

Sherrerd Center for Teaching & Learning
2016-2017 Annual Report
Floyd Cheung, Director
August 2017

Introduction:

The Sherrerd Center for Teaching & Learning (SCTL) 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 College. This report summarizes the organization, mission/core goals, activities, budget expenditures, and reflections/recommendations regarding the Sherrerd Center for 2016-2017.

Organization:

Director: (serving a three-year term which has been extended to a five-year term)

Floyd Cheung
Professor of English Language & Literature and American Studies

Program Coordinator:

Johanna Ravenhurst

2016-2017 Advisory Board Members: (serving three-year terms)

Patricia DiBartolo (Psychology)
Angie Hauser (Dance)
Susannah Howe (Engineering)
Tom Laughner (Director of Educational Technology Services)
Beth Powell (Psychology)
Sara Pruss (Geosciences)
Alan Rudnitsky (Education and Child Study)
Kevin Shea (Chemistry)
Sujane Wu (East Asian Languages and Literature)
Zaza Kabayadondo (Design Thinking Initiatives Co-Director)

Members met monthly during the academic year.

Notes from the Director:

I served the third year of my three-year term as the Director, working most closely with Advisory Board members and Program Coordinator Johanna Ravenhurst. The Advisory Board thoughtfully developed and revised its definition of inclusive teaching and provided essential guidance throughout the year about how the Sherrerd Center could best fulfill its mission. Johanna Ravenhurst not only coordinated all programming but also helped to launch the pedagogical partnership program, revise our website, and create templates for the work of future director-coordinator teams, among other accomplishments detailed below.

At Provost Katherine Rowe's request, I have agreed to serve two more years in order to make further progress on three initiatives: focusing Sherrerd Center programming on inclusive teaching, establishing the Student-Faculty Pedagogical Partnership Program, and enhancing our course

evaluation and feedback processes. In addition to leading these efforts, it has been my honor to facilitate ongoing conversations about teaching at Smith; serve on committees related to teaching; and think with colleagues about how to improve teaching and learning at Smith. The following are personal highlights, which will be discussed further in the body of the report:

- moderating a campus-wide conversation around the book *Can We Talk About Race* by trustee Beverly Daniel Tatum,
- co-facilitating a Teaching Arts Luncheon on “Teaching in the Post-Election Context” with Katherine Rowe,
- leading the first year of our pilot program on student-faculty partnership,
- facilitating a Teaching Arts Luncheon on “The Benefits of Slowing Down” after a guest speaker had to cancel on account of weather,
- assisting in the design of a new course feedback questionnaire, and
- presenting a workshop on microresistance as a response to microaggressions at a national conference with fellow faculty developers Tasha Souza (Boise State University) and Cynthia Ganote (St. Mary’s College).

Seelye Hall B8:

We continue to make good use of our physical space, a conference room and small faculty library/reading room in Seelye Hall adjacent to ETS. Throughout the year, it is used for Advisory Board meetings, New Faculty Luncheons, faculty and ETS meetings, as well as write-on-site gatherings. Our Teaching and Learning Resource Library has grown to approximately 115 titles (see appendix A). Books can be read in the room or checked out. This year we increased awareness of the Resource Library and organized its holdings by topic. We will also continue to make the room available for faculty, staff, and students who are welcome to use the room for reading/meeting/studying when it is not in use by the Sherrerd Center or ETS. We hope that it will provide a comfortable, quiet space for these uses going forward. With the Knowledge Lab relocating to Seelye basement, we anticipate discovering new opportunities for collaboration.

Mission & Core Goals:

The Mission and Core Goals of the Sherrerd Center were developed by a working group formed to frame a vision for the Center in 2008-2009, and further refined by the founding director, Borjana Mikic, in consultation with the Advisory Board in 2009-2010. These serve as a formal statement of the priorities of the Center to be reviewed and revised when needed by the Board. In addition, this formal statement of the Mission & Core Goals serves as an aid in communication with external constituencies (e.g. potential donors and funding agencies).

Mission:

The primary aim of the Sherrerd Center for Teaching & Learning (SCTL) is to enable the academic success of all Smith students through faculty development efforts that support teaching and learning at the College.

Core Goals:

Based on the understanding that there are many ways to teach well and that teaching is always improvable, the Sherrerd Center undertakes its mission in an effort to strengthen the value of teaching and learning in the larger institutional culture by pursuing the following Core Goals:

- Create opportunities for faculty to engage in a continuous discourse about student learning, addressing such questions as:
 - *What do we know about how people learn?*

- *What are our learning goals for our students?*
 - *How should students be engaged in order to take ownership of their own learning?*
- Support new faculty as they develop into excellent teachers;
 - Disseminate knowledge of the craft of teaching to support ongoing faculty professional development;
 - Provide opportunities for faculty to learn from one another by sharing innovative teaching practices and strategies for improving student learning;
 - Build synergy between faculty development efforts and student academic support services (e.g. Jacobson Center, Educational Technology Services, Spinelli Center, Disability Services, Libraries, etc.);
 - Enable the academic success of students from diverse backgrounds by promoting best practices for inclusive teaching, investigating achievement gaps in student learning, and supporting strategies for overcoming such gaps;
 - Enhance Smith's efforts towards creating a culture of purposeful inquiry among students;
 - Ensure that consideration of teaching and learning inform campus decision making;
 - Improve measures of teaching performance so that they provide information useful to the teachers themselves and can serve as reasonable indicators of teaching performance for the purposes of re-appointment, tenure, and promotion;
 - Support the scholarship of teaching and learning among faculty from diverse disciplines.

Our underlying philosophy is that all of the initiatives supported by the Center should be based on principles emerging from the learning sciences. Thus, the development of a theoretical conception of teaching and learning provides the overarching principled framework linking all of the Center's efforts and initiatives. Put simply, we believe that all teaching is improvable, and we aim to help faculty achieve this goal by providing opportunities to discuss and reflect on the theory and practice of teaching. Our regular events fall into several categories: **faculty discussions** (teaching arts luncheons and teaching circles), **faculty development** (workshops and the teaching and learning seminar), and **new faculty programming** (cohort luncheons with the Director, January discussion of *What the Best College Teachers Do* by Ken Bain). We also provide limited funding to support pedagogical **conference travel funding**. These programs and other miscellaneous activities are described below.

Inclusive Teaching:

The Sherrerd Center Advisory Board decided to focus 2016–17 programming on enhancing our abilities to create and sustain effective and inclusive learning environments. As the diversity of the Smith College student body continues to increase, we must make sure that differences are not only represented in the classroom but also valued. Everyone must have the chance to learn and succeed. Over the past academic year, we have paid special attention to organizing conversations, workshops, and other programming about how to create inclusive learning communities.

This fall, the Advisory Board revised our statement about “Creating Inclusive Learning Environments” while thinking about community preparedness rather than a “reactive” plan. The new statement was distributed in December 2016 and posted on the Sherrerd Center’s website. The revised statement with preamble is included below:

In 2015, the members of the advisory board of the Sherrerd Center decided to be more intentional than usual regarding our programming for 2016–17. We surveyed attendees at Teaching Arts Luncheons, talked with other members of the Smith community and conducted an online survey to collect suggestions for future topics. Ultimately, we decided to focus on creating inclusive learning environments after receiving a large number of requests for programming on that topic. Hence, we have selected Teaching Arts Luncheon topics and invited guest speakers like Kelly Mack and Beverly Daniel Tatum to promote this aim. From the start, however, we understood that the word “inclusive” was in danger of becoming meaningless, so we have been drafting and revising the following statement in the attempt to clarify our intent. We welcome suggestions for revision.

During 2016–17, the Sherrerd Center will focus on enhancing our abilities to create and sustain effective and inclusive learning environments, regardless of whether course content areas directly engage with controversial topics. An inclusive learning community—as opposed to simply a diverse one—is one in which everyone’s voice is equally encouraged and welcomed. But this kind of community is what inclusion is all about. There are no formulae for achieving this. Hence, we will pay special attention to fostering conversations, workshops and other programming about how to create inclusive learning communities.

What can professors convey through their course planning, choice of materials, classroom practice and assessment to make deep learning accessible to all students? What must professors themselves need to learn so that they can best teach an ever more diverse student body? How can innovative pedagogies promote communities of reflective and creative learners capable of working, playing and solving the world’s problems together?

We do this work in the context of global and local challenges—some tragic and some mundane—that both threaten inclusiveness and make the creation of inclusive learning environments increasingly important. Some of these challenges seize the attention of the world, while others are felt privately. Instead of simply reacting to each challenge, our programs and collaborations seek to increase our communal preparedness, our individual empathy and our institutional commitment to inclusive teaching.

The Director and several members of the Advisory Board also put together a list of resources to help with “Teaching in Tumultuous Times” as a reaction to requests for help with addressing the November 2016 election results in classrooms at Smith. This list was sent to the Smith Faculty via the Faculty ListServ and is also posted on our website.

The Sherrerd Center’s Teaching Arts Luncheon presenters and topics were carefully chosen with our theme in mind. Over half of our Teaching Arts Luncheons linked directly to our theme of creating inclusive learning environments. We kept in mind that this year was mainly about education and awareness-raising, and our programming next year will be more about application and further development of this theme. We invited Dr. Kelly Mack as a guest speaker to talk about inclusive teaching in the STEM fields for one of our fall Teaching Arts Luncheons. Unfortunately Dr. Mack had to cancel her visit at the last minute, but Patricia DiBartolo was kind enough to step in to lead an excellent discussion titled “Better Science, Better Learning through Inclusive Teaching.” We received glowing feedback about this Teaching Arts Luncheon. Several members of the UMass Teaching and Learning Center also attended. One Smith colleague wrote to “express how happy I am with Patty’s talk today, the work the Sherrerd Center is doing with inclusion in the classroom this

and next semester, and the exciting efforts going on at Smith with inclusion. I feel immensely lucky to work and teach at a college that values these principles.”

We encouraged the Smith community to read Dr. Tatum’s *Can We Talk About Race* and provided copies of the book to 85 faculty and staff members. Professor Shannon Audley led a discussion of Dr. Tatum’s book with over sixty faculty and staff members in January. We also collected questions from Smith students, staff, and faculty about how to apply Tatum’s ideas to the Smith context. Professor Floyd Cheung, Director of the Sherrerd Center, drew on these questions to conduct a public conversation with Dr. Tatum that packed Weinstein Auditorium. Following this event, the Advisory Board discussed ideas such as increasing our communication with the trustees about our inclusiveness events, using recorded names to help instructors to learn student names, pronoun use, and careful messaging to faculty and students about inclusiveness. This discussion inspired many of the Director and program coordinator’s choices for Teaching Arts Luncheon topics in the 2017-2018 academic year. To support colleagues in putting Tatum’s ideas into practice, Professors Borjana Mikic (Engineering) and Shannon Audley (Education and Child Study) led a May workshop entitled “Exploring the ABCs of Inclusive Course Design.” This received positive reviews from the 20 faculty and staff members who attended from a variety of departments. Many attendees requested similar workshops in the future that focus on revising course syllabi or course assignments to promote inclusiveness.

Faculty Discussions:

Teaching Arts Lunches:

Teaching arts luncheons are faculty-, staff-, and occasionally guest-led discussions on current pedagogical issues held on Fridays from noon until 1:00 p.m. usually in the Neilson Browsing Room with a buffet lunch provided. Since 2015-16, we have scheduled at least one luncheon per year to listen to student perspectives. The primary aim of these events is to provide an opportunity for faculty and instructional staff to learn from one another as they share their practices and experiences as teachers. We generally hold 9-10 lunches per semester. The events continue to be very well attended, with most presentations attracting 35-50 attendees.

Table 1. 2016-2017 Teaching Arts Lunch Topics

Date	Discussion Topics	Attendance
September 9, 2016	After Orlando: Teaching About Sexual Diversity in the Arab-Islamic Diaspora Mehammed Mack (French Studies)	39
September 16, 2016	The Joys and Challenges of Teaching Outside Your Comfort Zone Therese Huston (Author of <i>How Women Decide</i> and <i>Teaching What You Don't Know</i> , Faculty Development Consultant, Center for Faculty Development, Seattle University)	52
September 30, 2016	Teaching with Digital Storytelling Nancy Sternbach (Spanish & Portuguese) Molly Falsetti-Yu (Spanish & Portuguese)	48
October 7, 2016	What Makes a Healthy College/Community Partnership? Denys Candy (Director of the Jandon Center for Community Engagement)	43

October 14, 2016	Dynamic Discussions with Lessons from Team-Based Learning Kimberly Van Orman (Instructional Consultant, Institute for Teaching, Learning and Academic Leadership, University at Albany)	36
October 28, 2016	Invisible Disabilities in the Classroom Sarah Orem (American Studies)	40
November 4, 2016	Fostering inclusion in today's geopolitical climate - what does it mean to be "international" either in the in the US or abroad? Rebecca Hovey (Dean for International Study, Co-director of the Lewis Global Studies Center) Caitlin Szymkowicz (Associate Dean for International Student and Scholars) Lisa Johnson (Assistant Dean for International Study)	33
November 18, 2016	Teaching in the Post-Election Context Katherine Rowe (Provost & Dean of Faculty) Floyd Cheung (Director of the Sherrerd Center)	110
December 2, 2016	New Tools for Authentic Assessment Jessica Bacal (Wurtele Center for Work & Life) Janie Vanpee (French Studies) Joseph Bacal (Information Technology Services)	36
December 9, 2016	Better Science, Better Learning through Inclusive Teaching Patricia DiBartolo (Faculty Director of the Sciences, Caroline L. Wall '27 Professor of Psychology)	65
January 27, 2017	Discussion of Beverly Daniel Tatum's book, <i>Can We Talk About Race?</i> Shannon Audley (Education & Child Study)	62
February 3, 2017	This luncheon included reflections from four Smith faculty members on Peer Teaching Partnerships. Pedagogy in and Beyond the Classroom Mukaram Hhana (History) JT Roane (Africana Studies) Co-teaching, Co-laborating, Co-learning Suzanne Gottschang (Anthropology/East Asian Studies) Susannah Howe (Engineering)	37
February 10, 2017	The Benefits of Slowing Down Floyd Cheung (Director of the Sherrerd Center)	41

February 24, 2017	Electronic Submission of Assignments and Marking Digitally Marney Pratt (Biology)	32
March 3, 2017	Ada Comstock Scholars' Experiences in the Classroom Andrea Rossi-Reder (Dean of Ada Comstock Scholars) Katie Wing & Maria Wood (Ada Class Presidents)	32
March 24, 2017	Blind Grading in the Undergraduate Classroom Alice Hearst (Government) Tina Wildhagen (Sociology)	28
March 31, 2017	Making the Most out of the Mellon Student-Faculty Collaboration Grant Marnie Anderson (History) Mehammed Mack (French) Reyes Lazaro (Spanish & Portuguese)	32
April 7, 2017	Inclusiveness in Office Hours and Advising Scott Bradbury (Director of Advising)	40
April 14, 2017	What's Up with Writing at Smith? Julio Alves (Director of the Jacobson Center & Co-chair of the Writing Committee) Alice Hearst (Director of the First Year Seminar Program & Co- chair of the Writing Committee) Cate Rowen (Director of Institutional Research) Minh Ly (Associate Director for Assessment)	45
April 28, 2017	Creating Inclusive Classrooms Dwight Hamilton (VP for Inclusion, Diversity, and Equity)	55

Teaching Circles:

Teaching Circles are small groups of faculty with similar pedagogical interests. Members of a given "circle" meet to talk about their teaching, share questions and strategies, get advice, and occasionally sit in on a class or two. We continued to encourage the circles to meet on two or three pre-set dates throughout the semester in Neilson Browsing Room with buffet lunch provided by the Sherrerd Center. Some groups have been able to meet on these dates while some choose to meet periodically, at their convenience.

We added five new circles to the roster this fall: Creating Sustainable Course-Based Research Opportunities (led by Patty DiBartolo), Mentoring First-Generation Students (led by Tina Wildhagen), Design Thinking (led by Borjana Mikic and Zaza Kabayadondo), Student presentations: Support, Evaluation, and Pedagogical Effectiveness (led by Jim Johnson), and Strengthening the Math Preparation of Introductory STEM Students (led by Gary Felder).

We added three new circles to the roster this spring: In the Lab: Effective strategies for STEM research experience mentoring (led by Kristen Dorsey), Collaborative Assessment Conferences (led by Roberta Murphy, Jan Szymaszek, and Lara Ramsey) and Digital Liberal Arts (led by Deborah Keisch and Miriam Neptune). We also reserved a table for an “Open Discussion” about teaching and learning at every Teaching Circle date.

Success is normally achieved by colleagues simply reflecting and talking with one another. Teaching improvement happens organically and usually imperceptibly. Occasionally, a Teaching Circle makes dramatic and measurable progress. This year, the Math Preparation circle led by Gary Felder met frequently on its own schedule and made significant progress on researching, testing, and planning efforts that will support students who could benefit from earlier and more intensive math-readiness efforts.

Table 2. 2016-2017 Teaching Circle Topics

Theme	Leader (s)
Strengthening the Math Preparation of Introductory STEM Students	Gary Felder
Creating Sustainable Course-Based Research Opportunities	Patricia DiBartolo
Engaging Students as Partners in Learning and Teaching	Floyd Cheung
In the Lab: Effective strategies for STEM research experience mentoring	Kristen Dorsey
Mentoring First-Generation Students	Tina Wildhagen
Contemplative Pedagogy	Ruth Ozeki
Creating Student-Centered Learning Opportunities in Foreign Language Classrooms	Atsuko Takahashi
Conversation about Instructing Laboratory Classes	Marney Pratt
Design Thinking	Borjana Mikic & Zaza Kabayadondo
Feminist Science and Technology Studies	Lisa Armstrong
Digital Liberal Arts	Deborah Keisch & Miriam Neptune
Collaborative Assessment Conferences	Roberta Murphy, Jan Szymaszek, and Lara Ramsey
Student presentations: Support, Evaluation, and Pedagogical Effectiveness	Jim Johnson

Faculty Development:

Junior Faculty Teaching and Learning Seminar:

For our 2017 seminar we decided to focus not on a particular topic or approach but on a particular audience: untenured faculty and other junior teaching staff. This year's seminar was led by Professor Al Rudnitsky, who notes: "Few things are as challenging as teaching, especially teaching that helps students learn in ways that are meaningful and lasting. Teachers deal with a complex set of ingredients. Students vary in their prior knowledge, interest, attitudes, thinking skills, values and goals (to name a few); subject matter is complex; the realities of space, time, resources and accountability are constraining. You get the idea. There is no set of procedures for achieving good teaching. R. Keith Sawyer (a prominent learning scientist) describes good teaching as disciplined improvisation. Good teaching, like good improv, depends on having a framework or set of ideas that help one see what's important, ask the right questions and act."

The Junior Faculty Teaching and Learning Seminar included 12 participants total from a variety of departments. We sent out the call for applications in early December and encouraged any interested junior faculty (tenure-track, laboratory instructors, lecturers) to apply by the end of December. The seminar kicked off with a workshop in January led by Al Rudnitsky and Floyd Cheung to discuss *What the Best College Teachers Do* by Ken Bain. Thanks go to Yasmin Eisenhauer from Educational Technology Services for her assistance with Smith's telepresence robot, which we prepared to include a colleague who could not attend in person. The Seminar met monthly during the spring semester, concluding with a longer workshop at the beginning of May.

Table 3. Spring 2017 Junior Faculty Teaching and Learning Seminar Participants

Participant Name	Position	Department
Marney Pratt	Laboratory Instructor	Biological Sciences
Jessica Moyer	Assistant Professor	East Asian Languages & Literatures
Katherine Clemans	Lecturer	Psychology
Gwen Spencer	Assistant Professor	Mathematics & Statistics
Paramjeet Pati	Professor of Practice	Engineering
Erica Tibbetts	Lecturer	Exercise and Sport Studies
Andrew Berke	Assistant Professor	Chemistry
Joannah Peterson	Lecturer	East Asian Languages & Literatures
Patricia Cahn	Assistant Professor	Mathematics & Statistics
Bozena Welborne	Assistant Professor	Government
Nathan Derr	Assistant Professor	Biological Sciences
Niveen Ismail	Assistant Professor	Engineering

Other Faculty Development Events:

The Sherrerd Center and the Provost's office co-sponsored a gathering of dossier submitters at ConVino in Northampton on September 19th to develop a "Frequently Asked Questions" list for submitting a Dossier for Tenure/Promotion.

The Sherrerd Center also supports several ongoing writing groups by booking rooms and occasionally giving them a bottle of champagne to celebrate their successes.

The Director and four other faculty members from Smith attended the James Lang workshop based on his book *Small Teaching* at Mount Holyoke College on May 16, 2017.

Workshops:

The Center sponsors faculty- and guest-led workshops throughout the academic year. This year, we sponsored a discussion of Ken Bain’s book, *What the Best College Teachers Do*, for a small group of new tenure-track faculty members as well as for the participants in this year’s Junior Faculty Teaching and Learning Seminar.

We also co-sponsored a small workshop run by Therese Huston on September 16, 2017 about “The Joys and Challenges of Teaching Outside Your Comfort Zone.” The Wurtele Center sponsored Therese Huston’s visit to Smith College and we co-sponsored a Teaching Arts Luncheon followed by a workshop for those who wanted to continue and expand upon the conversation.

We organized a new workshop in October on Crafting Teaching Statements for post-doctoral fellows at Smith. This was organized after one of the postdocs requested help with her teaching statement. We received positive feedback about this workshop and hope to organize similar workshops in the future. We may expand beyond postdoctoral faculty to include all dossier submitters (in collaboration with the Provost’s Office).

The Office of Inclusion, Diversity, and Equity and the Provost’s Office co-sponsored a workshop with the Sherrerd Center titled “Exploring the ABCs of Inclusive Course Design.” This workshop was facilitated by Shannon Audley and Borjana Mikic. It was organized as a follow-up event to the discussion of Beverly Daniel Tatum’s Book *Can We Talk About Race?* and Dr. Tatum’s conversation with the community about inclusiveness on March 1st. This workshop was a way for faculty and staff from a variety of departments to discuss and apply what they had learned about inclusive teaching to their own course syllabi and assignments.

The Director facilitated a two-day workshop in May to launch the second year of the new Student-Faculty Pedagogical Partnership program at Smith College. A Mellon Grant funds this pilot program, but the Sherrerd Center provided funding for refreshments and administrative support. More details about this program are below in the “Student-Faculty Pedagogical Partnership Program” section.

Table 4. 2016-2017 Workshop Details

Date	Workshop	Attendees
September 16, 2016	The Joys and Challenges of Teaching Outside Your Comfort Zone, facilitated by Therese Huston	6
October 28, 2016	Workshop on Crafting Teaching Statements (for postdoctoral fellows), facilitated by Floyd Cheung and Lisa Armstrong	3
January 20, 2017	Discussion of Ken Bain Book <i>What the Best College Teachers Do</i> , facilitated by Al Rudnitsky and Floyd Cheung	18
May 19, 2017	Exploring the ABCs of Inclusive Course Design,	20

facilitated by Shannon Audley and Borjana Mikic

May 23, 2017 &
May 24, 2017

Pedagogical Partnership Program Workshop, facilitated 11
by Floyd Cheung

New Faculty:

Events for New Faculty:

As part of their orientation to Smith College, new tenure-track members of the faculty received a copy of Ken Bain's book, *What the Best College Teachers Do*. During a January workshop (open to any interested member of the new faculty, to whom we also provided books), the Director and Al Rudnitsky led a discussion of *What the Best College Teachers Do* and how this can inform our ideas of teaching. The attendees participated in thoughtful and spirited discussion.

The Director took all new tenure-track faculty members out for lunch at Viva Fresh Pasta a few days before the New Faculty Orientation. This was a chance for this cohort to get to know each other and the Sherrerd Center.

The Sherrerd Center Director, Kevin Shea, and Carrie Baker led an interactive orientation session on teaching and learning at Smith College during the New Faculty Orientation. On September 22, 2016, the Sherrerd Center organized a wine and cheese event for new faculty to get to know one another. This event included two second-year faculty members sharing what they wish they knew when they started their careers at Smith.

In the fall, we also made an effort to bring new faculty members together in an informal setting. We organized a "Beer and Snacks Social" at the Dirty Truth for both first- and second-year faculty members. This event had low attendance due to a conflicting dinner for new tenure-track faculty at the president's house.

The Sherrerd Center also continued the usual monthly lunches with the Director and another member of the Advisory Board. These lunches provided new faculty with relaxed opportunities to come together to share the successes and challenges of the semester in a safe and supportive environment, thereby creating a strong cohort within the group. The meetings were informal and included discussions of how to deal with pedagogical challenges, how to teach large classes, and how to balance work and life. The Director often sent follow-up emails to the group with additional information about mid-semester assessments or teaching during tumultuous times (after the election). We welcomed 11-13 faculty members to each event in the fall and 3-6 in the spring. This year, we changed the name of these events to New Faculty Luncheons instead of New Faculty Seminars.

Our Teaching and Learning Seminar was facilitated by Al Rudnitsky this year and was specifically for junior faculty (tenure-track, lecturers, lab instructors). This was part of our efforts to dedicate some of our programming specifically to the "junior faculty" cohort at Smith and not just new faculty in their first year at Smith. We also reached out to this cohort with several emails about events that might interest them, such as the workshop about "Teaching Outside Your Comfort Zone" run by Therese Huston in the fall. We also consulted with all junior tenure-track faculty specifically when designing and planning to implement the new course feedback questionnaire.

Events for Postdoctoral Faculty:

The Sherrerd Center continued to support the postdoctoral community at Smith this year. We started with a lunch at Viva Fresh Pasta at the end of August to introduce the new postdoctoral fellows to the existing postdoctoral community at Smith.

The Director met with the two new postdoctoral faculty members to help them develop a peer teaching partnership. These two faculty members developed a productive partnership and discussed the benefits of such a partnership to improve teaching during a Teaching Arts Luncheon in the spring.

On October 28, 2016, the center ran a workshop on crafting teaching statements. This workshop was requested by a postdoctoral faculty member and was led by Floyd Cheung and Lisa Armstrong.

The center continued to support the postdoctoral faculty writing group that meets at least once a week in the Sherrerd Center room in Seelye Hall. The program coordinator booked the space for the meetings throughout the year. The group also met at the MacLeish Field Station several times over the summer for writing retreats.

The center coordinated an event on May 2, 2017 that was led by one of the postdoctoral faculty members at Smith College. This event was a way for students and faculty to share what they had learned as a result of the Innovation Challenge Grant funded trip to the National Museum of African American History and Culture (NMAAHC) in Washington, D.C. The event was titled “How to Teach and Learn with the National Museum of African American History and Culture.” The Director attended this discussion, which included faculty who are interested in bringing students to the NMAAHC in the future as well as several faculty and staff members from the museum concentration.

Board of Counselors:

Beginning in 2011-2012, the Sherrerd Center took on the role of coordinating the Board of Counselors, the College’s formal new faculty mentoring program. In consultation with the Provost, we matched new tenure-track faculty with a mentor from the Board of Counselors, we arranged a September training session for new Board mentors, and we facilitated informal meetings between new faculty and their mentors over the course of the year. We also hosted an end-of-the-year celebratory lunch for the first-year mentors and mentees.

The Director discussed possible improvements to this program with the Advisory Board as well as members of the Provost’s Office. We look forward to working with the Provost’s Office to improve this important support program for junior tenure-track faculty members at Smith College.

Table 5. 2016-2017 New Board of Counselor and Faculty Pairs

Mentor	Mentee
Susan Levin (Philosophy)	Patricia Cahn (Mathematics)
Rick Millington (English)	Randi Garcia (Psychology/Statistical and Data Sciences)
Roisin O'Sullivan (Economics)	Lily Gurton-Wachter (English)
Hélène Visentin (French Studies)	Jennifer Malkowski (Film and Media Studies)
Nancy Bradbury (English) <i>replacing Susan Van Dyne</i>	Vis Taraz (Economics)
Michael Barresi (Biological Sciences) <i>replacing Bill Peterson</i>	Bozena Welbourne (Government)

Conference Travel Funding:

Support for Travel to Teaching Conferences:

The Sherrerd Center continues to fund faculty travel to teaching-related conferences. This year, we fully or partially funded faculty participation at the following conferences:

Table 6. 2016-2017 Conference Travel Awards

Recipient	Conference
Gwen Spencer	Society for Industrial and Applied Mathematics Meeting
Molly Falsetti-Yu	CARLA (The Center for Advanced Research on Language Acquisition) summer institute
Kevin Shea	Biennial Conference on Chemical Education
Floyd Cheung	Professional and Organizational Development Network in Higher Education (POD) Conference
Shan-Jan Sarah Liu	Teaching and Learning conference run by The American Political Science Association
Shannon Audley	Developmental Science Teaching Institute
Suzanne Gottschang	Team Based Learning Organization annual conference and workshops
Daniel Schultheis	University of New Hampshire STEM Education Conference

Evaluation of Teaching:

Review of the Course Evaluation System:

The Sherrerd Center worked with the Provost during 2015-16 to review the College's current course evaluation system. The Provost appointed "an *ad hoc* committee to begin work in spring 2016 to evaluate the current system and recommend adjustments or changes by the end of the summer of 2016." The director of the Sherrerd Center led this committee, which met 12 times to work on their recommendations and report for the Provost's Office. The Ad Hoc Committee's report was submitted to the Provost on August 31, 2016 and included a proposed revised course feedback questionnaire.

During the Fall 2016 semester, the Ad Hoc Committee's report was reviewed by the Provost, the Committee for Academic Priorities (CAP), the Student Government Association (SGA) Curriculum Committee, and the Committee for Tenure and Promotion (T&P). These groups endorsed the Ad Hoc Committee's recommended changes to the Course Evaluation System at Smith, including a new course feedback questionnaire designed to generate data useful for improving teaching as its primary goal.

At the suggestion of the *ad hoc* committee, the director continues to invite colleagues at Smith College to contact him if they needed help with processing their students' responses to their course evaluation questionnaire. The director met or emailed with sixteen colleagues during the 2016-2017 academic year to discuss their course evaluation data. As with all consultations, we maintain confidentiality by not listing names. While this new service is a rewarding part of the director's duties, it is also extraordinarily time consuming. (We recruited two other people to assist, but no colleagues chose to work with them.) One solution is to make this one of the duties of a yet-to-be funded or named Sherrerd Teaching Mentor.

On March 23, 2017 the Sherrerd Center organized a discussion of course evaluations specifically for junior tenure-track faculty. All junior tenure-track faculty members were invited and three of them attended the event to discuss the new course evaluation questionnaire with Floyd Cheung, Susannah Howe, and Cate Rowen. Those who attended expressed concerns about continuity with the old questionnaire and need more communication/assurances from T&P and the Provost's office. We

also received several emails from people who were not able to attend the event, but who were excited about the new questionnaire. One email reads, “just wanted to thank you for all of your work in these efforts. I feel like the concerns that we junior faculty raised are well articulated in the attached document.”

At the beginning of the Spring 2017 semester, the Provost appointed a Course Feedback Questionnaire Implementation Committee. This committee is co-chaired by Floyd Cheung and Cate Rowen. The full list of committee members and the departments they represent is included below. The committee includes most of the members of the *ad hoc* committee (now thought of as the “design” committee), as well as the key players in implementation of this system from College Administration, Institutional Research, and Information Technology Services. This committee discussed general plans for implementation of the new system and designed a pilot study with 6 faculty members at the end of the spring semester. The six faculty members are members of the English, Engineering, Physics, Education, East Asian Languages and Literatures, and Chemistry Departments. A total of 88 students completed the pilot survey out of a total of 128 who were enrolled in the pilot study classes.

After the pilot study, Kayla Cheneba from Institutional Research conducted cognitive interviews with some of the students who completed the survey. Pilot faculty provided such feedback as “I am *over the moon* over the usefulness of the results from the pilot questionnaire,” “I was impressed with the maturity of response to the first and last questions on the questionnaire: (a) what were the top 2 or 3 things you gained from the course? and (b) what would you like to say about this course to a student who is considering taking it in the future?” and “I found the comments on the new pilot form very helpful - much more specific and focused than on the previous form.” The data collected from student interviews and faculty feedback informed the Implementation Committee’s discussion of the pilot study at the end of May and precipitated some small changes.. The Committee also discussed possible methods for gathering custom questions from faculty members. The Committee expects to launch a wider pilot of the new system during the fall 2017 semester.

The Director continues to meet with the committee members from ITS and Institutional Research to work on the practical aspects of implementing this new system. The Director also designed a presentation to use when explaining the new system to faculty and staff this coming fall.

Table 7. 2016-2017 Members of the Implementation Committee for the Course Feedback Questionnaire

Name	Department
Floyd Cheung	Director of the Sherrerd Center for Teaching and Learning, English Language & Literature, American Studies
Bill Peterson	Associate Provost
Gretchen Herring	Registrar
Cate Rowen	Executive Director of Institutional Research
Minh Ly	Associate Director for Assessment of Institutional Research
Kayla Cheneba	Research & Program Assistant (Institutional Research)
Susan Zachary	Executive Assistant for the Dean of the College
Sarah Moriarty	Director of Administrative Technology (Information Technology Services)
Julia Keller	Data Integration Architect (Information Technology Services)

Hayley Spizz	Faculty Policies Specialist
Susannah Howe	Engineering
Nathanael Fortune	Physics
Jill de Villiers	Psychology (<i>on sabbatical 2016-2017</i>)

Peer/Holistic Review of Teaching:

The Provost asked the director to begin leading an effort to improve the peer review of teaching (formative and summative) at Smith College as part of creating a better system for the holistic evaluation of teaching. In the spring, the Director consulted with the Art Department regarding its independently initiated efforts along the same lines. This consultation will continue into 2017-18. The Director has read scholarship on this approach to teaching improvement and evaluation and begun to learn about other institutions' practices. He provided one brief report to the Provost already, but much more remains to be done. In 2017-18, we hope to convene, with the consent of the Provost, a working group on this topic.

The Smith College Student-Faculty Pedagogical Partnership Program:

Smith College professors believe that there are many ways to teach well and that all teaching is improvable. As one pathway towards improvement, this program engages students as partners to observe and give feedback to professors who have chosen to analyze their teaching over an entire semester. Students themselves are validated as expert learners who have much to contribute through affirming what is working well in faculty members' courses and supporting faculty in developing a more inclusive learning environment at Smith. The program is funded from 2016-2019 by a grant from the Andrew W. Mellon Foundation.

This year the director of the Sherrerd Center continued to fill the role of faculty leader of this pilot program at Smith College. The Provost's office is supporting this 4-year pilot program with funds from a Mellon Grant. This program is in line with the Committee on Mission and Priority's strategic planning process and there is interest from faculty, especially those on the Teaching Circle for Engaging Students as Partners. This program promotes opportunities for expanding partnership initiatives like those described in Alison Cook-Sather's book, *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. The Mellon Grant will fund faculty stipends and pay for hiring student partners for 8 semesters. The Director continued to work with our consultant, Alison Cook-Sather, to develop this program.

The Director also taught IDP210: The Pedagogy of Student-Faculty Partnership both semesters. All student partners are required to take this course as a supplement to their work with their faculty partner. The course provides training in pedagogical techniques and opportunities for in-depth discussions about what the students are learning as pedagogical partners. The Sherrerd Center provided privacy filters for two of the students' laptops for typing their observation notes. The Center also funded a field trip to the Florence Pie Bar each semester, as well as dinners for every class during the Spring 2017 semester. The class had to meet during the dinner hour in the spring due to the student partners' schedules.

The Director led monthly meetings that served as check-ins for all current faculty partners. These meetings typically took place in Seelye B8, and refreshments were provided by the Sherrerd Center. The Center also supported an end-of-year celebratory gathering at the Brewery for faculty partners.

The Director led several meetings of the Engaging Students as Partners Teaching Circle during the 2016-2017 academic year. These meetings provided opportunities to discuss the program with current faculty partners as well as other faculty members interested in the program. The meeting in February doubled as an informational session for any Smith faculty members who wished to learn about the Pedagogical Partnership Program and possibly apply to be a partner.

The Director and program coordinator worked to promote this new program at Smith. At the request of Marilyn Woodman, the Director wrote the annual report for the Mellon Grant's support of the Pedagogical Partnership Program in December 2016. The Director also wrote a one-page summary of the program that was sent around to increase awareness of the program. This material was also posted on the Sherrerd Center website's new Pedagogical Partnership page and used to encourage attendance of the Pedagogical Partnership Information Session on February 17, 2017. The Director was interviewed in February 2017 about the program for an article in the *Smith Alumnae Quarterly (SAQ)*. He also provided materials about the program for the Board of Trustees meeting in May as well as attending several meetings with the Development Office. The program was mentioned on page 17 of the Smith College Strategic Plan.

We worked with College Relations to have professional pictures taken of several pairs of pedagogical partners to use in promotional materials. One of these pictures is now featured on our website and revised bookmark.

The Director consulted via email with two curious institutions about student-faculty partnerships.

The Mellon Grant funded a two-day workshop that took place on May 23rd and 24th, 2017. Floyd Cheung facilitated the workshop and the 11 faculty members who participated were paid a stipend. The Sherrerd Center provided extensive administrative support for this workshop as well as funding for refreshments.

The Sherrerd Center continued to provide administrative support for this program throughout the year. The Sherrerd Center's program coordinator took care of the hiring process for the student partners and coordinated the orientation sessions each semester as well as the monthly meetings for faculty partners, and the May workshop. The Sherrerd Center coordinator also manages the budget for this program, consulting with Emily Robinson (Sponsored Research Administrator) as necessary.

Table 8. 2016-2017 Pedagogical Partners and Courses

Faculty Partner	Student Partner	Course
Joshua Birk	Allison Wu	HST 225: Making of the Medieval World
John Brady	Naomi Jahan	GEO 221: Mineralogy
Benita Jackson	Chelsea Pimentel	PSY 240: Health Promotion
Tina Wildhagen	Angelica Vargas	SOC 317: Inequality in Higher Education
Joyce Palmer-Forture	Erin Garofolo	PHY 117: Introductory Physics
Barbara Kellum	Kasch Meier	ARH 285: Great Cities: Pompeii
Jennifer Guglielmo	Cecelia Lim & Maria Perez	HST 383: Research in United States Women's History
Leslie King	Tare Suriel	SOC 232: World Populations
Rick Millington	Michaela Mentu	ENG 199: Methods in Literary Study

Table 9. 2017 May Workshop Participants and Faculty Pedagogical Partners for 2017-2018

Name	Department
Gary Felder	Physics
Ginetta E. B. Candelario	Sociology and Latin American & Latina/o Studies Program
Simon Halliday	Economics
Susan Sayre	Economics
Erica Tibbetts	Exercise and Sport Studies
Kelly Anderson	History and the Study of Women & Gender, Libraries
Cornelia Pearsall	English Language & Literature
Elizabeth Klarich	Anthropology
Nathan Derr	Biological Sciences
Shannon Audley	Education & Child Study
Jamie Worms	Cultural Geographer, Latin American & Latina/o Studies Program

Other Activities:

Sherrerd Center Website:

The program coordinator worked closely with Jane Majkiewicz from College Relations this spring as we migrated the Sherrerd Center’s website over to the new Drupal platform. We updated the content and made the site more user-friendly. One key addition was the new Pedagogical Partnership page to highlight that new program at Smith. We hope that the updated site will be a useful tool in the coming year as we advertise our programming to members of the Smith community and beyond. We look forward to using the site to support our plan to apply and further develop what we learned from our theme of Inclusive Learning Environments this year.

Committee on Educational Technology:

Beth Powell, a member of the Advisory Board, also serves on CET to help coordinate our activities.

Educational Technology Services Coordination:

Tom Laughner, the Director of ETS, attends all Sherrerd Advisory Board meetings to enable close coordination between ETS and Sherrerd Center programming. This year, Tom Laughner and Floyd Cheung met several times a semester to follow-up on what was discussed during the Advisory Board meetings and to coordinate the efforts of the two units. For instance, we generated a Teaching Arts Luncheon on “Electronic Submission of Assignments and Marking Digitally” (led by Marney Pratt) in order to address the problem of too much printing as well as to discuss the pros and cons of all-digital assessment in terms of pedagogy. In addition, one of our Advisory Board meetings featured guest Kate Lee from ETS. Kate Lee shared what she had learned from a Culturally Responsive Teaching Course that she attended.

Interactions with 5-College Teaching and Learning Centers and Other Institutions:

Floyd Cheung attended all meetings of the 5-College Teaching and Learning Center directors. These interactions proved fruitful for sharing ideas and learning about other Centers. We invited the Teaching and Learning Center directors to attend Dr. Kelly Mack’s Teaching Arts Luncheon in December 2016. When Dr. Mack’s visit was cancelled, several people still traveled to Smith to

attend Patricia DiBartolo's presentation. This group was also invited to attend our Beverly Daniel Tatum events in the spring.

The Director consulted with Robin Shores, the Director of Institutional Research at Swarthmore College, because Robin asked Cate Rowen how Smith College supports peer review of teaching. The new Associate Provost at Swarthmore is planning to implement a peer review program for faculty. The Director responded that Smith doesn't have an college-wide peer review program established, but we are supporting some peer teaching partnerships this year and he would be happy to share a rubric/guidance. The Director also consulted with Kimberly Van Orman from University at Albany about mentoring practices. Finally, he has been approached by Wheaton College in Norton, Massachusetts, to consult on the creation of a teaching and learning center there.

Sherrerd Center Collaboration with other Smith College Offices and Centers:

The Director expanded the Center's relationship with the Jacobson, Spinelli, and Wurtele Centers. He gave a presentation at the Wurtele Center on "Processing Negative Feedback" for about 20 students and 3 faculty members. An essay version of this presentation has been published online in *Clever Magazine* under the title "The Five Stages of Grief for Writers When Dealing with Negative Feedback."

The director expanded the Center's relationship with the library. He met with Anne Houston, the Director of Teaching, Learning & Research for the Smith College Libraries to start up a collaboration. The Director, Anne Houston, and Tom Laughner started working on an online resource for pedagogical support. Once launched, this online request form will serve as a tool to connect instructors with the appropriate support on campus. The Director also consulted with Miriam Neptune about a month long exhibit called "Undesign the Redline."

The Director consulted with members of various departments on campus throughout the year. He consulted with Jim Johnson (ESS) via email about his Teaching Circle on oral presentation evaluations for ESS graduate students. He also met with Alexandra Keller about CAP and "how the Sherrerd Center might play a role in supporting student development of our new capacities." The director also met with candidates on the Contemporary Art Curator search committee as a "Faculty Partner" and helped Charlene Shang Miller with her idea to create a blog about teaching and learning at the Smith Art Museum. At the request of Museum education director Maggie Newey, he wrote a piece for the Museum's annual report entitled "Enchantment, Collaboration, and Transfer: Teaching and Learning in the Museum of Art." He also met with Rick Millington to discuss the teaching of writing and first-year seminars.

The Director met with the Development Office as part of a panel discussion on creating an inclusive campus. He also spoke to the Smith Club of Los Angeles about the Sherrerd Center and joined a faculty panel for the Board of Trustees' visit in January 2017. On trustee wrote, "It was wonderful to hear that the Sherrerd Center is playing such an important role with the faculty in support of Smith's diversity and inclusion initiatives."

The Director also served on the Mentoring Guidelines Sub-Committee this spring. This committee created a document to serve as the departmental mentoring guidelines for tenure-track faculty at Smith.

The Director started working with Dean Andrea Rossi-Reder and the Ada Comstock Scholars on improving the classroom experience for Adas. The Sherrerd Center dedicated a Teaching Arts Luncheon to discussing the Ada Scholar experience with a panel of Ada Comstock Scholars on March 2, 2017. The Director then held follow-up meetings with the Ada Class Presidents and Dean Rossi-Reder. The Sherrerd Center then sponsored a lunch for all Ada Scholars on April 24th to

discuss ways to improve the Ada Scholar program. At the request of several students, the Director sent a list of recommended books about writing and data visualization on April 26th. He then organized a follow-up lunch on June 5th with Sidonia Dalby (Associate Director of Admissions), Karen Sise (Assistant Registrar), and Andrea Rossi-Reder (Dean of Ada Comstock Scholars). Following that meeting, the director wrote to Julio Alves to advocate for Gail Thomas' replacement to be someone who can support nontraditional-aged students. The Director is also working with Dean Rossi-Redder to design an optional 1-credit, six-week course specifically for Ada pathways into, through, and beyond Smith.

The Director met with the School for Social Work Deans (Marianne Yoshioka, *SSW Professor and Dean* and Peggy O'Neill, *SSW Assistant Professor and Associate Dean of Academic Affairs*) about possible summer programming coordinated with the Sherrerd Center. The conclusion after that meeting was that the School for Social Work isn't ready to request programming from the Sherrerd Center. We did, however, decide to increase collaboration. For instance, we have scheduled a Teaching Arts Luncheon in the fall 2017 semester led by Peggy O'Neill.

Meetings with the College's Chief Diversity Officer:

The director met with Dwight Hamilton, the College's Chief Diversity Officer, about once per month in order to collaborate on improving teaching and learning for diverse students and improving mentoring for new faculty members, especially those from underrepresented groups.

The Sherrerd Center and the Office of Inclusion, Diversity, and Equity (OIDE) collaborated to organize the Beverly Daniel Tatum Events. The OIDE assistant collaborated with the Sherrerd Center coordinator to organize and advertise the March 1, 2017 on-stage conversation with Dr. Tatum. The OIDE also co-sponsored the May Workshop that was facilitated by Shannon Audley and Borjana Mikic.

Having read Floyd Cheung's work on microresistance, Dwight Hamilton invited him to assist in the development of the ARIA campaign. ARIA stands for affirm, resist, intervene, ally. To this end, they collaborated with the OIDE, students Cami Bacon and Zoleka Mosia, and staff Stacey Steinbach and Mariana Rivera to develop marketing materials and strategize. On April 6th, this group held an open dinner to discuss the campaign with students. The Jandon Center and Dean of Students are also potentially interested in collaborating. We have also received generous funding from Mary Rowe, a pioneer in microaffirmation. The departure of Dwight Hamilton this summer, however, has created a leadership vacuum. The Director, Mariana Rivera, and Stacey Steinbach corresponded and met in July to plan future steps. The next meeting on August 16th will gather feedback from a larger group of potential allies. While the Director is happy to help in this effort, he does not have the capacity to lead it. At the Provost's request, the Director has agreed to serve on the search committee for the next Chief Diversity Officer.

Meetings with the Student Government Association:

The Director met with Rosie Altucher, the Chair of the SGA Curriculum Committee, several times a semester in order to collaborate and discuss shared priorities for the year. A few major topics of discussion were the Ad Hoc Committee's proposed Course Feedback Questionnaire and Report, a possible Social Justice requirement, and the Beverly Daniel Tatum events.

The Director also met with the SGA Curriculum Committee (Pedagogy Subcommittee) in March. This subcommittee is interested in leading a Teaching Arts Luncheon during the 2017-2018 academic year. The Director followed up on this meeting with an email to the registrar to request the expansion of the description of "course type" in the Schedule of Classes to include teaching method and inclusion of draft syllabi in the online course catalog.

Future Plans:

The Sherrerd Center's programming during the next academic year will largely fall under the theme of "Creating Inclusive Learning Environments." The Sherrerd Center Advisory Board has decided to continue using inclusive teaching as our theme to guide programming and resource decisions in the coming year. This year we will focus on application and further development of what we know from the learning sciences about creating inclusive learning environments. For instance, we will devote resources to inviting three guest presenters at Teaching Arts Luncheons: Kelly Mack, a specialist from the AAC&U, to speak at a Teaching Arts Luncheon about culturally responsive teaching in STEM fields; and Richard Felder and Rebecca Brent to discuss what cognitive science teaches us about effective teaching.

We will also work with the Classroom Committee on a survey to inform a strategic plan for renovating Smith classrooms for inclusive pedagogies.

The Sherrerd Center will continue to offer programming for junior faculty members at Smith College. During the coming year, the Center will sponsor a second Teaching and Learning Seminar for Junior Faculty. Glenn Ellis, from the Engineering Department, will facilitate this seminar. We will also continue to support the postdoc community and their successful writing group.

The Director of the Sherrerd Center will continue to lead the Smith College Student-Faculty Pedagogical Partnership Program. He will meet with faculty partners several times a semester to check in and will meet with student partners weekly in IDP210. The Sherrerd Center will continue to provide administrative support for this program, including organizing an orientation session at the beginning of each semester. We will continue to assess and improve this program during its pilot phase.

To prepare colleagues for the new course feedback questionnaire, we will hold a Teaching Arts Luncheon in October to answer questions and discuss how to create custom questions. The Director has agreed also to speak with Faculty Council and at a faculty meeting on this topic. The implementation committee will continue its work throughout 2017-18. The current plan is to launch a wider, "open beta" pilot of the questionnaire, this time with Qualtrics professional services involved, as opposed to trying out an in-house-made Qualtrics survey. This will enable us to test a true version of the questionnaire. It will also give us the opportunity to make any last-minute tweaks based on further conversations with faculty this fall. The Director is grateful especially to Cate Rowen, Minh Ly, Kayla Cheneba, Julia Keller, and Johanna Ravenhurst for their professionalism and expertise applied to this project over the summer.

Besides working on the implementation of the new course feedback questionnaire, the Director will continue to offer to consult with faculty and staff about their current course evaluation data. Furthermore, he will form a working group on the holistic evaluation of teaching in the spring. We may invite a guest expert to consult with us.

The Sherrerd Center will work closely with the new Associate Dean of the Faculty/Dean for Academic Development to support faculty development. The Sherrerd Center will transfer the Board of Counselors program administration over to the new Associate Dean as well as support of writing groups. Faculty Development events that target new faculty at Smith will be coordinated collaboratively with the Provost's Office when appropriate. The Director will run a new Syllabus Polishing Workshop for New Faculty in September. We may also facilitate a workshop on crafting teaching statements for dossier submitters and/or postdoctoral faculty. We are ecstatic that Patricia DiBartolo is serving as the inaugural dean not only because she has served on the Sherrerd Advisory

Board and thus knows our recent thinking about faculty development at Smith but also because she's an extraordinarily wise and kind leader.

The Sherrerd Center director will continue to collaborate with the Office of Inclusion, Diversity, and Equity on efforts to respond to findings from the Pathways Campus Climate Survey. The Center will also continue to collaborate with other directors and departments at Smith to communicate about shared priorities. We plan to increase our collaboration with the Design Thinking program in particular. This collaboration will support innovation in teaching, advising, and revisions to the FYS program.

The Sherrerd Center is working on increasing the number of hours for the program coordinator. The increase from 0.25 FTE to 0.5 FTE for the program coordinator will hopefully be approved due to increased responsibilities. This year, Associate Provost Bill Peterson approved use of the Mellon Grant for pedagogical partnership to pay her. Our understanding is that in future years, her increased FTE will be supported by the base budget.

The Center will also be planning the pilot year of the Teaching Mentor position for the Sherrerd Center in 2018-2019 as a way to strengthen the leadership structure. A Sherrerd Teaching Mentor would serve as a resource for Smith faculty who want to have unscripted and exploratory conversations about their teaching. Such conversations would have a positive impact on faculty's personal satisfaction in teaching and on teaching performance/outcomes. Finally, such conversations would help develop a shared ethos of continuing improvement in teaching (i.e., all teaching is improvable) and a shared set of ideas for talking and thinking about pedagogy.

Rather than supplying "here's what to do" solutions, these conversations would introduce ideas, raise questions, and help faculty think through and explore new ways to design and structure learning environments. We envision many possible "configurations" for these conversations. These include:

- holding one-on-one, confidential consultations with faculty members about teaching
- visiting classes to provide peer review of teaching
- providing help with interpreting course feedback responses
- leading the spring teaching and learning seminar
- collaborating with the Director of the Sherrerd Center on teaching and learning initiatives as needed

Candidates will be sought from among senior faculty—i.e., at the rank of full professor or senior lecturer. Nominations and self-nominations will be reviewed by the Sherrerd Advisory Board. Recommendation will go to the Provost for approval.

APPENDIX A: Sherrerd Center Resource Library List of Holdings:

TITLE:	AUTHOR(S)	Topic Description
Thought and Knowledge: An Introduction to Critical Thinking	Halpern, Diane F.	General Teaching
Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success	Howell Major, Claire & Harris, Michael S.	General Teaching
Teaching What You Don't Know	Huston, Therese	General Teaching
McKeachie's Teaching Tips	McKeachie, Wilbert	General Teaching
Best Practices for Flipping the College Classroom	Waldrop, Julee B. & Bowdon, Melody A.	General Teaching
Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning	Barbezat, Daniel, P. & Bush, Mirabai	General Teaching
Minds on Fire: How Role-Immersion Games Transform College	Carnes, Mark C.	General Teaching
A School Leader's Guide to Standards-Based Grading	Heflebower, Tammy; Hoegh, Jan K.	General Teaching
Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online	Howard, Jay R.	General Teaching
Using Reflection and Metacognition to Improve Student Learning: Across the Disciplines, Across the Academy (New Pedagogies and Practices for Teaching in Higher Education)	Kaplan, Matthew & Naomi Silver	General Teaching
Cheating Lessons: Learning from Academic Dishonesty	Lang, James M.	General Teaching
The College Student Whisperer: Taming and Training the Millennial Mind	Marchionda, Denise, Ed.D	General Teaching
The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition	Palmer, Parker J.	General Teaching
Difficult Conversations: How to Discuss What Matters Most	Stone, Douglas; Patton, Bruce; Heen, Sheila; Fisher, Roger	General Teaching
Make it Stick: The Science of Successful Learning	Brown, Peter, et al.	General Teaching
Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills	Nilson, Linda B.	General Teaching
Student Engagement Techniques: A Handbook for College Faculty	Barkley, Elizabeth F.	General Teaching
The Spark of Learning: Energizing the College Classroom with the Science of Emotion	Cavanagh, Sarah Rose	General Teaching
Creating Significant Learning Experiences	Fink, L. Dee	General Teaching
The First Year of College Teaching	Fink, L. Dee	General Teaching
Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom	Bean, John C.	General Teaching

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement	Marzano, Robert J.; Pickering, Debra, J.; Pollock, Jane E.	General Teaching
The Culture of Education	Bruner, Jerome	General Teaching
Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences	Daloz, Laurent, A.	General Teaching
Excellent Sheep: The Miseducation of the American Elite & The Way to a Meaningful Life	Deresiewicz, William	General Teaching
Learner-Centered Teaching: Putting the Research on Learning Into Practice	Doyle, Terry	General Teaching
"The Having of Wonderful Ideas" and Other Essays on Teaching and Learning	Duckworth, Eleanor	General Teaching
The Aims of College Teaching	Eble, Kenneth, E.	General Teaching
New Directions for Teaching and Learning. Fostering Critical Thinking	Eble, Kenneth, E. and Noonan, John	General Teaching
The Essence of Good Teaching	Ericksen, Stanford C.	General Teaching
The Teacher Wars: A History of America's Most Embattled Profession	Goldstein, Dana	General Teaching
Idea-Based Learning: A Course Design Process to Promote Conceptual Understanding	Hansen, Edmund J.	General Teaching
Transforming Undergraduate Education: Theory That Compels and Practices That Succeed	Harward, Donald W.	General Teaching
Living the Questions: Essays Inspired by the Work and Life of Parker J. Palmer	Intrator, Sam M.	General Teaching
Teaching with Heart: Poetry that Speaks to the Courage to Teach	Intrator, Sam M.; Scribner, Megan	General Teaching
Tuned In and Fired Up: How Teaching Can Inspire Real Learning in the Classroom	Intrator, Sam M.	General Teaching
Engaging Imagination: Helping Students Become Creative and Reflective Thinkers	James, Allison & Stephen D. Brookfield	General Teaching
Academic Controversy: Enriching College Instruction Through Intellectual Conflict	Johnson, David W., et al.	General Teaching
Small Teaching: Everyday Lessons from the Science of Learning	Lang, James M.	General Teaching
Mastering the Techniques of Teaching	Lowman, Joseph	General Teaching
Teaching Students to Think Critically	Meyers, Chet	General Teaching
Promoting Active Learning: Strategies for the College Classroom	Meyers, Chet & Thomas B. Jones	General Teaching
The Art and Craft of Teaching: Ideas, techniques and practical advice for communicating your knowledge to your students and involving them in the learning process	Gullette Morganroth, Margaret, Editor	General Teaching
Teaching at its Best: A Research-Based Resource for College	Nilson, Linda B.	General Teaching
Most Likely to Succeed: Preparing Our Kids for the Innovation Era	Wagner, Tony & Dintersmith, Ted	General Teaching
Understanding by Design, 1st Edition	Wiggins, Grant, and Jay McTighe	General Teaching

Understanding by Design, Expanded 2nd Edition	Wiggins, Grant, and Jay McTighe	General Teaching
The Understanding by Design Guide to Creating High-Quality Units	Wiggins, Grant, and Jay McTighe	General Teaching
Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time	Nilson, Linda B. & Claudia J. Stanny	Assessing Learning
Formative Assessment and Standards-Based Grading: Classroom Strategies That Work	Marzano, Robert J.	Assessing Learning
Tips for Improving Testing and Grading	Ory, John C. & Katherine E. Ryan	Assessing Learning
Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd Edition)	Reynolds, Garr	Specific Teaching Disciplines/Topics
Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning	Bowen, Jose Antonio	Specific Teaching Disciplines/Topics
Improving How Universities Teach Science: Lessons from the Science Education Initiative	Wieman, Carl	Specific Teaching Disciplines/Topics
Developing the Global Student: Higher education in an era of globalization (Internationalization in Higher Education Series)	Killick, David	Specific Teaching Disciplines/Topics
Effective Teaching for STEM Disciplines: From Learning Theory to College Teaching	Mastascusa, Edward J., et al.	Specific Teaching Disciplines/Topics
Minds Online: Teaching Effectively with Technology	Miller, Michelle D.	Specific Teaching Disciplines/Topics
Teaching Literature	Showalter, Elaine	Specific Teaching Disciplines/Topics
Promoting Diversity and Social Justice: Educating People from Privileged Groups	Goodman, Diane J	Inclusiveness, Equity, and Diversity
Hope in the Dark: Untold Histories, Wild Possibilities	Solnit, Rebecca	Inclusiveness, Equity, and Diversity
Can We Talk about Race?: And Other Conversations in an Era of School Resegregation (Race, Education, and Democracy Series Book)	Tatum, Beverly Daniel	Inclusiveness, Equity, and Diversity
Successful STEM Mentoring Initiatives for Underrepresented Students: A Research-Based Guide for Faculty and Administrators	Packard, Becky & Norman L. Fortenberry	Inclusiveness, Equity, and Diversity
Limbo: Blue-Collar Roots, White-Collar Dreams	Lubrano, Alfred	Inclusiveness, Equity, and Diversity
Unspinning the Spin: The Women's Media Center Guide to Fair and Accurate Language	Maggio, Rosalie	Inclusiveness, Equity, and Diversity
On Teaching the Minority Student: Problems and Strategies	Pemberton, Gayle	Inclusiveness, Equity, and Diversity
Teaching From a Multicultural Perspective	Roberts, Helen, et al.	Inclusiveness, Equity, and Diversity
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do	Steele, Claude, M.	Inclusiveness, Equity, and Diversity
Assimilation Blues: Black Families In White Communities, Who Succeeds And Why	Tatum, Beverly Daniel	Inclusiveness, Equity, and Diversity

Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race	Tatum, Beverly Daniel	Inclusiveness, Equity, and Diversity
A Feminist Ethic of RISK	Welch, Sharon D	Inclusiveness, Equity, and Diversity
Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions	Brookfield, Stephen D.	Learning Sciences
Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms	Brookfield, Stephen D. & Stephen Preskill	Learning Sciences
Mindset: The New Psychology of Success	Dweck, Carol	Learning Sciences
The Cambridge Handbook of Creativity	Kaufman, James C. & Robert Sternberg, Editors	Learning Sciences
The Cambridge Handbook of the Learning Sciences	Sawyer, Keith R.	Learning Sciences
How People Learn: Brain, Mind, Experience and School	Committee on the Developments in the Science of Learning	Learning Sciences
The Science of Learning: How to Learn in Harmony with Your Brain	Doyle, Terry & Todd Zakrajsek	Learning Sciences
How Learning Works: 7 Research-Based Principles for Smart Teaching	Ambrose, Susan, et al.	Learning Sciences
Education and Mind in the Knowledge Age	Bereiter, Carl	Learning Sciences
Surpassing Ourselves: An Inquiry Into the Nature and Implications of Expertise	Bereiter, Carl & Marlene Scardamalia	Learning Sciences
Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting	Brookfield, Stephen D.	Learning Sciences
The Educated Mind: How Cognitive Tools Shape Our Understanding	Egan, Keiran	Learning Sciences
Handbook of College Teaching: Theory and Applications	Prichard, Keith W. & R. McLaren Sawyer, Editors	Learning Sciences
The Best of The Teaching Professor	Various	Learning Sciences
Peer Teaching: To Teach is to Learn Twice	Whitman, Neal A.	Learning Sciences
Student Ratings of Instruction: A Practical Approach to Designing, Operating, and Reporting: Second Edition	Hativa, Nira	Assessing Teaching
Developing a Comprehensive Faculty Evaluation System: A Guide to Designing, Building, and Operating Large-Scale Faculty Evaluation Systems	Arreola, Raoul A.	Assessing Teaching
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