Smith College
Northampton, MA 01063

The Smith Design for Learning &
State of the College
August 31, 2012

The Fifth-Year Report
Prepared for the
Commission on Institutions of Higher Education
New England Association of Schools and Colleges, Inc.
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Introduction

The Fifth-Year Report is based on The Smith Design for Learning: A Plan to Reimagine a Liberal Arts Education, (www.smith.edu/giving/docs/SmithDesign-0807.pdf), the 10-year strategic plan developed in 2006–07 in anticipation of the 2007 NEASC decennial review. The college’s Committee on Mission and Priorities reviewed The Smith Design, discussed progress on implementation since 2007 and reaffirmed the plan in spring 2012. Preparations for this report were integrated into the existing work of the college; administrative FTEs were not added to conduct the work. The associate dean of the faculty and the executive director of institutional research served as liaisons to NEASC and attended NEASC workshops throughout the 2011–12 year. Senior administrators who oversee all college operations and serve as the president’s cabinet reviewed their work over the past five years, prepared their narrative responses to the Standards and filled out their data forms in collaboration with the Office of Institutional Research (IR) (see Organizational Chart, Appendix A). The executive director of IR, in collaboration with the provost, worked with the chairs and directors of select departments and programs to embed systems of assessment into their decennial and midterm review processes and other departmental/programmatic work. These academic areas will serve as models for the remaining departments and programs on how to assess student learning, with the goal of embedding assessment outcomes into all academic areas by August 2017, the date of the next decennial review. The provost presented updates to and sought feedback from senior administrators as well as major college committees and the board of trustees. The president and provost, in collaboration with major campus committees, senior administrators, and directors of academic centers, updated the strategic plan and identified initiatives for the next five years. Finally, the provost, in collaboration with the associate dean of the faculty and the executive director of IR, reviewed and finalized the Fifth-Year Report for submission in August 2012.

The following people were involved in the preparation of the Fifth-Year Report:

- **Senior Administrators (2011-12)**
  - Carol T. Christ, President
  - Marilyn R. Schuster, Provost & Dean of the Faculty
  - Maureen A. Mahoney, Dean of the College & VP of Campus Life
  - Ruth Constantine, VP of Finance and Administration
  - Patricia Jackson, VP for Development
  - Laurie Fenlason, VP for Public Affairs
  - David Gregory, Chief Information Officer

- **Senior Staff (2011-12)**
  - John Davis, Associate Provost & Dean for Academic Development
  - Danielle Carr Ramdath, Associate Dean of the Faculty
  - John Shenette, Associate VP of Facilities Management
  - David DeSwert, Associate VP of Financial Planning
  - Cate Rowen, Executive Director of Institutional Research
    - Minh Ly, Assistant Director of Educational Assessment
    - Kathleen Foley, Assistant Director of Institutional Research and Educational Assessment
  - Chris Loring, Director of Libraries
  - Sam Masinter, Director of College Relations
  - Laura Smiarowski, Controller
  - Rebecca Lindsey, Assistant to the President and Secretary to the Board of Trustees

Questions concerning the report can be sent to Danielle Carr Ramdath, Associate Dean of the Faculty.
Institutional Overview

Founded in 1871, Smith opened its doors in 1875 with 14 students. Smith is now the largest private women’s liberal arts college in the United States, with students from every state and 60 countries. Led by President Carol T. Christ since 2002, Smith remains committed to the education of women at the undergraduate level and admits both men and women at the graduate level. An independent, nondenominational college, Smith enrolls about 2,850 undergraduate students (2,600 on campus in Northampton, Massachusetts, and 250 studying abroad) and 100 graduate students annually.

With a core faculty of 285 members, Smith offers more than 1,000 courses in over 50 areas of study in the social sciences and history, the arts, languages, literature, mathematics, the natural sciences and engineering. Since 1970, Smith has offered an open undergraduate curriculum, free of distribution requirements. Undergraduate students are required to declare a major to ensure depth to their studies, and they must take at least half of their credits (64 of the total 128 required for graduation) outside the major department or program to guarantee breadth. Each incoming student is assigned a faculty member to serve as academic adviser, and each student chooses a major adviser by the end of her sophomore year. Students, in consultation with their advisers, are expected to select a curriculum that engages with cultures other than their own and fosters critical skills in writing, public speaking and quantitative reasoning. As the following report indicates, prompted by The Smith Design for Learning, the faculty established programs over the last five years that move beyond the model of breadth and depth toward a model of depth and integration for the liberal arts. Initiatives such as Liberal Arts Advising and the Concentrations, described in Standard 4, create more opportunities for students to be intentional about their course selections as well as their learning outside of the classroom, to build coherence in their courses outside the major and to reflect frequently on the ways they design their Smith education with the help of their advisers.

On campus, undergraduate students live in 43 self-governing houses that accommodate between 12 and 102 students. Off campus, nearly half of Smith juniors study abroad, participating in Smith’s programs in Florence, Geneva, Hamburg and Paris; in consortial programs in Spain, Mexico, Japan and China; or in other programs in Europe, Africa, Asia, Latin America and English-speaking countries in both hemispheres.

Smith also enrolls men and women in graduate programs leading to the degrees of master of arts in teaching (elementary, middle or high school), master of fine arts in dance, master of fine arts in theatre, master of education of the deaf, master of science in biological sciences, master of science in exercise and sport studies, and master and Ph.D. in social work. Smith also offers two certificate programs: the diploma in American studies and the mathematics post-baccalaureate program. Individuals may also enroll as non-degree students by registering for one or more courses.

Smith College is a member of the Five College Consortium (www.fivecolleges.edu). Incorporated in 1965, Five Colleges, Incorporated, is one of the oldest and most highly regarded consortia in American higher education. Its members are four private liberal arts colleges (Amherst, Hampshire, Mount Holyoke and Smith) and the University of Massachusetts at Amherst (UMass). Cooperative arrangements give faculty and students access to resources, facilities and courses for credit on all five campuses. In addition, fare-free buses provide transportation day and night. Participation in the Five Colleges expands Smith’s offerings fivefold; Smith undergraduates may choose from more than 5,000 undergraduate course offerings a year. Collaborative academic programs include formally organized departments in astronomy and dance; supervised independent and mentored language
programs; and Five College certificate programs, which are comparable to a minor. The consortium also connects students, faculty and staff to a larger community of 30,000 students and hundreds of social and cultural events.

In the last two years, in response to an invitation by the provost of the University of Massachusetts and in line with the 2010–11 Smith exercise in strategic thinking called the Futures Initiative (see Standard 3 and Appendix B), Smith has worked with the university to establish accelerated 4+1 MA programs that allow Smith students to begin graduate work while they are undergraduates and to complete the degree within one year after graduation from Smith, instead of the usual two years. The new programs are described in Standard 4.
Areas for Special Emphasis

In response to the 2007 decennial, NEASC officials identified four areas for special emphasis for the Fifth-Year Report. The areas of special emphasis along with a brief update follow. Details about the college’s attention to assessment, faculty restructuring, integration of academic and student life, and the financial impact of implementing The Smith Design are included in the standards narratives and in the section titled “Institutional Plans—the Next Five Years.”

1. Developing and using direct measures of student performance that meet the college’s goals for student learning and inform appropriate decisions

Update: Smith’s work to develop and use direct measures of student performance is described fully in the Assessment, Retention and Student Success section of this report, beginning on page 51.

2. Achieving the faculty restructuring and reduction goals, and assessing the impact of these on implementing The Smith Design for Learning

Update: Over the past five years, the provost and dean of the faculty, in collaboration with the Committee on Academic Priorities, reduced the size of the faculty twice, the most recent reduction having taken place during the 2009–10 academic year (the reduction process is described on page 16 in the narrative for Standard 4: The Academic Program and on page 20 in the narrative for Standard 5: The Faculty). To date, the faculty reductions have not impeded the college’s ability to launch key strategic initiatives (see pages 16-17 in the narrative for Standard 4: The Academic Program and the section on Institutional Plans: the Next Five Years on page 70). The Committee on Academic Priorities will continue to monitor the effects of the reductions on implementing The Smith Design for Learning.

3. Achieving its goals for closer integration of academic and student life

Update: The integration of academic and student life has increased greatly through the establishment of the Center for Work and Life (see page 25 of the narrative for Standard 6: Students and Appendix F). In addition, faculty-student advising has been restructured so that students reflect on their academic and student life experiences (see page 14 in the narrative for Standard 4: The Academic Program and page 25 in the narrative for Standard 6: Students). Finally, two curricular initiatives showcase the integration of course work and experiential learning: Concentrations, which enable students to count co-curricular activities toward academic work, and Global Engagement Seminars, which afford students the opportunity to integrate their experiences abroad with academic work (see pages 14-15 in the narrative for Standard 4: The Academic Program and Appendix D).

4. Monitoring the financial impact of implementing the new Smith Design for Learning, with attention to issues of cost and priority setting

Update: Monitoring the financial impact of implementing the strategic plan as well as the college’s response to the financial downturn are described in the narrative for Standard 9: Financial Resources, beginning on page 38.
Narratives for Standards

1. **Mission and Purpose**

In 2006–07, the trustees and faculty approved the following mission statement and set of core values for the college:

**Mission**

*Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society’s challenges.*

**Values**

- Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.
- Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.
- Smith educates women to understand the complexity of human history and the variety of the world’s cultures through engagement with social, political, aesthetic and scientific issues.
- Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.

Following extensive board discussions and an all-college faculty retreat in response to the economic downturn, President Christ reaffirmed Smith’s mission as a liberal arts college for women and its commitment to women’s education at a faculty meeting in the fall of 2009:

In the August 23rd issue of the *New York Times Magazine*, Nicholas Kristof argued that women’s rights are the defining cause of our time. He quoted the Chinese proverb: “Women hold up half the sky.” He continued, “Yet that’s mostly an aspiration: in a large slice of the world, girls are uneducated and women marginalized, and it’s not an accident that those same countries are disproportionately mired in poverty and driven by fundamentalism and chaos.” He pointed to the growing recognition on the part of government, NGOs, and business that focusing on women and girls is the most powerful way to fight poverty and extremism. “Women and girls aren’t the problem; they’re the solution.”

Making progress in addressing this gender gap will require well-educated women from many nationalities and socioeconomic backgrounds, globally educated and prepared to lead. What more appropriate institution of higher education to take on this challenge than a woman’s college of Smith’s resources, distinction and history? It extends Sophia Smith’s vision to the 21st century—by education, to increase women’s power for good.

We have spent considerable time as a board on the distinction, the value added, of a women’s liberal arts college. Some of Smith’s distinctive assets resemble those of other, co-educational liberal arts colleges—small classes, in which students get much individual attention and develop particular fluency in speaking and writing; a faculty whose primary focus of attention is undergraduate education; the opportunity to
take a broad range of small classes across the liberal arts; extensive extracurricular opportunities that develop leadership; and a residential community that educates students in citizenship. In addition, Smith’s identity as a women’s college gives particular value to the women who attend it. Smith’s graduates are exceptional and recognized as such in all fields of endeavor. Some people define this value as self-confidence: the important presence of women on the faculty and the administration, the many opportunities student organizations provide for leadership, the exclusive focus of men and women faculty on developing the minds and talents of women students combine to build unusual self-confidence that is a foundation for success.

This is true, but there is a more powerful definition of the value women’s liberal arts colleges provide their students. I believe that women’s colleges give their students a powerful sense of agency in their community that becomes a foundation for effective action and leadership. The World Economic Forum defines leadership in the following way: “True leadership is exemplified by those who are able to energize individuals and teams; empower, fertilize and build communities; and recognize and form the talent around them. They are the coaches, learners, teachers and mentors who demonstrate the discipline it takes to make changes to other people’s lives and to our world.” That vision of leadership is a vision of agency in community; it is one Smith offers.

The four strategic principles of The Smith Design for Learning are as follows:

- Strengthen essential student capacities
- Promote a culture of research, inquiry and discovery
- Prepare women for rewarding lives
- Establish the Smith Centers for Societal Leadership and Engagement

Over the last five years, the college has implemented these principles with a focus on Smith’s historic strengths in global engagement and women’s leadership. The narratives that follow provide details about the ways each sector of the college reset priorities, undertook new initiatives and integrated resources to give shape to the underlying principles of The Smith Design for Learning.
2. Planning and Evaluation

During the 2006–07 academic year, the college community decided to coordinate the strategic planning process and its institutional assessment schedule with the NEASC decennial and midterm review. This year, college officials are using the Fifth-Year Report process as the occasion to determine the institutional effectiveness of the implementation of the strategic plan, The Smith Design.

Over the past five years, the college used established groups and standing committees to prepare short-term plans, oversee the implementation of initiatives and respond to financial requests guided by the principles identified by The Smith Design.

The established groups and standing committees are the following:

- The president’s cabinet is composed of senior administrators who oversee all areas of the college: the provost and dean of the faculty, the dean of the college and vice president of campus life, the vice president for finance and administration, the vice president for development, the chief information officer, and the vice president for public affairs. Because the president and senior administrators are responsible for the implementation and evaluation of all campus planning efforts, they meet weekly to coordinate efforts and maintain effective lines of communication. In addition, the president and senior administrators respond to concerns and requests that may come up through Faculty Council and Staff Council, two organizations that enable faculty and staff, respectively, to communicate directly with the administration. The president also meets with senior staff members twice per semester to provide updates on current work (senior staff members are the direct reports to senior administrators).

- The president chairs the Committee on Mission and Priorities (CMP), whose mandate is to advise the president on long-range planning for the financial, human and physical resources of the college. During their monthly meeting, members of CMP review proposals for major new projects and initiatives, assess progress in achieving the goals of current initiatives, and recommend priorities for the allocation and reallocation of resources. Last spring, CMP reaffirmed the strategic plan for the next five years.

- The president also chairs the Advisory Committee on Resource Allocation (ACRA), which consists of the president, the vice president for finance and administration, the provost and dean of the faculty, the associate provost and dean for academic development, the dean of the college, the budget director, two members of the college administration or staff appointed by the president, one representative appointed by Staff Council, the members of Faculty Council, and the president of the Student Government Association. ACRA advises the president on matters related to the budget and financial planning for the College.

- The provost and dean of the faculty chairs the Committee on Academic Priorities (CAP), whose mandate is to establish the educational and curricular priorities of the college and engage in systematic, long-range curricular planning. Through decennial and midterm reviews, members of CAP also assess departments and programs to ensure that they continue to contribute to the academic priorities of the college. In addition, the provost and dean of the faculty consults with CAP about plans and decisions regarding faculty appointments. CAP members meet every two weeks to conduct their business during the academic year. The provost also meets monthly with chairs and directors of academic departments and
programs to provide updates on current work as well as learn from them about new initiatives and programs.

Since the 2007 decennial review, the office of **Institutional Research (IR)** has been stabilized through the following new hires: an assistant director for assessment, an assistant director for institutional research and an associate director of analytics. The executive director of IR reports directly to the provost and dean of the faculty and also works closely with the dean of the college to monitor student success and retention. IR staff members derive relevant information from the college’s student and alumnae data systems as well as survey research to generate new data that inform enrollment management, assessment of student outcomes, institutional effectiveness, academic planning and executive decision making. The IR office disseminates information internally on a regular basis via a student fact book and survey research reports.

In fall 2008, the provost and dean of the faculty created the **Assessment Subcommittee of CAP**, whose charge is to track the progress toward and achievement of the goals and objectives set forth in strategic principles I and II of *The Smith Design for Learning* (see Standard 1). The Assessment Subcommittee has been instrumental in assessing student learning outcomes, specifically in the areas of writing and quantitative skills. Additional details can be found in the assessment section of this report.

As part of the overall Information Technology Services Strategic Plan, the college has dedicated significant resources to implement a **business intelligence (BI)** system to facilitate extraction and analysis information from the Banner Enterprise Resource Planning system for use in management decisions. Two BI developers were hired in Administrative Technology and will work with the associate director of analytics in the Office of Institutional Research. More details of this initiative can be found in the narrative for Standard 8.
3. Organization and Governance

Since the 2007 Report of the Evaluation Team, the college has taken significant steps in the area of organization and governance. As the board shapes the strategic trajectory of the college, it does so in consultation with faculty leaders and with relevant data and benchmarking as a basis for meeting its governance responsibilities. Over the past few years, there has been an increased transparency in decision making.

The president and the board of trustees have forged strong links between the board and key campus committees composed of faculty, staff and students. In 2010–11, some 60 trustees, faculty, staff and students undertook a strategic thinking project known as the Futures Initiative (see Appendix B or www.smith.edu/docs/president/FuturesInitiative.pdf). The collective endeavor drew its participants from the senior leadership of the campus, those groups and committees charged most directly with advancing the mission, priorities and long-term strength of the college. The goal was to learn about the new realities facing higher education and to develop a framework to guide the college in facing risks and developing opportunities in the coming decades. The Futures Initiative identified four areas as particularly critical to strengthening Smith’s position in the landscape of higher education. (Campus committees are currently researching the most promising ideas, evaluating implications for the college, including estimated budget, potential revenue, and workload.) An important achievement of the Futures Initiative is that trustees, faculty and staff worked together as a team, resulting in true collaboration and enhanced communication around issues of strategic importance to the college. The Futures Initiative collaboration was so well received by trustees and faculty that during the 2012–13 academic year, there are plans for trustees and faculty to meet together on the topic of financial planning. By working collaboratively on budget structure and discussing trade-offs in an open and candid manner, the board and faculty will continue to foster respect for each other.

From 2007 to 2011, Smith commissioned a series of reports to study the issues concerning alumnae engagement, alumnae communications and the use of technology in constituent engagement. A major organizational change related to alumnae communications was instituted in January 2012, when the Alumnae Association’s communications team and the Office of College Relations merged to create a unified communications group, reporting to the vice president for public affairs. A unified approach to communications presents a number of exciting opportunities. Specifically, the transition makes it easier to collaborate, align, integrate and leverage resources to produce consistent messaging and integrated communications for Smith. The goal is to ensure that all the great content currently produced by both the Alumnae Association and the Office of College Relations reaches as many constituencies as possible across multiple platforms, including digital, social media and print.

During 2011–12, an Alumnae Engagement Task Force, composed equally of members of the board of trustees and members of the Alumnae Association (AASC) Board of Directors, undertook an alumnae engagement strategic plan. The resulting strategic plan, which involved benchmarking data and an analysis of core priorities, was presented to both the board of trustees and the AASC Board of Directors in May 2012. The AASC is currently involved in a governance review; the report of its recommendations will be presented to the board of trustees in October 2012. As the AASC (a separate 501(c)(3) charitable organization) completes its governance review, the board of trustees and AASC Board of Directors continue to work collaboratively and with the best interests of the college always at the forefront. It is anticipated that the results of any organizational restructuring will be accomplished without political rancor.
During the past five years, the board of trustees has responded in a proactive fashion to specific occurrences and broader trends in higher education. For example, the Audit Committee has taken the lead in discussing enterprise risk management. Each board committee has reviewed its responsibilities in regard to risk management, and individual committee charges have been updated to address these. The Trustee Governance Committee has developed written procedures regarding performance assessment and compensation of the president and senior administrators. Another example is that the board appointed a limited-term Information Technology Working Group, composed of trustees and staff, to consider our information technology needs in light of the critical and changing role of technology both in the classroom and in support of administrative functions.

Of greatest significance, the board of trustees has launched a search for Smith’s 11th president, to succeed Carol T. Christ when she completes her term in June 2013. The presidential search committee’s charge is to recommend to the board a candidate of significant professional and personal accomplishment, an individual whose vision and leadership will sustain the college as a premier institution of higher education in the 21st century. The twelve-member search committee is composed of seven trustees, three faculty members, one staff member and one student. Open forums and meetings have been held to seek input and engagement from the community regarding the opportunities and challenges facing Smith and the qualities of leadership we should seek in our next president. In addition, the committee has solicited nominations and input from members of the broader community via a presidential search website.

During the last several years, Faculty Council has held open meetings with faculty prior to each of its meetings with the Executive Committee of the Board of Trustees in order to bring an accurate portrait of faculty concerns and ideas to the board. In 2011–2012, Faculty Council added an informational component to provide background to the faculty about the structure of the college budget and long-term financial planning at the college. Faculty Council meets annually with the elected members of faculty committees to discuss ongoing business and to ensure that committees are aware of each other’s work. In addition, the council focuses each year on a problem or issue of timely concern, conducting research, meeting with groups of faculty, and, when possible, making recommendations on the basis of its findings. In 2009–10, the council addressed the role and working conditions of emeritus faculty; the next year, the council looked into faculty workloads and devoted substantial time to participation in the Futures Initiative, the joint faculty-trustee-administration exercise in strategic thinking described above; in 2011–12, the council has undertaken an examination of the college’s Code of Faculty Legislation and Administrative Practice—especially the structures, membership, and mandates of elected and appointed committees—and has explored with Staff Council ways to improve faculty-staff communication.

When the next president arrives on campus, we are confident that the organizational structure will be in place to provide expertise and support to the new leader.

Discussions among the members of the Committee on Tenure and Promotion beginning in 2010 led to proposals for changes in the Policy of Appointment, Reappointment, Promotion and Tenure, which were thoroughly discussed by the faculty as a whole and passed in the spring of 2012. The changes streamline procedures and update sections that are out of date with current practice and needs. Changes also give interdisciplinary programs a stronger role in the evaluation of faculty members who contribute to the programs but whose positions are located within departments. A new section sets procedures for making joint appointments within Smith or between Smith and Five College partners and also allows for fixed-term joint appointments to permit greater flexibility in staffing as the curriculum evolves in response to changes in the organization of knowledge, in faculty interests and in student demand.
4. The Academic Program

The NEASC response to the 2007 decennial review urged the college to implement initiatives imagined in The Smith Design: emphasize essential capacities (see Appendix C), create greater coherence in the curriculum, establish a quantitative learning center, and implement the program called Achieving Excellence in Math, Engineering and Science (AEMES) to support underrepresented minority students and first-generation students for success in math and science. These and other ideas were just beginning to take shape. The external report also signaled concerns and challenges that emerged in the review process, particularly in relation to the open curriculum; reviewers were concerned that the many curricular and co-curricular activities available at Smith could lead to a centrifugal dispersal of resources and a lack of academic coherence.

The economic downturn in 2008–09 delayed implementation of the Smith Design, but in 2009–10, the faculty participated in two major efforts that have had a long-range effect on the academic program: a summer 2009 study group focused on The Smith Design, and a yearlong effort to realize a trustee mandate to reduce the size of the faculty (described in Standard 5).

Reimagining the Liberal Arts
In summer 2009, a group of faculty members and deans worked together to review current studies of higher education in the United States1 and to develop initiatives that would realize the vision and goals of The Smith Design, and build on Smith’s commitment to global engagement and women’s leadership as features of a Smith education.

The group asked: How can we help students navigate the curriculum? develop their own sense of agency? How can we account for the fast-paced changes in what we know and how we know it brought on by technology and globalization? How can we make more explicit links between a Smith education and the career aspirations of our students? The traditional liberal arts curriculum has been defined by depth (through the choice of a major) and breadth (achieved at Smith through advising and a requirement to take courses in seven traditional fields of study to be eligible for Latin honors). The literature on higher education and The Smith Design pointed to a somewhat different model. Depth through the major continues to make sense, but integration of learning is a better principle than breadth. Integration recognizes the growth of interdisciplinarity and requires more active engagement on the part of students as they plan their program and reflect on the connections (intended and discovered) among their courses and experiences. Using this model, we defined initiatives based on ideas generated by the faculty in The Smith Design and on a renewed commitment to global engagement and women’s leadership as features of a Smith education.

What emerged were initiatives that enable each student to develop her own Smith design for learning by

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1 Readings included The Smith Design for Learning; Gerald Graff, Clueless in Academe: How Schooling Obscures the Life of the Mind; Derek Bok, Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More; Richard J. Light, Making the Most of College: Students Speak Their Minds; Peter N. Stearns, Educating Global Citizens in Colleges and Universities: Challenges and Opportunities; “College Learning for the New Global Century,” known as the LEAP report; articles from Inside Higher Education, The Chronicle of Higher Education, the New York Times, and other sources on global education, leadership and the future of the liberal arts.
integrating the many sources of learning offered by Smith: the classroom, internships, service learning, study abroad, co-curricular activities, athletics, and life in the residential houses, to name only a few. The most salient of these curricular initiatives are Liberal Arts Advising, Concentrations and Global Engagement Seminars.

**Liberal Arts Advising**

In 2007, we recognized the need for improved advising and for greater structure in the first two years of a student’s education at Smith before the choice of the major. The system we had in place, pre-major advising, had served us well but placed too much emphasis on the choice of the major, a concern that already dominates student thinking. A three-year pilot of Liberal Arts Advising (LAA) will be fully implemented in 2012–13. LAA involves more training of faculty advisers, requires more meetings with advisees—individually, in groups, and in combined groups of advisers and advisees—and establishes a framework that enhances conversations between faculty members and students in their first two years and places emphasis on the whole of a student’s educational experience rather than on the choice of a major or the choice of individual courses. The “essential student capacities” outlined in The Smith Design (and detailed in Appendix C) are used to help students set goals that can be realized through many different courses. An e-portfolio serves not only as a medium for exchange between adviser and advisee but also as a place for students to reflect on their education and post examples of work that illustrate progress toward personal goals and those set by the college. Some awkwardness with the mechanics of the e-portfolio need to be addressed as we move forward, but the questions that inform the advising conversations have proven to be very effective. Another issue we need to address is whether to maintain the expectation that all faculty members should participate in LAA as well as major advising. Would it be more effective to have a designated corps of LAA advisers sufficiently large to keep the number of advisees at about nine per faculty member?

**Concentrations**

Concentrations began as a strategy for integrating work beyond the major. The idea originated as an effort to create “intellectual clusters” in a grant from the Mellon Foundation (September 2007). Since then, the idea has captured the imagination of faculty members and students and led to the more ambitious initiative called Concentrations (see Appendix D). Concentrations have proven to be a successful way to incorporate experiential learning, particularly internships, into the curriculum; to leverage existing programs, such as Praxis, an internship-supporting program (see Appendix E); and to integrate distinctive Smith resources, such as the Museum of Art, the Sophia Smith Collection and College Archives, the Mortimer Rare Book Room, the new integrative Centers for Engagement, Learning and Leadership (the Center for the Environment, Ecological Design and Sustainability; the Global Studies Center; the Center for Community Collaboration and the Center for Work and Life) and the Poetry Center. The internships and course work enhance and build on each other, and the projects students pursue in the capstone courses capitalize on what they have learned in their internships. Many of the Concentrations require students to present their capstone project during Celebrating Collaborations, a campus-wide event held every spring (see Appendix G).

In addition, Concentrations allow students to explore career choices. An unanticipated benefit of the model is that they have provided an important locus for faculty and staff development through workshops and seminars that give faculty and staff an opportunity to explore potential Concentration topics together.

Concentrations are defined by the following elements, interpreted in various formats by the faculty:

- Focus on an interdisciplinary topic
- A gateway course
• A group of four or five courses in the curriculum, chosen with an adviser to provide a multidisciplinary approach to the central topic
• One or two practical, hands-on learning experiences, such as internships, service learning and independent research
• A capstone experience
• Admission through an application process: up to 15 students per class year for each Concentration
• Governance by an advisory committee with a director or codirectors
• Ideally, a link to a unique Smith resource, such as the Smith Museum of Art, the Sophia Smith Collection, the Mortimer Rare Book Room or one of the Centers for Engagement, Learning and Leadership
• Review by the provost in consultation with CAP every five years to determine if the Concentration continues to meet a curricular need and can be supported by faculty and other resources

The two pilot Concentrations were Museums (www.smith.edu/museums) and Archives (www.smith.edu/archives). After a three-year pilot stage, the faculty adopted the model in December 2010. A total of 10 Concentrations have now been approved by the faculty; in addition to Museums and Archives, faculty members have developed Concentrations in Biomathematical Science, Poetry, Buddhist Studies, South Asia, Book Studies, Sustainable Food, Community Engagement and Social Change and Global Financial Institutions. This spring, the student Curriculum Committee proposed three more, and faculty groups are also developing other ideas. A side benefit of this initiative is that it has invigorated faculty members in the humanities and the arts who had felt the effect of two rounds of cuts to the faculty more severely than other divisions. A concern going forward will be determining how many Concentrations can be sustained in the long term by the faculty.

Global Engagement Seminars
A pilot program for Global Engagement Seminars (GES) began in the summer of 2011. The goal of the program is to create an intensive, short-term study-away opportunity for students at either an international site or a site within the United States where they can study comparative cultures. The components are as follows:

• Students participate in a three- to four-week intensive summer seminar in a site away from campus taught by two faculty members from different disciplines about an interdisciplinary topic.
• Faculty members select up to 10 students, preferably rising juniors and seniors.
• The seminar is followed by an internship or service-learning experience developed with partners on-site; students use their Praxis funds.
• Students present a reflection on the seminar and internship at the Smith in the World conference (formerly Smith Elects the World) the following fall.

Two seminars took place in 2011: Costa Rica at a Crossroads: Globalization and Sustainability in Costa Rica, taught by faculty members from the government and geosciences departments; and Jerusalem: A Contested Sacred and Political Space, taught by faculty members from the Jewish Studies program and the government department. A third was added in 2012: From Labyrinth to Parthenon: Greek Myth and History in Their Geological Context, taught by faculty members from the classics and geosciences departments. In the future, two seminars can be supported each summer. A new seminar—Federico García Lorca, Hidden and Revealed: An Itinerary of Life—will take place in Spain in 2013, taught by professors from the Spanish and Portuguese and theatre departments. Other proposals in the works include a seminar in New Orleans taught by a French professor, and another in New York City on educational policy and practice in inner-city schools. The GES program is overseen by the Global Studies Center.
Centers for Engagement, Learning and Leadership
Four Centers for Engagement, Learning and Leadership were proposed in The Smith Design and discussed in the NEASC report of 2007. They were seen as a way to consolidate previously dispersed resources that shared common goals and to provide an additional asset for the curriculum and research for students, faculty and staff. Virtual in 2007, they now occupy real spaces: the Global Studies Center (GSC), the Center for the Environment, Ecological Design and Sustainability (CEEDS), the Center for Community Collaboration (CCC) and the Center for Work and Life (CWL) (see Appendix F). The first three are in close proximity to one another and to the Poetry Center, further facilitating collaboration among them. The centers have been an effective means of integrating existing entities and of sponsoring new initiatives (such as Concentrations and the Global Engagement Seminars). The Kahn Liberal Arts Institute (www.smith.edu/kahninstitute), established after the 1997 NEASC review, has worked with the centers on research-related projects. Each center incorporates opportunities for global engagement and leadership for both students and faculty.

Impact of the reduction of the faculty on the academic program
As the 2007 report indicated, the college was implementing at that time a decision to reduce the size of the faculty to offset the considerable growth it experienced between 1995 and 2003. Just as that reduction was clarified, the 2008 downturn led to another mandate to develop a faculty reduction plan to be realized by 2016 (see description in Standard 5). During the 2009–10 academic year, the provost worked with the Committee on Academic Priorities (six elected faculty members and four deans) to develop a plan to reduce the number of core faculty positions (tenure track or long-term lecturers) to arrive at a fixed faculty size of 272 core FTEs. CAP considered detailed longitudinal data on staffing, enrollments, majors, and trends in enrollment, bearing in mind cuts that were made in the last round.

The faculty members on CAP interviewed 31 of the 41 programs and departments that have staffing. Between the end of January and mid-March, they reported the results of these conversations to the deans on the committee. As part of its deliberations, the committee considered the curricular priorities of The Smith Design. Ultimately, the committee, the deans and the president agreed on a cut of 13.5 FTEs from a total of 17 departments and programs. With two exceptions, the cuts were to be taken at the first vacancy created by retirements or resignations in the designated departments. A number of the cuts were partial (0.5 instead of 1.0 FTE) to encourage joint appointments within the college or between Smith and one of the other members of the Five College Consortium. At this point, of the 13.5 cuts proposed to occur before 2016, 9.5 have been realized or will be realized by confirmed retirements.

As mentioned in Standard 3, the Committee on Tenure and Promotion proposed changes to the Policy of Appointment, Reappointment, Promotion, and Tenure to clarify and facilitate joint appointments and affiliations between departments and programs (affiliations do not involve splitting an FTE but support collaboration on a temporary or permanent basis). The faculty approved the changes in spring 2012.

The departments in the humanities were the most deeply affected by the reduction plan because of a steady shift in student enrollments and majors from the humanities to the sciences and engineering in the last two decades.

The full effects of the reduction have not yet been felt, but we have taken steps to bridge staffing needs as we move forward. We have used postdoctoral fellowships and visiting assistant professorships as a way to support emerging fields, such as neuroscience and environmental science and policy, until vacancies become available for them to make viable staffing proposals.
Developments in the academic program since 2007

Undergraduate Curriculum
At present, there are 38 majors and 51 minors offered by 31 departments, 10 majors and 8 minors offered by major interdisciplinary programs, 17 minors offered by other interdisciplinary programs, 10 Concentrations, 1 Five College major and 15 Five College certificates in fields ranging from international relations to queer studies (see the full list in Appendix H). Since 2007, the faculty has approved a new major in environmental science and policy and has eliminated a minor (in anthropology, at the request of the department).

As Standard 8 indicates, the college has continued to invest heavily in science facilities with the construction of Ford Hall and the renovation of other science buildings. In addition, science faculty have developed a program called Achieving Excellence in Math, Engineering and Science (AEMES), which has just completed its fourth full year. Early studies show statistically significant gains for students who have participated in AEMES. The key features of the program are faculty and peer mentoring of incoming students from underresourced high schools (especially first-generation students and underrepresented minority students) who want to pursue careers in the sciences. We have begun discussions about how to adapt some of the lessons from AEMES to students in other areas of study.

As Standard 5 details, Smith continues to invest in faculty development to support excellence in research and teaching. We have often benefited from generous grants from the Mellon Foundation, made directly to Smith and in collaborative grants with other colleges. For many years we participated in a group called the Mellon 23, which sponsored faculty development workshops that brought together faculty members from several of the member campuses (sometimes extending beyond the membership) to work intensively on research or teaching. In June 2010, the deans recognized that the Mellon funding would end in another two years. Twenty-two of the deans decided to pool funds from their college budgets to continue to support the faculty workshops because they provided such an important opportunity. We rechristened the group AALAC (Association for the Advancement of Liberal Arts Colleges) and are considering the timing for inviting more colleges to join in the organization.

The requirement that all students take a writing intensive course in their first year has been strengthened by new standards set by a subcommittee on CAP. The First-Year Seminar Program is the primary means chosen by students to meet this requirement. Extensive faculty development on the teaching of writing and FYS is provided by workshops and opportunities for discussion throughout the year. Support services for students and faculty are provided by the Jacobson Center for Writing, Teaching and Learning (www.smith.edu/jacobsoncenter). The following table shows increased first-year student access to First-Year Seminars (FYS):

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2 Amherst, Barnard, Bryn Mawr, Carleton, Denison, DePauw, Furman, Grinnell, Haverford, Macalester, Middlebury, Oberlin, Pomona, Reed, Rhodes, Scripps, Smith, Swarthmore, Vassar, Wellesley, Wesleyan and Williams
**First-Year Seminars**
*2007–08 to 2011–12*

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<tbody>
<tr>
<td>Number of FYS</td>
<td>23</td>
<td>34</td>
<td>31</td>
<td>31</td>
<td>28</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>318</td>
<td>464</td>
<td>415</td>
<td>428</td>
<td>447</td>
</tr>
<tr>
<td>Total # of entering first-year students</td>
<td>656</td>
<td>643</td>
<td>665</td>
<td>631</td>
<td>694</td>
</tr>
<tr>
<td>Percentage of entering first-year students enrolled in FYS</td>
<td>48</td>
<td>72</td>
<td>67</td>
<td>68</td>
<td>64</td>
</tr>
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*Inaugural director of First-Year Seminar Program appointed for a four-year term

Rather than press for a quantitative-reasoning requirement, we chose to create the robust Spinelli Center for Quantitative Learning (www.smith.edu/qlc) to support individual students and courses. We also developed a quantitative skills test through a Teagle grant with Spelman College for incoming students and seniors (discussed in the essay on assessment following the standards narratives. The quantitative skills test is in an attempt to better identify how to address the goal that all students improve quantitative skills and reasoning. The Liberal Arts Advising system also addresses this goal.

In 2009, we founded the Sherrerd Center for Teaching and Learning for faculty development in pedagogy (www.smith.edu/sherrerdcenter) to provide extensive faculty development opportunities to improve teaching, incorporate educational technology and discuss theories of learning. The center also oversees a faculty mentoring plan for new faculty members and extends new faculty orientation throughout the year.

**Graduate and Certificate Programs**
Following CAP’s review and subsequent reduction of graduate programs during the 2006–07 academic year, Smith now offers master’s programs through the following five departments: Education and Child Study, Theatre, Dance, Biological Sciences, and Exercise and Sports Studies. The Department of Education and Child Study offers three programs that lead to a master of arts in teaching—elementary school, middle school and Project Coach (focus on urban education)—as well as a collaborative program with the Clarke Schools for Hearing and Speech, which leads to the master of education of the deaf. The Committee on Academic Priorities has incorporated the review of graduate programs into the decennial and midterm review process for departments and programs both to ensure that the master’s programs remain strong and to better determine the effects of graduate instruction on faculty workload.

The associate dean of the faculty serves as the director of graduate and certificate programs and works directly with the graduate advisers on admissions, curricular and co-curricular matters. Graduate students in all of the master’s programs except for the candidates in theatre assist faculty members in undergraduate instruction either through student teaching (education), laboratory work (biological sciences) or coaching/performance (exercise and sports studies and dance). In collaboration with their departmental chairs, graduate advisers prepare graduate students to teach during the summer months or through extensive orientations prior to the start of the academic year.
The School for Social Work (SSW), an independent institution affiliated with Smith College, offers a master’s and doctoral degree as well as continuing education courses for professionals. As a consequence of the 2007 decennial review, Smith has strengthened its curricular connections with SSW through a joint faculty hire and the creation of the Center for Community Collaboration. The School for Social Work is accredited by the Council on Social Work Education.

Smith offers two graduate certificate programs. One is the American Studies Diploma Program, which just celebrated its fiftieth anniversary. This is a one-year program in which international students study American society and culture. The other is the Center for Women in Mathematics Post-Baccalaureate Program, which was launched in 2007 and has been funded by the National Science Foundation to prepare women for graduate school.

New directions in graduate study
As a result of the “educational footprint” working group that grew out of the Futures Initiative, Smith is considering developing a post-baccalaureate program in clinical psychology that would build on the strengths of the psychology department and the School for Social Work. We are also considering a proposal to convert the American Studies (AMS) Diploma Program into a master’s degree in American studies. Faculty members are also considering accelerated options for existing Smith master’s degrees in teaching, biological sciences, exercise and sport studies.

An exciting development in response to an invitation from the provost at the University of Massachusetts and spurred by the Futures Initiative is the creation of partnerships with university departments to allow Smith students to pursue accelerated (4+1) master’s degrees in architecture, landscape architecture, sustainability science, public policy, neuroscience and behavior, statistics and linguistics. More agreements are being discussed.

Conclusion
Smith College continues to meet the standards set by NEASC for curricular oversight and assessment (see assessment essay). We are developing a more vigorous faculty-driven plan for the assessment of learning goals in preparation for 2017. The learning goals of departments and programs with majors are discussed in the decennial self-studies, followed by external visiting committees overseen by CAP. Mission statements and learning goals are published in the catalogue and on websites. The departments of chemistry, psychology, film studies and French are developing model assessment programs to help other departments consider what kinds of assessment would work best for them. We will use these models as a basis for discussion with department chairs and program directors beginning in 2012–13.
5. The Faculty

Our 2007 NEASC self-study described plans to restructure the size of the faculty, competitiveness in faculty compensation, the faculty workload, support for faculty development in teaching and research, demographics and the faculty life cycle, and administrative and technical staff support for academic programs. The report of the NEASC visiting team commented on each of these areas, noting two challenges in particular: articulating the faculty reduction plan and achieving goals in faculty compensation. We report here on the progress we have made in all of these areas since 2007.

Faculty Restructuring
At the time of the review, the college was implementing a decision to reduce the size of the faculty by 25 FTEs (exclusive of engineering) from its peak in 2003–04. Noting some campus anxiety about where the cuts would take place, the NEASC team urged the college to clarify the disposition of the final reductions. The Committee on Academic Priorities (CAP) took up this charge in 2007–08 and made recommendations to the president and provost as to the final eight FTEs not previously identified as reductions. In May 2008, the president and provost announced to the faculty the list of 10 departments and programs that would be reduced (4 of these by 0.5 FTE). Since then, most of these reductions have been realized through retirement or confirmed retirement commitments. As of June 30, 2012, 4.5 FTEs from this list remain on the faculty; three of these individuals have set their retirement dates.

Less than a year after these difficult decisions were made, the global financial crisis of 2008 necessitated a further reduction of the size of the faculty. In 2009, the Committee on Mission and Priorities (CMP) formulated a plan, endorsed by the board of trustees, that included a reduction to the faculty salary pool of $2.6 million, a cut of 6.2 percent. Much of this was accomplished by scaling back significantly on replacement and contingent faculty, as well as on some course support personnel. However, a cut of this magnitude also required another painful reduction of our core faculty numbers. Once again, CAP was asked to review the curriculum and make recommendations to the president and provost. In spring 2010, an additional set of reductions totaling 13.5 FTEs, affecting 17 departments and programs, was announced. Since then, most of these reductions have been realized through retirement or confirmed retirement commitments. As of June 30, 2012, 8 FTEs from this list remain on the faculty; five of these individuals have set their retirement dates.

When all of the announced reductions of 2008 and 2010 have been realized, Smith’s Division I (Arts and Humanities) will be most affected, as 68 percent of the cuts are in those areas. The remainder comes almost equally from Division II (Social Sciences and History) and Division III (Sciences and Mathematics). Despite this restructuring of the faculty, Smith will maintain a student-faculty ratio of 10:1. The full effect of these reductions will not be felt for several years, but having determined where they will take place, the college was able to emerge from a hiring freeze in 2009–10 and authorize 10 tenure-track searches in 2010–11 and 11 in 2011–12. These hires have already brought a welcome sense of renewal to the faculty. We anticipate conducting seven tenure-track searches in 2012–13, two of them shared Five College appointments.

Faculty Compensation
In the area of faculty compensation, the college has established a goal of ranking in the top quarter of our peer group of 15 liberal arts colleges. At the time of the NEASC review, we had fallen a good deal below that goal at all ranks, and in the years since, faculty salary increases have been allotted with a view toward strengthening our competitive position. We are pleased to report that we have significantly improved our relative position in our
peer group, coming close to achieving our goal in 2010–11 and maintaining that momentum in 2011–12. Presently, the average salaries of our professors and associate professors rank #5 in our peer group, and our assistant professor rank is #3. We will be apportioning salary increases in 2012–13 with a particular goal of improving our position at the rank of professor.

**Faculty Workload and Development**

At Smith, tenure-track faculty teach a 2/2+ load, with the “+” defined as advising and undertaking individual work with students. The NEASC report wondered if the “+” was “as robust as originally intended.” Since 2007, there have been several changes in the academic program that have shaped the teaching and advising that faculty regularly do outside of the classroom.

After a two-year pilot, the college is instituting a new Liberal Arts Advising program (see Standard 4) for all students in their first two years. This new program will require a different level of engagement by both faculty and students and will increase the number of occasions in a given semester when advisers and advisees meet to discuss students’ academic plans. Another major curricular innovation is the creation of academic Concentrations (see Standard 4 and Appendix D). Each Concentration requires a high degree of independent work by students, which might take the form of supervised internships, yearlong research projects, capstone projects or honors theses. These new opportunities for independent work join existing programs such as STRIDE, which pairs the most highly rated applicants with a faculty member to conduct research during their first two years (and which has grown from 49 students per class in 2007 to 63 students in 2012), and the smaller AEMES, described in Standard 4, which provides similar opportunities to 20 first-year students and 20 sophomores who have an interest in the sciences and come from underserved communities or high schools.

With these new faculty obligations must come increased support for teaching and research. The establishment of the Sherrerd Center for Teaching and Learning in 2009 created a faculty-run support structure for pedagogic development across the curriculum. Faculty now take advantage of a wide variety of seminars, Teaching Arts Lunches, and teaching circles organized by the Sherrerd Center. Other newly established centers, such as the Center for Community Collaboration and the Center for the Environment, Ecological Design and Sustainability, have begun their own programs of curricular development (see Appendix F). The college has also redesigned its course evaluation system. The new model, launched in 2011, provides considerably more qualitative data designed to aid faculty in improving their courses.

The Committee on Faculty Compensation and Development (CFCD) is the primary college resource for support of faculty research. In 2008, the provost’s office successfully advocated for a $50,000 supplement to the base budget of CFCD, an increase of 17 percent. This has enabled us to enhance our support of conference travel for faculty (now $1,200 annually) and basic research support ($3,500 annually). In the March, 2012, round of CFCD grants for summer research, we awarded $164,464—a record for the college. In addition, the provost’s office inaugurated a program this year to foster a shared intellectual community by encouraging faculty to present their research to departmental colleagues and celebrate with a festive dinner following each colloquium.

In the area of grants, Smith faculty also enjoy an enviable record of support by foundations and government agencies. In the decade ending in 2010, for example, Smith received more grant funding from the National Science Foundation (over $14 million) than any other elite liberal arts college in the nation. With such grants come federal indirect costs (IDCs), and in 2010 the college agreed to allocate a greater percentage of IDCs to direct support of faculty research (40% rather than the previous 25%). This change brings us more in line with many of our peer institutions. We have also increased the level of staff support for grant tracking and accounting.
To cultivate a culture of research and inquiry, the provost’s office initiated a program to support informal colloquia, during which faculty members can present their work-in-progress to departmental colleagues, followed by a dinner. Each department and program can be funded for one such event per semester. The program has been very well received and will be continued.

The Faculty Life Cycle
The faculty life cycle begins at the point of recruitment, and Smith has given careful thought to ensuring that we renew the faculty with an intellectually distinguished, diverse corps of younger colleagues. The college currently maintains a faculty of approximately 283 continuing FTEs. Of these, 257 are tenure-track faculty, and the remainder consists of continuing non-tenure-track lecturers. Over the past decade, the percentage of continuing minority faculty has increased: 11 percent in 2001–02, 16 percent in 2006–07, and 17 percent in 2011–12. During the same period, the percentage of female faculty has risen: 49 percent in 2001–02, 53 percent in 2006–07, and 54 percent in 2011–12. Within the past five years, Smith has joined both the Consortium for Faculty Diversity (CFD) and the New England Higher Education Recruitment Consortium (NEHERC) in an effort to diversify our applicant pool. Recently, we have also found ways to be flexible in addressing the “two-body” problem, in one case by hiring a couple to share a tenure-track position in dance, in another by establishing a tenured position in physics shared with the University of Massachusetts to address a partner retention challenge. The Five College Consortium continues to offer us welcome opportunities for the creation of flexible faculty lines. Since 2007, we have filled shared positions (in which Smith has a 50% interest) in anthropology, art, history, Jewish studies (Hebrew), and Middle Eastern studies (Arabic). Next year we hope to do the same in government and Latin American studies.

Once faculty arrive, many young colleagues find that their early years on the faculty coincide with significant family responsibilities. In 2007, our self-study detailed a number of ways in which the college supports faculty with families and provides flexibility in the tenure time clock. Since then, we have made some changes that expand that commitment. In 2008, we amended our faculty parental leave policy to include fathers when they are the primary caregiver for a newborn or an adopted child. A year later, a grant from the Sloan Foundation enabled the college to construct a Web resource guide for faculty caring for elder parents and to provide such faculty with emergency travel resources.

In addition to becoming more diverse, Smith’s faculty has also become older over the past decade. In 2001–02, 14 percent of the continuing faculty were age 62 or older. That figure rose to 21 percent in 2006–07 and to 26 percent in 2011–12. Fifteen faculty members are now age 70 or older. Data from our peer institutions lead us to believe that our mean faculty age may be among the highest in our cohort of liberal arts colleges. One of the results of the budget reductions following the 2008 financial downturn was the discontinuation of the college’s participation in the emeriti postretirement health insurance plan. The problem of health care remains a significant issue for many faculty contemplating retirement. In an effort to address this issue and accelerate the cycle of renewal of the faculty, the college adopted a phased retirement plan in 2010, which includes full health-care benefits during the period of phased, part-time employment. So far, six faculty members have elected phased retirement.

We have also enriched our program to hire retired faculty to teach an occasional course (now at a stipend of $12,500 per course), and we have increased the amount of research assistance available to retired colleagues (now $1,500 annually). The Emeriti Committee, which was being established at the time of the NEASC review, has become an active force in connecting emeriti to one another and the larger college community. And in 2010, we opened a new Emeriti Lounge in Neilson Library, which includes carrels and secure cabinets for faculty. In part,
the new lounge is intended as a replacement for a number of emeriti offices; as a result of Smith’s plan to decrease the footprint of the college, some buildings currently housing emeriti offices are scheduled to be sold or torn down.

Staff Support for Academic Programs
The NEASC review team noted that chairs and directors expressed a need for increased staff support in departments and programs. Comparisons to peer institutions indicated that Smith was lagging in this area. In the last five years, the provost’s office has made a concerted effort to secure funding for increased staff support. As of next year, we will have added 2.3 FTEs as academic assistants. In addition, we will have added 5.3 FTEs as technical staff support in the sciences.
6. Students

Smith remains committed to recruiting and educating a diverse student body, providing access to Smith’s exceptional resources to qualified students from all backgrounds and geographical regions of the world. Student life is organized to support the curriculum and aims to integrate its efforts with the academic core of the college. Programs are continually evaluated to ensure their effectiveness and their relevance to students’ needs.

Admission. Smith continues to fulfill its mission to educate women of promise for lives of distinction. For the past four years, we have had record numbers of applications, up from 3,400 at our last NEASC review to 4,341 for the class of 2016. Selectivity has improved to 42 percent, and yield has varied from 34 percent to 37 percent. We continue to enroll diverse classes: 23 percent of the student body are Pell Grant recipients, and 28 percent are students of color. Over 60 percent of our students receive need-based financial aid. Underrepresented minorities comprise 16 percent of the student body. Smith’s strategic commitment to global engagement resulted in an initiative to increase over four years the proportion of international students on campus to 12 percent. We are up to 9 percent this year (from the 7%–8% reported in 2007), and we expect to reach our target of 12 percent in 2012–13. Budget reduction imperatives in 2008–09 led to the trustees deciding to reduce the size of the Ada Comstock Scholars Program for nontraditional-aged students, due to declining applications to the program and the high cost of financial aid. Ada Comstock Scholars now represent 4 percent of the student body, down from 7 percent in 2007.

Retention. Smith continues to monitor retention closely (see the essay on assessment following the standards narratives). First-year persistence is up to 94 percent (from 90%–92% in 2007). Six-year graduation rates have varied from 83 percent to 88 percent for classes entering in 2001 or later, and minority students continue to graduate at the same rate as white students. Our most recent retention study (March 2010) indicated, however, that students of color are more likely than white students to be withdrawn from the college for academic reasons, and programs have been put in place to address this issue. Unevenness in academic preparation for first-generation, international and other students is being addressed through targeted writing classes offered by the Jacobson Center. In addition, as mentioned in Standards 4 and 5, a program of faculty and peer mentorship in STEM fields has been implemented (AEMES), designed to retain students of color as majors and boost their grade point averages. Support through the Office of Institutional Diversity and the Office of Multicultural Affairs has been amplified, with particular attention to encouraging underrepresented minority students to take advantage of academic services and psychological counseling. Satisfaction measures related to diversity on campus have increased since 2004, from 58 percent to 77 percent in 2010 (Senior Survey), and satisfaction with the climate for minority students has increased from 61 percent to 70 percent. The campus engages in ongoing discussion and evaluation of programming with the goal of further improving levels of satisfaction.

A reorganization of new-student orientation is now fully implemented. All students participate in small group programs that are a regular part of orientation (no longer an optional pre-orientation). The small group experiences help students meet their peers from across campus and focus on important themes and pursuits, such as community service and multicultural awareness. Students of color and international students still participate in pre-orientation programs designed for them as well as joint orientation with the remainder of the entering class. Changes in the dining system, which were still relatively fresh in 2007, have now become the status quo. Seventy percent of students reported in 2012 (Cycles) being satisfied or very satisfied with dining services.
The financial crisis of 2008 resulted in cost cutting across the college. Although Smith had in 1997 retained a commitment to college chaplains as well as a dean of religious life, this area was reexamined, and the difficult decision was made to eliminate the three chaplain positions. In their stead, a rotating two-year fellowship was established to provide visiting staff from diverse religious backgrounds to help educate students on religious literacy. The first of these fellows was hired this spring (2012).

**Residence renewals.** Students at Smith continue to be committed to our unique housing system. Renovations of the houses have proceeded, with a focus on making cosmetic improvements to all houses as needed rather than devoting all resources to complete upgrades of one or two houses each year. As Standard 8 details, considerable investments have been devoted to housing upgrades over the past five years. Plans are underway to invest another $27,000,000 in a renovation of Cutter and Ziskind houses. Work will begin in summer 2012 and will be staged over three years’ time. We also plan to build new student apartments, most likely in the next five years. A popular choice for advanced students, our current apartment complex (“the Friedmans”) is deteriorating, and it is more cost effective to replace than renovate. The new construction will entail relocating the site of the apartments. This project will also trigger the relocation of health and counseling services; planning for this move is in process.

Smith has made substantial progress in all areas noted in 2007 as priorities for future attention:

**Advising.** The Smith Design for Learning and consideration of our pre-major advising program resulted in the new Liberal Arts Advising initiative, described in Standard 4, which was piloted for three years and will be fully implemented next year (2012–13). Students are asked to reflect formally on their academic plans and progress through the use of an e-portfolio, and faculty are asked to engage students in conversation that includes students’ successes and weakness, future plans, co-curricular activities and emerging ideas about the selection of a major. Students in the pilot study reported that their advisers knew them better and were more interested in them than did advisees who were not in the pilot study.

**Preparation for Life after Smith.** A key initiative of The Smith Design for Learning is the goal to “prepare women for rewarding lives.” In response to this call, the college established the Center for Work and Life (CWL), under the leadership of the dean of the college (see www.smith.edu/cwl and Appendix F). The center coordinates programming on leadership development, wellness and work preparation in collaboration with the Lazarus Center for Career Development. It offers programming of its own in the popular Passport to Life at Smith and Passport to Life after Smith, which include life skills (changing a tire, negotiating skills) as well as workshops in which students think through their values, goals and personal definitions of success. Reflection is a key component of this programming, and the Women’s Narratives Project is a signature program of the Center for Work and Life. The CWL, in conjunction with the Office of Religious and Spiritual Life as well as the athletics program, brings students’ attention to stress-reduction programs and the need for balanced lives. Smith has also appointed a wellness director, who offers similar programming as well as education about alcohol, drugs, sleep, stress and other matters.

Also central to The Smith Design for Learning is a commitment to further integrate the curriculum and the co-curriculum and to ensure that students reflect on their experiences of leadership and global engagement. Our new program of Concentrations, combining academic work with practical field experience, is described in Standard 4 and in Appendix D. The Lazarus Center for Career Development requires all students who complete an international Praxis summer internship to participate in a September workshop in which they reflect with their peers on the experiences they have had abroad. Many of these students participate in a fall conference, Smith in the World, in which students present their field experiences and relate them to their academic work. The new
Global Studies Center offers multiple opportunities for students to discuss international issues, meet each other in informal conversations, initiate and plan programming, and host guest speakers and prominent alumnae who visit the campus.
7. Library and Other Information Resources

The Smith College Libraries provide the Smith community with exceptional library resources and services. Since the last reaccreditation in 2007, the Libraries have met the challenges that existed then, responded to new challenges, and continued to plan for the future.

2007–12: Existing and New Challenges

The major challenges identified in 2007 continue to exist and to shape many of the Libraries’ activities. The digital environment dominates everything the Libraries do, from expanding the collection resources to delivering services. Two-thirds of the Libraries’ acquisition budget, for example, is now expended on electronic resources. Web-based services—from chat/text reference to Google-like discovery services for licensed resources—have been implemented. Providing excellent facilities remains a priority. Since 2007, the revitalization of the main floor of Neilson Library has been completed, capped by the creation of the Friends of the Libraries Reading Room in 2011. Staff development has continued to be a focus, with the notable success of having librarians accepted every year into the Association of College and Research Libraries Immersion Program, which educates librarians in pedagogical theory and practice.

An undergraduate academic library primarily serves the college’s curriculum. As they provide a broad and deep array of collections and services to support Smith’s curriculum, the Libraries also support the development of essential research capacities of a liberal arts education: the ability to research a topic efficiently and effectively, the ability to critically evaluate that research and finally the ability to use the research effectively and ethically. The Libraries’ Information Literacy Program grew in several dimensions over the past five years. At the lower division level, students are now required in their first semester to take two quizzes that introduce them to the basics of college research. In the upper division, 33 departments have established written Information Literacy Programs for their major, an increase of 23 departments from 2007. Additionally, two curricular concentrations have been established that are tightly integrated into the Libraries Special Collections: the Archives Concentration and the Book Studies Concentration.

In its 2007 report, the NEASC Evaluation Team noted that a significant question the college confronts is whether the Libraries are “destined to be a lively service center, a warehouse for books, or both.” This question remains a compelling one. In 2010, the architectural firm of Shepley Bulfinch created a master plan for the Libraries’ facilities that addressed this issue by envisioning revitalized learning services as well as long-term collection growth (see executive summary www.smith.edu/deanoffaculty/Executive%20Summary%20Libraries%20Master%20Plan%20Final%20Report%2002010.pdf). In response to the plan in 2011, the college created a committee to recommend how best to proceed with the master plan; the issue of finding the right balance between physical collections and vibrant learning environments is one focus of the committee’s ongoing work.

Since 2007, the Libraries have worked to understand the needs of the college’s undergraduate students. In 2010, a marketing team was formed and charged with marketing and promoting the Libraries as the primary physical and virtual destination for information, research and related services on campus. A key element of the team’s charge was to develop assessment as a basis to its work. To that end, the team has created a student advisory group with which it meets regularly and acts as a standing focus group. As the Libraries set about to completely overhaul the website in 2010 and 2011, staff continuously engaged students on design, function and usability of the new site.
Since 2007, a number of new challenges arose for the Libraries. The 2008–09 economic recession and resultant dislocation required the Libraries to plan for a reduction in resources, both human and financial. Through careful planning and working with Five College colleagues, the challenge of such reductions was successfully met. For example, a reduction in staff members who process new acquisitions was ameliorated by adopting Five College solutions, ranging from sharing one book vendor to receiving books in “shelf-ready” condition. By adopting a Five College “additional copy” policy, the Libraries were able to leverage their acquisitions budget during a time of no growth.

A challenge that existed in 2007 but was not fully understood at the time was how the Libraries should best be internally organized. The Libraries’ current organizational structure reflects a mid-20th-century academic library. The Internet, however, has fundamentally changed how knowledge is transmitted and accessed and thus how an academic library works. Recognizing this, the Libraries’ leadership embarked on a process to reorganize itself to be more responsive to this changed environment. In 2011, a conceptual rethinking of the Libraries organization was drafted. In 2012, the Libraries’ leadership is taking steps to realize this vision, which, by putting the user at the center of its services, imagines an organization that is not geographically based but focuses on teaching, learning, and research, while providing a critical organizational locus for digital strategies and services.

A particularly acute problem the Libraries face is appropriately curating their unusually large archive collections. Two facets of this problem are managing archives that are “born digital” and having adequate staffing levels to process collections so as to make them usable and discoverable. The Sophia Smith Collection and the College Archives both struggle with these issues. Some aspects of curating digital content, such as digital preservation, are being addressed within the Five College context. Other aspects of digital content curation are part of the Information Technology Services (ITS) strategic digital asset management strategic initiative. Whether digital or print, the backlog of unprocessed collections continues to grow, with no permanent solution obvious.

Finally, the demographic profile of the staff suggests that there will be a significant wave of retirements in the next five years. By 2017, over half of the staff will have reached the age of 62, and 40 percent will be 65 or older. Many of these staff members are in leadership or key positions, and it will be incumbent on the organization to develop succession planning and capture key knowledge before staff members retire.

Achievements since 2007 and Assessment

Many of the preceding challenges have been met with significant achievements. The Libraries continued a shared commitment to strategic planning by reviewing and revising their strategic plan in 2007. Two major efforts identified in that plan have been engaged: master planning and organizational restructuring. Although both are ongoing, significant progress has been made with each. Curricular engagement through the Information Literacy Program and the Concentrations are important achievements. The Information Literacy Program, tailored as it is to Smith’s open curriculum, serves as a model of faculty engagement for other college libraries.

The renovation of major public spaces of Neilson Library on the first and third floors has been completed, and Neilson Library now serves as a more active center of intellectual engagement for students. The 2011 overhaul of the Libraries website, which migrated the Libraries’ Web services to the Drupal content management system, redesigned the site and brought it under the college’s brand, and improved the site’s functionality and usability was a major strategic initiative requiring significant resources, both human and financial.

Assessment remains both a critical piece of the Libraries’ work and a challenge. Strategic goals and objectives are reviewed, assessed and revised annually. An assessment of collection use, wherein we analyze data to understand
how the collections are used and not used, is currently underway. Our Information Literacy Program regularly explores how to assess the effectiveness of the program: since fall 2010, all entering first-year students and Ada Comstock Scholars completed the Research Skills for Students Quiz; an automated student feedback form has been created to provide a measure of student response to instruction immediately after the class as well as a vehicle for identifying which areas were most difficult for students to understand in class; and a rubric for assessing bibliographies submitted with student research papers has been developed and implemented. In 2013, Smith will participate in a major initiative to longitudinally assess students’ research skills, working with Amherst College, Haverford College, Mount Holyoke College and Swarthmore College.

2012–17 Plans
The Libraries’ work for the next five years will build on current work as well as expand into new areas. Areas of focus for the Libraries include the following:
- Complete the internal reorganization of the Libraries, which includes identifying new leadership and realigning staff and resources
- Become a learning organization, as envisioned by our internal reorganization work
- Develop a new strategic plan when leadership for the new organization is in place
- Implement the facilities master plan, as recommended by the Master Plan Feasibility Committee
- Develop strategies for accommodating the collection in anticipation of the Libraries reaching collection capacity between 2016 and 2018
- In collaboration with ITS, develop a digital asset management system that curates the intellectual output of the college
- Develop a coherent set of digital strategies that includes identifying internal digitization priorities
- Develop and implement strategies for reducing archive backlogs
- Develop and implement strategies for coping with a loss of the Libraries’ traditional purchasing power in light of the unsustainable growth of serials inflation
- Develop and implement an internal knowledge management plan in anticipation of a wave of retirements in the next five years
8. Physical and Technological Resources

Physical Resources
From the dedication of College Hall in 1875, the campus has grown to more than 111 residential, academic, and administrative buildings, with more than 3 million gross square feet of space on 147 acres. The college’s facilities have a replacement value of approximately $1 billion, plus $146 million in contents, making them the college’s second most valuable asset behind the endowment.

Distinctive Aspects of Smith’s Facilities
Smith is a residential college, with the vast majority of students living on campus. The residential system is distinguished by its emphasis on smaller-scale buildings. Students live in 43 residence houses, varying in size from twelve to 102 students. Student residences include at least one living room as well as a study or library. Fifteen dining rooms are located around campus within the student residences, providing an alternative to the large-scale dining halls found at most campuses.

The botanic garden encompasses the entire central campus, including a variety of specialty gardens and the Lyman Conservatory, the college’s 12,000-square-foot glass greenhouse. In its entirety, the botanic garden contains more than 5,000 labeled and mapped plant taxa, is the seventh oldest botanic garden in the country, and is one of the few college botanic gardens with a history of continuous operation. The botanic garden serves as an important resource for the Department of Biological Sciences.

The libraries, with more than 1.6 million items, is one of the largest liberal arts college libraries in the country, offering holdings to undergraduate students comparable to those used by graduate students at many universities. The Neilson Library also houses one of the most distinguished U.S. repositories of women’s history manuscripts and a nationally prominent rare book collection. Collaborating with faculty, the Libraries have developed a comprehensive information literacy program that develops research skills specific to the college’s curriculum. The Libraries’ Web page links students to general and subject databases, to class and subject guides, to full-text resources, and to the Five College libraries catalogue, with the holdings of Smith, Amherst, Mount Holyoke, and Hampshire colleges and the University of Massachusetts at Amherst. Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches are the Hillyer Art Library, the Young Science Library, and the Werner Josten Performing Arts Library.

The proposed Libraries master plan developed in 2010 and mentioned in Standard 7 is under review at this time, with the aim of guiding renovation and use of these facilities over the next several years.

With a world-famous collection spanning 4,500 years, and a tradition since its inception of making its holdings available to both students and the public, the Smith College Museum of Art is also a leader in collecting and showing the art of our day. The museum has its home in the Brown Fine Arts Center, which was significantly renovated and expanded a decade ago. Today the Museum of Art numbers among its holdings approximately 24,000 objects from a variety of cultures and in a wide spectrum of media. Tryon Hall offers a modern and versatile space for the display of the renowned permanent collection, as well as for a varied and provocative program of loaned exhibitions and temporary installations.
Smith’s three-building athletic complex includes two full-sized gymnasiums, a fitness center, a human
performance laboratory, a rock climbing wall, a studio for dancing and aerobics, a six-lane swimming pool, and
glass-backed squash courts. The indoor track and tennis building—the site of three national NCAA track meets—
includes four tennis courts and a 200-meter track.

The equestrian facilities include a 40-stall riding barn with indoor and outdoor rings, a five-acre field, and miles
of trails. Twenty-five acres of athletic fields augment the sports complex. The outdoor facilities include a new
artificial turf field for field hockey and lacrosse, a softball diamond, 11 lighted tennis courts, and an eight-lane,
400-meter all-weather track. The outdoor center in the boathouse on Paradise Pond is open to students for
canoeing, rowing, sculling, and—weather permitting—ice skating and hockey.

Survey research during the admission process reveals the importance prospective students place on campus
facilities, particularly the quality of academic facilities and student residences. In the 2011 survey of students
admitted to Smith, 64 percent rated the quality of academic facilities as “very important,” while 52 percent said
the quality of student housing was “very important” in their admission decision process. Smith’s facilities are well
regarded by both prospective and enrolled students. In 2011, 93 percent of admitted students rated Smith’s
academic facilities as “very good” or “excellent.” Similarly, 93 percent and 85 percent of admitted students rated
the college’s student housing and recreational facilities, respectively, as “very good” or “excellent.” Admitted
students also cited the general attractiveness of the campus, with 73 percent rating it as “excellent” and 20 percent
as “very good.”

According to a recent benchmarking study conducted by Sightlines—a consulting group specializing in higher
education facilities management—Smith’s campus compares favorably overall to that of its peers. The study also
noted that although 84 percent of the college’s space was constructed more than 25 years ago, significant
renovations have reset the clock on maintenance needs in multiple buildings, adjusting the renovation age of 45
percent of the constructed space to less than 25 years.

Overall, Smith’s total square footage per student is 1,293, which ranks near the top when compared to that at peer
institutions, whose median is 958 square feet per student. Smith is the most generous college among the group in
terms of student residence space, at 482 square feet per student versus a peer median of 371 square feet per
student. The college allocates approximately 46 percent of its space for teaching and research, and allocates
slightly less of its campus square footage to athletics compared to its typical peer (7% vs. 10%). The college’s
2009 budget reduction strategy includes a plan to reduce square footage by 5 percent, or 150,000 square feet. The
reduction is being implemented over several years and includes sale of some properties.

While Smith has heavily used one-time capital funding to renew facilities in recent years, it has steadily increased
its operating support for facilities renewal and replacement. In the 2012–13 operating budget, Smith reaches its
long-term goal for annually funding facilities renewal and replacement at a level equal to 2 percent of the
replacement value of the facilities.

Staffing Levels
To maintain the campus, the college employs 102 custodians and housekeepers, 34 skilled tradespersons, 19
grounds/vehicles staff, two store employees, and 24 administrative and administrative support staff, for a total of
181 Facilities Management employees. By way of comparison, Smith staff (plumbers, electricians, carpenters,
painters and HVAC mechanics) maintain 142,600 square feet per employee compared to an average of 110,000
square feet per employee of the comparison group in the Sightlines benchmarking study, and the college’s
custodial staff maintains 34,500 square feet per employee compared to an average of 34,000 square feet per employee of the comparison group. The study notes that the college’s campus looks better than its comparison group while using fewer operating resources. In addition to buildings and grounds, Smith’s staff maintains five miles of steam distribution piping through underground tunnels as well as two miles of chilled water piping, supplying cooling to the campus.

Recent Improvements
The most significant addition to the Smith campus in recent years is Ford Hall, a $73 million building dedicated in October 2009. The 140,000-square-foot facility earned LEED Gold Certification in recognition of its environmentally sustainable design and construction. Ford is home to engineering, computer science, molecular biology, chemistry and biochemistry.

In addition to new construction, Smith has completed a number of major renovations in recent years:

- Following completion of Ford Hall, the college began upgrading existing Clark Science Center buildings. Vacated space in Sabin-Reed and Burton halls was reprogrammed, many other teaching and research areas were renovated, and common areas and several offices were updated. The $24 million improvement project was completed in 2012 and included information technology improvements, building code and safety upgrades, and exterior improvements. A new generator was installed to greatly improve backup power for critical research activities.

- The college developed a five-year rolling plan to ensure regular upgrades of student residences. The plan ensures that finishes, furnishings, and common areas, including bathrooms, will be upgraded in several houses each summer. In addition, a full renovation of Northrop and Gillett houses was completed over the summer of 2011, which included mechanical and electrical systems; roof and window replacements; building code compliance, including a new elevator and accessible bathrooms; dining upgrade and expansion; energy-saving insulation; and replacement and upgrading of finishes throughout the building. In recent years, other comprehensive residential renovations included Morris, Lawrence, Park and Park Annex. A project is currently underway to install a new card-access system for all residence houses.

- Renovations of Wright Hall included upgrading existing faculty offices and classrooms, as well as reprogramming a substantial amount of space to accommodate three new centers. The Global Studies Center is located on the first floor, and the garden level houses both the Center for Community Collaboration and the Center for the Environment, Ecological Design and Sustainability. The existing Poetry Center was remodeled and updated, and the 400-seat Weinstein Auditorium was upgraded, including improved accessibility.

- The chiller plant was upgraded with two new absorption chillers, allowing the college to fully optimize its cogeneration plant by running the plant during the summer to produce electricity from waste steam. The cogeneration and chiller facilities produce a substantial share of the college’s electricity, reducing the carbon footprint of the campus.

- Air handling systems in Neilson Library were upgraded in phased projects that allowed the library to remain open. In addition, the original periodical room, converted to a staff work area long ago, was...
restored in 2010 for use as a student reading room, including new ventilation, lighting, tables and soft furnishings.

- Smith’s first artificial turf field was installed in 2010, bringing the field hockey and lacrosse programs in line with similar facilities in the college’s athletic conference (NEWMAC).

- Over the past year, a 2,300-square-foot teaching center, the Bechtel Environmental Classroom, was constructed at the 200-acre Ada and Archibald MacLeish Field Station in nearby Whately. The center includes seminar and multipurpose space, a classroom/lab and outdoor gathering space. The college aims to achieve the Living Building Challenge for the building, a certification that requires that the building generate all of its own energy with renewable resources, source only nontoxic materials from a restricted radius, and achieve a closed loop water system. To meet these goals, the facility includes such features as a high-efficiency building envelope, a solar array and self-composting toilets.

Capital Planning Process
The planning process the college employs to identify future capital projects is an integrated approach that includes several high-level committees as well as the senior administration of the college and its trustees. Projects are initially identified by department heads, through department or unit self-studies, from facility audits or other inspections, or as priorities in the college’s planning process. Once the projects have been identified, Facilities Management develops a master list of projects and assigns a cost and a priority to each project. The list of projects is then reviewed and prioritized by senior staff before being reviewed by the Committee on Mission and Priorities. Once there is agreement on the most critical projects, a rolling five-year plan is developed and presented to the trustees. The trustees are ultimately responsible for approving the projects in the plan each year as well as the funding necessary to complete them.

The college determines whether each approved project will require major exterior renovation or new construction. If so, an architect screening committee is convened to interview architectural firms and make a recommendation to the trustees. The trustees have the final decision in the selection of an architect except for interior or small renovations, for which the capital construction director selects the design firm. The Campus Planning Committee works with the architect on the design of the exterior of the building, with the final design approved by the trustees.

If the project is a new building or a major renovation, a users group is appointed to assist in program planning for the project. The group typically consists of faculty members, senior administration and Facilities Management employees. The group works closely with the architect to ensure that the needs of building users are met, finishing its work when the planning stage is completed. Subsequently, a small operations committee is established to work with the architect during final design and construction. The committee also serves as a liaison to the vice president for finance and administration and the president.

Investing in Current Facilities
Best practices in the field suggest that the college should invest an average of 2 percent of the replacement value of its facilities annually on renovation of existing facilities to avoid deferred maintenance. (This does not include spending on new construction.) Major investments on campus buildings over the last two decades have reduced deferred maintenance substantially.
Smith has a number of projects underway in 2012. In addition to several upgrades of student residences and some academic and infrastructure projects, the college is currently renovating Dewey Hall. When Smith opened, Dewey was purchased and moved to the campus in 1875. First a student residence, the building was eventually expanded and converted for use as a faculty office building. The 2012–13 capital budget also includes $7.5 million to replace the college’s wired network fiber and equipment and to fully renovate the information technology data center in Stoddard Hall.

The five-year capital plan is updated annually, with the trustees approving a budget with specific major projects at each May meeting. Capital projects in the current five-year plan will likely be funded through a combination of general unrestricted funds, gifts and bequests, debt and property sales. During the period ending in June 2017, Smith anticipates spending approximately $115 million on capital projects, including renovations and new construction. Planning and pre-construction work is underway for a phased renovation of Cutter and Ziskind houses and the adjoining dining facility. Though the roughly $30 million cost of renovation is high, the college carefully considered the historical value of these classic 1957 modernist buildings and concluded that it is important to preserve them. During the next five years, Smith also expects to replace the Friedman apartment buildings and to renovate John M. Greene Hall, the college’s large auditorium. Multiyear plans are being developed to ensure appropriate upgrades of the college’s utility infrastructure as well.

Over the past decade, the college steadily built up the annual operating funding dedicated to facilities renewal and replacement. In 2012–13, Smith will reach its goal of ensuring that 2 percent of the replacement value of facilities is available for annual renewal and renovation. The college continues to use one-time funding from operating surpluses, bequests or reserves to reduce deferred maintenance that accumulated in earlier years.

Environmental Stewardship

Smith spends $6.5 million annually on utility operations, including heating, electricity, and water and sewer. The college burns natural gas in its heating plant and consumes approximately 24 million kilowatt hours of electricity annually.

Among numerous projects to improve campus sustainability, the college achieved LEED Gold Certification for Ford Hall, which opened in 2009; retrofitted lighting in the Campus Center, the Indoor Track and Tennis facility, and many other buildings to reduce energy use while improving lighting; and added a small solar array on the roof of the Campus Center. Smith’s cogeneration plant began operating in 2008. By capturing heat that is normally wasted and using it, the plant raised efficiency from a typical 35–45 percent to 80 percent. In 2010, absorption chillers were added, which produce chilled water for air-conditioning, replacing an electricity-driven chiller and allowing the cogeneration facility to run year round.

Smith participates in the Mill River Greenway project to address severe 2011 storm damage to the portion of the river that runs through the Smith campus. And as noted earlier, the college has designed the new Bechtel Environmental Classroom in Whately toward certification under the Living Building Challenge after its first year of operation. Only three buildings in the United States have met the stringent net-zero energy requirements of this program.

Smith is a signatory of the Presidents’ Climate Commitment and issued its Sustainability and Climate Action Management Plan (SCAMP) in 2010, outlining a path to becoming carbon neutral by 2030. Current projects include a $1.6 million investment in lighting and building system improvements that will qualify for financial incentives from utilities. The project’s goal is to reduce campus electricity consumption by 15 percent by the end
of 2014. A solar array is being installed on the Indoor Track and Tennis facility’s roof, and the college has a 20-year contract to purchase the energy produced. A small solar array will be added to the Ford Hall roof under the same contract.

The college has installed energy dashboards in the campus center and some student houses. These serve to educate users and support energy conservation competitions that encourage students to reduce the carbon footprint of their house and to compare results to other houses. Facilities Management also supports sustainability through careful selection of the products and equipment used by building services staff.

Dining Services continues to increase its purchases of local foods whenever possible, enhancing students’ dining experience while encouraging sustainable practices. All dining locations compost pre- and postconsumer food waste, which is transported to a local farm. Bottled water has been eliminated from dining and catering to support sustainability efforts.

Institutional Effectiveness
Smith’s facilities represent a comparative strength for the college and a valuable resource for students and faculty. The next decade will see Smith complete numerous student residence house renovations, which continue to balance aesthetic updates with major renovations, along with the likely replacement of the Friedman student apartment complex. Having reached its target of 2 percent of the replacement value of facilities being available annually for renovations, the college will continue supplementing with additional one-time funding to address deferred maintenance.

The effectiveness of the college’s physical facilities is examined regularly through a number of means, including the Buildings and Grounds Committee of the trustees, which approves the annual capital budget; the Committee on Mission and Priorities, which recommends priority projects within the five-year capital plan; and the Campus Planning Committee.

Technological Resources
In 2010–11, Smith College Information Technology Services (ITS) underwent an extensive review, resulting in the development of the ITS Strategic Plan in May 2011. The plan is built around the following four tenets: Teaching and Research Excellence, Smith without Boundaries, Agile and Reliable IT, and Operational Excellence.

Concurrent with the completion of the strategic plan, the decision was made to change from an executive director of information technology to a chief information officer (CIO), who reports directly to the president and is part of the senior leadership of the college. The new CIO position was put out to search in summer 2011 and filled in November 2011.

Achievements since 2007
The challenges identified in the 2007 decennial review continue to be areas in which we are committing resources and in many cases have seen significant achievements.

As was discussed in the 2007 review, the area of data security is a significant challenge across all industries that utilize information technology, and higher education is no exception. As such, it continues to be an area of focus within Smith ITS. A significant accomplishment toward addressing the college’s data security needs has been the creation and staffing of an information security director position. The position, which was outlined in the ITS...
Strategic Plan, was created in the first quarter of 2012 and filled via a lateral transfer of the director of systems and network services within ITS. The person in this position is charged with the creation of a security strategy, policy development and enforcement.

Another challenge discussed in the 2007 review is the difficulty Smith administrative offices face in extracting and analyzing information from the Banner ERP system for use in management decisions without compromising the primary operational usefulness of the Banner system. A major enterprise level initiative is currently underway to implement a business intelligence (BI) system to address these issues. The foundational phase of the project is complete: Banner, ODS and Cognos software components have been upgraded, and new servers and storage have been purchased. A prototype student/housing model was developed and validated against the Integrated Postsecondary Education Data System (IPEDS) for ethnicity. A prototype finance model was developed with Banner data from 1996 to the present. Two BI developers were hired in Administrative Technology Services, and an associate director of analytics was hired in Institutional Research and Educational Assessment. With the foundation in place, the new team has launched phase I of the BI project, in which parallel efforts are validating the finance models against existing operational reports and addressing analytic needs with models for enrollment services (admissions and financial aid) and advancement gifts and pledges. As analytic capability is introduced, shadow systems for operational reporting will gradually be replaced.

Smith College has also put considerable resources toward the use of technology in classrooms. All classrooms are now technology enabled, up from 83 percent in 2007. Classrooms with 20 seats or more have a minimum of a projector, a control panel, an instructor computer and a podium. Our Educational Technology Services (ETS) group has also created an “incubator classroom,” where faculty can explore new educational technologies, such as using Apple TV to project material from an iPad. There have also been significant advancements in the use of virtual desktop imaging (VDI), which can provide students access to course-related software in a mobile environment. Smith College is currently engaged in a VDI trial as part of our ongoing Five College collaboration. We have also equipped over 80 studios and labs with card-access readers, which provide students with 24-hour secure access based on their course registration.

Infrastructure is another area that was emphasized as a challenge in the 2007 decennial review. We have seen substantial improvements in our end-user experience through the expansion of the wireless network on campus and increases in the college’s Internet bandwidth. Wireless network coverage has been expanded to include approximately 50 percent of all academic and administrative buildings, including nearly all classroom and lab locations, expanded coverage in libraries and select administrative areas. A major wireless expansion into all residence locations has been completed, covering approximately 90 percent of student residences, and has replaced wired network access as the primary method students use to access the network across campus. Further expansion is planned to extend coverage to remaining underserved locations, provide additional capacity for heavily used locations and expand into commonly used outdoor spaces. The physical infrastructure supporting these and other data services on campus, however, has been identified as an area that will need significant improvement to support the needs of Smith College in the future. Initiatives to upgrade the campus fiber network and to renovate the primary data center in Stoddard are underway. In addition to this infrastructure renewal plan, ITS is actively exploring where we can best make use of cloud-based offerings, including a recent transition to Google Apps for Higher Education for all student, faculty and staff email.

New Challenges and Plans Going Forward
Although the areas outlined in this section represent real and substantial challenges to Smith College ITS now and in the future, in many ways the larger challenge is the escalating pace of change. The influence of technologies
such as the iPhone and iPad were not foreseen before their release. The demand for bandwidth to the desktop continues to grow, as does the need for mobility and anytime, anywhere communications. The role of information technology in education has never been greater; we fully expect that the continued improvements in IT will support Smith’s ability to recruit the best students and faculty, provide an enriched learning environment, and improve the operational efficiency and effectiveness of the college in the coming years.

The following seven guiding principles from the ITS Strategic Plan provide a framework that will assist us in meeting today’s and future challenges:

- Foster innovation and take risks in the application of proven technology in faculty research and effective pedagogy; in all other areas, be a close follower in technology adoption.
- Use technology to enhance place-based education and ensure that place does not become a competitive disadvantage.
- Create opportunities for students to develop a technology fluency and aptitude that will serve them throughout their lives.
- Invest in technology that facilitates individual and institutional collaborations both within the Five Colleges and beyond.
- Use technologies to enable faculty, students and staff to work effectively anytime, from any place and with any device.
- Apply proven technologies in innovative ways to improve and sustain constituent engagement and effective administration services and campus operations.
- Use technology to support efficient and effective administrative services and data-driven decision-making.
9. Financial Resources

Smith’s overall financial condition is very strong, as evidenced by its favorable credit rating, high endowment-to-student ratio, commitment to reinvestment in its physical plant and long-standing record of operating within a balanced budget.

Budget and Financial Planning

In the areas of budget, personnel decisions, and management, Smith strikes a balance between centralized oversight to realize shared institutional priorities and delegated authority to empower individual senior staff to make decisions and identify priorities in their own areas. Central budget and Human Resources offices support decentralized decision making among senior staff.

Two campus committees—the Advisory Committee on Resource Allocation and the Committee on Mission and Priorities—play significant roles in developing the annual budget and major financial and capital planning parameters. The committees’ membership includes senior staff, faculty members, staff members, and student representatives. A five-year financial planning model and a list of institutional priorities support the committees’ work as they consider the financial impact of alternative strategies. The five-year financial and capital plans are explicitly integrated with one another.

The college’s administration advises and consults with the board’s Finance Committee throughout the year as financial planning progresses. In the fall, the Finance Committee provides guidance on key planning parameters, such as comprehensive fee increases and the endowment spending rate. In January, the full board approves the comprehensive fee rate. At its March meeting, the board approves the endowment spending rate and compensation increases for the upcoming year. In May, the board approves the full operating and capital budgets for the upcoming fiscal year. Current-year financial operation updates are provided at each meeting of the Finance Committee.

The college has a long history of operating within budget, and has continued to post surpluses in every year since the early 1990s, even in times of economic strife. The economic downturn that began in 2008 had a dramatic impact on the college’s operating budget. Because of the steep decline in the financial markets, Smith’s endowment, like the endowments of all colleges and universities, suffered a substantial loss in value. By spring 2009, the market value of the college’s endowment declined by 27 percent to $1.0 billion from its peak of over $1.4 billion in fall 2007. In addition to stresses on the endowment, the college anticipated increases in the financial aid budget and declines in philanthropic giving. In response to these pressures on the college’s three largest revenue sources, the college convened its major planning committees to develop a budget reduction strategy to reduce the college’s projected 2011–12 operating budget by $30 million.

The joint committee review touched on all major aspects of the college’s operating budget, including academic and administrative staffing levels, the size of the college’s physical footprint, student financial aid, fringe benefits, opportunities for operating efficiencies and possible programs that could be reduced or eliminated. As part of the process, the college affirmed its commitment to meeting the full demonstrated financial need of admitted students, funding its capital renewal and replacement goals, and maintaining competitive faculty and staff salaries.

Due to a faster-than-anticipated recovery in the financial markets, the college only implemented $22 million of its budget reduction strategy, rather than the full $30 million. Key components included a one-year salary freeze for
faculty and staff, the reduction or elimination of 44 staff positions, the elimination of 13.5 faculty FTEs to be realized upon retirement, a 5 percent reduction in campus building square footage, and investment in green technology to reduce future utility consumption.

The four-year financial planning outlook for Smith remains strong. The college’s multiyear financial plan projects a balanced base budget in 2013–14 and surpluses thereafter. Beginning in 2013–14, revenue growth is projected to outpace expense growth, as the college benefits from additional income from its comprehensive campaign income. Budget surpluses are currently projected to grow to $2 million dollars by 2015–16, reflecting the flexibility a campaign provides to fund institutional priorities. The college’s positive financial outlook results from our quick response to the economic downturn, the continued commitment to controlling expense growth and the comprehensive campaign.

Operating Budget and Trends
Over the 10-year period ending June 30, 2011, operating expenditures increased at an annualized rate of 3.7 percent, from $134.0 million in 2000–01 to $193.6 million in 2010–11. Year-to-year growth was somewhat volatile throughout the decade, with periods of higher growth followed by periods of lower growth. This pattern reflects the college’s nimble response to external economic conditions. The large drivers of expense growth over the last 10 years reflect both institutional priorities and external market conditions. Of particular note is that growth has largely been driven by a substantial increase in contributions to the capital budget, reflecting the college’s decision to adequately fund the renewal and replacement of its physical plant. Without the contributions to capital, expenses grew at an average rate of 2.9 percent.

The college enjoys a fairly diversified revenue base for operations, with 43 percent of its operating revenue coming from comprehensive fees net of financial aid obligations, 34 percent from investment income, and 11 percent from gifts and grants. The remaining 12 percent of revenue comes from the School for Social Work, auxiliary enterprises, and miscellaneous sales and services. These shares have remained relatively stable over the last decade.

The discount rate, or proportion of gross comprehensive fee revenue returned to students as financial aid, has increased notably at Smith over the past decade, from 31 percent in the early 2000s to 37 percent in 2011. As a basis for reference, each percentage point in the discount represents $1.3 million of net operating revenue. Though Smith’s discount rate was traditionally the highest among its peers, the college’s leadership position in this area...
has changed in recent years, as several high-wealth institutions leveraged high endowment returns to fund financial aid policy changes to improve access for higher-need applicants. Prior to the recession, Smith had some success in controlling increases in the comprehensive fee discount rate. With the onset of the recession, however, controlling the growth in aid became more challenging, and the college projects that the discount rate will continue to increase for the next couple of years while the economy slowly rebounds.

In addition to financial aid influences, a critical factor shaping the growth rate of comprehensive fee revenue is the college’s pricing policy. Over the past 10 years, the comprehensive fee, or sticker price, has increased 4.8 percent annually to $53,460 for 2011–12, including the student activities fee. The rate of growth has been slower since the onset of the recession, averaging just 3.6 percent, as the college has focused on controlling price increases for its students. For 2011–12, Smith ranks as having the 21st highest comprehensive fee among its 31-institution comparison group, positioned $516 below the median. In 2009–10, Smith was in the 11th position.

As noted in the financial aid section, approximately 60 percent of Smith students receive need-based aid, and fully two-thirds receive some form of grant aid, including those receiving merit awards. As such, only one-third of students actually pay the full sticker price. Of course, the yearly price tag for attending Smith does not equal the cost of educating an undergraduate student. In 2010–11, Smith spent approximately $67,300 per student annually, which is 30 percent higher than the price paid by full-pay students and more than three times the average amount paid by an aided student.

After a steep reduction from the end of 2007 to spring 2009, the endowment has recovered with two years of strong growth to reach $1.43 billion as of June 30, 2011. Currently, the college draws approximately $63 million from the endowment each year, earns another $3 million of income from short-term current investments and receives approximately $700,000 annually from externally managed trusts. The college’s endowment spending methodology dictates that the annual draw from endowment will increase by 4 percent each year, as long as the amount does not exceed 6 percent or fall below 4 percent of the endowment’s market value. When the market value of the endowment declined in fall 2008, the 6 percent spending cap was applied, causing the endowment draw to fall by 10 percent in 2009–10. As markets have recovered over the last few years, the spending rate has fallen, reaching 4.8 percent as of July 1, 2011. Given a more conservative outlook for endowment market returns moving forward, the trustees are considering reducing the spending collar to a floor of 3.75 percent and a ceiling of 5.75 percent.

Gifts and grants include the annual fund, consisting of unrestricted gifts from alumnae, parents, and friends as well as restricted gifts and grants the colleges receives for particular purposes, such as financial aid and faculty research. Although sponsored research has remained strong in recent years, the annual fund has presented challenges. The annual fund grew steadily from 2002–03 through 2007–08 but declined substantially with the onset of the recession. Since 2008–09, the fund has grown at an annualized rate of 3.6 percent, but as of 2010–11, it has still not returned to pre-recession levels.

Though it has softened over the past few years, sponsored research remains an area of strength for Smith relative to other liberal arts colleges. Over the 10 years ending in 2010–11, sponsored research activity has grown by an average rate of 6.4 percent: from $3.1 million in 2000–01 to $5.7 million in 2010–11. Over the last decade, the college has strengthened administrative support for faculty members managing grants, enabling them to maintain focus on their teaching and research efforts.
Smith, like other colleges and universities, is a highly labor-intensive enterprise. Salaries, wages and benefits—excluding auxiliaries and the School for Social Work—account for 50 percent of operating spending. Within the compensation budget, faculty salaries and benefits account for approximately $40.4 million annually. Given the critical role of the faculty in determining the strength of the institution, the college must be able to attract and retain the strongest group possible. In an effort to maintain a competitive salary structure, the college closely monitors how its average salary by rank and for new professors compares to that of a small group of peer institutions, and by 2010–11, the college was nearly at targeted compensation ranks for all three levels: assistant, associate and full professor.

Smith spent $27.0 million on employee benefits during 2010–11. Four benefit categories—health (38%), retirement (30%), payroll taxes (23%), and tuition assistance (8%)—account for 99 percent of the total. Like most institutions, the college has experienced high inflation on health insurance premiums over the last decade. Overall benefit spending represents 34 percent of a regular full-time employee’s salary. A recent benchmarking study suggests that the college’s benefit spending in relation to its salary base is in the middle of the range relative to its peers.

The academic affairs category (8%) consists of the nonlabor costs associated with academic departments, libraries, the museum, the botanic garden, and so on. When academic compensation and restricted-funded activity are included, this category represents approximately 40 percent of total spending.

Auxiliary enterprises, including related compensation, account for 11 percent of operations. These functions encompass such areas as dining operations, including the Campus Center; the Campus School; summer programs and executive education; and the computer store.

Plant spending—which includes utilities, general grounds and maintenance—and a contribution toward renovation projects accounts for 15 percent of spending, excluding compensation. Utilities increased by 6.5 percent annually over the decade ending in 2010–11, reflecting commodity pricing. Recognizing the magnitude of this challenge, the college has continued pursued an aggressive plan to reduce energy consumption. A cogeneration facility, which allows the college to generate much of its own heating supply, as a by-product of its electricity generation, came online in 2008–09. The college also invested one-time money in sustainability projects as part of its budget reduction strategy to help reduce consumption. In 2008, the college hired its first director of environmental sustainability. One of the primary roles of this position is to help the college identify ways to reduce energy consumption.

Ensuring that we invest adequately in the renovation of existing facilities emerged as a top priority in the early 2000s. Such projects are funded through a contribution from the operating budget, as well as unrestricted bequests, debt proceeds and plant gifts. In 2004, the college recognized that the existing budget and financial plan provided only about one-half of the funding needed annually to avoid deferred maintenance. In response, an annual target of spending on plant renovation and renewal projects was established and endorsed by the trustees. That target is set at 2.0 percent of the replacement value. To achieve this target, the college is pursuing a plan to increase base funding by $1.0–$2.1 million annually until the target is reached. In 2008–09, the trustees also approved a special increase in the endowment draw to provide additional funding. The college will reach its target in 2012–13. Reflecting these additional funding contributions, since 2001–02, the operating budget’s contribution toward facilities renovations has increased at a rate of 18.7 percent, from $3.5 million to $19.2 million.
**Staffing Levels and Compensation**

As of fall 2011, the college employed approximately 840 full-time equivalent (FTE) regular nonfaculty staff positions, including administrative, support and service staff. The college has approximately 290 FTE regular faculty positions, including the School for Social Work, plus temporary faculty positions. The undergraduate student-faculty ratio is 9:1. There are currently seven unions representing 280 employees.

Every three to four years, Smith participates in a comprehensive study of nonfaculty staffing levels with a group of 18 peer colleges. Smith’s staffing levels are generally in line with those of its peers. The college considers these comparisons when evaluating whether its staffing levels in specific areas are adequate and when making decisions about where to allocate resources.

By the early part of the 2000s, the competitive standing of Smith’s faculty salaries had slipped notably relative to that of its traditional peer group, ranking in the lower half of the comparison group. The college implemented a multiyear plan to restore competitiveness to the faculty salary structure, and as of 2010–11, full and associate professors were above the 80th percentile in the comparison group, and assistant professors were above the 70th percentile. At the end of 2011–12, as mentioned in Standard 5, the average salaries of full and associate professors rank #5 in our peer group, and our assistant professor rank is #3. We will be apportioning salary increases in 2012–13 with a particular goal of improving our position at the rank of professor.

The college considers a number of factors in determining a recommended annual increase to the administrative and administrative support staff salary pools. These factors include salary increase trends elsewhere, inflation trends, and retention and recruitment information. Human Resources benchmarks salaries annually by comparing a representative sample of positions against salary data collected from multiple surveys within higher education. This review allows us to confirm that our underlying salary structure is competitive and responsive to market changes in particular fields in advance of the discussion about annual increases. Smith recruits nationally for many administrative positions. For those, the salary trends at peer colleges provide a useful benchmark. For administrative support staff, we also benchmark against regional and local wage data. Smith’s pool increases for administrative support staff have been in line with those of our peers over the most recent five-year period, averaging 2.6 percent.

Because of our competitive salary structure, Smith remains in a strong position to attract and retain employees. This point is demonstrated by the results of the many salary surveys we participate in each year. These individual-position surveys show that both our salary structure and incumbent salaries are well within market parameters for most positions. Staff turnover has been consistent—between 5.0 percent and 9.5 percent—over the past five years, and most positions are filled in a relatively short period of time. These are both strong indicators that our salary levels for administrative support staff continue to be competitive.

**Philanthropic Support**

Fund-raising activities are led by a development staff of approximately 61 FTEs (including 46 regular FTEs and 15 limited-term-campaign FTEs) and over 1,000 volunteers, under the leadership of the vice president for development. In December 2004, the college completed the This Is about Smith campaign, which raised $387 million from July 1997 through the end of the campaign, or an average of more than $51 million per year. Smith is currently in the early stages of a campaign that began in July 2009.

Smith still ranks near the top among liberal arts colleges in overall philanthropic support. Smith’s total outright giving for 2011 (the latest year for which we have comparative data) ranked eighth highest among all liberal arts
colleges nationally. Unrestricted and restricted gifts for current operations made up 64 percent of total giving to
the college over the past three years. Gifts to the endowment and for capital purposes account for 24 percent and
10 percent of total giving, respectively.

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**Source:** Gifts, Grants and Bequests Summary (excluding government grants and loan funds)

Smith is fortunate to have an alumnae base of over 45,000 individuals. In addition to their financial support,
alumnae support the college’s efforts by volunteering in admission, advancement, and other college areas, and
through their ongoing dialogue with the college about their thoughts and concerns about Smith as well as their
own experiences in life and work.

In 2010–11, alumnae contributed approximately 60 percent of the total outright gifts to the college, with
foundations, corporations, and other individuals and organizations constituting the remainder. Overall giving
ranks favorably against that at other liberal arts colleges. Smith regularly places in the top five in total gifts
received annually among liberal arts colleges. Although alumnae and other giving has remained strong when
measured in dollars, the participation rate among alumnae is an area of concern and attention for the college. The
participation rate for Smith ranks in the bottom half among our traditional peer group of colleges, well below the
41 percent average for the group. Though our graduate population of alumnae may explain a portion of the lower
relative participation rate, its effect is minimal. The participation rate among undergraduate degree holders is 36
percent—still notably below that of peer norms. The development staff continues to work to address this issue.

**Debt**

Smith began 2011–12 with $167.8 million of long-term debt, which is relatively low in comparison to its peers.
The college’s expendable resources-to-debt ratio remains notably more favorable than the median for AA-rated
private institutions. In December 2012, Standard & Poor’s upgraded Smith’s long-term rating to AA+, citing
“Smith’s strong financial resources supported by its large endowment, consistently solid operating performance,
and solid demand.”

Smith’s outstanding bonds were issued through the Massachusetts Development Finance Agency and include
$25.4 million in Series 2001 revenue bonds with final maturity in 2024, $33.7 million in Series 2002 revenue
bonds with final maturity in 2029, $33.1 million in Series 2005 revenue bonds with final maturity in 2035, $73.0
million in Series 2007 revenue bonds with final maturity in 2037 and $1.7 million of unamortized premium. The
college entered into interest rate swap agreements that effectively changed the interest rate exposure on the issues
from a variable rate to a fixed rate of 4.39 percent on the Series 2001 bonds, 4.66 percent on the Series 2002
bonds, and 2.86 percent on the Series 2007 bonds. The Series 2005 bonds were issued at fixed rates of 4.2.
Investment Management
Following a lengthy investigation of alternatives for sharing investment management services with other colleges, in January 2004 Smith entered into an agreement with Investure, LLC, to manage its investment portfolio under the continuing oversight of the investment committee of the board of trustees. Investure was formed by Alice Handy, former longtime chief investment officer at the University of Virginia Investment Management Company, for the purpose of providing investment management and advisory services to a small group of primarily nonprofit organizations.

Smith’s investments reflect a primarily equity-oriented investment strategy for long-term growth. Diversification of asset classes aims to reduce risk and overall volatility in the portfolio. Investments are diversified across managers and asset classes, with—as of June 30, 2011—24 percent of the portfolio invested in alternative equities (primarily hedge funds), 32 percent in global equities, 35 percent in private equity and real assets, 3 percent in cash and cash equivalents, and 6 percent in fixed income.

The college’s endowment market value increased by $186 million in 2010–11 to a total of $1.43 billion on June 30, 2011. This growth reflects investment returns of 19.1 percent, 4.9 percent, 8.2 percent and 8.4 percent over the most recent one-, three-, five- and 10-year periods. These rates of return exceed the peer group median over all but the one-year period, in which Smith’s return is slightly lower (19.1% vs. 20.2%).

Smith’s endowment is among the highest of any liberal arts college in the nation, ranking seventh overall and ninth when adjusted for enrollment size.

Institutional Effectiveness
Smith is in a strong financial position, both relative to its own history and in relation to most of its peers. Financial planning in recent years continues to demonstrate a disciplined and deliberate allocation of resources and a structure and process allowing for careful consideration of trade-offs. The budget reduction strategy of 2008–09 demonstrated the college’s ability to respond quickly to adverse economic conditions—before they led to budget shortfalls or deficits. Changes to the endowment spending rate illustrate how financial decisions are made through rigorous analysis and discussion, both on campus and in consultation with trustees.

Looking ahead, increased pressure on the college’s three major revenue sources—net comprehensive fees, endowment income and annual giving—will persist as a challenge. Much public attention had been paid to the rising cost of higher education over the last few years. It is unlikely that comprehensive fee rate increases will continue to outpace inflation to the degree they have over the last decade. The share of domestic students able to pay the full price of a Smith education is also declining, resulting in increasing financial aid. The combination of these factors will put downward pressure on the college’s largest revenue source—net comprehensive fees—moving forward. Uncertainty in financial markets is also driving institutions to rethink anticipated market returns for their endowments, requiring institutions to temper growth in endowment spending in order to maintain intergenerational equity. Finally, the slow pace of the economic recovery has held back growth in annual giving.

With pressure on all three revenue sources, the college will be required to pay particular attention to its underlying cost structure. Residential liberal arts colleges are inherently expensive operations with considerable fixed costs. In order to offset the rate of growth in compensation and capital reinvestment, efforts must be made to identify operating efficiencies and trade-offs within a resource-constrained environment.
Within this environment, the college remains committed to funding its greatest resources and competitive strengths: its facilities and its faculty. Now that the college has reached its facilities reinvestment rate target and faculty salaries are at the desired competitive level, Smith must work to maintain these achievements. From a facilities standpoint, while achieving the targeted reinvestment rate means deferred maintenance will not grow, the level of deferred maintenance accrued prior to reaching the targeted remains is approximately $70 million. Smith will continue to use surplus funds to help address this existing deferred maintenance.

The college must also adequately invest in its information technology resources. The ITS Strategic Plan was completed in 2010–11. This plan proposed significant investment in both staffing and operations. The trustees approved the plan in May 2011, and it is entering its second year of implementation. Eight new positions recommended by the plan will be added by 2012–13. Significant investments are planned in the college’s data center and wired network. Other ongoing expenses recommended in the strategic plan will be required to compete against other institutional priorities, including those identified in The Smith Design for Learning.

Moving forward, new initiatives will most likely be funded through a combination of fund-raising, the budget flexibility we have carried forward from prior years’ surpluses, and reallocations within the institution. It will be important for the college to develop careful implementation plans for each major initiative, including timing and relative priority, to allow for accurate cost estimates. We continue to monitor closely our budget planning to ensure that our allocations reflect our program and planning priorities.
10. Public Disclosure

Smith continues to meet the public disclosure standard through a vibrant, informative and timely communications plan tailored to the needs of its constituents. Using digital, print and in-person communications with students, faculty, parents, prospective students, community leaders, alumnae and so on, Smith ensures that the information sought by its community is readily available and up to date. In the 2007 NEASC report, we addressed areas of particular challenge; we take this opportunity to update NEASC on our progress.

Smith has prioritized the optimization of its digital communications through planning, project implementation and adoption of new standards and technologies. A comprehensive strategic plan for IT, along with the hiring of the college’s first chief information officer, has set in motion a long-term investment to create a more unified, self-service online portal for the college’s operations. The transition to a content management system will allow individual users to update vital information within their departments without specialized software or HTML training, while at the same time allowing the college to adopt a unified design standard for Web pages. As we move our digital communications to this more user-centered model, upgrades in our ability to gather data through analytics will allow a more focused, strategic investment of the college’s resources. Smith is also building a portal through which all users, via a single log in, will be able to access a customized content collection tailored to their needs as faculty, staff, students or applicants. The college is also transitioning to Google Apps for Education, a cloud-based solution that will increase usability and uptime for email, calendars and more.

Smith has also increased efforts toward frequent and open communication with local citizens and city government. President Christ convenes an annual breakfast with local civic, religious and economic leaders—an event that gives Smith and community leaders a chance to share important updates on strategic planning, capital projects and points of collaboration. Smith has also elected to join Northampton’s Business Improvement District, providing a supplementary investment in the success of the downtown retail, hospitality and cultural sector. The Smith College Council on Community Policy—a broadly representative, deliberative group that meets to consider matters that concern the campus community—includes two city counselors. The college also compiles and distributes a yearly update on its economic, civic, and cultural impact, including financial and in-kind contributions (see “Smith’s Impact in Northampton,” www.smith.edu/impact).

To increase alumnae affiliation with, and support for, the college, Smith has taken steps to ensure that the college’s communications resources, including news, editorial, and multimedia content, is centralized in one office. By merging alumnae communications with college relations, we are better able to collaborate, align, integrate and leverage resources to produce consistent messaging and integrated communications. The college and the Alumnae Association, an independent 501(c)(3) organization, are partnering in the development of a strategic plan for alumnae engagement addressing both the programs and the structures that will ensure strong relationships between the college and its graduates at all levels. The plan will be presented to the board of trustees in May 2012.

In order to increase media visibility, particularly among new populations, Smith has effectively targeted news stories to both major media markets and those where the college is less well known. A recent trip by the president to seven cities across Asia included scheduled media visits in each market—a model we follow anytime the president travels abroad. When admission officers travel abroad to recruit students, we promote their travels through social media.
The Smith community—students, parents, alumnae, faculty and staff—are joined by a shared passion for ideas and dialogue. Social media has become one of the few places where these groups come together, united by an interest in the college and its mission. Through social media, the college reminds constituents about the signature aspects of the Smith experience. By supporting conversation, Smith creates even stronger connections across all areas of the community, from alumnae to incoming students. As of January 2012, approximately 25,000 students, parents, alumnae, faculty and staff follow Smith on social media. Smith’s Facebook following is nearly as large as that of Tufts University—a school with an undergraduate population twice the size of Smith’s.

The Smith News Tracker, a thrice-weekly digest of Smith news coverage posted online and emailed to subscribers, continues to remind alumnae of their alma mater and showcase faculty members to their colleagues. Alumnae and faculty frequently contact us with news coverage about themselves. No longer do we hear that Smith is “never in the news.”

In order to increase institutional effectiveness, the board of trustees realigned its committee structure, with one result being that a single Institutional Advancement Committee is now charged with ensuring the current and future strength of Smith’s relationships with its key external constituencies—prospective students, alumnae, donors, parents and the campus community. The committee plays an important advisory role with regard to strategy, policy, best practices and benchmarking.

Responding to an uncertain economy and increasing interest from lawmakers, parents and prospective students about the relevance of the liberal arts as measured by employment outcomes, we created Success After Smith. This Web-based resource provides a results-driven snapshot of career and educational outcomes attained by Smith graduates. In 2010, under the leadership of the president and chair of the board of trustees, faculty, staff and students undertook a strategic thinking project known as the Futures Initiative. The endeavor drew its participants from the senior leadership of the campus, those groups and committees charged most directly with advancing the mission, priorities and long-term strength of the college. The goal was to learn about the new realities facing higher education and to develop a framework to guide the college in facing risks and developing opportunities in the coming decades.
11. Integrity

Smith College fosters free access to knowledge; unfettered discovery and communication through research and education; and the creation and sustenance of a community of scholars, students and staff. The Smith community can realize these goals only in an atmosphere of trust, respect, equity and transparency. Members of the campus community are expected to adhere to this community standard in all aspects of their interactions with one another and with individuals beyond the physical campus.

The college encourages community members to behave in ways that affirm respect for one another, but acknowledges that disagreements and conflicts of various degrees of seriousness are inevitable. In the event of a disagreement, informal resolution—including direct communication among the parties—is preferred. Community members are expected to engage in good faith attempts to mediate their differences. To that end, everyone is encouraged to use the deans, academic department chairs, supervisors and other staff members to discuss concerns and seek resolution to differences.

Board of Trustees
Ultimately, the board of trustees is responsible for integrity at the college. This cultural tone from the top ensures that the college subscribes to and advocates high ethical standards in the management of its affairs and ensures that leadership fosters an atmosphere in which issues are openly discussed. Board membership includes individuals with extensive experience in areas critical to the college’s operational and educational success. All board members and officers complete an annual conflict of interest statement that is reviewed by the secretary of the board of trustees and the controller.

Financial integrity is monitored by the Audit Committee of the board of trustees, which meets a minimum of three times a year with members of the financial management team, including external auditors at two meetings, to review the college’s financial statements and tax filings and any findings and recommendations. In addition, the Audit Committee is responsible for oversight of the college’s enterprise risk management program, the adequacy of internal control procedures, and the independence and performance of the college’s auditors.

Governmental Regulation
The college is an independent 501(c)(3) corporation, chartered under the laws of the Commonwealth of Massachusetts. It complies with all state and federal requirements as applicable to an institution of higher education.

Since 2007, the college’s presidentially appointed compliance committee has reviewed cross-campus policy matters and overseen the college’s compliance with governmental regulations.

Institutional Policies

Employee, Staff and Student Handbooks
College policies are posted on the college’s website in faculty, staff and student handbooks as well as on other departmental Web pages. As part of the college’s commitment to mitigate enterprise-wide risk, policies are periodically reviewed and updated. Changes to college policy are announced via biweekly news postings or email distribution.
**Code of Conduct**
The college’s Code of Conduct draws from existing policies to identify standards of ethical conduct for all employees. The code outlines principles, policies and regulations that govern the activities of the college and to which employees (faculty, staff and student) and others who represent the college must adhere. The success and reputation of the college in fulfilling its mission depends on the ethical behavior, honesty, integrity and good judgment of each member of the community. Employees and other individuals representing the college are expected to inform themselves about and comply with college policies and regulations pertaining to them.

The topics covered under the Code of Conduct demonstrate the college’s desire to be proactive in identifying areas in which ethical standards apply: Ethical Conduct; Safeguarding/Protecting Assets; Accuracy of Records and Reporting; Fair Employment Practices and Diversity; Harassment and Intimidation; Drug-Free Workplace; Safety in the Workplace; Gifts and Gratuities; Confidential Information; Computer Use and Copyright; Nepotism; Conflicts of Interest; Compliance with Laws and Regulations; Compliance with Contractual, Grant and Other Obligations; Internal Controls; Lobbying; Antitrust; Obligation to Report Suspected Violations; and Consequences of Violation.

**Student Conduct and Social Responsibility: Statement of Student Ethics**
The Code of Student Conduct notes that the Smith community was founded on individual integrity and respect for others. Since 1955, the college has abided by “The Honor Basis of the Community”:

> The basis of democratic self-government at Smith College is individual integrity. The honor system offers the responsibility of freedom. It assumes a mature concern on the part of each student for her own behavior and for that of her fellow student; and it demands the honesty and courage to acknowledge personal failure when it occurs.  
> Smith College Handbook, 1955

Violations of student policies are adjudicated by the student-run judicial board.

**Academic Freedom and Freedom of Expression**
The college policy on academic freedom is found in the student handbook. Freedom of speech and expression is the right of members of the Smith College community as well as invited guests.

**Privacy**
The federal Family Education Rights and Privacy Act of 1974 (FERPA) provides specific legal protections regarding the release of students’ personal records. The college is vigilant in addressing privacy concerns of employees, students and alumnae. The college’s policy and a FERPA tutorial are posted on the registrar’s Web page.

**Intellectual Property and Technology Transfer**
The college recently developed an intellectual property and technology transfer policy. This provisional policy is part of the faculty code and reflects the unique culture of the college—a culture characterized by the college’s interest in the advancement of knowledge, by its ongoing support of the professional development of its members, and, reciprocally, by the ongoing contributions of individual members of the academic community to the health and well-being of the institution.
Grievance Procedures
Appropriate grievance policies and procedures exist for students within the student handbook, for faculty within the faculty code, and for all other employees in the employee handbook. Each of these documents is readily accessible online.

Institutional Diversity

Smith is committed to creating an environment open to all individuals without unlawful discrimination. The college affirms its commitment to diversity by holding all employees responsible for upholding this principle and recognizing their legal obligations under applicable federal and state statutes.

The college’s Office of Institutional Diversity and Equity (OIDE) was created in 1996 with the belief that diversity in all aspects of the educational environment is necessary to achieve the highest level of academic excellence. More recently, in 2009, the president established the President’s Diversity Council to advise her and keep her informed of progress on diversity issues. The council is chaired by the director of institutional diversity and equity and includes faculty, staff, and student representatives.

To ensure compliance with Title IX regulations and the college’s sexual harassment policy, the president recommended that employees take an online sexual harassment training course in fall 2010. Seventy percent of employees took the course. An anti-harassment course is under development, which will be required of all students. In addition, Human Resources offers two workshops a year on sexual harassment and discrimination for managers and members of the faculty.
Assessment, Retention and Student Success

Introduction
Smith has undertaken significant projects related to student outcomes, student learning assessment, and student retention and graduation in recent years. Since 2007, in response to the commission’s advice in regard to our self-study, our efforts have been focused on The Smith Design for Learning.

For this five-year review, Smith has worked with NEASC to align our reporting with our overall strategy for assessment, which begins with analysis of data about student experiences and retention, continues through general education assessment, and then works through the departments to the major and to student outcomes.

Student Outcomes at Smith

Student retention research and experience measures provide a foundation for Smith’s understanding of the student experience. The Office of Institutional Research offers regular feedback through annual surveys and data tracking, and provides the institution with detailed information about student perspectives on their Smith experience. Central to the process are direct measures of student learning, including assessments of writing, quantitative skills, and critical thinking, as well as a growing suite of department-specific learning assessments and various multi-institutional projects that provide perspective about best practices among peer institutions. Direct information about learning provides an important grounding for campus conversations about student achievement.

The preparation of The Smith Design helped us define goals for learning outcomes and other institutional goals, and we continue to refine the definition and measurement of learning outcomes. Since 2007, Smith has made...
progress in the development of a culture of evidence across campus, including substantial support for the assessment of institutional and departmental learning outcomes; the development of a data warehousing and analytics program designed to make institutional data accessible for decision makers across campus is underway.

Smith has combined grant funding with institutional resources to support a full-time assessment specialist in the Office of Institutional Research. This position will help drive institutional assessment efforts with high-quality, direct measurement efforts, as well as support department and program efforts to define and assess learning outcomes.

While the campus invests in infrastructure to support data-driven decision making, Smith’s culture of evidence is already strong among decision makers; faculty and administrators eagerly seek and use available institutional data to make decisions. The institution’s current challenge is to collect and make visible the right data for the decisions at hand—through accessible and timely methods—to support decision makers’ needs.

Student Experience and Retention Measures
While Smith has made a significant investment in recent years in its direct assessment efforts, the college has also sustained its efforts in institutional research and evaluation, including continuing research into student retention and investing significantly in survey research through such key consortia as COFHE, HERI, and NECASL.3 These efforts provide important data to administrators and faculty about Smith’s performance on key metrics, its performance over time, and its performance as compared to peers.

Student Experience Measures
Smith collects extensive data about its students, surveying them after acceptance, before enrollment, each year of their undergraduate experience (with two alternating instruments, one focused on student life and climate, the other on academic engagement), and in an exit survey at the end of their senior year. Data are collected about health behaviors and drinking, and a variety of surveys connected with grant-funded and project-based initiatives collect data as well. In concert with COFHE and HERI, respectively, we survey parents once every four years and faculty once every three. Annually, we survey alumnae at two, five and 10 years post-graduation to explore the outcomes of a Smith education, and every five years COFHE peers participate in a comparable survey.

Survey data is used throughout the college to align enrollment tactics with changes in student perceptions, connect programming with student needs, assess progress toward programmatic goals and understand the changes in student experiences. Uses of student survey data by different constituencies are too many to enumerate in this document but should be evident throughout Smith’s interim report as a fundamental component of the college’s culture of evidence.

One example of Smith’s use of survey data is the annual senior survey reports prepared for the various departments. Each year, Smith surveys seniors and prepares an institution-wide report of the findings showing year-to-year changes. Key measures are also reported to trustees and senior administrators in comparison to those of peer institutions. In the past, a great deal of valuable information, including student self-reported learning gains, satisfaction with the major, and views on the importance of various areas of study, was not being made

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3 The Consortium on Financing Higher Education (COFHE) is a group of 31 highly selective colleges and universities; the Higher Education Research Institute (HERI) at UCLA is a national consortium providing survey research on entering students and faculty; the New England Consortium on Assessment and Student Learning (NECASL) is a grant-funded consortium of seven liberal arts colleges that have collaborated on qualitative and survey research projects over the last decade.
available to individual departments about their own majors. Starting in 2010, department chairs have been provided with annual reports comparing the senior survey responses of their own majors to those of the college as a whole. These reports have been used by chairs in departmental retreats and in self-studies to support curricular and programmatic discussions.

Institution-wide, student survey data have contributed to campus conversations about student learning in important ways. For example, faculty reacted strongly to the results of a senior survey question about quantitative skills. While student self-reports of their own progress are rightly regarded with some skepticism (faculty instead rely on direct assessments conducted on key learning outcomes, described later in this report), students’ ratings of the importance of various learning outcomes have been interesting fodder for discussion. In 2009, only 59.7 percent of seniors indicated that they believed it was very important or essential to be able to “use quantitative tools (e.g., statistics, graphs).” Faculty discussion of this result was in part responsible for the development of an institutional direct assessment of quantitative skills.

**Graduation, Retention and Student Success**

A review of public data on retention indicates that Smith’s graduation rates are on par with those of peer women’s colleges, and in fact underrepresented minority students were retained at similar or higher rates than were white students. Even though these comparative findings are positive, the college is focused on maximizing and improving institutional graduation and retention rates.

![Six-Year Graduation Rates by Race/Ethnicity, 2002 Cohort: Peer Women's Colleges](image)
In 2008 and 2009, Smith undertook intensive study of the college’s graduation rate and retention performance, examining student withdrawal and persistence in the prior decade through mining institutional data as well as conducting in-depth primary research, using both quantitative and qualitative methods, regardless of whether students withdrew voluntarily or because of academic or health difficulties. Research on institutional data indicated that students who were withdrawn academically or for health reasons were unlikely to return to campus, with less than one-third of this group returning.

Survey and qualitative research indicated that concerns about social life and community that emerged in prior studies were less salient in the most recent study; students who withdrew focused on a range of more individual factors, such as geography, academic interests, and personal issues that affected their decisions. In-depth interviews with students who withdrew for academic or health reasons indicated that those who accessed on-campus support services, such as the academic support centers, health services, and other interventions, found them helpful. Many students, however, did not access the services they needed until they were in serious academic or health trouble because of perceived stigma or other barriers.

This research was reviewed by a variety of campus committees as well as by the board of trustees, leading to multiple responses. Policies for required leaves were reviewed and revised, an initiative to maintain supportive communication with withdrawn students was undertaken by the Class Deans Office, and a task force was developed to focus on retention and student success initiatives. Although it is too early to identify trends, the most recent year’s data indicate positive results in first-year retention: 94 percent of the 2010 cohort returned in 2011, compared to 91 percent in recent years. We will continue to monitor these results and conduct primary research to follow up on the findings.

**Direct Assessment: What Have Students Learned?**

In 2011–12, the Academic Affairs Committee of the board of trustees engaged in a yearlong discussion of student outcomes, including a review of detailed direct assessment and outcome results related to The Smith Design for Learning. These findings included the results of a faculty review of student writing, of a quantitative skills test and of a critical thinking test piloted on campus. In addition, Smith has focused assessment efforts on global and leadership initiatives, the sciences and senior thesis work. Changes in advising have been informed by, and work in support of, assessment efforts. Assessment in majors has developed with in-depth pilots, including high-quality direct assessment measures aligned with departmental decisions.

It is important to underscore the fact that Smith’s assessment efforts have focused primarily on The Smith Design for Learning, which sets forth general education learning outcomes in the context of Smith’s open curriculum. Promising work has also taken place at the department level, and the college is poised to develop high-quality, meaningful departmental assessments across majors by 2017.

**Advising, Assessment, and Reflection**

Efforts to assess student learning have progressed hand-in-hand with the development of a new advising system for first- and second-year students—Liberal Arts Advising—developed in response to The Smith Design and referred to in earlier sections of this report. Our aim is to make assessment (and, in particular, self-assessment and reflection) an integral part of the advising process.

Liberal Arts Advising (LAA), described in Standard 4, recasts advising during the first two years, replacing pre-major advising. The LAA model shifts the focus of advising during this period away from the choice of a major and toward a more holistic process of educational planning and reflection, driven in part by students’ self-
assessment. Participants in the two-year pilot of LAA (17 faculty the first year and 26 the second, with approximately eight advisees each) used an electronic portfolio to prepare for adviser-advisee conversations using reflective questions that prompted the students to think about their progress both within and outside of the curriculum. Students were urged to map their progress in various areas onto their stated (and evolving) goals for themselves. The LAA model of advising also seeks to strengthen the adviser-advisee relationship by establishing a structure for more regular meetings, including group meetings where advisees can learn from peers as well as from their advisers.

In 2011, Smith collected data about the pilot program to help understand students’ experiences with their liberal arts advisers. All LAA participants were included in the survey sample, and participants’ responses were compared to those of nonparticipants.4

- Generally, the majority of Smith first-year students indicated satisfaction with their academic advising: 80.4 percent indicated they were very or generally satisfied.
- LAA respondents were significantly more likely than other first-year students to report that their adviser was interested in discussing their academic interests (90.4% vs. 80.5%).
- Over 80 percent of LAA respondents indicated that their adviser was interested in discussing their academic strengths and weaknesses, as compared to 65.3 percent of other first-year students.
- Almost two-thirds of LAA respondents (65%) reported that their adviser was interested in discussing their co-curricular activities, while only 48.1 percent of other first-year students reported the same.
- LAA respondents were significantly more likely to find their adviser interested in discussing their overall health and well-being (68.3% vs. 44.2%).
- First-year students who did not participate in LAA were significantly more likely to select “generally dissatisfied” than those in the LAA program (21.2% as compared to 7.4%).

Writing Assessment
Starting with pilots in 2007, 2008, and 2009, Smith has conducted direct assessment of student writing. During the pilot phases, we explored various assessment approaches, including the collection of student-developed writing portfolios from sophomores, course-based rubric assessment, and group assessment of papers generated by first-year students in writing intensive (WI) courses. Because faculty members were particularly concerned with first-year writing and because early intervention was a priority for Smith’s faculty writing committee, these pilots have resulted in the decision to conduct annual direct writing assessments, including group faculty assessment of first-year students’ work in their WI course.

Smith benefited substantially from the efforts invested in direct assessment of student writing. Like their colleagues at many other liberal arts colleges, many Smith faculty members assumed that students’ writing skills had declined. Conversations informed by this perception provided no road map for action and contributed to a vague but pervasive sense of frustration with student writing. To address these concerns, the director of Smith’s Jacobson Center for Writing, Teaching and Learning used learning outcomes crafted by Smith’s Committee on Writing in 2005 to develop a set of rubrics for reviewing student writing. Faculty members used these rubrics in each of Smith’s writing assessment pilots to score student writing.

4 Assignment to the pilot was based on faculty participation, so students who were assigned to faculty advisers who had volunteered for the pilot were automatically enrolled in the pilot. Therefore, bias in student pilot participation was possibly present (the extent to which engaged faculty may have volunteered, and differences in the academic interests and therefore advisee assignments) but is not as extreme as in a fully self-selected pilot population.
The results of the final and largest assessment pilot are shown in the following bar graph, indicating that more than two-thirds of Smith students are writing at an acceptable or exemplary level at the end of their first-year writing intensive course, while approximately 30 percent continue to need work on writing. Detailed data on specific components of writing addressed in the WI course are also identified, including analyses by the type of course, the student’s SAT writing score, the student’s holistic admission rating, and whether students were first-generation college students.

2008-09 Writing Intensive Assessment Results

Smith’s investment in direct assessment paid off on a number of levels. Faculty participants in the scoring sessions were asked to debrief at the end of the experience, and the major theme was that the experience had provided faculty members with many ideas for assignments and teaching approaches.

From a systemic perspective, the results contributed substantially to the institutional conversation about student writing. Clear data about student strengths and weaknesses in writing, as well as their correlates (including demographic and pre-college characteristics), were provided to faculty through written reports, meetings and a well-attended presentation at Smith’s Teaching Arts Lunch series (www.smith.edu/ir/documents/F08WIAssessmentReport.pdf). In these venues and in informal conversations, faculty discussion focused on developing effective assignments; developing interventions to support specific challenges found in student writing, such as argumentation and paragraph development; and ways to support the 30 percent of students who continue to need work on writing after completing the required WI course.
In response to these issues, Smith added a new writing course, English 119, designed to support writers who need additional development at the end of the first WI course. In addition, the faculty developed clearer and more exacting requirements for the Writing Intensive designation. The new guidelines require a higher minimum number of pages of writing assigned during the semester, including at least one paper of sufficient length to allow a student to demonstrate her ability to develop and sustain an argument. The guidelines were discussed by the faculty as a whole and approved.

Smith plans to continue this assessment to provide ongoing faculty development for Writing Intensive instructors, and to continue to provide input to faculty development and curricular planning efforts.

Assessment of Quantitative Skills
A grant from the Teagle Foundation allowed Smith to partner with Spelman College to develop quantitative assessment and electronic portfolio tools. Smith’s associate dean of the faculty convened a faculty committee to develop a testing instrument aligned with The Smith Design for Learning. The committee, chaired by a faculty member in psychology, developed a quantitative skills test that draws on best practices at peer institutions and prior faculty committee work on quantitative literacy. The test covers the following areas:

- Arithmetic
- Algebra
- Statistics
- Probability
- Graphical interpretation
- Spatial awareness
- Deductive logic

The test was piloted in spring 2010 with graduating seniors. An incentive was selected in consultation with student leadership and was effective in yielding a good response rate (53%); the tested population was comparable to the senior class as a whole. The test was repeated with entering first-year students in summer 2010, with an 86 percent response rate. Seniors scored 71 percent correct on average, and entering first-year students had similar results. First-year student scores were provided to students and advisers to assist in course selection and pre-major preparation.

Students did better in arithmetic, algebra, graphical interpretation, deductive logic and spatial awareness when compared to statistics and probability subscales. Students’ SAT math score was the only characteristic that was a significant predictor of higher scores (controlling for other factors) in both groups, while status as a first-generation college student was a significant predictor for entering first-year students.
Results from Smith’s quantitative assessment efforts are still being reviewed. Initial research conducted by faculty members caused the institution to reject the hypothesis that students participating in majors with a quantitative requirement would score better on the test. In fact, this was not the case: After coding for majors with and without a quantitative requirement, senior scores were statistically similar. This result provides support for the notion that quantitative skills are developed across Smith’s curriculum. This finding will inform our efforts to help students improve their quantitative reasoning skills during their four years at Smith. Once we have ample data to provide individual department results, we will include senior quantitative scores in the survey results we send to department chairs on a regular basis.

Assessment of Critical Thinking: An Experiment in the Sciences
In 2010, Smith explored ways to assess critical thinking, driven by faculty interest in the topic. At the initiation of a faculty member in the sciences, Smith piloted the National Science Foundation-funded CAT (Critical-thinking Assessment Test), based at Tennessee Technological University. The CAT was conducted with a convenience sample of 110 students (primarily enrolled in science majors) and was scored in May 2010 by 10 faculty members; one Smith administrator; and four visitors from Bowdoin College and Middlesex Community College, who were preparing for their own campuses’ scoring sessions.

Smith students had an average score of 24.1 points out of a total of 40 possible points, with a maximum score of 36 and a minimum score of 11, significantly above the national average and similar to expected scores, given
Smith students’ entering SAT profile. Scores for upper-level students (juniors and seniors) did not differ significantly from scores for first-year and sophomore students at Smith. Smith and Bowdoin exchanged CAT reports; the two colleges had similar results.

CAT test results were presented to the Smith faculty at a fall 2010 Teaching Arts Lunch, along with a panel discussion among scoring session participants. Faculty opinions of the test’s value ranged widely, from highly positive to strongly negative. Faculty members at the meeting tended to share the opinion that the value of the scoring session was limited given the labor intensity of the scoring process. Faculty interest in the CAT instrument also varied by discipline, with more support expressed by faculty in the sciences. A number of faculty in the humanities expressed interest in further exploration of assessment of critical thinking within the context of the humanities.

The assessment of critical thinking is both an important and a complex challenge for Smith, with the CAT representing one component of what our faculty think of as critical thinking skills. Humanities faculty expressed interest in exploring ways to assess critical thinking that would include elements not covered by the CAT, particularly related to the critical reading of texts, such as: identifying point of view, understanding voice and audience, how to frame an argument, and persuasion, to name a few. As we work with departments to identify core learning outcomes, we will try to clarify disciplinary definitions of critical thinking.
Global Perspectives and Leadership Assessment
Beyond the essential student capacities outlined in The Smith Design for Learning, the college has identified global engagement and women’s leadership as distinctive goals for a Smith education. We are developing means to assess initiatives that support these twin goals. For global initiatives, Smith selected the Global Perspective Inventory (GPI), a widely used national survey assessment tool that offers scores from comparable peer colleges and a national norm group. Starting in 2011, Smith administered the survey to entering first-year students. That same year, we added the GPI to a survey already being administered to alumnae one year after graduation. The survey focuses on a range of constructs associated with the development of global perspectives.

Although our ultimate goal is to measure gains for individual students, comparing the same student’s responses when she enters and when she graduates, the first year provided us with preliminary cross-sectional data, comparing entering students to their counterparts one year post-graduation. As an example of the kind of data we will be able to analyze from this study, we found that graduated students were significantly more likely to demonstrate high levels of cognitive knowing, defined by the GPI as a measure of students’ understanding of cultural context in making judgments, than were entering students.

Data collection continues; the class of 2015 is the first class that will have true longitudinal data that will allow us to observe growth within individual students. These results will then be merged with institutional data and will allow Smith to correlate student growth with program participation (study abroad as an obvious example).
Teagle Honors Thesis Project
Smith participated in a Teagle-funded thesis reading project led by Hampshire College. The project is designed to provide direct assessment of senior theses using a rubric-based project and thesis readers from multiple campuses. Smith faculty members have participated as thesis readers, and Smith’s senior class dean attended a project-sponsored workshop reviewing results and providing feedback for development of campus senior thesis programs. The findings of this study, as well as the opportunity to share best practices with peer institutions, provided a useful context for further action on Smith’s part. Smith’s Subcommittee on Honors and Independent Programs is making use of data about honors to analyze student access and achievement within the Departmental Honors Program.

Assessment in the Sciences
In order to increase Smith’s capacity for assessment in the sciences, we have worked to improve the college’s data infrastructure to track outcomes. After conducting a data needs assessment, it became clear that there was a need to track student use of available resources and participation in activities in order to evaluate their impact on outcomes.

By collecting this information, which also includes improvement of record keeping and surveys of participants, we are able to observe the actual impact of the various components of the Smith science pipeline. The institution’s individual student record data (demographics, grades) can now be merged with a student engagement database (participation in independent research, outreach, mentoring, tutoring, usage of equipment) to explore impact on learning outcomes (skills, knowledge, values and aspirations) and student outcomes (GRE/MCAT scores, graduate/medical school admissions and enrollment, and employment).

An early example of the use of these data was an analysis of the impact of summer research experiences, early research experiences and mentoring on post-baccalaureate enrollments. The analysis revealed the importance of these types of programs on success in graduate school (www.smith.edu/ir/documents/SigmaXi_Outcomes_BO.pdf). These efforts have also spurred Smith’s mentoring committee to examine access to these programs for our students. An ongoing analysis of gateway course performance has led to some curricular revisions. While these data have been useful in grant-funded programmatic evaluation and improvement, the gains made in data collection and infrastructure give Smith a more complete picture of the student experience of science at Smith, which will help improve the pipeline for all students.

Assessment of Learning Outcomes in the Disciplines
At the core of Smith’s assessment philosophy is a commitment to faculty-driven, meaningful assessment. It is our belief that assessment well conceived enhances the work of the faculty, informs curricular innovation and supports pedagogical improvement.

At this time, we have worked closely with a handful of departments (chemistry, psychology, film studies and French) to explore, identify and begin to measure the core outcomes of students in their majors. The approaches each group has taken vary based on the questions that are meaningful to their field. In every case, however, the focus of our work is to add substance, in the form of direct assessment data, to the discussion of learning goals and measurement in each discipline.

Based on our work in 2011–12, we will use these departments as exemplars of assessment that is aligned with faculty goals and needs, and that enhances the ability of departments to act on their goals. Departments
participating in this initial stage have agreed to share their process and findings with peers in the coming year, serving as examples to demonstrate the positive use of assessment data for departmental decision making. Disseminating the results of this process, particularly to chairs, should illustrate that engagement with direct assessment can empower them to make data-driven decisions about resource allocation and curricular development.

Departmental Assessment Process
Departments and programs are required to do self-studies as part of the regular decennial and midterm reviews overseen by the Committee on Academic Priorities (see guidelines in Appendix I). The guidelines ask departments and programs to articulate “goals for student learning” and “measurement for learning outcomes.” Because these core assessment questions are embedded in the process, they will be addressed by all departments and programs completing self-studies by 2017.

Chairs and directors of departments and programs that are due for review are also provided a packet of data indicators prepared by the Office of Institutional Research to help with their self-study. Tables of demographic information about student majors and minors, course enrollment data, as well as survey data from seniors and alumnae are included in the packets. As departments discuss the data, additional questions often arise, and IR provides relevant data when requested.

Further, Smith’s assessment specialist meets with the departments to help them define their learning goals and discuss potential measurement. This collaboration has taken the form of discussion facilitation at departmental retreats, meetings with a small subsection of departmental faculty, or individual meetings with chairs and program directors to properly frame assessment and to ensure that it serves departmental and institutional goals. By discussing and building on what departments are already doing, institutional research helps the faculty develop effective and efficient assessment tools without being overly obtrusive.

In addition to the institution-wide process and supports in place for assessment, Smith—in May 2012 and in conjunction with Mount Holyoke College—cosponsored national assessment expert Barbara Walvoord to conduct a workshop for faculty and participate in conversations with senior administrators and select department chairs to discuss Smith’s assessment approach and plans at the departmental and campus-wide levels.

Departmental Assessment Case Studies

Chemistry Learning Outcomes
In summer 2011, the chair of the chemistry department invited representatives from IR to facilitate a discussion about learning goals. That conversation focused on defining metacognitive learning goals in a chemistry-specific context. Among the learning goals are such items as the ability to “tell a good story” about chemistry, read/write a scientific paper, design experiments, interpret data, transfer knowledge between discrete course units, demonstrate information literacy and engage with learning/exploration.

Following up on the group definition of those goals, the chair then administered a departmental survey to gauge faculty opinion on the importance of particular content areas within chemistry. This list was narrowed down to include essential content areas that make up discipline-specific learning goals.

In spring 2012, a small group of faculty volunteered to develop a direct assessment for graduating seniors to try to measure achievement of those goals. The assessment was voluntary for graduating seniors (11 of 14 chose to
participate). The assessment activity was designed as a competition with teams of three to four seniors. Students were given a packet of material to review that included an empirical journal article modified to introduce shortcomings. Students had one hour to review materials individually and take notes (sealed for later evaluation). Students then got together with their teams to work on their solution. Teams met with their faculty adviser for a midpoint check-in followed by two more hours of group work to prepare their submission. Faculty members then judged the submissions to determine the winning team. At this preliminary review of the assessments, judges indicated that student performance was generally strong on the outcomes assessed. A more formal review of the results will occur this summer, with the chair planning to use the results to identify content gaps in the curriculum in order to inform modification both within courses and in the major curriculum. The department plans to readminister the same assessment in January 2013 with seniors.

Psychology Methods Learning Outcomes

In preparation for its decennial review in fall 2012, the psychology department at Smith is currently reviewing its curriculum, the structure of the major and the ways in which the department serves nonmajors. The department has been an eager partner with the Office of Institutional Research to conduct direct assessments and to use the results to drive its self-study and, ultimately, curricular change. The work started in 2010, when members of the department began a process to develop learning goals for its research methods course, considered a cornerstone course in the department. A nine-member subcommittee met biweekly to discuss the course. At the same time, a subset of the group participated in a seminar sponsored by Smith’s Sherrerd Center for Teaching and Learning, in which faculty members from different disciplines studied research about knowledge building and deep learning. Building on these experiences, participants revised their courses in content and pedagogy. They also wanted to find a way to measure the impact of the changes they made. As a result, a working group of seven faculty members and representatives from IR participated in a summer workshop, Implementation and Assessment of Deep Learning in the Methods of Psychological Science. Workshop participants developed an authentic assessment tool that dealt with a messy, real-world problem: whether or not Northampton High School should change its start time. The assessment materials included a newspaper article and two modified peer-reviewed empirical journal articles related to the issue. Students were asked to review the materials, critique the evidence by examining the strengths and limitations of the articles, and ultimately make a recommendation. The assessment was designed to allow students to demonstrate their ability to apply the content learned in research methods to a real-world psychological research question.

Throughout 2011–12, a task force, including Smith’s assistant director for assessment, met monthly to refine the assessment and develop a rubric to answer questions about knowledge transfer and the application of disciplinary knowledge. The meetings provided an opportunity for discussions about the complexities and promising directions of the work as well as the specific project at hand. Over 60 students at a variety of levels in the major completed pilot assessments in 2011–12. Those assessments are now being scored according to a refined rubric organized by selected learning outcomes in content and metacognitive skills, and the department continues to consider the results of the assessment as it reviews the overall curriculum.

Both the process and the results of the work on the research methods course will guide the department as it develops learning outcomes for the department as a whole. Among other goals, the department wants to find ways to provide additional depth for majors, particularly at the 200 level, where many nonmajors are served by existing courses. Data about course enrollments, faculty and student surveys, and outcomes, along with direct assessment, will inform an overhaul of the psychology curriculum that will align the major with departmental goals for student learning.
French Learning Outcomes
Having just completed its decennial review, the Department of French Studies has been working on building on the recommendations that came out of the process, which include a revision of the requirements for the major, along with plans for ongoing review of the curriculum, informed by student assessment data. In terms of measurement, the use of proficiency/competency tests that carry an internationally recognized credential continues to be a key assessment for those students who are studying abroad in Paris or Geneva. French majors studying abroad will take the Test de connaissance du français, a metric that will provide feedback to the French department about the language acquisition and competency of majors studying in Smith’s programs abroad, while also providing students with a valid credential that can assist with employment or post-baccalaureate education in francophone settings.

With the collaboration of a faculty member who is a statistician, the department conducted a statistical analysis of curricular pathways by examining student transcripts. The team looked at course and major decision making by students after they had enrolled in a key French winter-term course. Current learning goals are embedded within the departmental mission; however, the department will revisit those goals in fall 2012, when a key new tenure-track faculty member will join the department and add an important voice to the conversation about curricular goals.

Film Studies Learning Outcomes
As a Five College interdisciplinary major, film studies offers unique challenges to identifying learning goals, because faculty members who support the major are spread across multiple institutions and multiple departments. Majors generally begin with Introduction to Film Studies at Smith, in which students learn about the parameters of the field and develop the basic methods through which the moving image is analyzed. Each student must then take a small number of courses on one or more of the other campuses in the consortium. As a capstone, students take a film theory seminar, normally in their senior year.

The program director of film studies has met with IR to discuss learning goals. A draft of questions and outcomes has been compiled and will be used as a basis for discussion with the film studies committee. Although affiliated faculty have varied disciplinary training and perspectives, good communication and collaboration among core faculty ensure coherence in the curriculum. Discussions about measurement and artifacts (theses, capstone course artifacts, special studies projects) will continue over the summer with IR, the program director and our film studies postdoctoral fellow.

Student Outcomes: What Have Students Gained?
Over the last five years, Smith has made significant investments in the development of student outcomes measurement. Beginning with a COFHE study in 2009 that provided peer data, Smith has begun a data collection effort that includes annual surveys of the classes two, five, and 10 years out. Through this data collection effort, we can now track the outcomes of students participating in institutional programming to determine whether such programming affects student career choices and graduate school continuation.

Our current analysis largely focuses on a snapshot of alumnae 10 years out (the class of 2009), for which we have comparative peer data, as well as information about alumnae 20 years out. One of the most compelling data points for Smith faculty and trustees has been the proportion of alumnae who assume leadership roles in the workforce over time. Our study demonstrated that more than half of Smith’s alumnae were in CEO, executive level or senior level posts by 15–20 years out. As an institution committed to leadership education, to prepare “women of
promise for lives of distinction,” this outcome reinforces the college’s mission and helps inform its program development.

The corporate and organizational leadership of Smith alumnae shown by these data is coupled with a significant commitment to volunteerism and community service post-graduation; Smith alumnae indicate frequent volunteer service at higher rates than peer institutions, as shown by the following slide:
Smith vs. Peers 10 Years Out: In the Past 12 Months, How Often Have You Done Volunteer Work?

<table>
<thead>
<tr>
<th></th>
<th>About once a week</th>
<th>More than once a week*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Group 1</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Group 2</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

* Differences are statistically significant at the p<.05 level (Chi-square)
Note: Scale 0–25%

Smith alumnae are also asked to rate how well Smith prepared them for postgraduate education or career, and their overall satisfaction with their undergraduate education. Although satisfaction measures at the undergraduate level are problematic in many ways, it is our belief that alumnae can provide important insight into the value of their college experience retrospectively, and we treat retrospective review of the college experience as a direct measure. Across the board, Smith alumnae report high levels of satisfaction with their undergraduate preparation.
Interestingly, Smith alumnae report statistically similar high levels of preparedness for graduate programs whether or not their undergraduate work was directly related to their current careers. When asked about preparation for career, however, we can see that recent graduates, who are primarily in entry-level and mid-level positions, have lower satisfaction with their undergraduate preparation for a career. It is not until the later years post-graduation, when the evidence suggests a high proportion of alumnae are assuming leadership roles, that satisfaction with undergraduate preparation in a field not related to the major is seen by alumnae as highly positive, with 83 percent of those 20 years out saying they were prepared more than adequately or very well for their current career, compared to 61 percent of those two years out.

The data on executive leadership and on satisfaction with undergraduate preparation support the conviction that liberal arts education prepares students for leadership and success over a lifetime rather than for a specific career. Like alumnae from peer institutions, only slightly more than half (53%) of all Smith alumnae indicate that their current position is related to their undergraduate field of study.
Although retrospective satisfaction with undergraduate preparation for graduate school at Smith is generally high, the college has reacted with concern to findings that Smith alumnae are somewhat less likely than peers to pursue postgraduate degrees. Data show that 74 percent of Smith alumnae enroll in postgraduate education at 10 years out, and that 88 percent of well-qualified medical school applicants and 63 percent of all law school applicants are accepted to those professional schools, indicating a high level of support at Smith for post-baccalaureate education. Smith’s mission includes the expectation that many alumnae will pursue postgraduate education, and the college is currently engaged in a conversation about ways to enhance this particular outcome measure.
Over the years, Smith has invested significant resources to provide undergraduate research opportunities to students, and these findings have resulted in a desire to further our institutional understanding of the relationship of undergraduate research to postgraduate educational attainment, particularly in the sciences. Recent research conducted on institutional outcomes data by student-faculty teams has demonstrated that even when controlling for key incoming characteristics, undergraduate research is predictive of graduate enrollment. This evidence has further strengthened the institution’s efforts to provide undergraduate research opportunities with expanded programs such as STRIDE and AEMES (early research experiences) and SURF (Summer Undergraduate Research Fellowships) (see www.smith.edu/ir/documents/SigmaXi_Outcomes_BO.pdf).

Smith’s commitment to student outcomes research has been strengthened by recent discussions of preliminary findings. In addition to our ongoing monitoring of outcomes of undergraduate research participants, efforts to strengthen knowledge transfer, particularly in research methods courses, are in process, assisting students in transferring skills to graduate school.
Institutional Plans: The Next Five Years

Summary of Past Five Years
As our Fifth-Year Report indicates, all sectors of the college have worked to implement the principles of The Smith Design for Learning. New initiatives in the last five years have been inspired by Smith’s commitment to global engagement and women’s leadership.

To achieve our goals, the college has made major investments in planning, space, finances, and other resources, all within the constraints of a reduced operating budget resulting from the economic downturns. A summary of major investments in the last five years includes the following:

- The sciences, especially in relation to research and diversity (new and renovated buildings; AEMES; growth in new academic programs, such as neuroscience, environmental science and policy, and engineering)
- Resources for teaching and learning: the Spinelli Center, the Sherrerd Center and the Jacobson Center (see Appendix F)
- The new integrative centers, each of which support student and faculty research, global engagement and women’s leadership—GSC, CEEDS, CCC, and CWL—and continuing support of the Poetry Center and the Kahn Institute (see Appendix F)
- Integrative curricular initiatives, such as Liberal Arts Advising, Concentrations and Global Engagement Seminars
- Resources for diversity and equity (President’s Diversity Council, new director of the OIDE)
- Coaching, support and recognition of student research and experiential learning through internships and study abroad: Celebrating Collaborations, Smith in the World (see Appendix G)

These investments have been made in the context of continuing support for faculty and staff development and regular review of all academic programs.

Plans and Top Priorities
As stated in the previous narratives, leaders from all areas of the colleges have identified projects to be undertaken over the next five years. A summary of those plans follows (the person or committee responsible for oversight of the work appears in square brackets):

Standard 1: Mission and Purpose. Continue to implement the next five years of the college’s 10-year strategic plan, The Smith Design for Learning. As the college transitions to new leadership, a new strategic planning process may be launched in anticipation of the 2017 NEASC decennial review. [Committee on Mission and Priorities]

Standard 2: Planning and Evaluation. Continue to develop business intelligence and to coordinate administrative technology to improve data-driven planning for administrative and academic areas. [Senior administrators, Information Technology, Institutional Research]

Standard 3: Organization and Governance. Continue to develop ways to improve communication between the board and the faculty. [President, Provost] Evaluate the outcomes of the Futures Initiative for strategic thinking to determine which proposals should be implemented and under
what timetable. [Committee on Mission and Priorities, Committee on Academic Priority] Implement organizational change for alumnae communication and engagement. [VP for Public Affairs] Review and update the Code of Faculty Legislation and Administrative Practice and the Policy of Appointment, Reappointment, Promotion and Tenure to align with current needs and requirements. [Provost, Faculty Council, Committee on Tenure and Promotion]

Standard 4: The Academic Program. Work with chairs of departments and program directors to develop plans for the articulation and assessment of learning outcomes for every major. The models developed by chemistry, psychology, film studies and French studies for this report will be used to guide the process. [Provost, Institutional Research]

Standard 5: The Faculty. Continue to work with the Committee on Academic Priorities to implement the faculty reduction plan while responding to changing staffing needs. [Provost]

Standard 6: Students. Monitor full implementation of Liberal Arts Advising and the effectiveness of the integrative centers and study-abroad opportunities. [Dean of the College, Provost]

Standard 7: Library and Other Information Resources. Complete the internal reorganization of the Libraries, which includes identifying new leadership, realigning staff and resources, and becoming a learning organization. Develop a feasibility plan to implement the Library Master Plan. Other goals are detailed in the narrative for Standard 7. [Director of Libraries, Provost]

Standard 8: Physical and Technological Resources. For physical facilities, continued renovation and renewal of administrative, academic and residential facilities as well as the completion of the “living challenge” classroom building at the MacLeish Station. [Director of Facilities] For institutional technology, transition fully to Google Apps for Education for email, calendars and more, and improve its operational efficiency and effectiveness, guided by the Information Technology Services Strategic Plan. [Chief Information Officer]

Standard 9: Financial Resources. Implement the Information Technology Services Strategic Plan, approved by the trustees in May 2011, while ensuring that other institutional priorities are supported adequately. [VP for Finance and Administration, Chief Information Officer]

Standard 10: Public Disclosure. Optimize digital communications, including the creation of a self-service online portal; implement a new content management system; and develop unified Web pages. [VP for Public Affairs]

Standard 11: Integrity. Update handbooks and other documents to comply with current standards for a safe and productive workplace for all employees and students. [Controller]

Assessment: Provost to work with the Office of Institutional Research, the Committee on Academic Priorities, department chairs and program directors to develop assessment tools for all departments and programs based on the exemplar departments cited in this study.
In addition, the Provost, in collaboration with the Dean of the College and Committee on Academic Priorities, intends to work in the following ways on the strategic directions outlined in The Smith Design for Learning:

Strategic Direction I: Strengthen Essential Student Capacities
The lessons we have learned about mentoring first-generation working-class students, underrepresented minority students and students from underresourced high schools through the AEMES program will guide us as we continue to support that program and extend what we have learned in the sciences to other areas of the curriculum.

We will undertake an inventory of the curriculum to determine if students from different backgrounds have equal access to all majors, research opportunities and programs (such as study abroad, the Concentrations and departmental honors).

Strategic Direction II: Promote a Culture of Research, Inquiry and Discovery
In the last five years, a pilot program in the sciences, the Festival of Honors, has provided an opportunity for students doing senior honors projects to work with each other as well as with their faculty advisers as they define the problem they intend to work on, develop their projects and present them orally in their final form. We hope to develop similar programs in other areas of the curriculum for departmental honors to break down the isolation some students experience as they undertake intensive independent research and increase opportunities for presenting work in progress as well as the finished product to an audience of peers and faculty advisers.

We will increase formal and informal opportunities for faculty members and students to present their research to their peers across disciplines. Liberal Arts Lunches (weekly presentations about faculty research given over lunch, sponsored by the Committee on Academic Priorities) and Sigma Xi lunch talks (primarily in the sciences) have served us well but need to be evaluated and either continued or restructured to meet changing uses of the calendar and the existence of new resources, such as the centers.

Strategic Direction III: Prepare Women for Rewarding Lives
Building on the appeal and success of programs developed through the Center for Work and Life and described in Standard 6 and Appendix F, the center will support an e-portfolio project over the next five years to help students build a portfolio that reflects their work and life preparation in both academic and nonacademic contexts. The center is planning to continue a twice-annual Leadership for Rebels workshop and is developing a leadership curriculum for fall 2013 with the following workshops: How to Confidently Speak Up in Class, Email Professors, Attend Office Hours and Ask for Letters of Recommendation; An Introduction to Talking about Privilege; Talking about Sex in Multiple Work & Life Contexts; How to Be That Person Who Asks Really Good Questions: A Workshop on Paying Attention; Advanced Workshop on Persuasive Speaking in and out of Class; Offering and Receiving Criticism “What If I Say the Wrong Thing?” Communication and Community Work; How (and Why) to Talk Religion in Today’s World.

Strategic Direction IV: Centers for Societal Leadership and Engagement
Appendix F describes the mission, structure and programming of the Global Studies Center (GSC); the Center for the Environment, Ecological Design and Sustainability (CEEDS); and the Center for Community Collaboration (CCC), as well as the Center for Work and Life referred to in Strategic
Direction III. We will work to secure the budgets for these centers to support their current projects and future initiatives.

After a careful review of these plans, the president and senior administrators identified four goals as top priorities to be achieved by 2017:

1. Implement the Information Technology Services Strategic Plan
2. Implement the reorganization of the libraries and phase in facilities improvement, guided by the Library Master Plan
3. Increase globalization and the means to assess it
4. Increase the focus on the environment and sustainability in the curriculum

Over the next five years, Smith will continue to evaluate and secure these new initiatives and to develop strategies to mitigate the potential effect of the reductions to the core faculty and staff brought about by two major economic downturns.
Conclusion: Transitions and Strategic Thinking

The next five years will see significant changes in leadership at Smith College. A new president will begin in fall 2013, and a new provost will be appointed to begin in 2014–15; other changes in senior staff are anticipated, as well as a higher-than-usual number of retirements among the faculty and staff over the next five to 10 years. Anticipating the presidential transition, the president has increased her cabinet for 2012–13 to include additional high-level staff, such as the associate provost, the associate vice president for finance and administration, and the director of the Office of Institutional Diversity and Equity. The plans outlined here for the next five years continue the implementation of The Smith Design and provide a road map for the new president.

President Christ has cultivated a culture of strategic thinking during her term at Smith; as a result, the college has been able to plan effectively and to react nimbly and creatively to unanticipated challenges, such as the 2008 economic downturn. The Futures Initiative—referred to in the Institutional Overview; Standards 3, 4 and 10; and Appendix B—is an effective example of a strategic thinking exercise that engaged trustees, faculty, administrators and students. In an article for Trusteeship, President Christ describes strategic thinking in the following way:

1. A strategic thinking process should assess trends, make judgments about their implications for the institution, and be a reflection on the available options. Unlike traditional strategic planning, it is not about what a college will do in the next year or two. It is about the future landscape of higher education and the institution’s place within it.

2. Successful strategic thinking requires full buy-in from the board, faculty, and administration. The board and faculty, in particular, stand to gain increased understanding about each other’s values and responsibilities, leading to improved collaboration.

3. Boards and campuses that think systematically about the long-term issues affecting higher education in general will better avoid risks and take greater advantage of opportunities in a rapidly changing world.

The Futures Initiative enabled all constituencies to identify our core values and to imagine how to recommit to our mission and values in a rapidly changing environment. Given the experience at Smith, President Christ concludes:

Whatever its concrete results, the project has taught us a number of important lessons. Smith, like many colleges and universities, can tend to live in a bubble. We all cultivate a kind of exceptionalism; we believe that our own institution, whatever it is, offers a uniquely enriching experience to its students. Many faculty and staff members, who, for the most part, spend their careers at Smith, know surprisingly little about other colleges and universities, particularly those outside their academic sector, and the primary expertise of most board members is not higher education.

It is therefore salutary for both boards and campuses to take time to think systematically about trends affecting higher education institutions. We currently live in a period of greater change in higher education than any since the immediate post–World War II years. In such a context, colleges and universities will be well served by

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developing a culture of strategic thinking—asking, with a sense of curiosity and adventure, how we can best avoid the risks and take advantage of the opportunities in our rapidly changing world.

It is in that spirit that we conclude our Fifth-Year Report and anticipate opportunities and challenges for the next five years and beyond.
Appendices

A. Organizational Chart
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Appendix A. Organizational Chart
Appendix B. Futures Initiative:
2010–11

In 2010–11, under the leadership of President Carol T. Christ and Board of Trustees Chair Cornelia Mendenhall Small ’66, some 60 trustees, faculty, staff and students undertook a strategic thinking project known as the Futures Initiative. The endeavor drew its participants from the senior leadership of the campus, those groups and committees charged most directly with advancing the mission, priorities and long-term strength of the college. The goal was to learn about the new realities facing higher education and to develop a framework to guide the college in facing risks and developing opportunities in the coming decades.

In the course of the initiative, four areas emerged as particularly critical to strengthening Smith’s position in the landscape of higher education:

1. The college’s financial and enrollment model
2. Global engagement
3. New pathways and timelines for earning an undergraduate degree
4. Smith’s education footprint outside of residential and undergraduate education

Looking to 2030 and beyond, this summary describes anticipated trends in higher education, articulates the principles that will guide the college’s actions, specifies the planning direction and identifies next steps.

Financial and Enrollment Model

Anticipated Trends
Economic stress will continue to create pressure on federal and state budgets, leaving little funding for non-entitlement spending, such as student financial aid or support for state colleges and universities. Increased income disparity will further segregate society; a small number of students at elite private colleges will pay full price, coming ever closer to $100,000 for each undergraduate year, while most students will rely on a combination of financial aid and student loans or choose less expensive educational institutions. Institutions will no longer be able to rely on large increases in investment earnings or tuition to cover costs. In this environment, the traditional financial model will come under greater stress, leading to rising discount rates and more competition for full-paying students. In such circumstances, access to higher education will become an increasingly urgent public concern.

Guiding Principle
Smith educates women of promise for lives of distinction. In an environment of onerous cost pressures on students and families, Smith will adhere to enrollment and financial strategies that ensure access, excellence and diversity.

Planning Directions
- Assess strategies and the investment necessary to increase the enrollment of full-pay and low-need students, underrepresented minority students and international students
- Assess the budget implications and strategic uses of decreasing and increasing the discount rate (i.e., admissions selectivity, competitiveness of aid packages and level of international enrollment)
- Determine the proportion of new financial aid funding realized through the campaign to be used for strategic enrollment efforts
• Continue to identify and develop sources of revenue outside of undergraduate tuition
• Continue to identify opportunities for operational synergies and efficiencies within the Five Colleges
• Assess the size of the student body relative to institutional goals

Next Steps
• Devote the board’s attention in 2011–12 to a focused consideration of enrollment planning and policy
• Commission an internal study on the size of the undergraduate student body, considering the implications of both increases and decreases for admissions selectivity, budget, staffing and the curriculum.

Global Engagement

Anticipated Trends
Profound shifts in demographics will produce college populations that are markedly different from those of the early 21st century. The United States will see substantial population growth among Hispanics in the southwest, west and southeast. At the same time, other countries growing in wealth and productivity—such as China, India, Brazil and Russia—will increase the demand for higher education. The competitive landscape of higher education, once dominated by the United States, will become truly global, with students electing to pursue all or part of their study in institutions around the world. Many universities—American and other—will have campuses in multiple parts of the world that serve students in residence and others through remote technology.

Guiding Principle
From its inception, Smith has embraced its responsibilities as a college of and for the world. As demand for higher education increases around the world and as more countries recognize the importance of educating women, Smith will plan for significant increased enrollment of international students as well as underrepresented U.S. populations, particularly Hispanic students. At the same time that Smith expands its international enrollment, it will develop more opportunities, both on campus and off, for students to acquire a global and multicultural perspective.

Planning Directions
• Deepen and broaden existing global initiatives (including our own study-abroad programs), particularly by integrating and coordinating programs and activities across the college and the Alumnae Association. Take advantage of technology in these efforts, exploring ways to create virtual global communities
• Build Smith’s brand in target areas (Asia, Latin America, Africa and the Middle East), establishing pipelines for students
• Explore strategic partnerships with universities, schools, government agencies, corporations and NGOs both inside and outside the United States that significantly enhance our enrollment and curricular goals

Next Step
Appoint an ad hoc steering committee of trustees, administrators and faculty to advise the president in guiding the global strategy

New Pathways and Timelines

Anticipated Trends
An undergraduate education, once commonly undertaken in nine-month academic “years” over a four-year period on a college campus, will become more discontinuous, self-scheduled and customized. Driven in part by the high cost of residential college education, students will seek to combine study at public universities, community
colleges, online (often for-profit) institutions, and residential colleges, and amass credit for these varied experiences. At the same time that some elements of undergraduate education have become “unbundled,” and ubiquitous wireless connectivity has provided access to a wealth of resources and pedagogical tools, a significant portion of students and their parents will continue to value campus-based, face-to-face education for the way in which it develops critical thinking and leadership skills and brings together those from various cultural, religious and ethnic backgrounds.

Guiding Principle
To take immediate advantage of a more heterogeneous market in undergraduate education and to provide economies for students and their families, Smith will develop innovative programs and policies that allow students flexibility in designing their education. Even as we pursue innovation, we will seek to maximize the distinctive value of a residential college because we believe that living in an academic community fosters learning, dialogue and engagement with others.

Planning Directions
- Identify and assess markets for enrollment of nondegree students in existing Smith courses and programs—for example, early college, a year at Smith for international students, continuing education and alumnae education
- Consider and assess ways of reducing the time and expense of a Smith degree for students who opt to do so, such as granting credit for summer and interterm work, online instruction and perhaps selected internships

Next Steps
Appoint a task force of staff and faculty to determine what projects we might undertake and how to assess them, both in recruiting nondegree students and in offering students options for reducing the time and cost of the degree. In its deliberations, the task force should carefully consider the value of place in undergraduate education.

Expanding Our Educational Footprint

Anticipated Trends
At the same time that traditional four-year undergraduate education may become increasingly discontinuous, pre- and post-baccalaureate education will gain in market share. Many students and their families will seek “early college” experiences, and the demands of a highly competitive workplace will put a premium on graduate and professional degrees and certification. As we live longer and change careers more frequently, professional reinvention will become progressively more important. Moreover, in an environment in which growth in traditional sources of revenue is more constrained, many institutions will seek to further diversify their financial resources. College campuses will be active year round, with an increasingly varied range of programs.

Guiding Principle
As higher education expands over the course of a student’s life and career, beginning earlier and extending later, Smith will seek to leverage its academic assets to offer programs that enhance its reputation and revenue structure. In this balance, Smith will make sure that mission, excellence and reputation guide the selection of revenue opportunities.
Planning Directions

- Explore the changes necessary for year-round campus operation, assessing needs, priorities, and policies for facilities, space and staffing
- Explore opportunities for five-year bachelor’s/master’s degrees
- Develop a set of principles governing the selection of partners for bachelor’s/master’s programs and other academic collaborations
- Explore opportunities for professional master’s degree programs, taking full advantage of the School for Social Work and its distinctive calendar, and assessing uses of distance learning that are in keeping with Smith’s mission and values
- Build a reputation for pre-baccalaureate summer programs and an array of offerings, targeting both domestic and international students

Next Steps

- Appoint a staff group, including representatives from the School for Social Work, to identify facilities, staffing needs, space allocation priorities and policies for year-round operation
- Appoint a task force, composed of faculty, staff, and trustees, to recommend principles for partnerships, alliances and exchanges; consider the place of the Five College Consortium in Smith’s array of partnerships
- Appoint a task force, composed of faculty and staff, to identify areas for new programs and degrees at the post-baccalaureate level; participants in the Futures Initiative have suggested exploring such areas as American studies (converting our current diploma program to a master’s degree), museum studies, a relaunch program for science alumnae (and others) who are not currently working in the science or technology fields, gerontology, a management degree in social justice, and a degree in environmental studies and policy

Futures Initiative Participants

CAP: Committee on Academic Priorities
CMP: Committee on Mission and Priorities

Rachael Bartels ’88, Trustee
Randy Bartlett, Professor of Economics, CMP
Don Baumer, Professor of Government, Faculty Council, CAP
John Brady, Mary Elizabeth Moses Professor of Geosciences, CMP
Robin Brooks ’77, Trustee
Linda Smith Charles ’74, Trustee
Carol T. Christ, President
Katherine Clark ’10, Trustee
Arlene Cohrs ’80, Trustee
Ruth Constantine, Vice President of Finance and Administration, CMP
Peggy Danziger ’62, Trustee
John Davis, Associate Provost & Dean for Academic Development, CMP, CAP
David DeSwert, Associate Vice President of Financial Planning
Marlowe Dieckmann ’09, Trustee

Debbie Duncan ’77, Trustee
Elizabeth Eveillard ’69, Trustee
Laurie Fenlason, Vice President for Public Affairs
Lisa Ferrell ’85, Trustee
April Foley ’69, Trustee
Lynn Fox ’77, Trustee
Martine Gantrel-Ford, Professor of French Studies, CAP
Sara Gardephe ’11, CMP
William Gipson, Trustee
Howard Gold, Professor of Government, Faculty Council
Sid Golub, Trustee
Neil Grabois, Trustee
Drew Guswa, Associate Professor of Engineering & Faculty Director of the Center for the Environment, Ecological Design and Sustainability
Stacie Hagenbaugh, Director of Career Development, CMP
Elizabeth Hoffman ’68, Trustee
Nick Horton, Associate Professor of Mathematics and Statistics, CAP
Rebecca Hovey, Dean for International Study & Administrative Director of the Global Studies Center
Trish Jackson, Vice President for Development, CMP
Carolyn Jacobs, Dean and Elizabeth Marting Treuhaft Professor, School for Social Work
Alex Keller, Associate Professor of Film Studies, Faculty Council, CMP
Janet Ketcham ’53, Trustee
Hoon Eng Khoo ’73, Trustee
Alexander Lindsey, Trustee
James Lowenthal, Associate Professor of Astronomy, Faculty Council, CMP
Maureen Mahoney, Dean of the College & Vice President of Campus Life, CMP, CAP
Annie Morita ’90, Trustee
Suleiman Mourad, Professor of Religion & Faculty Director of the Global Studies Center
Lucy Mule, Associate Professor of Education and Child Study & Faculty Director of the Center for Community Collaboration
Louise Parent ’72, Trustee
Judy Pelham ’67, Trustee
Lois Perelson-Gross ’83, Trustee
Susan Porth ’70, Trustee
Kate Queeney, Associate Professor of Chemistry & Director of Advising
Danielle Ramdath, Associate Dean of the Faculty
Debra Romero ’77, Trustee
Kristen Rosa ’12, CMP
Cate Rowen, Director of Institutional Research and Educational Assessment
Tracy Rubin ’77, Trustee
Maria Rueda, Assistant Professor of Spanish and Portuguese, CMP
Linda Salisbury ’78, Trustee
Ann Sanford ’75, Trustee
Nina Scherago ’82, Trustee
Marilyn Schuster, Provost & Dean of the Faculty, CMP, CAP
Kevin Shea, Associate Professor of Chemistry & Director of the Sherrerd Center for Teaching and Learning
James Shulman, Trustee
Sharmila Sinha ’88, Trustee
Cornelia Mendenhall Small ’66, Chair of the Board of Trustees
Audrey Smith, Associate Vice President for Enrollment
Michael Thurston, Professor of English Language and Literature, Faculty Council
Toni Wolfman ’64, Trustee
Phoebe Wood ’75, Trustee
Appendix C. Student Capacities:  
Essential Capacities for Smith Students

In 2007, the Smith College faculty approved a list of essential capacities that should guide a student’s education during her time at Smith. Because reflection is an essential part of a true liberal arts education, Smith asks students to consider their development through experiences both in and beyond the classroom.

Throughout a student’s time at Smith, she will be encouraged to reflect on her progress in each of the following areas and to identify opportunities for further growth.

Develop the ability to think critically and analytically and to convey knowledge and understanding by

- Writing clearly
- Speaking articulately
- Reading closely
- Evaluating and presenting evidence accurately
- Knowing and using quantitative skills
- Applying scientific reasoning
- Engaging with artistic creation and expression
- Working independently, and
- Working collaboratively

Develop a historical and comparative perspective, which requires

- Learning a foreign language
- Studying the historical development of societies, cultures and philosophies, and
- Understanding multi- and interdisciplinary approaches.

Become an informed global citizen, which requires

- Engaging with communities beyond Smith
- Valuing tolerance and appreciating diversity
- Applying moral reasoning to ethical problems, and
- Understanding environmental challenges.
Appendix D. Concentrations
www.smith.edu/acad_concentrations.php

Concentrations began as a Mellon-funded faculty-initiated strategy to integrate work beyond the major and to bring experiential learning into the curriculum. Approved by the faculty as a regular part of the Smith curriculum in December 2010, each concentration includes these components:

- Focused on an interdisciplinary topic
- A gateway course
- A group of 4 or 5 courses in the curriculum chosen with an adviser to provide a multidisciplinary approach to the central topic (Five College courses may count)
- One or two practical, hands-on learning experiences
- A capstone experience
- Students apply to be admitted; 15 per class year are accepted
- Governed by an advisory committee with a director.

Approved Concentrations:

The Archives Concentration makes local, regional, national and international histories public through research and professional training. Students learn about archives and about the methods of public history through which archival materials are shaped into compelling narratives. Students learn about archival acquisition, processing and description and how to build finding aids that make collections available for scholarly and community use. The concentration draws on the Sophia Smith Collection, the College Archives and the Mortimer Rare Book Room.

www.smith.edu/archives

The Biomathematical Sciences Concentration allows students to integrate the study of mathematics, statistics, computer science and engineering with biology, biochemistry and neuroscience. In addition to courses, the concentration includes hands-on research experiences in labs that use the tools of the mathematical and computer sciences to parse the meaning of biological phenomena and makes use of Smith and Five College resources.

www.smith.edu/biomath

The Book Studies Concentration connects students with the resources of the Mortimer Rare Book Room and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects, and independent research, they learn about the history, art, and technology of the "book," broadly defined to extend from oral memory to papyrus scrolls to manuscripts, printed books, and digital media.

www.smith.edu/bookstudies

The Buddhist Studies Concentration is an excellent adjunct to majors such as religion, philosophy, American studies, anthropology, art history, literature, languages, East Asian studies, and the study of women and gender. The concentration draws on resources at Smith, the Five Colleges, and the surrounding area, home to one of the largest groups of scholars of Buddhist Studies in the U.S.

www.smith.edu/buddhism
The **Community Engagement and Social Change** (CESC) concentration draws on courses in the areas of community engagement and social justice as well as the resources of the Center for Community Collaboration, the Smith College School for Social Work and the Five Colleges. Students deepen their understanding of local, national, and global issues that affect communities; connect interdisciplinary study to practical work in communities; and develop the knowledge and skills necessary to work mindfully in communities as citizens and leaders.

[www.smith.edu/ccc/concentration.php](http://www.smith.edu/ccc/concentration.php)

The **Environmental Concentration: Sustainable Food** sponsored by the Center for the Environment, Ecological Design and Sustainability (CEEDS) enables students and faculty to engage in an exploration of food and sustainability issues such as global food distribution, the economics of agriculture, global food cultures, agricultural policy, and questions pertaining to gender and food. The concentration draws on resources such as the MacLeish Field Station, Smith’s Dining Services, the student-run Community Garden, the farm at Hampshire College and the many food and agriculture-related initiatives in the Pioneer Valley.

[www.smith.edu/food](http://www.smith.edu/food)

The **Global Financial Institutions Concentration**, through coursework and practical experience, equips students with knowledge about the ways financial institutions such as the IMF, the World Bank, Central banks around the world and private financial institutions work.

The **Museums Concentration** gives students a foundation in the history of museums and the critical issues they engage. The concentration supports the study of material culture within a broad range of disciplines and allows students to explore areas of professional practice through connections with museums locally, regionally, nationally, and internationally. The concentration also draws on the resources of the Smith College Museum of Art.

[www.smith.edu/museums](http://www.smith.edu/museums)

The **Poetry Concentration** allows students to gain a deeper understanding of the craft of writing, the business of publication and the dissemination of poetry. Students study poetry in a range of scholarly disciplines and explore areas of professional practice through local, regional and national presses, journals, book-arts centers and other sites where poetry is made, critiqued and taught. The concentration draws on the Poetry Center and the Mortimer Rare Book Room.

[www.smith.edu/poetry](http://www.smith.edu/poetry)

The **South Asia Concentration** focuses on the interdisciplinary study of South Asia and its diaspora. Making use of Five College resources and study abroad opportunities, the concentration brings together the perspectives of various disciplines, from art history to philosophy, economics to religion, to focus on South Asian life and culture. The geographical region is a major contributor to global culture and an economic and intellectual powerhouse occupying an important position for understanding colonialism, postcolonialism and current geopolitics.

[www.smith.edu/southasia](http://www.smith.edu/southasia)

**Concentrations in Development**: Europe, Public Policy, Women’s Education
Appendix E. The Praxis Program:  
Internship Support for Students

The Praxis program allows every Smith student the opportunity to elect an internship funded by the college. Internships are an increasingly important element of education for students wishing to advance to graduate school or business positions. Because many students cannot afford to accept an unpaid internship and forgo summer earnings, the Praxis program is critical in assuring that all students can pursue opportunities that expand their education but do not pay a salary.

Administered by the Lazarus Center for Career Development, the program gives each Smith sophomore or junior access to a one-time stipend that ensures she can afford to participate in a summer internship that draws on her academic background and builds on her career goals. Praxis allows students to use their stipend for internships in fields where funding is not typically offered, such as the arts, start-up businesses, and some media, as well as for collaborative activities with faculty.

Approximately 400 students per year receive Praxis stipends to work at summer internships here and abroad in such fields as health care, government, education, communications, research, social welfare, technology, law, science and the arts. These internships help students build on their academic studies, make decisions about their careers, and acquire the experiences desired by employers and graduate schools.

Praxis-funded internships are intended to help students do the following:

- Apply the theoretical learning of their liberal arts education to a field of work
- Gain broader exposure to opportunities beyond Smith and beyond the classroom
- Acquire firsthand access to the institutions, problems, and conditions that they are studying
- Prepare themselves for the next stage in a chosen career
- Work closely with a faculty member on a scholarly research project
- Gain access to opportunities for “service learning” and community service, with emphasis on internships in the public interest
- Obtain the hands-on experience valued by employers and graduate schools

More information can be found at the following URL: www.smith.edu/acad_specialpraxis.php.
Appendix F. Centers for Societal Leadership and Engagement and Support Centers

Centers for Societal Leadership and Engagement
A core element of The Smith Design for Learning was the establishment of four integrative centers: the Global Studies Center, the Center for the Environment, the Center for Community Collaboration, and the Center for Work and Life. These centers integrate previously dispersed resources, initiate new programming and work together on projects of common interest. The elements below distinguish and unite the integrative centers:

- A focus on student learning and leadership;
- An explicit commitment to societal engagement;
- Cross-disciplinary, project-based research opportunities;
- Contexts for internships and community-based learning;
- Opportunities for student and faculty affiliation;
- Credit and noncredit courses and seminars available without prerequisites;
- Interdisciplinary lecture and reading groups, designed to help faculty from different disciplines find intellectual common ground and community;
- Flexibility and responsiveness to changing issues and concerns.

Integrative Centers

Global Studies Center (GSC)
www.smith.edu/world/index.php
The Global Studies Center integrates, enriches and promotes opportunities for the critical study of global issues internationally and within the United States in order to advance the college's mission to prepare women for global leadership. The Center engages Smith students, faculty and staff in international and intercultural studies and cultivates an understanding of the global context of a Smith education.

Center for the Environment, Ecological Design, and Sustainability (CEEDS)
www.smith.edu/ceeds/
CEEDS exists to graduate women who excel at integrating knowledge across disciplines in support of environmental decisions and action. Student learning is at the core of the Center’s purpose and will be linked to and informed by institutional commitments to reduce the college’s consumption and disposal of natural resources and to support best practices in making decisions related to sustainability.

The Center for Community Collaboration (CCC)
www.smith.edu/ccc/
The Center for Community Collaboration promotes a campus-wide culture of community engagement, responsive citizenship and the active generation of knowledge to benefit society. Committed to working with communities around our campus and around the world in partnerships for shared learning and growth, the Center facilitates collaborations between faculty, students and community members on projects that provide opportunities for significant real-life learning and engaged scholarship, while addressing community goals.
Center for Work and Life (CWL)
www.smith.edu/cwl/index.php
Linking programming with leadership, work preparation and wellness practices, the Center for Work and Life provides a context where students can forge their own path to leadership and work, discover opportunities for renewal and reflection, and explore concepts of fulfillment uniquely suited to them. With the Center for Work and Life, Smith College introduces the concept that a "life well-lived" is not necessarily all about doing academic work or building a high-powered career or even all about service. Instead, it is about making purposeful choices, as often as possible, at the junctures and cross-points of life and work. To that end, every woman can benefit from developing a habit of reflection and from learning to forge a dynamic relationship between the two.

Support Centers
In addition to the integrative centers, two academic support centers have been created: the Spinelli Center for Quantitative Learning and the Sherrerd Center for Teaching and Learning.

Spinelli Center for Quantitative Learning (QLC)
www.smith.edu/qlc/
Founded in 2007, the Spinelli Center, together with the Libraries, Educational Teaching and Learning Support (ETS), and the Jacobson Center for Writing, is part of the growing web of academic support for students. Courses in many departments, including economics, sociology, environmental studies, and astronomy, regularly require students to analyze and draw conclusions from quantitative data. Centrally located in Neilson Library, the QLC supports students doing quantitative work across the curriculum and offers tutoring, workshops, and class study sessions outside the regular classroom.

The Sherrerd Center for Teaching and Learning (SCTL)
www.smith.edu/sherrerdcenter/
The Sherrerd Center was founded in 2009 through a generous bequest from the family of Kathleen Compton Sherrerd '54 and John J. F. Sherrerd, longtime supporters of excellence in teaching at Smith. Since teaching is a work in progress, the Sherrerd Center strives to encourage continuous discourse among faculty about learning. The Center supports new faculty as they develop into excellent teachers and encourages faculty to share innovative teaching practices and strategies. The Center also builds synergy between faculty development efforts and student academic support services (the Jacobson Center, Educational Technology and Learning Support, the Spinelli Center, disability services, and the Libraries).

Additional Centers Established before The Smith Design for Learning

The Jacobson Center for Writing, Teaching and Learning (JC)
www.smith.edu/jacobsoncenter/
The Jacobson Center seeks to improve the teaching and learning of Smith College students. More specifically, the Center offers students services aimed at enabling them to make the most of their educations, including: writing counseling; the opportunity to use student tutors or serve as a student tutor; and workshops on time management, study skills, and other academic issues. The Center also offers support to faculty including: mid-semester assessments, writing and teaching colloquia, a library of materials on teaching and learning and individual consultation on classroom issues.
Lazarus Center for Career Development (CDO)
www.smith.edu/cdo/
The CDO prepares students for meaningful undergraduate and post-graduate opportunities, and helps them to develop career decision-making skills to use during college and throughout life. The Center provides individualized advising and access to extensive industry programs, career resources, jobs and internships, alumnae networking, graduate school information, recruiting, and career fairs.

Poetry Center
www.smith.edu/poetrycenter
Founded in 1997, the Poetry Center’s core mission is to bring the world of contemporary poetry to campus and the surrounding community. The Poetry Center has developed an engaged readership and audience for poetry at Smith and across New England by offering an ambitious reading series, free and open to all, featuring both internationally-known and exceptional emerging poets.

Louise W. and Edmund J. Kahn Liberal Arts Institute (“the Kahn”)
www.smith.edu/kahninstitute/
The Kahn supports collaborative, interdisciplinary research among Smith College faculty, students and visiting scholars without regard to the traditional boundaries of departments, programs and academic divisions. In addition, a rich series of public events related to these projects would enhance the intellectual life of the college. Established in 1998 as part of the implementation of an institutional self-study in 1997 in preparation for a NEASC decennial, the Kahn Institute's permanent quarters opened on the third floor of Neilson Library in September 2000. The Institute also serves, along with affiliated academic departments, as host to the annual William Allan Neilson Professor.
Appendix G. Celebrating Collaborations and Smith in the World: Opportunities for Campus-wide Student Presentations about Research and Experiential Learning

Celebrating Collaborations (spring)

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*10th anniversary of the event

Smith Elects the World (fall)

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*Event is renamed Smith in the World
### Appendix H. Majors, Minors, Concentrations and Certificates at Smith and the Five College Consortium

#### Smith College: Departmental Majors and Minors

**Afro-American Studies (major and minor)**

**Anthropology**

Art: Majors and Minors: History of Art, Studio Art, Architecture & Urbanism

Minor: Graphic Art

Astronomy (and minor)

Biological Sciences (and minor)

Chemistry (and minor)

Classical Languages and Literatures

Majors and Minors: Classics, Greek, Latin

Major: Classical Studies


Dance (and minor)

East Asian Languages and Literatures (Chinese, Japanese, Korean)

Major: East Asian Languages and Cultures

Minor: East Asian Languages and Literatures

Economics (and minor)

Education and Child Study (and minor)

Engineering (and minor)

English Language and Literature (and minor)

Exercise and Sport Studies (minor only)

French Studies

Geosciences (and minor)

German Studies (and minor)

Government (and minor)

History (and minor)

Language and Literature (and minor) and major in Italian Studies

Mathematics and Statistics (and minor)

Music (and minor)

Philosophy (and minor)

Physics (and minor)

Psychology (and minor)

Religion (and minor)

Russian Language and Literature, majors in: Russian Literature & Civilization

Sociology (and minor)

Spanish and Portuguese majors and minors: Spanish, Portuguese, Brazilian Studies

Theatre (and minor)

**Neuroscience (and minor)**

**Study of Women and Gender (and minor)**

**Minors:**

African Studies

Ancient Studies

Archaeology

Arts and Technology

Astrophysics

Ethics

Film Studies

Global South Development Studies

History of Science and Technology

Landscape Studies

Linguistics

Logic

Marine Science and Policy

Middle East Studies

Public Policy

Statistics

Urban Studies

#### Smith College: Concentrations

- Archives
- Bio-Mathematical Sciences
- Book Studies
- Buddhist Studies
- Community Engagement and Social Change
- Global Financial Institutions
- Museums
- Poetry
- South Asia
- Sustainable Food

#### Five College Certificates and Major

**Certificates:**

- African Studies
- Asian/Pacific/American Program
- Buddhist Studies
- Coastal and Marine Sciences
- Cognitive Neuroscience
- Culture, Health and Science
- Ethnomusicology
- International Relations
- Latin American Studies
- Logic
- Middle East Studies
- Native American Indian Studies
- Queer and Sexuality Studies
- Russian, East European and Eurasian Studies
- Sustainability Studies
- **Major:** Film Studies
Appendix I. Decennial Review Guidelines for Departments and Programs

Introduction

The decennial review is central to planning the curriculum and staffing of every department and program. It provides essential information to CAP and to the provost. To assist you in completing your review, our office provides written guidelines that outline the steps required in this process. A copy of these guidelines follows. Midterm reviews, which typically occur five years after the decennial process, are briefer and less intensive, though still a very important activity. We have prepared a one-page sheet with guidelines for midterm reviews, which follows.

If you have any questions about an upcoming decennial or midterm review for your program or department, please send them to Jayne Mercier, executive assistant to the provost (jmercier@smith.edu, ext. 3006). The current decennial and midterm schedule is available at www.smith.edu/deanoffaculty/DecennialMidtermScheduleWeb.pdf. If you would like to modify the process, please talk with the provost and dean of the faculty.

Guidelines for Decennial Reviews

Rationale

Decennial reviews, which are overseen by the Office of the Provost and the Committee on Academic Priorities, are an essential part of Smith’s curricular planning procedures. All academic departments and programs that have academic staff (or partial FTEs) assigned to them from the faculty salary pool or that offer a major will participate in this evaluative process. New programs or new majors will, if possible, be evaluated within five years of receiving staffing or offering a major.

The self-study and external reviews are designed to give each department/program the opportunity to assess in a reasonably objective manner its educational mission and effectiveness. The education mission of departments and programs includes both the general education of Smith students and their more specialized training in the major field. The department or program should articulate the educational goals and discuss in detail the means used to assess whether students are realizing the goals of its academic program. A full description of the department’s goals and means of assessment should be included in the self-study.

Departments and programs are urged to use this review as a means to plan for the future. Although budgetary realities cannot be ignored, you are urged to use the review as an opportunity to engage in serious long-term planning, including the possibility of new academic initiatives.

Structure

Each department or program will prepare a self-study through discussions involving members at all ranks. As this review is prepared, please bear in mind that you will be asked to participate in a midterm follow-up review approximately five years after your decennial is completed. Self-study questions appear at the end of this section.
Traditionally, departments and programs invite faculty members from peer institutions to participate in an external review committee to assess the curriculum. Recently, a few departments and programs have modified this component by sending their colleagues to peer programs. Departments and programs interested in this alternative format should contact the provost and dean of the faculty for more details.

Once the results from external reviews or visits are in, the department or program prepares a written response.

**Issues and Questions to Consider**

As your department or program goes through the review process, and particularly as you prepare your self-study, you are encouraged to consider the following issues and questions. You should not be limited to these but should use them to initiate your discussions and work.

I. **Mission**

What is the mission of your department or program? How does your mission relate to the college’s academic and strategic priorities? Is the departmental mission clear from your curricular offerings? What means are used to assess the effectiveness of your curriculum?

II. **Critical Issues for the Review**

What issues would you like to address in the review? What are the significant elements in your department or program that this review process should take into account? Do you think a visiting committee would be helpful to you? Do you think visiting peer institutions would be helpful?

III. **Research and Teaching Interests of Faculty**

The self-study should include current résumés for all members of the department or program and, possibly, an overview of the areas of specialization of research and teaching in the department or program.

IV. **Curriculum**

*Undergraduate*

- How has your curriculum changed in the last five to 10 years?
- Where is your discipline heading over the next five to 10 years?
- How does your curriculum demonstrate the variety of topics, methods and approaches important in your discipline today?
- How does your major compare to others at liberal arts colleges?
- What are the best practices in your discipline in comparable liberal arts colleges?
- What are the strengths of your current course offerings? What are the weaknesses?
- Do you collaborate with other departments and programs to mount your curriculum?
- How do you offer your offerings critical to the curriculum in another department or program?
- As you review the capacities outlined in the college’s strategic plan, The Smith Design for Learning, which capacities are critical for your discipline? For example, if writing and quantitative reasoning skills are critical tools for the major, consider the following:
  - What means do you use to improve and assess student writing in the major?
  - What means do you use to improve and assess quantitative reasoning for your majors?
- How do you serve your majors?
  - What do your majors do after graduation?
o How does the major prepare them for their choices?
  o How do you track and assess the post-baccalaureate careers of your alumnae?
  • How do you serve nonmajors?
    o Do you offer first-year or presidential seminars?
    o Do members of your department or program participate in a concentration?
    o Are there connections with your curriculum to one or more of the centers?

Graduate or Certificate Program(s)
  • Does your department or program offer or participate in graduate or certificate programs?
  • How does each graduate and certificate program advance the missions of your department or program and of the college?
  • Do these programs support the undergraduate curriculum?
  • How do your programs compare to other graduate programs at peer institutions?

Goal for Student Learning
  • What skill, capacity or knowledge should every graduate from your department or program know or be able to do by the time they graduate?

Measurement of Learning Outcomes
  • How do you gather evidence about how well students are meeting the goals (e.g., testing, rubrics or student survey measures)?
  • How are you using assessment results (e.g., analysis and informing* decision making)?

V. Advising
How do you advise your majors? Is there an advising guide? How do you ensure equity in major advising responsibilities? How do you incorporate information about study abroad into your major advising?

VI. Five College Cooperation
How have you utilized Five College resources? Is there potential for greater Five College cooperation and complementarity in your field? Are you communicating with Five College colleagues about plans for retirements and replacements in your (and their) departments or programs?

VII. Enrollment
What changes have you observed in enrollment levels and patterns and student interest in the last five to 10 years? What projections can you make about future enrollment trends?

VIII. Independent Work with Students
How do your honors and special studies programs relate to the departmental curriculum? In what other ways does the department or program foster independent work with students?

IX. Staffing
What significant staffing changes has your department or program experienced in the past five to 10 years? What staffing needs do you anticipate in the future? How are teaching responsibilities determined? How are advising and other department services distributed? What is the mix between tenured and tenure-track staffing? Do all
members of your department or program regularly teach 100-level courses? How does your staffing compare to that of departments in comparable liberal arts colleges?

X. Faculty Development and Mentoring
How are untenured members and associate professors of your department or program mentored with respect to their teaching, scholarship and departmental contributions? How is leadership in the department encouraged and developed? How often in the past 10 years have associate professors served as chairs?

XI. Resources
To what extent does your curriculum incorporate educational technology? In the area of technology, what directions would you like to pursue? How adequate are your digital resources? How adequate are facilities and support for your academic program (support personnel, space, equipment, operating, library and technology budgets)?
Appendix J. Board of Trustees
Affiliations and By-laws

Smith College
Northampton, Massachusetts

The Board of Trustees
2011-2012

Carol Tscla Christ
President, Smith College
Northampton, MA

Cornelia Mendelsohn Small ’69
Former Chief Investment Officer, Scudder Kemper Investments
New York, NY

Chair of the Board

Elizabeth Mugar E Hillary ’69
Former Managing Director, Neuberger., Bergman
New York, NY

Vice Chair of the Board

Louise M. Parent ’72
Executive Vice President & General Counsel, American Express
New York, NY

Vice Chair of the Board

Rachel Bartels ’88
Managing Partner, European Chemicals
London, England

Smith College

Robin Casselberry Brooks ’77
Chairman & CEO, Brooks Food Group
Miami, FL

Agnes Bundy Scanlan ’79
Senior Risk Advisor, Trellant Risk Advisors
Boston, MA

Linda Smith Charles ’74
Deputy Director of Human Resources, Ford Foundation
New York, NY

Katherine Clark ’10
Director of Admissions, Williams-Mystic Program
Mystic, CT

Student Government Trustee

Arlene Cebellaro Cohrs ’80
Volunteer
London, England

Peggy Block Danzig ’63
Volunteer
New York, NY

Deborah L. Duncan ’77
Executive Vice President & CFO, Fremont Group
Tiburon, CA

*Paula Ferris Einaudi ’65
Director of Gift Planning, Garrison Forest School
Columbia, MD

*Lisa Ferrell ’85
Project Coordinator, Arkansas Energy Sector Partnership
Little Rock, AR

April Hovis Foley ’69
Former Ambassador to Hungary
South Salem, NY

Lynn Smith Fox ’77
Senior Adviser, Federal Reserve Board of Governors
Canton, NY

AAJC President

Sidney H. Gehlb
Professor Emeritus, University of California, Irvine
Corona del Mar, CA

Dean of the Milano School for Management and Urban Policy, The New School
New York, NY

Neti R. Grabots
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<td>Executive Vice President &amp; Provost</td>
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<td>Iowa State University</td>
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<tr>
<td>Sabine Jean ’11</td>
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<td>James Wright Ketcham ’53</td>
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<td>Hoon Eng Khoo ’71</td>
<td>Associate Professor, Department of Biochemistry</td>
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<td>Yong Loo Lin School of Medicine, National Univ. of Singapore</td>
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<td>Alexander C. Lindsey</td>
<td>Managing Partner, Brandon Petroleum Properties, Director, Chisholm Foundation</td>
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<td>Former President &amp; CEO</td>
<td>Scottsdale, AZ</td>
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<tr>
<td>Lois Peresin-Gross ’83</td>
<td>Former Vice President of Municipal Finance</td>
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<td>Tracy Garrett Rubin ’77</td>
<td>Gallery Instructor</td>
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<td>Linda E. Salisbury ’78</td>
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<td>Chicago, IL</td>
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<td>*M. Ann Sanford ’75</td>
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*Alumni Trustee

Ruth Constantine, Vice President for Finance & Administration/Treasurer
Rebecca C. Lindsey, Secretary of the College and Secretary of the Board of Trustees
Marilyn Schuster, Provost and Dean of the Faculty

March 2012
BY-LAWS OF THE TRUSTEES OF THE SMITH COLLEGE
(Revised and Re-stated October 2009)

Section 1. THE CORPORATION

1.1. Name. The name of this corporation is The Trustees of the Smith College. This corporation is hereinafter referred to as the "College."

1.2. Articles of Organization and Purposes. The articles of organization of the College consist of certain statutes of The Commonwealth of Massachusetts and any actions taken from time to time by the College as may be deemed under applicable provisions of Massachusetts law to constitute a part of the articles of organization. The purposes of the College shall be as set forth in the articles of organization, as from time to time amended.

1.3. Location. The principal office of the College in The Commonwealth of Massachusetts shall be located at Northampton, Massachusetts.

1.4. Corporate Seal. The Trustees may adopt and from time to time alter the seal of the College.

1.5. Fiscal Year. The fiscal year of the College shall end on June 30 in each year.

Section 2. THE TRUSTEES

2.1. Powers. The College shall be governed by the Trustees who shall have and may exercise all the powers of the College and who also shall be the members of the College and shall elect the Trustees as hereinafter provided.

2.2. Composition. The Trustees from time to time shall fix the number of Trustees, who shall include, in addition to any other persons from time to time elected to such office by the Trustees:

(a) President of the College. The President of the College shall be a Trustee ex officio, to hold office as a Trustee for so long as s/he holds office as President of the College.

(b) President of the Alumnae Association. The President of the Alumnae Association shall be a Trustee ex officio, to hold office as a Trustee for so long as she holds office as President of the Alumnae Association.

(c) Heads of Student Government. Each Head of Student Government who graduates at the end of her year of service as Head of Student Government shall be elected a Trustee, to hold office from the July 1 next following her graduation until the June 30 next following the second anniversary of her graduation. The Board Chair or her designee may nominate an alternate graduate if the graduation requirement is not met.

(d) Alumnae Trustees. There shall be four Trustees that have been elected by the Trustees from persons nominated by the Alumnae in addition to the Alumnae Association President. The Alumnae of the College may through their Association nominate persons for election as Trustees by notifying the Chair of the Board, the President or the Secretary of the College of such nominations, provided that any such person so elected a Trustee shall assume office only if her nomination is ratified by vote of the Alumnae either before or after her election.
2.3. **Term of Office.** Unless the Trustees determine otherwise at the time of election of any Trustee,

(a) each Trustee elected at an annual meeting of Trustees other than the President of the College shall assume such office on July 1 in the year of election,

(b) each Trustee not elected at an annual meeting of Trustees and the President of the College shall assume such office on the final adjournment of the meeting at which such Trustee is elected, and

(c) except as otherwise provided in Sections 2.2(a), (b), and (c), each Trustee, whenever elected, shall hold office until the June 30 next following the third anniversary of such Trustee's assumption of such office and until her/his successor is elected and qualified and assumes office, or until such Trustee sooner dies, resigns, is removed, or becomes disqualified.

2.4. **Re-election.** No person who has been a Trustee for eight consecutive years shall be elected or re-elected as a Trustee for another term until one year has passed since her/his previous term as a Trustee has expired. No person who has served a four-year term as an Alumnae Trustee shall be re-elected as an Alumnae Trustee.

2.5. **Suspension or Removal.** A Trustee may be suspended or removed with cause by vote of a majority of the Trustees then in office. A Trustee may be removed only after reasonable notice and opportunity to be heard.

2.6. **Resignation.** A Trustee may resign by delivering a written resignation to the President, the Chair of the Board, the Secretary of the College, to a meeting of the Trustees, or to the College at its principal office. Such resignation shall be effective upon receipt (unless specified to be effective at some other time), and acceptance thereof shall not be necessary to make it effective unless it so states.

2.7. **Vacancies.** Any vacancy among the Trustees may be filled by the Trustees. Each successor shall hold office for the unexpired term or until s/he sooner dies, resigns, is removed, or becomes disqualified. If a vacancy occurs in the trustee position held by a former Head of Student Government, a successor shall be elected by the Trustees from among other members of the Student Government of the same class. The Alumnae Association shall be informed of any vacancy among the Alumnae Trustees, and such vacancy shall be filled only by a successor elected by the Trustees from a person or persons nominated by the Alumnae Association in accordance with Section 2.2(d) hereof. The Trustees shall have and may exercise all their powers notwithstanding the existence of one or more vacancies in their number.

2.8. Other Relationships to the Trustees

(a) **Leave of Absence.** The Executive Committee may grant a leave of absence to a Trustee under terms and conditions established by the Committee. Trustees on leaves of absence are not "then in office" as used in these by-laws and have no voting or other responsibilities or rights.

(b) **Special Representative to the Board.** From time to time, a Special Representative to the Board may be appointed by the Executive Committee to a one-year, renewable term, for the purpose of providing expertise to the Board on a specific matter. The Special Representative may be invited by the Chair to attend Trustee meetings, as deemed appropriate, but is not eligible to vote.

(c) **Emerita, Emeritus.** From time to time, the Board of Trustees may convey the title, “Trustee Emerita” or “Trustee Emeritus” upon a former trustee who has completed at least one term of active service on the Board of Trustees and who wishes to maintain an honorific affiliation with the College. There shall be no limit to the number of trustees in this category and no governance responsibilities are attached to such designation. They shall be encouraged, and on occasion specifically invited, to represent the College in
their communities, to return to the College for special events and to participate in service opportunities in support of the College.

2.9. Compensation. Trustees shall receive no compensation for their services as trustees to the College or while participating in events as speakers or otherwise during their term as trustees. Trustees may be reimbursed for expenses incurred, including travel expenses related to attendance at meetings. Subject to Executive Committee review, trustees may serve the College in another capacity and receive compensation for any such services, except that only the president of the College may be both a sitting Trustee and an employee of the College.

Section 3. MEETINGS OF THE TRUSTEES

3.1. Application of this Section. Unless otherwise specified in this Section 3, the provisions of this Section 3 shall apply whether the Trustees are or shall be acting in their capacity as trustees or in their capacity as members of the College.

3.2. Annual Meeting. The annual meeting of the Trustees shall be held in May each year at such time as is stated in the notice of the meeting. If an annual meeting is not held as herein provided, a special meeting of the Trustees may be held in place thereof with the same force and effect as the annual meeting, and in such case all references in these by-laws to the annual meeting of the Trustees shall be deemed to refer to such special meeting.

3.3. Regular and Special Meetings. Regular and special meetings of the Trustees may be called by the Chair of the Board or the President, and shall be called by the Secretary of the College, or in the case of the death, absence, incapacity, or refusal of the Secretary of the College, by any other officer of the Board, upon written application of three or more Trustees.

3.4. Notice. Reasonable notice of the time and place of all meetings of the Trustees shall be given to each Trustee. Unless otherwise required by law, the articles of organization, or these by-laws, such notice need not specify the purposes of a meeting, except that to the extent that there is to be considered at the meeting (i) contracts or transactions of the College with interested persons, (ii) amendments to these by-laws, or (iii) removal or suspension of a Trustee, such purposes shall be specified in the notice of such meeting. Except as otherwise expressly provided, it shall be sufficient notice to a trustee to send notice by mail at least forty-eight hours or electronically at least twenty-four hours before the meeting addressed to such trustee at her/his usual or last known business or residence address or to give notice to such trustee in person or by telephone at least twenty-four hours before the meeting. Notice of a meeting need not be given to any trustee if a written waiver of notice, executed by such trustee (or such trustee's attorney thereunto authorized) before or after such meeting, is filed with the records of such meeting. A waiver of notice need not specify the purposes of the meeting unless such purposes were required to be specified in the notice of such meeting.

3.5. Place. All meetings shall be held at the principal office of the College unless some other place is stated in the notice of the meeting.

3.6. Quorum. At any meeting of the Trustees a majority of the Trustees then in office must be present in person to constitute a quorum. Any meeting may be adjourned and reconvened without further formal notice if: 1) the meeting is reconvened within ninety (90) days of the adjournment; and 2) adjournment is approved by a majority of those present, even if there is no quorum.

3.7. Presence Through Communications Equipment. Unless otherwise provided by law or the articles of organization, Trustees may, with the consent of the Chair of the Board, participate in a meeting by means of a
conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at a meeting. The same procedure may be followed by committees.

3.8. Action by Vote. Each Trustee shall have one vote. When a quorum is present at any meeting, a majority of the votes properly cast by Trustees present in person shall decide any question, including election to any office, unless otherwise provided by law, the articles of organization, or these by-laws.

3.9. Action by Written Consent. Except as specifically noted in these by-laws, any action required or permitted to be taken at any meeting of the Trustees may be taken without a meeting if all Trustees entitled to vote on the matter consent to the action in writing and the written consents are filed with the records of the meetings of the Trustees. Electronic mail, for the purposes of this by-law, satisfies the requirement of a writing. Such consents shall be treated for all purposes as a vote at a meeting.

Section 4. COMMITTEES

4.1. Standing. The committees of the Trustees shall consist of the following standing committees:

   a. Executive Committee
   b. Audit Committee
   c. Finance Committee
   d. Investment Committee

and such other committees, as the Trustees may from time to time establish. No committee shall have or exercise any powers of the Trustees except to the extent that such powers have been expressly delegated to such committee by the Trustees or by these by-laws. The voting members of any committee to which the powers of the Trustees are delegated shall consist solely of Trustees except as otherwise provided in these by-laws. The President and the Chair of the Board, so long as each shall hold such office and unless otherwise agreed upon by the Trustees, shall be a voting member of each committee. Unless otherwise specified by these by-laws or the Trustees, all members (other than ex officio members) and the chair of each committee shall be appointed by the Chair of the Board, and any vacancy in any committee or its chair may be filled by the Chair of the Board, except as specifically noted in these by-laws. Notwithstanding the foregoing, during the time period before a newly elected Chair of the Board assumes such office, any committee member or committee chair whose term of office will extend beyond the date on which the new Chair of the Board assumes office shall be appointed by the new Chair of the Board and not by the Chair of the Board at the time of such successor's election.

4.2. Term of Office. Each member (other than an ex officio member) and each chair of any committee (a) shall assume office on July 1 in the year of election or appointment except as otherwise specified by the Trustees or the Chair of the Board at the time of such election or appointment, and (b) shall hold office until the earlier of

   (i) date specified by the Trustees or the Chair of the Board at the time of election or appointment, or
   (ii) June 30 in the following year and, in the case of members and the chair of the Executive Committee and the Investment Committee, until their successors are elected or appointed, or
   (iii) until any such person sooner dies, resigns, is removed, or becomes disqualified.
4.3. **Procedure; Meetings; Reports.** Except as otherwise provided in these by-laws or by the Trustees, committees shall conduct their affairs in the same manner as is provided in these by-laws for the Trustees. Meetings of any committee may be called by the chair thereof, the Chair of the Board, the President or by a majority of the members of such committee then in office. Notice of any meeting of a committee shall be given by the chair thereof or by the person or persons calling the meeting. Each committee shall report to the Trustees at least annually on its activities. For committees that have non-Trustee members, no action shall be taken unless a majority of the Trustees appointed to the Committee is present.

4.4. **Action by Written Consent.** Except as specifically noted in these by-laws, any action required or permitted to be taken at any meeting of any standing or other committee may be taken without a meeting if all the members of such committee consent to the action in writing and the written consents are filed with the records of the meetings of the committee. Electronic mail, for the purposes of this by-law, satisfies the requirement of a writing. Such consents shall be treated for all purposes as a vote at a meeting.

4.5. **Executive Committee.** The Executive Committee shall consist of not fewer than five Trustees elected by the Trustees. In addition, the President and the Chair of the Board, so long as each shall hold such office, shall each be a voting member of the Executive Committee. There are hereby delegated to the Executive Committee and the Executive Committee shall have and may exercise all of the powers of the Trustees, except the power to amend the by-laws, to elect officers of the College or to fill vacancies in such offices, to add new trustees or to fill vacancies on the Board of Trustees, and to remove officers or Trustees from office. The Executive Committee reviews all conflict of interest and financial disclosure statements required to be filled out according to these by-laws or other policies of the College. Minutes of all proceedings of the Executive Committee shall be maintained and copies thereof shall be distributed to each Trustee after such minutes have been approved by the committee.

4.6. **Finance Committee.** The Finance Committee shall consist of not fewer than five Trustees appointed by the Chair of the Board. In addition, the President and the Chair of the Board, so long as each shall hold such office, shall each be a voting member of the Finance Committee. The Vice President for Finance and Administration shall be a non-voting member of the Finance Committee. The Finance Committee shall review and make recommendations to the Trustees with respect to the financial interests and affairs of the College and the annual budget of the College. The Finance Committee shall review financial reports prepared by the Vice President for Finance and Administration.

4.7. **Investment Committee.** The Investment Committee shall consist of not fewer than three Trustees and such non-Trustees as shall be elected to membership on such committee by the Trustees. The President and the Chair of the Board, so long as each shall hold such office, shall each be a voting member of the Investment Committee. The chair of the Investment Committee shall be a Trustee and shall be elected by the Trustees. The term of appointment for non-Trustee members shall be no longer than three years and may be renewed up to two times. In addition to the foregoing member(s), the Chair of the Board may ask other persons from time to time to serve as non-voting members of the Committee. The Chair of the Board shall inform the Trustees of the names of such non-voting members who have been asked to serve on the Investment Committee. The Vice President for Finance and Administration shall be a non-voting member of the Investment Committee. A quorum of the committee is required to take any action and requires the presence, as defined in these by-laws, of at least three Trustee members of the committee. If a quorum is not present any matter may be discussed but action may only be taken at a meeting with a quorum or outside of a meeting by written ratification by at least three Trustee members. The chair of the Investment Committee shall report periodically to the Trustees on the policies and practices of the Investment Committee.
The Investment Committee shall have full power and authority to make decisions related to investments of the College. The committee may select and authorize the engagement of such agents, advisers, brokers, and attorneys, as it deems necessary to aid it in the proper discharge of its duties. The Executive Committee shall review conflict of interest and financial disclosure statements supplied by members of the Investment Committee to determine whether persons, firms, and corporations in which Trustees are interested may be so engaged. Any person, firm or corporation so engaged by the committee may be paid reasonable compensation for services performed.

4.8. Audit Committee. The Audit Committee shall consist of the Chair of the Board and no fewer than three additional Trustees, appointed by the Chair of the Board. The President shall not be a member of the Audit Committee. The committee shall meet at least two times per year. The committee shall meet privately with external auditors and in executive session as appropriate.

The Audit Committee shall assist the Trustees in oversight of financial reporting and auditing and other financial matters. The committee shall review annual financial statements prepared by the Vice President for Finance and Administration. Retention of outside experts to advise or assist in the conduct of an investigation is authorized.

4.9. Special-purpose Committees. From time to time, the Board of Trustees may appoint ad hoc or special-purpose committees for a specified term. The Chairs and members of such committees may or may not be members of the Board of Trustees. The Board of Trustees shall indicate the mandate of the committee and appoint a Chair. The Committee Chair shall be responsible for establishing the committee policies and procedures for approval by the Board of Trustees. Committee members shall receive their appointments from the Board of Trustees.

Section 5. OFFICERS AND AGENTS

5.1. Number and Qualification. The officers of the College shall be the President, the Chair of the Board, the Vice Chair(s) of the Board, the Provost/Dean of the Faculty, the Vice President for Finance and Administration/Treasurer, the Secretary of the College, and such other officers as the Trustees may determine. The College may also have such agents as the Trustees may appoint who shall retain authority at the pleasure of the Trustees. The Chair of the Board and each Vice Chair (if any be elected) shall be Trustees, and any other officer may but need not be a trustee. A person may hold more than one office at the same time. If required by the Trustees, any officer or agent shall give the College a bond for the faithful performance of her/his duties in such amount and with such surety or sureties as shall be satisfactory to the Trustees.

5.2. Election. The officers of the College shall be elected by the Trustees.

5.3. Term of Office. The President shall hold office for such term as the Trustees may determine. The Chair of the Board shall first be elected for a three-year term and may be re-elected for an additional term, not to exceed two years. The election of the Chair for an additional term shall normally take place at the annual meeting of the second year of the first term. Election to the position of Chair may extend membership on the Board beyond the normal ten-year term. The Chair shall assume office on July 1 following her/his election unless the Trustees determine otherwise at the time of the election, and shall hold office for the elected term or until her/his successor is elected and has assumed office, unless s/he sooner dies, resigns, is removed or becomes disqualified. The Chair shall have served at least one year as a Trustee (not necessarily the preceding year) prior to assuming office as the Chair. Once an individual has served as Chair, s/he must leave the Board for at least one year, after which s/he may be re-elected as a Trustee for a maximum term (including prior Board service) of ten years.
years. The nomination of the Chair for the first term shall normally take place at least one year prior to the start of the term.

The Vice Chair or each of the Vice Chairs (if any be elected), the Provost/Dean of the Faculty, the Vice President for Finance and Administration/Treasurer, and the Secretary of the College, if elected at an annual meeting, shall assume such office on July 1 in the year of election. If any such officer is elected at a meeting other than an annual meeting, such officer shall assume such office on the final adjournment of such meeting unless the Trustees determine otherwise at the time of election. Each such officer, whenever elected, shall hold office until the annual meeting next following her/his assumption of office, and until her/his successor is elected and qualified and assumes office, or until s/he sooner dies, resigns, is removed, or becomes disqualified. Each officer other than those listed above, shall assume office at the time specified by the Trustees or, if no such time is specified, on the final adjournment of the meeting at which such officer is elected, and shall hold office until the final adjournment of the annual meeting next following her/his assumption of office, unless a shorter period shall have been specified by the terms of her/his election or appointment, or until s/he sooner dies, resigns, is removed, or becomes disqualified.

5.4. President; Acting President. The President shall be the chief executive officer and chief administrative officer of the College, shall have the general and active management, control and direction of the educational activities, financial operations and other affairs of the College and shall have the general powers and duties usually vested in the office of the president of a college. The President shall preside at meetings of the faculty or, when occasion requires, appoint a temporary chair. The President shall act as the official medium of communication between the Trustees and the faculty and between the Trustees and the students and all other persons in the service of the College. The President shall recommend to the Trustees the appointment, promotion and conditions of service for the faculty and officers of the College. The President shall keep acquainted with all the affairs and interests of the College. The President shall exercise such supervision and direction over the departments of the College as will promote their efficiency and as the prosperity of the College may demand. The President shall sign all diplomas granted by the College. The President shall be responsible for the discipline of the College, for the care and use of the buildings and equipment of the College, and for carrying out measures authorized by the Trustees, including such measures concerning the internal administration of the College. The President shall present regularly to the Trustees reports upon the work and condition of the College and any recommendations that may seem expedient.

If the President is unable to act, or if the office of President becomes vacant for any reason, the Provost/Dean of Faculty shall have all the powers and duties of the President until the Trustees select a new President or select another person as Acting President.

If the Provost/Dean of the Faculty is unable to act during the period of a vacancy in the presidency, the Vice President for Finance and Administration shall have all the powers and duties of the President until the Trustees select a new President or select another person as Acting President.

If the Provost/Dean of the Faculty and Vice President for Finance and Administration are both unable to act during the period of a vacancy in the presidency, the Chair of the Board may appoint an Acting President for a period of up to 30 (thirty) days and subject to ratification by the full Board of Trustees at the end of the 30-day (thirty-day) period.

5.5. Chair of the Board. The Chair of the Board shall preside at all meetings of the Trustees and the Executive Committee, and shall have such other powers and duties as may be specified in these by-laws or by the Trustees. During the absence of the Chair of the Board or in the event the Chair of the Board is unable to act, the Vice Chair or one of the Vice Chairs (if any be elected) shall preside at any meeting of the Trustees or the Executive
Committee. If more than one Vice Chair is elected, they shall serve in the Chair’s place in the order of their seniority on the Board, and if no Vice Chair has been elected or if a Vice Chair is not present, a temporary chair chosen at the meeting shall preside at the meeting. The Vice Chairs (if any be elected) shall have such other powers and duties as the Trustees shall determine.

5.6. The Provost/Dean of the Faculty. The Provost/Dean of the Faculty shall serve as the chief academic officer of the College and shall have such other powers and duties as the President or the Trustees may determine.

5.7. Vice President for Finance and Administration. The Vice President for Finance and Administration shall serve as the Treasurer of the College and shall be the chief financial and accounting officer of the College. The Treasurer shall set up and control the books, accounts, systems, and procedures necessary to manage the financial affairs of the institution. The Vice President for Finance and Administration shall have such other powers and duties as the President or the Trustees may determine. The Associate Treasurer, if one shall have been elected, shall have such powers and duties as the Trustees or the Vice President for Finance and Administration may from time to time prescribe. The Associate Treasurer shall have and may exercise all the powers and duties of the Treasurer during the absence of the Treasurer or in the event s/he is unable to act.

5.8. Secretary of the College. The Secretary of the College, who shall be a resident of The Commonwealth of Massachusetts, shall ensure that a record is kept of all proceedings of the Trustees in books to be kept for that purpose, which books, together with the original, or attested copies, of the articles of organization, these by-laws, and a complete list of all Trustees. The Secretary of the College shall oversee custody of the minutes of the proceedings of all committees of the Trustees, and shall keep in safe custody the seal of the College and, when authorized by the Trustees, affix the seal to any instrument requiring the same, and shall perform such other duties as the Chair of the Board, the President or the Trustees may from time to time prescribe.

The Assistant Secretary of the College, if one shall have been elected, shall have and may exercise all the powers and duties of the Secretary of the College during the absence of the Secretary of the College or in the event the Secretary of the College is unable to act. The Assistant Secretary of the College shall have such other powers and duties as the Trustees, the Chair of the Board, the President or the Secretary of the College may from time to time prescribe. If the Secretary of the College and the Assistant Secretary of the College are absent from any meeting of Trustees, a temporary secretary chosen at the meeting shall exercise the duties of the secretary at the meeting.

5.9. Suspension or Removal. An officer may be suspended or removed with or without cause by vote of a majority of Trustees then in office. An officer may be removed with cause only after reasonable notice and opportunity to be heard.

5.10. Resignation. An officer may resign by delivering a written resignation to the President, the Chair of the Board, the Provost/Dean of the Faculty, the Vice President for Finance and Administration/Treasurer, the Secretary of the College, to a meeting of the Trustees, or to the College at its principal office. Such resignation shall be effective upon receipt (unless specified to be effective at some other time), and acceptance thereof shall not be necessary to make it effective unless it so states.

5.11. Vacancies. If the office of any officer becomes vacant, the Trustees may elect a successor. Each such successor shall hold office for the unexpired term, or until s/he sooner dies, resigns, is removed, or becomes disqualified.
Section 6. THE FACULTY

6.1. Composition. The Faculty shall consist of the President of the College, the Provost/Dean of the Faculty, the other deans, full professors, associate professors, assistant professors, instructors, and such visiting professors, lecturers, and part-time instructors as shall from time to time be appointed, as well as those administrative officers whose presence the Trustees shall decide to be serviceable to the Faculty in its deliberations. A secretary, appointed by the President of the College, shall keep a copy of the minutes of faculty meetings that shall be submitted whenever called for at the meetings of the Trustees.

6.2. Legislative Action. The legislative action of the Faculty shall be determined by a majority vote subject to the approval of the President of the College. Should any measure which has been vetoed by the President be passed again by a two-thirds vote, it may be submitted for official decision to the Trustees, who shall serve as a final court of appeal. In case of such an appeal the Faculty shall have the right to have their views laid before the Trustees by a representative or representatives of their own choosing.

6.3. Powers. The Faculty (subject to the control of the Trustees) shall have the power, and it shall be their duty, to fix the requirements of admission, the courses of study, and the conditions of graduation, to establish rules and methods for the conduct of the educational work of the College, for ascertaining the proficiency of students, and for determining the award of academic honors, to recommend candidates for degrees to the Trustees, and to make such general regulations for the wellbeing and government of the students as shall not contravene the articles of organization, these by-laws or any action of the Trustees.

Section 7. SPECIAL SCHOOLS

Special schools or special educational undertakings may be established by vote of the Trustees which shall be deemed a part of the work of the College, but which may have separate administrative officers and staffs accountable directly to the President and the Trustees and not subject to the control of the Faculty.

Section 8. SIGNATURE AUTHORITY

Except as the Trustees may otherwise authorize, all transactions valued above $1,000,000 (one million dollars) shall be authorized in the name of the College by two of its senior administrators, of whom one is the President, the Provost/Dean of the Faculty or the Vice President for Finance and Administration/Treasurer. Transactions valued at less than $1,000,000 (one million dollars) may be authorized by individuals designated by the President. The President has authority to approve delegations of authority and designation of senior administrators, as used in this by-law.

Nothing in this section shall limit the power and authority of the Investment Committee to make decisions related to the investments of the College.

Any recordable instrument purporting to affect an interest in real estate, executed in the name of the College by any individual authorized by the Trustees, or executed by both the President and the Treasurer, shall be binding on the College in favor of a purchaser or other person relying in good faith on such instrument notwithstanding any inconsistent provisions of the articles of organization, by-laws, resolutions, or votes of the College.
Section 9. PERSONAL LIABILITY

The Trustees and officers of the College shall not be personally liable for any debt, liability, or obligation of the College. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against, the College, may look only to the funds and property of the College for the payment of any such contract or claim, or for the payment of any debt, damages, judgment, or decree, or of any money that may otherwise become due or payable to them from the College.

Section 10. INDEMNIFICATION

10.1. Trustees and Members. To the fullest extent legally permissible and subject to certain exceptions stated in Section 10.3 and then only to the extent that the status of the College as an organization exempt under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, the College shall indemnify each person serving or who has served as a Trustee, or officer including in her/his capacity as a corporate member, against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees reasonably incurred, in connection with the defense or disposition of any action, suit, or other proceeding, whether civil, criminal, administrative, or investigative, in which any such Trustee or officer may be involved or with which any such Trustee or officer may be threatened, while in office or thereafter, by reason of such Trustee's or officer's serving or having served (i) as a Trustee or (ii) as a corporate member, or (iii) as an officer or (iv) at the request of the College as members, directors, trustees, officers, or fiduciaries, of a corporation, trust, or other organization in which the College has an interest or (v) at the request of the College in a capacity with respect to any employee benefit plan. Indemnification shall include payment of expenses incurred in defending any such action, suit, or other proceeding in advance of final disposition.

10.2. Employees, Agents, and Others. To the fullest extent legally permissible and subject to certain exceptions stated in Section 10.3 and then only to the extent that the status of the College as an organization exempt under Section 501(c)(3) of the Internal Revenue Code is not affected thereby, the College may indemnify and advance expenses whenever and to the extent authorized by a disinterested majority of the Trustees or by a majority of the disinterested Trustees for (i) persons serving or who have served as officers, employees, or other agents of the College, (ii) persons serving or who have served at the request of the College as members, directors, trustees, officers, employees, fiduciaries, or other agents of a corporation, trust, or other organization in which the College has an interest, and (iii) persons serving or who have served at the request of the College in a capacity with respect to any employee benefit plan. Indemnification shall be against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees reasonably incurred, in connection with the defense or disposition of any action, suit, or other proceeding, whether civil, criminal, administrative, or investigative. Such expenses include payments to independent legal counsel satisfactory to the College following a determination by the College that independent counsel is necessary.

10.3. Exceptions. Notwithstanding the foregoing provisions of this Section 10, the right to indemnification shall only be extended when the person seeking indemnification (i) acted in good faith in the reasonable belief that her/his action was in the best interests of the College or, to the extent that such matter relates to service with respect to an employee benefit plan, in the best interests of the participants or beneficiaries of such employee benefit plan; or (ii) in the case of any criminal proceeding had no reasonable cause to believe her/his conduct was unlawful. The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo
contendere or its equivalent, is not, of itself, determinative of whether the relevant standard of conduct described in this section was met.

10.4. Insurance; Other Rights of Indemnification. The College may purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee, or other agent of the College, or who is or was serving at the request of the College as a member, director, trustee, officer, employee, fiduciary, or other agent of a corporation, trust, or other organization in which the College has an interest, or with respect to any employee benefit plan, against any liability asserted against or incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the College would have the power to indemnify or advance expenses to such person against such liability. This Section 10 shall not limit any right of indemnification existing independently of this Section 10.

10.5. Heirs, Executors and Administrators; Disinterested Persons. The indemnification provided by this Section 10 shall benefit the heirs, executors, and administrators of persons indemnified. As used in this Section 10, a "disinterested" person is one against whom the proceedings in question, or another proceeding on the same or similar grounds, are not then and had not been pending or threatened.

Section 11. AMENDMENTS

These by-laws may be altered, amended, or repealed in whole or in part by vote of a two-thirds majority of the Trustees then in office; provided, however, that Section 10 of these by-laws may only be altered, amended, or repealed in whole or in part by vote of a two-thirds majority of the Trustees then in office acting in their capacity as members of the College.
Appendix K. Affirmation of Compliance with Federal Regulations Relating to Title IV

Signed form follows.
AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

| URL | http://www.smith.edu/deanoffaculty/code/CODENew.pdf section 61 |
| Print Publications |

2. Credit Transfer Policies. The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.44 and 10.5.)

| URL | http://www.smith.edu/registrar/transfer.php |
| Print Publications | 2011-12 catalogue, page 50 |

3. Student Complaints. “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (Standards for Accreditation 6.18, 10.5, and 11.8.)

| URL | http://www.smith.edu/sao/handbook/index.php |
| Print Publications |

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit...The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.42.)

| Method(s) used for verification |

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

| URL |
| Print Publications |

The undersigned affirms that ___________________________ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: ___________________________ Date: ____________

August, 2011
Appendix L. Audited Financial Statements

Since 2004, Smith College no longer produces a printed version of its annual financial report. The annual report and financial statements are available in PDF format at the following URL:

www.smith.edu/controller/financials.php

No management letter was provided.
### Appendix M. Student Achievement and Success Forms

#### E1: Part A. Inventory of Educational Effectiveness Indicators

<table>
<thead>
<tr>
<th>Category</th>
<th>(1) Have formal learning outcomes been developed?</th>
<th>(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</th>
<th>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</th>
<th>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</th>
<th>(5) What changes have been made as a result of using the data/evidence?</th>
<th>(6) Date of most recent program review (for general education and each degree program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the institutional level:</td>
<td>Yes</td>
<td><a href="http://www.smith.edu">www.smith.edu</a> /giving/docs/SmithDesign-0807.pdf</td>
<td>Data from NECASL, GPI, student survey data, and Smith Critical Indicators.</td>
<td>President, provost/dean of the faculty, committee on mission and priorities</td>
<td>Informs implementation of strategic plan</td>
<td>August 2007</td>
</tr>
<tr>
<td>For general education if an undergraduate institution:</td>
<td>Yes</td>
<td><a href="http://www.smith.edu">www.smith.edu</a> /deanoffaculty/CapacitiesdocumentSpring2007.pdf</td>
<td>Data from annual indirect assessment activities (senior survey, GPI) as well as direct assessments in writing, quantitative reasoning, and piloting in critical thinking (CAT) provide information on selected learning outcomes.</td>
<td>The assessment subcommittee meets monthly and is composed of faculty members, provost/dean of the faculty, dean of the college, director of institutional research, and assistant director of educational assessment. Annual summary of results and recommendations are submitted to the Committee on Academic Priorities.</td>
<td>Writing Intensive course guidelines have been modified, and a follow-up course has been created for students who require more instruction in writing. Quantitative reasoning assessment data is currently being analyzed. Further examination for the assessment of critical thinking is under discussion.</td>
<td>November 2007</td>
</tr>
<tr>
<td>List each degree program:</td>
<td>(1) Have formal learning outcomes been developed?</td>
<td>(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</td>
<td>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</td>
<td>(4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</td>
<td>(5) What changes have been made as a result of using the data/evidence?</td>
<td>(6) Date of most recent program review (for general education and each degree program)</td>
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</tr>
<tr>
<td>1. Chemistry</td>
<td>Yes</td>
<td><a href="http://www.smith.edu/ir/assessment/chemistry.php">www.smith.edu/ir/assessment/chemistry.php</a></td>
<td>Local direct assessment developed for exiting seniors, which covers core content areas. Team-based activity with faculty judges. Capstone experiences, such as thesis, seminar or independent research project.</td>
<td>Department faculty in consultation with Office of Institutional Research</td>
<td>Assessment results will be more thoroughly examined in summer 2012 to identify content gaps in the curriculum in order to inform modifications within courses.</td>
<td>Last review: fall 2006 Midterm review scheduled: fall 2012</td>
</tr>
<tr>
<td>2. Economics</td>
<td>Yes</td>
<td><a href="http://www.smith.edu/ir/assessment/economics.php">www.smith.edu/ir/assessment/economics.php</a></td>
<td>Capstone experiences, such as thesis, seminar or independent research project</td>
<td>Department faculty</td>
<td>Assessment plan to evaluate learning goals to be discussed in fall 2012.</td>
<td>Decennial review to be initiated: fall 2012</td>
</tr>
<tr>
<td>3. Film Studies</td>
<td>Yes</td>
<td><a href="http://www.smith.edu/ir/assessment/films.php">www.smith.edu/ir/assessment/films.php</a></td>
<td>Successful completion of capstone course as well as capstone experiences, such as thesis, seminar or independent research project</td>
<td>Program director and affiliated faculty</td>
<td>Process for discussing learning goals and measurement scheduled for summer 2012.</td>
<td>Midterm review scheduled: fall 2013</td>
</tr>
<tr>
<td>4. French</td>
<td>Yes</td>
<td>Extracted learning goals: <a href="http://www.smith.edu/ir/assessment/french.php">www.smith.edu/ir/assessment/french.php</a></td>
<td>Use of proficiency and competency tests that carry internationally recognized credential. Seniors returning from a Study Abroad Program in Paris or Geneva take assessment for the Diplôme de français professionnel, granted by the Chambre de commerce et d’industrie de Paris (CCIP), and Test de Connaissance du français (TCF) for students abroad in Paris.</td>
<td>Department faculty</td>
<td>An examination of proficiency and competency test results as well as course enrollment sparked further examination of curricular trajectory of students, as well as exploration of establishing Smith as an accredited testing center.</td>
<td>Decennial review completed: fall 2010</td>
</tr>
<tr>
<td>List each degree program (cont.)</td>
<td>1) Have formal learning outcomes been developed?</td>
<td>2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.</td>
<td>3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</td>
<td>4) Who interprets the evidence? What is the process? (e.g., annually by the curriculum committee)</td>
<td>5) What changes have been made as a result of using the data/evidence?</td>
<td>6) Date of most recent program review (for general education and each degree program)</td>
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<tr>
<td>5. Psychology Methods</td>
<td>Yes</td>
<td>Departmental (under revision): <a href="http://www.science.smith.edu/departments/PSYCH/Curriculum/Mission.htm">www.science.smith.edu/departments/PSYCH/Curriculum/Mission.htm</a></td>
<td>Local direct assessment and rubric developed to examine knowledge retention in methods content and overall problem solving. Capstone experiences such as thesis, seminar or independent research project.</td>
<td>For the direct assessment, currently a working group of five faculty and assistant director for assessment, but results will be shared and discussed with all department faculty in fall 2012.</td>
<td>Some faculty teaching introductory methods courses have changed their pedagogical approach for deeper learning of material. Proposed curricular overhaul using faculty survey and course enrollment data.</td>
<td>Last Review in Spring 2006 Midterm review in process Spring 2012</td>
</tr>
</tbody>
</table>
### E1: Part B. Inventory of Specialized and Program Accreditation

<table>
<thead>
<tr>
<th></th>
<th>Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency or program name).</th>
<th>Date of most recent accreditation action by each listed agency.</th>
<th>List key issues for continuing accreditation identified in accreditation action letter or report.</th>
<th>Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).*</th>
<th>Date and nature of next scheduled review.</th>
</tr>
</thead>
</table>
| (1) | The Picker Engineering Program is a accredited by the Engineering Accreditation Commission (EAC) of ABET | 2010-11 Accredited to 9/30/17 | All concerns raised in draft statement (February 2011) were fully resolved in due process response from engineering program to ABET, with the exception of a concern regarding potentially insufficient numbers of faculty to meet program needs in the future ("concern remains unresolved") | See: [www.abet.org/engineering-criteria-2012-2013/](http://www.abet.org/engineering-criteria-2012-2013/) | Comprehensive general review  
- Request to ABET by 1/31/16  
- Self-study due by 7/1/16  
- Site visit in fall of 2016 |
| (2) | The Department of Education and Child Study’s teacher licensure requirements are accredited by the Commonwealth of Massachusetts Department of Education | December 2004 | 1) Conduct review of all programs and ensure alignment with Massachusetts regulations (in both content and in documentation).  
2) Clarify how content/subject knowledge is being addressed within disciplinary course offerings.  
3) Ensure that information contained within course syllabi and course catalogue is consistent. | MTEL passing rates  
Preservice Performance Assessment (PPA) | Next review tentatively scheduled for 2013-2014 |

*Record results of key performance indicators in form S3.*
### Form S1. RETENTION AND GRADUATION RATES

#### Student Success Measures/ Prior Performance and Goals

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year</th>
<th>Goal for 2013</th>
</tr>
</thead>
</table>

#### IPEDS Retention Data (first-to-second year)

**ENTERING COHORT**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Goal for 2011</th>
</tr>
</thead>
</table>

- Associate degree students
- Bachelors degree students: 90% 91% 91% 94% 92%

#### IPEDS Graduation Data (6 year graduation rate)

**ENTERING COHORT**

<table>
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<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Goal for 2007</th>
</tr>
</thead>
</table>

- Associate degree students
- Bachelors degree students: 83.9% 83.5% 85.4% 85.3% (preliminary) 85.0%

#### Other Undergraduate Retention Rates (1)

- a
- b
- c

#### Other Undergraduate Graduation Rates (2)

- a
- b
- c

- **Graduate programs***

**ENTERING COHORT**

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<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Goal for 2012</th>
</tr>
</thead>
</table>

- Retention rates first-to-second year Smith College(1): 100% 95% 85% 94% (preliminary) 90%
- Retention rates first-to-second year Smith School for Social Work(1): 86% 95% 90% 89% 90%
- Graduation rates @ 150% time Smith College(2): 92% 91% 85% (preliminary) NA 90%
- Graduation rates @ 150% time Smith School for Social Work(2): 89% 88% 70% NA 80%

**Distance Education**

- Course completion rates (5)
- Retention rates (6)
- Graduation rates (7)

**Branch Campus and Instructional Locations**

- Course completion rate (8)
- Retention rates (9)
- Graduation rates (10)

**Definition and Methodology Explanations**

1 Grad rates in 150% time are for two-year programs only. For 2010 cohort, only the 100% time grad rate is available.

2 SSW graduation rate for the 2010 cohort is advanced standing cohort only.

* An institution offering graduate degrees must complete this portion.
### Measures of Student Achievement and Success/Institutional Performance and Goals

<table>
<thead>
<tr>
<th>Measures of Student Achievement and Success/Institutional Performance and Goals</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year</th>
<th>Goal for 2013</th>
</tr>
</thead>
</table>

### Success of Students Pursuing Higher Degree

<table>
<thead>
<tr>
<th>APPLICATION YEAR</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Goal for 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>MD and DO acceptance rates</td>
<td>60.9%</td>
<td>42.5%</td>
<td>47.5%</td>
<td>61.8%</td>
<td>62%</td>
</tr>
<tr>
<td>Law School acceptance rates</td>
<td>71.1%</td>
<td>71.8%</td>
<td>76.1%</td>
<td>Not yet available</td>
<td>76%</td>
</tr>
<tr>
<td>SURVEY YEAR²</td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>1 Alumnae Survey Data: % who have enrolled in a graduate or professional degree program</td>
<td>No survey data available</td>
<td>74%</td>
<td>78.1%</td>
<td>80.7%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

1. Alumnae Survey data include responses of those 10 years post-graduation.

### Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>Goal for 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Peace Corps Participation¹</td>
<td>21</td>
<td>18</td>
<td>18</td>
<td>Not yet available</td>
<td>NA</td>
</tr>
<tr>
<td>2 Teach For America Participation¹</td>
<td>17</td>
<td>19</td>
<td>14</td>
<td>13</td>
<td>NA</td>
</tr>
<tr>
<td>3 Fulbright Participation¹</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>15</td>
<td>NA</td>
</tr>
<tr>
<td>SURVEY YEAR²</td>
<td>2007-08</td>
<td>2008-09</td>
<td>2009-10</td>
<td>2010-11</td>
<td></td>
</tr>
<tr>
<td>4 Alumnae Survey Data: % Who did volunteer work at least once a month, in the past 12 months</td>
<td>No survey data available</td>
<td>21.8%</td>
<td>21.1%</td>
<td>20.9%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

1. These data are presented as numbers of participants, not rates.
2. Alumnae Survey data include responses of those 10 years post-graduation.
## Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS (Continued)

### Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared

<table>
<thead>
<tr>
<th>SURVEY YEAR(^1)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alumnae Survey Data: % who felt well prepared for graduate school</td>
<td>No survey data available</td>
<td>89.5%</td>
<td>92.0%</td>
</tr>
<tr>
<td>2</td>
<td>Alumnae Survey Data: % who felt well prepared for current career</td>
<td>No survey data available</td>
<td>77.3%</td>
<td>77.4%</td>
</tr>
<tr>
<td>3</td>
<td>Alumnae Survey Data: % whose current job is in the same field as or related to their major</td>
<td>No survey data available</td>
<td>49.6%</td>
<td>52.1%</td>
</tr>
</tbody>
</table>

**Of those who are working in careers outside their major field:**

<table>
<thead>
<tr>
<th>SURVEY YEAR(^1)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Alumnae Survey Data: % of those working outside their major field who felt well prepared for their current career</td>
<td>No survey data available</td>
<td>74.5%</td>
<td>73.6%</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

1. Alumnae Survey data include responses of those 10 years post-graduation.

### Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)

<table>
<thead>
<tr>
<th>SURVEY YEAR(^1)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alumnae Survey Data: % currently in a senior, executive, or chief level occupation</td>
<td>No survey data available</td>
<td>27.4%</td>
<td>23.5%</td>
</tr>
<tr>
<td>2</td>
<td>Alumnae Survey Data: % who felt Smith prepared them to be an effective leader</td>
<td>No survey data available</td>
<td>70.1%</td>
<td>66.8%</td>
</tr>
<tr>
<td>3</td>
<td>Alumnae Survey Data: % who felt Smith prepared them well to relate to people of different races/nations/religions</td>
<td>No survey data available</td>
<td>81.3%</td>
<td>79.4%</td>
</tr>
<tr>
<td>4</td>
<td>Alumnae Survey Data: % who studied abroad while at Smith</td>
<td>No survey data available</td>
<td>34.7%</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

**Of those who studied abroad:**

<table>
<thead>
<tr>
<th>SURVEY YEAR(^1)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Alumnae Survey Data: % of those who studied abroad who felt the experience affected their career choice to a great or very great extent</td>
<td>No survey data available</td>
<td>38.6%</td>
<td>47.4%</td>
</tr>
<tr>
<td>6</td>
<td>Alumnae Survey Data: % of those who studied abroad who felt the experience affected their other life choices to a great or very great extent</td>
<td>No survey data available</td>
<td>67.7%</td>
<td>76.8%</td>
</tr>
</tbody>
</table>

**Definition and Methodology Explanations**

1. Alumnae Survey data include responses of those 10 years post-graduation.
### Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year (2012)</th>
<th>Goal for 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Licensure Passage Rates</strong> *</td>
<td></td>
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</tr>
<tr>
<td>1 Massachusetts Tests for Educator Licensure (MTEL)</td>
<td>91%</td>
<td>94%</td>
<td>96%</td>
<td>Not Available</td>
<td>96%</td>
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<td>2</td>
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<tr>
<td><strong>National Licensure Passage Rates</strong> *</td>
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<tr>
<td><strong>Job Placement Rates</strong> **</td>
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</tbody>
</table>

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

### Institutional Notes of Explanation

<p>| | | | | | |</p>
<table>
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</table>
### Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

<table>
<thead>
<tr>
<th>Completion Rates *</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year (201_ )</th>
<th>Goal for 201_</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
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<tr>
<td>11</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

** NOT APPLICABLE FOR SMITH COLLEGE **

<table>
<thead>
<tr>
<th>Placement Rates **</th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year (201_ )</th>
<th>Goal for 201_</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.
# Appendix N. Interim Report Forms

**INTERIM REPORT FORMS**

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>Smith College</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPE ID:</td>
<td>00220900</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Audit</td>
<td></td>
</tr>
<tr>
<td>Certified</td>
<td>Qualified</td>
</tr>
<tr>
<td>Financial Results for Year Ending:</td>
<td>06/30 Yes/No Unqualified</td>
</tr>
<tr>
<td>Most Recent Year</td>
<td>2011 Yes Unqualified</td>
</tr>
<tr>
<td>1 Year Prior</td>
<td>2010 Yes Unqualified</td>
</tr>
<tr>
<td>2 Years Prior</td>
<td>2009 Yes Unqualified</td>
</tr>
<tr>
<td>Fiscal Year Ends on:</td>
<td>06/30 (month/day)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget / Plans</td>
<td></td>
</tr>
<tr>
<td>Current Year</td>
<td>2012</td>
</tr>
<tr>
<td>Next Year</td>
<td>2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Daniela Cesar Ramdath</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Associate Dean of Faculty</td>
</tr>
<tr>
<td>Telephone No:</td>
<td>413-585-3000</td>
</tr>
<tr>
<td>E-mail address</td>
<td><a href="mailto:dramfathi@smith.edu">dramfathi@smith.edu</a></td>
</tr>
</tbody>
</table>
### Standard 1: Mission and Purposes

**Attach a copy of the current mission statement.**

<table>
<thead>
<tr>
<th>Document</th>
<th>URL</th>
<th>Date Approved by the Governing Board</th>
</tr>
</thead>
</table>

1.1

### Standard 2: Planning and Evaluation

#### PLANS

**Strategic Plans**

<table>
<thead>
<tr>
<th>Year of Completion</th>
<th>Effective Dates</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Strategic Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other institution-wide plans**

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

*(Add rows for additional institution-wide plans, as needed.)*

#### EVALUATION

**Academic program review**

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

<table>
<thead>
<tr>
<th>URL</th>
</tr>
</thead>
</table>

2.1

### Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution’s organization chart(s). [http://www.smith.edu/hr/documents/OrgChart_Smith.pdf](http://www.smith.edu/hr/documents/OrgChart_Smith.pdf)

(Also attached in Appendix A.)

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

<table>
<thead>
<tr>
<th>Name of the related entity</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="http://www.smith.edu/about-smith/smith-tradition/mission">see Appendix J.</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governing Board</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>By-laws</td>
<td><a href="http://www.smith.edu/about-smith/smith-tradition/mission">see Appendix J.</a></td>
</tr>
<tr>
<td>Board members’ names and affiliations</td>
<td></td>
</tr>
</tbody>
</table>
## Standard 3: Organization and Governance
### (Locations and Modalities)

<table>
<thead>
<tr>
<th>Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Insert additional rows as appropriate.)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Main campus</td>
</tr>
<tr>
<td>Other principal campuses</td>
</tr>
<tr>
<td>Branch campuses</td>
</tr>
<tr>
<td>Other instructional locations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Distance Learning, e-learning</td>
</tr>
<tr>
<td>Date Initiated</td>
</tr>
<tr>
<td>Enrollment*</td>
</tr>
<tr>
<td>First on-line course</td>
</tr>
<tr>
<td>First program 50% or more on-line</td>
</tr>
<tr>
<td>First program 100% on-line</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Distance Learning, other Modality</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Correspondence Education</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Low-Residency Programs</td>
</tr>
<tr>
<td>Program Name</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Definitions

**Main campus**: primary campus, including the principal office of the chief executive officer.

**Other principal campus**: a campus away from the main campus that either houses a portion or portions of the institution’s academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition)**: a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location**: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning**: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other**: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition)**: Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.
### Standard 4: The Academic Program
#### (Summary - Enrollment and Degrees)

**Fall Enrollment** by location and modality, as of Census Date

<table>
<thead>
<tr>
<th>Degree Level/ Location &amp; Modality</th>
<th>Associate’s</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Clinical doctorates (e.g., Pharm.D., DPT, DNP)</th>
<th>Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)</th>
<th>M.D., J.D., DDS</th>
<th>Ph.D.</th>
<th>Total Degree-Seeking FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus FTE</td>
<td>2,616</td>
<td>422</td>
<td></td>
<td>51</td>
<td></td>
<td></td>
<td></td>
<td>3,089</td>
</tr>
<tr>
<td>Other Campus FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Branches FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Locations FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overseas Locations FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Line FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correspondence FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low-Residency Programs FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE</td>
<td>0</td>
<td>2,616</td>
<td>422</td>
<td>0</td>
<td>51</td>
<td>0</td>
<td>0</td>
<td>3,089</td>
</tr>
<tr>
<td>Unduplicated Headcount Total</td>
<td>2,627</td>
<td>2,627</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Degrees Awarded, Most Recent Year</td>
<td>844</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>844</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Type/ Location &amp; Modality</th>
<th>Non-Matriculated Students</th>
<th>Visiting Students</th>
<th>Title IV-Eligible Certificates: Students Seeking Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Campus FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Branches FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Locations FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overseas Locations FTE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>On-Line FTE</td>
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<td></td>
</tr>
<tr>
<td>Correspondence FTE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Low-Residency Programs FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unduplicated Headcount Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates Awarded, Most Recent Year</td>
<td>n.a.</td>
<td>n.a.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.
### Standard 4: The Academic Program

#### Headcount by UNDERGRADUATE Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>2610</td>
<td>2614</td>
<td>2588</td>
<td>2627</td>
<td>2633</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>2,610</td>
<td>2,614</td>
<td>2,588</td>
<td>2,627</td>
<td>2,633</td>
</tr>
</tbody>
</table>

#### Headcount by GRADUATE Program Type

<table>
<thead>
<tr>
<th>Program Type</th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
<td>408</td>
<td>416</td>
<td>425</td>
<td>436</td>
<td>446</td>
</tr>
<tr>
<td>Doctorate</td>
<td>24</td>
<td>67</td>
<td>71</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>First Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>24</td>
<td>29</td>
<td>26</td>
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</tr>
<tr>
<td>Total Graduate</td>
<td>452</td>
<td>507</td>
<td>525</td>
<td>535</td>
<td>550</td>
</tr>
</tbody>
</table>

*Note, prior to 2009, part-time SSW students were not counted.

#### (Credit Hours Generated at Undergraduate and Graduate Levels)

<table>
<thead>
<tr>
<th>Level</th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>85,684</td>
<td>85,327</td>
<td>84,464</td>
<td>84,257</td>
<td>83,787</td>
</tr>
<tr>
<td>Graduate</td>
<td>14,302</td>
<td>14,249</td>
<td>15,027</td>
<td>13,917</td>
<td>13,810</td>
</tr>
</tbody>
</table>

**Current Year** refers to the year in which the interim report is submitted to the Commission.
### Standard 5: Faculty
(Rank, Fall Term)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year*</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Faculty</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>Professor</td>
<td>140</td>
<td>142</td>
<td>144</td>
<td>145</td>
<td>154</td>
</tr>
<tr>
<td>Associate</td>
<td>75</td>
<td>75</td>
<td>70</td>
<td>65</td>
<td>58</td>
</tr>
<tr>
<td>Assistant</td>
<td>36</td>
<td>37</td>
<td>37</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other **</td>
<td>51</td>
<td>66</td>
<td>40</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
<td>71</td>
<td>297</td>
<td>290</td>
<td>287</td>
</tr>
</tbody>
</table>

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Current Year</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Faculty Appointed</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>35</td>
<td>18</td>
<td>37</td>
<td>17</td>
</tr>
<tr>
<td># of Faculty in Tenured Positions</td>
<td>214</td>
<td>5</td>
<td>216</td>
<td>5</td>
<td>210</td>
</tr>
<tr>
<td># of Faculty Departing</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>39</td>
<td>8</td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td># of Faculty Retiring</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

**Current Year** refers to the year in which the interim report is submitted to the Commission.

5.3
### Standard 6: Students  
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen - Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Applications</td>
<td>3,771</td>
<td>4,011</td>
<td>4,015</td>
<td>4,128</td>
<td>^</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>1,800</td>
<td>1,904</td>
<td>1,881</td>
<td>1,877</td>
<td>^</td>
</tr>
<tr>
<td>Applicants Enrolled</td>
<td>643</td>
<td>665</td>
<td>631</td>
<td>694</td>
<td>640</td>
</tr>
<tr>
<td>% Accepted of Applied</td>
<td>47.7%</td>
<td>47.5%</td>
<td>46.8%</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>35.7%</td>
<td>34.9%</td>
<td>33.5%</td>
<td>37.0%</td>
<td></td>
</tr>
</tbody>
</table>

Percent Change Year over Year
- Completed Applications: -6.4% 0.1% 2.8%
- Applications Accepted: -5.8% -1.2% -0.2%
- Applicants Enrolled: -3.4% -5.1% 10.0% -7.8%

Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)

<table>
<thead>
<tr>
<th>Transfers - Undergraduate#</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Applications</td>
<td>451</td>
<td>471</td>
<td>515</td>
<td>494</td>
<td>^</td>
</tr>
<tr>
<td>Applications Accepted</td>
<td>173</td>
<td>172</td>
<td>160</td>
<td>150</td>
<td>^</td>
</tr>
<tr>
<td>Applications Enrolled</td>
<td>98</td>
<td>93</td>
<td>101</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>% Accepted of Applied</td>
<td>38.4%</td>
<td>36.5%</td>
<td>31.1%</td>
<td>30.4%</td>
<td>#VALUE!</td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>56.6%</td>
<td>54.1%</td>
<td>63.1%</td>
<td>51.3%</td>
<td>#VALUE!</td>
</tr>
</tbody>
</table>

Master's Degree

<table>
<thead>
<tr>
<th>Completed Applications</th>
<th>465</th>
<th>514</th>
<th>648</th>
<th>653</th>
<th>734</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Accepted</td>
<td>327</td>
<td>336</td>
<td>367</td>
<td>347</td>
<td>354</td>
</tr>
<tr>
<td>Applications Enrolled</td>
<td>184</td>
<td>181</td>
<td>210</td>
<td>208</td>
<td>217</td>
</tr>
<tr>
<td>% Accepted of Applied</td>
<td>70.3%</td>
<td>65.4%</td>
<td>56.6%</td>
<td>53.1%</td>
<td>48.2%</td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>56.3%</td>
<td>53.9%</td>
<td>57.2%</td>
<td>59.9%</td>
<td>61.3%</td>
</tr>
</tbody>
</table>

First Professional Degree - All Programs

<table>
<thead>
<tr>
<th>Completed Applications</th>
<th>25</th>
<th>15</th>
<th>21</th>
<th>22</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Accepted</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Applications Enrolled</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>% Accepted of Applied</td>
<td>56.0%</td>
<td>86.7%</td>
<td>52.4%</td>
<td>40.9%</td>
<td>36.4%</td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>71.4%</td>
<td>84.6%</td>
<td>100.0%</td>
<td>88.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Doctoral Degree

<table>
<thead>
<tr>
<th>Completed Applications</th>
<th>25</th>
<th>15</th>
<th>21</th>
<th>22</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Accepted</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Applications Enrolled</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>% Accepted of Applied</td>
<td>56.0%</td>
<td>86.7%</td>
<td>52.4%</td>
<td>40.9%</td>
<td>36.4%</td>
</tr>
<tr>
<td>% Enrolled of Accepted</td>
<td>71.4%</td>
<td>84.6%</td>
<td>100.0%</td>
<td>88.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

^ Smith College does not set goals for applicants or admits.
#Transfer figures include Ada Comstock Scholars

"Current Year" refers to the year in which the interim report is submitted to the Commission.
## Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Headcount</td>
<td>654</td>
<td>666</td>
<td>638</td>
<td>699</td>
<td>640</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>654</td>
<td>666</td>
<td>638</td>
<td>699</td>
<td>640</td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Headcount</td>
<td>662</td>
<td>639</td>
<td>665</td>
<td>642</td>
<td>636</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>662</td>
<td>639</td>
<td>665</td>
<td>642</td>
<td>636</td>
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<td>Total FTE</td>
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<td></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Headcount</td>
<td>545</td>
<td>514</td>
<td>543</td>
<td>574</td>
<td>584</td>
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<tr>
<td>Part-Time Headcount</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>545</td>
<td>514</td>
<td>543</td>
<td>574</td>
<td>584</td>
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<tr>
<td>Total FTE</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Headcount</td>
<td>634</td>
<td>710</td>
<td>666</td>
<td>640</td>
<td>644</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>634</td>
<td>710</td>
<td>666</td>
<td>640</td>
<td>644</td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Full-Time Headcount</td>
<td>115</td>
<td>85</td>
<td>76</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Headcount</td>
<td>115</td>
<td>85</td>
<td>76</td>
<td>72</td>
<td>70</td>
</tr>
<tr>
<td>Total FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Undergraduate Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Headcount</td>
<td>2,610</td>
<td>2,614</td>
<td>2,588</td>
<td>2,627</td>
<td>2,574</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>2,610</td>
<td>2,614</td>
<td>2,588</td>
<td>2,627</td>
<td>2,574</td>
</tr>
<tr>
<td>Total FTE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>% Change FTE Undergraduate</td>
<td>na</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### GRADUATE

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Headcount</td>
<td>426</td>
<td>428</td>
<td>449</td>
<td>456</td>
<td>467</td>
</tr>
<tr>
<td>Part-Time Headcount</td>
<td>65</td>
<td>79</td>
<td>76</td>
<td>77</td>
<td>82</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>491</td>
<td>507</td>
<td>525</td>
<td>533</td>
<td>549</td>
</tr>
<tr>
<td>Total FTE</td>
<td>448.0</td>
<td>454.0</td>
<td>474.0</td>
<td>482.0</td>
<td>494.0</td>
</tr>
<tr>
<td>% Change FTE Graduate</td>
<td>na</td>
<td>1.3%</td>
<td>4.4%</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### GRAND TOTAL

<table>
<thead>
<tr>
<th></th>
<th>3 Years Prior (FY 2009)</th>
<th>2 Years Prior (FY 2010)</th>
<th>1 Year Prior (FY 2011)</th>
<th>Current Year* (FY 2012)</th>
<th>Next Year Forward (goal) (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total Headcount</td>
<td>3,101</td>
<td>3,121</td>
<td>3,113</td>
<td>3,160</td>
<td>3,123</td>
</tr>
<tr>
<td>Grand Total FTE</td>
<td>448.0</td>
<td>454.0</td>
<td>474.0</td>
<td>482.0</td>
<td>494.0</td>
</tr>
<tr>
<td>% Change Grand Total FTE</td>
<td>na</td>
<td>1.3%</td>
<td>4.4%</td>
<td>1.7%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

*"Current Year" refers to the year in which the interim report is submitted to the Commission.*
### Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

**Where does the institution describe the students it seeks to serve?**

[http://www.smith.edu/admission/](http://www.smith.edu/admission/)

<table>
<thead>
<tr>
<th>3 Years Prior</th>
<th>2 Years Prior</th>
<th>Most Recently Completed Year</th>
<th>Current Budget*</th>
<th>Next Year Forward (goal)</th>
</tr>
</thead>
</table>

#### Student Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Federal Aid</strong></td>
<td>$14,872,044</td>
<td>$16,071,351</td>
<td>$15,767,712</td>
<td>$14,671,749</td>
<td>$14,711,885</td>
</tr>
<tr>
<td>Grants</td>
<td>$3,358,763</td>
<td>$3,971,693</td>
<td>$4,018,398</td>
<td>$3,344,636</td>
<td>$3,384,772</td>
</tr>
<tr>
<td>Loans</td>
<td>$8,928,571</td>
<td>$9,479,499</td>
<td>$9,149,017</td>
<td>$8,929,729</td>
<td>$8,929,729</td>
</tr>
<tr>
<td>Work Study</td>
<td>$2,584,710</td>
<td>$2,620,159</td>
<td>$2,600,297</td>
<td>$2,397,384</td>
<td>$2,397,384</td>
</tr>
<tr>
<td><strong>Total Institutional Aid</strong></td>
<td>$820,904</td>
<td>$620,261</td>
<td>$547,119</td>
<td>$412,600</td>
<td>$412,600</td>
</tr>
<tr>
<td><strong>Total Private Aid</strong></td>
<td>$45,780,677</td>
<td>$49,432,736</td>
<td>$50,288,377</td>
<td>$53,917,091</td>
<td>$57,167,331</td>
</tr>
<tr>
<td>Grants</td>
<td>$45,197,113</td>
<td>$48,913,977</td>
<td>$49,775,976</td>
<td>$53,282,616</td>
<td>$56,532,856</td>
</tr>
<tr>
<td>Loans</td>
<td>$583,564</td>
<td>$518,759</td>
<td>$512,401</td>
<td>$634,475</td>
<td>$634,475</td>
</tr>
<tr>
<td><strong>Total State Aid</strong></td>
<td>$4,051,304</td>
<td>$3,411,920</td>
<td>$3,786,290</td>
<td>$3,326,871</td>
<td>$3,326,871</td>
</tr>
<tr>
<td>Grants</td>
<td>$2,265,166</td>
<td>$2,032,273</td>
<td>$2,417,192</td>
<td>$2,165,325</td>
<td>$2,165,325</td>
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<tr>
<td>Loans</td>
<td>$1,786,138</td>
<td>$1,379,647</td>
<td>$1,369,098</td>
<td>$1,161,546</td>
<td>$1,161,546</td>
</tr>
</tbody>
</table>

**NOTE:** Above figures refer to undergraduate student aid only.

#### Student Debt

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of students graduating with debt</strong></td>
<td>66%</td>
<td>71%</td>
<td>68%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>39%</td>
<td>42%</td>
<td>36%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

For students with debt:

- **Average amount of debt for students leaving the institution with a degree**
  - Undergraduates: $22,787, $21,166, $22,490, $23,734
  - Graduates: $23,754, $23,554, $23,282, $26,386

- **Average amount of debt for students leaving the institution without a degree**
  - Undergraduates: $12,134, $8,862, $9,663, $12,383
  - Graduate Students: n/a, $22,349, n/a, n/a

**Note:** Graduate students do not include Smith School for Social Work

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort Default Rate</strong></td>
<td>1.3</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

#### Percent of First-year students in Developmental Courses

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second/Other Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (reading, writing, communication skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Graduate students do not include Smith School for Social Work.

---

**Current Budget** refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.
## Standard 9: Financial Resources

**(Statement of Financial Position/Statement of Net Assets)**

- **FISCAL YEAR ENDS month & day:** (6/30)
- **2 Years Prior (FY 2009)**
- **1 Year Prior (FY 2010)**
- **Most Recent Year**
- **Percent Change**
  - **2 yrs-1 yr prior**
  - **1 yr-most recent**

### ASSETS

<table>
<thead>
<tr>
<th>Item</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH AND SHORT TERM INVESTMENTS</td>
<td>$76,600,000</td>
<td>$102,438,000</td>
<td>$85,230,000</td>
<td>33.7% -16.8%</td>
</tr>
<tr>
<td>CASH HELD BY STATE TREASURER</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>DEPOSITS HELD BY STATE TREASURER</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>ACCOUNTS RECEIVABLE, NET</td>
<td>$44,216,000</td>
<td>$39,530,000</td>
<td>$59,294,000</td>
<td>-10.6% 50.0%</td>
</tr>
<tr>
<td>INVENTORY AND PREPAID EXPENSES</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>LONG-TERM INVESTMENTS</td>
<td>$1,163,831,000</td>
<td>$1,300,346,000</td>
<td>$1,503,483,000</td>
<td>11.7% 15.6%</td>
</tr>
<tr>
<td>LOANS TO STUDENTS</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>-</td>
</tr>
<tr>
<td>FUNDS HELD UNDER BOND AGREEMENT</td>
<td>$16,211,000</td>
<td>$1,487,000</td>
<td>$53,000</td>
<td>-90.8% -96.4%</td>
</tr>
<tr>
<td>PROPERTY, PLANT AND EQUIPMENT, NET</td>
<td>$372,423,000</td>
<td>$385,929,000</td>
<td>$400,741,000</td>
<td>3.6% 3.8%</td>
</tr>
<tr>
<td>OTHER ASSETS</td>
<td>$18,463,000</td>
<td>$4,106,000</td>
<td>$4,189,000</td>
<td>-77.8% 2.0%</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>$1,691,744,000</td>
<td>$1,833,836,000</td>
<td>$2,052,990,000</td>
<td>8.4% 12.0%</td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th>Item</th>
<th>2 Years Prior</th>
<th>1 Year Prior</th>
<th>Most Recent Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTS PAYABLE AND ACCRUED LIABILITIES</td>
<td>$47,068,000</td>
<td>$53,884,000</td>
<td>$51,911,000</td>
<td>14.5% -3.7%</td>
</tr>
<tr>
<td>DEFERRED REVENUE &amp; REFUNDABLE ADVANCES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DUE TO STATE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DUE TO AFFILIATES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ANNUITY AND LIFE INCOME OBLIGATIONS</td>
<td>$19,507,000</td>
<td>$19,356,000</td>
<td>$20,017,000</td>
<td>-0.8% 3.4%</td>
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<tr>
<td>AMOUNTS HELD ON BEHALF OF OTHERS</td>
<td>$14,016,000</td>
<td>$12,911,000</td>
<td>$13,978,000</td>
<td>-7.9% 8.3%</td>
</tr>
<tr>
<td>LONG-TERM DEBT</td>
<td>$172,644,000</td>
<td>$170,288,000</td>
<td>$167,823,000</td>
<td>-1.4% -1.4%</td>
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<tr>
<td>REFUNDABLE GOVERNMENT ADVANCES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>OTHER LONG-TERM LIABILITIES</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>$253,235,000</td>
<td>$256,439,000</td>
<td>$253,729,000</td>
<td>1.3% -1.1%</td>
</tr>
</tbody>
</table>

### NET ASSETS

- **Unrestricted Net Assets**
  - **Institutional Net Assets**
    - 2 Years Prior | $548,598,000
    - 1 Year Prior | $542,042,000
    - Most Recent Year | $595,169,000
    - Percent Change | -1.2% 9.8%
  - **Foundation Net Assets**
    - 2 Years Prior | -
    - 1 Year Prior | -
    - Most Recent Year | -
  - **Total**
    - 2 Years Prior | $548,598,000
    - 1 Year Prior | $542,042,000
    - Most Recent Year | $595,169,000
    - Percent Change | -1.2% 9.8%

- **Temporarily Restricted Net Assets**
  - **Institutional Net Assets**
    - 2 Years Prior | $568,817,000
    - 1 Year Prior | $694,427,000
    - Most Recent Year | $832,459,000
    - Percent Change | 22.1% 19.9%
  - **Foundation Net Assets**
    - 2 Years Prior | -
    - 1 Year Prior | -
    - Most Recent Year | -
  - **Total**
    - 2 Years Prior | $568,817,000
    - 1 Year Prior | $694,427,000
    - Most Recent Year | $832,459,000
    - Percent Change | 22.1% 19.9%

- **Permanently Restricted Net Assets**
  - **Institutional Net Assets**
    - 2 Years Prior | $321,094,000
    - 1 Year Prior | $340,928,000
    - Most Recent Year | $371,633,000
    - Percent Change | 6.2% 9.0%
  - **Foundation Net Assets**
    - 2 Years Prior | -
    - 1 Year Prior | -
    - Most Recent Year | -
  - **Total**
    - 2 Years Prior | $321,094,000
    - 1 Year Prior | $340,928,000
    - Most Recent Year | $371,633,000
    - Percent Change | 6.2% 9.0%

### Total Liabilities and Net Assets

- **Total Liabilities and Net Assets**
  - 2 Years Prior | $1,691,744,000
  - 1 Year Prior | $1,833,836,000
  - Most Recent Year | $2,052,990,000
  - Percent Change | 8.4% 12.0%
### Standard 9: Financial Resources

(Statement of Revenues and Expenses)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day: ( / )</th>
<th>3 Years Prior (FY2009)</th>
<th>2 Years Prior (FY2010)</th>
<th>Most Recently Completed Year (FY 2011)</th>
<th>Current Budget* (FY 2012)</th>
<th>Next Year Forward (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATING REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Tuition &amp; Fees</td>
<td>$111,265,000</td>
<td>$115,801,000</td>
<td>$117,629,000</td>
<td>$118,118,000</td>
<td>$126,386,000</td>
</tr>
<tr>
<td>2. Room and Board</td>
<td>$31,067,000</td>
<td>$32,490,000</td>
<td>$32,981,000</td>
<td>$33,118,000</td>
<td>$35,436,000</td>
</tr>
<tr>
<td>3. Less: Financial Aid</td>
<td>($49,997,000)</td>
<td>($53,829,000)</td>
<td>($55,294,000)</td>
<td>($55,794,700)</td>
<td>($59,142,000)</td>
</tr>
<tr>
<td>4. Net Student Fees</td>
<td>$92,335,000</td>
<td>$94,462,000</td>
<td>$95,316,000</td>
<td>$95,441,300</td>
<td>$102,680,000</td>
</tr>
<tr>
<td>5. Government Grants &amp; Contracts</td>
<td>$5,422,000</td>
<td>$4,774,000</td>
<td>$4,705,000</td>
<td>$4,705,000</td>
<td>$4,705,000</td>
</tr>
<tr>
<td>6. Private Gifts, Grants &amp; Contracts</td>
<td>$27,115,000</td>
<td>$26,117,000</td>
<td>$18,006,000</td>
<td>$18,726,000</td>
<td>$19,475,000</td>
</tr>
<tr>
<td>7. Other Auxiliary Enterprises</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Endowment Income Used in Operations</td>
<td>$24,891,000</td>
<td>$23,542,000</td>
<td>$29,314,000</td>
<td>$30,487,000</td>
<td>$31,097,000</td>
</tr>
<tr>
<td>9. Other Revenue (specify):</td>
<td>$12,372,000</td>
<td>$13,172,000</td>
<td>$12,414,000</td>
<td>$12,414,000</td>
<td>$12,414,000</td>
</tr>
<tr>
<td>10. Other Revenue (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Net Assets Released from Restrictions</td>
<td>$51,064,000</td>
<td>$62,386,000</td>
<td>$46,908,000</td>
<td>$36,691,700</td>
<td>$40,117,000</td>
</tr>
<tr>
<td><strong>TOTAL OPERATING REVENUES</strong></td>
<td>$213,199,000</td>
<td>$224,453,000</td>
<td>$206,663,000</td>
<td>$200,465,000</td>
<td>$210,488,000</td>
</tr>
<tr>
<td><strong>OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Instruction</td>
<td>$76,932,000</td>
<td>$78,685,000</td>
<td>$81,145,000</td>
<td>$82,768,000</td>
<td>$86,906,000</td>
</tr>
<tr>
<td>13. Research</td>
<td>$4,959,000</td>
<td>$3,667,000</td>
<td>$4,524,000</td>
<td>$4,614,000</td>
<td>$4,845,000</td>
</tr>
<tr>
<td>14. Public Service</td>
<td>$389,000</td>
<td>$296,000</td>
<td>$386,000</td>
<td>$394,000</td>
<td>$414,000</td>
</tr>
<tr>
<td>15. Academic Support</td>
<td>$26,155,000</td>
<td>$27,525,000</td>
<td>$27,454,000</td>
<td>$28,003,000</td>
<td>$29,403,000</td>
</tr>
<tr>
<td>16. Student Services</td>
<td>$21,428,000</td>
<td>$21,039,000</td>
<td>$21,314,000</td>
<td>$21,740,000</td>
<td>$22,827,000</td>
</tr>
<tr>
<td>17. Institutional Support</td>
<td>$27,178,000</td>
<td>$27,185,000</td>
<td>$29,241,000</td>
<td>$29,826,000</td>
<td>$31,317,000</td>
</tr>
<tr>
<td>18. Fundraising and Alumni Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Operation, Maintenance of Plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Scholarships &amp; Fellowships (Cash refunded by public institutions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Auxiliary Enterprises</td>
<td>$34,555,000</td>
<td>$33,390,000</td>
<td>$32,471,000</td>
<td>$33,120,000</td>
<td>$34,776,000</td>
</tr>
<tr>
<td>22. Depreciation (if not allocated)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Other expenses (specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENDITURES</strong></td>
<td>$191,596,000</td>
<td>$191,787,000</td>
<td>$196,535,000</td>
<td>$200,465,000</td>
<td>$210,488,000</td>
</tr>
<tr>
<td><strong>Change in Net Assets from Operations</strong></td>
<td>$21,603,000</td>
<td>$32,666,000</td>
<td>$10,128,000</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>NON OPERATING REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. State Appropriations (net)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Investment Return</td>
<td>($257,660,000)</td>
<td>($160,067,000)</td>
<td>($215,093,000)</td>
<td>($76,278,700)</td>
<td>($79,208,000)</td>
</tr>
<tr>
<td>26. Interest Expense (public institutions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Gifts, Bequests &amp; Contributions Not Used in Operations</td>
<td>$24,909,000</td>
<td>$14,009,000</td>
<td>$36,915,000</td>
<td>$19,426,000</td>
<td>$30,656,000</td>
</tr>
<tr>
<td>28. Other (specify):</td>
<td>$6,695,000</td>
<td>($10,318,000)</td>
<td>($297,000)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>29. Other (specify):</td>
<td>($7,914,000)</td>
<td>$4,850,000</td>
<td>$6,933,000</td>
<td>$7,210,000</td>
<td>$7,498,000</td>
</tr>
<tr>
<td>30. Other (specify):</td>
<td>($51,064,000)</td>
<td>($62,386,000)</td>
<td>($46,908,000)</td>
<td>($38,691,700)</td>
<td>($40,117,000)</td>
</tr>
<tr>
<td><strong>Net Non Operating Revenues</strong></td>
<td>($285,034,000)</td>
<td>$106,222,000</td>
<td>$211,736,000</td>
<td>$64,223,000</td>
<td>$77,245,000</td>
</tr>
<tr>
<td><strong>Income Before Other Revenues, Gains, or Losses</strong></td>
<td>($263,431,000)</td>
<td>$138,888,000</td>
<td>$221,864,000</td>
<td>$64,223,000</td>
<td>$77,245,000</td>
</tr>
<tr>
<td>31. Capital Appropriations (public institutions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Increase/Decrease in Net Assets</strong></td>
<td>($263,431,000)</td>
<td>$138,888,000</td>
<td>$221,864,000</td>
<td>$64,223,000</td>
<td>$77,245,000</td>
</tr>
</tbody>
</table>

**Current Budget* refers to the year in which the interim report is submitted to the Commission.
<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day ( / )</th>
<th>3 Years Prior (FY2009)</th>
<th>2 Years Prior (FY2010)</th>
<th>Most Recently Completed Year (FY 2011)</th>
<th>Current Budget* (FY 2012)</th>
<th>Next Year Forward (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEBT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEGINNING BALANCE</td>
<td>$174,890,000</td>
<td>$172,644,000</td>
<td>$170,288,000</td>
<td>$167,824,000</td>
<td>$165,243,000</td>
</tr>
<tr>
<td>ADDITIONS</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>REDUCTIONS</td>
<td>($2,246,000)</td>
<td>($2,356,000)</td>
<td>($2,464,000)</td>
<td>($2,581,000)</td>
<td>($2,706,000)</td>
</tr>
<tr>
<td>ENDING BALANCE</td>
<td>$172,644,000</td>
<td>$170,288,000</td>
<td>$167,824,000</td>
<td>$165,243,000</td>
<td>$162,537,000</td>
</tr>
<tr>
<td>INTEREST PAID DURING FISCAL YEAR</td>
<td>$6,713,000</td>
<td>$6,601,000</td>
<td>$6,482,000</td>
<td>$6,386,000</td>
<td>$6,146,000</td>
</tr>
<tr>
<td>CURRENT PORTION</td>
<td>$2,356,000</td>
<td>$2,464,000</td>
<td>$2,581,000</td>
<td>$2,706,000</td>
<td>$2,754,000</td>
</tr>
<tr>
<td>BOND RATING</td>
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</tr>
<tr>
<td>DEBT COVENANTS (PLEASE DESCRIBE):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.
### Standard 9: Financial Resources
(Supplemental Data)

<table>
<thead>
<tr>
<th>FISCAL YEAR ENDS month &amp; day (    /    )</th>
<th>3 Years Prior (FY2009)</th>
<th>2 Years Prior (FY2010)</th>
<th>Most Recently Completed Year (FY 2011)</th>
<th>Current Budget* (FY 2012)</th>
<th>Next Year Forward (FY 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET ASSETS BEGINNING OF YEAR</td>
<td>$1,701,940,000</td>
<td>$1,438,509,000</td>
<td>$1,577,397,000</td>
<td>$1,799,261,000</td>
<td>$1,863,484,000</td>
</tr>
<tr>
<td>TOTAL INCREASE/DECREASE IN NET ASSETS</td>
<td>($263,431,000)</td>
<td>$138,888,000</td>
<td>$221,864,000</td>
<td>$64,223,000</td>
<td>$77,245,000</td>
</tr>
<tr>
<td>NET ASSETS END OF YEAR</td>
<td>$1,438,509,000</td>
<td>$1,577,397,000</td>
<td>$1,799,261,000</td>
<td>$1,863,484,000</td>
<td>$1,940,729,000</td>
</tr>
<tr>
<td><strong>FINANCIAL AID</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOURCE OF FUNDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNRESTRICTED INSTITUTIONAL</td>
<td>$24,937,000</td>
<td>$30,474,000</td>
<td>$30,205,000</td>
<td>$29,548,700</td>
<td>$32,040,000</td>
</tr>
<tr>
<td>FEDERAL, STATE &amp; PRIVATE GRANTS</td>
<td>$2,027,000</td>
<td>$2,051,000</td>
<td>$1,807,000</td>
<td>$1,800,000</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>RESTRICTED FUNDS</td>
<td>$23,033,000</td>
<td>$21,304,000</td>
<td>$23,282,000</td>
<td>$24,446,000</td>
<td>$25,302,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$49,997,000</td>
<td>$53,829,000</td>
<td>$55,294,000</td>
<td>$55,794,700</td>
<td>$59,142,000</td>
</tr>
<tr>
<td>% DISCOUNT OF TUITION &amp; FEES</td>
<td>44.9%</td>
<td>46.5%</td>
<td>47.0%</td>
<td>47.2%</td>
<td>46.8%</td>
</tr>
<tr>
<td>% UNRESTRICTED DISCOUNT</td>
<td>22.4%</td>
<td>26.3%</td>
<td>25.7%</td>
<td>25.0%</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

**PLEASE INDICATE YOUR INSTITUTION’S ENDOWMENT SPENDING POLICY:**

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.*
### Standard 10: Public Disclosure

<table>
<thead>
<tr>
<th>Information</th>
<th>Web Addresses</th>
<th>Print Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can inquiries be made about the institution? Where can questions be addressed?</td>
<td><a href="http://www.smith.edu/global_contactsmith.php">http://www.smith.edu/global_contactsmith.php</a></td>
<td>Smith College Catalogue, p. v</td>
</tr>
<tr>
<td>Notice of availability of publications and of audited financial statement or fair summary</td>
<td><a href="http://www.smith.edu/controller/financials.php">http://www.smith.edu/controller/financials.php</a></td>
<td></td>
</tr>
<tr>
<td>Institutional catalog</td>
<td><a href="http://www.smith.edu/catalogue">http://www.smith.edu/catalogue</a></td>
<td></td>
</tr>
<tr>
<td>Obligations and responsibilities of students and the institution</td>
<td><a href="http://www.smith.edu/sao/handbook">http://www.smith.edu/sao/handbook</a></td>
<td></td>
</tr>
<tr>
<td>Information on admission and attendance</td>
<td><a href="http://www.smith.edu/admission">http://www.smith.edu/admission</a></td>
<td>Smith College Catalogue, p. 44</td>
</tr>
<tr>
<td>Expected educational outcomes</td>
<td><a href="http://www.smith.edu/academics/guidelines/curricular-requirements">http://www.smith.edu/academics/guidelines/curricular-requirements</a></td>
<td>Smith College Catalogue, p. 10</td>
</tr>
<tr>
<td>Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation</td>
<td><a href="http://www.smith.edu/about_justthefacts.php">http://www.smith.edu/about_justthefacts.php</a></td>
<td></td>
</tr>
<tr>
<td>Requirements, procedures and policies re: admissions</td>
<td><a href="http://www.smith.edu/admission/firstyear_apply.php">http://www.smith.edu/admission/firstyear_apply.php</a></td>
<td>Smith College Catalogue, p. 44</td>
</tr>
<tr>
<td>Requirements, procedures and policies re: transfer credit</td>
<td><a href="http://www.smith.edu/admission/transfer.php">http://www.smith.edu/admission/transfer.php</a></td>
<td>Smith College Catalogue, p. 46</td>
</tr>
<tr>
<td>A list of institutions with which the institution has an articulation agreement</td>
<td><a href="http://www.smith.edu/offices.php">http://www.smith.edu/offices.php</a></td>
<td></td>
</tr>
<tr>
<td>Student fees, charges and refund policies</td>
<td><a href="http://www.smith.edu/finaid/guides/feesandpayments">http://www.smith.edu/finaid/guides/feesandpayments</a></td>
<td>Smith College Catalogue, p. 36</td>
</tr>
<tr>
<td>Roles and regulations for student conduct</td>
<td><a href="http://www.smith.edu/sao/handbook">http://www.smith.edu/sao/handbook</a></td>
<td>Handbook in Brief</td>
</tr>
<tr>
<td>Procedures for student appeals and complaints</td>
<td><a href="http://www.smith.edu/sao/jb/index.php">http://www.smith.edu/sao/jb/index.php</a></td>
<td></td>
</tr>
<tr>
<td>Other information re: attending or withdrawing from the institution</td>
<td><a href="http://www.smith.edu/classrooms/withdrawal.php">http://www.smith.edu/classrooms/withdrawal.php</a></td>
<td>Smith College Catalogue, p. 54</td>
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<td>Academic programs</td>
<td><a href="http://www.smith.edu/acad_programs.php">http://www.smith.edu/acad_programs.php</a></td>
<td>Smith College Catalogue, p. 64</td>
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<td>Courses currently offered</td>
<td><a href="http://catalog.smith.edu/">http://catalog.smith.edu/</a></td>
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<td>Other available educational opportunities</td>
<td><a href="http://www.smith.edu/acad_specialprograms.php">http://www.smith.edu/acad_specialprograms.php</a></td>
<td>Smith College Catalogue, p. 13</td>
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<td>Other academic policies and procedures</td>
<td><a href="http://www.smith.edu/acad_guidance.php">http://www.smith.edu/acad_guidance.php</a></td>
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<td>Requirements for degrees and other forms of academic recognition</td>
<td><a href="http://www.smith.edu/acad_guide-gradreq.php">http://www.smith.edu/acad_guide-gradreq.php</a></td>
<td>Smith College Catalogue, p. 10, 29</td>
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<tr>
<td>List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them</td>
<td><a href="http://www.smith.edu/catalogue">http://www.smith.edu/catalogue</a> (individual department pages list faculty as presented in catalogue)</td>
<td>Smith College Catalogue, pp. 482-508 (does not indicate full- or part-time)</td>
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<td>Names and positions of administrative officers</td>
<td><a href="http://www.smith.edu/offices.php">http://www.smith.edu/offices.php</a></td>
<td>Smith College Catalogue, p. 509</td>
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<tr>
<td>Names, principal affiliations of governing board members</td>
<td><a href="http://www.smith.edu/trustees">http://www.smith.edu/trustees</a></td>
<td>Smith College Catalogue, p. 481</td>
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<td>Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location</td>
<td><a href="http://www.smith.edu/studyabroad/">http://www.smith.edu/studyabroad/</a></td>
<td>Smith College Catalogue, p. 15</td>
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<td>Description of the campus setting</td>
<td><a href="http://www.smith.edu/about_campushighlights.php">http://www.smith.edu/about_campushighlights.php</a></td>
<td>Smith College Catalogue, p. 26</td>
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<td>Availability of academic and other support services available to students</td>
<td><a href="http://www.smith.edu/sao/handbook">http://www.smith.edu/sao/handbook</a></td>
<td>Handbook in Brief</td>
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<td>Range of co-curricular and non-academic opportunities available to students</td>
<td><a href="http://www.smith.edu/studentlife.php">http://www.smith.edu/studentlife.php</a></td>
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<td>Institutional learning and physical resources from which a student can reasonably be expected to benefit</td>
<td><a href="http://www.smith.edu/acad_academicresources.php">http://www.smith.edu/acad_academicresources.php</a></td>
<td>Smith College Catalogue, p. 19</td>
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<td>Institutional goals for students’ education</td>
<td><a href="http://www.smith.edu/academics/guidelines/curricular-requirements">http://www.smith.edu/academics/guidelines/curricular-requirements</a></td>
<td>Smith College Catalogue, p. 10</td>
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<td>Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate</td>
<td><a href="http://www.smith.edu/registrar/faculty_facts.php">http://www.smith.edu/registrar/faculty_facts.php</a></td>
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<td>Total cost of education, including availability of financial aid and typical length of study</td>
<td><a href="http://www.smith.edu/finaid/guides/feesandpayments">http://www.smith.edu/finaid/guides/feesandpayments</a></td>
<td>Smith College Catalogue, p. 36; Investing in a Smith Education</td>
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<td>Expected amount of student debt upon graduation</td>
<td><a href="http://www.smith.edu/newsoffice/releases/financialadvice.html">http://www.smith.edu/newsoffice/releases/financialadvice.html</a></td>
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<td>Statement about accreditation</td>
<td><a href="http://www.smith.edu/about_justthefacts.php">http://www.smith.edu/about_justthefacts.php</a></td>
<td>Smith College Catalogue, p. iv</td>
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### Standard 11: Integrity

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<td>Intellectual property rights</td>
<td>11/20/01</td>
<td><a href="http://www.smith.edu/deanoffaculty/intellectualproperty.html">http://www.smith.edu/deanoffaculty/intellectualproperty.html</a></td>
<td>Dean of Faculty</td>
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<td>Conflict of interest- staff/faculty</td>
<td>email to K.K</td>
<td><a href="http://www.smith.edu/hr/handbook_105.php">http://www.smith.edu/hr/handbook_105.php</a></td>
<td>Human Resources</td>
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<td>Conflict of interest - board</td>
<td>10/18/08</td>
<td><a href="http://www.smith.edu/trustees/documents/PolicyFINALapproved2008-10-18.pdf">http://www.smith.edu/trustees/documents/PolicyFINALapproved2008-10-18.pdf</a></td>
<td>Trustees Office</td>
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<td>Privacy rights</td>
<td>annually</td>
<td><a href="http://www.smith.edu/sao/handbook/policies/privacypolicies.php">http://www.smith.edu/sao/handbook/policies/privacypolicies.php</a></td>
<td>Registrar</td>
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<td>Fairness for students</td>
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<td><a href="http://www.smith.edu/deanoffaculty/code/code29.html">http://www.smith.edu/deanoffaculty/code/code29.html</a></td>
<td>Provost/Dean of the Faculty</td>
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<td>Academic freedom</td>
<td>2/22/92</td>
<td><a href="http://www.smith.edu/hr/conduct.php">http://www.smith.edu/hr/conduct.php</a></td>
<td>Student Affairs</td>
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<td>Other Fairness for Faculty, Staff, Students</td>
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### Non-discrimination policies

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<td>Recruitment and admissions</td>
<td>2/22/97</td>
<td><a href="http://www.smith.edu/global_nondisc.php">http://www.smith.edu/global_nondisc.php</a></td>
<td>Institutional Diversity &amp; Equity</td>
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<td>Employment</td>
<td>2/22/97</td>
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<td>Evaluation</td>
<td>2/22/97</td>
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<td>Disciplinary action</td>
<td>2/22/97</td>
<td><a href="http://www.smith.edu/global_nondisc.php">http://www.smith.edu/global_nondisc.php</a></td>
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<td>Advancement</td>
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### Resolution of grievances

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<td>Students</td>
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<td><a href="http://www.smith.edu/sao/handbook/acadlife/acadgrievance.php">http://www.smith.edu/sao/handbook/acadlife/acadgrievance.php</a></td>
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<td>Faculty</td>
<td>1/26/11</td>
<td><a href="http://www.smith.edu/deanoffaculty/code/code29.html">http://www.smith.edu/deanoffaculty/code/code29.html</a></td>
<td>Provost’s Office</td>
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<td>Staff</td>
<td>1/11/07</td>
<td><a href="http://www.smith.edu/hr/handbook_212.php">http://www.smith.edu/hr/handbook_212.php</a></td>
<td>Human Resources</td>
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### Other

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