



SMITH COLLEGE STRATEGIC PLANNING 2006

Summary of Ideas and Proposals

Reflects submissions through 11/13/2006

Notes

Ideas with authors listed in parentheses indicate proposals or concept papers received. Other ideas without attribution indicate ideas that have emerged in general discussions for which no specific proposal has been submitted.

Each idea supported by one or more written proposals is annotated with a proposal number, SD#-# in bold at the end of the entry. These proposal numbers can be used to look up an electronic version of the proposal on the planning website.

For purposes of organization and clarity, proposals have been categorized into one of the eight strategic directions, or into a ninth "other" grouping. Readers are encouraged to explore the full range of proposals to identify initiatives that may advance one or more strategic directions beyond the one in which they are listed.

I. Strengthen Essential Student Capacities

- (1) Provide students with alternative “roadmaps” for structuring the courses outside the major in meaningful ways, including integrative and interdisciplinary courses and experiences.
 - Highlight interesting models from alumnae and students of successful use of the curriculum and other experiences to build capacities and prepare for the future beyond Smith.
 - Provide students with a “shouldn’t miss” list of courses from across the curriculum akin to the list of non-major courses provided by the sciences.
 - Develop interactive web-based groupings of courses arranged by topical themes, capacity areas, etc. Make the course catalog searchable via Web.
 - Complement topic descriptions of course descriptions and syllabi with an articulation of capacities addressed in each course.
 - Make it easier for students to self-design majors integrating coursework across multiple disciplines.

- (2) Encourage students to be more reflective of their curricular and other experiences and their learning goals as they progress.
 - Signal clearly to students the intellectual skills we deem to be essential to their education through advising, teaching, and other means.
 - Assist students in the preparation of electronic portfolios demonstrating their development in core capacity areas as they progress through Smith.
 - Require students to explain their rationale for non-major courses—how they fit together.
 - Encourage students to identify focus for at least one semester in which all of their courses are coordinated around a single theme or topic, perhaps culminating in an independent study or research or service project.
 - Expand the advising role beyond a single faculty member, using panels of faculty or advising teams to discuss curricular opportunities and exploring better uses of technology to deliver advising information and encouraging student reflection and planning. Enhance networking within college community, leveraging alumnae in various fields. Partner students with mentors in the field, perhaps alumnae, as a resource as they progress through curriculum.
 - Require students to prepare a one-page written reflection on their academic interests and goals and how the course they have chosen relate to those goals in advance of their meetings with an advisor. Upper level students could be asked to also reflect on how proposed courses build on the work in previous courses. (Julio Alves) **SD1-1**
 - Develop a rubric for juniors and their advisors to guide advising conversations. (Margaret Bruzelius / Committee on the Junior Year Experience) **SD1-2**
 - Replace current advising system with team-based approach consisting of a faculty member in the student’s stated area of interest, a faculty member outside this area, an upper division student in the area of interest, and (upon declaration of a major) an alumnae mentor/liaison.

(Rob Dorit) **SD1-3**

- Increase interactions between students abroad and advisors on campus to improve continuity and to avoid students falling behind with regard to honors proposals, etc.
- Address effect of faculty sabbaticals on student advising.

(3) Employ pedagogies and develop courses that strengthen essential student capacities.

- Extend design clinic model from engineering to other disciplines as a model for linking academic study to issues, working in teams, and learning/demonstrating other desired capacities.
- Use January term more effectively as an opportunity to expose students to other forms of learning, such as intensive courses (e.g., languages) and experiential learning.
- Develop multiple entry points for students to engage important capacities and experiences.
- Introduce a Civic Engagement and Leadership in a Diverse World course requirement. (Common Ground Diversity Committee) **SD1-4**
- Strengthen spatial thinking at Smith by establishing a Visualization Studio within the existing Spatial Analysis Lab. (Jon Caris) **SD1-5**
- In an effort to increase students' quantitative skills, continue to offer the January term Math Skills Studio, initiate a one-week skills development course offered prior to the start of the academic year, and enhance training for peer tutors. (Doreen Weinberger, Linda Jones) **SD1-6**

(4) Develop courses and programs that encourage integration of fields of knowledge.

- Identify a campus-wide theme(s) for the year to serve as focal point for the curriculum, speakers, co-curricular programming, interdisciplinary courses, etc.
- Offer more one-credit course offerings related to current events to broaden curricular exposure of students beyond their major(s).
- Create a Division of Life Sciences to serve as an umbrella for the various life science-related majors and programs. (Rob Dorit) **SD1-7**
- Construct new building for the arts to provide collaborative space for music, fine arts, dance, theatre, and film. (Rodger Blum / Arts Chairs and Arts Committee) **SD1-8**
- Establish an Arts and Technology program (e.g., major, minor, center or institute) to create an interdisciplinary curriculum to meet the needs of today's developing artists and scientists, to provide opportunities for collaboration, and to build on Smith's already strong research and practice in this area. (Rodger Blum, Joanne Carlson, Judy Franklin, Ellen Kaplan, Barbara Kellum, Gary Niswonger, Pau Atela, Damon Blanchette, Lucretia Knapp, Jessica Nicoll, Joe O'Rourke, Karen Smith, Fraser Stables, Paul Voss, Steve Waksman, Edward Check, Thomas Ciufu) **SD1-9**
- Develop interdisciplinary program in Costume Studies, including development of program guidelines and curriculum, a professor in Costume Studies, part-time administrative support, and funding for student internships. (Valija Evalds) **SD1-10**

(5) Approach the curriculum with a developmental focus, defining objectives and experiences specific to each year in a student's career.

- Increase the number of first-year seminars, and extend the model to other years to focus students on different sets of capacities as they progress through college. Develop interdisciplinary courses around themes that enable students to understand the relationships among ways of knowing.
- Offer advanced-level interdisciplinary seminars aimed at enrolling juniors and seniors from multiple majors to address intellectual, social, or other problem or issue, and to avoid their having to take 100-level courses to broaden their academic experience beyond their major field(s).
- Develop interdisciplinary seminars offered at the junior and senior levels to investigate complicated issues. (Joseph O'Rourke, Susan Van Dyne, Barbara Brehm-Curtis, Jim Johnson) **SD1-11, SD1-12, SD1-13**
- Require all first-year students to take at least two limited-enrollment courses. This would require developing/identifying a series of limited enrollment courses for which first-year students would be given priority registration. The courses could be seen as a partnership between faculty and staff, and could also be supported by a peer mentoring system. (Laura Katz) **SD1-15**

(6) Leverage academic support units and other learning communities.

- Assess more fully the needs of students and direct them to the support that will allow them to make maximum use of what the college has to offer.
- Embrace opportunities to support students with weaker backgrounds with innovative programs and new approaches to entry-level courses.
- Enhance collaboration among academic support functions and units and between these units and academic departments and programs.
- Establish faculty development programs to structure courses so that our various support systems are built into student experiences. Encourage faculty to provide feedback on capacities to students in addition to the grades for particular courses.
- Establish an institute of global visual culture to create a collaborative learning environment between the Museum and departments so as to educate students in visual literacy. (Jessica Nicoll, Barbara Kellum) **SD1-14**

(7) Re-introduce faculty into the houses to strengthen intellectual ties between curriculum and co-curriculum.

***II.* Promote a Culture of Research, Inquiry, and Discovery**

- (1) Rethink the current departmental honors programs by reducing scope expected for thesis work to make the opportunity more accessible to more students and lowering the GPA requirement for thesis work.

(2) Establish a developmental approach to the research experience, allowing students to begin preparation in their first year and develop their capacities by the time they are juniors.

- Provide students with early orientation to research skills.
- Integrate research component into first-year seminars.
- Build on the Kahn Institute “research boot camp” model, seeking opportunities to develop basic research skills in students early in their college experience.
- Improve use of January term to support student research opportunities.
- Consider junior seminars, both departmental and interdisciplinary, aimed at preparing students for more advanced research and honors work during the senior year.
- Establish two-credit independent project “method” courses for juniors in each division in which faculty members would visit to speak about their own current projects and in which students would develop proposals and an annotated bibliography as the basis for a subsequent independent research project. (Margaret Bruzelius / Committee on the Junior Year Experience) **SD1-2**
- Increase faculty contact with students abroad for the junior year to maintain continuity.
- Develop fall workshop for first-semester seniors embarking on honors theses.
- Require a culminating inquiry-based experience for every student.
- Develop Study and Research Abroad program in which students participate in traditional study abroad program for one semester and explore research project with a faculty member at the foreign institution during the summer months. (Kevin Shea) **SD2-1**
- Sequence poetry writing courses so that students can form a small learning community (course) preliminary to their developing thesis applications. (Ellen Watson) **SD2-2**
- Create a program that parallels STRIDE but targets students from under-represented groups. Students would be matched with research advisors from across the curriculum with the aim of developing opportunities for in-depth work in a field of interest. (Laura Katz) **SD2-15**
- Use prizes and awards to acknowledge independent work that is not an honors thesis.

(3) Restructure existing courses or develop new ones to include research component.

- Review interdisciplinary courses for interesting opportunities for issues-based research.
- Communicate research components of courses via syllabi and course descriptions.
- Expand notion of student research beyond theses to include work in seminars, etc.
- Develop practicum courses to stress the applied dimension of many disciplines.
- Provide more opportunities for students to use Sophia Smith Collection for research in the social sciences. Utilize Sophia Smith Collection to support student research projects, as the focus of faculty development workshops, to support oral history work, as host of Praxis

internships, and as partner to Kahn Institute. (Sherrill Redmon) **SD2-3**

- Develop a Sophia Smith Collection Social Sciences Research certificate program consisting of two courses aimed at students interested in history, government, sociology, anthropology, American studies, Afro-American studies, and studies in women and gender. (Sherrill Redmon) **SD2-4**
- Offer an interdisciplinary capstone experience for outstanding senior students as an alternative to an honors thesis in which students from various disciplines develop a joint collaborative project under the supervision of a faculty member. (John Brady, Jim Henle, Rosetta Cohen) **SD2-5**
- Establish interdisciplinary faculty reading groups and a speaker series on “The Cutting Edge” to support faculty from different departments in identifying intellectual common ground. (Common Ground Diversity Committee) **SD1-4**

(4) Acquaint more students with the research of faculty members, modeling the life of scholars and the pleasures of independent research.

- Add faculty presentations on their research to first-year orientation as a way to signal our community aspirations and values.
- Post academic research of faculty on website to increase awareness of students.
- Hold brown bag lunch for majors in which faculty discuss their research.
- Provide students with opportunity to see “life of scholarship” through out-of-class interactions with faculty.
- Publicize research interests of faculty through website and panel discussions.
- Draw from the Kahn Institute model to establish more avenues for students to work closely with faculty mentors.
- Provide increased and permanent funding for the pilot Faculty Career Development Research Grant program to support scholarly research or creative work of faculty who have engaged in extraordinary outreach activities to under-represented groups in the Smith community, especially mentoring and supporting students from these groups. (Common Ground Diversity Committee) **SD1-4**
- Broaden and expand the Center for Biochemistry by increasing the instrumentation and techniques instructor a full-time to increase curricular offerings for majors, expose students and researchers to latest technologies through a “cutting edge” seminar series, and to provide workshops on new technologies that will enhance the use of instrumentation in courses and research. (Christine White-Ziegler, Stylianos Scordilis) **SD2-6**
- Endow or otherwise identify regular funding source to ensure support for bringing student research to the extended scientific community through publications and presentations. (Christine White-Ziegler) **SD2-7**
- Develop student/faculty research program, modeled on the current program in the sciences, including student stipends of \$4000 plus expense support of \$500 per student, faculty stipends of \$1500 each, special credit awarded to faculty when evaluating faculty record sheets, and

special opportunities made available to those faculty engaged in the initiative. (Committee on Faculty Compensation and Development) **SD2-8**

(5) Integrate research projects into work-study award for financial aid students.

(6) Enhance the infrastructure and staffing resources devoted to research development, management, and support. (Phil Peake) **SD2-9, SD2-14**

- Outfit the fMRI magnet at Cooley-Dickinson Hospital to allow for faculty research and to provide seed money for research. (Phil Peake) **SD2-10**
- Create a postdoctoral fellowship program to support teaching, training, and research in the sciences and engineering. (Andrew Guswa) **SD2-11**
- Award credit to faculty directing a certain number of students in original work. (Rob Dorit) **SD2-12**
- Extend the use of geospatial technology by hiring a post-baccalaureate or paraprofessional to allow GIS specialist more time to support student and faculty research, and to allow for continued support of co-curriculum and curricular projects. (Jon Caris / Spatial Analysis Lab Steering Committee) **SD2-13**

III. **Encourage Purposeful Engagement with Society's Challenges**

(1) Establish Center for Community Service to coordinate, support, and highlight efforts.

- Appoint a faculty director to ensure strong links between off-campus experiences and the curriculum.
- Develop repository where community service opportunities and requests can be maintained and coordinated.
- Establish Smith Center for Social Action to link classroom, research, and activist experiences and interests to the benefit of both students and surrounding communities. (Martha Ackelsberg) **SD3-1**
- Expand the current Educational Outreach effort into an Office of Educational Outreach and Engagement to provide a single point of contact and coordination for campus efforts; professional development for faculty, staff, and students; logistical support for planning, funding, assessment, implementation, and reporting; and effective communication of results. (Gail Scordilis) **SD3-2**
- Create a Community-based Learning and Research Center to support community based learning and research on a model of social justice and highlighting community empowerment. Such a center would provide logistical administrative coordination, intellectual coordination, faculty development and student training, as well as resources for assessing the outcomes of particular initiatives. (Lisa Armstrong, Ginetta Candelario, Susannah Howe, Donna Riley) **SD3-3**
- Develop institute model to organize efforts in student volunteering and community service, and increase resources available for community service and social activism. (Jennifer Walters, Tiertza Schwartz) **SD3-4**

- Provide logistical support for courses and other activities with a community service component, including transportation and scheduling assistance.
- Draw on staff involvement in community service.

(2) Integrate internships and service learning more fully into the curriculum, including coursework, thesis work, and independent projects. Use Praxis more effectively and tie it to curricular issues.

- Develop capstone experience involving community service. Extend engineering design clinic model to social sciences built around community service and social issues.
- Combine community-based learning with interdisciplinary undergraduate research through an Interdisciplinary Research Clinic. (Leslie King, Alan Bloomgarden, David Smith) **SD3-5**
- Incorporate community service component to study abroad experience. Develop interdisciplinary seminars for students on JYA programs organized around community service or topical current issues that lend themselves to interdisciplinary treatment. (Janie Vanpee) **SD3-6**
- Provide one-credit six-week courses around selected themes, such as AIDS.
- Engage professors of the practice with experience in community service to strengthen linkages and connections among academic disciplines and community and social issues.
- Better link Praxis internship opportunities to community service opportunities and academic programs.
- Revive internships for credit and independent study options already available as vehicles for student service learning opportunities. (Margaret Bruzelius / Committee on the Junior Year Experience) **SD1-2**
- Purchase or lease house in Holyoke to serve as a “settlement house” in which faculty and students develop programs and complete research that will improve life in Holyoke and serve as an educational experience. (Richard Millington) **SD3-7**
- Develop plan to continue previously grant-funded community partnership work in North End of Springfield. (Phil Peake) **SD3-8**

(3) Engender a college culture emphasizing and celebrating community service.

- Highlight community involvement opportunities in communications with prospective students during the admission process.
- Incorporate local alumnae as resource for students working on community issues.
- Incorporate community service opportunities into first-year orientation, first-year seminars and house activities.
- Select community service-related theme for campus annually.
- Sponsor an annual conference to celebrate student and alumnae contributions to their surrounding communities.
- Implement “second transcript” to recognize community service experience.

- Use January term as an opportunity for community service projects.
- Impart sense of social usefulness on students as they move through college.
- Include social justice house dialogues, facilitated by students, faculty and staff into the orientation program for new students. (Common Ground Diversity Committee) **SD1-4**
- Revitalize the diversity chair position on House Council to foster collaboration between house Council and Residential Life programming as part of an Ongoing Dialogues initiative. (Common Ground Diversity Committee) **SD1-4**

(4) Develop initiatives to support civil discourse through “difficult dialogues” for students.

- Expand opportunities for faculty to develop the “civil discourse” and “moral/ethical reasoning” components into their courses.
- Develop “bystander training” program to equip students with the skills and confidence to play an active and appropriate role in uncomfortable situations.
- Develop more opportunities to make thorny issues, either on campus or beyond, more public perhaps through an “At Odds” format.
- Model “public intellectual” behavior, imparting to students to skills to talk about important public issues and to appreciate alternative views.
- Provide more opportunities to meet as a larger campus community to discuss important issues.
- Support faculty initiated dialogues and debates with invited speakers on contemporary issues.
- Teach students how to make a point more aggressively – “sharper elbows with thicker skins.”
- Encourage students to paraphrase others’ opinions in coursework, particularly seminar settings.

(5) Provide pedagogical training for faculty as to how to integrate community service components into their courses. Offer a series of pedagogical workshops for faculty on “ways of learning” to provide pedagogical development for integrating internships and service learning into courses; to expand opportunities for faculty to develop civil discourse, ethical reasoning, and social justice components into their courses; and to support faculty in their efforts to engage students from diverse backgrounds in their courses. (Common Ground Diversity Committee) **SD1-4**

IV. Deepen Students’ Awareness & Appreciation of Other Cultures & Global Issues

(1) Establish a Center for International Study to consolidate, highlight, and draw attention to the college’s multiple efforts and opportunities in global education. (Adrian Beaulieu, Mlada Bukovansky, Elliot Fratkin, Howard Gold, Christopher Gole, Jim Hicks, Jefferson Hunter, Leslie King, Catharine Newbury, David Newbury, Malgorzata Pfabe, Nola Reinhardt, Tom Rohlich, Hrayr Tamzarian, Greg White, Margaret Zelljadt) **SD4-1**

- Establish International Center for Cross-Cultural Communication. (Departments of Foreign Languages and Cultures and Comparative Literature Program) **SD4-2**

- Utilize a center to provide greater visibility for international visitors and to expand support for international efforts, including better publicity about campus opportunities to engage international issues.
- Offer an annual one to two-week residency by a non-English speaking writer hosted by the poetry center, comparative literature, and language departments. (Ellen Watson) **SD4-10**

(2) Establish or join consortial study abroad programs in under-represented parts of the world, including Asia, Africa, and South America to ensure access to high-quality academic programs.

(3) Develop international partnerships and agreements to extend Smith's reach and exposure, particularly in Asia, including faculty and student exchanges, field work, and other research collaborations. Increase number of faculty exchanges beyond Europe to stimulate student interest in other areas.

(4) Integrate study abroad experience with other strategic goals, such as community service.

- Integrate internship component into international study, such as is done in many programs offered by the School for International Training. (SIT interested in co-designing programs with institutions.)
- Increase volunteer opportunities for students abroad to work more closely with local populations, not just other students.
- Develop interdisciplinary seminars for students on JYA programs organized around community service or topical current issues that lend themselves to interdisciplinary treatment. (Janie Vanpee) **SD3-6**

(5) Identify more flexible study abroad and language immersion opportunities taking advantage of January term and summer break.

- January term offers underutilized opportunity for international study, perhaps linked to first-year seminars or in junior year related to student chosen course theme for that year.
- Pursue off-campus options for intensive language instruction in less commonly taught languages during January term and summer break.
- Pursue research collaborations and other opportunities that facilitate study abroad for science and engineering students.
- Offer one or more First Year Seminars with January term travel to a foreign country. (Tom Rohlich) **SD4-3**
- Offer one or more upper level interdisciplinary seminar with January term travel to a foreign country. (Tom Rohlich) **SD4-3**
- Develop a program specifically targeted for neuroscience and biology majors in a Spanish-speaking country, also adding a sophomore preparation course in Spanish for the life sciences. (Mary Harrington) **SD4-4**
- Expand exchange program beyond Sorbonne to include exchange with another, more science-oriented, university in Paris as part of our JYA agreement. (Martine Gantrel) **SD4-5**
- Improve science-related opportunities for students abroad by:

- Establishing more formal ties between our four JYA sites and science and engineering opportunities in those cities;
 - Establishing a scholar exchange program to bring talented students from JYA cities to Smith, including a research internship;
 - Teaching of one or two courses meant to prepare students for studying/doing science abroad;
 - Creating a half-year opportunity for overseas study for Division 3 students; and
 - Creating a set of capstone courses meant to integrate the intellectual experience of JYA with the academic activities of the senior year. (Rob Dorit) **SD4-6**
- Create fund to allow organizations, teams, and other co-curricular groups to travel abroad for trips of less than 10 days in duration. (Lynn Oberbillig) **SD4-7**
 - Develop ten-day January term or month-long summer study opportunities abroad, such as the recent London theatre trip. (Luc Gilleman) **SD4-8**
- (6) Better integrate the study abroad experience into returning student's experiences at Smith.
- Develop senior-level interdisciplinary seminars targeting returning students, aimed at exploring international issue from multiple perspectives.
 - Teach more courses than literature taught in foreign language, such as those addressing social issues. Offer opportunity for students to pursue a particular topic in a foreign language as an independent project.
 - Establish language specific houses or floors. (Nancy Sternbach) **SD4-9**
- (7) Provide more global focus to on-campus curriculum and co-curriculum to serve students regardless of whether they have studied abroad. Identify a theme focus for the year which allows for the integration of international perspectives on current issues through academic and co-curricular experiences (e.g., world health issues, immigration, etc.).
- (8) Establish an endowed professorship or three new junior faculty positions in the areas of globalization, social identity, and equity. (Common Ground Diversity Committee) **SD1-4**

V. Prepare Women for Rewarding Lives in a Rapidly Changing World

- (1) Enhance connections between students and alumnae and among alumnae after graduation
- Create more opportunities for continuing education opportunities, networking, mentoring, and alumnae-related internships. Connect alumnae with students as career resource and mentors. Establish an alumnae mentoring program in which students spend a day shadowing alumnae on the job for a day during breaks or January term. Match students with alumnae in their professional field of interest. (Suzannah Fabing, Carrie Brown) **SD5-1, SD5-3**
 - Bring more recent graduates back to campus to discuss their experiences with current students.
 - Establish alumnae speakers bureau as a resource for guest lecturers and consultants. (Carrie Brown) **SD5-1**

(2) Link the Career Development Office, Praxis, Women and Financial Independence, the leadership program, summer science, and other college efforts to create a systematic preparation for students' lives beyond Smith. Enhance faculty awareness of and connection to the CDO.

- Assist students in preparing electronic "second transcripts" to document and reflect upon their work-related skills and experiences developed during college.

(3) Highlight professional pathways related to particular academic disciplines.

- Appoint "professors of the practice," who could be regular or visiting faculty whose areas of focus pertain to the professions and applied practice of particular disciplines. (Linda Jones) **SD5-2**
- Imbed course projects that focus on real-world issues. Construct proxy work environments on campus that mirror what students will face in their careers (e.g., considerable work in teams, etc.).
- Incorporate session on professional development issues into selected courses, such as is done in the engineering design clinic.
- Encourage students to reflect on connections among courses taken, particularly as they relate to potential career paths. Increase discussion of professional goals and intentionality during pre-major advising process.
- Provide opportunities for students to continue work on interesting projects beyond calendar period for course.
- Offer intensive career discovery programs during January term for current students and recent graduates, combining classroom work with experiential learning. (Suzannah Fabing) **SD5-3**
- Use web conferencing to enrich coursework by allowing students opportunity to interact with specialists, scholars, and practitioners in the areas they are studying. (Michael Barresi) **SD5-4**
- Offer course on "Realizing Your Passion" as a first-year seminar. (Taiga Ermansons) **SD5-5**

(4) Emphasize work-life balance issues during orientation and other student life programming.

- Establish position of Wellness Coordinator to address issues of alcohol abuse; obesity, lack of exercise, and nutrition; and stress among students. (Les Jaffe, Rae-Anne Butera) **SD5-6**
- Expand Smith Outdoor program with additional staff (part-time outdoor specialist) to lead additional trips, check out equipment, train student leaders, and provide leadership. (Lynn Oberbillig) **SD5-7**
- Create a Center for Community Wellness and Recreation to develop programming around the fitness and wellness needs of students, faculty, and staff.
 - Make personal training program available to the entire campus, including a fitness/wellness assessment, personal plan, and record-keeping support.
 - Create new programming emphasizing community fitness rather than programming aimed specifically at students or staff.
 - Provide incentive for participation in fitness and wellness programs.
 - Provide mini-sessions to campus community on nutrition, recreation activities, fitness assessments, and other healthy behaviors.

- Give students academic credit for participation in athletics or other structured programs that achieve fitness goals.
- Hire fitness director to oversee Olin Fitness Center.
- Hire personal fitness trainers to support expanded programming. (Lynn Oberbillig) **SD5-8**

(5) Improve work study experience by increasing supervisor training and expectations of supervisors for student performance and responsibilities. Create and implement more formalized training standards and support opportunities for student workers and supervisors designed to cultivate skills that can transfer to the world of work, including a committee to develop training materials, workshops for supervisors, compensation and evaluation systems, and development of electronic portfolios. (Stacie Hagenbaugh, Kathy Zieja, Becky Shaw, Tamra Bates, Valerie Schumacher, Larry Hunt) **SD5-9**

(6) Coordinate alumnae career services by providing web-based resources, cultivating career coaches, providing alumnae job boards, and other resources. (Carrie Brown) **SD5-1**

(7) Bring together leadership training and skill development efforts in the co-curriculum and academic curriculum under the Lewis Leadership Program to deploy efforts more effectively and consistently, including the January term program, pre-orientation program, training for students in leadership positions, single-focus seminars, classroom instruction, and capstone experiences. (Tamra Bates, Rae-Anne Butera, Theresa Collins, Patrick Connelly, Hannah Durrant, Stacie Hagenbaugh, Mentha Hynes-Wilson, Sara Punsky, Tiertza Schwartz, Nancy Harvin) **SD5-10, SD5-11**

- Develop a program to develop students as leaders on campus, highlighting opportunities for leadership and serving as a forum to bring student leaders together.
- Shift campus center staffing model to create more meaningful work experiences and leadership opportunities for students. (Tamra Bates and Sara Punsky) **SD5-12**
- Develop a high-profile effort culminating in a Leadership Institute to coordinate speakers and panels as well as training in public speaking and delivering presentations. (Donald Andrew) **SD5-13**

(8) Coordinate existing resources, continue programs such as the museum's alumnae symposium in the arts, and strengthen the curricular partnerships between the museum and academic departments to provide students with a clear roadmap of how to build an academic and experiential foundation for a career in the arts.

- Augment the curriculum with courses addressing issues of curatorial and critical practice.
- Develop a January term course around styles of written presentation in museums and galleries.
- Evaluate the Summer Institute program to determine if it should continue as a summer program or should be integrated into the regular curriculum or within the Five Colleges.
- Define a concentration of courses in the arts and sciences that provide an academic foundation for graduate work in art conservation.
- Promote a partnership between the museum and the department of education and child study to provide opportunities for teacher training and curricular development.
- Explore ways to strengthen the museum's training programs and give them more visibility on campus.
- Utilize the Museums10 network of museums in the Pioneer Valley to create internship opportunities.
- Help students make connections through the CDO and Alumnae Association with alumnae in the arts to arrange Praxis internships. (Jessica Nicoll) **SD5-14**

(9) Increase the hiring and retention of staff from under-represented groups across the college.
(Common Ground Committee) **SD1-4**

VI. Support and Promote Environmental Sustainability

(1) Create Center for Environmental Studies / Center for Environment and Sustainability / Center for Environment, Design, and Sustainability to integrate efforts, raise awareness, and support initiatives. Sustainability Committee, David Smith / Environmental Science and Policy Steering Committee, Nina Antonetti, Don Baumer, Jeff Blankenship, Bob Burger, John Burk, Dean Flower, Drew Guswa, Helen Horowitz, Susannah Howe, Linda Jones, Barbara Kellum, Leslie King, Ann Leone, Kirin Makker, Michael Marcotrigiano, Doug Patey, David Smith) **SD6-1, SD6-2, SD6-3**

- Add a new sustainability coordinator position for outreach, analysis, and project management and as a central resource to support currently dispersed efforts. (Sustainability Committee) **SD6-1**
- Explore the culture and physical qualities of the environment through courses, projects, and activism. (Landscape Studies and interested faculty) **SD6-3**

(2) Continue sustainability committee comprised of faculty, students, administrators and staff, and adding an executive committee consisting of the sustainability committee chair(s), the Vice President for Finance and Administration, and the Dean of the College.

(3) Further incorporate environmental literacy, stewardship, policy, and impact into the curriculum by integrating sustainability topics in existing courses in multiple disciplines, coordinating existing programs that focus on the natural and built environment and on the sustainable use of resources, and approaching operational efforts (e.g. co-generation, conservation, etc.) as teaching opportunities.

- Provide educational programs to faculty to advance their knowledge of sustainability issues and course-related practices in other disciplines and institutions.
- Provide educational opportunities that prepare our students to understand and address pressing sustainability-related issues. (Sustainability Committee) **SD6-1**
- Support the landscape studies program with permanent classroom space and more course offerings. (Group of Concerned Students) **SD6-4**
- Establish an environmental scholar-in-residence program to bring distinguished environmental policy-makers, writers, scientists, and activities to campus for a few days to two years. (Virginia Hayssen, Joanne Benkley) **SD6-5**
- Include landscape history and sustainability objectives in first-year orientation. (Group of Concerned Students) **SD6-4**
- Create opportunities for students to learn about landscape studies, get to know the campus landscape, and become aware of how the landscape links us together. (Group of Concerned Students) **SD6-4**
- Create team-taught semester long courses and short travel courses in Environmental Science and Policy to provide set of opportunities for student, faculty, and alumnae to examine environmental issues in an interdisciplinary context. (Amy Rhodes, Andrew Guswa, Leslie King) **SD6-6**

- Conduct a coral reefs education program by Smith students for school children in Belize. (H. Allen Curran, Susan Etheredge, Paulette Peckol) **SD6-7**
- Establish a Smith College Environmental Research Group to explore answers to critical environmental problems. (Robert Newton) **SD6-8**
- Establish a field laboratory for experiential environmental learning. (David Smith, Virginia Hayssen) **SD6-9**
- Promote environmental literacy and attract students by elevating environmental science and policy from minor to major, developing a core curriculum in environmental literacy, offering a certificate in environment literacy, and providing faculty workshops on environmental literacy. (David Smith, Joanne Benkley) **SD6-10**

(4) Enhance college's responsible stewardship on natural resources.

- Sustain and enhance energy conservation through equipment changeovers, community awareness, energy policies, etc.
- Integrate environmental awareness into planning efforts for facility renovation and construction projects.
- Develop incentive structure to encourage house participation in sustainability initiatives.
- Provide opportunities around campus to try out new ideas, such as testing facilities-related initiatives on selected buildings as part of normal renovation schedule.
- Broaden reach to surrounding communities by engaging faculty, students, and staff in environment-related projects through volunteer and service learning opportunities.
- Expand purchase of local food. (Kathy Zieja, Ann Finley, Roger Guzowski) **SD6-11**
- Establish comprehensive waste program that diverts food waste from sewer system and local landfill. Explore opportunities to divert foodservice waste to infrastructure that converts waste into biofuel. (Kathy Zieja, Ann Finley, Roger Guzowski) **SD6-11**
- Stop providing bottled water at college functions and grab and go lunches. (Liora O'Donnell Goldensher, Elizabeth Sullivan, Rosalie Ray, Elisabeth Wolfe, Marguerite Davenport, Miki Duruz, Hallie Applebaum) **SD6-12**
- Reduce the use of to-go containers and other foodservice disposables. (Kathy Zieja, Ann Finley, Roger Guzowski) **SD6-11**
- Reduce substantially greenhouse gas and toxic emissions that result from our energy consumption and materials usage. (Sustainability Committee) **SD6-1**
- Increase our use of renewable resources and correspondingly decrease our use of non-renewable resources. (Sustainability Committee) **SD6-1**
- Phase out our use of toxic materials in operations (e.g. grounds, custodial, laboratories) that adversely affect human health and the environment. (Sustainability Committee) **SD6-1**

- Authorize and fund a protocol for tracking resource use and disposal. (Sustainability Committee) **SD6-1**
- Direct each department that operationally administers facilities on campus (e.g. Physical Plant, Dining Services, The Science Center, etc.) to develop a sustainability plan for their facilities, in conjunction with the Sustainability Coordinator and/or the Committee on Sustainability. (Sustainability Committee) **SD6-1**
- Create a more compelling and relevant landscape for our community and professionals throughout the world by designing areas currently in crisis with culturally significant sustainable eloquence. (Group of Concerned Students) **SD6-4**

(5) Increase understanding and visibility of sustainability efforts underway on campus. Improve communications to off-campus constituents, including alumnae and potential donors, to build commitment to and support for the programs and enhance the college's reputation for addressing critical and timely issues.

- Continue to develop the creative recycling center (TRACES) in the Center for Early Childhood Education to educate children, teachers, and the Smith community about the potential uses of recovered materials for educational, creative, and artistic purposes and for the benefit of the environment. (Martha Lees) **SD6-13**
- Make ongoing statements regarding campus sustainability goals and accomplishments and, where applicable, endorse regional, national, and/or global sustainability initiatives. (Sustainability Committee) **SD6-1**
- Recognize and publicize studies in the environment as one of the college's great strengths that is producing cutting-edge scholarship, innovative teaching, and student graduate work and careers at the forefront of sustainability issues from the arts to the sciences and engineering. (Nina Antonetti, Don Baumer, Jeff Blankenship, Bob Burger, John Burk, Dean Flower, Drew Guswa, Helen Horowitz, Susannah Howe, Linda Jones, Barbara Kellum, Leslie King, Ann Leone, Kirin Makker, Michael Marcotrigiano, Doug Patey, David Smith) **SD6-3**
- Include the sustaining of the campus landscape in student, faculty, administrative, and staff codes of ethics. (Group of Concerned Students) **SD6-4**
- Reaffirm that preservation of the campus landscape is an objective and partial responsibility of the Campus Planning Committee, and charge the Campus Planning Committee with regularly reviewing progress on implementation of the 1996 landscape master plan. (Group of Concerned Students) **SD6-4**
- Sponsor student summer project to travel throughout the United States in a diesel bus running on vegetable oil and visiting organic farmers. The students would use the information gained from the summer project to establish a sustainability coalition in the fall to promote Smith programs and efforts toward energy, conservation, transportation, and food choices. (Sarah Albert, Chealsea Broido, Iemanja Brown) **SD6-14**

(6) Consider impact of institutional decisions on various groups of people (social justice issue). Incorporate practices of ethical consumption that speak to the human side of the ledger as well as the natural environment. (Vendor Code of Conduct Committee) **SD6-15**

- (7) Establish a mechanism for funding sustainability initiatives. In addition to new funding, this should include reinvesting savings from existing initiatives into new sustainability programs. (Sustainability Committee) **SD6-1**
- (8) Make sustaining the campus landscape a priority. (Group of Concerned Students) **SD6-4**
- (9) Provide the Botanic Garden with a permanent internship program. (Group of Concerned Students) **SD6-4**
- (10) Strengthen the relationship between Physical Plant and the Botanic Garden. (Group of Concerned Students) **SD6-4**

VII. **Open Doors to Women of Promise**

- (1) Invest in admission marketing and outreach in the South and West to build awareness of Smith.
- (2) Build “feeder school” relationships in specific targeted areas, such as the arts, sciences and engineering, etc.
- (3) Acknowledge and address the preparation of entering students:
- Ensure that learning centers for writing and quantitative skills are prepared to provide appropriate support to these students.
 - Review pre-major and major advising systems in light of changing student needs.
 - Embrace opportunities to support students with weaker backgrounds with innovative programs and new approaches to entry-level courses.
 - Provide additional support for low-income students from disadvantaged backgrounds, including an educational brochure and appointment of a non-faculty advisor to develop sensitive and creative programming for students on a tight budget. (Sid Dalby) **SD7-1**
 - Expand (double number) orientation programs to include all entering first-year students and blend pre-orientation into the required orientation program to provide all students with an interest-based, small group experience. (Rae-Anne Butera) **SD7-2**
 - Establish Science, Engineering and Math Scholars program to enhance academic achievement among under-represented minorities and low-income students through recruitment efforts, pre-enrollment and academic year programming, curricular reform in gateway courses, improved peer and faculty mentoring, and assessment. (Jaynie Barnes, Maria Bickar, Lizmarie Lopez, Laura Katz, and Kate Queeney) **SD7-8**
 - Provide a “bridge” course for disadvantaged students, to be taken during the summer before they enter, and designed to prepare the student for her first semester’s courses at Smith. (Maria Bickar) **SD7-9**
 - Establish an optional host family program, which could be especially useful for low-income, international, Ada Comstock, and graduate students. (Sid Dalby) **SD7-1**

- (4) Improve Smith’s Web site and develop a virtual tour.
- (5) Increase use of merit aid to yield top-ranking lower-need students.
- (6) Launch a residential program for exceptionally gifted women of high school age. (Stephanie Schoen) **SD7-3**
- (7) Support the emerging and currently grant-funded Center for Women in Mathematics. (Ruth Haas) **SD7-4**
- (8) Conduct a facility audit and program review to develop plan for compliance with disability non-discrimination obligations. Develop a specific plan for assuring compliance with program accessibility requirements under Section 504 of the Americans with Disabilities Act and for other facility improvements. (Common Ground Diversity Committee, Laura Rauscher) **SD1-4, SD7-5**
- (9) Strengthen capacity to serve students with learning disabilities as well as students with range of undiagnosed, but significant learning challenges through a collaborative effort among the Jacobson Center, Disability Services, and Educational Technologies. (Laura Rauscher) **SD7-6**
- (10) Establish a student research program (Student Scholars Community) that would be more accessible to a wide range of students than fellowships already on campus and that will offer students greater opportunities to accomplish the research they desire. (Common Ground Diversity Committee) **SD1-4**
- (11) Develop scholarship program to bring a cohort of students to Smith each year from developing countries. (Laura Katz) **SD7-7**

VIII. **Extend Smith’s Reach and Impact on the World**

- (1) Develop attractive programs for non-traditional populations through post-baccalaureate and other continuing education programs.
 - Make more of Sophia Smith Collection as resource for scholars perhaps through research skills certificate program or as a tie-in to summer programs.
 - Highlight opportunities for alumnae to return for coursework.
 - Provide “alumnae college” on the road using regional club network.
 - Establish a national poetry workshop for high school teachers and a weeklong summer session for exceptional teacher-writers from around the country. (Rosetta Cohen) **SD8-1**
 - Incorporate a service learning component into an existing or new poetry course in which students would work with local teachers to compose grade-specific poetry units for elementary and middle school classes. (Michael Thurston) **SD8-2**
 - Establish a Center for Science and Engineering Education to integrate research on the learning and teaching of science and engineering in K-16. (Glenn Ellis, Susan Etheredge, Linda Jones, Al Rudnitsky, Tom Litwin, Gail Scordilis) **SD8-3**

- Establish a five-year program in teacher education culminating in a master's degree and teaching licensure in elementary, middle school, or secondary education. (Department of Education and Child Study) **SD8-4**
- Create a five-year BA/MS program in Biological Sciences. (Rob Dorit) **SD8-5**
- Host an Alumnae Conference on Race and Community to explore issues related to diversity and community and the ways a commitment to diversity allows Smith to achieve its aspirations for teaching, research, and service to others. (Common Ground Diversity Committee) **SD1-4**
- Develop a professional development learning community for K-16 educators aimed at helping them identify and put into practice current research in the learning sciences. (Al Rudnitsky, Susan Etheredge, Glenn Ellis, Gail Scordilis) **SD8-6**
- Strengthen Masters in Teaching of the Sciences program by creating one or more specific co-taught courses, integrate students into intellectual life of life sciences departments, foster mentoring relationships between students and life sciences faculty, additional advertising of program, and consideration of an accelerated five-year track for Smith students. (Rob Dorit) **SD8-7**

(2) Re-engage younger generations of alumnae in meaningful ways with the college.

- Create student internship opportunities with alumnae in areas linked to college's strategic directions and prominent areas of student career interests.
- Strengthen alumnae ties to the curriculum and co-curriculum by involving them in environment-related courses, fieldwork, internships, and panels. (Joanne Benkley, David Smith) **SD8-8**
- Continue to explore alumnae affinity groups centered on professions or shared interests.
- Use alumnae to teach January term courses.
- Develop a sophisticated understanding of younger alumnae perceptions of Smith as well as their values and life goals. Conduct an annual survey of alumnae to assess outcomes among Smith graduates. (Stacie Hagenbaugh) (The college is currently partnering with the AASC on an alumnae market research study.) **SD8-9**

(3) Develop strategic alliances/relationships with other institutions or organizations that can advance Smith's visibility and goals, such as the Picker Engineering Program's exchange with Princeton University.

(4) Celebrate accomplishments of students and alumnae (e.g., Fulbright Scholars, etc.).

(5) Create and maintain a stimulating and compelling Web presence, by formulating a collaborative, cross-functional creative team to determine which strategies will best serve Smith and to identify necessary resources. (Stephanie Schoen, Rebecca Goggins, Sandy Doucett) **SD8-10**

- Provide access to special events and lectures through Internet.
- Enhance college's website with more video production, including webcasting, to enable broadcasting of events at Smith to prospective students, alumnae, families, etc. (Lynn Oberbillig) **SD8-11**

(6) Increase college's visibility in media coverage by generating periodic study results on topics of public interest, such as women's under-representation in the sciences. (Howard Gold, Nick Horton, Laurie Fenlason) **SD8-12**

(7) Extend the current state poetry prize program to a national audience. (Rosetta Cohen) **SD8-1**

(8) Create a labyrinth at Smith to serve as a place of meditation, reflection, and spirituality on campus, for members of the smith community and beyond. (Annie Boutelle) **SD8-13**

Other

Faculty Development and Diversity

Adopt a voluntary mid-semester assessment program in which an outside evaluator meets with students to discuss the course and to provide useful feedback to the instructor. (Michael Barresi, Julio Alves) **SD9-1**

Establish a Faculty Institute for Innovation and Leadership to foster and support innovation in the curriculum, create research opportunities, and supporting other experiments in excellence. (Faculty Council) **SD9-2**

Achieve and maintain competitive salaries for faculty. (Committee on Faculty Compensation and Development) **SD9-3**

Establish an Emerging Scholars Lectureship (one-year postdoctoral fellowship extendable to two years) aimed at increasing diversity of faculty. (Common Ground Diversity Committee, Faculty Council) **SD1-4, SD9-4**

Develop and fund specific initiatives to increase the hiring and retention of faculty of color across departments and programs. (Common Ground Diversity Committee) **SD1-4**

Enhance hiring and retention efforts for minority and women faculty members.

- Build and sustain cross-departmental cohorts for new hires to enhance peer networking and support.
- Structure incentives and opportunities for newly tenured faculty members to invest in Smith through leadership seminars and other means.
- Educate and empower senior faculty members to be strong members and diversity advocates within departments.
- Monitor and measure the implementation of recommendation about diversity more frequently and systematically.
- Create a more cohesive cohort of Mendenhall and Mellon fellows and provide practical job readiness development opportunities.
- Provide funds for search committee chairs to travel to national meetings of professional organizations for under-represented groups to meet potential candidates, to increase the visibility of Smith to those candidates, and to familiarize themselves with fields of research in which under-represented scholars are working.
- Provide funding for new chairs and members of the Committee on Academic Priorities to attend the annual Keeping Our Faculties conference at the University of Minnesota.
- Place greater emphasis on diversity in evaluating position requests, beginning with the Committee on Academic Priorities review.

- Establish a category of Picker fellowships for curricular development focused on course content about under-represented groups and for developing pedagogical strategies to serve these learners more effectively.
- Host regional symposia for other top liberal arts colleges to develop and share teaching strategies and curricular materials on each aspect of diversity: socioeconomic, racial and ethnic, sexuality, and learning disabilities. (Martha Ackelsberg, Naomi Miller, Kate Queeney, Susan Van Dyne) **SD9-5**

Technology

Develop student technology assistance program, matching students with faculty in the area of their academic majors to collaborate on exploring the use of technology to improve teaching and learning. (Tom Laughner) **SD9-6**

Establish Smith Digital Initiative to explore how emerging technologies can be used by faculty and students to enhance teaching and learning. (Tom Laughner) **SD9-6**

Establish a Virtual Learning Commons to provide students and teachers with a digital environment that facilitates the creation, management, discovery, and sharing of many modes of digital content that can be used for teaching, learning, and research. (Tom Laughner, Joanne Cannon Carlson, Elise Lanzi, Chris Loring) **SD9-7**

Develop incubator spaces where we can experiment with the relationship between space, furniture, and technology. (Chris Loring, Tom Laughner) **SD9-8**

Review the current decentralized model for Website development and maintenance as part of the planning process, considering a move to a more centralized support model. (Herb Nickles / Committee on Administrative Technology Systems) **SD9-9**

Establish administrative technology innovation fund to explore emerging technologies, assessing their value prior to making long-term commitments to new technologies. (Herb Nickles) **SD9-9**

Explore how other colleges and universities have developed effective administrative reporting strategies within the Banner environment. (Richard Myers / Committee on Administrative Technology Systems) **SD9-10**

Facilities

Initiate a comprehensive study of the configuration of learning spaces that encourage faculty-student interaction and student-student interaction and collaboration. (Chris Loring, Tom Laughner) **SD9-8**

Create classroom spaces that are responsive to current teaching and learning and incorporate flexibility of design to permit future innovation and change. (Chris Loring, Tom Laughner) **SD9-8**

Other

Explore opportunities for junior year using the Five College Consortium, including speakers, social events, etc. (Margaret Bruzelius / Committee on the Junior Year Experience) **SD1-2**

Offer workshops for parents at orientation to provide them with more information about what happens at Smith. Consider assigning a staff member responsibility for coordinating current offerings and information for parents. (Sid Dalby) **SD7-1**

Create a meeting, workshop, and retreat space in the former living room of the Lyman estate for use by the college community. (Martha Lees) **SD6-13**

Implement landscape plan for Fort Hill designed by Smith students in 2006. (Martha Lees) **SD6-13**

Provide enhanced training for managers on the availability of data in their areas, reporting strategies that are planning-related as well as operational, and how to translate management questions into report requests and analysis. (Richard Myers / Committee on Administrative Technology Systems) **SD9-10**

Make more and better use of comparative information collected through COFHE and other relationships, including possible creation of briefing books of most relevant and provocative information for senior administrators, trustees, and selected committees. (Richard Myers) **SD9-10**