track lecturers), to achieve a student:faculty ratio of 10:1; the \$3.7 million goal included some reduction to non-core costs.

At the October 2009 Board of Trustees meeting, the goal for the reduction was itself reduced to \$2.6 million instead of \$3.7 million which translated to about 17 instead of 25 positions. In the end, for reasons explained below, we were able to make economies that cut that number down to 13.5. Of that 13.5, 4 have been realized by June 30, 2010, which leaves 9.5 cuts to make by 2015-16.

The process observed by CAP, the Provost and the President to arrive at the reduction plan differed from past practice: CAP and the Provost arrived at a plan together, through extensive deliberations, in consultation with the President. The elected faculty committee with responsibility for the curriculum and staffing was a full and equal partner with the Provost and the President in this process. (In the past CAP was given a list compiled by the President

and the Provost of possible positions to cut and the Committee was asked to make a recommendation from that list for action by the Provost and President.)

The entire Committee, elected faculty members and administrators, took on this task with heavy hearts. In all of the deliberations the committee considered the curricular priorities set by the faculty in the *Smith Design for Learning*, strengths identified by the faculty and other constituencies such as students and alumnae as reflected in the recommendations of the *Art and Science Research Group* report (particularly global engagement and women's leadership) as well as the College's commitment to diversity, to strength in the STEM fields and to the traditional strengths of a Smith education.

CAP also considered detailed longitudinal data on staffing, enrollments, majors, and trends in enrollment, bearing in mind cuts that were made since 2003 when the Financial Equilibrium Plan was undertaken. Further, to supplement numerical data, the faculty members on CAP interviewed 31 programs and departments of the 41 departments and programs that have staffing. (Please see Appendix B. for questions that framed the CAP discussions with departments and programs.) Between the end of January and mid-March the faculty members on CAP reported the results of these conversations to the rest of the committee.

In our discussions, CAP considered areas of the curriculum that allow more flexibility (for shared positions within Smith or with a Five College partner) and areas where we could consolidate fields now covered by several departments and programs; and we took into account practical considerations such as the fact that large departments could more easily adjust to reduced staffing than very small departments; in the final plan the seven largest departments (by FTE) were cut.

We determined the reductions in a way that would encourage a more integrated curriculum through shared positions and/or shared courses. College policies and administrative practices need to change or become more easily available to departments and programs as models for how to accomplish joint appointments (temporary or permanent) and shared courses, but current administrative practices worked out with departments and programs have paved the way for these changes and will provide the basis for sustained discussions beginning in 2010-11.

### Principles

- Protect Core+ positions as much as possible. Core+ positions (tenure track, senior lecturers, visiting artists, long-term lecturers) assure continuity and stability in departments and programs, protecting the integrity of curricular offerings.
- Identify FTE not persons, i.e. barring unforeseen circumstances, refrain from terminating senior lecturers at the end of their five-year contracts for purposes of the reduction. If Senior Lecturers are doing what they are hired to do and at a level that the department is pleased with, the assumption is that they will be continued until they retire or leave for reasons of their own.

- Take the cut at the first vacancy. Rather than identify specific positions to be cut, the Committee assumes that reductions will be taken when the first vacancy occurs in the relevant departments and programs. In a few cases, however, specific positions have been identified because the first vacancy is known and a cut would seriously compromise a crucial area of the core courses of the department or program.
- Maintain policy that a vacancy created by a tenure denial would remain with the department and would not be cut.
- Take some bold steps that will lead to the reorganization of some areas of the curriculum rather than spread out the cuts evenly without regard to specific departmental needs and commitments.
- Share resources, both staffing and curricular. Encourage cooperation between departments and between departments and programs whether through joint appointments, shared curriculum, or fixed-term contractual agreements for individual faculty members to commit a course or two to a program outside their home department for a specific period of time.

Note that contractual joint agreements could be considered for current senior faculty members as well as for positions at entry level. Next year the Provost and relevant committees will undertake a thorough review and revision of the *Policy* and of administrative practice to support these arrangements, to make models and means of achieving them more transparent and available.

- Encourage departments and programs to make use of Five College resources more fully and in new ways. For example, in areas where there are few majors, share courses at the advanced level. Develop joint positions with one other partner in the Five Colleges where one of the partners would be the home base but the faculty member might teach on both campuses in a predictable pattern.
- To allow growth in emerging areas, future vacancies not specified in the plan will be considered a faculty vacancy not a department or program vacancy. While this has always been the policy it has not always been our consistent operating procedure. What this means is that all departments and programs need to make a strong case for authorization of a new position. Even if a department or program is not slated for a reduction, they are not guaranteed the replacement of positions that become vacant.
- Give more weight to requests for new positions that will serve more than one department or program than to position requests that serve one department or program exclusively.

### Specific reductions

The specific reductions that the Committee on Academic Priorities, the Provost and the President agreed upon should not be interpreted as negative judgments on the affected departments and programs. Every position, in our view, is important and contributes to the priorities and strengths of the Smith curriculum in terms of current academic priorities and/or traditional strengths. Ideally, all would be maintained, but we had to achieve \$2,600,000 in savings to the Faculty Salary Pool and while we were able to protect at least 7-8 of the positions we thought we would have to cut by making economies in non-tenure track and replacement positions (see below), we couldn't restrict those funds any further because we would lose flexibility as immediate needs for additional sections, and other compelling exigencies present themselves year by year.

The President and the Provost were able to re-deploy some endowed funds, shifting the equivalent of a faculty position into the Faculty Salary Pool so that we could offset the cost of one position going forward. The terms of the endowment allow for that use. This meant we could protect one position that would otherwise have been eliminated.

In two cases, Russian and Music, the reductions correspond to larger changes in how staffing in these areas will be covered in the future. In the case of Russian, the reduction reflects a changed approach to the teaching of Russian from a traditional language and literature structure to an integrated Russian, Eastern European, and Eurasian Studies (REEES) approach, built on a shared Five College foundation of language study and study in REEES fields. Positions in Religion and History at Smith and in the Five College REEES program support this direction. We will maintain one FTE in Russian at Smith to support language study on campus. A conversation has already begun about having a REEES program at Smith to reinforce connections among specialists in REEES and in Russian language and literature at Smith and to make those connections more visible to students and colleagues.

The reductions in the Music department represent a move away from Core + positions to support performance. We agreed that there should be three tenure track positions in performance (voice, piano and strings) and that the fundamental areas of the academic Music curriculum need to be covered as determined by the department.

Individual memoranda of understanding have been sent to the departments and programs most directly affected by the 13.5 cuts to summarize and clarify conversations that were held with the Chairs of those departments and programs before the plan was made public.

To put these cuts in context we are including a table (see Appendix C.) that shows data about enrollment, majors and staffing. The table shows where cuts were taken in the last round of reductions (initiated in 2003) as well as in this reduction plan and it shows the rankings of departments and programs by enrollments, majors and staffing. Barring unforeseen circumstances, the size of the overall faculty in Core + staffing will be maintained at 277 FTE once the reductions have been made. A faculty staffing level of 277 falls well within the range

of a 10:1 student: faculty ratio (260-289) if we count the student body using all students who pay home school fees; even with an anticipated reduction of the student body to 640 per class (2560) 277 faculty FTE remains within the 10:1 student:faculty range.

The figures used in the table in Appendix C. for departments and programs in 2015 assume steady state departmental staffing, an unlikely prospect. We anticipate that the distribution of faculty positions will continue to shift as vacancies occur to reflect changes in priorities and to accommodate emerging fields such as environmental science and policy.

#### Savings in non-core expenses

About half of the reduction in the Faculty Salary Pool was achieved through savings in non-core positions: \$1,360,000 in savings have come from the temporary faculty budget and have already been determined.

We reduced the number of teaching fellowships for graduate students, and we eliminated the stipends for JYA directors. Teaching assistantships in the language departments have been reduced. All of these reductions were known by departments when the plan was publicized in April 2010. All academic departments and programs will share the burden of cuts to the temporary faculty budget because we will generally be less able to provide replacement courses for leaves and administrative service. Course releases will be fewer in number, and the expectation is that departmental curricula will need to be delivered by the core faculty without additional adjunct help. This will require careful planning of sabbatical leaves and a greater use of Five College resources.

### Reductions in Core + positions to be made by 2015-16

Originally we thought we would have to cut 25.0 Core + positions but in the end we had to cut 13.5. Of those, 4.0 were realized by June 30, 2010.

#### *Departments and Programs*

Afro-American Studies 0.5	Government 1.0
American Studies 0.5	Music 2.5
Art 0.5	Psychology 0.5
Biological Sciences 0.5	Religion 1.0
Economics 0.5	Russian Language & Literature 1.0
Education & Child Study 0.5	Spanish & Portuguese 0.5
Picker Engineering Program 0.5	Study of Women & Gender 0.5
English Language & Literature 1.5	Theatre 0.5
French Studies 1.0	

*Total Core + positions 13.5*

All members of CAP consistently considered their roles as representatives of the faculty, concerned with the overall health of the curriculum, rather than as advocates for their own departments and programs. The results demonstrate this concern.

The Committee wanted to make the reduction process as transparent and consultative as possible. For a report on opportunities for discussion of the reduction plan see Appendix D.

### **B. Authorizations for new positions**

The faculty members on CAP recommended that 9.5 position requests be authorized. The Provost and the President approved all of them. They are:

- ART studio, drawing and intaglio printmaking;
- BIO a plant physiological ecologist;
- CHM organic: the fate of natural organic compounds and organic pollutants in terrestrial and marine environments; green chemistry for small-scale organic reactions or industrial processes; bio-organic chemistry/chemical biology and synthetic materials chemistry;
- DAN practice and theory of contemporary dance as a western theatrical expression and emerging global expression;
- EDC special education/learning disabilities, extending beyond disabilities to include learner differences that take into account cultural and social diversity;
- GEO A structural geologist with a strong interest in GIS;
- HST 0.5 Five College position in Russian History that had been non-tenure track;
- MTH An algebraist; subfield could be in number theory, algebraic geometry, groups or rings, or any other area
- PHY an experimentalist

SWG A position in gender, public policy and the law; the position will also serve the program in Public Policy. To teach courses in an applied area of law and public policy such as gender and health care, environmental or immigration policies, sexual harassment, welfare or other policy areas in which gender is central.

### C. Other agenda items in 2009-10

#### 1. Decennials and changes and Midterm reviews

During 2008-2009, the Provost/Dean of the Faculty invited Afro-American Studies, Anthropology, Sociology, and Computer Science to initiate an alternative decennial review, enabling faculty members in those departments to visit other institutions. Chairs of those departments agreed that this approach to the decennial made sense following the work of their departmental retreats. During fall 2009, Computer Science met with CAP to discuss the results of its decennial review. Afro-American Studies, Anthropology and Sociology will meet with CAP representatives this fall 2010.

During 2009-2010, CAP representatives also met with English, Spanish & Portuguese and Latin American and Latin@ Studies to discuss their midterm reports. CAP initiated the decennial review of the Art department to be concluded during the 2010-11 academic year. The Education and Child Study department began work with the Clarke School on the decennial review of the Master's in Education of the Deaf program to be concluded during the 2010-11 academic year.

#### 2. Quantitative skills

During the 2009-2010 academic year, the Quantitative Learning Center (QLC) began a number of efforts to determine the level of teaching support necessary for students to hone their basic quantitative skills. During September 2009, the QLC, in collaboration with the Provost and Educational Technology offices, piloted a diagnostic test for first-year students enrolled in introductory courses across the divisions (REL 105, ENG 118, ANT 130, ECO 153, PSY 111, and BIO 150). Accuplacer level 1 was selected as the diagnostic tool. Faculty members in these courses announced the diagnostic test date, talked about the importance of quantitative literacy and encouraged their students to take the test. Out of 516 students enrolled in these courses, 65 took the test. The director of the QLC passed the results of the diagnostic test on to the students so that they can review the scores with their advisers.

Throughout the fall, with support from the Teagle Foundation, the director of the QLC and a group of five faculty members along with a representative of CAP talked with faculty members at other liberal arts colleges to determine how they assess quantitative skills. In addition, the group was keen to assess the quantitative skills of exiting students to determine the level of the quantitative skills of graduating seniors to determine if there is a problem that we should address college-wide. The group

developed a new quantitative skills assessment tool focused on the following areas: arithmetic, algebra, statistics, probability, deductive logic, spatial awareness, and graphical interpretation. The assessment tool was mounted on Moodle in April 2010. More than half of graduating seniors took the assessment (392 of the 729 seniors). The data will be analyzed this summer to determine possible links between assessment scores and SAT scores, GPAs, reader ratings, and majors. In addition, the assessment will be used this summer to determine quantitative skills of incoming students. The group will present the results to the faculty at a Liberal Arts Luncheon in fall 2010.

### 3. Advising

CAP members have been involved in the new advising plan for pre-major advising (Liberal Arts Advising); Kate Queeney, the Faculty Director of Advising who works closely with Tom Riddell, made a full report to the Committee at the end of this year. The decision to move from pre-major to Liberal Arts advising is an effort to acknowledge the importance of courses outside the major, to take some of the focus in the first two years away from major selection and to provide a means for advisers and students in the first two years to create an integrated education plan that can be revised frequently and thoughtfully. An e-portfolio will be an important tool for organizing and enhancing conversations between advisers and advisees. A small pilot program was put into place for 2009-10 for sophomores, and a larger pilot program involving about 20 faculty members and their incoming First-year advisees will begin in fall 2010 using an e-portfolio. See Appendix E. for a description of the fall 2010 pilot and the May 2010 report to CAP.

### 4. Meetings with SGA curriculum committee

CAP communicated closely with the Student Curriculum Committee (SCC) throughout the year. The chair of this group met with the chairs of CAP and the Policy Review Committee of CAP regularly. The full SCC met with CAP twice during regular sessions: on December 10, 2009 to discuss the faculty reduction process, course schedules and enrollments, and the online catalogue; and on April 21, 2010 to review the results of the faculty reduction process. In addition, the Provost met twice during the year with the full SCC committee. CAP also worked with the SCC to host *Smith Elects the World* and *Celebrating Collaborations*.

The items of most concern to the SCC were the faculty reduction plan, scheduling of classes and enrollment caps, the on-line catalogue and consistency of information between the catalogue and departmental websites. They were concerned that certain blocks in the schedule are used more intensively than others, making it difficult for students to do thoughtful planning of their schedules.

### 5. Writing Committee

The Writing Committee revised the requirements and strategies for writing intensive courses. CAP approved the new writing intensive guidelines, and the faculty approved them at the April faculty meeting by a narrow margin. The Writing Committee will implement the new guidelines slowly throughout the 2010-2011 academic year. See Appendix F. for the new guidelines.

#### 6. Mellon 23 Assembly

The Mellon Foundation funds many useful projects at Smith. One of these involves a national coalition of twenty-three liberal arts colleges comparable to Smith, currently known as the Mellon 23. The group has been working together for four years and has sponsored two main activities:

- a. Collaborative workshops for faculty members from member colleges to work together on a common interest, either research or pedagogical. Many Smith faculty members have led or participated in workshops such as "Sharing and Disseminating Innovative Approaches to Teaching Neuroscience in a Liberal Arts College," "The New (Digital) Archivalism, the Humanities, and the Liberal Arts Classroom," "Broadening Access to STEM Fields," and "Diaspora and Gender." (see Appendix G. for the full list).
- b. National Assemblies that bring together teams from all of the member colleges that allow for plenary sessions to discuss broad topics, such as the future of the liberal arts and small working sessions involving two or more teams to discuss specific issues of common interest such as advising and assessment.

In 2009-10 Smith faculty members were involved in four collaborative workshops and a team that included a CAP representative attended the Mellon 23 Assembly in February held at the Claremont Colleges.

#### 7. First-Year Seminars and Presidential Seminars

##### First Year Seminar Program

Susan Etheredge, director of the First Year Seminar (FYS) program, met with CAP to review the program to date. During 2009-2010, there were 31 FYS sections with 424 students enrolled (80 seats were not filled, and there were 665 first years). The FYS director projected that there will be 25 FYS sections in the fall of 2010 and 5 in spring 2011. Early registration did not produce real benefits and will not take place during summer 2010.

All FYS are currently writing intensive. As a member of the Writing Committee, the director of the FYS program plans to work with FYS instructors to implement the new guidelines slowly. Her memorandum to CAP can be found in Appendix H.

##### Presidential Seminar Program

During the summer of 2009, funds from the Mellon Foundation supported the development of five Presidential Seminars that were approved by the faculty during the 2009-2010 academic year. To date, 16 Presidential Seminars have been developed since the launch of the program in 2007.

The Associate Provost and Associate Dean of the Faculty hosted a lunchtime discussion for instructors of Presidential Seminars to determine if Presidential Seminars were meeting institutional goals and needs of upper-level students. Presidential Seminar instructors were very enthusiastic about the seminars and noted that the interdisciplinary nature of the seminars allowed them to feel “braver” in their teaching. Presidential Seminar instructors also appreciated the Mellon-funded course activities fund, which enables them to integrate outside expertise or co-curricular activities freely into the courses. The Associate Provost noted the following:

- Presidential Seminars are best in the fall since faculty and students can continue interdisciplinary research during the spring.
- Team-teaching matters here – those faculty members who team-taught the seminars were able to prepare more novel assignments and expressed more satisfaction.
- The Provost/Dean of the Faculty should advertise Presidential Seminars to rising juniors through an email announcement.

Although pleased with the results of the preliminary assessment, CAP plans to pursue the following:

- One of the original goals of Presidential Seminars was to provide juniors on campus with research opportunities, and Presidential Seminars could assist juniors in pursuing interdisciplinary research during her senior year. Data should be collected to see if juniors are well represented in Presidential Seminars.
- Staffing for Presidential Seminars is reviewed by the Associate Provost, the faculty instructor, and the chair of the department during the course approval process. Future staffing implications of the PRS program should be tracked.
- Departments and programs should be asked if Presidential Seminars might cover seminar requirements in their majors.

#### 8. Liberal Arts lunch series

CAP hosted the weekly Liberal Arts lunches featuring research by Smith faculty members. The full schedule for the Liberal Arts Lunches can be found in Appendix I.

#### 9. Curricular update: approvals

In 2009-2010, CAP, and subsequently the faculty, approved 33 new permanent courses; 25 experimental courses; 17 new topics; and 11 experimental topics. Among these new

offerings include 7 First Year Seminars (6 are permanent) and 5 Presidential Seminars (all experimental).

CAP and the faculty approved the new Environmental Science and Policy (ENV) major as well as the new Five College Ethnomusicology Certificate program. There were 11 changes to major requirements (ARH, BCH, BIO, CSC, EAS, ECO, FRN, MUS, SOC, SPP, and THE); and 2 changes to minor requirements (PHY and SPP).

CAP and the faculty approved 2 tracks within Biochemistry (Molecular Biology and Biochemistry), 5 tracks within Biological Sciences (Integrative Biology; Biodiversity, Ecology and Conservation; Cells, Physiology and Development; Genetics, Evolution, and Molecular Biosciences; and Biology and Education), and 4 tracks within Theatre (Acting, Directing, Design, Playwriting).

Finally, CAP is pleased to report that two new concentrations were approved: Bio-mathematics and Poetry. Both the Archives and Museum concentrations will receive new designations, namely ARX and MUX, respectively.

## II. Agenda items for 2010-11

### A. Enrollment policy

A number of departments and programs have expressed concern about the guidelines established a couple of years ago in an attempt to control courses with very low enrollments. Specifically, 100 and 200-level courses should have no fewer than 10 students enrolled and 300-level courses should have no fewer than 6. Some departments found these guidelines to be a hardship because of specific curricular needs related to requirements. Instead of adopting a policy of shutting down courses, the Provost's Office engaged in conversations with departments where there are chronically low enrollments in certain areas. Many departments found ways to adjust the frequency of offerings to mitigate low enrollments. These policies and practices will be reviewed in the coming year.

In addition, CAP became concerned about the lack of a clear policy (beyond course-by-course requests) for limiting enrollment in courses other than seminars, colloquia and courses constrained by facilities such as computer labs. In 2010-11 the Committee will undertake a careful review of enrollment policies to address these and other issues.

### B. Workload

Differences among disciplines and in departmental practices have led to different understandings of what is expected by the "plus" in a 2/2+ teaching load. The Committee intends to review faculty workload in 2010-11 to develop a clearer set of expectations and guidelines, taking into account variability among fields.

**Note from the Provost**

The work that CAP did this year was demanding on all levels: the faculty members in particular spent countless hours in extra meetings, they put College interests ahead of departmental interests and they engaged in difficult, intense negotiations while maintaining respect and good will. To my mind it was an example of faculty governance at its best. I was proud to work with such a thoughtful and hard-working group and I think they deserve special thanks from the faculty.

**CAP 2009-2010**

Don Baumer, Government

Bob Buchele, Economics

Nicholas Horton, Mathematics & Statistics

Bill Oram, English

Katwiwa Mule, Comparative Literature

Cornelia Pearsall, English

John Davis, Associate Provost

Danielle Ramdath, Associate Dean of the Faculty

Maureen Mahoney, Dean of the College

Marilyn Schuster, Provost & Dean of the Faculty (Chair)

## Appendix A.

**Report of the Provost to the Faculty** September 9, 2009\*

Marilyn R. Schuster

### **The Summer Study Group: *Smith By Design***

I was fortunate to begin my work as Provost by discussing the curriculum with a lively, creative group of faculty members.

This summer, at Carol's request, I worked with a group of faculty members to think about ways of implementing the curricular goals of *The Smith Design for Learning* with special attention to Global Engagement and Leadership, themes that were identified by the Art & Science consultants as appealing characteristics of the strategic plan. I asked the continuing elected faculty members of major planning committees (CAP, Faculty Council, CMP), faculty members who had served on the client committee for the Art & Science study, and faculty members and administrators with particular interests in advising, international study and the three Centers with clear connections to the curriculum: (GSC, the Global Studies Center; CEEDS, the Center for the Environment, Ecological Design, and Sustainability; CCC, the Center for Community Collaboration;) as well as two other centers (CWL, the Center for Work & Life; SCTL, the Sherrerd Center for Teaching & Learning) to participate. The name the group adopted is: *Smith By Design*.

Our charge was to use the recommendation made by the *Art & Science* consultants as a starting point to develop a plan for the curriculum focused on our strengths in **Global Engagement** and **Leadership**. We took these themes to be separate but interwoven threads – truer to our curriculum than merging them as Global Leadership which A&S did in their executive summary though not elsewhere in their report. The group's goal was to implement further the *Smith Design for Learning* and to consolidate initiatives in which faculty members and students have invested time, energy and interest. We have developed a framework for discussions this fall with the faculty as a whole that will lead to specific recommendations from CAP. We recognized from the start that even though the College has had to make budget reductions, Smith, enhanced by Five College cooperation, has rich resources to support the curriculum. We have taken those resources for granted in the past, adding initiative after initiative to the curriculum, rarely seeing the ways in which different projects could be linked to make better use of funds and faculty time and to provide students with a clearer way to navigate the curriculum.

The summer study group met in May for lengthy and animated discussions about curricular initiatives and goals. We read several books, reports and articles and then we divided into small groups to focus on four areas of interest. We reconvened in early September to discuss possible links between the Centers and the curriculum.

The small groups focused on: concentrations, study away, partial credit topical courses and advising. In July and August we invited all faculty members who were on campus to join us at four lunch discussions in the Campus Center, focused on the topics studied by the small groups. The lunch discussions proved to be an effective way to begin the conversations that will continue throughout the fall.

To make the work of the summer group more widely available, I have enrolled the entire faculty in the Moodle site “**Smith By Design.**” Our agendas and minutes, many of our readings and interesting web sites are posted on the site. The site will continue to be active during the year to support the faculty seminar “The Curriculum in Context.”

We began our work with a brainstorming session about what “**Global Engagement**” and “**Leadership**” mean at Smith. We chose “global” rather than “international” to take the focus away from national borders. We asked: how do we define global education? What is its purpose? We defined the goals of Global Engagement as:

- To develop global perspectives: deep knowledge and experience of communities and cultures different from one’s own either internationally or within the U.S.
- To develop a sense of self in a larger world.
- To include both academic and experiential learning.
- To prepare students to live in a global economy, a multicultural world.
- To ask every student to design an experience abroad or in a context different from her own in the U.S. that would include research, study, an internship and/or service learning. We changed our language from **study abroad** to **study away**. Planned with an adviser, a student’s “**global experience**” would involve reflection during and after her experience away, and she would share her learning with others after her return.

In discussing “**Leadership**” we tried to understand what the word means for our students. Above all it means developing self-confidence and competence in the skills that help them define goals that they feel passionate about and to engage others in pursuing those goals. For example: analytical skills, persuasion through oral presentation, clear writing, effective use of data. The ability to collaborate and to participate effectively in teamwork are also skills essential to leadership at any level. As Carol has said, leadership for students and for our alumnae means a sense of agency in community.

“Leadership” in the curriculum also means studying forms of organization and leadership in different cultures. Leadership at Smith connotes many forms of endeavor from grassroots organizing to scholarship that changes paradigms to artistic expression to corporate and political models.

Let me say a few words about each of the topics that the small groups discussed.

## 1. Concentrations

Last year a Mellon grant helped us launch two concentrations that accomplish many curricular goals and that may serve as models for other concentrations: one in Museum studies and the other in Archives. (see their websites at: <http://www.smith.edu/museums/> and <http://www.smith.edu/archives/> )

Each one requires a **gateway course** to introduce a large number of students to museum studies or to archival studies. They each designate a number of **courses that already exist in the curriculum** in a variety of disciplines that relate to museums or archives from which students will choose a certain number. They each also require **two internships or other forms of experiential learning** and, finally, they require completion of a “**capstone experience**.” In sum, the concentrations are organized around a complex topic, they link classroom and experiential learning, they require courses from different disciplines and they culminate in a capstone course or project that allows students to teach each other about their own discoveries and, potentially, to give back to the organizations where they had their internships. The two that have been approved also feature unique Smith resources: the art museum and the Sophia Smith Collection, college archives and rare book room.

## 2. Study away

The small group that considered “study away” emphasized options beyond the traditional study abroad model (that is, a semester or year of study outside the US, typically in the junior year). This focus is not meant to underestimate the importance of the traditional model but points to the need for more options.

A study away experience could be:

- A short-term faculty-designed and led residency in another region of the US or area of the world (in January term, May, or the summer). For example, the program we have sponsored for ten years studying the ecology of the coral reefs in Belize.
- Study away could be connected to a Praxis internship or related to a research project with faculty members.
- Or it could incorporate a community-based learning experience or volunteer service.

A concentration in “Global Leadership,” or “Global and Intercultural Experience” could be offered by the Center for International and Intercultural Study (CIIS). The concentration would emphasize interdisciplinary studies and bring study in courses to bear on internships and other experiences abroad.

## 3. Partial credit courses

We thought about designating a subset of the one- and two-credit courses available to First-years and Sophomores that focus on **intercultural, global and leadership** topics. The courses would provide an intellectual foundation for understanding and discussing issues that are often difficult for students adjusting to college life and would complement educational efforts that go on in the houses. Typically a one-credit course consists of a seven week lecture series by Smith or Five College faculty members on a central topic, approached from their different

disciplines. The courses could also feature debates, presentations by alumnae or panel discussions.

Existing courses such as “Thinking About Race,” “Globalization” and “Women Race and Culture” would fall under this rubric. New ideas could include topics such: “Women Leading in a Global Context” including leadership in the arts, sciences, communities, politics, business; or “Mapping the World” looking at ways to map the physical world – from ancient maps to GPS and satellite pictures; to geologic maps; environmental maps, maps marking literacy and world health problems. Another idea is “Religion and Public Life.”

#### 4. Advising

Kate Queeney and a task force of faculty members have been working for over a year to develop a plan to strengthen our pre-major advising. Today I want to mention just two aspects of their planning that attracted our attention. First, to change the name from “pre-major advising” to “**liberal arts advising**” and to create a **Board of Liberal Arts Advisers** specialized in advising First-Year and Sophomore students. The change in name and organization would signal a change in focus to reflect on all of a student’s choices and not just on the path to the major: the development of capacities, courses in different disciplines, connections between the curriculum and the co-curriculum, and so forth. Second, advising would be reinforced by the student’s development of an **e-portfolio** that would, with the adviser’s guidance, help her create her own “Smith by design;” each student would create and periodically revise her educational plan and would assess her progress in the capacities at regular intervals not only during the first two years but throughout her time at Smith.

These **four initiatives**: concentrations, expanded models for study away, the strategic use of partial credit courses and a Board of Liberal Arts Advisers to help structure the first two years, will be discussed by the entire faculty this fall (see “Opportunities to discuss curricular change” attached).

#### The Centers

Finally, we imagined ways in which the three Centers (the Global Studies Center, <http://www.smith.edu/world/> ; CEEDS, the Center for the Environment, Ecological Design, and Sustainability; CCC, the Center for Community Collaboration) could be linked to the curriculum and could bring together faculty and student research.

The summer group generated ideas that would realize several different curricular goals. These initiatives are intended to provide a starting point for our discussions this fall. We will provide opportunities for all faculty members to add their perspectives and ideas for these and other initiatives this semester as we continue to seek to implement the *Smith Design* and focus on Global Engagement and Leadership. CAP will then shape those ideas into concrete proposals, taking into account faculty workload, how best to deploy our resources and the full context of the *Smith Design*.

\* The names for the Centers have been updated to reflect changes made in 2009-10

Readings:

*The Smith Design for Learning*

*The Art & Science* executive summary

Bok, Derek, *Our Underachieving Colleges*, Princeton University Press, 2006

Graff, Gerald, *Clueless in Academe: How Schooling Obscures the Life of the Mind*, Yale University Press, 2003.

Light, Richard J., *Making the Most of College: Students Speak Their Minds*, Harvard University Press, 2001.

Stearns, Peter N., *Educating Global Citizens in Colleges and Universities*, Routledge, 2009.

*College Learning for the New Global Century* a report from the National Leadership Council for Liberal Education and America's Promise (LEAP) published by the American Association of Colleges & Universities, 2007

Numerous articles and columns from *The Chronicle of Higher Education* and the *New York Times*

Summer Study Group membership:

Nancy Bradbury, faculty liaison for the *Art & Science* study

John Brady, Faculty Council

Patty DiBartolo, Faculty Council

Susan Etheredge, Director of First-Year seminars

Drew Guswa, Committee on Mission and Priorities

Leslie Hill, Associate Dean for International Study

Nick Horton, Committee on Academic Priorities

Maureen Mahoney, Dean of the College and Committee on Academic Priorities

Borjana Mikic, Director of the Sherrerd Center for Teaching and Learning

Bill Oram, Committee on Academic Priorities

Cornelia Pearsall, Committee on Academic Priorities

Kate Queeney, Director of Advising

Danielle Ramdath, Associate Dean of the Faculty and Committee on Academic Priorities

Cate Rowen, Director of Institutional Research

Marilyn R. Schuster, Provost & Dean of the Faculty (Convener)

Janie Vanpee, Faculty Council

Howard Gold and Nancy Whittier were occasional members of the group.

## Appendix B.

### Letter sent to Chairs and Directors of Departments and Programs interviewed by faculty members of CAP

Dear Department Chair or Program Director,

As you know, we (the faculty members of CAP) asked to meet with you and representatives of your Department or Program. We face the difficult task of advising the Provost in cutting seventeen faculty lines while minimizing as much as is possible the impact on the College. The goal of these meetings is to help ensure that we are well-informed as we move forward, and that we understand fully the key issues and aspects of your role in the College.

We encourage chairs and directors, in thinking about the curricular priorities of the College, to review the Design for Learning (<http://www.smith.edu/planning/design/>) as well as to consider the more recent emphases on leadership and on global engagement. In addition, we list below a series of questions that will guide our discussion. (We are sharing these questions with each of the Departments and Programs that we are meeting with at this point in the process.) We are also likely to ask questions specific to your own department or program and we want to hear any other information that you feel that we should know. We have already had access to the various statistics collected by the administration and have read your recent letters to the Provost. Thus it won't be necessary (or, in a half hour, possible) to repeat that information in these meetings.

Here are the questions.

- (1) What are the key ways that your Department or Program contribute to curricular priorities of the College? a) For your majors? b) For non-majors? c) In other ways?
- (2) Is there anything about your Department's or Program's enrollments and majors and other numerical data, beyond the numbers themselves, that we should know about?
- (3) Can you envision ways to achieve your curricular priorities in conjunction with other Departments and Programs (affinity groups), through shared positions, or Five College cooperation?
- (4) If you are cut by a position or more, could you maintain a central core of offerings for your students? What would be lost?
- (5) Where do you see your discipline moving in the coming years?
- (6) What else do you think we need to know? And are there any questions that you have for us?

We close by reiterating that this is a painful process for all of us. Achieving the proposed cuts will require us to curtail important aspects of our curriculum. Our role as elected faculty representatives is to try to advise the Administration in the fairest and least hurtful way as it makes these decisions.

Yours sincerely,

## Elected Faculty members of the Committee on Academic Priorities

Donald Baumer (faculty council)

William Oram

Robert Buchele

Cornelia Pearsall

Nicholas Horton

Katwiwa Mule

## Appendix C.

Comparative data 2003 – 2015 and rankings by FTE, Majors & Enrollments;  
Departments & Programs with staffing and/or a major: 41

Div	Dept	Reduction 2009- 2015	Majors 2008	Enr 2008	2003 count FTE	2015 count FTE	Total cuts 2003-2015 (increase)	Rank by enrollments	Rank by majors	Rank FTE 2003	Rank FTE 2015
I	AAS	.5	9	245	5.5	4	1.5	30	35	26	26
II	AMS	.5	68	279	3.25	2.5	0.75	28	7	31	31
II	ANT	0	62	448.5	6.5	6.5	0	20	9	19	18
I	ART	.5	124	1295	19.625	17.625	2	1	3	2	2
III	AST	0	4	124.25	2	2	0	35	39	33	33
III	BCM	0	30	71.5	0	0	0	41	17	40	40
III	BIO	.5	73	1092	16.9	14.9	2	6	6	4	3
III	CHM	0	21	785	9	9	0	10	22	12	12
I	CLS	0	13	236	4.5	4	.5	31	31	27	26
I	CLT	0	18	266.5	2	2.5	(0.5)	29	23	33	31
III	CSC	0	12	222	6.5	5.25	1.25	32	32	19	23
I	DAN	0	8	505.75	4	3.5	0.5	17	36	29	29
I	EAL	0	16	575.75	9	7.5	1.5	14	27	12	15
P	EAS	0	7	94	.5	1.5	(1)	37	37	38	34
II	ECO	.5	123	1160	15.25	13.5	1.75	5	4	6	6
II	EDC	.5	28	880.5	7.1	6.7	.4	9	18	18	17
III	EGR	.5	45	316	6.1	9.75	(3.65)	25	13	22	11
I	ENG	1.5	93	1292.5	23	19.75	3.25	2	5	1	1
III	ESS	0	0	643	4.5	4.5	0	13	40	27	24
P	FLS	0	17	208	1.25	1.125	.125	33	25	35	36
I	FRN	1	38	538.75	12	9	3	15	16	10	12
III	GEO	0	16	308	6.5	6.5	0	26	27	19	18
I	GER	0	15	291.25	6	4	2	27	29	23	26
II	GOV	1	142	1287	17.75	14.75	3.0	3	2	3	4
II	HST	0	57	687	11.5	10.5	1	12	12	11	10
I	ITL	0	22	378.25	6	4.5	1.5	23	21	23	24
P	JUD	0	6	78	1	1	0	39	38	36	37
P	LAS	0	17	89	1	1	0	38	25	36	37
I	LSS	0	0	102.5	0.5	1.25	(.75)	36	40	39	35
III	MTH	0	40	980	13	12	1	7	14	8	8
I	MUS	2.5	10	419.5	15.75	11.25	4.5	21	33	5	9
III	NSC	0	65	74	0	0	0	40	8	40	40
I	PHI	0	23	461	7.5	6.5	1	18	20	17	18
III	PHY	0	10	322	6	5.5	.5	24	33	23	22
III	PSY	.5	150	1193	14.4	13.9	.5	4	1	7	5
I	REL	1	18	525	8.5	6.5	2	16	23	15	18
I	RUS	1	15	133	3	1	2	34	29	32	37
II	SOC	0	60	738.5	8	8	0	11	11	16	14
I	SPP	.5	62	885	13	12.5	.5	8	9	8	7
P	SWG	.5	40	386	4	3.5	.5	22	14	29	29
I	THE	.5	27	452.5	9	7.5	1.5	19	19	12	15
		13.5			310.875	276.75	34.125				

Note: Departments with the same level of enrollments, majors or staffing are ranked the same.

## Appendix D.

### Opportunities for discussion of the curriculum and of the reduction plan:

**Faculty meetings** on September 9, 2009, October 28, 2009, December 2, 2009 (extensive discussion), January 27, 2010, April 28, 2010 (extensive discussion)

**Open Forums** were scheduled for October 29, 2009 and November 17, 2009

Discussion at the meetings of **Chairs & Directors** on October 14, 2009, November 11, 2009, February 3, 2010, April 14, 2010

### **The Curriculum in Context**

A seminar co-sponsored by the Provost, Faculty Council and the Center for Teaching & Learning

All meetings on Fridays, 4:10-6:00, in the College Club

Friday, Sept. 25: “The current landscape in higher education: challenges and opportunities for liberal arts colleges and women’s education”

Friday, Oct. 23: “Shaping the curriculum: making connections”

### **Teaching Arts Lunch discussions, sponsored by Center for Teaching & Learning, especially in fall 2009:**

October 2: Capstone experiences

November 6: Concentrations as models for integrative learning

November 20: language & culture across the curriculum

## Appendix E.

### Report from Kate Queeney, Faculty Director of Advising, to CAP

#### Board of Liberal Arts Advisers

Three pilot programs were launched or planned for 2009-10 and 2010-11 to change advising for First-years and Sophomores from a “Pre-major advising” model to Liberal Arts Advising.

#### 1. E-portfolio pilot 2009-2010

In the fall of 2009 eleven faculty volunteers used a Moodle-based e-portfolio with their first-year advisees to test the usefulness of an e-portfolio for enhancing advising conversations by building in reflective questions for the adviser and advisee to consider together. The main goal was to get feedback about student reactions, ways to generate conversation about the questions and how to identify requirements for an e-portfolio tool as we identify different products or develop our own.

An e-portfolio committee funded by the Teagle Foundation worked with Spelman College which uses e-portfolios extensively. The task of this committee was to identify and recommend e-portfolio software.

The main conclusion reached from this pilot is: we need to pay much more attention to faculty and student development about how to generate effective advising conversations. We also developed a stronger sense for the types of questions that are appropriate for first-year students and that are likely to generate useful and thoughtful responses.

#### 2. Sophomore Orientation program

*Spring into Fall*, Fall 2009 and *Sophomore Reboot*, Fall 2010

In Fall 2009 we offered a program called “Spring into Fall” to sophomores. We invited sophomores whose work from their Writing Intensive course had been evaluated by a faculty writing assessment committee, since part of the program revolved around that writing assessment. Twenty-seven sophomores took part in the program, and we surveyed them afterwards with an ~80% response rate.

The program had five basic components: 1) a small-group writing workshop led by a staff member from the Jacobson Center; 2) a small-group quantitative skills workshop led by various faculty and staff from the QLC and the project on Women and Financial Independence; 3) A lunchtime presentation from Women’s Narratives of Success; 4) a small group discussion about decisions in the sophomore year, led by pairs of faculty members; and

5) tea with the College archivist with a presentation focusing on history of the sophomore class at Smith.

Feedback from our survey was positive overall; 76% of respondents would “Definitely” recommend the program to a friend, some with specific changes.

Based on our feedback we are offering an expanded program for Fall 2010, “Sophomore Reboot” (name change suggested by students). We offered this opportunity to all sophomores, and to date 93 students are signed up to attend. The major programmatic change for this year is that we offered four workshop choices. The four workshops reflect aspects of the *Smith Design for Learning*: Writing, Quantitative Literacy, Public Speaking, and Leadership. In all cases the emphasis is on directed self-assessment (where am I now?) and on planning for the future (how will I continue to work on these capacities in curricular and co-curricular ways?) *Sophomore Reboot* will feature a lunchtime presentation by the director of the CDO; we are about to survey participants to find out which of several sophomore-related topics they’d most like to hear about during this session. Finally, the day will end again with faculty-led discussions about decisions during the sophomore year, centered on choosing a major and a major adviser.

#### Liberal Arts Advising Pilot, 2009-10

In Fall 2010 we will launch a full pilot of Liberal Arts advising (LAA) using e-portfolio software from Digication, adapted to our needs. Eighteen faculty members have volunteered to participate. They did a workshop in May with Becky Packard from Mount Holyoke College and a panel of e-portfolio pilot participants from fall 2009. The Fall 2010 pilot will include training for the student participants. We are working on an assessment plan for LAA and, perhaps, for advisers, as well. The goal is to begin integrating assessment into the e-portfolio along with reflective questions.

## Appendix F.

### *Writing Intensive Courses*

#### *Guidelines for Smith Faculty Members from the Committee on College Writing*

##### *Preamble*

Smith College recognizes in three specific ways the central importance to a liberal education of writing well. First, we provide intensive individual tutoring for any and all students, and a variety of means of academic support for professors, at the Jacobson Center for Writing, Teaching, and Learning. Second, we offer a wide selection of writing-rich courses across the curriculum. Third, we require that in her first year at the College each student take, in a field of her choice, at least one course designated as writing intensive and encourage further work in writing at the intermediate and advanced levels.

Writing-intensive courses at Smith College, notably distinct from courses termed “creative writing” and from courses in which writing is assigned but not evaluated *as writing*, are offered in a variety of disciplines by professors who believe that thinking and writing are inextricably linked and thus that the explicit teaching of writing in fact enriches the content of the course.

These courses, with enrollments that will normally not exceed twenty, will follow paths and draw on techniques in accordance with instructors’ interests and expertise, but certain goals, requirements, and strategies will be common to all.

*Writing intensive courses will devote a significant amount of class time  
to teaching students to write with precision, clarity, economy, and some degree of elegance.  
That is to say,*

- 1) to articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, apt transitions, and a purpose clear to the intended audience;
- 2) to compose paragraphs that are appropriately focused and fully developed with evidence, explanation, and analysis;
- 3) to identify and to evaluate, when appropriate, suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of internet resources;
- 4) to incorporate the work of others (by quotation, summary, or paraphrase) concisely, effectively, and with attention to the models of citation of the various disciplines and with respect for academic integrity;
- 5) to edit work until it is orderly, clear, and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).

***To achieve these goals,  
a writing-intensive course requires:***

1. students to write a minimum of 15 pages of finished work (not counting drafts and revisions) in at least 3 papers, one of which must be at least 5 pages.
2. students to write in drafts and instructors to provide feedback in at least 2 papers while writing is still in process so that students may incorporate instructors' comments and thus prepare better work.

***In addition, a writing-intensive course will employ  
some of the following strategies:***

- Using peer review, tailored to the goals of particular assignments, with prompts enabling students to become constructive readers (“What evidence offered in support of the central argument do you find most compelling?”) as opposed to unhelpful readers (“What did you like best about this essay?”).
- Convening individual conferences devoted to students' writing.
- Employing the “workshop method”—that is, reserving class time for discussing and evaluating writing.
- Incorporating a range of “low stakes” writing activities that will not be evaluated but will inculcate in students the notion that one may both learn to write and write to learn.
- Instructors will make students aware of the opportunities for assistance available at the Jacobson Center for Writing, Teaching and Learning.

## Appendix G.

### Smith Faculty Members Who Have Participated in Mellon 23 Workshops

- 1) Roger Kaufman attended, "Evaluating Teaching and Learning at Liberal Arts Colleges," Wellesley, 2008.
- 2) Mary Harrington and Richard Olivo attended, "Sharing and Disseminating Innovative Approaches to Teaching Neuroscience in a Liberal Arts College," Macalester, 2008 [Note: Mary Harrington was an organizer of this workshop.]
- 3) Suleiman Mourad attended, "Middle East Studies and the Liberal Arts," Grinnell, 2008.
- 4) Joe McVeigh and Helene Visentin attended, "The New (Digital) Archivalism, the Humanities, and the Liberal Arts Classroom," Haverford, 2009.
- 5) Jill and Peter de Villiers attended, "Workshop in Linguistics," Swarthmore, 2009.
- 6) Kate Queeney attended, "Broadening Access to STEM Fields," Carleton, 2009.
- 7) Caroline Melly, Daphne Lamothe, and Andrea Stone attended, "Diaspora and Gender," Vassar, 2010.
- 8) Donna Riley attended, "Feminist Ethics and Women's Studies," DePauw, 2010.

### *Future Workshops (Anticipated Participants)*

- 1) Nancy Bradbury, Barry Moser, Doug Patey, and Martin Antonetti plan to attend, "Book Studies and the Liberal Arts," Oberlin, September 2010.
- 2) Nick Horton plans to attend (and is co-organizer), "Strengthening Bridges Between Statistics and the Natural Sciences," Pomona, January 2011.
- 3) Donna Riley plans to attend, "Feminism and Science: Building Bridges for Teaching and Research Innovation," Claremont Colleges, 2010-11.

## Appendix H.

### First-Year Seminar Program, 2009 – 10

*First-year seminars (FYS) are inter- or multi-disciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem that is of special interest to the instructor (s). First-year seminars are focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.*

*First-year seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-year seminars are small in size (16 students, 20 if team-taught) and are restricted to first-year students. They incorporate training in the use of intellectual capacities that form the foundation of a successful liberal arts education. These capacities include some or all of the following: writing, speaking, library research, accessing databases, working in small groups, quantitative reasoning, and critical thinking. First-year seminars are also effective in showing students how to integrate student support services into their academic pursuits. (Smith College Bulletin, 2009 - 10 Catalogue)*

About two-thirds of the incoming class elected to enroll in The First-Year Seminar (FYS) Program in 2009-10. Thirty seminars were offered (31 sections total), 26 seminars (27 sections) during fall semester, and 4 in the spring. The FYS instructors represent all three academic divisions, with the majority situated in Division I. All the FYS are now writing-intensive courses.

Susan Etheredge, director of first-year seminars and professor of education and child study, continued to work closely with FYS faculty on course development and writing intensive (WI) pedagogy. The Office of the Provost sponsored two FYS faculty development workshops focused on the teaching of writing, one in August 2009 and the other in May 2010. Julio Alves, the director of the Jacobson Center for Writing, Teaching and Learning, and William Oram, Helen Means Professor in English Language and Literature, in collaboration with Susan Etheredge, designed and facilitated these workshops. Both workshops were well attended by FYS faculty and evaluations of the workshops were very positive.

All first-year seminar instructors will adhere to the revised WI. During the 2010/11 academic year, the director of first-year seminars will work with the directors of the Sherrerd Center for Teaching and Learning and the Jacobson Center for Writing, Teaching and Learning, to offer FYS instructors a series of faculty development opportunities focused on the teaching of writing.

Thirty-one first-year seminars (32 sections) will be offered during the 2010-11 academic year, 25 (26 sections) in the fall and 6 in the spring. (See the new FYS webpage for a complete list and descriptions of the seminars for 2010-11: <http://www.smith.edu/fys/courses.php>.) Eight seminars are new offerings that were approved by the faculty in 2009-10, and 23 are FYS that

have been taught in previous years. Four faculty received summer (2010) stipends to support the development of new first-year seminars, to be proposed to the Committee on Academic Priorities during the 2010-11 academic year and taught during 2011-12.

Ongoing goals for the First-Year Seminar Program for 2010-11 are as follows:

- Continue to work with the provost and the Committee on Academic Priorities to integrate FYS goals and program development with *The Smith Design for Learning, A Plan to Reimagine a Liberal Arts Education* (2008), particularly as articulated in Strategic Direction I: Strengthen Essential Student Capacities.
- Continue to build FYS course offerings, especially in Divisions II and III, with an emphasis on Q (quantitative skill) where appropriate, and continue to work closely with faculty in the design phase of such courses.
- Continue to work closely with the first-year advising program, the faculty director of advising, and the dean of the first-year class, especially on current efforts to strengthen advising during the first two years.
- Continue to work with the appointed faculty committees on assessment and writing. (The director of first-year seminars is a member of both committees.)
- Continue to build a learning community among FYS instructors through scheduled conversations and faculty development workshops, to exchange ideas and to foster and support curricular and pedagogical innovation in first-year seminars. Engage faculty in discussion about the role of first-year seminars in liberal arts education in the 21<sup>st</sup> century. Design a series of faculty development workshops for FYS instructors on writing intensive course structure and pedagogy, in collaboration with the Jacobson Center for Writing, Teaching and Learning, the Committee on Writing, and the Sherrerd Center for Teaching and Learning.
- Continue to “get the word out” to faculty about the First-Year Seminar Program through various means, such as Teaching Arts Luncheons, meetings of pre-major advisors, open meetings to discuss FYS course development, etc.
- Continue to stay abreast of innovative designs and practices in FYS programming as they are practiced in other institutions, particularly our peer institutions.

Report to CAP by Susan Etheredge, Director of First-Year Seminars.

## Appendix I.

### Liberal Arts Lunch series sponsored by the Committee on Academic Priorities

Fall 2009

- |              |   |
|--------------|---|
| September 10 | Marilyn Schuster, Provost and Dean of the Faculty<br>"Smith by Design: integrating our strengths"   |
| September 17 | Jill de Villiers, Sophia & Austin Smith Prof, Psychology and Jay Garfield, Doris Silbert Professor, Philosophy<br>"How Could Anyone Ever Learn this Language? Evidentials in Tibetan" |
| September 24 | Ambreen Hai, English Language and Literature<br>"Family and Migration in Contemporary South Asian American Literature: Jhumpa Lahiri's <i>Unaccustomed Earth</i> "                    |
| October 1    | Dawn Fulton, French Studies<br>"Capital of the Twenty-First Century?: Immigrant Narratives of Paris"  |
| October 8    | Margie Anderson, Biological Sciences<br>"How to get a free lunch: making connections in the natural sciences"   |
| October 15   | John Connolly, Philosophy<br>"Does St. Augustine's Case for Original Sin Make Sense?"   |
| October 22   | Nicholas Horton, Mathematics and Statistics<br>"A Pakeha's Report Back from Te Rimu Tah: Observations of New Zealand"   |
| October 29   | James Lowenthal, Astronomy<br>"Star Formation Near and Far"   |
| November 5   | Donald Baumer and Marc Lendler, Government<br>"Governing in Prose: One Year After the Obama Election."  |
| November 12  | Fernando Armstrong-Fumero, Anthropology<br>"Settlement Patterns and Yucatec Maya Landscape Memory: My Foray into Things I usually Leave to the Archaeologists"                        |
| November 19  | Anca Holden, German Studies<br>"The Question of 'German' Cultural Identity in the 21st Century: Herta Müller and the 2009 Nobel Prize for Literature"                                 |
| December 3   | Linda Kim, Art Department<br>"The Races of Mankind: Sculpture and Race Exhibits in the 1930s"   |
| December 10  | Susan Etheredge, Education and Child Study<br>"Reflections on Leaves and Letters: Smith Students and Kindergartners Learning Together in the Lyman Plant House"                       |

Spring 2010

January 28

Dano Weisbord, Environmental Sustainability Director  
 "The Smith Sustainability and Climate Action Plan"

February 4

Steven Goldstein, Government  
 "Eternal Triangle?: Taiwan, China, and the United States"

February 11

Brent Durbin, Government  
 "Reforming U.S. Intelligence Reform"

February 18

Maria Helena Rueda, Spanish and Portuguese  
 "Local Conflicts and Global Imagination in Recent Latin American Novels"

February 25

Nicholas Howe, Computer Science  
 "I HAVA Dream, and Other Misadventures in E-Voting"

March 4

Elizabeth Harries, English and Comparative Literature (Emerita)  
 "Old Men and Comatose Virgins: Nobel Prize Winners Re-Write 'Sleeping Beauty'"

March 11

Daniel Rivers, Study of Women and Gender  
 "Queering Reproduction: Lesbian and Gay Custody Cases and Parental Activism, 1967-1990"

March 25

Alice Hearst, Government  
 "Children and the Politics of Belonging"

April 1

James Middlebrook, Art  
 "Five Figures Linked by the Evolving Challenge of Environmental Design"

April 8

Caroline Melly, Anthropology  
 "Bottlenecked: Experiences of Urban Impasse and Global Mobility in an African Capital City"

April 15

Benita Jackson, Psychology  
 "What Makes Low Social Status Psychologically Toxic - and What's the Remedy?"

April 22

Lucy Mule, Education and Child Study

"Conceptualizing Campus-Community Partnerships: Lessons from the Smith-North End Partnership"

April 29

Daphne Lamothe, Afro-American Studies

"Black Writers in a New World: (Re)Imagining the African Diaspora"