



SMITH COLLEGE

# The Smith Design for Learning

## A Plan to Reimagine a Liberal Arts Education



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# From the President

The Smith Design for Learning is a core element of the strategic plan that will guide Smith College over the coming decade. A curriculum of rigor and engagement, the Smith Design is fundamentally about sustaining and strengthening the excellence of a Smith education in the context of the world in which today's students will live out their lives.

When we embarked on the planning process two years ago, we took as our charge to reimagine a liberal arts education, linking Smith's past to its future in bold new ways. Fundamental to our endeavor was a commitment to learning, to the shared set of experiences that develop students' capacities and manifest the distinctive character of Smith as the leading liberal arts college for women.

Many times in its history, Smith has responded to emerging educational needs with a pioneering initiative—the establishment of study abroad programs in the 1920s and 1930s, the founding of the School for Social Work in the wake of World War I, the creation of the Ada Comstock Scholars Program in the 1970s and of the Picker Engineering Program in 1999. These investments symbolize the best of Smith as an institution of vision and purpose.

The Smith Design builds solidly on this foundation of innovation. Predicated on the college's strength as an institution of teacher-scholars, it will model and teach purposeful engagement with society's challenges, developing the capacity for leadership by deepening students' understanding and commitments to other cultures, global concerns and social issues. It will empower students to take optimal advantage of the open curriculum and will promote a culture of research, inquiry and discovery across departments and programs. Perhaps most distinctively, it will capitalize on the unique opportunities offered by a women's college to prepare women for lives of influence, achievement and fulfillment. As have generations of alumnae before them, our students will graduate with powerful intellectual and personal capacities, gained inside and outside the classroom. They will manifest the value of their Smith education in lives well lived.

In many ways, developing a strategic plan is a test of character. It demands that each of us come to the table with clarity, creativity and shared purpose, listening closely and openly to those within and beyond the college who care deeply about Smith. I was enormously gratified by the thousands of faculty, staff and current and former students

who stepped forward in teas, roundtables and online forums to share with me and the Committee on Mission and Priorities their best ideas and boldest visions for Smith.

I am particularly grateful to our alumnae, more than a thousand of whom, from around the world and from all walks of life, took time to convey to me, in person and by e-mail, the impact of their Smith education on their lives. Across generations, across interest groups, classes, majors and professions, what they told me was remarkably candid and consistent. They credit their Smith education with inculcating capacities critical to their success, including intellectual curiosity, analytical thinking, effective writing and public speaking, and, resoundingly, an enduring sense of self-confidence. They are proud of Smith's academic excellence and distinction, grateful for the intensive commitment of the faculty to their students, excited about the college's pioneering developments in the sciences and engineering, and gratified by the exceptional strength of Smith's programs in the arts and international study. With pride and conviction, they stand ready to support Smith in asserting an education of moral and social purpose.

Central to Smith's vision is a commitment to diversity, which is both a lived value on our campus and a strategic priority for the college. The Smith Design is deeply informed by the two-year research and planning project Common Ground: Community in Diversity which, under the guidance of campus and alumnae committees, developed a number of strategic initiatives in support of diversity across the college. Specific proposals in support of diversity are reflected throughout this plan and its foundational commitments.

Smith College was founded on the conviction that educating women advances society. More than 135 years after Smith's founding, global evidence affirms the power of educated women to change the world. Informed by history and propelled by conviction, Smith is designing the future of women's leadership for the coming decades.

CAROL T. CHRIST  
President

# Smith College Mission

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

## Values

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

## Background and Context, 2005–2007

Smith embarked on its planning process from a position of considerable strength and momentum. New programs in engineering and landscape studies, the Poetry Center, the universal internship program known as Praxis, and the Kahn Institute for the Liberal Arts are providing enhanced educational and scholarship opportunities for students and faculty. Major capital projects in the Smith College Museum of Art, the Brown Fine Arts Center and in the Mendenhall Center for the Performing Arts have updated and expanded Smith's already enviable resources in these historically strong areas. The newly constructed Campus Center is an established and valued community resource.

More broadly, the Committee on Mission and Priorities found that Smith holds an important distinction as a teaching institution whose faculty are actively engaged in research; as a leading liberal arts college with a vigorous interdisciplinary culture; as a campus with extraordinary facilities as well as unusual resources for the study of art, international issues, and social work and policy; and as a women's college with a significant, pioneering and nationally prominent commitment to science and engineering. Smith's national reputation for excellence is manifested in its engaged and accomplished alumnae body, a worldwide community of graduates whose lives are reflective of women's changing roles and achievements over the past century.

The committee also examined the college in the context of external trends: demographic, cultural and intellectual shifts in recent decades; Smith's position relative to its peers; and the areas where the college could build upon recent initiatives and investments. The college is informed by external realities and opportunities that are affecting nearly every sector of higher education. The college-age population is declining, particularly in the Northeast, a historic source of students for Smith. It is also markedly more diverse than even a decade ago. The Hispanic college-going population is growing, as is the overall proportion of women in college.

Colleges face increasing competition for students, as new entities, such as for-profit colleges, gain influence in the higher education marketplace. Community colleges are rising in prominence, particularly as students increasingly attend multiple institutions in the course of earning a degree. Prospective students' interest in women's colleges has weakened because of the perception that coeducation offers similar benefits within a more familiar social setting.

College costs continue to rise, and small liberal arts colleges, among the more cost-intensive forms of education, are enrolling a decreasing proportion of students. Interest is increasing in professional and vocational education, as well as in lifelong learning for a longer-lived population. Moreover, competition for philanthropic support has intensified across all nonprofit sectors, even as the United States experiences a major transfer of wealth between generations.

Thoughtful consideration of these factors suggested a number of opportunities and imperatives. Smith is a residential college, with nearly all of its students residing on-campus and many of its faculty in relatively close proximity. This offers great learning advantages, in terms of the academic and related programming we can offer as well as the sense of a coherent intellectual and social community a residential campus imparts. Students' campus life experiences offer significant opportunities to develop leadership skills, practice civil discourse and engage multiple perspectives. The college has a number of opportunities to build upon the distinctive strengths of the house system while also encouraging a sense of campuswide community.

This plan also endeavors to strengthen the college's admission position relative to its peers, enrolling students across a spectrum of quality indices, including socioeconomic diversity. It will make Smith's open curriculum, much valued by students, more legible and intentional, leading to stronger post-graduate outcomes, and will address differing levels of preparation in today's college-going population. Broadly stated, a successful plan will position the college more powerfully in the environment it will inhabit over the next decade, increasing its stature, reputation and visibility as a preeminent college for women and engaging its supporters in a shared vision of its future.

The strategic initiatives outlined in this plan emerged from involvement by every segment of the Smith community. The process was deliberative, participatory and direct. Joined by members of the Committee on Mission and Priorities, President Christ led more than 70 small group discussions with faculty, students, staff, alumnae and trustees, seeking considered input on the college's strategic directions, particularly as they relate to student learning. From this process, more than 120 proposals were submitted for review, many of which have already been implemented. Collectively and individually, they are reflected in the four major strategic directions that form the Smith Design for Learning.

## Foundational Commitments

In planning for Smith's future, the Committee on Mission and Priorities affirmed a number of foundational commitments essential to support growth and change. Included among these are the following commitments, which underlie all aspects of the Smith Design for Learning:

- ▶ Enhance student recruitment, retention and financial aid to make Smith a top choice for exceptional students from all walks of life;
- ▶ Continue to attract and retain faculty of excellence and distinction;
- ▶ Increase and support the diversity of the faculty and staff, in keeping with the objectives and principles outlined in *Common Ground: Community in Diversity* (2006); actively work to hire and retain employees from underrepresented groups;
- ▶ Foster the integration of teaching and scholarship, through enhanced pedagogical resources and more effective research support;
- ▶ Advance Smith's technological capabilities, with particular attention to the Web and its capacities to enhance teaching, recruitment and visibility;
- ▶ Increase investment in the renewal and replacement of Smith's physical facilities and technological resources and the improvement of its daily operations, in ways consistent with the college's commitment to environmental sustainability.

## Strategic Direction I

# Strengthen Essential Student Capacities

### Opportunity

For more than 35 years, Smith has had an open curriculum, leaving students free to select the courses that interest them outside of their majors. By and large, this system has worked well, attracting students who are intellectually curious and have broad interests. Smith students report significant growth in their skills and capacities over the course of their college careers. Smith compares very well to its peers in student perceptions of their own growth in writing, public speaking, learning on one's own, leadership, placing issues in perspective, foreign languages, arts appreciation, and awareness of social issues. However, Smith students report less growth in the areas of quantitative reasoning, identifying moral and ethical issues, and understanding the process of science and experimentation. Smith alumnae, reflecting deeply and openly on their lives after Smith, affirm the importance of personal and academic capacities such as effective communication and presentation, negotiation, teamwork and the art of civil discourse. In committing to instill these and other capacities, Smith has a compelling opportunity to produce powerful leaders and to shape a distinctive liberal arts curriculum responsive to today's world.

### Initiative

Through experiences within and beyond the classroom, and with the guidance of academic advisers, Smith students will develop the following essential capacities for a successful and productive life:

- ▶ Develop the ability to think critically and analytically and to convey knowledge and understanding, which requires writing clearly, speaking articulately, reading closely, evaluating and presenting evidence accurately, knowing and using quantitative skills, applying scientific reasoning, engaging with artistic creation and expression and working both independently and collaboratively.
- ▶ Develop a historical and comparative perspective, which requires learning a foreign language; studying the historical development of societies, cultures and philosophies; and understanding multi- and interdisciplinary approaches.
- ▶ Become an informed global citizen, which requires engaging with communities beyond Smith, valuing tolerance and appreciating diversity, applying moral reasoning to ethical problems and understanding environmental challenges.

Strengthening essential student capacities is a commitment that informs and undergirds all aspects of the strategic plan. In pursuing this goal, Smith has the advantage of its talented and committed faculty and academic support resources, as well as strong residential life staff. Together they will undertake the following commitments:

- ▶ The faculty will prominently communicate its expectations with regard to student capacities.
- ▶ Departments, programs and the college at large will provide students with “roadmaps” for structuring their Smith experience in meaningful ways, including within and beyond the major. These guides will be linked explicitly to the development of particular capacities and will assist students and their advisers in charting a coherent and directed program over the course of four years.
- ▶ Every entering student will have the opportunity to enroll in at least one first-year seminar, featuring coursework focused on developing multiple capacities.
- ▶ Learning centers, such as the Jacobson Center for Writing, Teaching and Learning and the Quantitative Learning Center, will actively support the development of essential capacities, through direct student engagement and collaboration with faculty and departments.
- ▶ Academic advising will be strengthened and expanded to incorporate written self-reflections—narratives that help students articulate their goals and the progression of their experiences during and beyond their Smith career.
- ▶ The college will commit to greater transparency and enhanced communication with students about academic opportunities, expectations and supports—an effort that will help an increasingly diverse student body, including first-generation students, make the most of their Smith experience.
- ▶ The college will enhance opportunities for faculty to learn how to engage students from diverse backgrounds, as well as those with learning challenges, in the classroom.
- ▶ Student life programs focusing on diversity will be enhanced, through programs such as social justice dialogues during orientation and a council of house diversity chairs.
- ▶ Programs such as orientation and interterm courses will be further enhanced to build essential student capacities.

## Strategic Direction II

# Promote a Culture of Research, Inquiry and Discovery

### **Opportunity**

As one of a small number of “research colleges,” Smith combines the teaching mission of a traditional undergraduate liberal arts college with a vigorous culture of scholarship more often associated with a research university. Some 70 percent of our students, typically juniors and seniors, report that they engage in significant, focused research projects with faculty, experiences in which they gain knowledge and mastery usually acquired in graduate studies. Given the centrality of faculty-student collaboration to the Smith culture, the college is poised to distinguish itself as an academic environment in which, from her first semester and every one that follows, a student encounters multiple and progressing opportunities for independent scholarly work. Such self-initiated, self-directed experiences are directly linked to students’ satisfaction with their education and to their later academic, professional and personal successes.

### **Initiative**

Smith will enhance and expand opportunities for students to engage in meaningful scholarly work with faculty, capturing, early on, the rigor and intellectual pleasure of discovery and deep engagement, making a culture of research and inquiry a focal point and distinguishing aspect of our curriculum. Over the course of a student’s four years, these experiences are expected to take multiple forms—including independent studies and research under the guidance of a faculty member, honors theses, community-based research, seminars and international fieldwork—but will be united by a commitment to rigor, independence and purpose. By providing the intellectual and methodological foundations central to independent work, the college seeks to transform students into scholars from their first day at Smith. The involvement of a broad range of faculty will be key to this effort, as will supporting the research and creative work of faculty engaged in extraordinary outreach to underrepresented groups in the Smith community.

To foster an explicit culture of scholarship, inquiry and discovery, the college will:

- ▶ Implement a sequential approach to research experiences that enables a student to begin preparation in her first year with an introduction to research skills and to build her capacities each year, in anticipation of a significant research and/or honors experience in the senior year;
- ▶ Develop departmental and interdisciplinary junior and senior seminars, to prepare students for advanced research and honors work and support them in conducting it;
- ▶ Identify and promote existing exemplary areas of student research and inquiry across the college and foster similar programs across all divisions;
- ▶ Increase opportunities for students to capitalize on the outstanding collections of the botanic garden, Museum of Art and libraries, including the Sophia Smith Collection and College Archives, in their scholarship;
- ▶ Support, promote and acknowledge the research and scholarly undertakings of the faculty;
- ▶ Increase and regularize funding to support the research or creative work of faculty and continue to expand programs for underrepresented groups;
- ▶ Expand the efforts of departments and programs to increase the visibility of faculty research, in order to motivate students and to model the life of scholars; include presentations on faculty research in orientation, highlighting scholarly work as a community aspiration and value;
- ▶ Enhance student presentation forums—such as “Celebrating Collaborations,” which highlights student research, and “Smith Elects the World,” which features students’ internship and international work—so that the research projects of students and faculty are made visible on campus and beyond, throughout the year.



## Strategic Direction III

# Prepare Women for Rewarding Lives

### Opportunity

In an era of intense preparation for college admission, many students arrive at college intellectually prepared and impressively credentialed but with little sense of what they want from life. Twenty-first century women continue to face challenges of whether to have children and how to balance work and family. As a leading women's college, Smith has a particular obligation to help its students reflect systematically and deeply about how they imagine a rewarding life, recognizing that it will comprise more than work and that a career today will have multiple chapters. Smith is strongly positioned to take leadership in this area, developing innovative and nationally prominent programs that help undergraduate women reflect on multiple dimensions of success, including work, family, public service, health and wellness.

- ▶ Develop leaders for social change, skilled in teamwork as well as management and adept at shifting between leader and follower positions with ease and flexibility;
- ▶ Selectively develop educational opportunities and continuing education programs for Smith alumnae and others, building on areas of the college's strength and the interests of various market segments;
- ▶ Contribute substantively to national and international debates on women's lives.

### Initiative

Smith will develop a Center for Work and Life, uniting such powerful resources as the Career Development Office and the Praxis internship program, as well as a number of leadership development and wellness programs. With the overarching goal of student development toward rewarding lives, the center will:

- ▶ Prepare students to examine their own career goals and anticipate the likelihood that their careers will change numerous times;
- ▶ Provide innovative programs, such as the "Women's Narratives of Success Project," for students and alumnae to reflect systematically about their life goals;
- ▶ Sponsor an "e-portfolio" project—an opportunity to build a portfolio that reflects a student's own work and life preparation in academic and nonacademic contexts;
- ▶ Emphasize and advance wellness programs (currently addressed in areas such as health services, the exercise and sport studies department, athletics and the chapel);
- ▶ In concert with the Alumnae Association, provide rich interaction between current undergraduates and alumnae who model lives well-lived and can mentor students with regard to the inevitable unexpected paths that lives take;

## Strategic Direction IV

# The Smith Centers for Societal Leadership and Engagement

- ▶ The Center for International Studies and Cross-Cultural Communication
- ▶ The Center for Community Collaboration
- ▶ The Center for the Environment, Ecological Design and Sustainability

One of the findings of the strategic planning process was that Smith's extensive academic resources can lack visibility and focus because they are dispersed across the campus. The college has powerful educational assets in such areas as global education and environmental studies, but they perform in relative isolation. By aligning disparate resources in the context of a center or institute, Smith can create a whole that is much larger than the sum of its parts. Interdisciplinary by design and engaged with contemporary issues, a center also offers the opportunity to respond to emerging student and scholarly interests, to provide contexts for internships and independent projects and to address real-world challenges.

Both physical entities and communities of ideas, the Smith Centers for Societal Leadership and Engagement will build upon areas of traditional strength for Smith and will bring knowledge, research and action to bear on compelling societal issues. More than mere coordination points, the centers will manifest Smith's longstanding commitment to active learning, hands-on research and direct engagement with humanity's challenges. In their comprehensive approach to student learning, they will offer a compelling form of affiliation beyond the classroom, major and house, gathering students and faculty around a common intellectual challenge. In this way, the impact of the centers will extend well beyond the classroom, seminar or laboratory, shaping discourse in all areas of campus life.

The following elements will distinguish and unite the centers:

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

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**Strategic Direction IV a**

# The Center for International Studies and Cross-Cultural Communication

## **Opportunity**

Smith has long been recognized as a leader in international education. Since the early 1900s, the college has had an international emphasis in its curriculum. Today, Smith offers 12 languages and five interdisciplinary area and international studies programs. Faculty members teach more than 400 courses relating to international issues. Hundreds of Smith students study abroad each year, often incorporating internships into their experiences, and the student body typically includes some 200 students from 60 countries. As the careers students will pursue require a deeper and more nuanced understanding of other peoples and societies, the college is well positioned to leverage its considerable strengths to develop innovative student learning opportunities that address the changing global context in which Smith graduates will live and work.

## **Initiative**

The college will establish a Center for International Studies and Cross-Cultural Communication, creating a distinctive and compelling profile for Smith's pioneering strengths and resources in global education.

A physical place, a virtual space and an intellectual crossroads, the center will be a resource where students, faculty and visitors, both international and domestic, gather to discuss international events and news, inform themselves about international issues and exchange views of differing cultural perspectives. Supported by technology, the center will facilitate cross-cultural, cross-disciplinary and cross-national approaches to learning, teaching and research, facilitating communication among disciplines, organizing faculty seminars and reading groups on international topics, and showcasing student and faculty research on international issues. A biannual theme or topic, such as "immigration and citizenship" or "equitable access to medical resources" would provide focus for teaching, research, internships and team-based independent projects.

Optimizing the power of collaboration, the center will house the Office for International Study, the Office of the Associate Dean of International Students and Scholars, the American Studies Diploma program and the Center for Foreign Languages and Cultures. Among other outcomes, such synergies will facilitate better links with international alumnae as well as better internal coordination of programs.

Additionally, the center will promote thoughtful self-reflection about U.S. culture, assuring that the international focus central to its mission is multidirectional. It will serve as a home base for the college's international scholars-in-residence, building on existing academic exchange agreements and engaging visiting students in offering the campus a cross-cultural perspective on the United States.

Strategic Direction IV *b*

# The Center for Community Collaboration

## **Opportunity**

From its founding, Smith has inspired its students to engage in social action and has fostered their development as citizens and ethical leaders. Conversations with alumnae, students, faculty and staff have reaffirmed the centrality of this goal to the college's mission, as well as the desire among students to pursue their education in concert with meaningful social action. As a residential liberal arts college, Smith is well positioned to model within its community the robust civil discourse and action critical to living successfully in a diverse society. The nationally recognized Smith College School for Social Work is a distinctive resource in developing community-based programs. Moreover, Smith's location in the city of Northampton and its proximity to other urban areas provide manifold opportunities for community engagement, allowing students to apply their intellectual tools to projects with tangible impact and social significance.

## **Initiative**

Smith will develop a Center for Community Collaboration, modeled on leading national programs and best pedagogical practices, with a mandate to advance student learning through reflective engagement with social issues. The center will play a key role in integrating students' academic work with community experiences, volunteer service, independent community projects and Praxis internships, in part by building upon existing Smith initiatives, such as the Picker Engineering Program's senior design project, education students' placements in local public schools, the programs of the Office of Educational Outreach and the Lewis Leadership Program.

Through a physical and online presence, the center will become a gateway linking the college and the community, clarifying points of contact and means of partnership between local organizations and Smith and developing reciprocal relationships in service of education, equity and social justice.

Community-based learning has applications in a wide variety of disciplines and in a multiplicity of settings. Common to all such approaches is the integration of hands-on learning with intentional reflection in the context of the classroom, laboratory or seminar. The center will be an active resource for academic development, encouraging and increasing the number and quality of courses that use community-based learning, and will coordinate the training in methodology, ethics and community structures that students need to make their experiences productive.

## Strategic Direction IV c

# The Center for the Environment, Ecological Design and Sustainability

### **Opportunity**

Environmental sustainability and its scientific, economic and social components have become increasingly urgent concerns, affecting human society and essential habitats locally, regionally, nationally and globally. The study of the environment and the search for sustainable solutions provide a meaningful, powerful and unifying context for student learning at Smith, which is already home to pioneering programs in landscape studies, environmental science and policy, and engineering. An explicit commitment to environmental education, research and action is a natural and compelling direction for Smith. Moreover, responsible stewardship of our institutional resources is a core value of the college and of the next generation of scholars.

### **Initiative**

Smith will create a Center for the Environment, Ecological Design and Sustainability to serve as a physical and intellectual nexus for sustainability endeavors at—and beyond—the college. By fostering forward-thinking collaborations that bridge the natural and social sciences, the arts and humanities, the center will catalyze efforts toward deeper understanding of our society's complex environmental challenges.

A sustainable relationship with the environment requires an understanding of science and culture and a fusion of research and advocacy. Accordingly, the center will have four broad goals: to advance environmental literacy throughout the Smith community, to address environmental problems through interdisciplinary research and educational outreach, to facilitate collaboration and synergy among environmental interests on campus, and to identify Smith as an institutional model for the study of environmental policies and stewardship.

Student learning will be at the core of the center's purpose and will be linked to and informed by institutional commitments to reduce the college's consumption and disposal of natural resources and to support best practices in making decisions related to sustainability. Through broad-based coursework and seminars, expert lectures and long-term interdisciplinary and collaborative research projects—many sustained over the course of a student's four-year career—students will be able to achieve increasing sophistication in their understanding of the natural world and of humans' relationship to the environment. Steeped in a knowledge of sustainability strategies—artistic, social, scientific and technological—Smith alumnae will be well positioned for graduate study and futures in such fields as education, law, business, architecture, engineering, government and advocacy.

## Next Steps

The Smith Design for Learning builds upon strengths that have long distinguished a Smith education, in order to address the challenges of today and the future. Smith's founders valued the knowledge gained from studying the natural world, seeing the campus itself and its environs as important educational partners.

**E**ngagement in the civic life of Northampton and beyond informed the college's philosophy from its inception, shaping its unique traditions and campus design. Smith was a pioneer in developing international education in the 1920s and 1930s, seeking to help its students achieve not only fluency in another language but a European perspective and a commitment to international institutions and understanding. These fundamental strengths resonate throughout the Smith Design, manifested in an educational program that is global in its scope, committed to civil discourse and societal engagement and informed by the urgent challenges of environmental sustainability.

As with any plan of aspiration and scope, the Smith Design will be realized progressively, as new and existing resources are aligned with specific initiatives. Major elements of each of the strategic directions are expected to be refined within 2008, informing opportunities for philanthropic support.

Successful implementation of the plan will result in students finding a more focused and intentional path through the open curriculum, developing the sophisticated intellectual capacities necessary for advanced work in most professions. They will develop a fuller and more integrated set of skills and capacities as they encounter enhanced opportunities for independent work.

As the Smith Design is implemented, we will continue to assess the ways in which it advances Smith's longstanding commitment to active learning, social engagement, international study and the advancement of women in nontraditional fields. With student learning at the forefront of our commitments, we will measure our success across several fundamental dimensions: a strong, diverse and vibrant applicant pool, drawn to Smith for its distinctive educational program and its commitment to women's leadership; successful and accomplished graduates who manifest the value of a Smith education in their achievements and life choices; and a public profile that reflects Smith's significant contributions to the critical issues of our times.

# Strategic Planning Working Groups

## Promoting a Culture of Research, Inquiry and Discovery

Robert Dorit (co-chair), Biological Sciences  
Kevin Quashie (co-chair), Afro-American Studies  
Richard Briggs, Biological Sciences  
Patricia DiBartolo, Psychology  
Sue J. M. Freeman, Education and Child Study  
James Henle, Mathematics and Statistics  
Christopher Loring, Libraries  
Patricia Skarda, English Language and Literature  
Fraser Stables, Art  
Susan Van Dyne, Women and Gender  
Margaret Zelljadt, Class Deans and German Studies

## Center for International Studies and Cross-Cultural Communication

Janie Vanpée (chair), French Studies  
Eliot Fratkin, Anthropology  
Mary Harrington, Psychology and Neuroscience  
Jim Hicks, American Studies  
Nola Reinhardt, Economics  
Charles Staelin, Office of the Provost/Dean of the Faculty  
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## Center for Community Collaboration

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Alan Bloomgarden, Advancement  
Ginetta Candelario, Sociology/Latin American Studies  
Susannah Howe, Engineering  
Maureen Mahoney, Dean of the College  
Joshua Miller, School for Social Work  
Lucy Mule, Education and Child Study  
Sherrill Redmon, Sophia Smith Collection  
Gail Scordilis, Educational Outreach and Biological Sciences  
Jennifer Walters, Religious Life

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Ruth Constantine, Finance and Administration  
H. Allen Curran, Geology  
Andrew Guswa, Engineering  
Leslie King, Sociology and Environmental Science and Policy  
Ann Leone, French Studies  
Robert Newton, Geology  
Paulette Peckol, Biological Sciences  
Stephen Tilley, Biological Sciences  
Gregory White, Government

## Center for Work and Life

Maureen Mahoney (chair), Dean of the College  
Tamra Bates, Campus Center  
David Belanger, Student Financial Services  
Barbara Brehm-Curtis, Exercise and Sport Studies  
Carrie Cadwell Brown, Alumnae Association  
Margaret Bruzelius, Class Deans  
Rae-Anne Butera, Student Affairs  
Theresa Collins, Athletics  
Stacie Hagenbaugh, Career Development Office  
Nancy Harvin, Advancement  
Alice Hearst, Government  
Mentha Hynes-Wilson, Multicultural Affairs  
Leslie Jaffe, Health Services  
Khalilah Karim-Rushdan, Chapel  
Pam McCarthy, Counseling Services  
Tamar Molloy '07  
Jessica Nicoll, Museum of Art  
Lynn Oberbillig, Athletics  
Julianne Ohotnick, Student Affairs  
Kimberly Pucher '08  
Valerie Schumacher, Student Financial Services  
Elizabeth Yasser, Exercise and Sport Studies  
Kathy Zieja, Dining Services

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