



Middlebury

MIDDLEBURY'S MISSION STATEMENT

From its proud history spanning more than two centuries, Middlebury College has emerged as one of a handful of the most highly regarded liberal arts colleges. Middlebury is unique among these schools in being a classic liberal arts college that also offers graduate and specialized programs operating around the world. The College is building on these strengths in a time of global change and intense competition in higher education by redefining the boundaries of the institution for the 21st century.

Middlebury's borders extend far beyond Addison County. Middlebury's Language Schools, Schools Abroad, Bread Loaf School of English, Bread Loaf Writers' Conference, and the Monterey Institute for International Studies provide top-quality specialized education, including graduate education, in selected areas of critical importance to a rapidly changing world community. These areas include an unusually wide array of languages, literatures, and culture—including our programs in English and writing at Bread Loaf. The first of Middlebury's internationally acclaimed language programs originated at the graduate level more than ninety years ago, and the Bread Loaf programs were inaugurated in 1920.

We expect our graduates to be thoughtful and ethical leaders able to meet the challenges of informed citizenship both in their communities and as world citizens. They should be independent thinkers, committed to service, with the courage to follow their convictions and to accept responsibility for their actions. They should be skilled in the use of language, and in the analysis of evidence, in whatever context it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be both grounded in an understanding of the Western intellectual tradition that has shaped this College and educated so as to comprehend and appreciate cultures, ideas, societies, traditions, and values that may be less immediately familiar to them.

***Mission Statement:** At Middlebury College we challenge students to participate fully in a vibrant and diverse academic community. The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus. Yet the College also reaches far beyond the Green Mountains, offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures. We strive to engage students' capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community. Through the pursuit of knowledge unconstrained by national or disciplinary boundaries, students who come to Middlebury learn to engage the world.*

http://www.middlebury.edu/about/handbook/general/Mission_Statement.htm

STRATEGIC PLANNING GOALS

Among the many recommendations identified through the College's strategic planning process, one goal stands out as critical to Middlebury's future development.

Strategic Goal #1 from the College's Strategic Plan "Knowledge Without Boundaries":

Strengthen support for a diverse student community.

For many years, Middlebury's strength has derived in large part from the quality of its student body. We should continue to admit those students who are most gifted intellectually, best able to contribute to the education of their peers, and have the greatest potential for strong leadership. Middlebury's success over the past decades in creating a more diverse student community has already contributed immeasurably to these outcomes.

Our first strategic goal is to attract an ever-stronger and more diverse student body to Middlebury by lowering some of the financial barriers to a Middlebury education. A diverse student body broadens the horizons of each student to include perspectives, attitudes, cultures, personal circumstances, and histories different from one's own, and it thereby contributes to the learning of all students. But matriculating a diverse student body is costly. The costs of a college education, whether private or public, have increased faster than the consumer price index for more than two decades. At the same time, financial aid programs from government sources have tended to shift resources away from outright grants and into loan programs. Some very able students and their families, lacking the financial means to pay for a private education at a selective college like Middlebury, are discouraged from even applying for admission and financial assistance at private colleges. At least a few of these colleges have started to respond to these realities by publicizing new financial aid packaging that increases grants and therefore reduces the debt incurred by their students. These circumstances mean that competition for the best students from families with limited resources is greater than ever. Improved financial aid packages with a reduced reliance on borrowing, especially for families with the greatest need, will help Middlebury College continue to attract the best students.

Other Strategic Planning Goals Related to Diversity Include:

- Increase the socio-economic diversity of the student body
- Enhance recruitment and retention of students of color
- Maintain our strong international enrollment
- Cultivate leadership qualities that address societal needs
- Encourage a culture of collaboration
- Cultivate and support creativity and innovation
- Expand the ways we engage alumni in the life of the College
- Expand and support diversity in the staff and faculty

- Establish a Board of Trustees subcommittee devoted to the summer program, schools abroad, and affiliates.
- Strengthen connections of alumni from the Language Schools and the Bread Loaf School of English with the Middlebury alumni community.
- Ensure that the needs of the College's summer and auxiliary programs are represented in committee and administrative structures that are responsible for operational planning.
- Strengthen financial aid for the Language Schools.
- Expand the scope of the Language Schools curriculum by integrating broader cultural content in Language School courses.
- Consider adding summer graduate programs in languages that are currently taught only at the undergraduate level.
- Explore possibilities for adding new sites abroad that support the undergraduate curriculum.
- Integrate the Bread Loaf School of English into the College's international focus by considering further expansion beyond the U.S. borders.
- Upgrade facilities at the Bread Loaf campus to ensure longevity of its historic buildings and allow for support of new teaching technologies.
- Explore opportunities for future collaboration with the Monterey Institute of International Studies.
- Establish a liaison group to explore programmatic connections between the Monterey Institute of International Studies and Middlebury programs.
- Continue making alterations to facilities that improve their accessibility for those with disabilities, and work toward universal access.
- Increase financial aid to provide better access to Middlebury and thereby enrich the educational environment for our students.

http://www.middlebury.edu/administration/planning/final_plan/

HISTORY OF THE COLLEGE

Middlebury is a liberal arts college of the first rank, an achievement that is the result of a process of growth and change that began in 1800, when a few men of the town of Middlebury took upon themselves the challenge of building a college in a small New England town, on what was then the American frontier. Over the more than two centuries since it was established, Middlebury has developed from "the town's college" into an institution of international renown.

Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College, the first African American citizen to earn a baccalaureate degree at an American college.

Middlebury College continued to grow during the 19th century. The growth was not steady, however, as the College was not immune to the social and political movements that were affecting northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883, the trustees voted to accept women as students in the College, making Middlebury one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. In the following years, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (who held that office from 1885 to 1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908 to 1921). The Language Schools and the Bread Loaf School of English were established during the Thomas presidency. During the second decade of the 20th century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the new century.

Under the leadership of presidents James Armstrong (1963 to 1975) and Olin Robison (1975 to 1990), Middlebury attained a new level of excellence. The student body grew, not only in numbers but in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement coupled with a concern for the personal development of their

students. The introduction of new subjects into the curriculum and the creation of additional Language Schools strengthened the international dimension of Middlebury.

In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the 15th president of Middlebury College. President McCardell, a professor of history, was the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago. During McCardell's term as president (1992 to 2004), the size of the student body and the faculty was expanded, many new buildings were added to the campus—including a new science center, new library, new Commons residential complexes, and new athletic facilities—and special emphasis was placed on developing curricular and co-curricular programs in the areas of international affairs, environmental affairs, literature, language study, and real-world experience beyond the classroom, all resting on a strong base of general excellence in the liberal arts.

Ronald D. Liebowitz was elected by the Board of Trustees as the 16th president of Middlebury College, taking office in July 2004. He is also a professor of geography and served as executive vice president and provost prior to becoming president. Under his leadership, the College pursued and finalized an affiliation with the Monterey Institute for International Studies in California that reinforces its position as a leader in global education. In the fall of 2004, President Liebowitz launched a wide-ranging strategic planning process that involved all members of the Middlebury community—students, faculty, staff, and thousands of alumni who answered surveys and sent comments—in the effort to chart a course for the College over the next decade. Using the theme "Knowledge Without Boundaries" to express the College's innovative, interdisciplinary, and international approach to educating students, the plan emphasizes close interaction between motivated students and committed faculty as the core of a Middlebury education, and makes a number of recommendations designed to preserve and enhance this central aspect of the Middlebury experience.

http://www.middlebury.edu/academics/catalogs/catalog/about_mid/history.htm

OUR UNIQUE LOCATION

We are located in Vermont, a small state in northern New England. Rugged individuals who weren't fazed by farming rock-hard soil or clearing huge forests or enduring deep winters settled here. Rugged individualism has characterized Vermont for more than 200 years. Vermont's constitution was the first to abolish slavery, the first to allow men who did not own land to vote, and the first to establish public schools. Vermont was the first state to allow civil unions.

Middlebury College has followed in that proud tradition, being the first U.S. college to graduate an African American in 1823, one of the first to enroll women alongside men, and one of the first to make cultural fluency an integral part of the curriculum.

The state's population of about 700,000 people is mostly white. But these are only outward appearances. Our long history of working for social justice, inclusiveness, and building community is the true story. Middlebury College takes pride in being part of that story and the rich history of the state of Vermont. We are excited about playing a critical role in the future of Vermont and want to contribute to diversifying the state in every way.

HISTORY OF RECENT DIVERSITY INITIATIVES

Middlebury has an impressive history of international studies, languages and exploring diversity on a global level. It has always been a leader in attracting international students and connecting international issues to the curriculum and classroom.

Middlebury wanted to be better in building community and developing citizens of the world. The College wanted to address issues of diversity within a U.S. context as well. The College wanted to attract more students, faculty and staff from all backgrounds to rural Vermont. It also aspired to build a more welcoming environment inclusive of the challenges that come with learning across lines of difference.

In 1992 Leroy Nesbitt '82 was appointed by President John McCardell as *Special Assistant to the President*. Leroy was a distinguished alum and leader in the Middlebury community. The major focus of his work was developing cultural and diversity programs, recruitment and retention of non-traditional students, and alumni outreach.

Leroy was instrumental in moving the College to establish an *Americans with Disabilities Act (ADA) Office* and coordinator position at Middlebury to meet the needs of those with learning differences and mobility impairments within our community. He also was an ally to LGBTQ students, faculty, staff and alums. Leroy helped to foster many diversity programs and initiatives that have brought visibility and vitality to our campus. He directed the *PALANA (Pan-African Latino Asian Native American) Academic Interest House* for over 12 years and helped expand campus diversity programming. Additionally, he developed the Dewitt Clinton J-term internship program and, in collaboration with the TE program, expanded it into the New York City Education Internship for students interested in teaching at the elementary and high school levels. This program is now in its 16th year. Leroy continued his work after much success as *Senior Advisor of Institutional Diversity* with many years of great work. He recently transitioned from the College after 15 years of outstanding service.

Founding of the Office for Institutional Diversity

The *Office for Institutional Diversity* was founded in 2000 on recommendation from the *1999 Human Relations Committee Report*.

That same year, Roman Graf, Professor of German, who also served as a member of the HRC, was appointed as *Associate Provost for Institutional Diversity* to establish the office and pave the way for long term institutional commitment to diversity and inclusion. During his five year term, working closely with Leroy Nesbitt, faculty, staff, students and other supporters of diversity at Middlebury, Roman continued to build on the work that Leroy began in 1992. Roman played a critical role in revamping of the *Non-Discrimination Policy* to include language on gender identity and expression that established Middlebury as an institutional leader in this area. He also was instrumental in developing dialogue and community building programs that allowed Middlebury

faculty and staff to community across a variety of backgrounds and experiences. Roman returned to the faculty in 2006.

To review Middlebury's *Non-Discrimination Policy* visit:

<http://www.middlebury.edu/about/handbook/general/Nondiscrimination.htm>

Human Relations Committee (HRC)

In 2005, President Ronald D. Liebowitz appointed a Human Relations Committee (HRC) to reassess where the College was in terms of diversity initiatives and goals since the 1999 HRC Report.

The report demonstrated significant improvements in the College's diversity efforts since the 1999 report. The report also included a major recommendation to appoint a chief diversity officer to the president's cabinet. This was the very first and most critical recommendation in the entire report.

The HRC completed its report and recommendations in 2006.

Appointment of Dean for Institutional Diversity

In 2006 Shirley M. Ramirez was appointed as the new *Dean for Institutional Diversity*. She joined the staff in December 2006 and was charged with ensuring that diversity issues are an integral aspect of all institutional initiatives and strategic planning.

Shirley was charged with building on the history of the Office for Institutional Diversity, and creating an overall strategy and vision for the College's diversity goals. The last two years have been marked by tremendous success, change and momentum. This change included renaming and restructuring the entire office in terms of direct reports and areas of responsibility. President Liebowitz announced in January 2007 that the office would become the *Office for Institutional Planning and Diversity (OIPD)* in order to integrate diversity into the planning and institutional research of the College. Shirley was then appointed *Vice President for Institutional Planning and Diversity*.

The *International Student and Scholar Services Office (ISSS)* was moved under the division of institutional planning and diversity. This move placed international issues in an office that historically had been seen as an office simply dealing with diversity in the United States. The two areas (domestic and international) surrounding diversity were no longer symbolically or structurally separate. It is important to note that Middlebury is one of the very few colleges that have integrated this dynamic combination of responsibilities into a chief diversity officer role. This combination places diversity deeply at the core of overall institutional goals in a way that is powerful and unique. Shirley Ramirez helped place Middlebury's chief diversity officer role and vision on the national level in higher education. The last two years have been marked

by campus visits and calls from a variety of institutions wanting to explore Middlebury's unique chief diversity officer model and approach.

Shirley Ramirez and the OIPD team have experienced tremendous success. The new vice president will have the benefit of joining a successful team and building on great momentum at the College.

Advances in ADA

At the February 2008 meeting, the Board of Trustees charged Middlebury's administration with developing an ADA Access Plan for the campus. The Universal Access Plan Committee was put in place to address specific ADA concerns such as facilities access, parking and transportation issues, and human resources/organizational issues. This committee will develop and oversee a ten-year ADA plan that is well integrated into the College's overall master plan.

Admissions Office Strategic Plan for Diversity Recruiting

With the addition of a new Dean of Admissions and two Coordinators of Multicultural Recruitment three years ago, the office has continued to make positive strides in bridging access to Middlebury College for students of color (SOCs) in particular. The Admissions Office has implemented programs to help increase recruitment and retention. Their goals for the future are to become more competitive with their peers and more supportive of the increasing number of students coming to Middlebury from less traditional backgrounds.

Admissions efforts have also included two very dynamic partnerships with outside organizations: *The United World College* and *The Posse Foundation*.

The United World College (UWC)

A major scholarship program, the Davis United World College Scholars program, pays tuition and other expenses for scores of qualified students from all over the world who gain admission to prestigious U.S. college programs. The program is an open-ended, multi-year, multi-million-dollar commitment to cover tuition, room, board, and expenses for as many UWC graduates as gain admission to selected schools and demonstrate financial need. "It's a gift without a ceiling," said Philip O. Geier, president of the United World College in New Mexico.

Middlebury's relationship with the Davis United World College Scholars Program began in 2000. The UWC then established its national headquarters at Middlebury College in July 2005.

To learn more about the UWC, please visit

www.davisuwcscholars.org

The Posse Foundation

Now in its 10th year of an official partnership with Middlebury, The Posse Foundation identifies, recruits and selects student leaders from New York City high schools to form multicultural teams called "posses." These teams are then prepared, through an intensive 32-week Posse Training Program, for enrollment at top colleges and universities. Middlebury College has been a model partner institution with The Posse Foundation and is hoping to expand its efforts to recruit more Posse Scholars from other cities. Middlebury Posse 10 joined the Middlebury community this Fall 2008.

To learn more about The Posse Foundation visit:

www.possefoundation.org

Task Force on the Status of Women

The first report (1997) on the Task Force on the Status of Women came about after an examination of the recommendations of the 1990 Gender Report.

On May 16, 2007 in a letter to the Campus Community, President Liebowitz announced the formation of an *ad hoc* committee, the 2007-08 Task Force on the Status of Women at Middlebury College, charging the group with responsibility for following up on issues identified in the 1997 Report of the Task Force on the Status of Women, and exploring other issues that have arisen since that time relating to the experience of female students, faculty, and staff at Middlebury.

A review of the 1997 Task Force Report suggests that the College has made a great deal of progress in addressing some of the issues that were of greatest concern at that time, as many recommendations of that report have been implemented. Nevertheless, a number of areas discussed in the report deserve further examination in light of the changes that have taken place at Middlebury and within the academy during the last decade. In particular, the broader landscape of higher education provides a context for systematically assessing how we compare with peer institutions in such areas as: recruiting and retaining women faculty in academic disciplines where they are traditionally underrepresented; creating pathways for career advancement for women in staff positions; and developing programming that addresses the impact of alcohol abuse on the social environment for female students.

The report was completed in 2008 and, at present, there is a steering committee working with the president's staff to prioritize the recommendations and to work on the implementation of key recommendations. In reviewing changes since 1997, the report addressed the following areas:

Parental Leave
Child Care
Women's & Gender Studies
Women and Leadership
Student Life
Diversity

Faculty Working Group on Diversity Initiatives

Shirley Ramirez created and convened this work group during Fall 2007 to have key faculty leaders support the work of the Office for Institutional Planning and Diversity. The group focused on three major areas:

- Faculty diversity and development
- Curriculum and assessment
- The development of a new academic center at Carr Hall

This group remained active the entire year and reached great outcomes including the launching of the new center and a special faculty development session on social justice pedagogy. The group will not be meeting this academic year, but a Carr Hall steering committee has been formed to maintain the momentum of the new center. Shirley Ramirez and the President have explored the idea of developing a campus-wide committee on diversity and community to continue the work of this faculty group and other broader diversity goals at the College.

PALANA (Pan African Latino Asian Native American) Academic Interest House and Newly Formed Queer Studies Academic Interest House

Established in 1991, the *PALANA Academic Interest House* is a living-learning space dedicated to the principle that diversity and a larger worldview are integral parts of a complete academic, social, and residential college experience. Leadership and scholarship are central to PALANA's mission.

During the 2007-2008 academic year, the residents of PALANA began the process of developing a new mission statement that reflects the purpose, history, and philosophy of the House. The statement is currently still in draft form. PALANA was moved from Carr Hall in 2007 to a great renovated house on Adirondack View as Carr Hall transitioned into a new academic center.

The 2007-2008 academic year was also marked by a strong and controversial proposal to the Community Council for a *Queer Studies Academic Interest House*. After much debate and community-wide discussions, the Community Council and President approved the opening of the new house effective Fall 2008. Five new residents will live in this space. The house will collaborate with the College's *Women and Gender Studies Program* to create academic and community programs related to Queer Studies.

The Center for the Comparative Study of Race and Ethnicity (CCSRE)

The Center for the Comparative Study of Race and Ethnicity (CCSRE) is a major diversity initiative stemming from the 2006 HRC Report and Shirley Ramirez's vision to infuse diversity creatively into all aspects of the academic program and community. The CCSRE aims to foster research and teaching on race and ethnicity in the U.S. and beyond. The center is committed to interdisciplinary and comparative approaches for understanding formations of race and ethnicity and their effects on human relations. It encourages scholarship that considers race and ethnicity as intersecting with topics such as class, gender, sexuality, religion, and migration and that places these discussions in a transnational context.

The center draws on the intellectual interests of faculty on campus to sponsor symposia, lectures, research projects, seminars, performances, and other activities. It functions as a space for fostering and promoting academic dialogues around issues of diversity and social justice.

As of Fall 2008, the CCSRE will house eight faculty offices made up of faculty from various disciplines and areas of study. A national search is currently under way in American Studies for the first director of the center. This is truly one of the most exciting diversity initiatives in the history of the College.

Dissertation Fellows Program

The Dissertation Fellows Program is one of the College's important faculty diversity initiatives. This program stems from a partnership with the *Northeast Consortium on Faculty Diversity*. The goal of the Consortium is to increase the diversity of the nation's college and university faculties. The Consortium's three objectives are to maximize the educational benefits of diversity; to increase the number of professors who can and will use diversity as a resource for enriching the education of all students; and to enhance opportunities for academic careers to persons who are underrepresented in the professoriate and to persons who have demonstrated a commitment to the elimination of racial disparities in the academy. The College currently admits two fellows per year into this program. The fellows can be selected into different departments as they follow a teaching, research and mentoring program during their time here.

THE POSITION OF VICE PRESIDENT FOR INSTITUTIONAL PLANNING AND DIVERSITY

Primary Purpose

The Vice President for Institutional Planning and Diversity reports directly to the President of the college and functions as a member of the President's Cabinet. The Vice President serves as the institution's senior planning officer and chief diversity officer. S/He will work closely with the President, the Provost, the other vice presidents, the Dean of the College and the Dean of the Faculty in developing institutional vision and strategy for the College's diversity goals.

S/He will provide expertise and guidance on diversity-related issues and bring his/her critical perspective to bear in the consideration of all major policy initiatives. . S/He will work with College offices and departments to advance the effort to recruit and retain a faculty, staff, and student body of varied backgrounds and interests. The Vice President will work with members of the Middlebury community to realize the educational benefits that derive from living within a diverse environment.

The Vice President will oversee institutional research and work with the President on institutional planning and the implementation of the College's strategic plan, *Knowledge Without Boundaries*, http://www.middlebury.edu/administration/planning/final_plan/ adopted by the Board of Trustees in May of 2006. This dynamic combination of responsibilities ensures that diversity is considered in all institutional initiatives.

The Office for Institutional Planning and Diversity

The Office for Institutional Planning and Diversity was established in 2000 (formerly known as The Office for Institutional Diversity). The Office is dedicated to advancing the College's mission to build and maintain a diverse and inclusive community committed to broad educational opportunities within an atmosphere of respect for others. The Vice President and his/her team work with all facets of the Middlebury community to ensure that diversity is a critical part of making the college an academically vibrant and challenging place as students prepare to engage the world. Through strategic leadership, policy development and college-wide diversity initiatives, the Office for Institutional Planning and Diversity aspires to make Middlebury College a model of what a 21st century liberal arts education should truly be.

Responsibilities

Institutional Planning:

- Working with the President, serve as the senior planning officer at the College.
- Oversee the implementation of the strategic plan, provide periodic updates/reports and manage overall planning goals.
- Carry out implementation of key 2006 Human Relations Committee Report recommendations.

Strategic Leadership:

- Work internally with administrators and faculty to effect qualitative enhancements in the campus culture around diversity, broadly defined.
- Work externally with people and organizations involved in the national discussion of diversity in order to bring new ideas and perspectives to Middlebury College and the surrounding community.
- Work closely with pertinent committees of the Board of Trustees, Faculty Council, Staff Council, Community Council, Education Affairs Committee and other college groups to develop recognition of diversity as critical to academic and communal excellence.
- Strive to ensure that diversity issues are an integral aspect of all institutional initiatives and strategic planning.

Diversity and Student Experience:

- Work with Dean of the College, Commons Deans, and student life staff to develop programs and strategies for enriching the educational experiences of all Middlebury students.
- Consult with faculty to enhance their capacity for addressing diversity issues in the classroom.
- Oversee staff members who develop College programming in diversity and multiculturalism.

Policy Development:

- Advise the president, senior administration, and all levels of the College leadership on diversity issues.
- Function as subject matter expert on institutional diversity policy related to all aspects of governance and administration, including crisis management.
- Oversee work related to the College's harassment policy and the human relations officer responsibilities.

Recruitment of faculty, staff and students:

- Collaborate with academic departments and Human Resources to create diversity recruitment plans for faculty and staff that address advertising, networking, recruitment outreach activities, and other techniques for increasing and retaining the number of candidates from underrepresented groups.
- Collaborate with Dean of Admissions and Director of Admissions to implement strategic planning initiatives in admissions.
- Collaborate with communications office to develop materials to promote diversity goals.

Institutional Research and Outcome Assessment:

- Manage and oversee the office of Institutional Research, Planning and Assessment.
- Develop or identify instruments, including valid and reliable surveys, for ongoing assessment of diversity issues, in collaboration with College and external resources.
- Work with Human Resources as a partner on diversity training for faculty and staff, advise on needs assessment, content, and delivery issues.
- Generate annual report, highlighting activities and outcomes in support of faculty, staff, and student diversity.

Center for the Comparative Study of Race and Ethnicity:

- Work with the Director of the Center for the Comparative Study of Race and Ethnicity on diversity initiatives.
- Work with the Director to develop and refine the program for the Center for the Comparative Study of Race and Ethnicity.
- Collaborate with the Director, Provost, Dean of the Faculty, and Carr Hall Steering Committee to develop academic and co-curricular events.

Departments and Individuals Reporting to the Vice President for Institutional Planning and Diversity:

- ADA Office
- Associate Dean of the College as a liaison to the Dean of the College Office (dotted line relationship)
- Coordinator of Diversity Initiatives
- Division Operations Manager
- Institutional Research, Assessment and Planning
- International Student and Scholar Services

Education & Training

Masters degree required; Ph.D. preferred. Academic field open. Candidates with appropriate credentials may have the opportunity to teach courses. Teaching and academic experience a plus.

Experience

Middlebury College seeks a dynamic professional who can provide leadership in developing and implementing initiatives in the area of diversity and institutional planning. The successful candidate will have demonstrated leadership skills and a strong ability to develop relationships and work with multiple constituencies, including students, faculty, and staff. Minimum of 5 years experience in a college or educational setting required. Prior experience in working with diversity-related issues preferred. Excellent interpersonal, cross-cultural, communication and problem-solving skills are critical. Familiarity with the liberal arts college environment a plus.

POSITION ANNOUNCEMENT VICE PRESIDENT FOR INSTITUTIONAL PLANNING AND DIVERSITY

Middlebury College seeks a dynamic leader and accomplished professional to fill the position of Vice President for Institutional Planning and Diversity. The Vice President reports directly to the President of the College and serves as the institution's senior planning officer and chief diversity officer. The Vice President will play a major role in the College's plan for the future, and will work closely with the President, the Provost, and senior leadership in developing institutional vision and strategy for the College's diversity goals. The Vice President will oversee institutional research and work with the President on institutional planning and the implementation of the College's strategic plan, *Knowledge without Boundaries*, adopted by the Board of Trustees in May of 2006. This dynamic combination of responsibilities ensures that diversity is considered in all institutional initiatives.

The Vice President will provide leadership for the advancement and future development of diversity initiatives on campus by engaging with faculty, staff and students on campus, nationally and internationally. S/He will provide expertise and guidance on diversity-related issues and bring his/her critical perspective to bear in the consideration of all major policy initiatives. S/He will work with College offices and departments to advance the effort to recruit and retain a faculty, staff, and student body of varied backgrounds and interests. The Vice President will work with members of the Middlebury College community to realize the educational benefits that derive from living within a diverse environment.

The College:

From its proud history spanning more than two centuries, Middlebury College, located in the Champlain Valley of Vermont, has emerged as one of a handful of the most highly regarded liberal arts colleges. Middlebury is unique among these schools in being a classic liberal arts college that also offers graduate and specialized programs operating around the world. The College is building on these strengths in a time of global change and intense competition in higher education by redefining the boundaries of the institution for the new century.

As the 10th largest employer in Vermont, Middlebury's workforce is one of its most valuable assets. Thus the college is firmly committed to the success and development of its employees. Our employees enjoy a high quality of life with excellent compensation; competitive health, dental, life, disability, retirement, and vision benefits; and educational assistance programs.

Requirements:

Masters degree required; Ph.D. preferred. Academic field open. Candidates with appropriate credentials may have the opportunity to teach courses. Teaching and academic experience is a plus.

Preferred Qualifications:

The successful candidate will have demonstrated leadership skills and a strong ability to develop relationships and work with multiple constituencies, including students, faculty, and staff. Minimum of 5 years experience in a college or educational setting required. Prior experience in working with diversity-related issues preferred. Excellent interpersonal, cross-cultural, communication and problem-solving skills are critical. Familiarity with the liberal arts college environment is a plus.

Applications:

While applications will be accepted until a new Vice President is selected, interested parties are encouraged to submit a cover letter, resume, and a list of three professional references by **October 13, 2008**, to assure optimal consideration. The target appointment date is **January 1, 2009**.

Application materials must be submitted to vpipd@middlebury.edu or sent to **Mr. David Donahue, c/o The Office for Institutional Planning and Diversity, 101 Old Chapel, Middlebury, VT 05753**.

To view a complete job description and related information visit:

<http://www.middlebury.edu/campuslife/diversity/vp/>

Middlebury College is an Equal Opportunity Employer and actively seeks candidates from diverse backgrounds.