



# REED COLLEGE

DEAN OF THE  
FACULTY

3203 Southeast  
Woodstock Boulevard  
Portland, Oregon  
97202-8199

*telephone*  
503/777-7258  
*or* 503/777-7257  
*fax*  
503/777-7581  
*email*  
dean.fac@reed.edu

September 28, 2012

Mr. Philip E. Lewis  
Vice President  
The Andrew W. Mellon Foundation  
140 East 62<sup>nd</sup> Street  
New York, NY 10021

Re: 21100642

Dear Mr. Lewis,

On behalf of Reed College, I am pleased to submit this report on the Mellon Foundation's grant of \$100,000 to support planning for a teaching and learning center. This grant has five components:

- 1) Travel to Learn about Best Practices for Teaching and Learning Centers
- 2) Learning Seminars
- 3) Pedagogy Workshops
- 4) Seed Grants for Pedagogical Initiatives
- 5) Faculty Mentorship Evaluation and Training

As you know, the proposal developed by our former Dean of the Faculty Ellen Stauder indicated that we would execute all of these activities in one year. This summer we learned that Dean Stauder planned to return to the faculty to teach rather than resume her position as dean of the faculty. I believed that it was important to begin work on this project. But I also felt that we needed to make some adjustments in the timeline. I have begun this process. I decided to initiate the travel to peer institutions to learn about best practices for teaching and learning centers during the 2011-12 academic year, in the summer of 2012. We will offer the learning seminars this year, in 2012-13, with one in fall 2012 and one in spring 2013. We will offer the seed grants during spring 2013. We will then begin the evaluation of our mentor program in spring 2013. Then we will begin training of new mentors based on what we have learned in fall 2014. We will organize the pedagogy workshops during 2013-14.

**Request for an extension:** Based on this plan, we request a two-year extension through September 2014, so that we can complete all of the planned activities and spend the grant funds. The current balance on the grant is \$90,611.72, as indicated on our financial report.

## **Travel to Learn about Best Practices for Teaching and Learning Centers**

We have completed all of the travel to learn about best practices. We made one change. In the original proposal, we had indicated that we would visit the University of California at Berkeley's Office of Educational Development. After looking more closely at the websites, Stanford's Center for Teaching and Learning seemed more relevant to Reed. Our dean for institutional diversity and associate professor of creative writing, Crystal Williams, agreed to help with this component. Dean Williams and I invited the people who agreed to travel to think about whether the program had an effective model for helping faculty members (a) become more successful and inclusive teachers, (b) acclimate and thrive in whatever stage of career they are in, (c) develop interest and knowledge in best practice in higher education, (d) engage students in the process of developing innovative pedagogies, and (e) support continued scholarship and research. The following paragraphs summarize key findings from each visit.

- Teaching and Learning Initiative (TLI), Bryn Mawr College
  - Derek Bok Center for Teaching and Learning, Harvard University
- May 2012

Crystal Williams, Dean for Institutional Diversity  
Margot Minardi, Assistant Professor of History and Humanities  
Nigel Nicholson, Walter Mintz Professor of Classics

The faculty group felt that the Bryn Mawr Teaching and Learning Initiative (TLI) is an innovative program that offers an excellent potential model for Reed. The TLI pairs undergraduate "student consultants" with faculty members interested in improving aspects of their pedagogy. After the student and faculty member meet to discuss the professor's goals at the beginning of the semester, each student consultant attends her faculty partner's class regularly, takes notes on the classroom dynamics, and meets with the faculty partner weekly to discuss these observations. Faculty participants also attend a weekly small-group seminar to discuss their pedagogy with each other. Faculty participation in the TLI is voluntary and compensated above regular salary (with a stipend for returning faculty and a course release for first-year professors). Students receive \$900 for the semester. We already have an engaged student body, with many students interested in pedagogy. This avoids potential sensitivities surrounding having more senior faculty in junior faculty classrooms. The two-way quality of the relationship between the faculty member and student consultant was appealing.

The Bok Center's approach seems less well suited to Reed. Much of the Bok Center's work is in training graduate students for their very first teaching experiences. The center's workshops and programs are very good at providing these new teachers with a basic "toolbox" of strategies and techniques for addressing common pedagogical challenges. But they will be less appealing to Reed's more experienced faculty members, and faculty who have come out of graduate programs that already offer this kind of resource. Our faculty members did glean some useful information; for example, Harvard is implementing a speaking across the curriculum requirement that will integrate speaking training into the curriculum, initially with freshman seminars along lines of freshman expository writing classes. This includes a class on rhetoric, and readings on style and gender that are combined with exercises, and peer speaking tutors. One faculty member wondered if we could potentially use this in the rhetoric part of our required humanities course.

- Perlman Center for Learning and Teaching Center at Carleton College
  - Serie Center for Scholarship & Teaching Center at Macalester College
- June 2012



Crystal Williams, Dean for Institutional Diversity  
Margret J. Geselbracht, John D. and Catherine T. MacArthur Professor of Chemistry  
Patrick G. McDougal, Acting Dean of the Faculty

The Learning and Teaching Center (LTC) at Carleton is not only involved with the enhancement of learning and teaching at the Carleton, but also facilitates the orientation of new faculty and promotes conversations between the faculty and other academic support services. From the conversations we had with the current director and past directors it was obvious that the LTC was a well-respected resource at the Carleton. The center offers: (1) a weekly lunch series that featured presentations from internal and external speakers; (2) reading and discussion groups facilitated by Carleton faculty and staff; (3) an ongoing orientation program for new faculty on teaching, scholarship, service and life balance; (4) mentor training for senior faculty. We are initiating some of these activities on a more modest scale in our planning grant.

We asked our hosts where would they begin, if they were creating an LTC today. Their answer was: (1) start a robust program for new faculty; (2) organize teaching circles; (3) identify faculty and staff allies who will promote pedagogical discussions on campus. Based on this visit, we chose to initiate the learning seminar this year. This has allowed us to both bring in outside expertise on learning and pedagogy and identify faculty and staff members that will lead these initiatives going forward. This visit, in conjunction with the other visits to teaching and learning centers, has made it obvious that Reed needs to provide more resources to incoming faculty.

The Serie Center at Macalester was founded not only to help faculty improve their teaching, but also to help faculty understand how their scholarship could inform their teaching. At the time the center began, faculty at Macalester did not communicate about this topic. So one of the activities is a weekly lunchtime series called "Conversations About Our Scholarly Lives" in which individual faculty present their individual research. The center also sponsors a professional activities workshop to help faculty develop their scholarship. It also organizes reading and writing groups. The Serie Center's recognition that faculty development includes the development of active scholars is an approach that would work well at Reed. At Reed individual faculty members have organized some activities like this. A teaching and learning center would be the natural place to house and give permanence to such activities.

The Serie Center supports faculty development at all stages of the faculty member's career. New faculty orientation includes a yearlong weekly seminar in which new faculty "learn about liberal arts college teaching in a supportive and intellectually engaging environment." This is followed by a mentoring program, in which a senior colleague from outside the department and the departmental chair mentor a new tenure-track faculty member. At Reed, new faculty who teach in our required year-long team-taught humanities course have weekly meetings with the faculty member in charge of the course and other senior faculty teaching in it to discuss materials, and how to teach a conference, and develop students' writing skills. A center at Reed could offer similar activities for faculty members who don't teach in this course. This could be modeled after a Macalester program entitled "Talking About Teaching." The Serie Center also coordinates a course visitation program to promote pedagogical feedback and cross-disciplinary co-teaching. Historically class visitations at Reed have been rare, but younger faculty at Reed seem more open to them. While not within the scope of this Mellon planning grant, the development of a formal class visitation program at Reed might be a future focus.

- Center for Teaching and Learning, Stanford University  
August 2012



Paul Gronke, Professor of Political Science  
Sonia Sabnis, Associate Professor of Classics and Humanities  
Patrick G. McDougal, Acting Dean of the Faculty

Stanford takes teaching very seriously, as indicated by the history of its center for teaching and learning, its role in faculty training and mentoring, and in student learning. Stanford felt more like Princeton, Duke, and the University of Chicago, and less like Harvard and state research intensive schools in terms of undergraduate teaching than we expected. We believe we can learn from their model. Stanford provides all faculty members with a teaching handbook, with useful teaching tips, links to videos, short descriptions of teaching techniques and practical advice on how to order books, schedule rooms, and request AV equipment. A similar booklet would be extremely valuable at Reed. Stanford requires incoming faculty to spend a week at a teaching "boot camp." In comparison, Reed only spends one day on teaching with incoming faculty. Stanford's center has excellent staff, and well-developed ideas about what is needed in teaching center staff members, which could inform our hiring process at Reed, and if and when we build a teaching center. One of the issues that Stanford has faced is that most of the interest and innovation in teaching has come from the sciences. We can try to learn from their experience, as we try to develop our own program at Reed.

### **Learning Seminars**

Our proposal stated that we would offer a year-long seminar on learning research for approximately twelve faculty members; that each faculty member would receive a stipend for participating; and we would recruit a faculty member to organize the seminars who would receive a stipend for this role. As we have moved forward, we are making some minor changes. Two faculty members have agreed to organize the learning seminars. They are: Sonia Sabnis, associate professor of classics and humanities, and Kathryn Oleson, professor of psychology. Professors Sabnis and Oleson feel that having a partner to work with will enable them to be more effective. Both have a deep interest in how people learn. Professor Sabnis teaches in our year-long humanities class for freshmen, while Professor Oleson's teaching and research focuses on interpersonal perception, including perception of one's self, individuals, and groups.

Professors Sabnis and Oleson have invited faculty members to participate in the learning seminars; a total of sixteen faculty members, including myself, have expressed interest. The proposal included funds for twelve faculty members. We are delighted by the strong response. Rather than limit the participants, we plan to invite all of them to attend. We are especially glad that this topic has attracted broad interest, with faculty members from eleven departments who plan to attend: art history, chemistry, classics, English, history, linguistics, mathematics, music, philosophy, political science, and Russian. A list of the participants is attached.

We plan to cover the \$8,000 in additional cost of having one more leader for the learning seminars at \$2,000 and the cost of the six additional \$1,000 stipends for faculty participants in the learning seminars by reducing the amount of the two speaker stipends from \$3,000 to \$2,000 and by using the \$6,000 in funds budgeted for administrative support for this purpose. We will still be able to support the administrative needs of the grant by having the staff members in my office work on this project. They are doing so now, and managing the work well.

The speaker for the fall learning seminar will be Nate Kornell, a Reed alumnus who graduated in 1996, who is an assistant professor of psychology at Williams College.

Professor Kornell's research focuses on how to maximize learning efficiency and how typical learners manage their own learning. He will present on Wednesday, October 3. Participants will then have a working dinner in which they can ask questions, request follow-up readings, and share experiences of managing learning at Reed. The following week, participants will meet in smaller groups for a discussion of how the information in the seminar could improve teaching methods at Reed.

The speaker for the spring learning seminar will be Mariatte Denman, formerly a professor of German and now associate director for the humanities at Stanford's Center for Teaching and Learning. Professor Sabnis met Professor Denman during the visit to Stanford this summer. Professor Denman will present a seminar on learning theories in a discussion or conference based academic environment on February 6, 2013. This will be followed by a working dinner.

We will schedule follow-up discussions similar to those held in the fall. We will ask both speakers to provide readings to participants via our course management system, Moodle.

### Financial Report

Reed received \$100,000 from the Mellon Foundation for this project in June 2011. To date, it has spent \$9,388.28 on travel to learn about best practices for teaching and learning centers. We had budgeted \$9,330. The financial report shows no interest; this is due to low returns on short-term cash. As a result, the college has not had any interest to apply to this grant.

#### Total Revenue and Expenditures

	10-11	11-12	12-13
Balance			
7/1/XX		\$100,000.00	\$92,789.32
Revenues:			
In from Mellon	\$100,000.00		
Total Revenues	\$100,000.00	\$-	\$-
Total Expenditures:	\$-	\$7,210.68	\$2,177.60
Balance 6/30/XX	\$100,000.00	\$92,789.32	\$90,611.72

#### Expense Breakdown by Activity

##### 1) Travel to Learn Best Practices

	10-11	11-12	12-13
Travel	\$-	\$7,210.68	\$2,177.60
Original Proposed Budget		\$9,330.00	



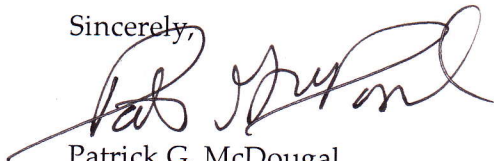
## 2) Learning Seminars

As of this date, we have not yet incurred any of the expenses for the learning seminars.

### Conclusion

Thank you so much for your steadfast support of Reed. If you have any questions as you review this report, our director of corporate and foundation support, Diane Gumz, will be happy to answer them. You may reach her at 503/777-7560.

Sincerely,

A handwritten signature in dark ink, appearing to read "Pat McDougal", written over a horizontal line.

Patrick G. McDougal  
Acting Dean of the Faculty  
Howard Vollum Professor of Chemistry

PGM:dbg  
Enclosure

**Reed College  
Learning Seminar Participants  
2012-13**

**Co-leaders:**

Sonia Sabnis, Associate Professor of Classics and Humanities

Kathryn Oleson, Professor of Psychology

**Faculty Participants:**

Kara Becker, Assistant Professor of Linguistics

Walter Englert, Omar and Althea Hoskins Professor of Classical Studies and Humanities

Dana Katz, Joshua C. Taylor Associate Professor of Art History and Humanities

Chris Koski, Assistant Professor of Political Science and Environmental Studies

Maureen Harkin, Professor of English and Humanities

Lena Lencek, Professor of Russian and Humanities

Morgan Luker, Assistant Professor of Music

Ellen Millender, Professor of Classics and Humanities

Mary Ashburn Miller, Assistant Professor of History and Humanities

Margot Minardi, Assistant Professor of History and Humanities

Nigel Nicholson, Walter Mintz Professor of Classics

Meg Scharle, Associate Professor of Philosophy and Humanities

Jerry Shurman, Professor of Mathematics

Alan Shusterman, Professor of Chemistry

Sarah Wagner-McCoy, Assistant Professor of English and Humanities

Patrick G. McDougal, Acting Dean of the Faculty and Howard Vollum Professor of Chemistry

**Staff Participants:**

Lily Copenagle, Associate Dean of Students

Julie Maxfield, Director of Academic Support Services