

Sherrerd Center for Teaching & Learning
2015-2016 Annual Report
Floyd Cheung, Director
September 19, 2016

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 2015-2016.

Organization:

Director: (serving a three-year term)

Floyd Cheung
Associate Professor of English Language & Literature and American Studies

Program Coordinator

Johanna Ravenhurst

2015-2016 Advisory Board Members: (serving three-year terms)

Floyd Cheung, Director (English and American Studies)
Patricia DiBartolo (Psychology)
Angie Hauser (Dance)
Judith Gordon (Music)
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:

Floyd Cheung served the second year of his three-year term as the director, working most closely with Advisory Board members and Program Coordinator Johanna Ravenhurst. Provost Katherine Rowe added a course-release to the director's compensation package to make it possible for him to fulfill his duties and bring Sherrerd Center in line with other Centers. The director is grateful to many colleagues and others who volunteered their time and expertise to present and participate in various workshops, luncheons, and other programs. With their support, the Center made progress on several initiatives including creating inclusive learning environments, participating in discussions about the new library design, supporting faculty writing groups, reviewing the College's course evaluation instrument, and expanding partnerships between professors, teaching staff, and students.

This year, the Sherrerd Center also strengthened its connections to other centers involved with teaching, the Design Thinking Initiative, ETS, the library, the museum, the Office of Diversity and Inclusion, Disability Services, and the SGA Curriculum Committee.

Johanna Ravenhurst joined in 2015 as a critical member of the Sherrerd Center team. While working 10 hours per week on Center activities, Johanna made all aspects of the Center run efficiently and smoothly. She coordinated all Center activities, maintained our website, tracked our budget, and did anything else that needs attention. Increased duties this year, including during the summer, meant that Johanna worked more than 10 hours per week, however. In 2016, the Associate Dean of the Faculty, Danielle Ramdath, will compensate her for this overage with a bonus. Human Resources will review her position this year to consider increasing her hours.

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 Seminars, faculty and ETS meetings, as well as write-on-site gatherings. Our Teaching and Learning Resource Library has grown to approximately ninety titles (see appendix A). Books can be read in the room or checked out. In the next year, we intend to increase awareness of the Resource Library and organize 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.

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), new faculty programming, and conference travel funding. These initiatives and other miscellaneous activities are described below.

Faculty Discussions

Teaching Arts Lunches:

Teaching arts luncheons are faculty-led discussions on current pedagogical issues held on Fridays from noon until 1:00 p.m. usually in the Neilson Browsing Room where a buffet lunch is provided by the Provost's Office. The primary aim of these lunches is to provide an opportunity for faculty to learn from one another as they share their practices and experiences as teachers. We generally hold 6-8 lunches per semester and have a diverse array of faculty and staff attendees and presenters, as well as presentations by guests. The events continue to be very well attended, with most presentations attracting 35-50 attendees.

Table 1: 2015-2016 Teaching Arts Lunch Topics

Date	Discussion Topics	Attendance
September 11, 2015	Snapshots of a Digital Humanities Classroom [Renaissance Literature Version] Katherine Rowe, Provost & Dean of Faculty	~50
September 18, 2015	Building Liberal Arts Capacities through Digital Social Learning Rebecca Frost Davis, Director of Instructional and Emerging	~45

Technology, St. Edwards University

October 2, 2015	Integrating and Evaluating Creative Projects in a Traditional Course Michael Barresi (Biological Sciences) Thalia Pandiri (Classics)	~40
October 16, 2015	Study Abroad Advising - Making the Most of the Before, During, and After Lisa Johnson, Assistant Dean for International Study	~45
October 30, 2015	What is a Class Dean for? Margaret Bruzelius, Dean of the Senior Class & Associate Dean of the College Frazer Ward, Dean of the Junior Class Jane Stangl, Dean of the First Year Class	~45
November 6, 2015	The Coltrane Elegies: the collaborative, digital 'critical edition' as an approach to teaching literary texts. Rick Millington (English Language & Literature)	~45
November 13, 2015	Strengthening and Diversifying Women's Voices in the College Classroom Benita Jackson (Psychology)	~45
December 4, 2015	Teaching for Inclusiveness Dwight Hamilton, Chief Diversity Officer	~70
December 11, 2015	Teaching and Learning with International Students: Perspectives on the Global Learner Rebecca Hovey, Dean for International Study and co-Director, Lewis Global Studies Center Caitlin Szymkowicz, Associate Dean for International Students & Scholars Nathan Hammond, Student Programming and Support Coordinator	~30
January 29, 2016	Lecture Me? Kate Queeney (Chemistry) Greg White (Government)	37
February 5, 2016	Topic: Honor Board Kate Queeney (Chemistry) Chris Aiken (Dance) Nabilah Ahmed '16, current Chair of the Honor Board Donna Lisker, Dean of the College	39

February 12, 2016	Shifting Paradigms for World Language Education: Digital Storytelling and Poster Presentation Sujane Wu (East Asian Languages and Literatures) Yuri Kumagai (East Asian Languages and Literatures)	26
February 19, 2016	A Cross-Disciplinary Look at Instructional Technology Collaborations Yasmin Eisenhauer (Educational Technology Services) Deborah Keisch (Educational Technology Services)	42
March 4, 2016	Beyond the Fragile Student: A Conversation about Mental Health in the Classroom Laura Rauscher, Director of Disability Services Sarah Orem (Instructor, American Studies - teaching Disability Studies) Pam McCarthy, Director of Counseling Services	48
March 11, 2016	Experiments in Transforming Classrooms by Engaging Students as Collaborators Working on Big Questions that Matter Patricia DiBartolo (Psychology) Kevin Shea (Chemistry)	30
April 1, 2016	A Discussion of AEMES (Achieving Excellence in Math, Engineering and Science) Mentoring Programs in the Sciences Sara Pruss (Geosciences)	45
April 8, 2016	SGA Curriculum Committee-Led Discussion on Class Participation SGA Curriculum Committee	24
April 22, 2016	Discussion of the Smith College Course Evaluation System - led by The Committee to Review Teaching Evaluations Floyd Cheung (English Language & Literature and American Studies) Susannah Howe (Engineering) Cate Rowen, Director of Institutional Research Gretchen Herringer (Registrar) Rutendo Madziwo (Class of '19) Nathanael Fortune (Physics) Al Rudnitsky (Education & Child Study) Jill de Villiers (Psychology)	52
April 29, 2016	Retention of Underrepresented Students	24

Dominique Thiebaut (Computer Science)
 Sarah Moore (Engineering)
 Ben Baumer (Statistical & Data Sciences)
 Joseph O'Rourke (Computer Science & Mathematics)

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 three pre-set dates throughout the semester in Neilson Browsing Room with lunch provided by the Sherrerd Center. Some groups have been able to meet on these dates while some continued to meet periodically, at their convenience. We added four new circles to the roster this fall: Strengthening and Diversifying Women's Voices in the College Classroom (led by Benita Jackson), Teaching Large Classes (led by Lisa Mangiamiele), Building Capacity for Fostering Student Learning and Persistence in the Sciences (led by Patricia DiBartolo) and Feminist Science and Technology Studies (led by Lisa Armstrong). We added four new circles to the roster this spring: Contemplative Pedagogy (led by Ruth Ozeki), Conversation about Instructing Laboratory Classes (led by Marney Pratt), Teaching English Language and Literature (led by Ambreen Hai), Teaching with Art (led by Maggie Lind), and Teaching in Exercise and Sports Studies (led by Jim Johnson). We also reserved a table for an "Open Discussion" about teaching and learning.

Table 2: 2015-2016 Teaching Circle Topics

Theme	Leader
Strengthening and Diversifying Women's Voices in the College Classroom	Benita Jackson
Teaching Circle on Engaging Students as Partners in Learning and Teaching	Floyd Cheung
Teaching Large Classes	Lisa Mangiamiele
Building capacity for fostering student learning and persistence in the sciences	Patricia DiBartolo
Contemplative Pedagogy	Ruth Ozeki
Creating Student-Centered Learning Opportunities in Foreign Language Classrooms	Atsuko Takahashi
Conversation about Instructing Laboratory Classes	Marney Pratt
Teaching English Language and Literature	Ambreen Hai
Feminist Science and Technology Studies	Lisa Armstrong
Teaching with Art	Maggie Lind

Open Conversation

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. The Associate Provost, Bill Peterson, and the Sherrerd Director also co-facilitated a writing workshop for faculty on February 11, 2016. The writing workshop was well attended and most attendees were faculty members who have worked at Smith for many years, though a few were relatively new. The Sherrerd Center also provided refreshments for the meetings of several writing groups during 2015-2016.

Alison Cook-Sather, Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges, facilitated a two-day workshop in May. This workshop launched 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.

Table 3: 2015-2016 Workshop Details

Date	Workshop	Attendees
January 21, 2016	Discussion of Ken Bain Book <i>What the Best College Teachers Do</i> , led by Al Rudnitsky and Floyd Cheung	3
February 11, 2016	Writing Workshop, led by Bill Peterson and Floyd Cheung	20
May 17, 2016 and May 18, 2016	Engaging Students as Partners in Teaching and Learning Workshop, led by Alison Cook-Sather	11

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*. The Sherrerd Center led an interactive orientation session on the importance of teaching and learning at the College, which was followed by a wine and cheese event 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. The Sherrerd Center also continued the usual monthly lunches with the director and another member of the Advisory Board or special guest. 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. On average 5-10 faculty members attended each event. The New Faculty Seminar in October featured Patricia DiBartolo and Jessica Bacal sharing their expertise on "dealing with mistakes." Our two other meetings in the fall were more informal and included discussions of how to deal with difficult students, how to teach large classes, and how to balance work and life. The three spring lunches included facilitated discussions on "Grants and Resources" with Marilyn Woodman, Patti Thornton, Lynn Korza, Emily Robinson,

and Kate Wallen, “Grading at Smith” with the Class Deans (Frazer Ward, Margaret Bruzelius, and Jane Stangl), and “How to Craft Research Assignments” with Jennifer Guglielmo and John Brady.

In the fall we also made an effort to bring new faculty members together in an informal setting. The Sherrerd Center hosted a “Popsicles and Pretzels” event on the Campus School Playground. The idea was to host an event that welcomed new faculty members and their children. We also organized a “Beer and Snacks Social” at the Dirty Truth for both first- and second-year faculty members. The new faculty members who attended discussed work and life balance, how to structure different kinds of class participation, and fixed versus growth mindsets in the classroom.

As mentioned above, we also coordinated a workshop for new tenure-track faculty members on January 21. The director 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.

Postdoctoral Faculty

During the Spring semester, one of the postdoctoral fellows from the Smith community approached the director and asked for help with starting a postdoctoral community. The Sherrerd Center sponsored a lunch in March in the Sherrerd Center room for all six of the postdoctoral fellows. This was an effective way of connecting them and they promptly organized a weekly writing group. This writing group still meets every week in the Sherrerd Center room in Seelye Hall. The Sherrerd Center also supported a social gathering for the postdoc group at the end of the spring semester and will continue to support this group next year.

Board of Counselors

Beginning in 2011-2012, the Sherrerd Center took on the role of coordinating the Board or Counselors, the College’s formal new faculty mentoring program. At the beginning of the academic year, the director surveyed recent new faculty members regarding participation in and ideas regarding the Board of Counselors Program. The director met with Associate Dean of the Faculty, Associate Provost, and Chief Diversity to revise program goals and communicate them more clearly to current and future mentors and mentees. 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 Board members, 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 mentors and mentees.

Table 4: 2015-2016 Board of Counselor and New Faculty Pairs

Mentor	Mentee
Al Rudnitsky (Education & Child Study)	Alex Barron (Environmental Science & Policy)
Peter DeVilliers (Psychology)	Ben Baumer (Mathematics & Statistics)
Mary Harrington (Psychology)	Kristen Dorsey (Engineering)
Don Baumer (Government)	Steven Heydemann (Middle East Studies)
Hélène Visentin (French Studies)	Juliana Hu Pegues (English and Study of Women & Gender)
	Jessica Moyer (East Asian Languages & Literatures)
Len Berkman (Theatre)	

Betsy Jamieson (Chemistry)	Sara Sheehan (Computer Science)
Jill DeVilliers (Psychology)	Mariyana Zapryanova (Economics)
Nalini Easwar (Physics)	Niveen Ismail (Engineering)
Suzanne Gottschang (Anthropology)	Jennifer DeClue (Study of Women & Gender)
Anna Botta (Italian Studies) (<i>replacement for Susan Van Dyne</i>)	Mehammed Mack (French Studies)

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 5: 2015-2016 Conference Travel Awards

Recipient	Conference
Floyd Cheung	Professional and Organizational Development Network in Higher Education Conference
Kevin Shea	AAC&U PKAL Conference, Crossing Boundaries: Transforming STEM Education
Patricia DiBartolo	AAC&U PKAL Conference, Crossing Boundaries: Transforming STEM Education
Jeannette Landrie	Learning Disabilities Association 53rd Annual International Conference
Nancy Sternbach	Digital Story Center 3-day workshop
Simon Halliday	Conference for Teaching and Research in Economic Education
Floyd Cheung	NEFDC spring conference on Inclusive Excellence
Danielle Ramdath	NEFDC spring conference on Inclusive Excellence
Leslie King	NEFDC spring conference on Inclusive Excellence
Dwight Hamilton	NEFDC spring conference on Inclusive Excellence
Susan Etheredge	NEFDC spring conference on Inclusive Excellence
Sujane Wu	Bryn Mawr Conference on Blended Learning

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 Sherrerd Center funded refreshments for the committee during these generative meetings. The Sherrerd Center's program coordinator provided extensive administrative support for this committee's important work.

The committee gathered feedback on the current course evaluation system from a variety of groups within the Smith College Community. All Chairs and Directors were invited to provide feedback from their departments by emailing the Sherrerd Center Director. Also the Associate Provost and Susan Levin, a former member of the Tenure and Promotion Committee, were invited to attend one

of the committee's meetings to share their thoughts on the current system. The SGA Curriculum Committee gathered feedback from students via tabling and surveys of Smith students about the current course evaluation questionnaire. The Ad Hoc Committee led a Teaching Arts Luncheon in the spring to gather feedback from interested Smith faculty and staff and also invited feedback via email. The director and one member of the committee met with junior Tenure-Track faculty members twice over the summer to gather their feedback. The director's meetings with Five College teaching center colleagues also helped to shape the committee's recommendations.

Over the course of the year, the director provided consultation about course evaluations to a few different groups including colleagues at Durham University. At the suggestion of the *ad hoc* committee, the director also invited 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 14 colleagues over the summer to discuss course evaluation data.

The Ad Hoc Committee's report was submitted to the Provost on August 31, 2016 and included a proposed revised course feedback questionnaire.

Table 6: 2015-2016 Members of the Ad Hoc Committee to Review Course Evaluations

Name	Department
Floyd Cheung	Director of the Sherrerd Center for Teaching and Learning, English Language & Literature, American Studies
Susannah Howe	Engineering
Nathanael Fortune	Physics
Gretchen Herringer	Registrar
Jill de Villiers	Psychology
Rutendo Madziwo	Class of '19, Student Government Association
Cate Rowen	Director of Institutional Research
Al Rudnitsky	Education & Child Study

The Smith College Student-Faculty Pedagogical Partnership Program

This year the director of the Sherrerd Center took on the role of faculty leader of this new 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 will promote 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 Mellon Grant funded a two-day workshop that took place on May 17th and 18th, 2016. Alison-Cook Sather was brought in as a consultant and workshop facilitator 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 director worked closely with our consultant, Alison Cook-Sather, to develop this program and design the IDP210 course for the next academic year. The faculty leader of the pedagogical

partnership program will teach this course every semester for the next four years. All student partners will be required to take this course as a supplement to their work with their faculty partner. The course will provide training in pedagogical techniques and opportunities for in-depth discussions about what the students are learning as pedagogical partners.

The Sherrerd Center continued to provide administrative support for this program during the summer. The Sherrerd Center's program coordinator took care of the hiring process for the student partners and will coordinate the orientation and other events for this program during the upcoming academic year.

Table 7: 2016 May Workshop Participants and Faculty Pedagogical Partners for 2016-2017

Name	Department
Floyd Cheung	Director of the Sherrerd Center for Teaching and Learning, English Language & Literature, American Studies
Jennifer Guglielmo	History/Women & Gender
Joyce Palmer-Fortune	Physics
Tina Wildhagen	Sociology
Benita Jackson	Psychology
John Brady	Geosciences
Rick Millington	English
Leslie King	Sociology
Joshua Birk	History
Jim Henle	Math & Statistics
Barbara Kellum	Art

Teaching For Inclusiveness

The Sherrerd Center spent much of the 2015-2016 year working on promoting inclusiveness in the classroom. The director and Advisory Board consulted with the Associate Dean and the Chief Diversity Officer to write "Creating Inclusive Classrooms," a document meant to define what we mean by "inclusiveness," a term that is in danger of becoming merely a buzzword. The director co-lead a presentation with Kevin Rozario at a Faculty Meeting in April 2016 about inclusiveness and cooperative teaching. The director also emailed several colleagues about a new collection of articles on diversity and inclusion in the college classroom that could be useful in their work. He also emailed several colleagues about exemplary practices for office hours and shared a chapter by Linda Nilson. The director also answered questions from Adam Kolek at Rowan University and Laurie Fenlason at Smith College about promoting inclusiveness in the classroom. He also answered a student's questions about accessibility in Smith College classrooms for an article in *The Sophian*.

The director worked with Alex Martines from Educational Technology Services and Brendan O'Connell, an Instructional Technology Librarian, to discuss solutions to the problem of high textbook costs at Smith. An Open Educational Resources Task Force for Smith was created and textbook alternatives were also discussed during an Advisory Board meeting. A report on promoting inclusiveness through reduced textbook costs was submitted by Brendan and Alex to the Provost in June 2015.

The director ran a workshop on microresistance and ally development at the POD conference this year. The following publication was co-written by the director:

Cheung, Floyd, Cynthia Ganote, and Tasha Souza. (2016). "Microaggressions and Microresistance: Supporting and Empowering Students." In *Diversity and Inclusion in the College Classroom*, pp. 15-17. http://ww1.facultyfocus.com/register/free-reports/main.html?product_id=520

In December 2015, the Sherrerd Center sent out a survey requesting suggestions for future Sherrerd Center events. The following message was sent out to the faculty listserv: "The Sherrerd Center for Teaching and Learning would love to know what topics or themes you would like for us to feature at next year's teaching arts luncheons, workshops, and other programming. Your responses will be recorded anonymously. Thank you!" The responses were discussed during the first Advisory Board meeting of the Spring 2016 semester. The topics or themes that were requested by faculty members included inclusiveness, mental health, interdisciplinary teaching, evaluation, grading methods, writing, and creativity in the classroom. After careful consideration and discussion, the Advisory Board decided that a theme of Teaching for Inclusiveness should guide the selection of about half of the Center's programming in the 2016-2017 academic year.

Other Activities

Davis Educational Foundation Faculty Development Grant

This grant was scheduled to be closed out as of July 31, 2015. The successful award of this grant (\$153,000 over three years) was one of the most important achievements from the 2011-2012 year. We proposed a faculty development model focused on transitioning faculty from the Teaching and Learning Seminar to major course revision and implementation. This involved creating a cohort of eleven participants as well as four faculty fellows with experience creating idea-centered learning environments. We began this project during the summer of 2012 and completed our first year of work at the end of the 2012-2013 academic year. The fellows and participants met regularly to plan and discuss substantive course revisions and implementation. This resulted in the creation of classes focused on knowledge building principles that were idea and student centered, and we hope the number and success of these classes will continue to grow.

This year, we used the remaining funds from the Davis Educational Grant to fund a screening of the film *Most Likely to Succeed*. This film screening was organized in collaboration with the Design Thinking Initiative. The after-film discussion was led by Zaza Kabayadondo and Borjana Mikic, the co-directors of the Design Thinking Initiative. The film screening was attended by 55 people from a variety of Smith departments as well as several members of the local community. The after-film discussion and dinner was attended by 30 members of the Smith College community.

Teaching and Learning Seminar, January 2016

The remaining Davis Grant funds were used for catering costs for the Teaching and Learning Seminar that took place on January 18 and 19, 2016. The Design Thinking Initiative led the Teaching and Learning Seminar this year. There were 16 participants, including 4 Smith staff members and Kate Bielaczyc, from the Education Department at Clark University. The stipends for the 12 Smith Faculty participants and co-facilitators were paid by the Sherrerd Center. Staff and non-Smith participants were not paid a stipend. The two facilitators from the Design Thinking Initiative did not receive a stipend from the Sherrerd Center.

Table 8. 2015-2016 Teaching and Learning Seminar Leaders and Participants

Facilitators	Participants
Borjana Mikic (Engineering & Faculty Director of Design Thinking) Zaza Kabayadondo (Co-director, The Design Thinking Initiative) Glenn Ellis (Engineering) Al Rudnitsky (Education & Child Study)	Kate Bielaczyc (Education, Clark University), Mlada Bukovansky (Government), Floyd Cheung (English Language and Literature), Patricia DiBartolo (Psychology), Kalina Dimova (Biochemistry), Kristen Dorsey (Engineering), Angie Hauser (Dance), Laura Kalba (Art), Suzanne Gottschang (Anthropology), Amelia McNamara (Statistical & Data Sciences), Miriam Neptune (Digital Scholarship Librarian), Brendan O'Connell (Instructional Technology Librarian), Sujane Wu (East Asian Languages & Literature), Marlene Znoy (Library Systems Supervisor)

Sherrerd Center Website

We view this site as a resource for the entire Smith community and as our method of communicating with the broader academic community outside of Smith. Information on the site is regularly updated and sorted into the following categories: goals, advisory board, board of counselors, teaching arts lunches, teaching circles, conferences, presentations, workshops, resources, pedagogical articles by Smith authors, links, in the news, news and events, and a section of resources for new faculty.

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. The topics of discussion included the new library space, equal access to textbooks, printing reduction, and the idea of using Moodle to submit assignments. The staff from Educational Technology Services led a Teaching Arts Luncheon in the spring to share their newest projects and technology with faculty and staff.

Department Lunch and Dinner Discussions on Teaching & Learning

In order to encourage departmental discussions on teaching and learning, the Sherrerd Center has provided funding for departments to meet over a meal. This reaches people who might not normally organize a regular Teaching Circle and encouraged conversations about teaching within a department. This year we supported conversations about teaching in the Music, Physics, Biology, and Exercise & Sports Studies departments.

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. The director helped to lead a conversation at Five Colleges, Inc. about evaluating course assessment instruments.

The director responded to questions about teaching and learning from people at several other institutions. He consulted with Colby College on developing their new Center for Teaching and

Learning. He also consulted with the search team for the next director of Northwestern University's Teaching and Learning Center and with the foreign language professors at UMass regarding best practices in classroom visits.

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 met with the three directors in December 2015 (Julia Alves, Catherine McCune, and Jessica Bacal) to discuss the possible programming themes of "inclusiveness" or "creativity."

The director expanded the Center's relationship with the library and provided consultation about designing teaching spaces in the new library. The director consulted with one of the Smith College librarians about a course on Research Skills for First-Year Students.

The director also expanded the Center's relationship with Disability Services and the Center for Community Collaboration meeting several times with Denys Candy. The Center co-sponsored a seminar in the CCC Women in Leadership series. Several members of Disability Services led a TAL in the spring.

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. These meetings helped to develop the idea of the Sherrerd Center's 2016-2017 theme of Teaching for Inclusiveness. Dwight Hamilton also led a Teaching Arts Luncheon in December 2015 about Inclusiveness that was one of the best-attended TALs during the 2015-2016 academic year. The two offices now regularly share details about events that pertain to inclusiveness (shared spreadsheet). The offices are planning to collaborate to bring several guests to Smith in the 2016-2017 academic year.

Meetings with the Student Government Association

The director met with Julia Collins, the Student Government Association president, several times a semester in order to collaborate and discuss shared priorities for the year. Julia Collins was invited to a Sherrerd Center Advisory Board meeting in the spring to share her priorities for the semester. This was to promote collaboration between the Sherrerd Center and the SGA Curriculum Committee. The SGA Curriculum Committee also led a Teaching Arts Luncheon during the spring semester on inclusiveness in class participation and engagement. A member of the Curriculum Committee served on the Ad Hoc Committee to Review Teaching Evaluations. The director also met once with the SGA Curriculum Committee as part of its normal schedule to field questions.

Future Plans:

The Sherrerd Center's programming during the next academic year will largely fall under the theme of "Creating Inclusive Learning Environments". The following is a draft blurb to introduce this theme:

"During 2016-17, the Sherrerd Center for Teaching and Learning 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. We acknowledge that a diverse community is not simply the same as a learning community where everyone's voice is equally encouraged and welcomed. But this kind of community is what inclusion is all about. There are no formulae. Hence, we will pay special attention to fostering conversations, workshops, and other programming about how to teach for inclusiveness. What can professors convey through their course planning, choice of materials, and

classroom practice 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?"

The Sherrerd Center director will continue to meet with Dwight Hamilton, the College's Chief Diversity Officer once per month. The two offices will collaborate to bring Beverly Daniel Tatum to Smith to talk about one of her books on race in higher education. The Sherrerd Center will sponsor a book discussion for faculty to prepare for her visit. The Center will also continue to collaborate with other directors and departments at Smith to communicate about shared priorities.

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

The Ad Hoc Committee to Review Teaching Evaluations will meet with the Provost during the fall semester to discuss their report and recommendations. This will help with the implementation of a revised course evaluation system. The hope is for a pilot version of the revised questionnaire be implemented during the 2016-2017 academic year.

The director of the Sherrerd Center will continue to lead the pilot year of the Smith College Student-Faculty Pedagogical Partnership Program. The director will meet with faculty partners monthly. The Sherrerd Center will continue to provide administrative support for this program.

The Sherrerd Center will continue to collaborate with the Associate Provost to support faculty development. The Sherrerd Center will continue to support the formation of writing groups and celebrate the successes of the members of those groups. The director will also continue to offer to consult with faculty and staff about their course feedback from students.

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. The Center will also be floating the idea of the addition of a Teaching Fellow for the Sherrerd Center as a way to strengthen the leadership structure.

Since this is the final year of Floyd Cheung's three-year term as director, the Provost and Advisory Board will need to consult regarding the Center's future leadership.

APPENDIX A: Sherrerd Center Resource Library List of Holdings:

TITLE:	AUTHOR(S)
How Learning Works: 7 Research-Based Principles for Smart Teaching	Ambrose, Susan, et al.
Developing a Comprehensive Faculty Evaluation System: A Guide to Designing, Building, and Operating Large-Scale Faculty Evaluation Systems	Arreola, Raoul A.
What the Best College Students Do	Bain, Ken
What the Best College Teachers Do	Bain, Ken
Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning	Barbezat, Daniel, P. & Bush, Mirabai
Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom	Bean, John C.
Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success	Belcher, Wendy Laura
Education and Mind in the Knowledge Age	Bereiter, Carl
Surpassing Ourselves: An Inquiry Into the Nature and Implications of Expertise	Bereiter, Carl & Marlene Scardamalia
Slow Professor: Challenging the Culture of Speed in the Academy	Berg, Maggie; Seeber, Barbara
Assessing and Improving Your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning	Blumberg, Phyllis
Advice for New Faculty Members: Nihil Nimus	Boice, Robert
Professors as Writers: A Self-Help Guide to Productive Writing	Boice, Robert
Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning	Bowen, Jose Antonio
Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions	Brookfield, Stephen D.
Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting	Brookfield, Stephen D.
Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms	Brookfield, Stephen D. & Stephen Preskill
Make it Stick: The Science of Successful Learning	Brown, Peter, et al.
The Culture of Education	Bruner, Jerome
Minds on Fire: How Role-Immersion Games Transform College	Carnes, Mark C.
Peer Review of Teaching: A Sourcebook	Chism, Nancy Van Note
How People Learn: Brain, Mind, Experience and School	Committee on the Developments in the Science of Learning
Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences	Daloz, Laurent, A.
The New Academic: A Strategic Handbook	Debowski, Shelda
Excellent Sheep: The Miseducation of the American Elite & The Way to a Meaningful Life	Deresiewicz, William
This Fine Place So Far from Home: Voices of Academics	Dews, C.L.

from the Working Class	
Learner-Centered Teaching: Putting the Research on Learning Into Practice	Doyle, Terry
The Science of Learning: How to Learn in Harmony with Your Brain	Doyle, Terry & Todd Zakrajsek
Mindset: The New Psychology of Success	Dweck, Carol
The Aims of College Teaching	Eble, Kenneth, E.
The Educated Mind: How Cognitive Tools Shape Our Understanding	Egan, Keiran
The Essence of Good Teaching	Ericksen, Stanford C.
The Joy of Teaching: A Practical Guide for New College Instructors	Filene, Peter
Creating Significant Learning Experiences	Fink, L. Dee
The First Year of College Teaching	Fink, L. Dee
The Teacher Wars: A History of America's Most Embattled Profession	Goldstein, Dana
To Improve the Academy: Resources for Faculty, Instructional and Organizational Development, Volume 31	Groccia, James E. & Laura Cruz
Thought and Knowledge: An Introduction to Critical Thinking	Halpern, Diane F.
Idea-Based Learning: A Course Design Process to Promote Conceptual Understanding	Hansen, Edmund J.
Transforming Undergraduate Education: Theory That Compels and Practices That Succeed	Harward, Donald W.
Student Ratings of Instruction: A Practical Approach to Designing, Operating, and Reporting: Second Edition	Hativa, Nira
A School Leader's Guide to Standards-Based Grading	Heflebower, Tammy; Hoegh, Jan K.
Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online	Howard, Jay R.
Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success	Howell Major, Claire & Harris, Michael S.
Teaching What You Don't Know	Huston, Therese
Engaging Imagination: Helping Students Become Creative and Reflective Thinkers	James, Allison & Stephen D. Brookfield
Who Teaches? Who Learns? Authentic Student/Faculty Partners	Jenkins, Robin R. & Karen T. Romer
Academic Controversy: Enriching College Instruction Through Intellectual Conflict	Johnson, David W., et al.
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
The Cambridge Handbook of Creativity	Kaufman, James C. & Robert Sternberg, Editors
Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education	Kezar, Adrianna & Lester, Jaime
Developing the Global Student: Higher education in an era of globalization (Internationalization in Higher Education Series)	Killick, David

Course for Change in Writing: A Selection from the NEW/Iowa Institute	Klaus, Carl H. & Nancy Jones, Editors
Cheating Lessons: Learning from Academic Dishonesty	Lang, James M.
Small Teaching: Everyday Lessons from the Science of Learning	Lang, James M.
Making the Most of College: Students Speak Their Minds	Light, Richard J.
Mastering the Techniques of Teaching	Lowman, Joseph
Limbo: Blue-Collar Roots, White-Collar Dreams	Lubrano, Alfred
Formative Assessment and Standards-Based Grading: Classroom Strategies That Work	Marzano, Robert J.
Effective Teaching for STEM Disciplines: From Learning Theory to College Teaching	Mastascusa, Edward J., et al.
McKeachie's Teaching Tips	McKeachie, Wilbert
Teaching Students to Think Critically	Meyers, Chet
Promoting Active Learning: Strategies for the College Classroom	Meyers, Chet & Thomas B. Jones
Minds Online: Teaching Effectively with Technology	Miller, Michelle D.
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	Morganroth Gullette, Margaret, Editor
Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills	Nilson, Linda B.
Teaching at its Best: A Research-Based Resource for College	Nilson, Linda B.
Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time	Nilson, Linda B. & Claudia J. Stanny
To Improve the Academy: Resources for Faculty, Instructional and Organizational Development, Volume 28	Nilson, Linda B. & Judith E. Miller
Tips for Improving Testing and Grading	Ory, John C. & Katherine E. Ryan
On Teaching the Minority Student: Problems and Strategies	Pemberton, Gayle
Handbook of College Teaching: Theory and Applications	Prichard, Keith W. & R. McLaren Sawyer, Editors
Thinking Like Your Editor: How to Write Great Serious Nonfiction and Get it Published	Rabiner, Susan; Fortunato, Alfred
Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd Edition)	Reynolds, Garr
Teaching From a Multicultural Perspective	Roberts, Helen, et al.
The Peak Performing Professor: A Practical Guide to Productivity and Happiness	Robinson, Susan
The Cambridge Handbook of the Learning Sciences	Sawyer, Keith R.
Creating the Future of Faculty Development: Learning from the Past, Understanding the Present	Sorcinelli, Mary Deane, et al.
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do	Steele, Claude, M.
Difficult Conversations: How to Discuss What Matters Most	Stone, Douglas; Patton, Bruce; Heen, Sheila; Fisher, Roger
Stylish Academic Writing	Sword, Helen

Can We Talk about Race?: And Other Conversations in an Era of School Resegregation (Race, Education, and Democracy Series Book)	Tatum, Beverly Daniel
The Best of The Teaching Professor	Various
Most Likely to Succeed: Preparing Our Kids for the Innovation Era	Wagner, Tony & Dintersmith, Ted
Best Practices for Flipping the College Classroom	Waldrop, Julee B. & Bowdon, Melody A.
Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education	Walvoord, Barbara
The Academic Chair's Handbook	Wheeler, Daniel W.; Seagren, Alan T.; Becker, Linda Wysong; Kinley, Edward R.; Mlinek, Dara D.; Robson, Kenneth, J.
Peer Teaching: To Teach is to Learn Twice	Whitman, Neal A.
Doing Research to Improve Teaching and Learning: A Guide for College and University Faculty	Williams, Kimberly M.