

# Annual Report of the Committee on Academic Priorities for 2008-2009

## June 30, 2009

The Committee on Academic Priorities (CAP) made considerable progress on a wide range of items as the College developed a multi-year plan to address the ramifications of the global financial crisis. CAP worked on the implementation of curricular initiatives that would advance the College's strategic plan, *The Smith Design for Learning*. CAP continued its review of staffing requests in light of the curricular priorities identified in the Design, examined study abroad programs, and sponsored four decennial reviews of academic departments (CAP's tenure-track staffing recommendations and the Provost's response are in Section V of this report). CAP also prepared a set of recommendations for the Advisory Committee on Resource Allocation and the Committee on Mission and Priorities on how to increase the student-faculty ratio to 10-to-1. These activities are consistent with the mandate CAP has had since 1998: to provide both systematic and institution-wide curricular planning, to engage in the periodic review of departments and programs, and to review proposals for tenure-track and long-term faculty positions. In addition, the Committee has the responsibility to consider curricular initiatives, either the Committee's or those submitted by faculty and student groups.

It should be noted that CAP's expanded role in the budget process was necessitated by the global financial crisis. The Committee worked closely with the Advisory Committee on Resource Allocation and the Committee on Mission and Priorities to recommend actions that would identify savings in the instructional area. CAP reported regularly to the faculty on proposed actions and held several additional sessions to gather faculty reactions to various budget proposals. CAP discussions are summarized in Appendix A (Provost's January report to the faculty).

### I. Joint Sessions

Joint sessions with the Student Curriculum Committee, Committee on Mission and Priorities and Advisory Committee on Resource Allocation shaped CAP's priorities for the academic program.

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 subcommittee of CAP regularly. The full SCC met with CAP twice during regular sessions: in December 2008 to follow up on the SCC's proposed plans to implement a diversity requirement; and in April 2009 to review the results of a student survey on Five College programs. CAP also worked with the SCC to host *Celebrating Collaborations* and *Smith Elects the World*.

CAP held joint meetings with the **Committee on Study Abroad** (CSA) and the **Committee on Mission and Priorities** (CMP) and the **Advisory Committee on Resource Allocation** (ACRA). In October, CAP and CSA reviewed study abroad programs and discussed ways to reduce costs and to integrate study abroad more effectively into the curriculum. In December, the President joined CAP to ask the Committee to prepare a set of recommendations to be shared with ACRA and CMP that identify cost savings in the instructional area.

### II. Year in Review

CAP's priorities for the year were set in the fall retreat by the elected faculty members of CAP in consultation with the Provost. As in the previous year, an elected member of CAP served as the direct link to the Provost in setting the agenda for each meeting. Nicholas Horton served ably in this role throughout 2008-2009. Attached in Appendix B is the list of priority issues for the year.

### *The Capacities*

As noted above, CAP has oversight of the implementation of the intellectual capacities identified in *The Smith Design for Learning*. Overall assessment of this work is under the direction of the Cate Rowen, Director of Institutional Research and Educational Assessment. Ms. Rowen chairs a subcommittee of CAP that met throughout the year to coordinate efforts to implement the capacities across the curriculum. This group included the Director of First Year Seminars, Susan Etheredge, the Director of the Quantitative Learning Center, Cat McCune, the Director of the Jacobson Writing Center, Julio Alves, the Advising Coordinator, Kate Queeney, and two additional faculty members, Bill Peterson, Psychology, and Doreen Weinberger, Physics. This committee will continue to meet and report back to CAP and the faculty on the development of student capacities and implementation of *The Smith Design for Learning*.

### *Writing Across the Curriculum*

It should be reported that the **Committee on College Writing** in collaboration with the Jacobson Center for Writing, Teaching and Learning, successfully offered ENG 119, a course designed to address the writing needs of those students who were identified in their first-semester writing-intensive course as needing additional help. This spring, ENG 119 enrolled 12 students, 11 of whom had taken a fall writing-intensive course in which they had struggled. ENG 119 will be offered at least one more time in the spring of 2010 before the Committee on College Writing makes a decision about its future viability.

In addition, the pilot portfolio assessment project continued in 2008-09. In the fall, the Committee on College Writing invited faculty members to participate in a project to assess the writing of first-year students in writing-intensive courses. Twenty-five members of the faculty participated in the assessment project, reading over 300 papers. The results will be shared with CAP and the faculty in the fall of 2009. This fall, we anticipate providing feedback to a substantial group of returning sophomores on their capacity to write based on the faculty assessments completed this year.

### *Quantitative Skills*

CAP gave the **Quantitative Advisory Committee (QAC)** the charge to determine how the College could mount a quantitative requirement. A majority of the QAC believes that a quantitative requirement would benefit Smith College students; however, the committee recognized that a quantitative requirement may require additional resources during this difficult financial time. QAC presented its findings to CAP in the fall of 2008, and CAP accepted the outlined plan for a two-stage requirement in quantitative skills: a basic skills component and a quantitative applications component. The QAC solicited comments on its report at the December faculty meeting and at a Teaching Arts Luncheon meeting in February (the QAC report can be found in Appendix C). As a result of these consultations, the Quantitative Learning Center (QLC) will pilot a diagnostic test to the incoming first-year class in the fall of 2009. The diagnostic test will provide the QLC with data to determine the level of teaching support necessary to assist those students who need to develop basic quantitative skills. CAP accepted the QAC's recommendation to form a new and separate committee at a later time to prepare recommendations for the quantitative applications component.

### *First Year Seminars*

Susan Etheredge, director of the First Year Seminar (FYS) program, met with CAP to review the program to date. The FYS director projected that there will be 26 FYS in the fall of 2009 and 7 in spring 2010. Her memorandum to CAP can be found in Appendix D.

#### *Information Literacy*

Chris Loring, Director of Libraries, met with CAP to review the College's information literacy program, which has twelve participating departments and programs. CAP agreed to endorse a letter from the Director of Libraries to encourage the remaining departments and programs to participate in the College's information literacy program.

#### *Curricular Retreats and Concentration/Cluster Development*

In 2007-08, CAP asked all departments and programs to hold curricular retreats to address the list of questions identified in Appendix E. This has helped CAP understand the curricular planning underway across the college and to identify potential collaborations and cooperation across units. Reports on the retreats were part of the discussion at several of the monthly meetings with chairs and directors. CAP members also attended these sessions.

The retreat reports also helped the deans and CAP identify potential opportunities to develop "clusters" or "concentrations" and to fund the development of these opportunities from the Mellon funding available for this purpose. Applying the rubric for concentrations created by the Smith representatives to the first Mellon Assembly on Interdisciplinarity held at Macalester College in February 2008 (Janie Vanpée, Kevin Quashie, and Danielle Ramdath), CAP and the faculty approved two concentrations in 2008-09: the Museum Concentration and the Archives Concentration. Descriptions of both programs are attached as Appendix F. Other potential areas for cluster development are under consideration and will be further reviewed in 2009-10.

#### *Decennial and Midterm Reviews*

The departments of Afro-American Studies, Anthropology, Computer Science, and Sociology used the results of their curricular retreats to conduct their decennial reviews. De-briefing on those reviews and consideration of the experimental alternative model for decennials adopted by all four departments this year will be undertaken by CAP in the fall of 2009.

#### *Improving Teaching College-wide*

CAP and CMP supported the plans for the development of the Center for Teaching and Learning. In May the President and Provost appointed Borjana Mikic as director to lead the development of the new center.

#### *Faculty-Student Advising*

Kate Queeney, Advising Coordinator, met with CAP to give an update on her work. She has expanded the sophomore "early return" program to include the following components: feedback on writing; advice on how to hone quantitative skills; and guidance on how to pick a major advisor. The Advising Coordinator also recommends further development of the electronic portfolio project, which will be piloted in 2009-10 using MOODLE as the platform.

#### *Study Abroad*

CAP's discussions with CSA included agreement on the need to improve the selectivity and academic quality of our programs. Both committees suggested that greater scrutiny of applications for Approved Programs might result in study-abroad experiences that make better sense academically and are better tied to the student's Smith curriculum. There was strong support for encouraging students to opt for Smith JYA and consortial programs, to study in non-English speaking countries and to explore every avenue to reduce the cost of study abroad while maintaining its quality (such as direct-enrollment in British universities, rather than using a separate provider). CAP encouraged CSA to continue its work in refining the list of Approved Programs, developing innovative tracks for the Geneva JYA program, exploring the possibilities of a consortial program in Africa, planning in a more focused manner with individual departments and programs to serve their majors, and increasing the opportunities for students in the sciences and arts to study abroad.

#### *Registration Deadlines*

CAP reviewed the proposed registration deadlines for the 2009-2010 academic year, which differ from the faculty code's recommendations due to the holiday schedule. CAP approved the proposed deadlines.

### **III. Subcommittee Actions**

#### **1. Subcommittee on Honors and Independent Programs (SHIP) Year End Report**

SHIP oversees the operation of the Departmental Honors Programs. A detailed report on the decisions made by SHIP appears in Appendix G.

#### **2. The Course Subcommittee**

The Course subcommittee of CAP acted on numerous curricular changes, permanent courses, experimental courses, new topics, changes to majors and minors, and changes to credits/course levels.

In 2008-2009, CAP (and subsequently the faculty) approved 52 new permanent courses (which include 10 first-year seminars); 37 experimental courses (which include 8 first-year seminars and 5 presidential seminars; go to Appendix H for titles of first-year and presidential seminars); 14 new topics; 16 experimental topics; 6 experimental courses to permanent; 10 credit changes; 28 course number changes; 13 enrollment changes; 6 changes to major requirements (ART plan A, ART plan B, CHM, CLT, GEO, ENG.); 3 changes to minor requirements (ATC, CHM, TWD); and one departmental change (Geology to Geosciences). It should be noted that the faculty approved the Educational and Environmental Geosciences tracks; the Bachelor of Arts in Engineering; the closure of the Political Economy program; and the elimination of the International Relations minor (to be replaced with the Five College Certificate in International Relations).

### **IV. Academic Events for the Smith Community**

As has been our custom, the Committee continues to organize the Liberal Arts Luncheons and to support *Celebrating Collaborations* and *Smith Elects the World*. In addition, during the spring the Committee was involved with the discussion of the findings from the Art and Science report on Global Leadership and participated regularly in the President's open discussions of various strategies for addressing the budget challenges before the College.

## **V. Staffing Report from Elected Faculty Members of CAP**

### **FINAL REPORT: Recommendations for Tenure-Track Requests, 2009-10 Committee on Academic Priorities June 3, 2009**

This year, twelve departments requested a total of fifteen tenure-track positions for next year. Given the decision reached in May to increase the faculty/student ratio of 9/1 to 10/1, CAP could only review the most pressing requests. The requests from Chemistry, Italian, Mathematics and Statistics, the Study of Women and Gender and from History to convert a shared 5-College position in Russian to Eurasian history presented the most urgent cases.

What follows are our recommendations concerning the requests we found most pressing. They are listed below in the order that reflects our sense of the necessity in the very near term of the requested position for the maintenance of critical majors within the College. Although each of these requests has clear merit, the first three seem to us the most urgent, and we rank our recommendations in the following order: SWG, CHM, MTH, ITL, and HST.

#### **Study of Women and Gender**

CAP strongly recommends authorizing a tenure-track search for a position in gender and the law in the Program for the Study of Women and Gender. The program created a minor in 1981 and a major in 1987. One of the healthiest of Smith's interdisciplinary programs, SWG has 65 declared majors in 2009; its spring introductory course, SWG 150 (taught in three sections), had an enrollment of 103 this year. Until recently it has had four tenured or tenure-track faculty members and in addition it has been able to rely on contributions and course buyouts from other Departments to staff core and non-core courses. Its staffing has also been augmented in 2007-9 by a Visiting Assistant Professor and a Mellon Post-Doctoral Fellow, both temporary positions.

SWG has become a national model for gender studies courses, contributing generously to the Five-College community. Its core offerings, taught mostly by its tenured and tenure-track faculty, are rigorously interdisciplinary and theoretical, making it difficult for faculty members not so trained to teach those courses. It is also a major in which the core faculty members spend a great deal of time advising students in their navigation of highly individualized and thoughtful pathways through the major, a model that the College wishes to encourage in other Departments. Its stress on issues of race and gender across the international spectrum, and its attention to the writing of its students, align it closely with the concerns of the Smith Design.

With the resignation of one member of the program and the move of another to the position of Provost (and resignation from the faculty), the central group of four faculty members has been reduced by half, a reduction so severe that CAP feels SWG heads by a margin the very top of its list of recommended tenure-track positions. The Program has responded to the new budget realities by reworking the major in order to enable it to function in the future with three core faculty members, by, for example, proposing to cut its number of required seminars from three to two. SWG has requested to hire in the field of gender and the law, a specialty not found anywhere else in the valley, and a field proven to be of interest to a significant number of students. The specialized courses this hire would teach would enrich the Government major and would draw students from the entire Five College area. The Committee also notes the immediate need for a third permanent faculty member, trained in interdisciplinary work, to advise the

students in what has long been a vigorous major and to teach the Program's core courses. Without such a hire it is hard to imagine how this thriving program can survive the loss of half its regular personnel.

## **Chemistry**

CAP strongly recommends authorizing a tenure track search for an organic chemist in the Chemistry Department, to replace a tenure track resignation. The Department has had extremely high enrollment demand and has been a model in its careful and deliberate balancing of its offerings and staffing. The core courses (CHM I-IV) serve multiple constituencies, including pre-med students and majors in Chemistry, Biochemistry, Engineering, Environmental Science and Policy and Geology. To give a rough sense of enrollment numbers for CHM I-IV this past year, the eight lecture sections ranged from 40-89 students each, with five sections of 60 students or more. The highest number (89) was in organic chemistry. The Department has also shown considerable success in its continued efforts to engage student researchers early in their careers at Smith, through intensive summer work, STRIDE projects, or AEMES mentoring.

Teaching and pedagogical innovations have permeated their curriculum, as demonstrated by three Sherrerd Award recipients. Chemistry has made large beginning chemistry classes (usually between sixty and eighty students) writing-intensive, a challenging requirement that will be impossible to maintain if the position is not filled. The Department coordinates its advanced curriculum with the other three Colleges, and serves as a locus for some courses integral to the major but not offered at the other institutions. Organic chemistry is a key area of the discipline, as well as a significant component of the proposed major in Environmental Science and Policy, and at present only one other faculty member specializes in this field. The department has a visiting assistant professor appointment through the end of 2010, after which it will be left with a critical shortfall in teaching capability for 2010-2011.

## **Mathematics and Statistics**

CAP strongly recommends authorizing a tenure track search for an algebraist in the Mathematics Department. The Department is a center of excellence at Smith: it has received national recognition by the NSF, which has funded its innovative Center for Women and Mathematics, and it is currently in the running for additional grants to extend that work. It has achieved this national recognition despite significant faculty reductions in recent years; indeed, the Department has worked hard to creatively redesign its curriculum to meet student needs in the face of shrinking resources since 2003. The Department has experienced sustained growth in majors in recent years, moving from 16 in 2004 to 24 in 2009 (with a high of 26 majors in 2008). Calculus classes are capped at 25, but routinely enroll 30, and the Department is considering increasing the cap. The Department has shown considerable willingness to work with other colleges, especially in its 300-level curricular offerings. The general shift of young women's interests into the sciences and engineering has put considerable strain on the Department's resources, as it must provide a number of service courses for students pursuing studies in other majors. Approximately 2/3 of the students taking courses in mathematics and statistics are non-math majors; the Department therefore provides considerable service to departments across the College, such as BIO, CHM, ECO, EGR, GEO, PSY and NSC. The increased emphasis on developing quantitative skills across the curriculum has tapped into the Department's resources as well.

In the last four years, the Department has lost three tenure-track positions through a resignation, a death, and a retirement. The resignation was not replaced, and that loss is counted as one of the first 25 positions to be trimmed from the faculty. The Department has benefited from the addition of temporary faculty, although such faculty are less helpful in handling advising and administrative tasks; the latter are substantial, given the needs associated with running the Center for Women and Mathematics. Next year, the Department will have a Mellon post-doc, one  $\frac{3}{4}$ -time lecturer and one full-time lecturer who together

will teach a total of eleven courses. However, that arrangement is in place only for next year, and the Department will be badly short-staffed the following year, which makes initiating a search during the 2009-2010 academic year critical.

### **Italian**

The Italian Department currently has three tenured faculty, one of whom is jointly appointed in Comparative Literature. The Department has heavily relied on lecturers and teaching assistants in recent years and had a tenure-track position vacated when the person occupying that track resigned in 2008. Although upper level courses can have single-digit enrollments, elementary language courses are well enrolled and the numbers of students studying on the Florence JYA Program remains consistently high. Similarly, the Department's record in preparing its students for advanced degrees in the field is excellent and the Italian departments of many institutions are staffed with Smith alumnae.

Possibilities for cooperation with other of the Five Colleges are limited at this time, as Italian courses at other institutions are also typically overenrolled. Prospects for a Five College appointment in Italian are being discussed with Mt. Holyoke and UMass, but such a position might provide only two courses at Smith and thus do little to alleviate the staffing situation here, especially if lecturer lines continue to be reduced. Given the age structure of the department, a possible retirement may make this tenure-track position in the near future an absolute necessity, although CAP does not consider this request among the most pressing for 2009-2010.

### **Conversion of the Five-College position in Russian and Eurasian history to tenure-track**

The current Five-College position is closely tied to the Five-College Certificate in Russian, East European and Eurasian Studies; although the position can be maintained in the coming academic year, the future of the Five-College Certificate beyond that time will be in question if the position is not made permanent. The enrollments of the courses taught by the current hire have been substantial and sustained, indicating a strong student interest in this area of study. The transnational and comparative nature of the courses served by this position help support Smith's commitment to multicultural studies. In addition, History has in recent years relied increasingly on this position in order to offer courses fundamental to its major, such as a seminar in Modern European history offered in the fall of 2006, which was the only seminar offered to majors in that popular concentration at that time, as well as 100-level courses introducing students to the major.

There is considerable support from Chairs and other faculty of various departments throughout the Five Colleges for the conversion of this position to the tenure track. Should Smith proceed with this hire in the future, its contribution would be .5 FTE.

### **Conclusion**

In this report, we have ranked what seem to us the five most urgent of the fifteen departmental requests that we have received. But we want to stress two things. The first is that while we see the top priority going to the Program for the Study of Women and Gender, we see a much clearer line between the first three requests and the last two. Second, we want to underline both the critical need and the critical importance of these programs. Each of them is, in our view, essential to the institution. SWG is a leader in interdisciplinary work nationally, and has had a profound and vital effect on many other Smith Departments and Programs; a loss of half its permanent staff would threaten to cripple a flourishing program that makes major contributions across numerous sectors of the College. Chemistry is essential to many other majors—Biology, Biochemistry, Neuroscience, Engineering, Geosciences—and to students preparing for medical or veterinary school; it devotes most of its FTE's to the four basic courses needed

by other majors. Mathematics and Statistics shares characteristics of SWG and Chemistry: its success in pursuing grants for teaching mathematics to women suggests its national importance, while it remains an essential service department for a number of other majors. If these three Departments do not receive the lines they have requested we believe their capacity to mount their well-conceived majors and serve so many College constituencies will be seriously compromised, and that in turn will compromise Smith's excellence in some of the fields that particularly distinguish it. If Smith is to flourish in or out of these challenging economic times, it will need to remain not only good but better than others in some fields and we think that these Departments are pivotal to that endeavor.

Respectfully submitted,

*Committee on Academic Priorities, 2008-2009*

*Alice Hearst*

*Nicholas Horton*

*Joseph McVeigh*

*William Oram*

*Cornelia Pearsall*

*Janie Vanpée, Faculty Council Representative to CAP*

### **The Provost's Response**

I wish to commend CAP for the excellent staffing recommendations that they have provided. I have discussed the recommendations with President Christ, and we are in agreement with respect to the hiring priorities they have identified. We will not, however, authorize any searches for 2009-10 at this time. As the President has stated on several occasions throughout the planning process this year, it seems prudent to delay tenure track searches until the financial outlook is clearer and until there has been adequate time for the new Provost and CAP to prepare a curricular plan to return the College to a 10-to-1 student faculty ratio. Having completed 13 successful tenure track searches in 2008-09, postponing new searches until that curricular plan is in hand seems a prudent course. Therefore, I will not authorize any searches for 2009-10 at this time.

### **VI. Membership**

June 2008 marked the end of the term for Alice Hearst, who agreed to serve an additional year on CAP. Joseph McVeigh will serve as the Junior Year Abroad director of the Hamburg program and will not be a member of CAP for the 2009-2010 academic year (he will resume his responsibilities the following academic year). We welcome back continuing elected members Nicholas Horton, Bill Oram, and Cornelia Pearsall. They will be joined by two newly elected members, Robert Buchele in Economics (three-year term) and Katwiwe Mule in Comparative Literature (one-year replacement for McVeigh). The Faculty Council representative for CAP will be Don Baumer in Government.

### **VII. A Look Ahead to CAP's Work for 2009-2010**

All continuing elected members of CAP are participating in the incoming Provost's summer study group. This group is currently engaged with the wider community about the implementation of *The Smith Design for Learning*.

## Appendix A



# Memo

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January 2009

Dear Colleagues,

At this first meeting of 2009, I want to give you an update on CAP's work this semester. As you are all aware, the College is facing severe financial challenges that have led us to anticipate and plan for budget shortfalls in the range of 25 to 30 million dollars. We have been discussing a number of strategies for addressing this deficit, but since 60 percent of our budget is related to compensation we must consider our current staffing levels in all areas of the college, including the faculty. As noted in the Budget Memorandum distributed for this meeting, increasing the student-faculty ratio at Smith from 9-to-1 to 10-to-1 is one strategy we should consider. One could argue that a student-faculty ratio of 10-to-1 is educationally sound and would still uphold the core principles and characteristics that define a residential liberal arts education.

Movement to a 10-to-1 ratio would require a combination of reductions in both tenure-track and temporary faculty lines. Any reduction in tenure-track positions would require a careful academic plan and time to implement such a plan, eliminating positions only as they become empty through retirement or resignation and necessitating fewer searches in the transitional period to ensure we live within our means.

Such a reduction would necessitate a careful consideration of the curriculum—a consideration already begun in the recent retreats that academic departments and programs have held. We need to give particular attention to ways in which departments can collaborate on course offerings. Collaboration on curriculum, consolidation of allied departments and programs, and even reconsideration of our departmental structure could all provide avenues to better uses of faculty time.

Another strategy to consider is the elimination or reduction of low-enrollment courses, or treatment of such courses as the plus in our 2/2+ teaching load. A reduced number of courses would reduce the need for temporary faculty and the associated compensation. We are fortunate to have significant opportunities for planning and coordinating curricular needs on a Five College basis, and we will want to explore such opportunities more aggressively than we have in the past.

One option for addressing a reduction in the size of the faculty would be to increase the teaching load for regular faculty, which was reduced from five to four-plus courses in the late 1990s. Perhaps we could give more careful attention to the "plus," formally crediting independent work with students, and expecting additional classroom teaching where faculty members do not take on such work. A review of the actual teaching loads for regular faculty shows that the effective teaching load, including sabbaticals and course releases, is about 3.1 courses per year. As we undertake a review of the teaching load for regular faculty, it follows that we should review the teaching load for temporary and replacement faculty.

Another alternative would be to review course releases carefully, even considering a change in our administrative structure that would reduce the number of department and program chairs and the cost to the teaching budget of the course releases they are granted.

Yet another alternative would be to change the College's sabbatical leave policy. Smith's policy is generous in frequency of sabbatical leaves, in the level of compensation of such leaves, and in faculty members' automatic universal eligibility for them.

All of these alternatives are currently being studied by the Committee on Academic Priorities. The Committee will have reports and develop recommendations for ACRA and CMP, as well as for the full faculty, over the course of the spring semester. Members of the Committee welcome the suggestions and thoughts of the faculty as we continue our discussions.

If you have suggestions for addressing these issues for me or the members of CAP, please be in touch with any of us. Members of CAP for the current year are as follows: Alice Hearst, Nicholas Horton, Joe McVeigh, Bill Oram, Cornelia Pearsall, and Janie Vanpée (representative from Faculty Council).

Susan C. Bourque  
Provost and Dean of the Faculty

## Appendix B

Draft priority list for CAP discussions based on elected faculty input:

1. JYA program goals and evaluation
2. FYS (as a requirement?) and WI courses
3. How to plan for longer-term staffing (vision?)
4. Open curriculum (initially possible quantitative requirement)
5. Faculty/staff support for student research
6. Development of clusters
7. Relationships between departments, programs and centers regarding staffing and budgets
8. Logistical impediments of 5 college sharing

## Appendix C



# Memo

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**Subject:** Quantitative Requirement at Smith College: Recommendations

**To:** CAP

**From:** Quantitative Advisory Committee (QAC): Susan Voss (chair), Julio Alves, Ernest Benz, Gary Felder, Howard Gold, Katherine Halvorsen, Mahnaz Mahdavi, Catherine McCune, Danielle Ramdath, Cornelia Pearsall, and Nancy Whittier

**Date:** November 20, 2008 (Updated to reflect CAP input)

### Summary:

This committee met five times during the fall of 2008 to discuss the possibility of instituting a quantitative (Q) requirement at Smith College. A majority of the committee agrees that a Q requirement would benefit Smith College students, but at the same time the committee recognizes that a Q requirement would require additional resources during a difficult financial time. Dissenting views on the committee included a concern that the structure of the Q requirement should more closely mirror the structure of the WI requirement. While the majority of the committee believed that the different nature of Q skills and students' ability to avoid quantitative material warranted a differently structured requirement, one member remained concerned with inequities among students and between Q and WI requirements. The committee is unanimous that no Q requirement is preferred to a Q requirement that is superficial and does not sufficiently address the substantial lack of Q skills among some of our students.

Below, we outline our recommendation for a Q requirement at Smith and we estimate the cost to implement it. To summarize, we recommend a requirement with two components: (1) basic skills component and (2) quantitative applications component. We estimate that the majority of our students (~80%) will bypass the basic skills component by passing a placement test. We recommend implementing the basic skills component by fall 2010 at a cost of about \$50,000 per year (detailed below). The quantitative applications component will need additional work and resources, and could be implemented as soon as it is better defined and additional resources are identified. Our preliminary work suggests that the application component would require a minimum of a lecturer position to offer five Q courses in Div. I and/or Div. II.

We recommend this two-tiered approach for two reasons. First, we believe that to require only the basic skills component would not advance our goals in improving Smith students' Q skills. Quantitative skills are best retained when used in context, particularly contexts that relate to students' intellectual interests. The quantitative applications component is where students would

employ quantitative reasoning in the context of their interests. The majority of students already possess the basic skills (and would bypass the requirement through the assessment test). For those who do not possess these basic skills, simply remediating those skills, without the opportunity to apply them in greater depth in an area of interest, is unlikely to provide a lasting improvement in their Q abilities. Thus, we see this component of the requirement as key to improving Smith students' Q skills and interest in a meaningful way. Second, we believe that requiring only the quantitative applications component sets a significant portion of our students up for failure. Students who do not possess basic Q skills need to be identified and required to improve their skills so that they can be successful in a Q applications course. While we recommend that the College move forward with the basic skills component now, we do not recommend that we do so without a firm commitment to implementing the applications component.

### **Background and motivation:**

We begin with a few widely accepted views of what is meant by quantitative thinking. The *International Life Skills Survey* (Policy Research Initiative, Statistics Canada, 2000) defines quantitative literacy as “an aggregate of skills, knowledge, beliefs, dispositions, habits of mind, communication capabilities, and problem solving skills that people need in order to engage effectively in quantitative situations arising in life and work.” In the words of Henry Pollak, applied mathematician, “the heart of quantitative literacy is real world problem-solving—the use of mathematics in everyday life, on the job, as an intelligent citizen.” (Quoted in The Mathematical Association of America, “Quantitative Reasoning for College Graduates: A Complement to the Standards;” [www.maa.org/past/ql/ql\\_toc.html](http://www.maa.org/past/ql/ql_toc.html).)

Numerous studies demonstrate the need for all citizens to be quantitatively literate (e.g., <http://serc.carleton.edu/nnn/resources/>). Here, we simply highlight that a Q requirement at Smith would support the reality that the “use of mathematical and logical tools to solve common problems” (<http://www.maa.org/ql/mathanddemocracy.html>) is an essential part of participation in twenty-first-century society. We recognize that a Q requirement would not provide all students with the ability to reason quantitatively, just as our writing requirement does not always lead to outstanding writing ability. Instead, the Q requirement would help students realize the importance of quantitative reasoning so that each individual can continue to develop her capacities through curricular decisions made in conjunction with her advisor. Additionally, a Q requirement would also likely lead many students to discover the strength and fun of quantitative arguments in all fields of study. Thus, in the pursuit of quantitative literacy for our students, we believe that every Smith College graduate should acquire some experience working with applied quantitative material.

Further support for a quantitative requirement comes from several additional sources. In November 2007, the Student Curriculum Committee of the SGA informed the Committee on Academic Priorities that students want and would benefit from a quantitative requirement. In addition, a recent survey of 1,513 Smith College students, conducted in October 2008 by Howard Gold and his Gov 312 seminar, found that 48% of students support a quantitative requirement, 37% are opposed, and 15% had no opinion. These results are very similar to what they obtained when the question was asked in their Spring 2006 survey (44% in favor, 38% opposed, and 18% had no opinion, n=1,465).

Our committee also examined Institutional Research data that measure Smith students' attitudes toward quantitative skills. There is abundant evidence that Smith students feel that they make less progress at Smith in developing quantitative skills than they do in writing clearly or thinking analytically. There is also evidence that Smith students were less likely than female students at coed colleges and at other women's colleges to report that their ability to use quantitative tools had grown stronger.<sup>1</sup> These findings are consistent with President Christ's account of her conversations with alumnae. Many of our alumnae have expressed the view that weak or non-existent quantitative training during their time at Smith has proven to be an obstacle in their careers.

Finally, a recent review conducted by Institutional Research examined requirements at 22 peer liberal arts colleges; four of these have no quantitative requirement (Amherst, Grinnell, Swarthmore, and Wesleyan), while the remaining 18 have some sort of requirement related to mathematics, science, or quantitative reasoning (Carleton, Colgate, College of the Holy Cross, Lafayette, Middlebury, Mount Holyoke, Pomona, Barnard, Bowdoin, Bryn Mawr, Gettysburg, Haverford, Oberlin, Skidmore, Trinity, Vassar, Wellesley, and Williams).

### **Overview of requirement**

The Mathematical Association of America's Subcommittee on Quantitative Literacy Requirements recommends that university or college quantitative literacy programs should consist of a foundation experience and a continuation experience. At the foundation level, students enroll in a basic math skills course (algebra, elementary probability and statistics, simple representations of data) — a course similar to our own Math 101. This course helps students achieve basic proficiency and prepares them for the continuation course. At many institutions, a math assessment is administered to all incoming students and those who pass it can bypass the foundation course and go directly to the continuation course.

Consistent with this recommendation from the Mathematical Association of America, we recommend a two-tiered Q requirement. We refer to the foundation experience as the "Basic Skills Component" and the continuation course as the "Application Component". Our committee has developed a detailed proposal (below) for the basic skills component, and we make general recommendations regarding the application component, highlighting that a future subcommittee might continue to develop this application component. As detailed below, many students would bypass the basic skills component via a math assessment upon entering Smith College.

Thus, our proposed Q requirement would ultimately require completion of both the basic skills component and the application component. The majority of Smith students would satisfy the basic skills component without additional course work. The ultimate goal of the Q requirement is to enable students to pursue quantitative literacy in the context of their own majors or related interests. The application component directly addresses this goal, while the basic skills component ensures that students have the elementary quantitative skills necessary to engage with quantitative material in the application course.

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<sup>1</sup> See Spring 2006 Report of the Quantitative Skills Committee to CAP.

### **Basic Skills Component**

This committee has defined a set of basic quantitative skills that students should possess in order to thrive in an application course that makes use of the basic quantitative skill set (Appendix A). All incoming students would take an online math assessment prior to arrival at Smith. This assessment would be based on the skill set of Appendix A. A student would pass the basic skills component by either passing the assessment or passing a basic-skills quantitative course (Appendix B); ultimately, a student would be required to pass the basic-skills component before declaring a major. For students who nearly pass the math assessment, online tutorials and tutoring through the Quantitative Learning Center (QLC) would be available. Students who need more work would be highly encouraged to take a course that will be developed to teach the basic math skills. This course could be a modified version of the current Math 101 or a new course; either way, additional sections of courses teaching basic math skills will be required. Passing either the assessment or the basic skills course would satisfy the basic skills component of the Q requirement.

The proposed basic skills component of a Q requirement would require some additional resources. We estimate that the current 40-student capacity of Math 101 would need to be increased to about 120-140 annual student spots<sup>2</sup>. This increased capacity could be handled by one full-time quantitative skills teaching position, and we estimate the cost including benefits to be about \$45,000 per year.

A second cost of the basic skills component is administration of the quantitative assessment, which would require development of the exam, administration of the exam, and grading of the exam. We recommend this assessment be done through the Quantitative Learning Center (QLC). Cat McCune, director of the QLC, is able to lead this effort. Preliminary conversations with the Cat suggest that such an assessment could be done most easily by an online diagnostic prior to a student's arrival. Results would then be available to advisors. We are looking into the cost of obtaining an appropriate exam, putting an assessment online and having it graded online – for now we estimate the associated cost of the assessment at \$2000 to \$5000 annually.

### **Application Component**

Our committee did not focus on the structure of the application requirement. We recognize that a simple approach to achieve an application component would be to provide a choice from our current list of courses designated “Q”, in which quantitative material is used throughout the course. This quantitative material would build on the basic skill set of the basic skills component of the requirement. Preliminary analyses of currently available Q courses at Smith suggest that at an introductory level, Smith regularly offers a total of 27 Q courses (20 in Div. III and 7 in Div II). If the proposed basic skills / application approach is adopted, this committee unanimously

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<sup>2</sup> These estimates are rough and might be modified after an assessment is given to an incoming class, but they are based on the following. In the fall of 2008, 753 students entered Smith (incoming traditional students, Ada Comstock scholars, and transfer students.) About 40% of these students (300 students) score below 600 on the Math SAT, with about 175 students below 550. From these numbers, we estimate loosely that 120-140 incoming students will not pass the math assessment.

recommends that additional application Q courses be offered in either Div. I or Div. II; otherwise, we would be denying many students the opportunity to choose Q courses that are related to their particular interests. One suggestion is to form a department-based lecturer position that would provide five Q courses per year in Div I and/or II. Another possibility is to offer incentives for current faculty in Div I and II to develop new Q courses.

Another topic for future discussion is the exact goal of the application component. Currently our goal is to provide students a chance to apply quantitative tools in an area related to their major or other academic interests. In contrast, the Wellesley College continuation-course model requires the Q application course to be statistical in nature, and they provide these applied courses in a large variety of subject areas. There is strong support on our current committee to include a statistical component to the application component of the Q requirement; such an approach would require a greater increase in resources, as many of the existing Q courses are not statistical in nature.

### **Proposed Timeline for Q requirement**

Note, in this timeline, the basic skills component is developed first, followed by the application component. It would be possible to institute both as requirements at the same time (if resources are available) or to institute the basic skills component before the application component.

#### **Proposed timetable for Basic Skills Component:**

- Year 1 (2008-09): Define Q skills required for the basic skills component (Appendix A) and develop diagnostic exam through QLC.
- Year 2 (2009-10): Pilot diagnostic during the fall (incoming students). Make recommendations, based on results of diagnostic, regarding number of students who will need to satisfy basic skills component. Define resources required to institute the basic skills component of a Q requirement (estimate made in this memo of one FTE to teach five sections of basic skills).
- Year 3 (2010-2011): If available resources are adequate, implement the basic skills component of the Q requirement for the class of 2015.

#### **Proposed timetable for Application Component:**

- 2009-2010: Define a subcommittee to submit proposal for the details of the application course. The timeline for implementation will likely depend upon needed resources. We recommend that the subcommittee not be commissioned until it is likely that additional resources would be available.

### **Moving forward**

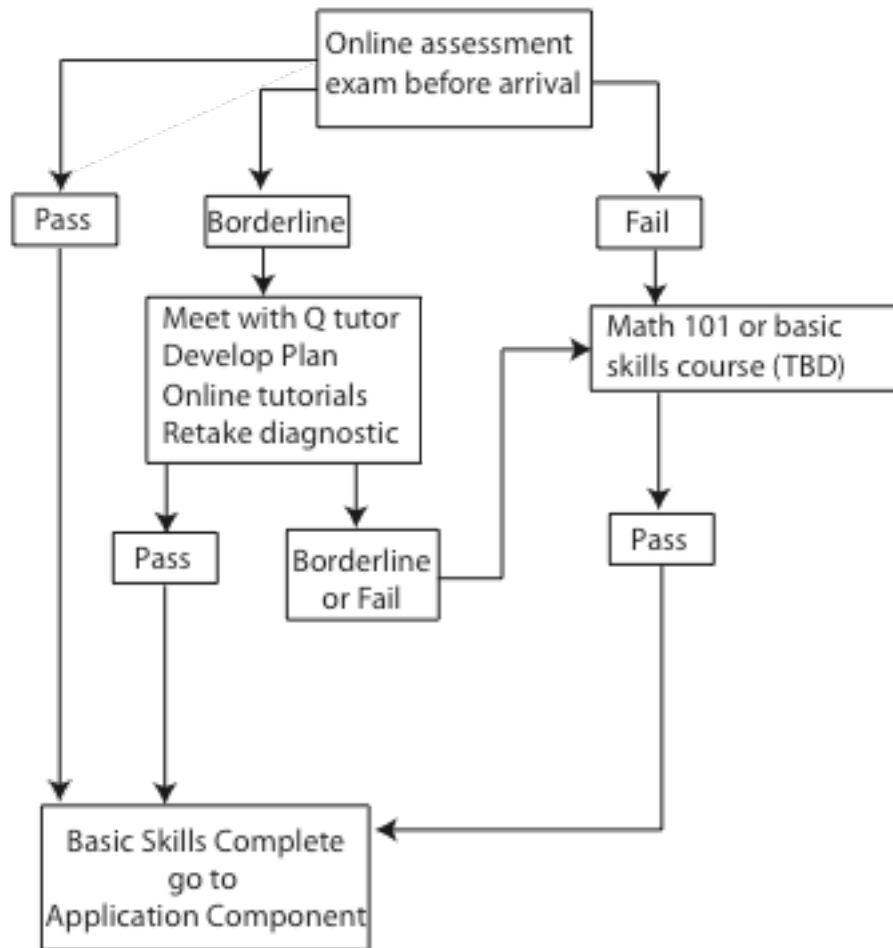
We discussed the role of this quantitative advisory committee (QAC) and CAP as far as how a requirement would get proposed and discussed with the appropriate constituencies (e.g., faculty, admissions, students, alums). We suggest that the QAC's role is to propose what we think is a good structure for a requirement (this memo), but it is the job of CAP to decide if a Q requirement is a priority. To that end, our committee is excited to support CAP and provide a suggested structure for a possible requirement, but we leave it to CAP to lead this discussion at a college level (with our help), if CAP decides that is appropriate.

QAC Memorandum  
Appendix A  
Basic Quantitative Skill Set

- Arithmetic: numbers, operations, order of operations, arithmetic with fractions, computing percentages, understanding percentages as decimals and as ratios, approximating fractions as decimals.
- Algebra: solving one linear equation in one unknown, using ratios to find an unknown, rules of simplifying and combining exponents, using percentages to find missing information, substituting values for variables, employing equations correctly (e.g. percent change, percent difference).
- Geometric quantities: perimeter and area of rectangles, triangles, circles, etc.
- Graphs: graphing lines, plotting a table of data, reading a graph and extracting information from it, creating a table from a graph, bar graphs, pie charts.
- Lines: their graphs, equations, and properties.
- Statistics: basic probability, mean, median, and standard deviation.

QAC Memorandum  
**Appendix B**  
**Flow Chart for Basic Skills Component**

Flow Chart for Completion of Basic Skills Component



## Appendix D

**To: The Committee on Academic Priorities**  
**From: Susan Etheredge, Director of First Year Seminars**  
**Date: 15 January 2009**  
**Re: The First Year Seminar Program, 2008-09 and 2009-10**

The purpose of this memo is to present to the Committee on Academic Priorities (CAP) a summary of the first year seminar program for 2008-09; a look ahead to 2009-10; and current issues, questions, plans, and goals for the FYS program.

### **I. FYS, 2008-09**

In the fall semester of 2008, 29 first year seminars were offered, with a total of 31 sections (there were 3 sections of FYS 142: Reacting to the Past). A total of 421 students enrolled in the fall seminars, almost two-thirds of the first year class (647 first year students entered in fall 2008). The specifics of the fall FYS offerings are as follows:

#### **Division I: 18 seminars, total of 20 sections (all WI)**

4 fully enrolled

5 over enrolled by 4 students, 2 students, 1 student, 1 student, and 1 student, respectively

11 with open seats of 10, 8, 8, 7, 6, 4, 4, 4, 1, 1, 1, respectively

#### **Division II: 4 seminars (all WI)**

2 over enrolled by 1 student and 1 student, respectively

2 seminars with 4 open seats each

#### **Division III: 4 seminars (3 WI, with one of these WI and Q; 1 is Q only)**

4 seminars with open seats of 10, 7, 6, 4, respectively

#### **Divisions I and III: 1 seminar (WI)**

1 over enrolled by 1 student

#### **Divisions I and II: 2 seminars (WI)**

2 with open seats of 12 and 3, respectively

#### **Total FYS seats in all 3 Divisions for fall 2008: 513**

Number of seats not filled: 104

12 seats over enrolled

Total of 421 students enrolled in FYS for fall 2008

See attached for specific enrollment data, course by course.

Two fall seminars were cancelled before the start of classes: One because of a medical leave of the professor and the other because of very low enrollment (3 students). The seminar that was cancelled, FYS 164: Issues in Artificial Intelligence, will be offered in the spring semester 2009; it has been rewritten as a WI course, and currently has an enrollment of eight students.

**There will be three first year seminars offered during the spring semester, 2009;** two seminars in Division I (both WI) and one in Division III (Math and WI). **There are a total of 48 seats in the 3 FYS for spring 2009. Enrollment currently stands at 39 students:** One is fully enrolled with 16 students, one at 15 (out of 16 possible seats), and the other at 8 students (out of 16 possible seats).

**Total number of FYS for 2008-09: 32 seminars, with 34 sections, offering a total of 561 seats. Fall enrollment 2008: 421 students and spring 2009 enrollment currently stands at 39 students, for a total of 460.**

## II. FYS Offerings for 2009-10 (as of January 8, 2009)

Thirty-two FYS (34 sections, total) are currently scheduled (but not yet confirmed) for the 2009-10 academic year:

Division I: 21 seminars, 23 sections

Division II: 5 seminars

Division III: 6 seminars

19 are FYS that have been taught previously

13 are newly proposed FYS that will go before the faculty for approval at the January and February meetings of the faculty

35 FYS in database, not to be offered during 2009-10

2 faculty received stipends in 2008 to develop new FYS, but did not send proposals (1 proposal now confirmed to be on its way)

See attached for complete list of FYS, 2009-10 (as of January 8, 2009).

**Current estimate of total number of seats for FYS, 2009-10: 579 seats (possibly 611, if 2 proposals that are "in process" are submitted and approved)**

### **III. Current Issues, Questions, Plans, and Goals for the FYS Program**

In October 2008, I held a series of lunch meetings for FYS instructors. I asked FYS faculty to lunch to hear about their experiences teaching first year seminars and to invite their thoughts and ideas for FYS directions and goals.

The following questions and themes emerged during the lunchtime discussions and follow-up conversations. (I would like to discuss these questions and themes with CAP in February.)

1. Should all FYS be writing intensive? Or should we continue to try for a mix of WI and Q offerings? To date, it appears from the FYS enrollment data (and from anecdotal reports of pre-major advisers) that first year students want to meet the WI requirement with a FYS. We can assume that first year students will want to meet a Q requirement (if instated) as well, with a FYS. When and if we move to a Q requirement (with the possibility of a pilot during 2009-10), the FYS program will need to encourage more FYS development from Divisions II and III. Converting some introductory courses in these divisions to FYS, with Q emphasis, appears to be a good possibility.

2. Is there too much inconsistency among FYS in the way that writing is taught and practiced in the WI courses? Perhaps it is time once again to offer faculty development workshops that focus on WI course structure and pedagogy, especially for those faculty developing or teaching a WI FYS for the first time.

3. Is too much being asked of the FYS? Many faculty said that they felt that “too much is being layered on the FYS;” for example, the emphasis on WI and/or Q, information literacy, academic integrity, public speaking, the capacities, etc. These are topics that we should address in meetings with FYS instructors, so that there is more explicit articulation and better understanding about the expectations and goals of a FYS.

4. Should we develop a more substantial set of FYS offerings for second semester? Many faculty believe that this is important to do. Pre-major advisers report that students who are directing themselves towards the sciences are often not able to take a FYS during the fall semester because they want to fulfill introductory science courses. Also, science faculty report that they would like to teach a FYS, and they would be more available to teach a FYS during second semester. We should also consider those students who take ENG 118 (and not a FYS) during the fall semester. Perhaps a second WI course would make good sense for some of them for second semester, and a spring FYS (WI) would be an appropriate choice.

5. Should a FYS be required for every student during her first year? FYS faculty have mixed responses on this question. Some believe that a FYS should absolutely be required, to assure for a similar, shared experience for all entering students, while other faculty would prefer to maintain an elective status for FYS. Many faculty highlighted

the important role that pre-major advisers have in encouraging their advisees to consider a FYS.

There was also some discussion about the possibility of having entering students sign up for their FYS over the summer, with each student giving 3 top FYS choices. Other institutions do this. Some faculty believe that this would be advantageous for all, in that there would be “less frenzy” and more equity in competing for the FYS spaces during course registration. Also, germane to this idea, faculty discussed the possibility of having FYS instructors serve as pre-major advisers for the students in their FYS. Summer registration for FYS would facilitate the assignment of pre-major advisers, if we indeed went forward with the idea of having FYS faculty serve as advisers for their seminar students.

6. Another suggestion given by FYS faculty:

Perhaps we could offer a monetary prize for the best piece of work produced in a FYS?

**My current goals as director of first year seminars:**

- Continue to build FYS course offerings, especially in Divisions II and III, particularly with an emphasis on Q, and continue to work closely with faculty in the design phase of such courses.
- Continue to build a learning community among FYS instructors through regular meetings and occasional faculty development workshops.
- Continue to work closely with the first year advising program and with the dean of first year class.
- Continue to sit on the assessment committee and the writing committee, representing the first year experience on these committees.
- Continue to “get the word out” to faculty about FYS through various means, such as Teaching Arts Luncheons, open meetings to discuss FYS course development, etc.
- Design and maintain a FYS Moodle site for faculty with syllabi, resources, etc.
- Design brochure to send to incoming first year students about the FYS program.
- Design a May 2009 faculty development workshop for FYS instructors on writing intensive course structure and pedagogy: Bill Oram and Julio Alves have agreed to facilitate this workshop, with my assistance.
- Stay abreast of innovative designs and practices in FYS programming as they are practiced in other institutions, particularly our peer institutions.

I look forward to meeting with CAP in February 2009, to discuss further the current FYS program and goals for its future development and refinement. Thank you.

## Appendix E

### Retreat Report

In the hope that it might be helpful to you as you structure your departmental and program retreats, CAP suggests that the follow-up report on the retreat include the following information below.

CAP also urges you to think about who your curricular neighbors are and how your curricular planning would likely impact on your neighbors and their planning. CAP is willing to support new configurations of colleagues to meet together to consider these questions from a perspective that imagines new groupings, clusters or configurations of courses. In addition, CAP urges you to consider retreats that are cross-departmental/program.

.....  
Department/Program(s):

Chair/Director(s):

Retreat Date:

Departmental/program faculty in attendance:

Outside guest(s)/speaker(s) in attendance:

Goals for the retreat:

Outcomes:

Plans to achieve outcomes:

How do your plans advance departmental goals as outlined in mid-term or decennial reports?

How does the departmental/program plan to integrate the list of intellectual capacities into the major? For instance, are specific capacities such as writing, speaking or quantitative skills developed in particular courses, or a series of courses?

Of the specific curricular goals identified by the faculty which would be furthered within the major? (see page 8 of the Smith catalog for further examples)

- Develop the ability to think critically and analytically and to convey knowledge and understanding
- Develop historical and comparative perspectives
- Become an informed global citizen

Has the department integrated the development of student research abilities in the structure of the major? For instance, is there an information literacy program in place for students who major in the department? Is there a research methods course recommended for your majors (either in your department or another one)? If so, when in the student's career does she take this course?

Are the pathways through the major clear for prospective majors? Is the department satisfied with the level of advanced work accomplished by its majors? (It may be useful to review the transcripts of graduating majors, or to examine the course taken patterns of several recent groups of senior majors.)

What are the culminating or capstone experiences for students in your major?

Please attach a summary of any proposed changes to be considered by the department and any associated timeline for changes to be submitted to CAP.

## Appendix F



SMITH COLLEGE  
MUSEUM OF ART

Date: September 24, 2008

To: Susan Bourque, Provost  
John Davis, Associate Provost and Dean for Academic Development

From: Rosetta Cohen, Professor, Education and Child Study  
Jessica Nicoll, Director and Chief Curator, SCMA  
Ann Musser, Curator of Education, SCMA

RE: Revised Proposal for a Museums Concentration

We are pleased to submit this revised proposal for a new Museums Concentration for review by the Committee on Academic Priorities. If approved, the Museums Concentration will provide students with a framework for exploring the history of museums and the critical issues they engage through a combination of coursework, practical experience, and independent research. This proposal draws on the existing strengths of Smith's curriculum and the expertise of its faculty and staff, the educational resource embodied by the Smith College Museum of Art, and other research and learning resources at Smith, including the special collections, libraries, and the imaging center. The proposal has been conceived to allow students to explore broadly the world of museums or to specialize in an area of professional practice, such as art conservation, curatorial studies, or museum education. We hope to launch the concentration in the academic year 2009-2010.

### A Minor vs. a Concentration:

The concept of a concentration (which could alternatively be called a *cluster* or a *pathway*) is conceived to give students another way to organize their intellectual experiences. There are several reasons why this proposal is framed as a "concentration" and not a "minor." As we understand it (from conversations with the Provost, the Dean and CAP), classifying this work as a concentration would allow for flexibility in programming that would not be possible with a minor:

- 1) Students will be able to do a concentration alongside a second major or another minor.
- 2) Students will be able to apply paid internship experiences towards the concentration.
- 3) Students will be able to apply experiences that do not carry conventional course credit to their concentration.
- 4) Students can apply courses from their major and minor towards the completion of a concentration.

The enclosed materials include a proposal for how the Concentration will be structured, a preliminary budget, and a list of courses (both at Smith and within the Five Colleges) that would support work toward

completion of the Concentration. Most of this material (except the budget) will be compiled into an Advising Booklet for students and faculty.

The attached program proposal speaks to many of the Essential Student Capacities framed by the Faculty during the academic year 2007-8. The proposal draws largely on existing resources and course offerings presently available at the College. There are two exceptions, however: in the coming year the Museum staff, in collaboration with faculty, will develop proposals for two new courses. One will explore the history and theory of museums and another will introduce students to historic artists' methods and materials. The first will be a two-credit lecture course that will introduce students to the history of museums and to critical issues shaping their future. We propose that this be offered annually and that it be one of the required courses for the Concentration. The second course would be an elective studio course, team-taught by a visiting artist and art conservator, which would complement the existing course, "Perspectives in Chemistry: The Chemistry of Art Objects." Both of these new courses would be funded by the Mellon grant recently received by the Museum.

We have given careful thought to the management of the Museums Concentration. We propose that the program be guided by an interdisciplinary Advisory Committee composed of six faculty members appointed for three-year terms by the Provost. The Committee would be chaired by a Director who would also serve a three-year term. The budget includes a stipend for the faculty or staff member who takes on this directorial responsibility, which would include administering the program (including the application process), helping advisors to oversee student electronic portfolios, and leading the annual Museums Research Capstone course (which would count as one of that faculty member's regular four-course load; hence, a course release will also be required). Each spring this semester-long course would bring those seniors participating in the Museums Concentration together to pursue independent research projects under the umbrella of this seminar. The course would allow the students the opportunity to share information about their projects and to get input from their peers as well as the Concentration Director.

The Summer Institute in Art Museum Studies will be a crucial educational resource for Smith students participating in the Museums Concentration. Consequently, we propose that the budget for this program include scholarships for three to five students each year to participate in SIAMS. This is reflected in the enclosed budget. Finally, the budget includes a request for funds to cover the cost of program administration including implementation of an electronic portfolio for tracking student work.

This proposal was informed by discussion among an interdisciplinary advisory group that met for a half-day retreat in June 2008. The members of the group, which included Martin Antonetti, John Brady, Brigitte Buettner, David Dempsey, Rick Fantasia, Aprile Gallant, Sherrill Redmon and Fraser Stables, all reviewed this document in draft form and their comments are reflected in this final version. The members of the Art Department have also reviewed our proposal and their good suggestions for refining the structure of the concentration are reflected in this version. Thank you for your formative comments on early drafts and for bringing this final proposal forward to CAP for further review. As you can imagine, we feel quite excited about the Museums Concentration and believe it represents an appealing, logical and useful addition to Smith's existing programs of study.

## I. Museums Concentration Proposal

### A. Introduction

The proposed Museums Concentration is a course of study designed to give students a foundation in the history of museums and the critical issues they engage. Through a combination of academic coursework, practical experience, and independent research, students learn about institutions that shape knowledge and understanding through the collection, preservation, interpretation, and display of artworks, artifacts, manuscripts and archives, and historic sites. The Museums Concentration supports the study of material culture within a broad range of scholarly disciplines and gives students the opportunity to explore areas of professional practice through meaningful connections with museums locally, regionally, nationally, and internationally. The Museums Concentration draws on the educational resource of the Smith College Museum of Art's collection of more than 23,000 original works of art, on the expertise of its professional staff, and on the exceptional academic programs of Smith College that support learning in this area.

### B. Participation

The Museums Concentration will accept up to 15 students annually. Preference will be given to students with a demonstrated interest in the application of their academic discipline to the world of museums. Students are encouraged to apply for participation in the Museums Concentration in the spring of their sophomore year (deadline March 15; notification April 15). Eligible applicants will already have completed two of the courses on the list of those approved by the Advisory Committee of the Museums Concentration. Applications will be reviewed by the Advisory Committee of the Museums Concentration. In the application process, students will need to identify the major (and minor, if known) that they intend to pursue and the Advisory Committee will consider the feasibility of the proposed course of study. Accepted students will choose (or be assigned to) an advisor who will oversee the progress on the concentration and will track their work in an electronic portfolio. With successful completion of all requirements the Museums Concentration will be listed on the student's transcript in the same format as a declared major or minor.

### C. Negotiating a Concentration with a Major and a Minor

Generally, students should elect to participate in the Museums Concentration in lieu of a department minor or second major. In some cases, however, students may choose to pursue the Museums Concentration *in addition* to a second major or a minor. This would occur when the concentration serves to logically unify and reinforce a particular program of study. For example, a student with an art history major and an education minor might elect to do the minimal additional coursework for the Museums Concentration, with focus in Museum Education. Such decisions should be made in consultation with the student's advisor, and will need to be approved by the Museums Concentration Advisory Committee.

### D. Requirements for the Concentration

The Basic Elements of the Museums Concentration include:

- 1) 2 required courses:  
IDP 1xx History and Theory of Museums (2-credit lecture course)  
ARH 140 Introduction to Art History: Western Art
- 2) 3 electives:  
These courses must be selected from those approved by the Advisory Committee of the Museums Concentration; in special circumstances students can seek approval for relevant courses not on the list of Courses Recommended for Museums Concentration Credit

- 3) 2 practical experiences
- 4) 1 research capstone (senior seminar)  
IDP 4xx Museums Research Capstone, a one-semester course in the senior year that synthesizes the student's previous coursework and internship experiences to address a substantive independent research project.

The concentration is composed of six courses. In addition to two required courses, a student must take at least three electives from the list of those approved by the Advisory Committee of the Museums Concentration. These courses will vary, depending on the student's area of focus. Additionally, students are required to complete the Museums Research Capstone seminar. (If a senior research seminar is required for completion of a student's major, the Museums Research Capstone will be taken in addition to it.) The total combined coursework will accrue no fewer than 22 credits.

Coursework will be complemented by at least two practical experiences within museums. These may include both internships and paid or volunteer work. The elective courses combined with these practical experiences can offer students the opportunity to explore one or more specialized disciplines within the work of museums: curatorial practice, museum education, or art conservation (see sample concentrations for suggested paths of study).

The culminating experience for the Museums Concentration is an independent research project prepared and presented through IDP 4xx Museums Research Capstone, a course that brings all seniors pursuing the Museums Concentration together in their final semester to exchange ideas, collaborate where appropriate, and share information on the progress of their independent projects. All independent projects must have a faculty sponsor in addition to the oversight provided by the coordinator of the Museums Research Capstone. Research projects might include development of curriculum materials related to SCMA collections for K-12 audiences; creation of an on-line exhibition; or inquiry into the history of an object in the SCMA collection that brings together traditional art historical methods with scientific analysis of materials and/or techniques. Topics for the Research Capstone will be decided in concert with the student's advisor during the fall of the senior year. All topics will also be vetted by the Director, prior to students enrolling in the spring seminar.

A note on practical experiences: the Smith College Career Development Office and the Education Department of the Smith College Museum of Art can provide information on potential museum-based work experiences, but it is the student's responsibility to arrange for two relevant practical experiences. As a general rule, students will be expected to apply for Praxis funding for one of their practical experiences. Possibilities for meeting this requirement include, but are not limited to:

- A Praxis internship
- Smith College's Summer Institute in Art Museum Studies
- Internships pursued in conjunction with the Smithsonian Program or Study Abroad
- Participation in the SCMA's Student Museum Educator Program
- The annual On-Campus Internship in the SCMA's Cunningham Center for the Study of Prints, Drawings, and Photographs
- The annual Carson Curatorial Summer Internship at the Toledo Museum of Art (offered only to Smith students)

II. Sample Course and Internship Paths in the Museums Concentration

- A. Sample Concentration in Curatorial Studies:  
IDP 1xx History and Theory of Museums (2 credits)  
ARH 140 Introduction to Art History: Western art (4 credits)  
ARH 101 Writing Art/Art Writing (4 credits)  
ARH 294 Art History—Methods, Issues, Debates (4 credits)  
ARH 292/ENG 293 The Art and History of the Book (4 credits)  
Practicum I: Summer Institute in Art Museum Studies  
Practicum II: Praxis Internship in a Museum Curatorial Department  
IDP 4xx Museums Research Capstone (4 credits)  
Creation of a virtual exhibition using SCMA collections and ARTstor as the presentation tool
- B. Sample Concentration in Museum Education:  
IDP 1xx History and Theory of Museums (2 credits)  
ARH 140 Introduction to Art History: Western Art (4 credits)  
EDC 238 Educational Psychology (4 credits)  
EDC 305 Teaching of Visual Art in the Classroom (4 credits)  
EDC 325 Teaching the Imaginative—Writing and Art in the Classroom (4 credits)  
Practicum I: SCMA Student Museum Educators Program  
Practicum II: Smithsonian Internship at National Gallery (through Smith College Smithsonian Program)  
IDP 4xx Museums Research Capstone (4 credits)  
Creation of interdisciplinary unit plans for fifth- and sixth-grade students based on three Cubist paintings in the SCMA collection
- C. Sample Concentration in Art Conservation:  
IDP 1xx History and Theory of Museums (2 credits)  
ARH 140 Introduction to Art History: Western Art (4 credits)  
ARH 120 Introduction to Art History: Asia (4 credits)  
CHM 100 Perspectives in Chemistry: Chemistry of Art Objects (4 credits)  
ARS 2xx Historic Artists' Methods and Materials (4 credits)  
Practicum I: SCMA Student Conservation Program  
Practicum II: Summer Praxis Internship at the Walters Art Museum  
IDP 4xx Museums Research Capstone (4 credits)  
Research, design and reproduce a historically appropriate frame for a painting in the collection of the SCMA

### III. Smith College Museums Concentration Advising Check List

The Basic Elements of the Museums Concentration Include:

- 1) 2 required courses
- 2) 3 electives
- 3) 2 practical experiences
- 4) 1 research capstone (senior seminar)

Focus: (check one)

- General Museum Studies
- Curatorial
- Education
- Art Conservation

Required Courses: (indicate date taken)

IDP 1xx History and Theory of Museums \_\_\_\_\_  
AHS 140 Introduction to Art History (Western Art) \_\_\_\_\_

Electives (indicate name of course and date taken)

- 1.
- 2.
- 3.

Practicum or Internships (list date and description)

Practicum #1:

Practicum #2:

Research Capstone:

Advisor:

Topic or Title:

IV. Selection of Smith College Courses Recommended for Museums Concentration Credit  
This selection of courses represents current offerings; the final course listing will be approved by the Museums Concentration Advisory Committee.

#### ARCHEOLOGY

ARC 1xx Archaeological Geology of Rock Art and Stone Artifacts  
ARC 211 Introduction to Archaeology

#### AMERICAN STUDIES

AMS 221 Colloquium: New England Material Culture, 1860-1940  
AMS 302 Seminar: The Material Culture of New England, 1630-1860  
AMS 411 Exhibiting Culture: An Introduction to Museum Studies in American (4 credits; open only to members of the Smithsonian Internship Program)

#### ANTHROPOLOGY

ANT 249 Visual Anthropology  
ANT 253 Introduction to East Asian Societies and Cultures  
ANT 258 Performing Culture

#### ART

All art courses can count toward the Museums Concentration; the following are recommended selections.

ARH 101 Writing Art/Art Writing  
ARH 120 Introduction to Art History: Asia  
ARH 260 Art Historical Studies: Current Issues in Latin American Art  
ARH 260 Art Historical Studies: Museums by Artists  
ARH 292/ENG 293 The Art and History of the Book  
ARH 293 The Artist's Book in the 20<sup>th</sup> century  
ARH 294 Art History-Methods, Issues, Debates  
ARS 162 Introduction to Digital Media  
ARS 163 Drawing I  
ARS 164 Three-Dimensional Design

#### CHEMISTRY

CHM 100 Perspectives in Chemistry: Chemistry of Art Objects  
CHM 111 Chemistry I: General Chemistry  
CHM 118 Advanced General Chemistry

#### EDUCATION AND CHILD STUDY

EDC 235 Child and Adolescent Growth and Development  
EDC 238 Educational Psychology  
EDC 305 The Teaching of Visual Art in the Classroom  
EDC 325 Teaching the Imaginative – Writing and Art in the Classroom  
EDC 342 Growing Up American: Adolescents and Their Educational Institutions

#### FILM STUDIES

FLS 200 Introduction to Film Studies

#### GEOLOGY

GEO 1xx Archaeological Geology of Rock Art and Stone Artifacts  
GEO 221 Mineralogy

#### HISTORY

HST 101 or HST 246 Memory and History

#### HISTORY OF SCIENCE

The History of Science offerings change regularly; other relevant courses in this area of study can count towards the Museums Concentration provided the course is approved by the Advisory Committee.

HSC 112 Images and Understanding

#### INTERDEPARTMENTAL AND EXTRADEPARTMENTAL COURSE OFFERINGS

IDP 105 The Arts Around Us

#### PHILOSOPHY

PHI 210 Issues in Recent and Contemporary Philosophy: Teaching the Imaginative

PHI 233 Aesthetics

PHI 260 Hermeneutics: Meaning and Interpretation

#### SOCIOLOGY

SOC 220 The Sociology of Culture

VI. Selection of Five College Courses Recommended for Museums Concentration Credit

#### AMHERST COLLEGE

Anthropology: ANTH 41-01 Visual Anthropology

#### HAMPSHIRE COLLEGE

Humanities Arts Cultural Studies: HACU 0334-1 The Collector: Theory & Practice

Interdisciplinary Arts: IA 0166-1 Intro to Art Education

#### UNIVERSITY OF MASSACHUSETTS AMHERST

Anthropology: ANTRHO 397TT ST Race & the American Museum

Art: ART 691A Sem-N.Y. Pop

History: HISTORY 659 Public History

## ***Approved Proposal for an Interdisciplinary Archives Concentration***

**To:** Susan C. Bourque and Danielle Ramdath, for the CAP

**From:** Susan Van Dyne for the faculty in the Archives concentration

**Date:** (submitted February 25, 2009), updated July 1

We're proposing to the Committee for Academic Priorities an Archives concentration with student applications to be reviewed in the fall of 2010.

Our proposal

- highlights the extraordinary campus resources of the Sophia Smith Collection, the College archives, The Mortimer Rare Book Room, the Smith College Museum of Art, and Smith College Botanic Garden and Herbarium
- connects students with regional archival resources and professionals in historical associations in Florence, Northampton, and Deerfield, in Forbes and Jones Libraries, and the Pittsfield branch of the National Archives, and the American Antiquarian Society in Worcester
- combines hands-on, professional training and scholarly research in these collections
- identifies existing courses that use archives and that together comprise a coherent interdisciplinary course of study beyond the major
- includes internship and volunteer opportunities for career exploration in the field
- culminates in a senior seminar with independent projects that "make histories public."

Our proposal is informed by guidelines and conversations with Danielle Ramdath and the well designed proposal for a Museum concentration articulated by Jessica Nicoll and Rosetta Cohen. Our draft has emerged from a retreat on January 23, 2009 with an interdisciplinary faculty planning group and professional archivists, including Kelly Anderson (SSC), Lisa Armstrong (SWG), Lale Burk (CHM, HSC), Maida Goodwin (SSC), Dana Leibsohn (ARH), Rick Millington (AMS), Sherrill Redmon (SSC), Nanci Young (SSC), Ann Zulawski (HST), and Susan Van Dyne (SWG), convener. In addition, we've identified a larger group of faculty and staff who wish to participate in the concentration (see appendix A).

### Purpose:

The proposed Archives concentration is designed to make our local, regional, national and international histories public through research projects and professional training. Through a combination of academic coursework, practical experience, and independent research projects, students will learn about the institutions and repositories that shape knowledge and understanding of our collective pasts through the collection, preservation, interpretation and display of artifacts, manuscripts, and representation of historic sites. The concentration would create an interdisciplinary community of students engaged in first-hand use of primary sources in the arts and architecture, medicine, law, history, social activism, institutions and community and professional organizations. Through a sequence of courses, students would gain knowledge of the theory and practice of archives and public history methods through which these materials are shaped into compelling narratives. Through their practical experiences students will learn about archival acquisition, processing and description skills, and building finding aids that make collections available for scholarly use. We hope to make the concentration attractive and accessible not only to students in disciplines in which archival research is already featured (such as History, American Studies, and the Study of Women and Gender) but in the sciences and a wide array of social sciences.

### Requirements:

All students would complete a total of 22 credits and 2 practical experiences

- An introduction to the field, through several partial-credit "gateway" courses described below (2 credits total)

- Four courses involving archival work from a list compiled by the Archives Advisory Committee, including at least one highlighting research methods (16 credits)
- Two practical experiences involving internships, volunteer work, or paid research with a faculty member
- A seminar for seniors with a significant archival research project, usually culminating in a public product of lasting value that contributes to the archival collections and communities in which they have studied and worked. (4 credits)

#### Senior seminar:

The capstone experience for students participating in the concentration is elected in the fall of the senior year, in order to showcase in the spring the archival projects in exhibits, interpretive documents, or public presentations such as Collaborations that have as their goal “making our histories public.” For example, students might create curriculum materials for a collection or historic site, create document notes for finding aids to a collection, create and curate an exhibit (online or physical) using archival materials, collect and transcribe oral histories, research the history of an object or artifact in repositories on campus or in the region. While the project is completed and evaluated in the fall, the public showcasing of the work in the spring will provide a capstone for the hands-on, practical element of the concentration for seniors and a strategy for recruiting students into the concentration.

The senior seminar is organized and taught by the Director of the Archives concentration, who also oversees the progress of the independent projects. Each student’s project would be approved by a faculty sponsor drawn from the composite group of faculty members affiliated with the concentration, those serving on the Advisory Committee, as well as by the Director.

#### Gateway courses:

We propose here as well two new partial credit courses to serve as gateways to the Program. The flexible and renewable design of these courses should make it possible for as many affiliated faculty members as possible to be “lightly” but substantively involved in the concentration, in order not to make the burden onerous to any, and to identify for students the array of potential faculty advisers for the senior projects.

These gateway courses will be offered in alternate years. Students are expected to take 2 credits over the course of their participation in the concentration, ideally as first-years or sophomores.

#### *Interterm courses:*

An oral history methods course already exists, which draws on the resources of the “Voices of Feminism Project” in the SSC and adds to the oral histories collected and preserved.

#### *Interterm*

“Exploring the Archives” is a 2-credit interterm course that focuses on the public history work that archives do. The course introduces students to basic archival theory and practice and, through research and field trips, to local repositories and historic sites for potential internships and volunteer opportunities. Visits will introduce students to various kinds of repositories and collections with different collecting and access policies and a variety of constituent users. In advance of these site visits, students will do preliminary research through their websites in order to formulate good questions about the history or collections in each repository. By comparing online resources to the experience of visiting the site, students will participate first-hand in important questions about archival research and dissemination in the digital age. With an eye to combating the “dusty” archives stereotype, students might ask an open-ended question at each site, such as “What is the coolest thing you have?” Through additional independent research, students will experiment with methods for publicizing and interpreting these unexpected items for their peers or the general public by creating Web content for several items. Collaboratively the class will build a simple website, visually documenting the artifacts and describing their significance. A link to

the course website from the Archives Program website will also be part of recruitment of students into the concentration.

The course enables students to “sample” archival resources that offer paid and volunteer work experiences, and in turn introduces archives directors to the Smith archives concentration. (see a selection of sites in Appendix C)

#### *Lecture series course*

“What I Found in the Archives” is a 1-credit evening lecture course offered in the spring semester for seven weeks. This flexible and renewable course model would include guest lectures by archivists, public historians, and faculty researchers. The lectures would introduce students to the theoretical and practical questions of building archives: issues in collection development, such as what to collect, methods for locating sources, alternatives for documenting underrepresented groups and individuals, donor stewardship, legal, ethical, and donor relations issues related to access; collecting, preservation, and access challenges presented by the digital age; standard methods for arrangement, preservation, and description of archival materials. Public historians may discuss pedagogical and other techniques for disseminating archival knowledge.

Other lectures will highlight archival discoveries made by faculty researchers, highlighting both the eureka moments of personal discovery and the ways archival research often significantly revises existing narratives or scholarly interpretations.

Just as the interterm course introduces students to the area sites of potential research and internships, the lecture course introduces students to the Smith and Five College network of archivists, faculty researchers, and potential advisers for the senior projects.

#### Administration

Our structure has three tiers:

The Director of the Archives concentration oversees the logistics of the concentration, including the application and certification process, advising, maintaining lists of internships held by participants, scheduling the gateway courses, and organizes and teaches the senior seminar.

A small advisory committee of faculty members and archivists, appointed by the Provost and serving three-year terms, will participate in the student selection process, advise students in their course selection, and assist the Director through monthly meetings in the overall planning of the curriculum of the cluster, identifying opportunities for internships and other forms of practical experience, and serving as faculty sponsors for senior projects and culminating events in the spring. During their three-year term, each member of the advisory committee contributes at least once to one of the gateway courses, as either guest lecturer or organizer.

A larger group of affiliated faculty have agreed to have their courses included in the concentration, and may volunteer to serve as faculty sponsors for senior projects, and be guest lecturers in the spring gateway series.

#### Eligibility, Selection Process, Advising

Like the Museum concentration, we anticipate admitting a maximum of 15 students in each class year in the spring of their sophomore year (deadline March 15; notification April 15). Priority will be given to students who have already completed one of the gateway courses and one other course with an archival component from the list approved by the Archives Advisory committee. Students are especially encouraged to take a designated FYS or first-year course with archival experiences (we are fortunate to have so many). Applications will be reviewed by the Advisory Committee to determine the feasibility of

the proposed course of study in the concentration along with the student's declared major. The concentration will be elected by participating students instead of a second major or a minor as an interdisciplinary strategy for organizing coursework beyond the major with practical experiences, and for engaging in career exploration. Accepted students will choose (or be assigned to) an advisor who will oversee the progress through the concentration, and assist students in defining a senior project. With successful completion of all requirements, the Archives concentration will be listed on the student's transcript in the same format as a declared major.

Internships (see appendix E)

Students participating in the concentration are required to identify and secure their own internships, either paid or volunteer. The interterm gateway course, "Exploring the Archives," enables them to sample local opportunities and assess types of archival work. In addition, the advisory committee will provide domestic and international opportunities for students, but does not assume responsibility for placement. Some other experiences such as working for faculty members in archival projects through CFCD grants or Quigley fellowships may also qualify as "practical experiences."

**Appendix A: Advisory Committee (2009-2012)**

*Archivists*

Kelly Anderson  
Maida Goodwin  
Sherrill Redmon (M)  
Nanci Young  
Karen Kukil

Lisa Armstrong  
Lale Burk (M)  
Justin Cammy (away next fall)  
Rick Millington (M)  
Cornelia Pearsall

M= also serve as advisers for museums concentration

Faculty and archivists participating in the Archives Program

*These faculty members have agreed to have their courses listed in the concentration and may advise senior project; a selection of these affiliates have also agreed to serve on the advisory committee for three years.*

Martha Ackelsberg (GOV)  
Julio Alves (Jacobson Center)  
Kelly Anderson (Sophia Smith Collection)  
Adrienne Andrews (AAS)  
Nina Antonetti (LSS)  
Lisa Armstrong (SWG)  
Darcy Buerkle (HST)  
Lale Burk (CHM)  
Maida Goodwin (Sophia Smith Collection)  
Jennifer Gugliemo (HST)  
Karen Kukil (Mortimer Rare Book Room)  
Dana Leibsohn (ARH)  
Rick Millington (AMS)  
Cornelia Pearsall (ENG)  
Sherrill Redmon (Sophia Smith Collection)

Donna Riley (EGR)  
Eeva Sointu (SOC)  
Frazer Ward (ARH)  
Nancy Whittier (SOC)  
Nanci Young (Smith College Archives)  
Ann Zulawski (HST)  
Susan Van Dyne (SWG)

**Appendix B: Approved list of Courses counting toward the Archives Concentration (spring 09)**

(We've identified courses that participated in orientation sessions for students in the Sophia Smith Collection, College Archives, or Mortimer Rare Book Room, and that ask students to complete an assignment using archival materials as potentially included in the archives concentration)

First year courses

FYS 114 Turning Points  
FYS 124 African-American Folk Culture (Adrienne Andrews)  
FYS 149 An Even Playing Field: Women, Sport and Equity (Chris Shelton)  
FYS 158 Reading the Earth (Sharon Seelig)  
FYS 179 Rebellious Women (Kelly Anderson)  
FYS 171 Women Writing Resistance (Jennifer Guglielmo)  
FYS 182 The Body Beautiful: History and Sociology of Beauty Culture in the United States (Ginetta Candelario)  
AMS 120 Scribbling Women (Sherry Marker)  
ENG 118 Riding the Wave: The Women's Movement, 1968-79 (Julio Alves)  
ENG 119 Writing Roundtable, Poverty (Julio Alves)  
SWG 110 Feminist Public Culture (Lisa Armstrong)

Interterm

SWG 115 Oral History and Queer Subjects (Kelly Anderson, 1 credit)

Courses by Department

AAS 112 Methods of Inquiry (Adrienne Andrews)  
AAS 243 African American Autobiography (Riche' Barnes)  
AAS 237 Twentieth-Century Afro-American Literature (Daphne LaMothe)

AMS 221 New England Material Culture  
AMS 302 New England Material Culture: Historic Deerfield  
AMS 341 America in 1925 (Richard Millington)  
Smithsonian courses through AMS

ARH 101 Writing Art/Art Writing (Frazer Ward)  
ARH 292/ENG 293 Art and History of the Book (Martin Antonetti)  
ARH 293 The Artist's Book in the Twentieth Century (Martin Antonetti)

EAS 200 Methods and Approaches to East Asian Studies: Korean History and Literature at Smith College (Jina Kim)  
EAS 350 Modern Girls and Marxist Boys: Consumerism, Colonialism, and Gender in Early 20th century East Asia (Jina Kim)

ENG 199 Methods of Literary Study (Richard Millington and Floyd Cheung)  
ENG 299 Green Victoria (Cornelia Pearsall)

ENG 299 Crafting Creative Nonfiction (Robert Hosmer)

ESS 100 Interdisciplinary Perspectives on Exercise and Sport (Jane Stangl)  
ESS 550 Women in Sport (Chris Shelton)

FRN 360 The Year 1830 (Mary Ellen Birkett)  
FRN 254 France Before the Revolution (Mary Ellen Birkett)

GOV 311 Politics of Urban Social Movements (Martha Ackelsberg)

HST 209 Urban Spaces/Contested Places (Nadya Sbiati)  
HST 246, Memory and History (Darcy Buerkle)  
HST 252 Women and Gender in Modern Europe (Darcy Buerkle)  
HST 278 Women in U.S History since 1865 (Jennifer Guglielmo)  
HST 280 Women Writing Resistance (Jennifer Guglielmo)  
HST 263 Latin America and the U.S. (Ann Zulawski)  
HST 383 Research in U.S. Women's History: the Sophia Smith Collection  
HST 372 Women's Activism and Oral History (Kelly Anderson)

LSS105: Introduction to Landscape Studies (Nina Antonetti)  
LSS 200: Socialized Landscapes (Nina Antonetti)  
LSS 300 Rethinking Landscape (Nina Antonetti)

PRS Cultural Literacy (Quashie & Van Dyne)

SOC 219 Medical Sociology (Eeva Sointu)  
SOC 203 Qualitative Methods (Eeva Sointu)

SWG 312 Queer Resistances: Identities, Communities and Social Movements (Nancy Whittier)

### **Five College Courses**

#### Amherst College

English 62 Writing and Reform (Karen Sanchez-Eppler)  
English 75 The Unprinted Page: Working with Manuscripts (Karen Sanchez-Eppler)  
History 84 Seminar in U.S. Cultural History: Class and Culture Wars at the Turn of the 20<sup>th</sup> Century  
(Frank Couvares)

#### Hampshire College

The Politics of Urban Heritage (through UMass public history program)  
HACU 235 "Odd" Women: Gender, Class and Victorian Culture (Lise Sanders)  
SS 121 Biography and History: Radicalism, Anti-Communism, and Internationalism in  
the 1950s (Amy Jordan)  
SS 235 Queer Publics (Christina Hanhardt)

#### Mount Holyoke College

GNDST333f U.S. Gender History Research Seminar (Jane Gerhard)

#### University of Massachusetts

ART 297 Monuments and Memorials  
HST 397 Introduction to Public History  
HST 497 Mining the Museum: Adventures in the Theory and Practice of Museum Work

HST 397 Public History workshop  
History 397 Special Topics: History of Reproductive Rights in the U.S. (Joyce Berkman)  
History 791 Seminar in U.S. Women's and Gender History (Laura Lovett, Joyce Berkman)

### **Appendix C: Interterm Course: Exploring the Archives**

#### **Exploring the Archives**

##### Course Description:

Exploring the Archives is a hands-on introduction to archival work through research and field trips to local historic sites, museums and archival collections.

This course serves as a gateway to the Archives concentration.

#### **Interterm 2010: 2 credits**

This course will be offered in alternate years with the IDPxxx evening lecture series: "What I found in the Archives." Both are offered for partial credit and elected S/U

Rationale and design: "Exploring the Archives" is a 2-credit interterm course that focuses on the public history work that archives do. The course introduces students to basic archival theory and practice and, through research and field trips, to local repositories and historic sites for potential internships and volunteer opportunities. Visits will introduce students to various kinds of repositories and collections with different collecting and access policies and a variety of constituent users. In advance of these site visits, students will do preliminary research through their websites in order to formulate good questions about the history or collections in each repository. By comparing online resources to the experience of visiting the site, students will participate first-hand in important questions about archival study and dissemination in the digital age. With an eye to combating the "dusty" archives stereotype, students might ask an open-ended question at each site, such as "What **is** the coolest thing you have." Through additional independent research, students will experiment with methods for publicizing and interpreting these unexpected items for their peers or the general public by creating Web content for several items. Collaboratively the class will build a simple website, visually documenting the artifacts and describing their significance. A link to the course website from the Archives Program website will also be part of recruitment of students into the concentration.

The course enables students to "sample" archival resources that offer paid and volunteer work experiences, and in turn introduces archives directors to the Smith archives concentration.

Among the local resources we might draw from for the course, we will select 5 field trips and 3 on-campus resources for each iteration of the course.

Web sites of Museums/Archives/Historic Sites within 25 miles of Northampton—and also open in January.

##### Five-Colleges

Mortimer Rare Book Room

<http://www.smith.edu/libraries/lib/rarebook/exhibitions/index.htm>

Sophia Smith Collection

<http://www.smith.edu/libraries/lib/ssc/index.html>

Smith College Archives

<http://www.smith.edu/libraries/lib/archives/>

Smith College Museum of Art  
<http://www.smith.edu/artmuseum/collections/>

Forbes Library  
<http://www.forbeslibrary.org/special/special.shtml>

Jones Library, Amherst  
<http://www.joneslibrary.org/specialcollections/>

Eric Carle Museum  
<http://www.picturebookart.org/Home>

National Yiddish Book Center  
<http://www.yiddishbookcenter.org/explore.php>

Amherst College Special Collections  
<https://www.amherst.edu/library/archives/>

Amherst Museum of Natural History  
<https://www.amherst.edu/museums/naturalhistory>

Mt Holyoke College Archives  
<http://www.mtholyoke.edu/archives/>

UMass Amherst Special Collections  
<http://www.library.umass.edu/spcoll/collections/index.htm>

### Museums

The Museums 10 web site includes Eric Carle, National Yiddish Book Center, Emily Dickinson House, Amherst Natural History Museum, Historic Deerfield, as well as the 5-college art museums

<http://www.museums10.org/index.php?op=about&m=2>

### Local Historical Societies/history museums

Amherst History Museum  
<http://www.amhersthistory.org/>

Historic Northampton  
<http://www.historic-northampton.org/>

Historic Deerfield  
<http://www.historic-deerfield.org/library>

Connecticut Valley History Museum  
[http://www.springfieldmuseums.org/the\\_museums/ct\\_valley\\_history/](http://www.springfieldmuseums.org/the_museums/ct_valley_history/)

### Historic sites/houses

Emily Dickinson Museum  
<http://www.emilydickinsonmuseum.org/>

Springfield Armory National Historic Site  
<http://www.nps.gov/spar/index.htm>

Wistariahurst Museum  
<http://www.wistariahurst.org/>

#### Miscellaneous collections

UMass herbarium  
<http://www.bio.umass.edu/biology/herbar.html>

#### **Appendix E: Preliminary listing of possible archival internships**

Opportunities for practical experiences abound, since archives tend to be understaffed. Among the options are:

##### On campus and local opportunities

- paid internships at Smith repositories (SSC, SCA, MRBR), several each year, including CDO, SWG (SSC), Fraenkel (SSC). Most are term, some summer.
- participation in archives work during the Smithsonian program
- volunteer work in a regional historical society -- Historic Northampton, Forbes Library's local history collection, the Coolidge Library, Old Deerfield, etc.
- volunteer work gathering and processing the archives of a Smith student club, organization, publication, for donation to the CA
- Quigley research assistantships in SWG that involve archival research
- STRIDE work on the Smithipedia

##### Praxis opportunities throughout the U.S. (these collections don't offer paid internships)

- Hormel Collection on gay and lesbian history (San Francisco Public Library),
- Lesbian Herstory Archives, Brooklyn
- Swarthmore Peace Collection
- Gilder Lehrman Institute of American History (New York)
- Mary Baker Eddy Library, Boston
- American Antiquarian Society, Worcester
- Rockefeller Archives Center, Sleepy Hollow New York
- Iowa Women's Archives at the University of Iowa
- Hunter College Center for Puerto Rican Studies, NYC
- Schomburg Center for Research in Black Culture (New York Public Library),
- Newberry Library, Chicago
- Huntington Library, California
- National Library of Medicine's History Division, Bethesda Maryland
- Iowa State's Women in Science and Engineering (WISE)
- The Chemical Heritage Foundation Archives in Philadelphia

##### editing projects underway in archival collections

such as the Margaret Sanger Papers Project (NYU),  
Emma Goldman Papers (Berkeley),

Eleanor Roosevelt Papers (GW),  
Stanton-Anthony Papers (Rutgers)

International internships

We intend to develop links with our JYA programs, and other study abroad locales that could help place our students in local archives, such as the many NGOs based in Geneva, and sexuality archives located in Amsterdam.

Additional possibilities include the Women's Library of the London Metropolitan University; the Mass Observation Archives at the University of Sussex; International Information Centre and Archives for the Women's Movement, Amsterdam.

A particularly innovative and mutually beneficial set of internship possibilities would be to place students in organizations whose papers the SSC intends to preserve to assist these organizations in preparing their materials for donation

Digital archives

Some internships exist with digital archives such as Jewish Women's History archives and the Women and Social Movements Archives, and George Mason University's Center for History and New Media.

We intend to seek advice from the graduate program in Public History at UMass Amherst for additional internship opportunities.

## Appendix G

### Subcommittee on Honors and Independent Projects (SHIP) Report for 2008-2009

SHIP regularly oversees the Departmental Honors program, reviewing applications forwarded from departments and programs, administering the Tomlinson Fund, dealing with administrative questions as they arise during the course of those honors projects (including conversions from honors projects to special studies), and overseeing the final honors designations. In addition, SHIP has assumed responsibility for approving Smith Scholars projects and Student Designed majors and minors, including the Liberal Studies major for Education and Child Studies majors in elementary education, which is required to comply with regulations imposed by the Massachusetts Department of Education. SHIP is also responsible for determining the number of students awarded Latin Honors at the end of the academic year.

#### *Departmental Honors:*

The 2008-2009 academic year saw the implementation of extensive changes to the Departmental Honors Program in order to place primary responsibility for admitting students into departmental honors programs with departments and programs themselves. This change eliminated the need for SHIP to vet honors proposals prior to admission to departmental honors, although SHIP has continued to collect copies of approved Honors applications and to forward approval for departmental honors to the registrar. In this first year, the process seemed to work smoothly, with roughly the same number of students finishing honors projects this year as in the last ten years (although, as noted below, a higher number of students than usual converted honors projects to special studies). SHIP will continue to gather information over the next two to three years to determine the impact of this change and whether this approach is preferable to asking SHIP to oversee the admissions process.

SHIP has not changed the rules regarding the calculation of the final designation for departmental honors. Departments and programs must still consider the student's GPA in the major, the thesis project, and the oral defense in calculating the honors designation, with discretion to weigh those three components differently within the parameters historically outlined. During the 2009-2010 academic year, SHIP will review this requirement to determine whether it is advisable to allow departments to decide which of the three components should count and in what proportions for the final honors designation. In that event, SHIP will gather data on the number of Honors projects awarded and will oversee the Departmental Honors Program as a whole, but will no longer provide a template for determining honors designations. SHIP invited all honors directors to a lunch meeting in the fall to both discuss the changes in the admission policy and to give directors a chance to raise issues and concerns. Departments and programs were encouraged to develop and distribute more precise and extensive guidelines for students in their respective majors. SHIP agreed to continue holding this annual meeting as it provides a valuable opportunity to exchange ideas and to provide clarification as questions arise.

In addition to discussing the final designation changes noted above, SHIP agreed to take up the issue of how to support interdepartmental honors projects during the 2009-2010 academic year. There are currently no explicit guidelines to govern such a process, and with greater departmental autonomy, there is a need to clarify the standards to be used when more than one department or program is involved in overseeing a student project. In addition, as Five College cooperation increases, there may be a need to determine the process by which faculty at other institutions may be involved in directing or co-directing projects.

Next year SHIP should also examine issues surrounding the conversion of honors projects to special studies projects. Dean Zelljadt noted that there seemed to be an unusually high number of conversions (14) during the 2008-2009 year. While primary responsibility for converting a project should lie with advisors and departments or programs, there may be a need to set a specific deadline for making such changes (perhaps the end of the first week of the second semester). In any event, SHIP may want to poll departments and programs to determine what their procedures for conversion are and to determine whether there are wide variations which result in unfairness or unevenness from department to department.

This year also marked the first time that Honors projects were filed electronically with the library. SHIP should continue to monitor the process and to clarify responsibilities for submission between the Dean's office and the library staff. While SHIP has restricted access to thesis projects to persons holding a Smith ID or using the Smith library, the library would like to revisit the question of making the projects widely available via the Web in the future.

*Tomlinson Fund:*

SHIP continues to administer the Tomlinson Fund. At the end of the year, it became clear that the current process for disbursing funds is cumbersome, and the Committee agreed to change the process for next year. These changes are three-fold: first, SHIP will no longer grant an automatic \$50.00 to every honors student for copying; if copying costs are extensive, students may include such costs in their budgets as research expenses. Second, rather than simply disbursing funds to students upon the approval of their request, funds will be reimbursed to students or departments acting on behalf of students upon the presentation of proper documentation. Deadlines for the submission of reimbursement requests will be designated at three points in the academic year. Those requests may be submitted through departments and programs, and need not be overseen by the Dean's office. Finally, the maximum amount available through the Tomlinson Fund will be limited to \$500. SHIP will distribute a memorandum outlining these changes to Honors Directors during the summer of 2009. In that memo, SHIP will also stress that advisors should strive to keep student projects within a manageable budget.

*Smith Scholars:*

SHIP granted authority for the Registrar to create a minor for students engaged in the Smith Scholars program.

Report prepared by Alice Hearst  
Submitted June 8, 2009

## Appendix H

### First Year Seminars 2009-2010

<b>FYS 103</b>	<b>Geology in the Field</b> , <i>John Brady</i>
<b>FYS 113</b>	<b>Meanings and Values in the World of Work</b> , <i>Ernest Alleva</i>
<b>FYS 118</b>	<b>The Groves of Academe</b> , <i>Patricia Skarda</i>
<b>FYS 124</b>	<b>African-American Folk Culture</b> , <i>Adrienne Andrews</i>
<b>FYS 128</b>	<b>Ghosts</b> , <i>Cornelia Pearsall</i>
<b>FYS 137</b>	<b>Of Minds and Molecules: Philosophical Perspectives on Chemistry and Biochemistry</b> , <i>Nalini Bhushan and David Bickar</i>
<b>FYS 140</b>	<b>Literature and Medicine</b> , <i>Sabina Knight</i>
<b>FYS 141</b>	<b>Reading, Writing, and Placemaking: Landscape Studies</b> , <i>Ann Leone</i>
<b>FYS 142</b>	<b>Reacting to the Past</b> , <i>Patrick Coby, Daniel Gardner, Richard Sherr</i>
<b>FYS 146</b>	<b>Contemporary Theatre and Film in China</b> , <i>Nan Zhang and Ellen Kaplan</i>
<b>FYS 150</b>	<b>Sherlock Holmes and the Scientific Method</b> , <i>Larry Meinert</i>
<b>FYS 151</b>	<b>Making Sense of the Pre-Columbian</b> , <i>Dana Leibsohn</i>
<b>FYS 154</b>	<b>Law, Community and Belonging</b> , <i>Alice Hearst</i>
<b>FYS 158</b>	<b>Reading the Earth</b> , <i>Sharon Seelig</i>
<b>FYS 159</b>	<b>What's in a Recipe?</b> , <i>Nancy Saporta Sternbach</i>
<b>FYS 162</b>	<b>Ambition and Adultery: Individualism in the 19<sup>th</sup>-Century Novel</b> , <i>Michael Gorra</i>
<b>FYS 165</b>	<b>Childhood in the Literatures of Africa and the African Diaspora</b> , <i>Katwiwa Mule</i>
<b>FYS 170</b>	<b>Crime and Punishment</b> , <i>Jefferson Hunter</i>
<b>FYS 171</b>	<b>Women Writing Resistance</b> , <i>Jennifer Guglielmo</i>
<b>FYS 172</b>	<b>(Dis)Obedient Daughters</b> , <i>Thalia Pandiri</i>
<b>FYS 173</b>	<b>Psychology of Oppression and Liberation</b> , <i>Benita Jackson</i>
<b>FYS 174</b>	<b>The Muslim World in the Age of the Crusades: Encounters, Influences, &amp; Lasting Legacies</b> , <i>Suleiman Mourad</i>
<b>FYS 175</b>	<b>Love Stories</b> , <i>Ambreen Hai</i>
<b>FYS 177</b>	<b>Global Environmental Changes and Challenges</b> , <i>Amy Rhodes and L. David Smith</i>
<b>FYS 178</b>	<b>Perceiving and Thinking through Drawing and Writing</b> , <i>Cathy Weisman Topal</i>
<b>FYS 179</b>	<b>Rebellious Women</b> , <i>Kelly Anderson</i>
<b>FYS 180</b>	<b>Cleopatra: Histories, Fictions, Fantasies</b> , <i>Nancy Shumate</i>
<b>FYS 181</b>	<b>Play Time: Theories of Creativity, Games, and Learning</b> , <i>Sam Intrator</i>
<b>FYS 182</b>	<b>The Body Beautiful: History and Sociology of Beauty Culture in the United States</b> , <i>Ginetta Candelario</i>
<b>FYS 183</b>	<b>The Big Bang Theory and Beyond</b> , <i>Gary Felder</i>
<b>FYS 184</b>	<b>Educating Women: A History and Sociology, at Home and Abroad</b> , <i>Rosetta Cohen</i>
<b>FYS 185</b>	<b>Style Matters: The Power of the Aesthetic in Italian Cinema</b> , <i>Anna Botta</i>
<b>FYS 187</b>	<b>Writers and the Body: Health and Illness in African Diasporic Women's Literature</b> , <i>Andrea Stone</i>

**Presidential Seminars  
2009-2010**

- PRS 301**      **Translating New Worlds**, *Dana Leibsohn and Ann Jones*
- PRS 302**      **Whose Voice? Whose Tongue? The Indian Renaissance and its Aftermath**, *Jay Garfield and Nalini Bhushan*
- PRS 304**      **Happiness: Buddhist and Psychological Understandings of Personal Well-Being**, *Philip Peake and Jamie Hubbard*
- PRS 305**      **Cultural Literacy**, *Kevin Quashie and Susan Van Dyne*
- PRS 306**      **Beowulf and Archaeology**, *Craig Davis*
- PRS 307**      **Asian Americans and the Law**, *Floyd Cheung and Georgia Yuan*
- PRS 308**      **Urbanization in the 21<sup>st</sup> Century: Comparative Prospects, Problems and Policies**, *Randall Bartlett*
- PRS 309**      **Art/Math Studio**, *Pau Atela and John Gibson*