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Introduction

This self-study report, produced in support of Middlebury College’s 2011 reaccreditation review by the New England Association of Schools and Colleges (NEASC), is the product of intensive study and conversation over a two-year period among colleagues throughout the Middlebury community, including our undergraduate and graduate programs: the Monterey Institute of International Studies, the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English.

President Ronald D. Liebowitz appointed Susan Campbell, Dean of Planning and Assessment, to chair the self study process in August 2009. A Reaccreditation Steering Committee was established, with most members serving as chairs of subcommittees for each standard. By winter 2009, staff and faculty members had been invited to participate as subcommittee members and meetings had commenced. Each subcommittee spent the following two semesters reviewing the specifications of each standard, collecting and reviewing evidence supporting our adherence to the standards, and exploring areas for continued improvement.

Because of our institutional complexity as a small undergraduate college with graduate schools, each of which operates in different locations and on different academic schedules, we included representatives from our different programs in the work of the subcommittees and in the drafting and organization of the self study. Colleagues from the Monterey Institute were included in every subcommittee and were present by phone (and occasionally in person) for meetings; additionally, these colleagues met regularly on their own campus to share updates from the various subcommittees. Amy McGill, Executive Director for Planning and Special Projects at the Monterey Institute, organized those conversations at the Monterey Institute and served as a member of the Reaccreditation Steering Committee. In addition, Susan Campbell and other members of the steering committee traveled to the Monterey Institute in January and October 2010 to provide an orientation regarding the NEASC reaccreditation process and to discuss the developing draft of the self study with members of the community there. One member of the steering committee, Jeff Cason, Dean of International Programs, served as the subcommittees’ liaison to the other programs. Dean Campbell also met with the directors of the Language Schools and Schools Abroad during their annual on-campus meeting and visited the Bread Loaf School of English in the summer of 2010. Both the former and the current director of the Bread Loaf School of English were also engaged by phone, via e-mail, and through periodic in-person meetings.

To involve broader community input, the draft of the self study was shared with the Board of Trustees and numerous groups of faculty, students, and staff at the undergraduate college, including Faculty Council, Staff Council, Community Council, and the Student Government Association. President Liebowitz, President Sunder Ramaswamy at the Monterey Institute, and all members of both Middlebury’s and Monterey’s President’s Staff also reviewed the draft, as did the directors of the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English. In March 2011, the self study is being made available to all members of the Middlebury community through posting on the Middlebury website and commentary was invited. Additionally, open sessions targeting standards of particular interest for students, faculty, and staff will be held in April 2011 at Middlebury and at the
Monterey Institute. Degree candidates in our other graduate programs who are not physically on campus will be invited to participate through the online process. Feedback from all of these community members will be reviewed and utilized in making final revisions to the 2011 self study, which will be sent to NEASC in June 2011.

This detailed attention to inclusion of all degree-granting programs of Middlebury College illustrates one of the goals of this self study: providing an accurate reflection of the dynamic, complex and thriving institution we are. The formal acquisition of the Monterey Institute in 2010 only underscored the fact that, in addition to the undergraduate college in rural Vermont which is at the core of the institution, we have long had graduate programs in many regions and cities across the world. This process has underscored that as an institution, we are what we know the future to be: a highly interconnected, global entity, where language and inter-cultural abilities are key to cross-cultural understanding and possibility. In that spirit, we approached this self study with clear goals:

- to identify ways we can further strengthen Middlebury College and its programs
- to document and reinforce our initial progress in the assessment of student learning across all of Middlebury’s programs
- and to better understand ourselves as an institution with multiple programs in multiple sites.

Middlebury has a long tradition of educational excellence and we look forward to continuing that level of excellence in our global presence. In our mission statement, we state that “students who come to Middlebury learn to engage the world,” which is indeed what we do, through our multiple educational programs in Vermont, in California, and dispersed throughout the world. This process of self study has been an opportunity to assess ourselves, identify our areas of strength and weakness, and share with NEASC and the very broad and diverse Middlebury community the richness and complexity of the institution and its educational programs.
Institutional Overview

Middlebury College’s Strategic Plan, *Knowledge Without Boundaries*, was initiated with the appointment of President Ronald D. Liebowitz and was unveiled in 2006. It eloquently describes the heritage and mission of the College:

“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. Our planning has aimed to build on these strengths in a time of global change and intense competition in higher education by redefining the boundaries of the institution for a new century. Middlebury College is committed to educating students in the tradition of the liberal arts. This tradition embodies a method of discourse as well as a group of disciplines; in our scientifically and mathematically oriented majors, just as in the humanities, the social sciences, the arts, and the languages, we emphasize reflection, discussion, and intensive interactions between students and faculty members. Our vibrant residential community, remarkable facilities, and the diversity of our co-curricular activities and support services all exist primarily to serve these educational purposes.

As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. Since our founding in 1800, the College has sought to create and sustain an environment on campus that is conducive to learning and that fosters engaged discourse. Middlebury is centrally committed to the value of a diverse and respectful community. Our natural setting in Vermont’s Champlain Valley, with the Green Mountains to the east and the Adirondacks to the west, is also crucial to our identity, providing refreshment and inspiration as well as a natural laboratory for research. The beauty of our well-maintained campus provides a sense of permanence, stability, tradition, and stewardship. Middlebury has established itself as a leader in campus environmental initiatives, with an accompanying educational focus on environmental issues around the globe.

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.”

The years since the College’s last reaccreditation review in 1999 – and even the last five years since the Strategic Plan was unveiled – have been particularly eventful ones for Middlebury. The College celebrated its bicentennial in 2000, providing the opportunity to celebrate two centuries of the College’s commitment to the liberal arts tradition. More recently, we have expanded upon
our institutional potential as a leader in global education through the addition of new languages and locations to all our graduate programs. The most significant change came in 2010, when, after several years of planning and affiliation, the Monterey Institute of International Studies officially became a graduate school of Middlebury College. Of course, the last few years also presented Middlebury with the challenge of addressing budget shortfalls associated with the economic recession; financial equilibrium was achieved through a variety of measures, including budget cuts and voluntary reductions in the size of the non-faculty staff. The self study provides descriptions and appraisals of the College’s handling of each of these events, but it is in this context – having begun the last decade with a celebration of our history and concluding it with an eye toward our increasingly global future – that we have approached the self study for this review.

Conducting this self evaluation has given us the opportunity to confirm and celebrate some of Middlebury College’s strengths. In addition to the continued excellence and centrality of the undergraduate liberal arts education we provide, this study clearly demonstrates several other areas of distinction for the institution. Middlebury has long been recognized for the teaching of language, culture, and international affairs. Beyond the prominence of languages and international studies in the undergraduate curriculum, Middlebury has provided opportunities for immersive language study during the summer for nearly a century at the summer Language Schools. Our commitment to providing students with meaningful opportunities to learn the language and culture of another country is also evident in our C.V. Starr-Middlebury Schools Abroad in thirteen countries around the world. Most recently, Middlebury’s merger with the Monterey Institute provides students the opportunity to pursue graduate studies in the areas of international policy and management, language education, and translation and interpretation. These programs complement the offerings of the undergraduate college, and together they demonstrate the College’s commitment, described in the mission statement, to “offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures.”

Middlebury’s longstanding leadership in environmental affairs is another aspect of the College’s mission, and a source of pride. The popular environmental studies major, created in 1965, is the oldest undergraduate environmental studies program in the country. At the Monterey Institute, the International Environmental Policy program provides the option of graduate study in this area. Our commitment to environmental education and awareness goes well beyond the curriculum, however. We have established a goal of carbon neutrality for the College by 2016. Toward this end, we built a biomass gasification plant in the middle of the Middlebury campus which has reduced our carbon dioxide output by 40% and reduced our use of fuel oil by 50%. One quarter of the food served to students in the undergraduate college dining halls is locally grown or produced. We have emphasized sustainable design in building projects across campus. In these and myriad other ways, we not only teach environmental awareness and sustainability to our students, but also model what it means to be an environmental leader.

Another strength, somewhat more difficult to define, but clearly part of Middlebury’s culture, is the way in which the College embraces innovation and entrepreneurial thinking. As an institution, we are willing to tackle new problems, mount new initiatives, and accept, and even welcome, change. In the last decade, we have added new majors and minors to the undergraduate
curriculum, added more than a dozen sites to our C.V. Starr-Middlebury Schools Abroad, opened summer Language Schools in Portuguese and Hebrew, opened new sites for the Bread Loaf School of English, and, of course, added the Monterey Institute as a graduate school of Middlebury College. We support and encourage this same spirit of creativity and innovation in our students. This quality, which pervades all of the College’s programs and was noted during our last reaccreditation review, is part of what makes Middlebury an exciting and vibrant community in which to work and learn.

While this culture of innovation and change is a defining strength, it also represents a corresponding challenge: How do we responsibly balance this entrepreneurial spirit with a pragmatic recognition of institutional constraints? These constraints are sometimes financial, but they may also be constraints tied to the College’s human resources. The Commission noted in 1999 that we needed to find ways to manage the pace of change so as not to outstrip the ability of individuals and offices to manage that change effectively. This remains a concern, especially in the face of changes resulting from the economic downturn. Reductions in staffing across many areas of the College mean that we need to ensure an appropriate match between workloads and expectations, while still enabling the creative direction of efforts in pursuit of the College’s mission.

The process of conducting our self study has highlighted other issues as well. The merger with the Monterey Institute, and the need to integrate all of the College’s programs into this reaccreditation review, has heightened awareness of Middlebury’s unique nature; our central mission lies in the undergraduate college and yet we also have significant graduate programs. These graduate programs do not, however, exist simultaneously in time or geography with the undergraduate college. Thus, the student experience in these programs does not resemble the experience of students at a university, where undergraduate and graduate students share space and resources. These programs do, however, present opportunities for students (and in some cases, faculty and staff). For example, in addition to the many Middlebury undergraduates who study abroad at our C.V. Starr-Middlebury Schools Abroad, increasing numbers of students have studied at more than one of our programs. Thus, the expanding boundaries of the institution are increasingly relevant to our identity, even though individual students, faculty, and staff who work or study in a given program need not be in contact with the College’s other entities.

While there are advantages to the Middlebury community of greater integration among the College’s programs, there are also challenges. There is a natural tension between the liberal arts emphasis on the development of broad skills and general knowledge and the more practical and applied education offered through our graduate programs and in some parts of the undergraduate curriculum, especially winter term. For some members of the community, this is an uncomfortable fit. Conversations about this tension continue, and have implications for how we structure and administer some aspects of the curriculum (e.g., winter term, service learning) and student services. More generally, the increasingly multifaceted nature of the institution makes it particularly important for us to find a way to communicate to both internal and external audiences about what President Liebowitz has called “the Middlebury Model.”

Beyond these questions of institutional identity, this review of all of the College’s programs has highlighted the need for planning across all the entities. The process of merging the Monterey
Institutional Overview – DRAFT

Institute and Middlebury College involved thoughtful efforts to bring together the two institutions with clarity about the desirable and necessary degree of integration for various areas of the institution. For example, financial integration was clearly called for, whereas student services necessarily remain separate across the programs. Other areas involve a mix of centralized and more local administration, and in some cases, there is still ambiguity about where responsibility lies and how to improve communication across programs about initiatives of mutual interest. It seems that the College would benefit from a similarly thoughtful approach to planning which includes all the programs, and President Liebowitz is instituting the College Council in fall 2011 to accomplish this goal.

NEASC has praised our previous efforts to increase the diversity of the Middlebury student body, faculty, and staff, and we remain committed to creating and supporting a vibrant and diverse learning community. Almost one-third of our undergraduates are American-born students of color or international students, and we are maintaining this commitment to student diversity through our continuing partnership with the Posse Foundation and with the Davis United World College Scholars program. Faculty and staff diversity is more challenging to achieve. We continue to require outreach to underrepresented groups in faculty recruiting and have, with a small number of peer institutions, begun collaborating with research universities with diverse graduate student populations to educate these students about faculty positions at liberal arts colleges. Through this initiative and a willingness to be more flexible and creative in structuring appointments, we have made significant gains recently. More generally, Middlebury has implemented an affirmative action plan that will allow us to more reliably track the composition of faculty and staff across all our programs. Gender diversity continues to be a priority, and the 2008 Task Force on the Status of Women and follow-up work on the part of the administration have resulted in better tracking of gender-relevant information and accountability across the academic community. Because of their international character, the C.V. Starr-Middlebury Schools Abroad, the Language Schools, and the Monterey Institute are diverse communities, and efforts are underway to broaden the faculty and student recruitment at the Bread Loaf School of English. In these ways, we continue to build and maintain a multifaceted community at all Middlebury programs.

A final area of emphasis for the College in recent years, highlighted in this self study, involves improvements in the use of data for institutional decision making, and the initiation of efforts to gather and utilize direct evidence of student learning. NEASC noted at the time of both our 1999 reaccreditation review and the 2004 interim review that we needed to make progress in this area, and we are pleased to report that we have made significant strides since that time. The Office of Planning, Assessment, and Institutional Research (PAIR) has recently worked with numerous offices at the undergraduate college to gather and interpret evidence regarding office functioning and effectiveness. As awareness grows about the possibilities for making use of such data, demand for this kind of support appears to grow as well. Of particular note are our efforts to assess student learning. We are near the conclusion of a four-year project evaluating the development of students’ writing skills during their time at Middlebury, the partial results of which have already been used to make changes to the information provided to faculty teaching writing intensive first-year seminars. Another learning assessment initiative was begun in the spring of 2010 to evaluate student learning within academic majors. The PAIR office also provides support for the College’s graduate programs, and has begun to work directly with
colleagues at the Monterey Institute to develop plans for collecting and reporting data that will support their specific strategic initiatives. We have made public commitments to furthering this progress in the utilization of data as part of our participation in the new Wabash Study and the President’s Alliance for Student Learning and Accountability. These and other examples are detailed in the chapters of this self study, and they reflect our belief in the value of the strategic use of institutional data for the purposes of improving the educational experience of our students.

Middlebury’s unique educational model brings together an exceptional liberal arts undergraduate college with innovative and specialized graduate programs. Our traditional strengths in environmental education, international affairs, and language learning are now enhanced by the addition of specialized graduate programs in translation, interpretation, language education, and international policy and management. Middlebury remains a highly selective school, attracting and retaining talented and diverse students, and employs dedicated and skilled faculty and staff. Middlebury’s undergraduate and graduate programs are on sound financial footing, and we are well positioned to address the educational challenges of the future.
Standard 1 • Mission and Purposes

The institution’s mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution’s mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution’s effectiveness.

“Both in our central mission as a liberal arts college and in the various forms of specialized study and outreach with which we extend it, Middlebury seeks to promote the values of learning, reflection, leadership, community, civic involvement, local responsibility, and international awareness.” (From Middlebury College’s Strategic Plan, 2006)

Description
Middlebury College’s current mission statement was written as part of the most recent strategic planning process, which began in January 2005. The statement describes the mission of the undergraduate college, but also acknowledges the College’s four graduate programs: the Monterey Institute of International Studies, the Language Schools, the C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English. The mission statement was written, discussed, and revised after feedback from the community, and was formally adopted by the Board of Trustees in the spring of 2006. The mission statement is published on the Middlebury College website and in the College’s Handbook.

Although the overall mission statement refers to the graduate programs, each program also has its own mission statement that highlights its distinctive educational mission and reflects the communities served by the program. The mission statement for the Monterey Institute of International Studies was revised as the official merger with Middlebury College approached. The revised mission statement was approved by the Monterey Board of Trustees in the spring of 2010, prior to the merger. The mission statements for the remaining graduate programs were written and/or revised in the last year and were formally approved and reaffirmed by the board in the spring of 2010.

Middlebury College 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.
Monterey Institute of International Studies Mission Statement

The Monterey Institute of International Studies, a graduate school of Middlebury College, provides international professional education in areas of critical importance to a rapidly changing global community, including international policy and management, translation and interpretation, language teaching, sustainable development, and non-proliferation. We prepare students from all over the world to make a meaningful impact in their chosen fields through degree programs characterized by immersive and collaborative learning, and opportunities to acquire and apply practical professional skills. Our students are emerging leaders capable of bridging cultural, organizational, and language divides to produce sustainable, equitable solutions to a variety of global challenges.

Language Schools Mission Statement

In a global society, the summer residential programs provided by the Middlebury Language Schools are an important part of the nation’s strategic language reserve. We educate undergraduate and graduate students from many disciplines and institutions all over the United States (and the world) who seek to improve their world languages and intercultural skills. We provide these students with consistent and dependable access to languages in an interactive, intensive-immersion environment. We also serve government employees and individuals from professional backgrounds. The Language Schools integrate excellent and innovative instruction in language with a curriculum that incorporates linguistics, literature, culture, and area studies, offering students opportunities to use the target language with native and near-native language professionals and with each other. The curriculum is supported by an extensive co-curricular program designed to reinforce classroom learning through a task-based approach. We are dedicated to the premise that without real competency in language there can be no true cultural understanding, and, that to be truly effective, language speaking must provide meaningful access to other cultures.

C.V. Starr-Middlebury Schools Abroad Mission Statement

The C.V. Starr-Middlebury Schools Abroad offer overseas academic programs for undergraduates from many institutions, as well as graduate-level programs for students from Middlebury College’s Language Schools and the Monterey Institute of International Studies. All students at the Schools Abroad are expected to demonstrate a high level of language proficiency and a commitment to language and cultural immersion. The Schools Abroad engage students in a challenging and dynamic learning environment and facilitate an integrated experience abroad, offering rigorous academic opportunities in many disciplines. They also make use of the academic and extra-curricular offerings at our partner institutions abroad and take advantage of established resources in the host locales. Through guided independence, our students engage with their host society on a number of different levels, advance their academic and personal interests, and attain enhanced language proficiency, a solid grasp of the cultural, social, political and historical conditions of their host country, and a deeper understanding of themselves and the world.
Bread Loaf School of English Mission Statement

The Bread Loaf School of English (BLSE) is a summer residential graduate program of Middlebury College, providing education in British, American, and world literature and the allied fields of creative writing, the teaching of writing, and theater arts to a student population comprised primarily of K-12 English and language arts teachers. The program offers Master of Arts and Master of Letters degrees in English as well as opportunities for continuing education and sustained, technology-rich professional development. BLSE draws its faculty from leading institutions in the U.S. and U.K. and maintains four campuses, three domestic, one in England, with a curriculum tailored to each site. The School aims to create a diverse and dynamic learning community that fosters innovative, culturally responsive thinking, teaching, and professional development both during the summer and throughout the year.

Appraisal

The Middlebury College mission statement has been revised twice over the last twelve years, and the revised statement reflects the continued prominence of the undergraduate college and yet also acknowledges the expanding scope of the educational mission through the graduate programs. The most recent revision involved significant consultation with the community, including discussions with and an ultimate endorsement from the faculty. There is variability in the familiarity of members of the community with both the overarching mission and those of the individual programs. In cases where the mission statement was recently created or revised, the mission has been communicated and discussed within the appropriate communities. At the Monterey Institute, for example, the mission statement was revised in consultation with the Faculty Senate, the Student Council, and the President’s Staff. All the mission statements are now prominently featured on the websites of their respective programs.

The current mission is a reflection of our developing institutional identity. For example, it recognizes the place of the graduate programs within the institution, whereas our previous mission statement did not. Unlike the prior mission statement, it explicitly emphasizes both curricular and geographical internationality. Moreover, the development and/or refinement of the mission statements of the graduate programs has helped us to better articulate their distinctive qualities and relate them to the greater Middlebury College mission.

The mission has been influential in guiding significant decisions in recent years and in our planning for the future. The merger with the Monterey Institute, the addition of 13 new Schools Abroad locations in the last five years, the expansion of the Language Schools to a second location at Mills College in California, and the addition of minors at the undergraduate college in Hebrew, Linguistics, and Global Health, as well as a new major in Arabic, all serve as examples of the ways in which the mission – in this case, the emphasis on internationality – is being used to guide our involvement in significant new programs, ventures, and initiatives. The Bread Loaf School of English emphasizes the College’s commitment to excellence in teaching and leadership in the global community through the professional education and development of leaders in K-12 education, across the U.S. and abroad.
**Projection**

- The mission statements above were collectively reaffirmed/approved by the College’s Board of Trustees in February 2011. The current mission statements are posted on the College’s website, both collectively and on the websites of each respective program. These mission statements will be re-evaluated, both individually and collectively, by the Board of Trustees every five to six years.

**Institutional Effectiveness**

The essential mission and values of Middlebury College have not changed, despite the significant changes we have undergone since the last reaccreditation review in 1999. The 2006 Strategic Plan and the merger with the Monterey Institute have, however, prompted us to articulate that mission more clearly and to delineate the specific aspects of the mission served by each of our programs. The regular re-evaluation of both the general and the specific program missions will ensure that we continue to orient our planning in pursuit of those important and defining goals.
Standard 2 • Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

Planning

*Description*

In recent years, planning at Middlebury has focused on three separate, but related, initiatives: the development and implementation of the College’s strategic plan, the Vermont campus master plan, and the affiliation and merger with the Monterey Institute of International Studies. The strategic planning process, which was extensive and broadly inclusive, was initiated with the appointment of President Liebowitz in 2004. This process involved thoughtful work and contributions from more than 100 people serving on the steering committee and numerous task forces. This work resulted in a strategic plan, *Knowledge Without Boundaries*, which was endorsed unanimously by the Middlebury College Board of Trustees in May 2006. The plan included a discussion of the then-current state of the College and made 82 recommendations for moving the College forward into the future. The plan, available on the Middlebury College website, also served as the foundation for the Middlebury Initiative, a $500 million fundraising campaign, launched in October 2007.

The strategic plan seeks to strengthen the institution’s global focus, while also reinforcing its core mission as an undergraduate liberal arts college. It highlights several themes which have provided focus to the work of the College in recent years. These themes include the need to strengthen support for a diverse student and campus community, especially through increased commitment to financial aid, an increased emphasis on intensive student-faculty interaction, and a reinforcement and refinement of the role of the Commons system as a context in which academic and residential life can be better integrated. The strategic plan also includes extensive discussion of the College’s graduate and special programs, with 13 of the 82 recommendations focusing on these areas.

We remain committed to the strategic goals outlined in the plan, and we continue to pursue many of the recommendations in the Strategic Plan. Despite its ambitious scope, the strategic plan was not designed to address issues of campus infrastructure. Thus, in April 2006, a Master Planning Committee was appointed to develop a campus master plan to support the vision outlined in the Strategic Plan and to guide building, renovation, and development of the Vermont campus for the next thirty to fifty years. Consistent with the College’s mission, the plan was developed with a particular emphasis on environmental sustainability. The plan is not a blueprint for campus development, but rather a guiding document which makes general recommendations for the development of outdoor spaces and suggests guidelines for long-range building projects. It addresses issues related to the use of open spaces, the relation of different sections of the campus to one another, accessibility, and parking.
During the same period that Middlebury was engaged in these two planning processes, we were also engaged in investigating, planning for, and implementing a significant addition to the institution, namely the affiliation, and ultimate merger, with the Monterey Institute of International Studies. The College entered into the affiliation in December 2005, and the merger was formally completed in June 2010. (See the Progress Report submitted to NEASC, August 2010.) Middlebury’s overriding rationale for entering into a partnership with the Monterey Institute was the shared belief that language skills, coupled with professional knowledge in areas such as international public policy and diplomacy, international trade and business, language education, and translation and interpretation, are critically important to the education of the next generation of global leaders and problem-solvers. Because of its existing strengths in languages and international education at both the undergraduate and graduate level, Middlebury – including its Language Schools and its Schools Abroad – sought to strengthen its position among colleges and universities in the mission-central areas of foreign languages, international studies, and environment and sustainability in the face of globalization. It also expanded the College’s presence in the field of graduate international education without changing the atmosphere for undergraduate teaching and learning on the Vermont campus.

Much energy and attention was devoted to addressing some immediate challenges at the Monterey Institute. During the period prior to its affiliation with Middlebury, the Institute experienced a number of financial crises that resulted in austerity measures and undermined the quality of programs, facilities, and reputation. Immediately prior to the affiliation, planning efforts had thus been focused on the need to cultivate a partnership with a larger institution with resources to invest in professional graduate education. Once the partnership with Middlebury College was established, the Institute, under a new, Middlebury-appointed president and board, embarked upon a strategic planning process that included participation from all sectors of the Institute and resulted in an interim plan approved by the Institute board in the fall of 2006. This plan focused on three major outcomes: increased academic quality/reputation, financial sustainability, and the development of new, entrepreneurial programs that leveraged the language expertise resident at the Monterey Institute. In January 2007, the Institute added an executive director of planning in the president’s office to coordinate plan implementation in the context of ongoing integration with Middlebury.

Although the College expended significant effort in developing and implementing these initiatives, none of the College’s plans anticipated the national economic crisis of the last few years. Middlebury – like all institutions of higher education – had to face the challenge of adjusting to a new financial reality which included significantly reduced endowment returns, budget shortfalls, and the need to readjust expectations for future revenues, particularly fundraising. The details of these challenges and the College’s responses to them are outlined in Standard 9 (Financial Resources), but broadly speaking, these efforts led us to identify a new strategic goal, namely achieving financial equilibrium and transparency. The president appointed a Budget Oversight Committee, comprised of undergraduate college faculty, staff, and students, which worked closely with the administration to identify short- and long-term strategies for eliminating budget deficits. A survey of the Middlebury undergraduate community (faculty, staff, students, and trustees) was undertaken to assess sentiment around various options, and the results were presented in multiple venues and discussed widely. One result of this process was a decision by the president and Board of Trustees to increase the size of the student body from
2350 to 2400 as a way of generating additional revenue. Costs were reduced through a variety of measures, including College-wide budget cuts. Another was the recognition that we needed to reduce the size of the non-faculty staff, with the goal of achieving this reduction through entirely voluntary means. A series of early retirement and voluntary separation plans were made available, and together with the natural attrition that occurred during that period, as well as a series of reorganizations and internal reassignments, we have achieved an appropriately-sized staff and attained financial equilibrium. (See Standard 9 for more information.)

**Appraisal**

Initial progress in completing or achieving many of the recommendations set out in the Strategic Plan was rapid and significant. The expectation was that the plan would serve as a working document that would guide institutional agendas for the foreseeable future. An implementation table was included in the plan which identified a member of the President’s Staff as the individual responsible for the initiative, and efforts were made to track progress toward these goals over time. This tool was used to track progress, and by November 2008, 65 of the 82 recommendations had been implemented or significant progress had been made toward the goal.

The pace of progress slowed substantially with the economic downturn, as resources and attention were diverted to solving our financial challenges. Attention was turned again to the Strategic Plan during 2009-10, as attempts were made to identify the ways in which the new financial realities might have altered our sense of the priorities outlined in the plan. One significant change was the recognition that the 25 new faculty positions recommended to support the establishment of a new senior independent work requirement would not be able to be funded in the near future. Nonetheless, we remain committed to the primary recommendations of the strategic plan, namely support for financial aid, increasing diversity, and close student/faculty interaction.

Through the process of conducting the self study for this comprehensive review, we have seen the ways in which the process presents an opportunity to refine and update our strategic plan. The primary goals of the plan are featured as several of the areas of emphasis throughout this self study. For example, we continue to direct energy toward achieving greater diversity among the student body and the faculty, as well as in the curriculum. Our current institutional goals, however, reflect the developments of the last five years and our current context, and are articulated as projections in this self study.

Given the severity of the economic downturn, and the significant challenges it posed for Middlebury, it is particularly gratifying to note our achievements in gathering and disseminating information about our financial status as an institution, achieving balanced short- and long-term budgets, and arriving at levels of staffing that we believe are sustainable into the future through entirely voluntary means. The process was sometimes difficult, and we continue to face the challenges of achieving and maintaining the appropriate non-faculty staffing levels across all areas of the College, as well as ensuring that workload expectations are now consistent with new levels of staffing in some areas. This work is ongoing, being overseen by the Staff Resources Committee. But we are pleased that we have been able to achieve financial equilibrium without layoffs and without interfering with the quality of education provided to our students. Similarly, despite the impact of the recession on new initiatives, we have continued to make steady progress on recommendations made in the campus master plan, particularly those related
to sustainability. For example, we have reduced the amount of regular lawn mowing required in several areas on campus and we have planted new trees to help reduce our carbon footprint. Other changes consistent with the Master Plan include accessibility improvements across campus, and the addition of sidewalks and other changes to Old Chapel Road to make this main campus artery more pedestrian friendly. We expect that we will continue to use the Master Plan as a guide for consideration in long-term building and renovation efforts.

Prior to the affiliation with Middlebury College, the Monterey Institute had no tradition of strategic planning, nor was there an institutional capacity for data-driven decision making. Despite this, intuitive leadership and a very committed faculty and staff made extensive progress toward achieving the first two outcomes set forth in the Monterey strategic plan, namely improving the quality of the academic program and achieving financial sustainability. Middlebury investment helped address deficits in facilities, technology, and salaries and benefits. Efficiencies were achieved through the integration of operational functions with the Middlebury campus. Budgets were balanced, and revenues from tuition and fundraising began to increase as these functions were professionalized. On the academic side, an administrative reorganization created opportunities for clearer program definition based on identified strengths, resulting in a suite of professional master’s degrees that are both unique in their focus, and complementary to Middlebury’s existing undergraduate and graduate programs. The recession of 2008 short-circuited the achievement of the third outcome, the development of entrepreneurial language programs, which would have required more extensive investment than was possible in the prevailing economic climate.

Because of the imminence of the planned merger with Middlebury in June of 2010, no new strategic planning cycle has been initiated. Instead, planning efforts have focused on completing the previous year’s academic reorganization; on the merger itself and the integration measures required to assure its continued success; and on preparation for the comprehensive reaccreditation of Middlebury and all its graduate programs. The self-study process has become, in itself, a pre-planning exercise that has challenged Middlebury and Monterey Institute participants to engage with each other in new ways, and examine each area of institutional life from both global and local perspectives.

The addition of the Monterey Institute to the ranks of Middlebury College programs has highlighted the need for planning and integration within and across all the programs of the institution. Within the Language Schools, Schools Abroad, and Bread Loaf School of English, new initiatives come up regularly, though not as part of an explicit and directed strategic planning process. While much progress has been made in creating new opportunities for students that leverage the resources of more than one of the College’s programs, for example, there is currently no structure that brings together the decision-makers from all of these programs to plan, evaluate, and innovate. The programs operate independently in many ways – hiring different faculty, serving different students, operating in different locations – but it is clear that the institution would benefit from more coordinated and integrated planning at the highest levels of the administration. To this end, a College Council, comprised of the presidents of Middlebury College and the Monterey Institute and administrative representatives from all of Middlebury’s programs, is being formed. The group will share strategic initiatives under consideration in each of the major units of the College, and coordinate new opportunities for students that make
meaningful/complementary use of the unique resources at each program. It will also work to ensure that the growth and development of the institution is consistent with the College’s mission and character.

Projections

- The dean of planning and assessment will work with the President’s Staff in the fall of 2011 to integrate the strategic plan recommendations that have not yet been implemented with the projections identified as part of this self study to create a prioritized list of institutional commitments.
- The president will establish the College Council in the fall of 2011 to provide oversight for institutional growth and planning and encourage innovation among all the College’s programs.

Evaluation

Description
Middlebury’s evaluation and assessment efforts are primarily supported by the Office of Planning, Assessment, and Institutional Research (PAIR). In recent years, there have been changes in staffing and in the place of the office within the institution. The office is now staffed by several institutional researchers, the director of institutional research, and the dean and associate dean of planning and assessment. In the past, the office has effectively supported several data collection and reporting goals. Much energy was devoted to the reporting of institutional data to external agencies, collecting student survey data, and providing data support for certain offices and constituencies (e.g., the Board of Trustees, College Admissions). The current goals of the office are to build upon these strengths by working to identify the data needed to provide support for strategic College initiatives, and to proactively report data and information to relevant offices and constituencies. More generally, the office is taking a role in encouraging conversations, especially within the senior administration, about institutional priorities and data needs so that data collection, analysis, and reporting can be most focused on the issues that are central to the work of the College.

One particular area of emphasis has been on assessment for the purposes of increasing institutional effectiveness, especially the assessment of student learning. These efforts are discussed in greater detail in Standards 4 (Academic Program) and 6 (Students), but they focus on assessing the development of undergraduate student writing (an undergraduate college requirement); assessing undergraduate senior work in relation to the learning goals identified for a faculty-approved, but not yet implemented, senior work requirement; assessment of learning among majors in academic departments and programs; and other forms of learning assessment at our graduate programs. We have also worked to gather and report data related to other areas of undergraduates’ experiences, including the Commons and the provision of career services at Middlebury. Supporting these efforts, we were accepted to participate in the current study being conducted by the Wabash Center of Inquiry in the Liberal Arts, the purpose of which is to support institutions in using data to not only evaluate their efforts in critical areas but also to implement institutional change. Middlebury College has also signed on as a member of the Presidents’ Alliance for Excellence in Student Learning and Accountability. As such, we have
made “a commitment to build on [our] previous work to assess, report on, and improve student learning” (www.newleadershipalliance.org).

Middlebury’s PAIR office provides support for all of the College’s programs, including, since 2007, the Monterey Institute. At that time, the Institute began working with the office at Middlebury to develop a consistent approach to collecting and analyzing data that relate to our two main revenue drivers, admissions and institutional advancement. Other Institute data initiatives include the development of a New Student Questionnaire in order to collect applicant data that could assist in developing recruiting strategies. Monterey Institute alumni are surveyed one year and five years after graduation in order to assess career outcomes for our graduates. In February of 2011, Middlebury institutional research staff and Institute staff working in admissions, student services, and alumni affairs met to create a centralized assessment calendar that will include both existing surveys, and new mid-course and exit surveys. The Monterey Institute uses a variety of approaches to assessing learning outcomes, from capstone projects to portfolios, and these are documented in the chapter on academic programs. Assessment of non-academic departments and functions at the Institute has historically been highly decentralized and irregular.

Undergraduate college academic departments and selected other offices and programs undergo external reviews on a fairly regular schedule. Each year one to three departments are chosen to conduct a self study; a team of external reviewers visit campus and meet with members of the department, students, administrators, and other relevant members of the community. In recent years, efforts have been made to formalize the process by which departments respond to the external review and ensure administrative follow-through on any issues requiring continued attention. Clearly articulated procedures are outlined and communicated to all parties participating in the review. The department under review then completes a written response to the review, and the academic administration meets with department colleagues to discuss the response and identify areas for follow up. External review reports and department and program responses are considered by the Educational Affairs Committee when considering department and program requests for additional or renewed staffing. In recent years, some offices and other programs (e.g., Career Services) have also been reviewed using a similar model of consulting with external evaluators to provide feedback and suggestions for improvement.

Middlebury’s Language Schools and Schools Abroad are also reviewed regularly. Language Schools often have an external review conducted shortly after a new director is appointed, and as with undergraduate departments, conduct a self study prior to the review. In addition, the Doctorate in Modern Languages degree was reviewed by an outside committee during summer 2007, and several changes were made the program as a consequence of this review. Each School Abroad is also reviewed annually by two faculty members from its faculty advisory board; these faculty are provided guidelines regarding evaluation procedures by the office of International Programs and Off-Campus study. Schools Abroad frequently receive regular evaluative visits from faculty and staff at other U.S. institutions, who are considering sending their students to Schools Abroad or who want to evaluate the academic and other experiences that their students have. There are no formal reports from these evaluations by non-Middlebury colleagues, as Middlebury does not initiate these reviews, but the College does often receive valuable feedback from these colleagues. While the Bread Loaf School of English has not had a formal external
review, the directors review the program’s policies, practices, and publications each summer, to revise, update, and augment academic procedures where needed.

**Appraisal**

The Office of Planning, Assessment, and Institutional Research has made important gains in recent years in helping to facilitate the development of a culture of data-driven decision-making at Middlebury College. A number of strategic initiatives, including the recent work of the Faculty Compensation Committee, assessment of the provision of career services to Middlebury undergraduates, and coordination and support for efforts to assess student learning have all been facilitated by the office. This progress is recent, however, and additional time will be needed for the practices and procedures of individuals and groups on campus to consistently take into account the need to consult and coordinate with the office regarding data collection and assessment efforts. One way to accomplish this will be for the dean of planning and assessment to play a greater role in working with the President’s Staff and appropriate campus constituencies to establish and communicate institutional priorities, especially with respect to the collection and reporting of data. It will also be important to continue to develop the capacity for institutional research and analysis within and across all Middlebury’s programs. The institutional research support being provided to the Monterey Institute by the office in Vermont is a good step in this direction.

The increased weight given in recent years to questions of accountability and assessment in higher education means that it is increasingly important that Middlebury College continues to take an active role in working with colleagues at liberal arts institutions to demonstrate the value of the education we provide to our students. Our participation in the New England Consortium on Assessment and Student Learning (NECASL) and in the Wabash Study are examples of this kind of collaboration, and we find that we benefit from the sharing of best practices around institutional research and assessment and hope to contribute meaningfully to the national conversation about these issues. We also recognize the value of transparency in the sharing of our institutional assessments with the public. We plan to develop more thorough and more easily accessible information about our institutional assessment efforts and make that information available in a central location on the College’s website.

More specifically, in addition to the completion of the specific data initiatives already underway (e.g., assessment of student learning – Standard 4, assessment of career services and the Commons – Standard 6), we need to begin a discussion of how and when we can create a data warehouse that would make important and frequently used data more accessible to individuals across the College, including all of the College’s programs. Building on recommendations resulting from an alumni information analysis conducted by a committee of the Board of Trustees, the regular collection of alumni data that serves a variety of institutional purposes will be a particular focus in the coming years, and these data are one important example of the kind of information that can be used broadly across the institution. Currently, for example, we have too little information available about the alumni of the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English; more and better data will be enormously helpful in answering questions about the value of a Middlebury education and communicating with the broader Middlebury community.
Projections

- Middlebury College will meet its commitments regarding transparency through public reporting made as part of our participation in the President’s Alliance for Student Learning and Accountability, and will continue to collaborate with other institutions and organizations, including the Wabash Center of Inquiry and NECASL, regarding assessment issues.

- The College will undertake an initiative to collect better data regarding the alumni for all our programs, beginning with the distribution of an alumni survey in fall 2011. The Office of Planning and Assessment will work to consolidate and communicate alumni information across programs and offices at the College.

Institutional Effectiveness

Recent changes at Middlebury College, most notably the merger with the Monterey Institute, have highlighted the need for more purposeful planning across all the programs of the institution. We will build on the successes of our strategic planning process and the efforts surrounding the affiliation and merger with the Institute to better coordinate and integrate, where appropriate, the work of all of Middlebury’s programs. Initiatives to prioritize and focus our data collection and reporting on areas of strategic interest, some of which are already underway, will enhance these planning efforts and will serve to increase institutional effectiveness.
Standard 3 • Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

Bylaws

Description
The bylaws of Middlebury College provide general information about the structure of the institution, and about the roles and responsibilities of the Board of Trustees and the College’s officers. The bylaws also determine the scope of the board’s involvement and specify the College officers responsible for each area of the institution.

Appraisal
The Trustees and Governance committee of the Board of Trustees has responsibility for the College’s bylaws. Changes to the bylaws are recommended through this committee and approved by the full board. Historically, the majority of these changes have been procedural, rather than substantive. In recent years, changes have been made to the bylaws acknowledging the acquisition of the Monterey Institute of International Studies. Changes include the creation of the Graduate and Special Programs Ad Hoc Committee of the Board of Trustees, which was made a standing board committee in 2009. The formation of this committee acknowledges the board’s responsibility for all of the College’s programs, and reflects the trend toward greater integration of all the degree-granting entities.

A significant change to the bylaws was made at the time of the Middlebury College/Monterey Institute merger in June 2010. The Monterey Institute Board of Trustees was dissolved, and a separate Board of Governors, with its own bylaws, was created. These bylaws articulate the role of the Institute’s Board of Governors, which serves to review and advise the Monterey Institute regarding its operations and to make recommendations to the Board of Trustees of the College, which has sole fiduciary responsibility for the College and all its entities. The Board of Governors has its own committee structure reflecting its advisory role and its focus on academic programs and outreach on the Monterey peninsula. These bylaws specify the areas where the Middlebury board and Middlebury chief executive officer have authority.

Board of Trustees

Description
The Board of Trustees meets four times each year, with the majority of those meetings taking place on the Middlebury, Vermont campus. These meetings provide ample time for formal meetings of the fourteen standing committees of the board, a business meeting of the whole
board, and social events. Many committees of the board conduct some business via e-mail and/or conference call in addition to their in-person meetings on campus.

New members of the board participate in an orientation, where they receive a variety of materials and information about the College and about broader issues related to higher education. New members are also assigned a more experienced board member as a mentor.

The board’s fiduciary responsibility for the College and all of its programs occupied much of its time during the last three years. Like all educational institutions, the College faced significant economic challenges during the last three years, and the board focused much time and energy in monitoring and evaluating the College’s financial situation. Board retreats in the fall of 2008 and 2009 focused on the College’s finances, and discussions revolved around the various strategies the College might adopt for achieving long-term financial equilibrium.

The Board of Trustees has a comprehensive understanding of the College’s mission, purposes, and policies. The board played a significant role in the process of developing and approving the College’s Strategic Plan, officially endorsing the plan and its recommendations in May 2006. The board receives regular updates about the institution’s progress in meeting the recommendations of the Strategic Plan, and about developments in all areas of the College and its programs. A set of strategic indicators – comprehensive, longitudinal data measuring the institution’s effectiveness in a variety of areas – are provided to board members at every trustee meeting.

The Board of Trustees has regular contact and communication with members of the Middlebury community. The Conference Committee of the board meets twice annually with members of Staff Council and Faculty Council, as well as with groups of students. Board members are invited to attend significant events at the College’s graduate programs, including commencement ceremonies. Board members have a variety of informal opportunities to interact with members of the community through informal open meetings with staff, lunches with students, and Commons-sponsored dinners with faculty. Many board members also host and/or attend regional events at which they make contact with alumni and each other.

**Appraisal**

While the bylaws do not stipulate any specific requirements with respect to the composition of the Board of Trustees, records are kept indicating various characteristics of board members (i.e., alumni/parent status, gender, ethnicity, age, region, relationship to the College) and efforts are made to provide as much balance and representation as is possible when new board appointments are made. Because international students and programs are an important part of the College’s mission, it will be important to seek new trustees who can contribute to the representation of these issues on the board.

All board members complete a form identifying potential conflicts of interest; fewer than 25% of board members report any potential conflicts. These conflicts are recorded and reported as part of the College’s financial audit, and board members are expected to recuse themselves from conversations/decisions in which the conflict would be relevant.
Two assessments of the Board of Trustees have been conducted in the last decade, the first in 2003 and the second in 2007. A consulting firm was hired to survey all trustees and conduct interviews with select individuals. The report of these findings concluded that the board is both extremely loyal and committed to the mission of the College. It also identified a particular area for improvement: providing support for relatively newer members of the board. In response to this report, the orientation for new trustees was strengthened and the mentor program was established. A second issue raised by the review was the degree to which board members felt sufficiently informed about all the College’s programs and how they relate to one another. This issue has been addressed to some degree by the establishment of the Graduate and Special Programs Committee of the board, which has not only promoted a broader understanding of the College’s programs among the Board of Trustees, but also has helped to provide better oversight of these programs by the College. The next evaluation of the board will be conducted in the summer of 2011. It will assess whether these issues have been sufficiently addressed, and will explore the effectiveness of the board in a variety of areas.

**Projections**

- Consistent with the previous every-four-year cycle, an evaluation of the Board of Trustees will be conducted in the summer of 2011. The evaluation will assess whether previous concerns about board members’ awareness of all the College’s programs have been addressed, as well as exploring the general effectiveness of the board. Results of this assessment will be presented to and discussed by the board no later than the December 2011 board meeting.
- Because of the importance of Middlebury’s international students and programs, we will seek to appoint new trustees who can help to further expand the representation of these issues on the board. This will be taken into account as current board members conclude their terms and replacements are sought.

**President**

**Description**

The authority and responsibility for oversight of the College is delegated by the Board of Trustees to the president of Middlebury College, who is the chief executive officer. The board reviews the president’s performance annually. The chair of the Board of Trustees solicits input from board members and meets with the president to communicate the board’s assessment and to establish goals and objectives for the coming year.

The president presides over the undergraduate program and all the graduate and special programs of the College. Responsibility for the undergraduate academic program is delegated to the provost and executive vice president. Integration of Middlebury’s graduate programs into the administrative structure of the College is achieved through the appointment of a vice president of Language Schools, Schools Abroad, and graduate programs, who oversees the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English, and through the appointment of a president at the Monterey Institute of International Studies. All of these individuals, and others responsible for specific areas of the institution, report directly to the president of Middlebury College.
The decision to maintain the title of president for the individual responsible for the oversight of the Monterey Institute following the merger with Middlebury College reflects a desire to grant sufficient authority to the person responsible for the functioning of two graduate schools located on the other side of the country, and to acknowledge the institutional history of the Institute. Nonetheless, it is clear, both within and outside the institution, that the Monterey Institute president reports to the Middlebury president.

The president has regular contact with his senior staff through individual meetings with his direct reports, weekly group meetings of the vice presidents, every-other-week meetings with a larger President’s Staff, regular senior managers’ meetings, and other ad hoc meetings. There are many opportunities for the president to consult and communicate with various constituencies of the undergraduate college. The president chairs the regular meetings of the faculty, and meets at least once a month with the Faculty Council and, when requested, with the Educational Affairs Committee, as well as other faculty groups. The president meets monthly with Staff Council and periodically with officers of the Student Government Association. The president meets biannually with the Environmental Council. Members of the community are invited to meet with the president during open office hours offered at least once a month.

The Monterey Institute president meets regularly with his direct reports, both individually and as a group. He also meets individually with the president of the Faculty Senate and the Director of Admissions. He holds Town Hall meetings for all faculty and staff at least once each semester in order to provide current information about programs, finances, and major initiatives, and he holds open office hours for members of the Institute community several times each semester. Similarly, the vice president of Language Schools, Schools Abroad, and graduate programs meets regularly with the directors of the Language Schools, Schools Abroad, and the Bread Loaf School of English, and the assembled faculty of each program. He also participates in events held at these programs on a regular basis.

**Appraisal**

President Liebowitz has established a noteworthy standard of transparency with respect to the administration of the College. In addition to regular posts on his blog and essays appearing in the College magazine, he holds frequent open meetings to communicate about issues of interest and concern to the community. One compelling example of this transparency can be found in the openness and inclusiveness of his strategic planning process, which involved numerous open meetings and the solicitation of and responsiveness to community feedback. The College’s approach to dealing with the financial challenges of the last few years is another example. Significant amounts of information about the College’s budget and financial profile were made available to the community. A survey was conducted to assess the views of faculty, staff, students, alumni, and trustees about strategies for addressing budget shortfalls. The results of the survey were shared with the community, and the findings informed some of the strategies employed for responding to the financial challenges (e.g., increasing the size of the student body to increase revenue).
Faculty/Student Governance

Description
At the undergraduate college, faculty play a significant role in governance. Faculty have the primary responsibility for governing the academic program. Faculty are elected to serve on the Educational Affairs Committee, which is charged with educational policy and makes recommendations to the president regarding faculty resources, the Council on Reviews, which conducts reappointment and promotion reviews of faculty colleagues, and the Faculty Council, which serves as a channel of communication between the faculty and the president and the Board of Trustees.

Similarly, Middlebury undergraduates have many opportunities to participate in the governance of the College. In addition to specified roles for students on various College committees (e.g., the Student Educational Affairs Committee, the Student Comprehensive Fee Committee, Community Council, Environmental Council), students are routinely asked to participate in important College initiatives. For example, two students served on the Budget Oversight Committee appointed by the president to advise the College during the financial challenges of recent years. More generally, both the president and the dean of the College hold office hours and many informal meetings and regular lunches with students.

Although NEASC’s Organization and Governance standard does not reference staff involvement in governance structures, Middlebury College values the contributions of staff members in the governance of the institution. The Staff Council is a group of eleven elected staff representatives who meet regularly with members of the administration and the Board of Trustees to discuss issues relevant to the staff (including compensation and benefits). The Staff Council also collaborates with Faculty Council and the Student Government Association on issues of common interest.

Like the undergraduate college faculty, faculty at the Monterey Institute also play an important governance role through their participation in the Faculty Senate, Faculty Assembly, Faculty Evaluation Committee, and the Academic Policies, Standards and Instruction Committee. The president of the Faculty Senate meets regularly with the provost and president, and makes regular reports to the Academic and Student Affairs committee of the Board of Governors.

Students at the Monterey Institute are elected by their academic program to serve on the Student Council, which is the primary mode of student governance. The Student Council president meets regularly with the provost, and makes regular reports to the Academic and Student Affairs committee of the Board of Governors.

The faculty at the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English have a different relationship to Middlebury than those at the undergraduate college and the Monterey Institute. These faculty members have primary affiliations at other institutions, and in the case of the Language Schools and the Bread Loaf School of English, they are on-site only for six to eight teaching intensive weeks during the summer, and thus cannot devote significant time to faculty governance. Similarly, because the
students at these programs are in residence for short durations, fewer student governance structures are instituted or needed.

Appraisal
For several decades, the Middlebury undergraduate faculty has been more significantly involved than their counterparts at some peer institutions in the governance of the College. For example, Middlebury faculty have responsibility for establishing standards and procedures for faculty reappointment and promotion, making significant changes to the curriculum, recommending the allocation of faculty resources across departments and programs, and addressing strategic issues with the president and the Board of Trustees. Although the undergraduate faculty value their role in the governance of the College, concerns have been raised in the last decade about the amount of time faculty spend serving on committees and doing various forms of service. Several changes, approved by the faculty, have been made to reduce the size of some committees and decrease committee workloads. Faculty may also elect, for a specified number of years during a career, to take committee amnesty in order to reduce their service commitment at important points in their careers. Nonetheless, faculty members at the undergraduate college continue to value their significant involvement in College governance.

Given the many changes that have taken place in recent years at the Monterey Institute, there was a need to clarify faculty roles in matters of governance. To this end, an initial revision to the Monterey Institute’s Faculty Handbook was made in spring 2010. The second phase of the revision, addressing faculty evaluation and faculty ranks, is expected to be complete in the spring of 2011. The Academic Policy, Standards and Instruction Committee is also reviewing its role and functions during the 2010-11 academic year, and the Academic Policies & Standards Manual is being revised in conjunction with this review.

Projection
- The administration will regularly communicate with Faculty Council to ensure that faculty feel that their contributions to College governance can be effectively balanced with the other work expected of faculty.

Institutional Effectiveness

The many changes and challenges that the College has undertaken in recent years have led us to acknowledge the need now, even more than in the past, to gather the decision-makers from all the Middlebury programs on a regular basis to coordinate and facilitate planning among these various programs. While there are many ways in which these entities do operate independently, we need to be sure that all the College’s programs are working together in pursuit of the College’s greater mission. Efforts are underway to develop new structures, including the College Council described in Standard Two (Planning and Evaluation), to promote communication and coordination of effort and resources.
Standard 4 • The Academic Program

The institution’s academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Overview

Over the last decade Middlebury has continued to evolve from a traditional liberal arts college into an educational institution with more diverse academic offerings and broader geographical reach. In addition to the undergraduate college at the core of our institution, enrolling approximately 2,500 students, Middlebury now has four graduate programs:

- the Graduate School of Translation, Interpretation and Language Education and the Graduate School of International Policy and Management, both at the Monterey Institute of International Studies and enrolling approximately 750 students;
- the Middlebury Language Schools, enrolling approximately 1,500 students (both graduate and undergraduate) spread across 10 schools;
- and the Bread Loaf School of English, enrolling approximately 500 students at four sites.

In the 2009-10 academic year Middlebury’s undergraduate and graduate programs conferred:

- 649 undergraduate college degrees (Bachelor of Arts);
- and 641 other degrees (284 Master of Arts, 58 Master of Business Administration, 43 Master of Public Administration, 3 Bachelor of Arts, all from the Monterey Institute; 59 Master of Arts and 5 Doctor of Modern Languages from the Language Schools; 81 Master of Arts from the C.V. Starr-Middlebury Schools Abroad; and 100 Master of Arts and Master of Letters from the Bread Loaf School of English).

THE UNDERGRADUATE COLLEGE

The undergraduate faculty has legislative authority over the academic program, but the president and, ultimately, the Board of Trustees have final authority over the direction and organization of the academic program. The Educational Affairs Committee, consisting of elected tenured faculty members and chaired by the provost, is responsible for matters of major educational policy and, to that end, ensures that departments are allocated necessary teaching resources. The Curriculum Committee, a subcommittee of the Educational Affairs Committee consisting of appointed faculty members and presided over by the dean of curriculum, oversees the establishment of new courses and changes in degree requirements. Each department and program undergoes an external review approximately once every ten years. Students have an active voice with regard to
the undergraduate program. The Student Educational Affairs Committee, a student-elected body, meets regularly with the Educational Affairs Committee and occasionally with the Board of Trustees’ Educational Affairs Committee.

General Education

Description
An undergraduate must complete 36 courses in order to graduate, at least 18 of which must be Middlebury courses. A student must complete a major, two college writing courses, at least two winter term courses, and two physical education units. Students may elect to complete a minor. The general education requirement divides the curriculum into eight academic categories; each student must take at least one course in seven of the eight categories (The Arts; Deductive Reasoning and Analytical Processes; Foreign Language; Historical Studies; Literature; Philosophical and Religious Studies; Physical and Life Sciences; Social Analysis), as well as one course in each of four cultures and civilization categories (Africa, Asia, Latin America, the Middle East, and the Caribbean; Comparative; European; Northern America). All general education, distribution, major and minor requirements are published on the College’s website and in the printed catalog. Completion of general education requirements is confirmed by the registrar’s office; completion of the major is confirmed by the appropriate department or program chair.

In partial fulfillment of the college writing requirement, all entering students take a first-year seminar (enrolling up to 15 students) that is writing intensive and taught by regular, full-time faculty who also serve as the students’ academic advisers. After successfully completing a first-year seminar all students are required to take a second College Writing course. All departments, including the foreign languages and sciences, participate in the first-year seminar program and offer College Writing courses. The director of the College’s Writing program (also director of the Center for Teaching, Learning, and Research) oversees the staffing of first-year seminars and College Writing courses and conducts orientation and training events for faculty in these roles.

Appraisal
Through the strategic planning process, concerns were raised about the complexity of the distribution (i.e., general education) requirements. The Strategic Plan recommended a consolidation of the College’s distribution (i.e., general education) requirements that would free up options for students beyond required courses and would clarify the major areas that we expect students to pursue in their coursework. Following up on this recommendation, the Educational Affairs Committee reviewed student transcripts and determined that the distribution of coursework across departments and divisions was sufficiently broad to be consistent with a liberal arts curriculum; on average, students had completed coursework in 13 different departments or programs during their Middlebury careers. The committee also concluded that the existing distribution requirements permitted students sufficient freedom to pursue multiple academic interests. No change to the distribution requirements was pursued.

The first-year seminar program has proven to be highly successful and is well regarded by faculty and students alike. Students rate the advising they receive during their first year as effective, and find it easy to connect with their advisors given the regular contact during class
time. Assessments of the development of students’ writing (further detailed later in this chapter) indicate significant improvement in writing skills through the first-year seminar. One recent change to the program has involved assigning each first-year seminar to a Commons, allowing students to live in the same residence hall as their first-year seminar classmates. Students have indicated that this arrangement was beneficial for them in making the transition to college. Thus, the Commons’ residence life system attempts to integrate the academic program and student life. Moreover, this residential/academic affiliation enhances the educational experience for students by providing students access to Commons support staff, a peer tutor, and co-curricular events. In addition, if the instructors so choose, first-year seminars are also assigned a reference librarian and an educational technologist. Both the seminar and writing courses are integral to the College’s curriculum and have the full support of the faculty and administration.

Majors and Minors

*Description*
Middlebury undergraduates may major, double major, joint major, and minor in 48 areas of study. Traditional majors span the Arts, Humanities, Languages, Literature, Natural Sciences, and Social Sciences. In addition, Middlebury has eleven interdisciplinary programs that connect multiple areas of the curriculum.

A major requires a minimum of 10 semester courses. Major requirements vary in number between departments and programs, with an average of 12 courses required per major. The curriculum for each major is established by the associated faculty, guided by learning goals for the major. Most majors require foundational courses to prepare students for more focused upper-level courses and seminars. Students may pursue senior work, although at present such work is not required in all departments and programs. In order to ensure that the principles of a liberal arts curriculum are being followed in practice, students may not take more than 16 courses or two winter terms courses within their chosen major.

Middlebury now offers more curricular options than ever before. The recent addition of three languages (Arabic, modern Hebrew, and Portuguese), a minor in linguistics, and a minor in global health, reflect Middlebury’s continuing commitment to an internationally-oriented and diverse curriculum. More generally, the Middlebury curriculum is sufficiently flexible and diverse to accommodate most students’ interests within the broad context of the liberal arts. Highly motivated students with clearly defined educational goals that cannot be fulfilled within the framework of Middlebury’s existing majors may seek admission into the Independent Scholar Program and plan their own curricular programs with the assistance of a faculty adviser. Although small numbers of students choose this option, it is one way in which the institution monitors student interest in new curricular areas. Recent trends in independent scholar proposals have led to the formal establishment of the linguistics minor and the Arabic major.

*Appraisal*
There is significant variability in enrollments within departments and programs, and the academic administration and the Educational Affairs Committee regularly review enrollment data to ensure that staffing levels are sufficient to meet student demand. While the nature of faculty recruiting and hiring can make it difficult to respond to immediate enrollment pressures,
Staffing has generally been allocated in ways that are responsive to student interests. For example, growth in enrollments in economics and Arabic has led to increases in staffing in both these areas over the last decade.

Interdisciplinarity is a prominent feature of Middlebury’s curriculum, and many of Middlebury’s interdisciplinary programs have grown in recent years. Neuroscience, a blend of biology, psychology, and philosophy has seen remarkable growth since its inception in 2000, and the number of molecular biology and biochemistry majors has almost doubled over 10 years. The International studies program also enjoys significant student interest, with 150-200 total majors per year. The international studies major now comprises seven tracks or areas of the world, and involves nine departments from the humanities and social sciences, and all ten language programs. The continued student interest in the international studies and international politics and economics programs reflects a broader trend towards the further internationalization of the campus. With approximately 150 majors, the environmental studies program reflects the College’s mission-driven commitment to environmental stewardship. The program was established in 1965 and is the oldest undergraduate environmental studies program in the country. It involves faculty across the curriculum, and encourages both the development of new courses as well as the integration of sustainability issues into existing courses. Similarly, although the number of students majoring in women and gender studies is smaller, this program also enjoys participation by a large number of faculty across a variety of disciplines.

Middlebury’s commitment to interdisciplinarity is consistent with other aspects of the College’s mission. Several interdisciplinary programs are also integrated into residence life, supporting our philosophy that education takes place in venues that extend outside of the classroom. For example, the Queer Studies House is advised by the women’s and gender studies program, while Weybridge House is an environmentally-oriented student residence advised by the environmental studies program. Interdisciplinarity also works to further our diversity goals. By acknowledging and celebrating curricular innovation, especially that which pushes the boundaries of traditional disciplines, we have the capacity to attract a more diverse faculty and provide students with more diverse options for learning across the curriculum.

The large interdisciplinary programs rely largely on departmental faculty for staffing. In the last decade, it has been more common to hire faculty directly into interdisciplinary appointments, or to articulate contractual obligations to regularly teach courses supporting interdisciplinary programs. This has ensured proper staffing for popular interdisciplinary majors like environmental studies and international studies. The Educational Affairs Committee should continue to monitor staffing and enrollments in interdisciplinary programs, and increase the number of interdisciplinary faculty appointments if necessary to avoid any increased burden on departments.

The Middlebury undergraduate faculty has demonstrated a willingness to change the curriculum to respond to both student interest and broader intellectual and pedagogical developments. Major curricular changes since Middlebury’s last reaccreditation include the elimination of the Sophomore Integrated Studies Program and the International Major, a variant of International Studies, which was designed to graduate students in three years. The College also eliminated the American literature major, replacing it was an interdisciplinary American studies program and
merging American literature with the English department, creating the Department of English and American Literatures. As mentioned above, other additions to the curriculum include majors in Arabic and neuroscience, and minors in global health, linguistics, Hebrew, and Portuguese. Other programs have been thoroughly overhauled, including the educational studies program (previously the program in teacher education) and the architectural studies program (previously a pre-architecture track) within history of art and architecture.

Since the last reaccreditation, following a recommendation in the Strategic Plan, the faculty voted to eliminate students' option to triple major. Students may double major, and the number doing so has increased over the last decade. One concern raised by some faculty about the number of double majors is the potential pressure on enrollments in upper-level courses within already popular majors to accommodate students trying to simultaneously fulfill the final requirements for two majors. Students, however, are vocal about their support for allowing the option to double major. The Educational Affairs Committee has investigated the issue and is not currently inclined to further alter policies regarding majors.

Also since the last reaccreditation, the College has examined the question of whether grade inflation exists and poses a problem. In 2005 an ad hoc committee on grade inflation reported that while there has been an upward trend in grades over the previous 15 years, there is no evidence that grades have risen predominately because of inflation. According to the committee the increase can be attributed to “changes in the characteristics of incoming students, changes in methods of teaching and assessment and changes in the overall educational environment.” The College, acting on one of the committee’s recommendations, eliminated the A+ grade.

One curricular issue that may need addressing in the future is the possible re-introduction of a pass/fail option for certain courses. Students have been vocal about the demanding nature of their academic and co-curricular commitments and the levels of stress that they experience. They have argued that a pass/fail option would permit students to make choices that would allow them to better balance the allocation of their time and energy. Although a proposal to introduce the pass/fail option for regular semester courses was voted down by the faculty in 2006-07, there remains sufficient interest in the issue that the Educational Affairs Committee will reconsider such a proposal.

Another curricular issue for consideration is the identification of additional curricular complementarities between the undergraduate college and the Monterey Institute of International Studies. Several initiatives have already begun, including a five-year course of study that results in earning both the BA and MA degrees. See below, under the Monterey Institute, for an appraisal and projection of other joint efforts.

**Projections**
- During the 2011-12 academic year, the provost and the EAC will discuss re-introducing pass/fail options for certain courses.
- The College administration will continue to seek new opportunities for intra-institutional teaching and learning. A focus will be on building curricular connections with the Monterey Institute, along the lines of the integrated 4+1 degree sequences or the Masters in Chinese.
Study Abroad

Description
Middlebury undergraduates may study abroad for one or more semesters, pursuing general and major coursework either at Middlebury’s own Schools Abroad in 13 foreign countries at one of our 49 partner institutions worldwide, or on non-Middlebury programs, frequently enrolling directly at foreign universities. The percentage of students studying abroad has hovered near 60% over the last ten years (58% of juniors in 2009-10), with 60% of those students studying at the C.V. Starr-Middlebury Schools Abroad, and the remaining 40% studying on non-Middlebury programs. Students from other institutions also apply to the C.V. Starr-Middlebury Schools Abroad, and the number of non-Middlebury students has grown substantially in recent years, by between 10 to 15% per year. In 2009-10, 204 students from other institutions studied at the C.V. Starr-Middlebury Schools Abroad, and in 2010-11, that number rose to 254.

At the C.V. Starr-Middlebury Schools Abroad, curriculum design varies substantially, and is dependent on local university relationships, faculty resources abroad, and logistical/financial constraints. In some countries (Germany and all Latin American countries, for example), students take most of their courses by directly enrolling in local universities; in others (China and the Middle East), all courses are developed (and faculty are hired) by Middlebury’s on-site directors. Other Schools Abroad have elements of both systems.

The curriculum at the C.V. Starr-Middlebury Schools Abroad is developed primarily by the directors of the Schools Abroad, who work with local university and faculty colleagues, academic departments at the undergraduate college, Middlebury’s Office of International Programs and Off-Campus Study, and, where appropriate, directors of the Language Schools. All coursework at all Schools Abroad is conducted in the target language, and students are required to take a Language Pledge that commits them to speaking only that target language. Curricula vary depending on the difficulty of the language; whereas in some languages, students are able to direct enroll (with tutorial support) in local universities alongside their host country peers, in others, there is more focus on language learning, even in those courses that are considered “content” courses in the target language. In direct enroll environments, students are able to take courses in any of the departments and disciplines that Middlebury offers, whereas in cases where the Schools Abroad are designing their own courses, curricular choices for students are more limited.

Appraisal
A key concern has been to ensure that study abroad is well integrated into the academic programs of individual students. In response to faculty concerns that students placed insufficient emphasis on the academic component of their study abroad experience, the Educational Affairs Committee (EAC) in 2001-02 assessed study abroad. The key result was a requirement that all students submit an essay in which they explain their “compelling academic rationale” for study abroad. Subsequently, in 2002, the faculty voted to include grades from all courses taken while studying abroad on the transcript. Before 2002, only grades from the C.V. Starr-Middlebury Schools Abroad appeared on student transcripts.
There has been no re-assessment of study abroad outcomes and how they compare to what was found early in the last decade in the EAC report. However, as part of an EAC-initiated discussion on grade inflation during the 2006-07, the international programs office carried out an extensive analysis of GPAs of all students, comparing grades of students who did and did not study abroad. They found very little difference between the change in grades from sophomore to senior year between the two groups of students, suggesting that students’ academic performance while abroad is comparable to the performance of juniors who stay at Middlebury.

Since the last reaccreditation, the C.V. Starr-Middlebury Schools Abroad has seen remarkable growth, opening 26 sites and closing just two sites. This growth heightens the importance of Middlebury undergraduate faculty involvement in and awareness of the academic offerings of the Schools Abroad. To that end, a Faculty Advisory Board (FAB), involving five faculty members, has been established for each of Middlebury’s nine schools abroad. Each year, two faculty members from each school’s Faculty Advisory Board visit and evaluate each school abroad. Faculty members who carry out these visits write a site visit report after their visit. As a result of these visits, a number of changes are made each year. Among the changes made in recent years are the cancelling of one program site in Spain, changes in course load requirements for students in Argentina, and the initiation of new university partnerships in France.

Middlebury commits to ensuring that any Middlebury College student who studies at a C.V. Starr-Middlebury School Abroad will receive a financial aid package that will make the cost of studying abroad no greater than studying on the Vermont campus. This policy allows students with lower family incomes to experience what we see as a significant aspect of the Middlebury experience. However, most Middlebury students choosing to study on non-Middlebury programs do not receive institutional financial aid. The principal exceptions are for students studying at the Centre for Medieval and Renaissance Studies in Oxford, or for those students whose major requires them to study abroad in a country and/or language where there is no school. Some students complain that this policy unfairly limits their study abroad options, but for financial reasons, it is unlikely that Middlebury will increase the number of non-Middlebury programs to which students can carry their aid.

Projections
- Beginning in the 2011-12 academic year, the dean of international programs will initiate an examination of current study abroad outcomes at the C.V. Starr-Middlebury Schools Abroad.
- The dean of international programs, in consultation with the College administration, will examine the feasibility of opening C.V. Starr-Middlebury Schools Abroad sites in India and Africa by fall 2013.

Winter Term and Internships

Description
Middlebury has a four-week winter term as part of its regular calendar. Students are required to complete a minimum of two winter term credits, the first of which must be taken on campus. Students take only one course during the month, and these courses range from traditional academic offerings to more experimental or interdisciplinary options. In addition, students may
be approved to participate in a credit-bearing off-campus internship. Approval for these internships is granted by the Curriculum Committee, with assistance from staff of the Center for Education in Action. Students are increasingly pursuing winter term internships for credit; in 2011, 128 students were approved for credit for these off-campus internships.

Regular undergraduate faculty are expected to teach every other winter term. Because some faculty are granted a release from teaching winter term due to administrative and other responsibilities, additional instructors are needed to mount the necessary number of courses for the month. The College typically hires 30-35 visiting winter term instructors who submit course proposals for review by the Curriculum Committee, which solicits recommendations from academic departments and programs about these proposals.

*Appraisal*

Many departments and programs have embraced winter term wholeheartedly. The foreign language departments, for instance, use the term quite successfully as an opportunity for intensive, nearly full-immersion language study. Other departments and programs use it as part of a senior program sequence. Many faculty appreciate the opportunity to explore new pedagogical approaches and design innovative and creative courses. Nonetheless, some faculty members find the particular nature of a four-week course to be poorly suited to the teaching of their disciplines. Others regret the shorter regular semesters that result from the allocation of four weeks to winter term.

Students have consistently expressed their strong support for winter term. They appreciate the variety of curricular offerings and the option for studying with visitors who bring different backgrounds and experiences to the curriculum. They also acknowledge that the atmosphere on campus during winter term is very different from that of the regular semester; the pace is slower, the demands on student time are fewer, and they feel freed to pursue more non-academic activities in this context.

Since the last reaccreditation, the faculty took up the question of whether to retain winter term. As it has in the past, the faculty supported continuation of winter term, but with some notable changes. Specifically, students had previously been required to complete four winter term credits, but the faculty voted to reduce that number to two, permitting students to pursue other non-credit-bearing activities during January. This faculty discussion of winter term also highlighted the question of whether students should also receive credit for some summer internships. The Curriculum Committee has expressed an interest in pursuing this question.

With all of its strengths, winter term has been, and is likely to continue to be, a source of debate on campus. There is a natural tension among the competing interests of different groups. Some faculty value the pedagogical opportunities presented by winter term, whereas others see it as a poor fit for their training and interests. It is also the case that many faculty benefit from the ability to pursue scholarly projects during winter terms when they are not teaching. Students prize the atmosphere and offerings on campus and the opportunity to pursue other options away from Middlebury. There is also concern about the need to ensure that visiting winter term instructors are appropriately selected and oriented. Finally, the previous reaccreditation review team identified a need to ensure the same level of rigor between regular semester and winter term
courses, and although the Curriculum Committee seeks to do this, no systematic assessment has been conducted.

Student Research and Senior Work

Description
Currently, many majors require students to complete some form of senior work, ranging from written theses to creative works. In majors where it is not required, students may elect to complete senior work. In 2009-10, approximately 55% of seniors completed some form of senior project.

Middlebury strongly values and supports student research. There are numerous internal funding sources available to students to support their research initiatives, in addition to grant-supported opportunities to work with faculty on their research. The recently-established Undergraduate Research Office encourages and publicizes independent and collaborative student research. This office has also, since 2007, hosted the annual Spring Student Symposium to celebrate student work. Students are invited to present their work to the community. No classes are scheduled on the day of the Symposium to allow all students and faculty to attend.

Appraisal
The Strategic Plan recommended implementing a requirement that all seniors complete an independent capstone project in their major. The Educational Affairs Committee (EAC) took up this recommendation and presented a proposal to the faculty for such a requirement, which was strongly supported by a vote of the faculty in 2008. This requirement was framed in the context of the addition of 25 new faculty positions and revised teaching load guidelines, both of which also were recommended in the Strategic Plan. The economic downturn, however, prevented the commitment of the 25 faculty positions and the implementation of new teaching loads. The plan to implement required work has thus been postponed, although the EAC has recently proposed somewhat revised teaching load guidelines that, if implemented, will permit a renewed discussion of the viability of required senior work. In support of this initiative, an effort to assess the degree to which current senior work projects meet the learning goals delineated by the EAC and approved by the faculty was begun in spring 2011. (More information on this initiative is provided in the subsequent section of this chapter on Assessment of Student Learning.)

Middlebury College provides excellent support for student research. Despite the economic downturn, funding for these student initiatives has been preserved. The emphasis Middlebury places on research is also evident in the prominence given to MiddLab on the College’s homepage, a growing site showcasing student research from numerous disciplines. The effects of this support can be seen in the marked success of the Spring Student Symposium, with over 200 students participating in 2010 by presenting papers, displaying posters, or performing, and a growth in the number of presenters each year.

Projection
• The Educational Affairs Committee (EAC) plans to focus on implementing senior independent work across all departments and programs. Having recommended new teaching load guidelines, the EAC will assess the teaching resources required for
universal senior independent work. With those resources quantified and fully understood, the EAC will bring a proposal for universal senior work to the faculty for a vote.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Description
The Monterey Institute of International Studies was founded in 1955 to teach languages in a cultural context. Over 50 years later, the Institute’s programs have evolved into two professional graduate schools – the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation, and Language Education (GSTILE) – offering masters degrees in the areas of language teaching, translation and interpretation, international policy, and international business; and specialized short-term training programs for professionals. An emphasis on advanced language proficiency and deep cultural understanding is the thread that runs throughout the Institute’s history and distinguishes its programs from those of its competitors.

The Institute offers 11 masters degrees, along with a number of joint degree, non-degree, and Peace Corps Master’s International programs, listed and described on the Institute’s website.

The Monterey Institute provides instruction and support in information literacy and information technology through the William Tell Coleman Library and the Digital Media Commons, both of which offer sessions on information resources as part of new student orientation, and follow up with a wide variety of workshops throughout the year that target specific student information and technology needs.

Appraisal
Prior to affiliation, Middlebury undertook a comprehensive review of the Institute’s programs. They found that the Institute’s strength in preparing language teachers, translators, and interpreters was inarguable and, in the case of conference interpreting, unique. However, the leadership at both Middlebury and the Monterey Institute concluded that in order for the Institute to achieve its potential as an institutional partner, complementing and extending Middlebury’s strengths, it would need to focus its attention on building academic excellence in the policy and management areas in a limited number of programs where solid foundations existed. For a more complete description of the efforts to reorganize and refocus the Institute’s programs between 2005 (affiliation) and 2010 (merger with Middlebury), see the Institute’s three-year plan (approved in October 2006); the Academic Excellence Task Force Report (2008), which grew out of the plan; and The Road Ahead (2010), a report on initial measures taken to reorganize the Monterey Institute’s curriculum, with projections for the immediate future. For the initial assessment of the Institute’s programmatic strengths and weaknesses, see The Monterey Institute Acquisition Opportunity, a report prepared for the Middlebury Board of Trustees in 2005.

The reorganization of the Institute into two schools in 2009 was intended to set the stage for realization of internal programmatic synergies, and to achieve administrative and curricular efficiencies that would lead to increased academic quality and a larger and better qualified
student body. Since the process of curriculum redesign within the new two-school structure is still underway in several programs, and is just being implemented in others, it is too early to tell whether or not the reorganization has produced the desired impact.

Recent milestones in program development have included leveraging the Institute’s internationally prominent James Martin Center for Nonproliferation Studies to create the world’s first MA program in non-proliferation and terrorism studies (MANPTS). The MANPTS program admitted its first class in the fall of 2010 with 53 entering students. The Institute also collaborated with colleagues at Middlebury to build on the combined strengths in languages, international studies, and environmental studies by developing five integrated (4+1) Middlebury BA/Monterey Institute MA programs. These are described at http://www.middlebury.edu/international/Middlebury-Monterey/dualdegree. The integrated degrees were first announced in the fall of 2010.

The Institute faces several continuing curricular challenges. The first centers on the need to increase enrollment of highly qualified students; to this end, the Institute has identified a need to create more flexible and relevant approaches for students to satisfy the Institute’s rigorous entrance and graduation requirements in languages without diluting the Institute’s commitment to language. In the past, all policy and management students except those planning to study Arabic needed to be able to place into the 300 level of their chosen language in order to be admitted to the Institute. This has meant that, while the Institute’s language requirement is one of the key differentiators for its policy and management programs, it has also been a roadblock for many otherwise outstanding students who lack only the required language proficiency to qualify for admission.

As a first step, Spanish has been added to Arabic as a language that students can begin to study at the 200 level. The Institute anticipates that this accommodation will lead to more and better applications for admission, and therefore more selective admissions and an academically more qualified entering class overall. Issues that remain to be considered and resolved include ways of making more language study options available to students after matriculation, including immersive experiences and opportunities to begin new languages or continue languages not now taught at the Institute, and greater emphasis on inter-cultural competence across the curriculum.

A second challenge involves the curriculum of the MBA program. This program has suffered from declining enrollment over a period of years, and the Institute has identified its generic curriculum as a barrier to recruitment success and student satisfaction. A proposal from the MBA faculty to redesign its curriculum has been approved for implementation in 2011. By reconfiguring core requirements, the MBA faculty has been able to reduce the number of required courses and achieve a variety of objectives, including increasing the freedom for students to pursue specialized course work tailored to their career interests and increasing opportunities for faculty members to create new electives. Phase two of the MBA redesign will involve the use of the freed elective slots to develop specializations that further differentiate the Monterey Institute MBA from competitors, and align better with the Institute’s overall strengths in areas such as international development and sustainable business. The administration of the Institute will be following these developments very closely.
The final curricular issue in need of attention is the development of integrated programs with other Middlebury entities. Opportunities to further leverage the merger with Middlebury by taking advantage of natural program synergies are under active consideration. In the fall of 2010 Monterey and Middlebury began to move forward with the creation of its first truly joint degree program, a Master of Arts in international education management. This program, if approved, would combine existing Monterey Institute strengths in non-profit management and language program administration with the opportunities for rich practicum experiences and second language coursework provided by the Middlebury Schools Abroad. In the timeline now under consideration, the first cohort of students in this program would begin their studies in fall 2012.

**Projections**

- The faculty and academic administration of the Monterey Institute will create more flexible and relevant approaches for students to satisfy the Institute’s rigorous entrance and graduation requirements in languages without diluting the Institute’s commitment to language learning as central to all its programs. (Pilot in fall 2011, assessment and further implementation in fall 2012.)
- The deans of the two graduate schools will continue to build capacity in those programs showing the strongest potential for enrollment growth by creating three new faculty positions for fall 2011.
- The dean of GSIPM and the program chair of the MBA program will undertake curricular change to refocus a program that has suffered from declining enrollment. (Pilot in fall 2011, assessment and further implementation in fall 2012.)
- The deans of GSTILE and GSIPM will continue to explore and exploit synergies between schools and programs.
- The Institute’s academic administrators and admissions staff, working with a centralized Middlebury institutional research office serving the Monterey Institute, will track the impact of reorganization and curricular changes on enrollment and academic quality by looking at such measures as trends in applications and yield, incoming student GPAs, graduating student GPAs, other measures of achievement of desired program outcomes (testing, portfolios, capstone projects), and career data one year and five years after graduation.
- The Monterey Institute provost and deans will work with counterparts on the Middlebury campus to develop and launch a joint Masters of Arts in international education management in fall 2012.

**MIDDLEBURY LANGUAGE SCHOOLS**

**Description**

Every summer, roughly 1,500 students attend the Language Schools, summer immersion programs in ten languages: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish. The first language school, the German School, was founded nearly 100 years ago in 1915, while the most recent addition to the Language Schools, the Brandeis University-Middlebury School of Hebrew, was established in 2009. All 10 language schools offer undergraduate coursework in seven or eight week sessions, depending on the difficulty of the language. Students can pursue graduate work leading to an MA degree in six languages (Chinese, French, German, Italian, Russian, and Spanish) through enrollment in six
week sessions. Middlebury also offers the Doctor of Modern Languages (DML) degree combining coursework in two languages (chosen from French, German, Italian, Russian, or Spanish).

Most language schools are based at the Middlebury campus in Vermont. Recently, two schools were moved to Mills College in California (Arabic and Japanese). French and Spanish have instruction both in Vermont and California. There are also two summer locations abroad at the Université de Poitiers, France and in Guadalajara, Mexico.

Students come to the language schools to either improve their language skills or to earn an MA or DML. To earn an MA, students have two options: either they come to Vermont for one summer and complete an entire year of study at one of the C.V. Starr-Middlebury Schools Abroad in conjunction with our partner universities, which is sometimes followed by another summer in Vermont; or they do their coursework over four summers. Many students are teachers of the respective language and come to get additional training and qualification.

The Language Schools are administered in a semi-autonomous fashion. Each school has its own director, who reports to the vice president for Language Schools, Schools Abroad, and graduate programs. All Language Schools directors meet on a weekly basis throughout the summer with the vice president and Language Schools staff to coordinate activities and discuss policy issues.

Each Language School develops curricula for different language levels, from beginning through advanced, and students are placed in the appropriate level at the outset of each summer session based on placement tests. The Language School directors, along with their associate and/or assistant directors, are primarily responsible for setting up the curriculum each summer, with a goal of providing a balanced curriculum covering language, literatures, linguistics, pedagogy, and other fields. Coverage of these areas is greater in some Language Schools than in others, depending on the size of the student body and whether the program offers graduate courses. In all cases Language School directors aspire to develop a curriculum that has both breadth and depth.

**Appraisal**

The Language Pledge is the most effective and most central piece of Middlebury’s Language Schools. Students are required to communicate only in the target language during their time in the program, which guarantees a full immersion experience inside the U.S. that no other program nationwide offers. Students’ commitment to the pledge is central to their success, and the importance of this commitment is reflected in the policy that failure to maintain the language pledge can lead to expulsion from the school without refund. With the advent of modern telecommunications, it has become harder to enforce the pledge, and faculty members have started to rethink ways in which to take advantage of this technology and limit students’ temptation to undermine the spirit of the pledge.

For reasons having to do with varying levels of difficulty, different historical backgrounds, and different cultures, the Language Schools vary in their programming, their requirements, and their pedagogy. Differences in pedagogy are reflected in the ways disparate cultures approach education, and these are considered part of the immersion experience.
A recent significant change involved moving some languages from a nine-week to an eight-week session; this takes effect in summer 2011. This was done to promote the maintenance of the language pledge, since many students took advantage of the mid-summer break to speak in English. This shorter summer session has only marginally reduced instructional time. Since the effects of this change are as yet unknown, it will be necessary to evaluate its impact after it has been in effect for several years.

Because of steadily growing enrollments in the Language Schools in the past five years, the Language Schools moved part of its operations to Mills College in Oakland, California in 2009 to accommodate this additional growth. In 2011 the entire Arabic and Japanese schools and part of the French and Spanish schools will operate out of the Mills campus. To date, this expansion has proceeded smoothly, and the vice president for Language Schools, Schools Abroad, and graduate programs spends about two weeks at Mills each summer. Given the success of the expansion to Mills College, if Middlebury decides to add new languages, or increase enrollments in some languages, it may consider other new sites in addition to the current Vermont and California locations.

Special programs in the Language Schools have also begun to serve government agencies and particular professional groups, such as the German for Singers program (added in 1999). The success of this program has led to the launching of an Italian for Singers Workshop in 2010. Other recently added programs include the new MA in Chinese, which combines coursework in the Language Schools and at the Monterey Institute.

**Projections**

- The Language Schools, in assessing its needs and capacities, will discuss with all relevant offices the feasibility of adding additional languages and sites.
- The Language Schools will evaluate the effects of the shift from a nine-week to an eight-week session for certain languages during the 2012-13 academic year.

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**BREAD LOAF SCHOOL OF ENGLISH**

**Description**

The Bread Loaf School of English was established in 1920 to provide summer, graduate-level education primarily for teachers of English and the language arts. The program runs for six weeks every summer and offers MA and MLitt degrees in English as well as a certificate in continuing education. The main campus is in Ripton, Vermont, and there are additional campuses in Oxford, United Kingdom (established in 1978), Santa Fe, New Mexico (1991), and Asheville, North Carolina (2006). The school offers a uniquely broad curriculum including courses on English, American, and world literatures, as well as in the related fields of creative writing, theater arts, and the teaching of writing. The curriculum at each campus emphasizes courses linked in some way to the geographic location of the campus and underscores the relation between literature, writing, and place. Ordinarily, students complete two courses per summer and complete their degrees within four to five years, although they are allowed ten years. Admitted students may attend any or all campuses during their Bread Loaf career but are
required to attend the home campus in Vermont at least once. Every summer, roughly 500 students are in attendance.

The Bread Loaf program also features a well-established, nationally and internationally active teacher network, the Bread Loaf Teacher Network (BLTN), established in 1993, open to all Bread Loaf students and providing year-round professional development for K-12 teachers. In the summer, students in BLTN create technology-rich curricular projects, based on their Bread Loaf course work, to implement in their classrooms during the academic year. In the past, the work of BLTN public school teachers has been supported by major foundations, as well as by school districts and state departments of education, with the result that the student population at the Bread Loaf School of English (originally comprised of mostly private school teachers) has expanded to include public school teachers from rural, urban, and under-resourced schools.

All campuses are administered year-round by a director and associate director who report to the vice president for Language Schools, Schools Abroad, and graduate programs; a coordinator on the Bread Loaf office staff handles each campus. During the summer, the director and associate director are on site in Vermont and make week-long visits to each of the other campuses, which are staffed by on-site directors from the Bread Loaf faculty.

Appraisal
Since the last reaccreditation, the major change in the Bread Loaf School of English has been in the opening and closing of sites. Both newer sites, in Santa Fe and Asheville, offer focused instruction on regional literatures, specifically of the Southwest and Southern and African American literatures, respectively. The School opened a site in Juneau, Alaska, in 1998, with the hope of (and grant money for) attracting native American students and teachers at native American schools; the campus was closed in 2007, as external financial support dried up and student interest and ability to attend diminished. In 2003 the School opened a site in Guadalajara, Mexico, as part of a joint venture with the Middlebury Language Schools. A lack of adequate infrastructure (e.g. dorm rooms, common space, and eating facilities) contributed to a decision to close the site in 2004 and to focus resources on the remaining campuses. The campuses at Santa Fe and Asheville, along with the well-established campuses in Vermont and Oxford, have proven to be popular and sustainable, giving the Bread Loaf program an effective geographic and cultural reach; no new campuses are currently under consideration.

The other major change has involved the institution of Writing Centers at each of the U.S. campuses, where the curriculum includes courses on the teaching of writing. This development evolved from an assessment, primarily, of formal faculty evaluations (comment cards), which identified a need for more support of student writing at Bread Loaf. In 2009, Writing Centers were piloted at two campuses and a donor fund was established to support these activities. In 2010, these centers became an official part of Bread Loaf’s offerings at all three U.S. campuses, and in 2011, two courses on writing center pedagogy and practice have been added to the curriculum.

The economic downturn has resulted in diminished funding to bring public school teachers to Bread Loaf. This has resulted in an 80% decline in the number of funded fellows within the BLTN, and a diminishment of Bread Loaf’s ability to attract and support public school teachers.
In 2010, only 29% of the student body consisted of public school teachers. In the next five years Bread Loaf directors will aggressively pursue grant initiatives that would support public school teachers.

**Projection**
- Starting in summer 2011, the Bread Loaf School of English will begin to evaluate the success of its Writing Centers.
- The directors will pursue grant initiatives to fund the Bread Loaf education of and outreach to public school teachers. In 2011, the director of the Bread Loaf Teacher Network will appoint advisors within the network to assist in these efforts.

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**INTEGRITY IN THE AWARD OF ACADEMIC CREDIT**

**Description**
Information about the degree requirements and policies regarding the award of academic credit for each of the College’s programs is available in online handbooks and course catalogs. The undergraduate catalog is also available in print.

The degrees offered by the programs of Middlebury College include the Bachelor of Arts, Master of Arts, Master of Business Administration, Master of Public Administration, Master of Letters (MLitt), and Doctor of Modern Languages (DML). The bachelor’s and master’s degrees are consistent with comparable degrees at other institutions in terms of required credits. Middlebury appears to be the only school accredited by NEASC that offers the MLitt degree, although a few other institutions in the United States do offer the degree. The DML degree is unique to Middlebury; its requirements include 11 courses, a publishable doctoral thesis, graduate level proficiency in two languages and a defense of the dissertation in both languages. These requirements fall within the range of requirements for PhD programs in foreign languages at other NEASC institutions. In addition, the Bread Loaf School of English offers a certificate in continuing education, and the Monterey Institute offers a variety of certificates.

In the case of all of Middlebury’s programs, courses are reviewed for content, requirements, contact hours, and applicability to the mission by the groups or individuals charged with oversight of the curriculum. Middlebury undergraduate courses are reviewed and approved by the Curriculum Committee, which is chaired by the dean of curriculum. Monterey Institute courses are reviewed and approved by the programs chairs and the dean of the appropriate graduate school. The Institute offers a small number of courses with some online component; these, too, are reviewed and approved for credit by the same individuals. Language Schools courses are reviewed and approved by the individual school directors. The determination of which courses receive credit from the C.V. Starr-Middlebury Schools Abroad is made by the director of each school. Courses at the Bread Loaf School of English are reviewed and approved by the director, in consultation with the associate director, the director of the writing curriculum, and the director of the theater program, where relevant.

At the undergraduate college, winter term credits may be earned through both coursework and the completion of approved internships. The process for awarding winter term internship credit is
managed through the Center for Education in Action. Undergraduate students may also earn internship credit through one of the Schools Abroad. That process is overseen by the individual school director. Presently undergraduate students may only receive academic credit for internships completed during winter term or while enrolled at a School Abroad.

The undergraduate college awards academic credit based on minimum scores on Advanced Placement (AP) and International Baccalaureate (IB) exams. No more than five AP credits may be counted toward the BA, and no more than nine IB credits may count toward the BA. Academic departments and programs establish policies regarding the awarding of credit for AP scores and the dean of international programs reviews all IB results in determining the awarding of credit.

Undergraduate students may earn four, five, or nine credits toward the BA while studying abroad at a C.V. Starr-Middlebury School Abroad or on a non-Middlebury study abroad program. Credits earned while at a School Abroad are recorded on the undergraduate transcript, along with the letter grades, and are included in the undergraduate grade point average. While credits from non-Middlebury study abroad programs are considered transfer work, these non-Middlebury grades are also included in the undergraduate grade point average.

Other undergraduate transfer credit is reviewed and approved in a two step process. The department/program chair relevant to the course under consideration reviews the course to verify that it is appropriate for transfer as a liberal arts course and that it is suitably rigorous. The dean of international programs also reviews and approves the course and program. To maintain academic integrity, no more than one half of a degree (i.e., 18 course credits) may be transferred from another institution. Similarly, MA students in the Language Schools seeking to transfer credit also follow a two-step process, the first being a review by the director of the school for content, and the second a review by the associate registrar for duration and accreditation. The Language Schools limit the number of transfer credits for the MA or DML to three. At the Bread Loaf School of English, transfer credit is reviewed and approved by the associate director; the evaluation is based on course descriptions, syllabi, class hours, and transcripts. Up to two transfer credits may count toward the MA or MLitt degrees. Requests for transfer credit at the Monterey Institute are reviewed and approved by the dean of the specific school. The Monterey Institute limits the number of transfer credits to 25 percent of the degree.

Faculty at all of Middlebury's entities evaluate the students’ work and assign final grades. Undergraduate faculty “are expected to require a sufficient amount of written and/or oral and/or practical work so that both the instructor and the student are able to evaluate the student's progress in the course.” (Middlebury College Handbook) Undergraduate and Monterey Institute faculty are required, by their respective handbooks, to make grading policies for each course clear in the course syllabus. The Language Schools and Schools Abroad in France, Italy, Latin America, and Spain also require faculty to make grading policies clear to students, while the Schools in China, Egypt, and Russia, and the Bread Loaf School of English are currently working on developing this requirement for inclusion in their handbooks with plans to have them in place by summer 2011.
Policies regarding academic honesty, plagiarism, and cheating, as well as academic disciplinary policies are published in the handbooks of various programs. The undergraduate college has an Undergraduate Honor System which each student must agree to abide and uphold. The Honor System lays out the procedure for the offering of examinations and also details the process that is undertaken when a student is suspected of having committed academic dishonesty. The Honor System underwent a thorough review in 2008-09 as part of a regular periodic evaluation and resulted in some changes in the system.

The Language Schools require all students to take the Language Pledge. This pledge requires students to use only the language they are studying for the duration of the program. Students found to be in violation of the language immersion pledge are expelled from the Language Schools. The Schools Abroad also require that their students comply with the spirit of the Language Pledge.

Appraisal
The merger with the Monterey Institute has increased the complexity of reconciling credits from programs across the institution. The Monterey Institute records its credits using semester hours, while the rest of Middlebury uses a course unit system where one course is equal to one credit regardless of contact or classroom hours. Middlebury considers one undergraduate credit the equivalent of 3.3 semester hours and one graduate credit the equivalent of 3.0 semester hours. These inconsistencies have made it somewhat administratively difficult to facilitate cross-entity enrollment and leads to some confusion among students and external audiences. In addition, the policy of counting all undergraduate college courses as equivalent to a single credit fails to acknowledge that some courses involve greater number of classroom hours than others (e.g., introductory foreign language courses, courses with required laboratories).

There are also some discrepancies in the awarding of credit at Middlebury Schools Abroad between Middlebury and non-Middlebury students completing the same course work. The College’s practice of awarding credit on a semester (four units), semester+winter (five units), or full year (nine units) basis forces the College to make individual students’ course loads fit within these constraints. This practice may result in students enrolled in the same course earning different credit unit values, depending on their length of stay. The College needs to undertake a coordinated effort involving representatives from each entity of the institution to recommend a credit system that is consistent across the institution to the decision-making bodies at each program.

There has been discussion in the last few years about the undergraduate college’s current policies regarding AP and IB credits. Some have expressed concern about the degree to which these credits are, in fact, equivalent to Middlebury College coursework. A 2008 review of data on the use of AP and IB credits found that 45% of Middlebury undergraduates counted at least one AP or IB credit toward the 36 required for graduation.

As noted above, the undergraduate college awards credit for winter term internships and internships undertaken while studying abroad. The undergraduate college does not offer credit for summer internship credits, although students may request that a notation be placed on the academic transcript indicating completion of the summer internship and where it was done. This
is problematic for some students who wish to participate in summer internships whose sponsors require that they receive academic credit. There are some members of the undergraduate faculty who question whether or not the awarding of internship credits is consistent with our liberal arts orientation.

In addition, the undergraduate college participates in dual degree programs in engineering with Columbia University, Dartmouth College, and Rensselaer Polytechnic Institute. These programs lead to the awarding of a BA degree from Middlebury and a Bachelor of Science or Bachelor of Engineering degree from the other institution. The program is overseen at Middlebury by a rotating faculty advisor in a related field. Since 1999, two students have participated in the Columbia program, five students have participated in the Dartmouth program, and none has participated in the RPI program.

As new opportunities for students across the institution’s programs are developed, we need to identify ways to monitor the successes and challenges created by each opportunity. Since the merger with the Monterey Institute, five integrated degree programs have been created allowing Middlebury undergraduate students the ability to complete a BA and MA degree in five or five-and-a-half years. Now that these kinds of curricular opportunities are being identified, and students are opting to pursue them, the College needs to articulate a clear set of procedures for vetting these programs. The vetting process should include both academic and administrative offices in the entities involved with the integrated program.

Projections
- The provost will outline a process for considering Middlebury’s credit hour system and identify the constituencies at each entity to be involved in the fall of 2011. The appropriate parties will begin their work in 2012, with a goal of recommending any changes by 2013.
- The Curriculum Committee is currently reviewing policies and procedures around the awarding of credit for AP, IB, and internships based on concerns raised by some faculty about the practice of awarding credit for AP and IB, and to achieve greater consistency in the awarding of credit for internships. They will make recommendations on any changes to these policies by the end of the fall of 2011, which would be presented to the faculty for a vote in the spring of 2012.
- Beginning in 2011-12, the provost will institute a regular schedule of reviews of our integrated, combined, and dual degree options. Each review will involve consultation with administrators and staff responsible for oversight of the degree program and with recent students who have or are participating in the degree program.

ASSESSMENT OF STUDENT LEARNING

The Undergraduate College

Description
The history of assessing undergraduate student learning has largely emphasized the collection of indirect evidence through student surveys, but has more recently expanded to include multiple,
broad-based initiatives for collection and review of direct evidence of student learning. Regarding indirect assessment, the institution has regularly gathered data from students through the distribution of national surveys, including the National Survey of Student Engagement (NSSE), the CIRP Freshman Survey, the HERI College Senior Survey, and most recently the COFHE Senior Survey. Each of these surveys contains items related to student expectations and learning experiences, as well as items asking students to evaluate their own learning. In general, Middlebury students’ responses to these items are very positive, at or above the average responses of students at peer liberal arts institutions. Only recently, however, have systematic analyses of the results of these surveys been conducted to look for evidence relevant to particular aspects of students’ curricular and co-curricular experiences. For example, data from these surveys have recently been used to investigate the nature of students’ experiences with senior work and their interactions with the Career Services Office (now a part of the Center for Education in Action).

In Middlebury’s 1999 comprehensive NEASC evaluation, and again in NEASC’s response to the College’s five-year interim report, concerns were raised about the reliance on indirect evidence as the source of learning assessment. In the last several years, efforts have been made to respond to this concern, moving beyond the indirect assessment of learning via student surveys to the assessment of learning through a direct evaluation of student work. One noteworthy example of this is our work on a four-year project evaluating the development of students’ writing skills over their four years at Middlebury. The project, funded in part by the Teagle Foundation, is related to a larger consortium project (the New England Consortium on Assessment and Student Learning, or NECASL) which has followed the class of 2010, using interviews and surveys to learn more about student learning and decision-making regarding their academic experiences. Related to this project, Middlebury has also collected four years’ worth of writing samples from 45 members of the class, developed rubrics for assessing student growth in writing, and used Middlebury faculty to score the writing samples. Initial data analyses demonstrate that students improve with respect to some, but not all, writing skills assessed. The final stage of this project, the evaluation of students’ writing during their senior years, will take place during the summer of 2011.

Another direct assessment initiative involves senior independent work. In 2008, the undergraduate faculty endorsed legislation to require all students to complete an independent project during the senior year, and although the implementation of this requirement has been delayed, efforts have begun to understand the degree to which current senior work projects meet the learning goals established for the requirement. This initiative was developed as part of Middlebury’s participation in the current Wabash Study, sponsored by the Wabash Center of Inquiry in the Liberal Arts. Wabash Study institutions identify assessment priorities and develop a plan for gathering and analyzing relevant data and implementing institutional change on the basis of the findings. One of the main foci of our participation is on the development and use of a rubric to evaluate students’ senior work. In the spring of 2011, faculty will use the rubric to assess students’ senior work presentations made during the annual Spring Student Symposium. The results of this assessment will be compiled and analyzed during the summer of 2011, and will be reported to the Educational Affairs Committee and to the faculty in the fall.

A third major learning assessment initiative began during the 2009-10 academic year and focuses on the assessment of learning within the major. The initial phase of this effort involved the
development of learning goals for each major. By the spring of 2010, faculty had agreed upon
goals for student learning within each major, and these learning goals were placed on each
department or program’s web page. During that term, department chairs and program directors
participated in assessment workshops that identified strategies for working with colleagues to
develop a plan for directly assessment student learning in the major. During the 2010-11
academic year, departments and programs have been asked to conduct and report on their
assessment plan; the reports of these efforts are summarized in the E-series form associated with
this chapter. These efforts have been supplemented by the distribution of student evaluations of
each major to departments and programs, drawn from the 2010 COFHE survey. Data showing
average responses from students at peer institutions to these same items evaluating students’
experiences in their majors (with names of institutions masked) will also be provided in the
spring of 2011.

External reviews are another source of assessment data related to the curriculum and majors. The
undergraduate college has, since 1995, conducted regular evaluations of academic departments
and interdisciplinary programs through external reviews. Typically, two to three of these reviews
take place each year, involving a self study conducted by the department or program faculty, and
a visit from faculty in the discipline from other institutions who provide an evaluation of the
major curriculum and other aspects of department and program functioning. Following each
review, the department or program under review submits a written response to the review team’s
report, and meets with the academic administration to determine how to proceed with the
implementation of any changes that result from the review. Reports from these reviews are also
provided to the Educational Affairs Committee, which consults them when considering staffing
requests.

Appraisal
As recently as five years ago, there was little direct assessment of student learning conducted at
the undergraduate college. Moreover, despite the abundance of student survey data regarding
students’ academic and co-curricular experiences, these data often were not communicated to the
relevant committees or to the faculty. Given the absence of an institutional culture around the
practice and communication of assessment, we believe we have made good progress. We have
collected data relevant to both college-wide and departmental learning goals, and we have begun
to communicate these findings to the faculty. Some changes have been made to the materials
provided to faculty teaching First Year Seminars in response to initial findings from the
Teagle/NECASL writing assessments, and some departments have made minor changes to their
curricula based on early findings from their assessments of the major.

Despite the encouraging progress we have made on the assessment front, we recognize that we
face a particular challenge in making sure that each of the assessment initiatives described here
(and others we might undertake in the future) are brought to meaningful conclusion through the
complete analysis of results and the communication of findings to faculty and committees who
might make use of this information in order to make changes to the curriculum. All of these
assessment projects will reach the analysis of data/communication of findings stage in the next
two years, and it is imperative that we “close the assessment loop,” and get the maximum benefit
from these efforts. The dean of planning and assessment will work with participating offices and
faculty to ensure that this occurs.
Similarly, it is also important that assessment efforts, especially within the major, be sustainable over time. Communications about assessment to the undergraduate faculty have emphasized that these efforts need to be ongoing, and have encouraged the use of assessment methods that are incremental, focused, and meaningful.

Projections
- The final phase of data collection in the Teagle/NECASL project assessing the development of student writing will take place in the summer of 2011, with the evaluation of senior writing samples. The final results and conclusions from this project will be communicated to faculty and to the Educational Affairs Committee during the 2011-12 academic year for consideration.
- A report of the findings from the senior work rubric assessment project will be reported in the fall of 2011 to the Educational Affairs Committee and to the faculty as part of the conversation about the implementation of required senior work.
- Departments and programs will be asked to submit an annual assessment report/update in the spring of each year to the dean of planning and assessment and the dean of curriculum, and these reports will be reviewed by the Curriculum Committee.

Monterey Institute of International Studies

Description
The Monterey Institute has a strong tradition of assessing student learning. The Institute administers a comprehensive professional exam system for its Translation and Interpretation programs as a means to certify the readiness of its graduates for the professional market. Students are not required to pass this rigorous exam to receive a degree, but they must take it. Students who pass the professional exams are granted the Professional Exams Certificate.

The TESOL and TFL programs require students to compile an extensive portfolio, including a self-assessment portion, at the end of the second year. Each portfolio is examined by two instructors. (See portfolio requirements and Competency Assessment Framework.)

The Graduate School of International Policy and Management uses a variety of assessment approaches, from instructor and peer review of student deliverables to documentation from fieldwork supervisors. The MBA program is, concurrently with the NEASC reaccreditation process, preparing for an AACSB reaccreditation visit in 2012. Approaches to assessment in this program have been formulated to meet the rigorous standards of AACSB and include development of an international business plan as a capstone requirement.

Another form of assessment at the Monterey Institute focuses on the rigorous language requirements for admission. Students applying to Translation and Interpretation programs must pass early diagnostic tests before they can be admitted, and students in other programs must demonstrate language proficiency at the 300 level or higher (with exceptions for admission of Spanish and Arabic students at the 200 level).
Appraisal
Extensive curricular reorganization within the Graduate School of International Policy and Management has created a situation in which approaches to assessment flow less cleanly from the requirements of the curriculum than they did in the past. As the dean and program chairs work to refine and refocus the curricula of the various programs, there is also a need to ensure that assessment of learning remains in sync with curricular change.

Early diagnostic tests and language proficiency tests are administered on paper, and are therefore cumbersome to update, and inefficient to administer and score. It is also difficult to provide for any degree of test security, since paper versions of the test could easily be copied and shared with others. The faculty needs to employ online test-building software to create adaptable, efficient and secure testing instruments.

Projection
- The GSIPM dean and program chairs will recalibrate assessment approaches for policy and management programs. Prior to reorganization into two schools, each degree program utilized a Competency Assessment Framework similar to those employed by the TESOL and TFL programs. Given the curricular reorganization that is taking place within GSIPM, these are now somewhat dated and need to be aligned with revised curricula. This process will take place in 2011-12.
- The GSTILE dean and faculty will rewrite all placement tests for the Graduate School of Translation, Interpretation, and Language Education on a new online platform, to provide more efficient, more secure, and more consistent assessments of language proficiency. Work on this project has begun and the first tests will be piloted in the spring of 2012, with full implementation planned for fall 2012.

Language Schools and Schools Abroad

Description
Students attend both the Language Schools and the C.V. Starr-Middlebury Schools Abroad with their own very specific learning goals, at both the undergraduate and graduate level. These goals usually focus on increasing linguistic fluency and/or cultural competency. All directors of the C.V. Starr-Middlebury Schools Abroad and the Language Schools have developed their own models of assessing student learning, most focusing particularly on measuring increased linguistic competency. The Schools Abroad have also made efforts to measure cultural competency.

Assessment efforts fall into two broad categories. The first involves testing linguistic competency prior to and at the end of the study period, with tests that are roughly comparable. The tests measure linguistic knowledge through written exams or oral proficiency. Some tests have been developed in-house while others have been developed externally; the standardized Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages is widely used. The second approach is designed to evaluate cultural proficiency, through either written exams or portfolios. The exams that focus on linguistic competency have clear objective
criteria for proficiency; the cultural proficiency evaluation is more qualitative, and is being
developed cooperatively among Schools Abroad directors.

**Appraisal**
There is some unevenness in how the Language Schools and C.V. Starr-Middlebury Schools Abroad assess students. Some Language Schools (the Russian School, for example) have a multifaceted evaluation process for students – both abroad and in Vermont – and have clear data on how students progress through their programs. Progress in developing explicit assessment tools has been made in many Language Schools, such as the French, Portuguese, Chinese, Spanish and Italian Schools, however work still needs to be done on standardizing assessment methods.

In the Schools Abroad, there is also some variability in how assessment is carried out, but all of the Schools Abroad now conduct pre- and post-study period linguistic assessment. Some rely on official government-sanctioned tests (in France, for example), while others have developed their own in-house assessment mechanisms (in Russia and Egypt, for example). What is needed is a more consistent way of reporting data on linguistic achievement whereby comparable data across Schools can be presented.

Despite our significant work in the assessment of linguistic competency, the Schools Abroad are at an early stage in terms of the assessment of cultural competency. No U.S.-based study abroad programs have made serious and consistent efforts to measure achievement in cultural competence; Middlebury’s Schools Abroad plan to be the first, and to set the standard for other study abroad programs. Pilot efforts are underway at the Schools in Germany and in China to measure such competence. To that end, students are required to build portfolios that document advances they make in their understanding of local culture. Schools Abroad directors have discussed how to implement such a “cultural portfolio” across all the Schools Abroad.

**Projections**
- The vice president for Language Schools, Schools Abroad, and graduate programs will oversee the development of explicit pre- and post-testing for all Language Schools that do not currently have such a process by summer 2013.
- The dean of international programs will coordinate the development and utilization of cultural competency tests in all Schools Abroad by the 2012-13 academic year.

**Bread Loaf School of English**

**Description**
The Bread Loaf School of English assesses students in three major ways: through faculty conferences with students, formal narrative evaluations of students, and (for MLitt degree candidates) cumulative examinations. Bread Loaf faculty hold individual conferences with each student several times throughout the summer to assess and guide each student’s progress and to receive important feedback. Faculty also write detailed, one-page confidential comment cards about each student at the end of the session, based on the student’s participation in class and individual conference discussions, class presentations or performances, writing, and overall
development across the course. These comment cards address the student’s aptitude and originality in literary, theatrical, or creative interpretation; the student’s ability to write a critical essay or to produce textual or creative projects; and the student’s aptitude as a participant or leader in class discussions. The evaluations discuss the student’s achievements on each assignment and summarize the student’s progress across the course. In the final/senior summer, all MLitt students pursuing literary critical concentrations must take a three-hour written and one-hour oral comprehensive examination; MLitt students pursuing a creative or pedagogical concentration must submit a culminating project (roughly the equivalent of a master’s thesis) and complete a one-hour examination. In both cases, these are assessed by two Bread Loaf faculty members in the candidate’s field of concentration.

During the summer session, all students in the Bread Loaf Teacher Network (BLTN) are required to design technology-rich projects based on the Bread Loaf course work and take these projects back to their own classrooms during the academic year. During the academic year, students submit to the director of the BLTN bi-annual reports describing and assessing these projects, and at the end of the year submit the electronic transcripts, videos, or photographic exhibits documenting the project itself. The director of the BLTN reviews these reports and documents to determine how well the student and BLTN meetings are doing at producing innovative classroom work. She also archives and reviews the outlines of technology-rich courses developed and taught by BLTN students.

Appraisal
Until 2011, the Bread Loaf program has not had a faculty handbook articulating the program’s academic goals or a cover memo detailing what areas of student achievement the comment cards should cover; these materials will be in place for summer 2011. Because the Bread Loaf School of English is a summer program, it does not have the full-time staff to review all comment cards (1,000+ each summer) systematically every summer for the sole purpose of program review; the director and associate director, however, do review roughly 80% of these evaluations very closely over a given year, in evaluating students for letters of recommendation, awards, and other purposes. That review, along with interviews with faculty, has allowed the directors to identify areas where improvement is needed. Bread Loaf needs to supplement these efforts with more systematic assessment of student work, especially in the area of academic writing, which has been identified in the reviews of comment cards as an area needing more support, and in the evaluation of the cumulative accomplishments of MA candidates.

Projections
- In 2011, a faculty handbook will be distributed to all faculty at the beginning of the summer, and a detailed list of the areas to be evaluated on comment cards will be added to the evaluation instructions.
- Beginning in the summer 2011, the directors of the Writing Centers, in consultation with the director of the writing curriculum and faculty in the field of writing, will develop a model for collecting and assessing the portfolios of student writing and a set of shared criteria for evaluating excellence and improvement in academic writing.
- In the summer 2011, students enrolled in the Writing Center courses, who are themselves invested in the practice, teaching, and assessment of writing, will be required to submit portfolios (including self-assessment) of their writing as a pilot group.
Beginning in 2011, the directors will work with the Bread Loaf faculty to explore the feasibility of evaluating the cumulative accomplishments of MA candidates through narrative self-assessments, with the hope of having a pilot project in place by summer 2012.

INSTITUTIONAL EFFECTIVENESS

Middlebury’s academic programs serve a variety of student populations and are structured to serve a variety of learning goals. Across these diverse curricula, Middlebury regularly evaluates its academic programs for quality, integrity and effectiveness. At the undergraduate college, the Educational Affairs Committee and the Curriculum Committee actively monitor educational policies and procedures, all departments and programs have published learning goals and have begun implementing strategies for the assessment of student learning, and the creation of the dean and associate dean of planning and assessment positions will ensure that direct assessments at the undergraduate college are conducted regularly and systematically. Middlebury’s graduate and language programs have also implemented or begun direct assessment of student learning. The Monterey Institute has undergone rigorous internal review and assessment resulting in its reorganization into two schools, while the Bread Loaf School of English is currently examining its assessment mechanisms. These efforts will work to ensure the continued excellence and effectiveness of all of Middlebury’s programs.
Standard 5 • Faculty

The institution develops a faculty that is suited to the fulfillment of the institution’s mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

Overview

Across the rich variety of Middlebury’s campuses and programs, one can find a consistent and recognizable strength in the faculties’ focus on intense engagement with and commitment to their students and the academic program.

UNDERGRADUATE COLLEGE

Faculty Profile

Description

The Middlebury College undergraduate faculty is comprised of highly motivated and accomplished teachers and scholars who are deeply committed to the mission of the liberal arts and who support that mission in the spirit of genuine reflection and continuous improvement. Recognizing the central importance of intense student-faculty interactions to its mission, the College has managed to protect its 9:1 student/faculty ratio in the face of recent economic pressure. Most faculty are tenured or on tenure-track appointments (75.2% in 2010-11), with non-tenure-track positions existing for both practical and pedagogical reasons. The vast majority (93.4% in 2010-11) of the faculty hold terminal degrees in their fields. The faculty is 58% male and 42% female. Faculty of color represent 10%. The College also hires an additional 25-35 short-term instructors during our four-week winter term who bring a wide array of professional experience and fresh perspectives to our students.

In addition to our intensive teaching and scholarship portfolios, regular faculty members are highly engaged in faculty governance, ranging from time-consuming committee work to lively discussions on the faculty floor about how best to accomplish the College’s mission. Throughout the academic year, the combination of a low student/faculty ratio and a high percentage of tenure-track faculty allows the faculty to deliver a strong liberal arts curriculum and engage closely with students both in and out of the classroom.

During the late 1990s, the College significantly expanded the student body and, correspondingly, the faculty. The College’s internal FTE count (a more precise measure of teaching resources than the Common Data Set count) was 181.5 FTE in 1994-95, 220.66 in 2005-6, and has reached 230 for 2009-10. During this period, expansion positions were allocated with an eye towards strategic foci that built upon Middlebury’s already established strengths. There was also a deliberate increase in interdisciplinarity in the faculty recruits.
Middlebury’s procedure for approving faculty positions, in place since 1997, begins with the elected faculty Educational Affairs Committee (EAC) which includes the provost as a non-voting member. The EAC studies position proposals submitted by departments and programs and makes staffing recommendations to the president based on both College-wide and department-specific curricular needs. Because the EAC is also charged with curricular oversight, the process is set up to balance competing needs and give faculty members a voice in these conversations. The EAC has also worked with the president, provost, dean of the faculty, and chief diversity officer to ensure a commitment to diversity in positions that will yield the greatest results for supporting curriculum diversity initiatives and producing the most diverse pool for searches.

The growth in the faculty put some strain on the faculty review system, with a larger number of faculty coming up for reappointment and tenure each year. In response both to this strain and to recommendations from the last reaccreditation review, significant changes were made to the review structure. Under the new system established in 2002, promotional reviews and contract renewals are overseen by separate committees. Additionally, in response to a sense of the junior faculty being “over-reviewed,” in 2001 a new review schedule was voted in to include only one pre-tenure review in the third year, rather than reviews in both the second and fourth years. A “professional consultation” with the chair and a senior member of the department was put in place to ensure that colleagues received performance feedback by no later than the second year.

Review procedures at all levels are codified in the faculty handbook. The appropriate review committee conducts classroom visitations, assesses student course response forms, and reviews letters addressing teaching, scholarship, and institutional service from senior faculty in the candidate’s department or program. For tenure reviews, outside letters assessing research are also solicited by the review committee. Periodically, the faculty considers modifications to the review system. For example, letters from program directors are now included for candidates who contribute to interdisciplinary programs, and the faculty recently voted to solicit outside letters for the full professor review as well as to extend the upper range of the time frame of the review to ten years after tenure.

Middlebury’s hiring procedure for regular faculty is detailed in the chair’s handbook and follows standard and rigorous norms while allowing for discipline-specific variation. Middlebury offers competitive starting salaries and appropriate start-up funds for tenure-track faculty in all disciplines, especially but not exclusively in the sciences. The College is deeply committed to diversifying the faculty and has recently made more attempts to integrate this goal in our hiring processes. Term appointments currently have the same starting salary as tenure-track faculty. There are salary premiums for certain disciplines. Hiring decisions for winter term rest with the curriculum committee and are based primarily on the quality of the course proposals and how well they fit with curricular goals.

**Appraisal**

Although Middlebury’s academic reputation is a successful driver of the recruitment and retention of high quality faculty, the College does face specific challenges in this area. Our rural location makes spousal/partner employment a particularly difficult issue, both in terms of recruitment and retention. Additionally, data indicate that the lack of spousal employment opportunities is a greater issue for the retention of women than men: more women than men
leave the College voluntarily, and more cite the lack of spousal opportunities as a reason. In response to concerns about spousal employment, the administration has adopted a policy of considering spouses/partners as “internal” candidates for staff positions and has increased the on-campus advertisement of such positions. Additionally, some of our term and part-time faculty contracts are awarded to spouses/partners. The College has also received a grant from the Alfred P. Sloan Foundation for increasing career flexibility, and some of this grant is being used to create spousal employment opportunities. The president has prioritized the College’s support for economic growth in the region, emphasizing that improved spousal employment opportunities will be a likely benefit of this effort.

Although building and sustaining an inclusive community is a major value and goal for the College, diversifying the faculty has been, and remains, a challenge for Middlebury. The College is an Equal Opportunity Employer and complies with all state and federal laws that prohibit discrimination. We are currently implementing an affirmative action plan that addresses diversity issues across the institution. Though we have taken small steps in increasing the representation of underrepresented groups on the faculty, we have not made as much progress as we would have liked since the last reaccreditation.

We do, however, believe that we are poised for success in this area over the next few years. The dean of planning and assessment has been charged with ensuring the implementation of several recommendations coming out of the 2008 Task Force on the Status of Women Report. We have compiled for the first time a mechanism for accurately tracking the gender, ethnic, and racial background of the faculty. Monitoring these data will enable the College to more reliably measure changes in the profile of the faculty in terms of recruitment and retention.

Another reason for our optimism is the recent appointment of a chief diversity officer. This senior administrator is working with the dean of the faculty to develop new protocols and programs to diversify the faculty and support and retain faculty from historically underrepresented groups. In the fall of 2010, these two senior administrators, along with three other teams from similar colleges in New England, traveled to University of California, Berkeley to help showcase the professional opportunities at liberal arts colleges to a diverse pool of graduate students. Middlebury is a major leader in this effort and is currently seeking funding to formalize this initiative. We anticipate that this kind of outreach will lead to a more formal program of exchange between liberal arts colleges like Middlebury and major research institutions like Berkeley. Columbia University recently agreed to become a formal partner on this project. This fall, the College also re-launched the Middlebury dissertation fellowship program. Unlike in the past, the new version of the lapsed program will be administered entirely by Middlebury. Each dissertation fellow will be placed with a host department or program eager to mentor. Each dissertation fellow will also teach one class. We anticipate attracting graduate students who will help diversify our curriculum and our faculty on one-to-two year fellowships, with the possibility that a fellowship might be the gateway to a full-time position. This year we increased our applicant pool to over 140 applicants for one position. We targeted graduate programs, departments around the country and special programs in order to maximize the number of talented candidates from historically underrepresented groups. Most importantly, we engaged our faculty leaders and department chairs and encouraged them to play a major role in the process.
With the support of the president, the provost, and the chief diversity officer, the dean of the faculty, who oversees faculty hiring, is actively working to diversify both the pool of candidates from which the College recruits and the pool of short-listed finalists who interview at the College. Postdoctoral opportunities for the purposes of increasing faculty diversity are being considered by the provost’s office on an ad hoc basis, with one such appointment having been made. Finally, the College has created the Center for the Comparative Study of Race and Ethnicity which addresses issues relevant to diversity in the faculty and in the curriculum through its programming. The president, provost, and dean of the faculty are committed to being creative about opportunities that emerge. For example, we recently converted a three-year term appointment into a tenure track position in international environmental studies in order to recruit a competitive candidate of color. We are clear that this type of leadership, intentional commitment, and innovation is what will ultimately allow us to recruit and retain more faculty members from historically underrepresented groups.

In 1997 the College adopted the goal of achieving and maintaining a fourth-place salary ranking relative to a newly constituted 21-school comparison group. Though the College did make some gains, even reaching this goal in the rank of full professor in 2006-7 and 2007-8, salaries overall fell short of this goal. Currently (as of the 2009-10 academic year), the College ranks 13th, 12th and 9th in salaries, and 11th, 11th and 6th in overall compensation at the assistant, associate, and full professor ranks respectively. Last year, the president instructed an ad hoc committee on faculty compensation to consider how best to specify and achieve goals for faculty compensation, with both internal and external considerations in mind and extensive faculty discussion was solicited. In its report, the committee recommended changes that would, for example, make more explicit connections between individual performance and merit pay increases, and at the same time, attempt to balance internal equity against differences in recruiting markets across disciplines. It recommended greater transparency in the salary-setting process, for both tenure and non-tenure-track positions alike. The committee also proposed the adoption of a different comparison group, though without setting clear goals for our position within this comparison group. At the moment, the committee’s report stands only as recommendations, some which would require administrative action, with others that would require a faculty vote. The faculty council is leading a series of faculty discussions to explore how best to compare salaries meaningfully, both internally and externally. In particular, the College’s new financial model, under which tuition increases are capped at the growth in the consumer price index plus one percent, has the potential to create additional stresses on future faculty salary pools.

Projections

- The provost will ensure that the faculty council will continue to consider which of the recommendations from the Faculty Compensation Committee will be acted upon and how. We expect some recommendations to be accepted by the end of the 2010-11 academic year, with discussions continuing into next year on other more complex issues such as merit increases and the development of a new means by which to compare salaries and benefits across peer institutions.
- The administration will continue to increase spousal employment opportunities through its policy of considering spouses as internal candidates, targeting external grants such as the...
Sloan to support spousal employment opportunities, and supporting economic
development in the region.

- The dean of the faculty and the chief diversity officer will continue efforts to diversify the pool of faculty candidates through such means as targeted advertising, and establishing an ongoing program of exchange over the next two years between a group of liberal arts colleges and University of California, Berkeley; Columbia University; and at least one other major university in the future to showcase the opportunities at liberal arts colleges.
- The chief diversity officer will build the dissertation fellowship program: this year the program aims to establish one dissertation fellowship with plans to grow the program in future years.
- The Office of Planning, Assessment, and Institutional Research will continue to improve data related to race and gender as we work on issues of recruitment and retention of women and faculty of color.

Teaching and Advising

Description
The College places a high priority on involving faculty in all elements of the institution’s mission. As a result, all regular faculty are expected to take on a range of teaching and advising responsibilities, including teaching both introductory and advanced courses; teaching first-year seminars, with their associated advising responsibilities; serving as students’ academic advisors; and supervising independent work. The College’s high percentage of tenured and tenure-track faculty plays a key role in achieving this goal, since the College’s long-term commitment to faculty through tenure ensures that they can devote themselves to undertaking this wide array of responsibilities. The review process for faculty reappointment and promotion allows – and requires – faculty to showcase a wide range of activities in teaching, research, and institutional service.

The College’s teaching load guidelines, both as currently implemented and under proposed revisions (discussed below), aim to balance workloads while safeguarding small class sizes and close faculty involvement with students. The current teaching load is measured in instructional units (IUs) with a typical course counting as 1 IU. The standard load is 5.5 IUs: (either a 3/2 or a 2/3 for the fall/spring semesters, with the additional 0.5 IU representing the commitment to teach a winter term class every other year). Additional IU credit is granted for larger classes only when they incorporate smaller components with intense student-faculty interactions. For example, an additional 1 IU is allocated for discussion sections in large classes, and lab sections count as 0.5 IU each if they meet certain criteria. Generous credit is also given for team-teaching, intensive seminars, and intensive language courses. Trends in student interests, variations in departments’ and programs’ philosophies concerning the relative importance of student accessibility versus course rigor, and differing logistical limitations have led to significant variations across departments and programs in typical class sizes. Course loads are the same for full-time term and tenure-line positions, with the exception that term faculty teach winter term with a somewhat higher frequency (two out of every three years rather than three of every five teaching years for tenure-line faculty).
Coming out of the 2006 strategic plan, the faculty voted in favor of (but has not yet implemented) a requirement for senior independent work. The original plan was for this change to be implemented in conjunction with a shift from a 5.5 IU teaching load to a 4.5 course load. Counting courses rather than IUs would not only bring us more into line with our peer institutions’ counting mechanisms, but would also help us reach other goals. Specifically, the idea was that by introducing more flexibility into the system and by dismantling the current incentive to have large 2 IU classes, some faculty time would be opened up which could be redeployed in the form of supervising senior independent work. Importantly, this change was to occur alongside an increase in the size of the faculty by 25 FTE to accommodate this change in load. With the recession, however, came a recognition that the expected new faculty positions could not be funded in the near future. The EAC has now de-coupled a revision of the teaching load guidelines from the implementation of senior work, and is considering modifications of the teaching load guidelines, to be followed by subsequent assessment of the feasibility of required senior independent work. The process has slowed down as the faculty carefully considers the implications of the proposed guideline changes.

Undergraduate faculty members also take their advising responsibilities seriously: they are available to students for both general education advising and advising within the major, and there are clear expectations of regular office hours for both informal teaching and advising. All first-year students are advised for three semesters by the instructor in their first-year seminar, after which they switch to faculty members in their majors. Seminar teaching and advising duties generally are rotated among full-time faculty, who teach a first-year seminar on average once every 3.5 years. This advising system, in place now for two decades, ensures frequent contact between advisor and advisee (data from a survey of the class of 2010 suggest that most students met with their advisors several times outside of class during their first year).

While the advising load for faculty varies according to the number of majors in a department, in any semester nearly all Middlebury faculty serve as advisors for one or more students. Faculty are supported in their advising roles through such programs as the first-year seminar faculty advisor meetings each August, the distribution of advising materials, and an academic advising website.

Intensive faculty-student interaction is also encouraged through collaborative research opportunities. An undergraduate research office was established in 2006 to encourage and support student research across the curriculum. In both the academic year and the summer, funding is available for projects that will result in collaborative work between faculty and students (Undergraduate Collaborative Research Fund). During the academic year, departments and individual faculty have access to funding (Faculty Research Assistance Fund) from the dean of the faculty for student research assistants. Student research of all forms is showcased at the annual student research symposium every April. In the sciences, students regularly collaborate with faculty to present at professional conferences and co-author papers. Middlebury has recently joined the Council on Undergraduate Research as an enhanced member to encourage faculty-student collaboration on conference presentations, posters and papers. Last year, over 100 students were engaged in summer research supported by external faculty grants.
Faculty members are also encouraged to participate in the residential dimension of the College. For example, entering students are housed in the College’s five residential Commons by first-year seminar, and both they and their seminar instructors become members of a particular Commons. This residential Commons affiliation offers faculty access to support staff, co-curricular event planning, and a small first year seminar course enrichment budget to help their students bridge the gap between living and learning on a residential liberal arts campus. Additionally, each Commons has a Commons head who is a tenured member of the faculty, has a reduced teaching load, lives in a Commons house, and oversees events that bring together residential and academic life.

**Appraisal**

On the whole, expectations of the wide variety of teaching and advising responsibilities have been effectively integrated into the faculty culture. For example, in most departments, senior faculty are well represented in standard introductory courses, and both junior and senior faculty have opportunities to develop curricular innovations aligned with their professional strengths. Various instructional techniques are employed and developed across the faculty in accord with specific disciplinary needs.

The variations that exist across departments and programs with respect to teaching load distributions allow for efficient deployment of faculty resources in most cases. Both within and across departments and programs, however, it remains an ongoing challenge to equalize workloads given the wide variety of forms that these tasks can take. As discussed in standard four, the current reformulation of teaching load guidelines aims to address such concerns.

A scan of the spring 2011 course schedule reveals that approximately 20% of our course offerings, not including drills and labs, are taught by term faculty. While our history of such moderate reliance on term appointments has been supported in the past by sound rationales (both practical and pedagogical), difficult economic times have resulted in several requests for tenure-track lines being turned down recently and replaced with term appointments. Additionally, because of the extensive variety of term appointments, conditions and responsibilities tend to be less visible than the expectations and conditions of employment for tenure-track faculty. Given the important role the “tenure track” plays in maintaining a committed and fully engaged faculty, coupled with the positive institutional effects of good working conditions for those term appointments we do have, it will be important for the College to maintain transparent and sound policies concerning our reliance on and expectations of term appointments in the future.

Middlebury faculty members have frequent opportunities throughout their careers to have their teaching assessed. In addition to formal reviews for contract renewals and promotion, which involve assessment of student course response forms and classroom visitations, the revised review procedure now mandates a professional consultation before the pre-tenure review. Additionally, there is a post-review consultation after a successful third-year review in which the junior faculty member, the relevant department chair and the dean of the faculty meet to discuss how to ensure continued success. Though such mandated structures are in place to help develop Middlebury faculty as teachers and increase the potential for success at the tenure review, there is of course variation across departments and personalities in terms of how well these procedures
work and the degree to which they are viewed as evaluative versus developmental. The College also supports pedagogical and technological developments through a variety of programs such as the pedagogy roundtables and annual writing retreat sponsored by the center for teaching and learning resources, library and information services workshops on the uses of new pedagogical technologies, and the student media mentors who assist faculty over the summer incorporate new technologies into their upcoming courses.

Our course response forms are quite robust in terms of having high response rates and extensive written comments from students. In 2005, after careful study by faculty committee, they were significantly revised in an attempt to focus the questions more on student learning. There also have been recurring discussions about the inefficiencies of a paper-based system and the merits and drawbacks of moving to an online system, including the potential of an online system to allow us to explore new areas of assessment. For example, with electronic forms we could compare responses for the same course across different offerings with different class sizes, noting if class size affects the learning experience. A pilot project of online response forms was done in 2004, and the faculty council expects to take up the issue again in 2011.

While intense engagement with students and full participation in the College’s teaching mission is precisely what makes the College successful, the full set of faculty responsibilities can become overwhelming for faculty, particularly as research demands on faculty are also on the rise. The tasks of college service tend to fall disproportionately to a subset of the faculty and the recent removal of course releases for EAC service and some Chairs has compounded the difficulties. It is important for the administration to address, especially within the review and compensation processes but in other ways as well, the competing demands on faculty time. Participation in the Harvard COACHE survey is being considered as a way to monitor these issues.

For many years, the College has developed programs to promote a healthy work/life balance among its faculty. In 2009, we received a $200,000 award from the Alfred P. Sloan Foundation, administered by the American Council on Education, to improve its strong policies on faculty career flexibility. This award has enabled Middlebury to launch new initiatives to make the undergraduate campus more child friendly, to reduce stress, to address spousal/partner employment needs, to leverage opportunities for faculty to advance professional and personal goals within the many units that constitute Middlebury beyond the undergraduate College, and to promote awareness of existing work/life balance programs.

**Projections**

- The EAC will monitor new teaching guidelines over the first three years of their implementation, to ascertain if the guidelines are successful in equalizing teaching loads. Reports summarizing faculty members’ weekly contact hours, numbers of students served, and courses taught will serve as measures of progress toward this goal.
- The provost will monitor and report annually to faculty council and the EAC the relative numbers of term and tenure-track appointments so that trends can be discerned.
- Faculty council will discuss the potential benefits, drawback and challenges of an online system of course response forms, with the goal of bringing to the faculty a proposal for an online system that would minimize drawbacks while allowing us to reap the benefits of such a system. An ad hoc task force that includes both faculty council members and
administrators will be convened this spring to develop a proposal.

- The academic administration will build upon the enhancements made possible through the ACE/Sloan program and continue to explore work/life balance initiatives. In order to monitor progress in this area, the office of planning, assessment, and institutional research will consider the administration of the COACHE faculty survey in 2011-12.
- As the quality and scope of a Middlebury education have expanded, so too have the demands on faculty time. In concert with the ongoing discussions of faculty compensation and teaching loads, the academic administration will concretely define expectations and boundaries for the many competing demands on faculty members’ time, and to ensure that resources are appropriately matched to these responsibilities.
- The academic administration will clarify the status and roles of various categories of non-tenure track faculty (with respect to such issues as teaching load, compensation, committee service, scholarship expectations, voting rights, titles) during the 2011-12 academic year, in concert with the discussions of compensation and teaching load changes.

Scholarship, Research, and Creative Activity

*Description*
Faculty carry out a wide range of scholarship, research, and creative work. Publications by faculty, which include books and monographs at major presses and articles in leading scholarly journals, range across scholarly and popular non-fiction, fiction, other creative works and performances, and textbooks and other pedagogical materials. Faculty conduct externally-funded research at Middlebury and collaborate with leading institutions and facilities around the world. Creative works by faculty are exhibited and performed at a variety of prominent venues. The College’s long-standing and clearly documented commitment to academic freedom is evidenced by the vast array of faculty work. Faculty accomplishments are celebrated in such venues as authors’ receptions, the faculty lecture series, and various performance events.

In support of research and creative work, the College makes available to faculty a rich pool of funds for professional development activities through a variety of programs. The dean of the faculty office (which has now subsumed the portfolio of the dean for faculty development and research, established in 2004) is responsible for overseeing professional development opportunities. In fiscal year 2008 for example, roughly $1 million was disbursed to faculty. The most widely used of these programs is the Faculty Professional Development Fund (FPDF), which extends a yearly allocation of up to $2,000 to full-time faculty (the allocation is pro-rated by FTE status for other faculty). Though this allocation limit survived reduction during the recession, the allocation amounts have not been raised at all since 2004 (with only nominal increases in the years leading up to 2004, despite increasing travel costs over the years). Roughly 50 senior faculty are beneficiaries of substantial enrichment funds that flow from endowed professorships.

The College supports the faculty pursuit of external grants and fellowships through its sponsored research office. In fiscal year 2010, 38 faculty received 49 grants and fellowships totaling more than $3 million. Research is conducted following established policies and procedures including
ethical considerations. In late 2010 the College funded a second staff position in the sponsored research office in order to support further the grant-seeking efforts of faculty.

The College offers a generous leave policy whereby tenured and tenure-track faculty are eligible to apply for a year-long sabbatical after every five years of service. The process of applying is codified in the faculty handbook, and has built-in flexibility in that it specifies procedures for faculty wishing to accelerate, delay, extend, or shorten their scheduled leave. Sabbatical plans and achievements are recorded through application documents and end-of-leave reports submitted by faculty. The funding for these leaves is determined through a graduated system based on a percentage of the faculty member’s regular salary, and is dependent on the faculty member’s demonstrated effort to seek external sources of funding.

Notably, many professional development opportunities, including the faculty leave program, the faculty professional development fund, and Ada Howe Kent grants, have broad mandates that allow not only for research projects, but also for pedagogical projects including the development of courseware, textbooks, new course development, and study at other institutions. Faculty also take advantage of additional funding opportunities relevant to teaching and curricular development such as grants from the Mellon Foundation and the Whiting Foundation and through workshops facilitating environmental sustainability in the curriculum. Faculty professional development in teaching and advising is further aided by a winter term seminar for new tenure-track faculty, the new-faculty fall orientation, a structured mentoring program whereby small groups of new faculty are assigned to small groups of untenured and tenured faculty from different disciplines, formal and informal faculty reading groups funded by the Mellon Foundation, the annual summer pedagogy roundtable series conducted by the Center for Teaching, Learning, and Research (CTLR) in conjunction with the office of the dean of faculty, and the annual faculty retreat on teaching writing conducted by the writing program.

**Appraisal**

The scholarly achievements of the College faculty are outstanding and scholarly activity is well-supported by the institution through the variety of programs described above. Tracking of these accomplishments has been difficult, however, and could be improved.

Many changes over the last decade (the initial establishment of the dean for faculty development and research, the addition of staff to the sponsored research office) have helped strengthen the range of opportunities made available to faculty. The leadership of the College has strongly supported funding for professional development even during the serious economic downturn of 2008 and has approached college advancement about raising additional money for endowments so that the funding for these programs can be even more secure in the future given that rising costs do continue to challenge the effectiveness of some programs. Following the faculty compensation report, the decision has been made to redirect some funding (portions that amount to salary supplements) from the endowed professorship program to support increases in the salary pool, particularly for the assistant professor rank. The regular leave program compares well with peer programs and is viewed favorably by the faculty, the administration, and the trustees. It was not altered during the recent downturn in the economy (except for eliminating term faculty on long-term contracts), and there are no plans to do so in the future. In order to
continue the legacy of faculty achievement, it will be important to maintain the strength of our professional development programs even in the face of fiscal constraint.

Projections
- Beginning in 2012, the provost will annually report data on the resources granted for faculty development to faculty council, as a way of assessing how well such programs are supporting faculty.
- The academic administration needs to continue to seek external funding opportunities (as they have done with the Mellon Foundation) in order to continue offering strong opportunities for professional development.
- Over the next year, the academic administration will evaluate and consider the implementation of mechanisms for tracking scholarly achievement, such as through an integrated online system of reporting activities and academic achievement.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Description
As a professional graduate school, the Monterey Institute attracts and maintains a faculty distinguished by educational achievement, professional engagement, international experience and reputation, cross-disciplinary research, gender and cultural diversity, and a passionate commitment to teaching and to helping students secure professional placements upon graduation.

The Monterey Institute has approximately 75 regular faculty, most of whom are full-time. They are divided about equally between the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation and Language Education (GSTILE). The Institute also includes 50-60 adjunct faculty. This number varies dependent upon course enrollments. The faculty is 60 percent male and 40 percent female. Approximately one quarter are from countries outside the U.S. Minorities represent 34 percent.

The Monterey Institute does not have a traditional tenure system, however, full-time faculty receive contracts of up to six years. Generally, faculty find that this offers them sufficient security and accords with the Institute’s commitment to professional engagement in the field. The Monterey Institute expects all faculty members to be excellent teachers and committed mentors. Regular professors are generally active scholars and researchers. Seventy-four percent have PhDs and the rest have Master’s degrees. (N.B. – Faculty appointments are exempted from the doctoral degree requirement in fields, such as Translation and Interpretation, for which a doctorate is not always the terminal degree.) Adjunct faculty members are generally practitioners who contribute particular skills or knowledge, especially on emerging issues. Forty-five percent of adjuncts had PhDs in fall 2009. Many adjunct faculty members are also active scholars. Regular professors of all ranks are evaluated annually and more extensively at time of contract renewal or promotion (either three or six years) on the basis of teaching, research and scholarship, professional stature, and service. Teaching evaluation consists of student end-of-semester surveys, faculty self-evaluation, and review by program chairs and/or deans.
Faculty recruitment for each school is overseen by the dean, working with the provost’s office, the school’s faculty, and a human resources manager who specializes in policies and procedures relating to faculty. Positions are typically advertised in standard venues such as the *Chronicle of Higher Education*, and in appropriate professional publications.

Through the faculty assembly, faculty senate, standing faculty committees on evaluation and academic policies, and other ad hoc committees as appropriate, faculty play a central role in governance of the Monterey Institute. The faculty assembly includes all regular faculty. Visiting faculty, research professors, adjunct faculty and professors emeritae/i are not members of the faculty assembly: they may attend the assembly but are not eligible to vote. The specific mandates of faculty committees are outlined in the faculty handbook.

**Appraisal**

The process of reorganization and integration with Middlebury has meant that Monterey Institute faculty committees have faced an unusually heavy workload, as they have taken on the tasks of clarifying and rationalizing faculty ranks, faculty roles in institutional decision making, and faculty evaluation. The faculty senate revised the faculty handbook in 2010, including procedures for faculty evaluation. In fall 2010, for the first time, program chairs in GSIPM had input into faculty evaluation.

One consequence of the financial crisis that precipitated the Monterey Institute’s affiliation and merger with Middlebury (described more fully in the summer 2010 progress report to NEASC on substantive change) has been that faculty salaries have not been competitive. In 2006, a compensation study was commissioned and the results indicated, as expected, that the Monterey Institute lagged behind the market. In 2007, faculty salaries were increased to 85% of the middle of the range based on then-current market data. Additional increases were awarded in 2008, but the state of the economy since then has meant that progress on this issue has come to a temporary halt. However, the Monterey Institute was able to make some progress in 2009, as part of the academic reorganization process, toward equalizing faculty workloads. Full time faculty generally teach five courses (three or four credits each), or the equivalent, per year. Despite the economic downturn, the Monterey Institute faculty and staff have benefitted from steadily improving health, welfare, and retirement benefits, as parity of benefits has been a priority component of integration with Middlebury.

The Monterey Institute provides faculty with opportunities to be creative and to stay on the cutting edge in preparing students for emerging job opportunities. Faculty of the Graduate School of Translation, Interpretation and Language Education are well-respected professionals in their field and are highly sought as conference speakers, professional translators and interpreters, and consultants on assessment and teacher training. Graduate School of International Policy and Management faculty have a broad and deep range of professional experience in addition to their academic research portfolios. Faculty accomplishments are outlined in more detail in the *Database of Faculty Accomplishment*. After several years of less than adequate support for faculty development, 2010 saw a 66% increased in funding for faculty development.
Projections

- The Monterey Institute provost’s office will continue to work with the institutional advancement office to increase support for faculty development activities.
- By fiscal year 2013, the Monterey Institute’s administration will develop, in collaboration with Middlebury, a strategy for addressing the issue of competitiveness in compensation.
- In fiscal year 2012, the Monterey Institute’s administration will align its salary increase schedule to Middlebury's fiscal year cycle.
- The Monterey Institute faculty senate will continue to review faculty evaluation procedures, focusing in 2011-12 on the incorporation of peer review.

OTHER GRADUATE and SPECIAL PROGRAMS

Description
In the Language Schools, the Bread Loaf School of English, and the C.V. Starr-Middlebury Schools Abroad, nearly all faculty members are employed primarily by another university or college. There is also a significant degree of variability in the background of these faculty: some are tenured faculty at other institutions (both in the United States and abroad), others are junior faculty at a wide variety of institutions, while still others are faculty who have distinguished themselves in teaching but do not have a terminal degree.

In the Language Schools, there is a particular emphasis on hiring high quality language teachers at the beginning and intermediate language levels, and directors (almost all of whom are tenured faculty members at their home institution, and often quite prominent in their fields) use a variety of region- and culture-specific hiring practices in recruiting their faculty, including recruitment at national and international conferences, advertising through discipline-specific list-serves, recommendations of the department chairs and directors of C.V. Starr-Middlebury Schools Abroad and personal contacts. In the case of the Bread Loaf School of English, the emphasis is on hiring outstanding teachers who are also prominent, if not leading, scholars in their fields. Almost all of the faculty are tenured at their home institutions, which routinely include prestigious colleges and universities such as Yale, Stanford, Princeton, Wellesley, and the University of Oxford. The hiring goal is to retain those faculty who have demonstrated excellence in teaching at Bread Loaf and to recruit outstanding new faculty whose research and teaching interests enhance the curricular offerings. The faculty positions in the Language Schools and the Bread Loaf School of English are in many ways more than full time jobs for the six to eight week period that these schools are in session, and new faculty have to be prepared for the 24/7 Middlebury “method” of intensive instruction, regular outside-of-class contact, and participation in co- and extra-curricular activities.

In the C.V. Starr-Middlebury Schools Abroad, in sites where Middlebury hires our own faculty (as opposed to relying almost exclusively on direct-enrollment at partner universities), faculty are generally hired part-time to teach a single course, or perhaps two. With only a few exceptions, the faculty teaching at the Schools Abroad teach concurrently with other academic appointments and responsibilities. Our directors abroad recruit and train these local faculty, and in some cases also rely on local university partners to provide faculty. By hiring a variety of faculty who are already established locally, we are able to maintain a diverse and flexible curriculum, and at
most schools it would be impractical to hire full-time faculty for both cost and curricular reasons. In addition, at schools where we have direct enrollment options, which include most of our Schools Abroad, students are able to take courses with faculty in a wide variety of disciplines.

When it comes to student advising, there is a great deal of variability in the role that faculty play in our various programs. Advising – both academic and career advising – is most important in our graduate programs in the Language Schools and the Bread Loaf School of English. In all of the Language Schools where we have graduate programs, students are assigned an advisor. There are sometimes issues of continuity if faculty do not return each summer when an individual student enrolls. In such cases, the director of the individual Language School assigns a new advisor as necessary, usually a faculty member with a few years of experience in advising for the Language Schools, to minimize transitional friction. In addition, all of the faculty at the Language Schools are expected to provide advising to all students as necessary. Language School students who spend a year at one of the C.V. Starr-Middlebury Schools Abroad also receive academic advising, primarily by the director of the school (with assistance from local faculty). At the Bread Loaf School of English, the director and associate director (and where relevant, the directors of the theater and writing programs) serve as academic advisors for all MA and non-degree candidates at all four campuses, with on-site directors at the non-Vermont campuses providing an additional advising for students at their campuses, as needed. The associate director oversees the progress of MLitt candidates and all students working on independent reading projects. Faculty also meet regularly with, and so advise, each of their students in individual conferences throughout the summer.

At the lower language levels, and at the undergraduate level at the C.V. Starr-Middlebury Schools Abroad, students do not need the same kind of advising as graduate students. In the smaller Language Schools, directors advise, and in the larger programs there are specialized associate director positions to advise in intensive language sequences. In the case of the Schools Abroad, students have academic advisors at their home schools (whether their home school is Middlebury or another institution), and we expect them to rely on those advisors for general academic advising. Site-specific advising on coursework abroad, however, is handled by our directors and staff abroad who are familiar with local faculty and partner institutions.

At both the Language Schools and the Schools Abroad where we have graduate programs, the graduate faculty are selected because of their subject area expertise, with a goal of having balanced curricular offerings, and, as is the case with the Bread Loaf School of English faculty, they are often well-known and widely cited in their fields. In some cases, faculty use their appointment to further their research, for example through linguistic research or in the development of textbooks. That said, because these graduate faculty normally have appointments elsewhere, none of these programs have as a primary goal the furthering of the scholarship of these faculty. Rather, the institution’s goal is to bring faculty with relevant expertise to students who come to these programs with particular aims in mind.

Faculty at all of these programs are evaluated on a regular basis. In the Language Schools and the Bread Loaf School of English, students all fill out a course evaluation for each course and each instructor, and in the Schools Abroad, students fill out course evaluation forms onsite. In addition, undergraduates fill out a study abroad program evaluation after the program is over,
which asks them to evaluate each course individually. Language School and Schools Abroad directors read these evaluations, and provide feedback to relevant faculty, and make decisions about whether to rehire based on these evaluations and their own observations of classes (where relevant) and other feedback. At the Bread Loaf School of English, the director and associate director review the course evaluations and interview all faculty regarding their teaching at the end of the summer, consult with students about particular courses (as needed), review course descriptions, and use these evaluations to provide feedback to faculty and to make decisions about rehiring.

**Appraisal**

In the programs that hire faculty into short-term full-time appointments (the Language Schools and the Bread Loaf School of English), there is some variability in the teaching load. In the Language Schools, this is justified on the basis of differences in language pedagogy. This is no different than in the undergraduate College, where some languages offer more contact hours, or more contact hours at earlier levels of language. There are pay differentials across different Language Schools where some languages have different pay scales for intensive summer programs (some of which operate abroad); our goal is to provide a competitive salary that will attract the highest quality faculty. Generally speaking, these pay differentials respond to particular hiring markets and international currency exchange fluctuations, and allow Middlebury to remain flexible in what it offers. At the Bread Loaf School of English, faculty teach either one or two courses, depending on the needs of the curriculum and the faculty. Faculty are paid per course. All starting salaries for new faculty are the same, as are percentage salary increases for returning faculty.

Both the Bread Loaf School of English and the Language Schools have been very successful in recruiting and retaining outstanding summer faculty. Because neither the directors nor the faculty are full-time employees of Middlebury College – and because the hiring takes place within a short time frame and the faculty have already been thoroughly vetted by institutions of higher learning – it is neither possible nor necessary to conduct the same sort of expensive, time-consuming searches that are conducted by year-round undergraduate institutions. In the case of the Bread Loaf School of English, the directors consult with Bread Loaf faculty (from a range of major institutions) to form a short list of leading scholars in needed fields of specialization; the director then pursues selected candidates, reviews curricula vitae, websites, consults with department chairs at the candidate’s institution (where possible), and interviews the candidates. Although the Bread Loaf School of English has been very successful in employing informal networks to attract high quality summer faculty, recruiting procedures could be improved to ensure that the best candidates hear about the teaching opportunities. For example, there is no standard practice for advertising positions. In the case of the Language Schools, each Language School director has his or her own method for hiring faculty, relying on previous hires, connections, or interviews with potential faculty who are located abroad. It would be difficult to make these processes uniform; each director of a Language School or a School Abroad is responding to a particular market. For example, in the Language Schools, the market for Arabic instructors is quite competitive, which is not the case for many other languages. Each Language School director also has expertise in his or her particular field, and a top-down imposition of uniform hiring standards would have a negative impact on the administration of all the Language Schools.
In cases where the C.V. Starr-Middlebury Schools Abroad depend on direct enrollment options, we expect the directors of our programs to learn about local faculty at our partner institutions, and advise our students accordingly. We rely on our local university partners to hire good faculty, and our partners are generally reliable. Our agreements are with excellent universities abroad, and faculty at these universities have their own rigorous systems of evaluation. One effect of the variety of institutions on which we depend for direct enrollment options is that students who take direct-enroll classes are often confronted with very different teaching styles compared to what they are used to, including styles that place more responsibility for learning in the hands of students.

The Bread Loaf School of English does need to do better with respect to evaluating faculty. The directors rely on course evaluations (along with student and faculty interviews and other materials) in providing feedback to faculty and in making rehiring decisions, but currently the student response rate is uneven from course to course and low across the board. To make these evaluations more meaningful to both students and faculty, in 2009 the Bread Loaf faculty started receiving (anonymous) copies of their evaluations, with some small, but not enough, increase in student response rate.

**Projections**

- The directors for the Language Schools and the Bread Loaf School of English will assess and revise their recruitment policies and practices for hiring faculty over the next two summers to ensure that they are appropriate to their particular program goals.
- Over the next two years, the directors of the Language Schools, Bread Loaf School of English, and the C.V. Starr-Middlebury Schools Abroad will explore new ways of advertising faculty opportunities to ensure that additional potential faculty learn of these positions.
- By 2011, the Bread Loaf School of English will complete a faculty handbook compiling, clarifying, and augmenting information on policies and expectations which is currently articulated within various letters and memos to faculty.
- The response rate for student evaluations needs to be increased at the Bread Loaf School of English in order to improve faculty evaluation. The director and associate director will explore new ways of circulating or requiring the completion of student evaluations, with the goal of implementing modifications to current practice starting in 2011.
- Over the next two years, the directors of the Language Schools and the vice president for Language Schools, Schools Abroad and graduate programs will work together to outline a typology of compensation policies for the Language Schools in order to better understand the differences across programs and ensure that faculty are being appropriately and equitably compensated. A parallel process will be engaged by the directors of the C.V. Starr Middlebury Schools Abroad, working with the dean of international programs.
- Over the next two years, the directors of the Language Schools and C.V. Starr-Middlebury Schools Abroad that have graduate programs will develop new mechanisms to ensure that continuous advising occurs, especially for Doctor of Modern Languages candidates who complete their degrees over a number of years.
Institutional Effectiveness

The many reports and policy initiatives discussed above make it clear that Middlebury regularly reviews and reflects upon how well it is achieving its goals for its faculty. At the undergraduate College, there have been internal modifications to faculty reviews, governance structures, and compensation policies, all which have involved significant faculty thought and consideration demonstrating our commitment to reflection and responsiveness. Additionally, external department reviews serve as a mechanism for identifying strategies for improvement. At the Monterey Institute, there has been a great deal of activity since the merger with Middlebury in order to assess and improve various policies and procedures. In the other Graduate and Special Programs we continue to put in place more structures that will allow us to continually monitor our progress at achieving our institutional goals. While Middlebury has continued to build an outstanding faculty over the past 10 years, in order to preserve these strengths in the future it will be necessary to continue to examine how practices of faculty recruitment, programs of professional development, and faculty reviews can best support the development of an agile and dynamic faculty, able to lead the way in curricular innovation over the long run across all of its programs and locations.
Standard 6 • Students

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution’s interactions with students and prospective students are characterized by integrity.

Overview

Middlebury College provides an array of excellent programs and services that facilitate student achievement and enrich student lives within and beyond the classroom, that are appropriate to student backgrounds and aspirations, and that reflect the particular developmental expectations of the undergraduate residential College, graduate or other special programs.

THE UNDERGRADUATE COLLEGE

Admissions

Description

Middlebury College is committed to admitting a diverse applicant pool of outstanding undergraduates, actively engaging them both within and beyond the classroom, and supporting their engagement with the world. Thus, admission to the undergraduate college is based upon high academic ability and achievement, with great interest also given to community citizenship, leadership, and other talents. Admissions decisions are based on school records, standardized test scores, recommendations, extracurricular involvement, and student writing. Students admitted to Middlebury typically come from all fifty states and approximately seventy nations, with students of color representing slightly less than 20% of enrollment and international students representing 10% of enrollment. Our collaborations with the Posse Foundation and the United World College have enhanced the diversity of our student body.

Admission to Middlebury is highly selective; the number of applications have risen 55% over the last ten years, while selectivity has dropped to approximately 20% for the last three years. For the current class of 2014, the College received 7,984 applications and accepted 1,529 candidates to enroll a class of 670 students. The undergraduate admissions office seeks to bring humane, fair and equitable values to the admission process for prospective students and families through regular and accessible contact (e.g. Admissions Letter to all Applicants). All procedures are available electronically, through periodic mailings, and in the admissions office.

Appraisal

The effectiveness of the undergraduate college's admissions process was demonstrated in 2010 by having received the highest number of applications in Middlebury’s history; the College is now among the most selective institutions in the country, and is competing for the best students
against other top colleges and universities. The process is aided by the Admissions Advisory Committee, comprised of administrators, faculty and students, who meet regularly to advise and research admissions practices on behalf of the College. A recent accomplishment of the Committee was a detailed analysis of the predictive ability of the academic ratings given to applicants by the Office of Admissions. This analysis demonstrated that average academic rating is a significant predictor of college GPAs. To ensure best practices, Admissions utilizes annual external and internal surveys to monitor prospective student feedback, and all visitors are surveyed after touring and attending information sessions. In addition, the admissions staff meets annually with student life staff to review the progress of the first-year class.

Retention and Graduation

Description
Retention and graduation rates for the undergraduate college are excellent, and policies regarding academic standing and student records are clearly stated in the College Handbook. First-year retention rates have consistently been in the mid-ninety percent range, and six-year graduation rates are typically in the low- to mid-ninety percent range. Study of gender and racial groups, as well as international populations, shows some discrepancies between groups. For example, the six-year graduation rate for African Americans in the 2003 cohort was 67%, as compared to 91% for all students of color, and 92% for all students in that cohort. Lower retention levels may be due to deficiencies in particular skills of incoming students, or to the particular transition experiences of some students once they arrive at Middlebury, or both.

Appraisal
To ensure that students have the necessary skills to be successful at Middlebury, the Center for Teaching, Learning and Research (CTLR) now reviews the admissions material of every student identified by the Admissions Office as having writing or quantitative skill deficiencies, including every enrolled international student. The office provides optional writing and quantitative reasoning courses for identified students, as well as peer tutoring, quantitative reasoning support, and first year seminar mentoring programs as requested by faculty. Less, however, has been done to assess and revise support and advising practices beyond the first year, with sophomores receiving perhaps the least attention of all. Commons heads and deans meet with sophomores, individually and in groups, to provide advising and support, but this practice is not systematic or reviewed. In addition, because we do not systematically conduct exit interviews with students who transfer from the undergraduate college, we cannot currently account for the discrepancies in retention and graduation rates identified above.

Projections
- By 2013, the Office of the Dean of the College will form a Retention Task Force to identify resources, centralized practices, and better assess student attrition issues. This task force will initiate a formal process for interviewing students who transfer or withdraw from the undergraduate college, with particular attention on groups with historically lower than average retention rates, to help clarify factors that contributed to their withdrawal. On the basis of this information, we will assess and refine our support services.
- During the spring of 2011, the dean of the faculty led a working group with the Center for Teaching, Learning and Research focused on improving advising, particularly for the sophomore year. This group focused attention on two critical developmental points, the declaration of the major and the decision to study abroad. We have begun this process using interviews of 2010 graduates regarding advising experiences along with NECASL data, and expect to complete this phase of the project by spring of 2012.

- The Office of the Dean of the College will lead a working group beginning in fall 2011 to explore the development of a “sophomore experience” based in the Commons system. In partnership with the new Center for Education in Action, Commons Heads and deans, and faculty, this program will create opportunities in residence life for sophomores to learn about career development, major selection, study abroad, fellowships, and civic engagement. The program will be in place by 2013.

Financial Aid

Description
In 2006, the Office of Student Financial Services was formed through the merger of the Office of Financial Aid and the Bursar’s Office. This merger simplified student and family access to financial aid information. We retain a long-standing commitment to a need-blind admissions policy for undergraduate domestic students, and offer an aid package that meets 100 percent of need as determined by the Office of Student Financial Services. These goals are consistent with our desire to provide access to Middlebury College for the most diverse student body possible. In 2009-10, grant aid was provided to 41 percent of the undergraduate population. In 2007-08, Middlebury worked to reduce the overall debt incurred by students by reducing the amount of loans in the aid package. While the self-help expectation has decreased, the need for financial counseling at the student level remains an integral responsibility of the Student Financial Services Office.

Appraisal
The office of student financial services reviews their operations after each application processing cycle through staff evaluations and in team retreats that occur twice per year. Families also provide significant feedback on our processes, both informally and in yearly parent surveys, where more than 91% of parents who responded reported satisfaction with accounting and billing. In response to a recommendation in the Strategic Plan we created a Financial Aid Advisory Committee that studies our current undergraduate policies and procedures in financial aid and makes recommendations to enhance the work of the Student Financial Services Office.

Projection
- The Student Financial Services Office will present a financial literacy program by fall of 2012 to incoming students at orientation, with particular attention to first generation college students and students receiving grants and loans.
Student Services

Description
The integration of academic and residential life is a central principle of the undergraduate college at Middlebury and guides the structure and activities of our unique residential life system. At Middlebury, all first and second-year students live in residence halls specifically affiliated with one of five Commons, and all first-year seminars are associated with a specific Commons. Thus first-year students who live together also go to class together. The Commons heads provide outreach and support activities for affiliated professors, often in Commons houses. In this way, student/faculty contact is extended to out-of-classroom contexts.

Commons and other offices also actively participate in new student orientation. Orientation incorporates a wide range of programs and experiences intended to introduce students to each other, to faculty and staff, and to the importance of a diverse campus community. Orientation programs and first-year seminars expose students to the culture and rich academic landscape of Middlebury College, including our honor code and sustainability efforts, and to our residential and disciplinary policies.

A number of changes have been made to the Commons system in recent years. To further enhance the connection between academic and residential life, the Commons administrative structure was simplified between 2008 and 2010 and fully merged into the Office of the Dean of the College. Additionally, the Office formerly known as the Office for Institutional Diversity has recently integrated into the office of the Dean of the College, which centralizes diversity initiatives in Student Life. Commons heads, reporting directly to the dean of the college and the president took on more prominent administrative roles as the supervisors of the Commons deans and the overseers of all Commons operations. Commons heads and deans work closely with our First Year Counselors, who receive enhanced training in academic mentoring, academic support systems, the vision and values of the Commons program, and issues related to diversity and inclusion.

Another important change to the Commons system involves the living situations for juniors and seniors. Prior to 2008, students were expected to live within their Commons through the end of the senior year. However, following feedback from upper-class students regarding the lack of equitable housing across Commons, the College moved from a four-year to a two-year residential Commons system. Under the new “4-2” system, students maintain their membership in their Commons for all four years, but are expected to live within Commons-affiliated housing only during the first two years. Juniors and seniors continue to receive academic and other mentoring from their Commons dean and head, but the level of direct support during the third and fourth years clearly shifts toward academic departments. In addition, our academic interest houses (10 Language houses, PALANA, Queer Studies and Weybridge Environmental House), and our “superblock” system (that allows students to apply to live in an off-campus space with students who share particular personal or academic passions) offer unique opportunities for juniors and seniors to continue to integrate the academic program with learning outside the classroom.
Middlebury has worked hard over the last decade to build and maintain a diverse and inclusive student community. In 1999 and again in 2006 the president convened a Human Relations Committee (HRC) to evaluate diversity initiatives and needs on campus. The 2006 HRC report noted certain improvements since the 1999 report; for example, the frequency and quality of public lectures and performances by people from diverse backgrounds had increased, and the College's decision to partner with The Posse Foundation and the United World College initiative led to an increasingly diverse student body. In response to the 2006 report, the president established the position of vice president for institutional planning and diversity (since changed to dean of the College and chief diversity officer), which identifies diversity efforts as central to the College and student life. As a sign of progress, a survey in the spring of 2010 indicated that 89% of students agreed that having classmates with a diverse background enhances classroom experience. Nevertheless, 92% also indicated that Middlebury is still dominated by a white middle-class culture. Thus, the Office of the Dean of the College continues to monitor progress on the HRC recommendations and other initiatives, and has begun to examine diversity issues across all sectors of the institution.

Within and beyond the Commons system, Middlebury students are encouraged to practice qualities essential for leadership in a variety of organized programs and activities, including over 30 varsity, club, and intramural athletic programs and 140 student organizations. Through student government, Environmental Council, judicial boards, the Center for Campus Activities and Leadership, and Community Council students have direct participation in College planning and policy. There are also many opportunities for individual and ad-hoc group experiences, from workshops to off-campus exploration, as well as direct in-class experiences such as MiddCORE.

Another important aspect of a Middlebury student’s experience is the connection of their liberal arts education with the world beyond the College. In spring 2010, we sought to improve student access to information about these kinds of opportunities by combining three separate offices at the undergraduate college – Career Services, Alliance for Civic Engagement, and Student Fellowships and Health Professions advising – into one office, the Center for Education in Action: Careers, Fellowships and Civic Engagement. This change goes beyond simply housing these offices in the same space; it also allows for new collaborative work across previously separate offices and permitted a reduction of FTEs resulting from early staff retirements or voluntary departures. The goal of the Center is to support student experiences outside of the classroom that connect to their personal, academic and career interests.

Another emphasis of student services at Middlebury focuses on attempts to provide and support appealing social outlets for students. Although many undergraduates love the college’s scenic, rural setting, they also sometimes complain that there is not enough to do on campus, and that alcohol plays too central a role in the social options available. Beyond the rural setting, the “work hard/play hard” atmosphere also permeates the campus, so much so that the topic was featured in a Presidential Baccalaureate Address in 2008, a Convocation Address in 2009, and in a 2008 Report of the Task Force on the Status of Women at Middlebury College. These discussions, and corresponding data, suggest that many students experience high levels of stress on campus and that some respond with high levels of alcohol use. For example, 52% of students surveyed in 2010 reported that they use alcohol to reduce stress. As described below, these issues are receiving considerable attention within the Commons and at all levels of the institution.
Appraisal

Appraisal processes occur at multiple levels across student life offices. In some instances, departments undergo periodic internal and external reviews to assess program effectiveness and appropriate staffing levels (e.g., Career Services, Center for Campus Activities and Leadership) on the basis of which departments revise services and adjust goals. The new student orientation program is reviewed yearly on the basis of student surveys. Departments also generate annual reports, though not always with consistency, which are reviewed by the dean of the college. Yearly parent and student surveys are conducted and reviewed by senior staff. However, access to this data is not consistent across departments.

All departments in student life provide weekly updates that are shared with deans and leaders across the division. Some departments (public safety, health and counseling centers) provide weekly updates on campus incidents, including alcohol, medical and mental health emergencies, which are reviewed by multidisciplinary teams for direct intervention and the assessment of campus trends. On the basis of these meetings we recently reviewed and revised our protocols for managing serious health and psychological emergencies. For example, Public Safety now provides information to students in transit to the hospital about what they can expect, what steps they can take to enhance positive health outcomes, and how to keep their deans informed.

All departments in student life also review the College Handbook in their area each summer and recommend revisions based on student and staff feedback over the preceding academic year. In addition, many of these offices have student advisory boards (e.g., student orientation advisors, religious life council, Student Athlete Advisory Committee, counseling center student advisory group) that provide regular review and reflection on services and programming offered.

Commons-based activities are monitored and actively reviewed but not systematically assessed. Because of the previous lack of systematic assessment, a survey conducted in the spring of 2010 by a research methods class for the purposes of conducting appraisals for this reaccreditation review focused in part on student experiences with the Commons. The results suggested several themes: 1) that first years students endorse the Commons more enthusiastically than more advanced students; 2) that all students acknowledge the value of the Commons for supporting students transition to college during their first year; 3) and the positive relationship between first year students and their residential life staff. These data confirmed much of what emerged from previous institution-wide conversations, and supported the changes to the “4-2” system in 2008.

Although there have been efforts to reduce both student stress and alcohol abuse over the last decade, these have not resulted in measurable improvements. Thus, the Office of Health and Wellness Education has intensified its focus on surveys provided by AlcoholEDU and data from The CORE alcohol and drug survey to guide the office’s needs assessment and program planning operations. For example, data indicate that one in three first-year students want non-alcoholic social options, and this led to a pilot program of coffee houses on Friday nights in the fall of 2010. Also in fall 2010 the Health and Wellness office employed its own alcohol survey in coordination with faculty members in the psychology department. The office will use these data to design a social norms marketing campaign in the fall of 2011, and to explore additional interventions, such as bystander intervention programs, over the next two years. Most recently,
in the spring of 2011, Middlebury has joined with other similar liberal arts colleges in the northeast to identify best practices for combating alcohol abuse on campus and for collecting and sharing student alcohol data.

In the first six months of its existence, the Center for Education in Action focused primarily on examining the effectiveness of its current services and determining the best organizational structure. With the help of the Office of Planning, Assessment, and Institutional Research, we reviewed recent data and discovered that students were not as aware of the office’s programs as they should be, and were less likely to make use of career services at Middlebury than students at comparable institutions. Having identified ways in which the services need to be improved, we are working to determine how to best strengthen our programs and reallocate existing staff resources to support those programs. To guide this process, President Liebowitz convened an ad-hoc education in action trustee committee in September 2010 to help advise and support the future directions of the Center.

The department of athletics employs several mechanisms for evaluating its programs, including a recent external review of Title IX compliance; an annual review of admissions data to ensure our compliance with NESCAC guidelines for admitted athletes; annual written assessments completed by student-athletes on varsity teams; and annual self-assessments by coaches. The Athletics Policy Committee (consisting of two coaches, two professors, two student-athletes, the director of athletics and the dean of the College) also routinely discusses and evaluates various athletic policies, and in 2009-10, completed an NCAA mandated Institutional Self Study Guide (ISSG). Responses to the ISSG highlighted several issues (including the College’s hazing policy) that we have asked our NCAA Compliance Officer to raise in meetings with each team.

Promotions
Under the leadership of the Office of the Dean of the College, we will
  ● Work with the planning, assessment, and institutional research office to revise the 2010 Commons survey for use every 2 years beginning in 2012. From that point we will systematically compare level of student involvement in and commitment to Commons based academic and social activities.
  ● Develop a systematic process for generating annual reports by all student life offices, including Commons offices, with clear assessment criteria, by 2012.
  ● Provide departmental access to yearly parent and student surveys beginning in 2011, with the expectation that departments will review and revise practices and policies in response, where appropriate.
  ● Appoint (in consultation with the president) a standing council made up of faculty, staff and students to formally review progress on diversity and inclusion issues within the next three years, with attention to the 1999 and 2006 Human Relations Committee reports. In concert with this standing committee, the Office of the Dean of the College will develop a strategic plan focused on diversity and inclusion goals and outcomes across the student life area by 2013.
Admissions, Retention, and Graduation

Description
The admissions process is centralized within each of the College’s programs, and varies according to the programs’ goals and mission.

The Monterey Institute’s admission criteria are designed to ensure that every admitted student is qualified and able to succeed in the program. The Institute is strongly committed to diversity and actively recruits from a global population of students for all master’s degree programs. In fall 2010, international students composed almost 30% of the student body, representing nearly 40 countries. Enrollment managers review files to confirm that the stated minimum requirements are met and then assess an applicant’s fit with the program by looking at his or her international experience, professional experience, and career goals. Measures of the success of the admissions process are the three year graduation rates, which vary by school from 78% to 89%, and retention rates, which are over 92% for each of the graduate schools.

Each of the ten summer Language Schools has its own application process; candidates may apply to more than one program, but may only enroll at one school in a given summer. Applicants must be high school graduates, and typically need to have completed at least one year of college-level study. Decisions are based on transcripts, letters of recommendation, and an essay. In addition, each school may request additional information specific to its language and program. Students who have completed a BA and have strong language proficiency may also apply to Middlebury’s MA program in one of six languages (Chinese, French, German, Italian, Russian, and Spanish), while students interested in Middlebury’s Doctor of Modern Languages degree have additional requirements to enter that program.

Middlebury undergraduates, and qualified undergraduates enrolled at other colleges and universities, may apply to any of the C.V. Starr-Middlebury Schools Abroad. Each school has specific language requirements, with a minimum of two years of college-level language study required. The schools do not offer their own degrees, except in conjunction with the Language Schools. In 2010-11 the number of non-Middlebury students at our schools abroad constituted approximately 50% of all undergraduates, up from around 30% in 2005-06.

Bread Loaf School of English candidates are reviewed on a rolling basis, beginning in early January through mid-May. Admissions criteria are posted on the website and published in the course catalog each summer. In the case of MA and continuing education applicants (including exceptional undergraduates), admission is based on college transcripts, letters of recommendation, a statement of purpose, and a writing sample. Admission to the Master of Letters (MLitt) program is limited to students holding an MA in English with especially strong academic records. Though MLitt applicants must submit college transcripts, letters of recommendation, a statement of purpose, and a writing sample, admission is based primarily on graduate work (transcripts and writing).
Appraisal
The Monterey Institute of International Studies, the Language Schools, the C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English admit students on a less selective basis than the undergraduate college, since their applicant pools are smaller and self-selecting. Though their standards for admission are high, these programs are more enrollment and tuition-driven than the undergraduate college and set their budgets accordingly.

At the Monterey Institute, there has been concern that previous financial pressures have led to less stringent admissions criteria. The reality is more complex, since we find that faculty, even from the same program, define quality differently: some would prefer more recent graduates with very strong GPAs and analytical writing skills, while others prefer to teach students who have program-relevant field experience prior to enrolling. Work must be done to establish priorities regarding admissions criteria including GPAs, test scores, resumes, recommendations, and experience in order to accurately assess motivation and predict future success. Although in the past there has been no systematic process for tracking the correlation between these pre-admission qualifications and student performance, this work is beginning in 2011.

In the Language Schools (and to a lesser extent, the C.V. Starr Middlebury Schools Abroad), admission to some schools has been more competitive than others. For example, because of increasing demand for training in Arabic and Chinese, admission to these two schools is highly selective. We have increased openings at the Arabic School by moving its operations to Mills College in Oakland, California, which allowed an expansion of enrollments from 100 students to 160. This expansion allowed us to respond to increasing demand for Arabic while still retaining our admissions standards.

Projection
- Monterey Institute staff, working with the Middlebury Office of Planning, Assessment, and Institutional Research, will define and track indicators of student quality from admission through graduation beginning in the fall of 2011. This information will be used to refine recruitment and admission processes and strategies.

Financial Aid

Description
The Monterey Institute provides financial aid, student account and loan repayment counseling, as well as assistance with student budgeting. The Institute also offers an aid package that meets 100% of a student’s cost of attendance as calculated by the Office of Student Financial Planning, assuming the student is creditworthy and/or has a U.S. co-signor with good credit. If a student’s financial situation does not change, the Institute is committed to providing a similar package each year, provided they maintain satisfactory academic progress as outlined to the student in the financial aid handbook. In 2009-10, the Monterey Institute provided institutional aid to 87% of degree-seeking students. We work with students to provide assurance that additional financial resources (most often through loans) will be provided to carry them through unanticipated events. Students are notified of this possibility via the financial aid handbook.
The Language Schools consist of three, six, seven, and eight week programs that are funded at various levels. Students select a school and either a graduate degree (MA, DML) or a non-degree (ND) program. For students who opt to do their MA degree only in Vermont, we meet 100% of demonstrated need for up to four summers. We meet a variable percentage of need for non-degree students and for MA students who study abroad for the academic year, based upon the admissions rating and the program in which they enroll. We also have additional scholarship programs – in particular the Kathryn Davis Fellowships – that allow the Language Schools to attract more highly qualified applicants with generous scholarship funds. Several programs also help to facilitate diversity goals within the Language Schools. Since 1998, the Language Schools have given financial support to 10 to 20 students from historically black colleges and universities. The United Negro College Fund (UNCF) Special Programs Corporation has also supported up to 12 Language Schools students annually. Most recently, the UNCF has joined with Middlebury College to support students through the prestigious Institute for International Public Policy Fellowship program, affording additional students from minority-serving institutions the opportunity to come to the Language Schools with full merit aid.

Students at the Bread Loaf School of English are eligible to apply for financial aid through the Middlebury Office of Student Financial Services. Funding for Bread Loaf students is limited, and because student enrollments are heavily dependent on financial support, the Bread Loaf School of English uses a ranking system to distribute available funds. Funding is need-based, with priority given to diversity and high-achieving applicants: in 2011, diversity candidates will receive 80-100% of demonstrated need, high achieving students 60%; new and returning students in good standing 55%, up to a given cap on the financial aid budgeted for the School.

**Appraisal**
Every two years, the Monterey Institute’s Office of Student Financial Planning sends out a survey to determine if the established cost of attendance is consistent with students’ actual expenses. The results of the survey are used to estimate the student living expenses portion of the Institute’s cost of attendance. When a student’s financial situation changes abruptly, we are sometimes faced with working out emergency funding to carry a student through a particular term. This places stress on both the student and our staff.

The Office of Student Financial Services maintains the same review processes for the Bread Loaf School of English and the Language Schools as for the undergraduate college. Financial data for Middlebury undergraduates are interpreted and applied in the same way, whether they are attending the undergraduate college, Bread Loaf, or a Language School.

**Projections**
- The Financial Aid Office will monitor student financial need at the Monterey Institute more closely beginning in fall of 2011, with a goal of better projecting whether students’ financial resources are sufficient to carry them through unanticipated events.
Student Services

Description
All of our graduate and affiliated programs conduct orientation programs, provide support services and academic advising, and promote co-curricular activities appropriate to the setting. Each publishes a student handbook and provides easily accessible program descriptions and support material on the Web.

As part of its 2009 reorganization, the Monterey Institute appointed a dean of advising, career and student services to head a new Center for Advising and Career Services (CACS), and to oversee student services. CACS employs professional career and academic advisors to provide an integrated suite of services to students that include academic advising beginning the summer before the student matriculates; development of strategic career-planning skills; assistance in securing internship experiences germane to career interests; cultivation of connections with prospective employers; and assistance with job seeking both before and after graduation. These services are at the core of the professional graduate school experience, and the staff of CACS maintains close working relationships with deans, program chairs, and faculty to ensure effective articulation between student and employer needs and curricular outcomes.

The dean of advising, career and student services also oversees the registrar’s office and the Office of Student Services. The Office of Student Services at the Monterey Institute provides support and services related to housing, student insurance, disability accommodations, student government and clubs, new student orientation, veterans’ resources, and special events and activities. Student services also responds to student conduct issues and concerns and provides immigration related advising, programs and support for the Institute’s international student (F-1 and J-1) population. In addition, to help facilitate academic success and social integration, Monterey Institute maintains a Student Resource Guide and various web-based resources.

With veterans now enrolling at the Institute through the Yellow Ribbon program, a formal advisor has been appointed to focus on veterans’ issues, and this advisor will monitor this service going forward. International scholar and employee services are also currently undergoing reorganization, with the likely outcome of greater integration with those services at Middlebury.

Students at the summer Language Schools on the Middlebury campus and the Bread Loaf School of English in Ripton each have access to the College’s health and counseling centers, career services, and the office of public safety. Corresponding programs held on other campuses contract in their local communities for these services. Each of the individual C.V. Starr-Middlebury Schools Abroad has between one and five staff members, most of whom are involved in student services at some level, and the staff in the international programs and off-campus study office also provide extensive student services for all students going abroad. Staff abroad maintain an orientation program at each school and a variety of co-curricular activities to enhance language immersion. These pursuits include staff support in securing internships (both for credit and not for credit), housing, language partners, participation in sports activities, volunteer and service opportunities, among many others.
Co-curricular activities at the various campuses of the Bread Loaf School of English include orientation sessions for new students, lectures and readings by distinguished scholars and writers (including members of the Bread Loaf faculty), panels or discussion groups led by Bread Loaf faculty or students, film showings, student readings, presentations, or theatrical productions, weekly meetings of the Bread Loaf Teacher Network, and (in Vermont) major theatrical productions staged by the Bread Loaf Equity Acting Ensemble and participating students.

Appraisal
The Center for Advising and Career Services at the Monterey Institute is new, and while early experience with this organizational model seems overwhelmingly positive, there has not been time to adequately assess its effectiveness. When it opened its doors, the center already had in place a formal mechanism for collecting data on student satisfaction with services, using an exit survey. The results of this survey have been overwhelmingly positive.

The Office of Student Services at the Monterey Institute currently appraises its services and resources primarily through direct feedback and focus groups with students and staff. A more systematic approach has been used with new student orientation by administering a survey to obtain input and suggestions from new students on how to streamline and improve the orientation experience.

The Language Schools administer two types of surveys: course/faculty evaluations and a general evaluation. The general evaluation is an online survey of campus facilities and services (dorms, dining halls, classrooms, counseling, health services, etc.). Response rate ranges from around 27% (2009) to 40% (2010). Evaluations are administered at each of the C.V. Starr-Middlebury Schools Abroad, as well as to students who are studying on non-Middlebury programs, and are read by staff at Middlebury. When appropriate, action is taken in response to problems identified by these evaluations. In addition, directors submit an annual director’s report in which major issues, both academic and nonacademic, are flagged; these reports then become the basis of “post-mortem” debriefings with the section heads of all relevant service departments.

The Bread Loaf School of English uses both formal and informal assessment processes to evaluate its program. At the end of each summer session students complete a written evaluation of their courses as well as a separate evaluation of the program as a whole (including residential life and extra- and co-curricular offerings). Students also are invited to talk to the director at any point during office hours during the summer’s experience. Because students, faculty, and administrators reside on site together for the summer session, there are innumerable informal opportunities for feedback (at meals, between classes, at events) between all members of the community. The Bread Loaf administrators and staff use feedback from all of these sources to make adjustments to the program, where needed.

Projections

- Monterey Institute Staff, working with the Middlebury Office of Planning, Assessment, and Institutional Research will create a comprehensive outcomes-oriented protocol to assess the student experience at the Monterey Institute. A pilot version of this system will be fully in place by the 2011-12 academic year, and should fully support data-driven decision making within six years.
● The dean of advising, career and student services at Monterey Institute will continue to develop and monitor services for a growing population of veterans. This project has now begun and is ongoing.
● The dean of advising, career and student services at Monterey Institute will restructure International Scholar Services, integrating them more effectively with services at Middlebury by 2011-12.

Institutional Effectiveness

Middlebury College provides excellent services to students at every level of the institution to promote academic success, diversity and inclusion, leadership experience, and global engagement within and beyond the classroom. Offices across the institution review their effectiveness and revise services using a variety of assessment tools. Nearly all offices that serve students engage in some forms of assessment processes; the most frequent techniques are surveys, forums, and staff review. Encouraging regular access to and use of institutional data that already exists, and in some cases developing more formal assessment techniques, will allow us to better understand student needs and more effectively refine and evaluate our support services.
Standard 7 • Library and Other Information Resources

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology, and utilizes them to support the fulfillment of its mission.

Overview

Middlebury offers a library and technology environment that provides for access to a rich array of resources, attends to the physical structures needed for teaching and research, and provides the infrastructure required for efficient administration and planning. In the last ten years, the College has built a new state-of-the-art library building, created a merged library/IT organization, replaced a home-grown administrative system with a vendor-supported enterprise resource program (ERP), and sought to support and collaborate with the Monterey Institute in supporting their library and technology needs.

Organization & Staffing

Description
Middlebury College’s information and technology needs are served primarily by Library and Information Services (LIS), formed in 2001 through the merger of the College libraries and Information Technology Services departments. LIS supports the undergraduate campus in Middlebury, Vermont; the Bread Loaf School of English; and the Language Schools. It also provides limited support for the C.V. Starr-Middlebury Schools Abroad. The Monterey Institute has separate but collaborative IT and academic technology departments, reporting to a single administrator on the Institute’s president’s staff and working closely with the library, which is located organizationally under the provost. There is also a separate media services department that reports to the president’s office. The Monterey Institute provides the primary library and academic technology support for its graduate programs through the William Tell Coleman Library, the Teaching & Learning Collaborative, and the Digital Media Commons. LIS provides increasingly critical hosting and support for the Monterey Institute’s enterprise and web applications and network services, working closely with the Monterey Institute IT staff members who manage the local network and systems at the Monterey Institute.

Appraisal
The organizational structure of LIS has been modified regularly to accommodate changing staffing levels and the changing needs of our patrons, and to respond to the results of internal assessment processes. Currently approximately 33 FTE perform library work within LIS, which translates to slightly under 75 students per staff member. Although this is well in line with our peer institutions, as reported in the most recent Oberlin Group survey (17th lowest FTE/staff, out of 73 institutions reporting data), total staff positions in LIS have decreased approximately 20% over the past 18 months – from 104 to 80 – due to early retirements and voluntary separations. These departures included many long-term staff with high levels of expertise and institutional memory. As a result of staffing reductions, LIS has had to cease providing some services and restructure workflows.
At the Monterey Institute, five librarians and 1.5 FTE of additional staff provide library services for a student body of over 700. The Teaching and Learning Collaborative and the Digital Media Commons at the Monterey Institute were developed over the last four years to address unmet needs for faculty and student support in the uses of technology, and to coordinate and support the use of digital media in communications, recruitment, and other outreach functions. This structure has worked well as a bridge connecting distributed pockets of expertise throughout the Institute. Through regular conversation and planning efforts, the work of LIS and the separate technology and library organizations at the Monterey Institute is well coordinated.

Planning

**Description**
Two years ago the leadership of LIS engaged in a significant strategic planning effort. The results of this effort were the articulation of a mission and values statement for the organization; an outline of primary responsibilities for each area within LIS; and clear strategic priorities designed to guide areas, workgroups, and individual staff members in their annual planning and goal-setting processes. The strategy focuses on five major areas: carbon reduction, emerging technologies, space planning, administrative efficiency, and training and education. Both this larger strategic planning process and annual planning processes are guided by input from members of the senior College administration, advisory groups consisting of faculty (the Faculty LIS Advisory Committee, or FLAC) and students (the Student LIS Advisory Committee, or SLAC), five divisional advisory groups (Social Sciences, Sciences, Languages, Arts, and Humanities), as well as LIS staff. These planning efforts have also involved collaboration with the Monterey Institute’s IT and library staff. Monterey’s IT has developed their own technology strategic plan, based on the LIS strategic plan.

**Appraisal**
Although there are multiple channels for communicating about information technology needs within Middlebury, and good coordination between the College and the Monterey Institute, planning for new programs and enterprises does not consistently factor consideration of technology needs into the early stages of planning. Ensuring the need for information technology infrastructure, hardware, software and support are included in planning at the outset will allow LIS to improve its own planning and resource allocation, and improve the College’s ability to move from idea to implementation more smoothly.

**Projections**
- LIS will engage various offices of the College to learn about upcoming initiatives that may require LIS support. This process will also engage the Monterey Institute so that planning efforts at both locations can be coordinated.

Financial Support and Sufficiency of Resources

**Description**
Middlebury College and the Monterey Institute maintain library resources to support their respective academic programs, but the scope and wealth of those resources differ between the
Middlebury College allocates approximately $2 million annually for library resources. Over the past several years, LIS has deliberately chosen to allocate the majority of these funds to online digital resources, allowing the entire Middlebury community to access to over 48,000 full-text online journals, over 350,000 electronic monographs (e.g. eBooks), and approximately 400 online databases. We provide access to these resources in a number of ways, including via an A-Z list of journals, through the library catalog (MIDCAT), and through subject-specific guides prepared by college librarians. The library’s print collection counts almost 730,000 monographs (including printed music, etc.) and almost 45,000 audio and visual recordings. In addition, an active Inter-Library Loan department utilizes partnerships with the NExpress consortium, the Center for Research Libraries, and individual lending libraries to supplement the local physical collection at the College by processing nearly 35,000 requests in the last year alone (split almost evenly between borrowing and lending requests). In addition to funding allocated to library materials, the College spends on average $120,000/year to provide academic software in support of the curriculum.

The Monterey Institute library has a collection of just over 100,000 printed monographs, over 2,400 media materials, and access to 855 full-text online journals and 2,349 eBooks. Budgets are divided between the library and information technology services, as these remain separate departments. The library budget in FY11 totaled $943,113; of that total, about $340,000 is allocated to library resources.

**Appraisal**

Budgets for library materials have decreased in terms of real dollars at both the College and at the Monterey Institute in recent years, despite increases of roughly 8.5% annually for journals over the past ten years. At the College, the total fell from $2,271,075 in FY 2008 to $2,155,200 in FY 2011; at Monterey, that budget decreased from $400,000 to $340,000 in the same period. At the College, this reduction has forced the library to reduce discretionary spending on print monographs (including audio and visual resources) substantially in order to maintain subscriptions to core journals and databases. Some of this reduction has been offset by participation in regional and national consortia, specifically NExpress, a borrowing consortium of seven New England region colleges and universities and the Center for Research Libraries (CRL). In general, this speaks to a shift in the Library’s focus from “just in case” purchasing to “just in time” access, as well as a concerted effort to focus on digital resources that can be accessed by Middlebury users at any of our campuses. The library has also undertaken modest efforts at building local digital collections that will support the curriculum, the most robust of which are several collections based on the holdings of the Special Collections and Archives as well as a selection of videotaped lectures held on the Middlebury College campus over the years.

As part of our on-going collection development efforts at both Middlebury and the Monterey Institute, we regularly assess our database and journal subscriptions to ensure that our collection dollars are spent most effectively to support the teaching and research needs of our community. Additionally, Middlebury maximizes opportunities for sharing electronic resources and software between our campuses where there are overlapping needs and where licensing arrangements allow. LIS also monitors software usage statistics and adjusts licenses based on usage.
Projection

- The dean of library and information services will monitor the materials budget to ascertain whether it is sufficient to support the scholarship and teaching of the entire College. In addition, LIS will continue to experiment with the new models described above in order to see whether access to materials through alternative programs is sufficient and cost-effective.

Instructional Technology

Description
Middlebury uses a wide array of instructional technologies through a variety of platforms and means within its undergraduate and graduate programs. Innovations include the use of clickers, iPods, and Second Life, and learning management systems. LIS has developed its own course management system, Segue, for the College, and implemented or developed other tools for online curricular collaboration, including Mediawiki for wikis, WordPress for blogs, MiddMedia for sharing media content, and Middfiles for sharing other digital content, First Class (aka, “BreadNet”) for collaboration among Bread Loaf School of English participants, and a limited implementation of Moodle for support of online testing needs for the Language Schools. The Monterey Institute uses Moodle as its primary LMS, and WordPress for its blogging community. Support for faculty to integrate these technologies into their teaching comes through a variety of channels, depending on the program. The undergraduate College and the Language Schools are served by liaisons. Bread Loaf faculty have an on-site staff person to provide support. Regular workshops are hosted, as are faculty-led discussions on how technology is used in their work. Support at the Monterey Institute comes largely from the Teaching Learning Collaborative.

Appraisal
The effectiveness of these various tools was recently assessed as part of an investigation into a suitable replacement for Segue. The Curricular Technologies team is currently leading this charge, and they have recommended LIS continue to offer different “best of breed” platforms for different types of activity (e.g., WordPress for blogging, MediaWiki for wikis), while assessing the merits of various learning management systems to replace the core functionality offered by Segue. Based on this work, we are creating a “course hub,” which offers a centralized place where students can access the various tools being used in each course. In our recently completed MISO Survey, we discovered a growing interest in a range of technologies, including on-line quizzes, digital images, digital video & audio, and classroom electronic polling devices. In addition, our Training and Education team is seeking to identify training needs to support effective use of technologies across campus, including instructional technology needs.

Projection

- LIS’ curricular technologies team and the Center for Teaching, Learning, and Research will work with faculty using instructional technology to document best practices in this area, and to promote assessment of the efficacy of various approaches to instructional technology.
Training

Description
LIS offers a variety of training programs related to library and technology resources. These include one-on-one reference services, both in person and via chat or e-mail (1,491 questions were received last year); group instructional sessions, usually embedded within individual courses (134 sessions were held in the most recent year); and technology workshops designed to help students, staff, and faculty improve skills with various applications such as Drupal and the Microsoft Office suite. The Digital Media Tutors program also provides instruction in the use of media applications and technologies, as well as full project support for faculty during the summer months. For College employees, LIS also partners with a local technology training organization to offer a variety of online and in-person courses aimed at increasing technology skills.

Library staff at the Monterey Institute also offer one-to-one reference services and a text-a-librarian service, as well as group instructional sessions. The Digital Media Commons program offers training, workshops, and project support for a variety of media tools for students, faculty and staff. The Teaching and Learning Collaborative facilitates faculty learning communities, offers workshops on supported LMS and web-conferencing systems, and individual and small group consultation for faculty interested in incorporating technology into their teaching.

Information Technology Services (ITS) offers workshops on operating systems and productivity software and facilitates instruction (some of which is offered by Middlebury staff) on the Banner administrative data system.

Appraisal
The work of planning and assessing these programs was recently assigned to an LIS team. This team is developing a matrix of core skills required by the various constituencies that make up the College, and evaluating the various resources available to help our community acquire and maintain these skills.

Projection
- Based on the analysis of the Training and Education Team, LIS anticipates licensing and/or linking to externally developed training materials that speak to the various learning styles of our constituents, and focusing its training efforts on College-specific topics and systems.

Student Use of Resources as an Integral Part of Education

Description
Although Middlebury College has not yet defined institution-wide information literacy goals, two recent initiatives suggest the need for this effort. One is the faculty-supported requirement that all students complete a senior independent project (currently on hold pending revision of teaching load guidelines). The second is the Spring Student Symposium, a day each spring devoted to celebrating student research and creative work. Both of these developments arose from recommendations in the College’s Strategic Plan, and both require that students be able to “critically analyze and investigate problems using appropriate information resources.” In order to
facilitate the development of these skills, the Faculty LIS Advisory Committee and LIS have embarked on an effort to define appropriate learning outcomes at each stage of a student’s career at Middlebury. These draft learning outcomes encompass both research and technology skills, and envision a progressively rigorous, curriculum-based approach to hone student skills.

**Appraisal**
Currently information literacy goals are pursued largely through the first-year seminar program. We have begun pilot projects in a few departments that focus on discipline-specific information literacy within the major. Although there are certainly many other courses that integrate information literacy instruction into their syllabi, it is not yet done in a systematic manner.

The Monterey Institute has created a working group to explore information literacy standards for its graduate population. Because standards vary a great deal from program to program, each program’s faculty will need to identify technology-related learning goals that should be embedded in their programs.

**Projections**
- LIS will work with the appropriate college communities to systematically link department and program learning goals to information literacy goals.
- The Monterey Institute will identify technology-related learning goals for each program.

**Access**

**Description**
LIS seeks to make available as many of its resources as possible to the entire population of Middlebury students, including those studying abroad, at the various Bread Loaf locations, at Language School sites in Vermont and California as well as increasingly to those at the Monterey Institute. The increasing number of online digital resources available to all Middlebury students (including those off-campus) is a central strategy to reach this goal. The library has also implemented a pilot project to explore the use of patron-initiated acquisitions of eBooks, which will further broaden the amount of material easily available to students who are not located on the Vermont campus.

Physical access to the Davis Family Library’s collections is usually provided 101.5 hours per week; the library at the Monterey Institute is open 95.5 hours weekly. Branch libraries and Special Collections at Middlebury are open somewhat fewer hours, but still maintain generous night and weekend hours. During the summer, LIS also ships physical materials and technology equipment from Vermont to the Language Schools at the Mills College campus in California and to Bread Loaf’s New Mexico and North Carolina sites. While this is currently necessary, this practice may not be sustainable in the long term. The Library has also partnered with Mills to create an online Middlebury@Mills information gateway, which pulls together resources and policies crucial to providing information and technology resources to students in that program.

**Appraisal**
The preference for digital formats eases our ability to share resources across our multiple locations. Nonetheless, some library materials are not available digitally, and these materials, as
well as technology equipment, will still need to be shipped to our remote locations for the foreseeable future. This practice will need to be evaluated, given the logical and financial challenge it presents.

Projections

- LIS will continue negotiate licenses that maximize access, and to prefer digital formats that make sharing across dispersed geographic locations much easier.

Atmosphere Conducive to Study and Research

Description

In 2004, Middlebury College inaugurated its new library building, the Davis Family Library. This world-class facility features student carrels, faculty studies, classrooms, computer labs, media lab, the Center for Teaching, Learning and Research, group study rooms, and robust wireless connectivity. It was built to provide a flexible architecture that will allow the building to adapt to the changing needs of the academic community. Since that time, the number of people using the library (as measured by gate count) jumped from about 3,700/week (2004) to a high of approximately 27,600/week (2006). Over the last three years, this figure has consistently been between 14,000-16,000/week. The Monterey Institute has a small but comfortable facility, averaging 2,960 patrons/week during that same period. Clearly, the physical environment of the new Davis Family Library is an attractive one for the Middlebury community. During the weeks preceding and throughout finals, additional temporary help is hired to enable the library to remain open 24 hours a day, 7 days a week, providing students with a safe, quiet environment in which to study.

Appraisal

LIS recently formed a Space Team that was charged with doing regular assessments of the physical space of the library, and other technology-enhanced areas, and to make recommendations on ways to improve the use of the library space. The teams’ analysis resulted in a recommendation that no major reconfigurations of service points or study areas are needed. The Team also analyzed the feasibility of integrating the Music Library within the Davis Family Library, and developed a plan to accomplish this during the spring of 2011.

At the Monterey Institute, space is a challenge, both for the library itself and for other technology-enhanced spaces. The Institute has the added challenge of providing specialized labs to support its translation and interpretation programs. All four teaching spaces for the Translation and Interpretation program have received equipment upgrades in the last four years, but in spaces that are smaller than optimal. Overall, the Monterey Institute has opted for flexible, multi-purposes spaces wherever the needs of the curriculum allow, and have moved away from fixed lab installations and toward support for laptop use.

Safeguards against Inappropriate Use

Description

Middlebury has a range of policies in place to ensure the appropriate use of resources; these
policies apply to all members of the Middlebury community. The College handbook includes sections on the responsible use of College computing and network services and facilities, including policies on file sharing. A designated copyright compliance agent works with LIS staff to respond to complaints about illegal file sharing. We also use bandwidth management technology to appropriately prioritize the use of file sharing protocols in order to ensure that the network is available for core academic and administrative activities.

Middlebury is also a charter member of the Copyright Clearance Center, paying an annual fee to insure that the rights to place materials on reserves and create course packs of materials from participating publishers are properly secured and cleared for use. (Rights to use material from non-participating publishers are secured individually as needed). Off-campus access to online databases and journals is managed via an EZproxy server requiring users to login with valid institutional credentials. There is also an annual audit of our IT systems by PricewaterhouseCoopers.

Appraisal
Through annual reviews of IT policies, on-going adjustment of our education programs, and systematic assessment of our logs, LIS regularly revises institutional and technology policies to adapt to the evolving technology landscape. For example, we recently revised our computing policy to account for the need to manage peer-to-peer file sharing use.

Use of Information Technology to Plan, Administer, and Evaluate Programs and Services

Description
The College uses Banner as its main administrative system. Implementation began in 2002. In addition, we have developed or licensed various subsidiary systems to augment the functions provided by Banner. Planning and oversight for these systems falls to the Banner LEADS group. A recently formed Banner Web Prioritization Committee prioritizes larger scale projects. Most administrative offices have in-house expertise for using these systems, and for gathering data from these systems. Increasingly our Office of Institutional Research is helping to ensure that data is shared effectively across the institution.

Appraisal
A recent survey of administrative offices revealed that while the campus is more or less satisfied with Banner’s ability to support administrative functions, there is room for further improvements. We have developed an administrative systems roadmap to plan for improvements to Banner that will allow for greater administrative efficiency and better access to institutional data for planning and decision making. One major unaddressed issue is the decommissioning of the system which houses the administrative data that was not converted to Banner. In addition, there are two major initiatives under consideration that will address gaps in Banner functionality. The first is the implementation of an imaging/document management system that will shift many offices to a largely paperless environment. The second is consideration of a data warehouse and reporting system.
**Projections**

- LIS will implement an imaging/document management system for use initially by the Admissions office. This system will later be extended to most major offices. Work has already begun on this effort.
- In collaboration with the planning, assessment, and institutional research office, LIS will continue to improve the data reporting environment through the use of Hyperion, and also through a feasibility study of a data warehouse. As part of this project, the legacy data stored in the AS400 will be converted to an Oracle database.

**Institutional Effectiveness**

LIS and its partners at the Monterey Institute are engaged in several ongoing efforts to assess the effectiveness of their activities with respect to information literacy skills, general services, and organizational structure. We use multiple instruments to collect this information, ranging from broad surveys to in-house evaluations. Library materials are periodically reviewed for their continued relevance to the curriculum as evidenced by usage statistics. Planning efforts in LIS have been thorough and effective, and efforts will be undertaken to better communicate and coordinate initiatives across the College with LIS planning.
Standard 8 • Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Overview

Middlebury College and its affiliated programs take place at 41 different campus locations in 15 different countries. While all of our campus locations provide the physical and technological resources necessary to support a successful educational program, the majority of our campus locations – all sites for the C.V. Starr-Middlebury Schools Abroad and some sites for the Bread Loaf School of English and one for the Language Schools – are leased through other institutions and maintained by their host institution or other organization. In our partnership agreements with local universities, we specify that students at our Schools Abroad will have the same access to university facilities as local, degree-seeking students. The undergraduate program, Monterey Institute of International Studies, Language Schools held in Vermont, and the Bread Loaf School of English in Ripton, in contrast, have traditional campus locations that are owned, maintained and developed by Middlebury and the Monterey Institute; these campus locations are discussed more fully in this chapter.

The main campus of Middlebury College contains over 328 acres of land and over 150 buildings. The physical plant has undergone extensive expansion and renovation during the last decade; new buildings opened since 1999 include the McCardell Bicentennial Hall science center, Material Recovery Facility (recycling center), Fletcher Bubble (replacing the Fletcher Field House), Ross Commons/LaForce Hall dining and residential facility, the Davis Family Library, the Atwater dining hall, Atwater A&B residence halls, and the Axinn Center at Starr Library. Major renovations since 1999 include academic spaces (Chateau, and Hillcrest Environmental Center), residential and student spaces (Carr, Allen, and Proctor Halls, Meeker, Munford, and McCullough Student Center), athletic complex upgrades (Nelson/Pepin, men’s soccer and Alumni Stadium athletic fields), the counseling and health centers (Centeno), replacement of the Heating Plant’s #12 Boiler and the Biomass gasification plant. These projects, along with numerous other acquisitions and renovations, increased the total square footage of the main campus from 1,660,000 in 1999-2000 to 2,423,760 in 2009-10.

East of Middlebury, in the towns of Ripton and Hancock, are two additional College facilities. The Bread Loaf campus in Ripton serves as a summer campus for the Bread Loaf School of English and the Bread Loaf Writers’ Conference. In the spring and fall, the facility is also used to host guests during Commencement, Homecoming, Reunion, Fall Family Weekend, and other conferences or functions. The campus is comprised of 27 buildings totaling 112,000 square feet and includes a library, theatre, classrooms, dining, and several residential structures. During the winter, Bread Loaf is home to the Rikert Ski Touring Center with 42 kilometers of maintained cross-country skiing trails; Rikert is open for public skiing and hosts high school and collegiate skiing events. The Bread Loaf campus is surrounded by 2,100 acres of forest land containing 430
acres enrolled in sustainable forestry certification. The forest is also a natural laboratory for environmental research and field study.

East of the Bread Loaf campus is the Snow Bowl, an alpine ski area with three lifts and 17 trails. The Starr Shelter at the Snow Bowl received a major renovation in 2004, with updates to the mechanical systems, improvements in ADA access, the addition of fire protection, and increases in energy efficiency. Trail renovations have been ongoing, and the Worth Mountain chair lift was replaced in 2009. The facility is open to public skiing, hosts skiing events, and is well utilized by College students, faculty, staff, and their families.

The Monterey Institute campus is comprised of 17 mostly mixed-use buildings in the heart of Monterey, California. The Institute has no residence halls; students secure private housing in the area. The most recent new construction on campus was the Samson Student Center, which opened in 2001, and was one of the first buildings in the Monterey area to incorporate green building principles, including energy, water, and waste efficiency. After an extended period of deferred maintenance, the acquisition by Middlebury has infused new funding to support upgrades and renovations, including new roofs for several buildings and extensive technology upgrades.

Support for Infrastructure

Description
The College maintains a capital budget to renovate and improve existing buildings and construct new space as needed on its Vermont and California campuses. Contributions to the capital budget come from the operating budget, gifts, grants, and earnings from the endowment. The operating budget allocates 1.55% of the replacement value of the campus to this fund each year. The amount needed to maintain and improve the campus is based upon an analysis provided by an outside consultant in 2000. In recent years this amount was reduced due to financial conditions; however, the allocated amount is budgeted to increase in future years. The capital budget is reviewed by the Budget & Finance and Buildings & Grounds committees of the Board of Trustees. These committees review a 10-year plan looking at the long-term needs of the institution, and review and approve projects on an annual basis.

Each year a portion of the capital budget is allocated to annual renewal and replacement reserve (RRR) for campus spaces. This includes expected maintenance, such as roofing, flooring, painting, and masonry in addition to space changes and improvements. The most recent residence hall renovation, Forest Hall, includes the addition of an elevator and the renovation of 56 rooms to make much of the residence hall ADA accessible. Another portion of the annual RRR fund is allocated by the Space Committee, a group of administrative leaders representing all areas of College operations, for additional space improvements. A portion is also specifically allocated for the renovation of the Monterey Institute campus.

The annual capital equipment budget is funded through the operating budget. Requests are reviewed by the vice president for each area, with priority given to academic equipment. The majority of the capital budget consists of academic and technological resources. A regular
replacement schedule for college vehicles is also part of this budget to ensure their safe operation.

Appraisal
During the financial crisis of 2008, Middlebury decreased the amount allocated to capital projects. While this provided relief to the budget in a time of crisis, this decrease was only temporary. Funding for capital equipment and the renewal and replacement reserve is now budgeted at levels that support regular replacement of equipment and support for campus infrastructure.

Middlebury contracts with the advisory firm Sightlines to provide comparative facilities analyses and benchmarking data relative to ten peer institutions. Included in this analysis is a condition audit of the buildings and comparisons regarding levels and allocations of funding. Sightlines’ data indicate that 63% of usable space on the main campus has a renovation age of less than 25 years, compared to an average of 34% in our peer group. Despite the relatively young age of the campus, Middlebury falls in the middle of the peer group in terms of annual stewardship investment put back into buildings and infrastructure. However, Sightlines also finds that Middlebury’s renewal allocation is disbursed where the funding provides the greatest benefit: on infrastructure, building systems, and space renewal.

Middlebury’s custodial and landscaping staffs perform exceptionally well, despite a significant reduction in FTE through two early retirement programs and voluntary separation programs in 2009 and 2010. The department has worked hard to identify efficiencies and has reduced services. Compared to other institutions, these areas of the College are still well staffed.

Projection
- The vice president for administration and the director of facilities services will update the facility condition analysis to identify the appropriate allocation for the renewal and replacement reserve.

Spaces Support Mission

Description
Planning for each new or renovated facility begins with the development of a targeted program and needs assessment by senior administration and the planning, development, and construction team. Architects are normally appointed by the Buildings and Grounds committee of the Board of Trustees following a recommendation from the administration. For smaller projects (usually less than $5 million), the administration may make the appointment. Site selection is made by the Buildings and Grounds committee. The construction and total project costs will be within budget limitations established by both the Budget and Finance Committee and the Buildings and Grounds Committee. Projects are reviewed by the Master Plan Implementation Committee and comply with the College’s sustainable design guidelines. A member of the planning, development, and construction team and the assistant vice president for budget and financial planning monitor each project to completion.
Three of the largest construction projects recently completed on the Middlebury campus include McCardell Bicentennial Hall, the Davis Family Library, and the Axinn Center at Starr Library. McCardell Bicentennial Hall is home to the natural and physical science departments, the College Observatory, a research greenhouse, the Armstrong Science Library, and Science Technical Support Services. Completed in 2000 to commemorate the College’s bicentennial, the facility contains 220,000 square feet of research, teaching, and office space.

Residential facilities consist of residence halls within the Commons system (see Standard 6) for first-years and sophomores and a variety of types of living spaces for juniors and seniors. The College remains committed to improving these student spaces on campus and equalizing housing options for juniors and seniors. For example, in 2005 two new residence halls, Atwater A&B, were constructed along with a dining hall. In 2010, two former residence halls that were being used as administrative space were renovated and returned to residential use to accommodate an increase in the undergraduate student body.

The Bread Loaf campus provides a living and learning environment with its academic, residential, and co-curricular spaces. During the last 10 years there have been several renovations that have repaired or replaced building foundations, roofs, electrical, and mechanical systems, and introduced ADA improvements. Of the 11 classrooms, six have been upgraded with multimedia technology. A dedicated fiber optic line connects the main campus and Bread Loaf to improve broadband reliability and capacity. The College is currently adding wireless systems to most of the central buildings on the Bread Loaf campus to allow greater flexibility with teaching and information sharing.

Prior to acquisition, the Monterey campus had minimal support for the use of digital media in teaching. The campus has been upgrading classroom technology over the past several years, and now most classrooms have installed computer projection or flat panel displays, and wireless access. Additionally, several of the larger classrooms have been retro fitted with additional electrical outlets for laptop use. Classroom usage is evaluated periodically to determine whether classrooms continue to fit the current mission and programming needs. As a result of these reviews, Monterey Institute has recast four underutilized spaces into additional technology equipped classrooms.

**Appraisal**

Because the College completed extensive building projects on the Middlebury campus from 2000 through 2008, the focus for the near term is on the maintenance and renovation of existing space. The intent of these projects is to maintain facilities that meet the needs of the campus by following the stipulations of the campus master plan and the strategic plan, adapt to changes in the student population and technological advances, and to reduce the number of students living off campus. Any new construction projects will be funded by gifts, not by the issuance of debt. New building projects include an endowment fund to support operating costs.

Classroom space on the Middlebury campus is continually reviewed and upgraded. Each year funds are allocated to improve classroom spaces to support different pedagogical styles. The classroom utilization survey and course response forms provide information on how and when classrooms are used and help to identify what improvements or changes are needed. Although
classrooms on the Middlebury campus are well suited to the needs of the undergraduate program, the classroom needs of the summer Language Schools located in Vermont have not always been considered as systematically or consistently.

The Bread Loaf campus is a large, aging space that needs extensive renovation and upgrades to preserve its historic buildings. A building condition assessment report was completed in 2006, outlining the specific needs of each building and system. This report serves as a checklist for renovation planning and budgeting. As a result of this analysis, additional funds have been allocated for the next ten years specifically to address areas identified in the report. In addition, College Advancement will continue to provide fund-raising support specifically for the Bread Loaf campus and its programs.

**Projection**
- The vice president for Language Schools, Schools Abroad, and graduate programs will work with the dean of library and information services and chief information officer to identify classrooms on the Vermont campus that need technological improvements to support the mission of the summer programs.

**Space Planning**

**Description**
The College completed a comprehensive campus master plan for the Middlebury College campus in 2007. The campus master plan proposes careful, limited, internal building development, rather than continued outward expansion of the campus, but with significant restructuring of the landscape. The recommendations regarding the design and use of open spaces on campus are the most important element of the plan. These recommendations also focus on the enhancement of the campus’s contribution to regional ecosystems.

As part of Middlebury campus planning, design, and construction, the space manager annually solicits project requests from the campus community for maintenance and space projects that are funded via the annual renewal and replacement reserve fund. These requests are reviewed and approved by the Space Committee. The committee ensures that classroom renovations support changing pedagogical requirements by working with faculty to identify what types of spaces are needed. Projects are approved holistically, ensuring that decisions do not adversely impact another area of the College and that they are consistent with the strategic and master plans. Capital projects are approved at the board level by the Budget & Finance Committee and the Buildings & Grounds Committee.

The Monterey Institute completed a master plan in February 2000 that was approved by the City of Monterey. Unlike Middlebury’s master plan, this was developed as part of a City of Monterey process and essentially serves as the Institute’s license to operate within the city infrastructure. The primary issues at that time were parking, water resources, and the impact that a potential increase in the student, faculty, and staff population might have on the City of Monterey. The plan capped the Institute’s size at 1,200. Since the campus population has not reached that level, modifications to the plan have not been requested. A new campus master plan for the Monterey campus is scheduled to be developed in the next two years. The process for the solicitation and
consideration of space project requests at the Monterey Institute is analogous to the process at the Middlebury campus.

Appraisal
In 2005, the Office of Facilities Planning, which oversees planning, design, and construction, was consolidated with the Office of Facilities Services in order to improve communication and increase efficiency. This office now works closely with the Board of Trustees, the academic administration, faculty, the student affairs administration, the financial office, and the College’s construction managers. The consolidated office has enabled earlier and more consistent integration of both programmatic and financial considerations in the planning and construction of new and renovated space on campus. This office is also responsible for working with the town and state governments on permitting and other regulatory issues associated with the College’s building projects.

Even though there is ample space on campus, we have had issues with inefficient usage of space. To address this, the College reconfigured much of its scheduling functions. Classroom space is now scheduled by the Registrar’s Office, while campus events are managed by the Event Management Office. In this way, venues are more flexible and better utilized, and important events do not compete with one another.

A challenge we continue to face is the constantly changing need for different kinds of space, driven by changes in student enrollment, pedagogical and curricular evolution, and administrative restructuring. Administrative offices are frequently moved as a result, requiring changes in building design, including adding or removing walls or adding network capability, and causing work disruption. For example, the College Advancement staff has moved numerous times within and among several different buildings over the last two years. These moves have been precipitated by student needs and more cohesive working spaces, but the implementation of the plan was difficult for staff and expensive to execute.

Projection
- The chair of the Space Committee will create an office space master plan that outlines long-term plans for the locations of administrative offices. When renovating buildings, we will work to achieve infrastructure that may easily be adapted for different types of uses and increase energy efficiency.
- The president of Monterey will commission a master plan to guide the future development of campus facilities, including classrooms, offices, and other academic spaces.

Sustainability, Safety, and Accessibility

Description
Middlebury is a leader in environmental sustainability and is committed to building and maintaining the landscape to support these efforts. Sustainability is not only a foundational principle of the campus master plan, but is also addressed in each section of the plan, including infrastructure and landscape. The Monterey Institute has also pursued sustainability, with a focus on carbon reduction, waste reduction, and reduction of water consumption. Both Middlebury and
Monterey have conducted the Sustainability Tracking Assessment and Rating System (STARS) to identify environmental strengths and weaknesses, set benchmarks, and track improvements.

It is the policy of Middlebury College to provide a safe and healthy workplace in compliance with applicable federal and state regulations, and to maintain its facilities, practices, and procedures in accordance with current knowledge regarding safety. Employees are expected to perform their work in accordance with Vermont Occupational Safety and Health Administration (VOSHA) standards for general industry. The Facilities Services Department and the College’s Health and Safety Officer work to reduce or eliminate risks such as exposure to asbestos, lead paint, slip and fall injuries, and other occupational hazards. Specific safety provisions are also in place for staff, faculty, and students working in science laboratories with hazardous chemicals, animals, and unfixed animal tissue.

The safety and security of the campus population is aided by the strategic placement of emergency telephones and sufficient lighting. Emergency evacuation floor plans have been or will be posted in all public venues with a capacity greater than 50. Emergency phones that automatically connect to the Department of Public Safety are located at the entrance to large residence halls and at some of the academic buildings on the main campus. Smaller residence halls and houses, as well as all academic buildings, have public access phones that can be used to reach the police or College Public Safety. Both the emergency phones and the public access phones are located in easily accessible hallways and common areas of all buildings. Parking lots that are primarily used by students have emergency “blue light” phones that illuminate at night. Nearly all parking and pedestrian walkways are lit with pole mounted light fixtures. Each year the associate dean of the College and director of public safety conduct a walk through campus with students to identify any potential lighting issues that need to be addressed.

An enhanced system for gaining access to residence halls uses proximity cards (access cards), issued to authorized students, faculty, staff, and guests, in order to control access to buildings. The system electronically unlocks entrance doors when an active card with privileges for that building is presented to the card reader mounted beside the door.

Appraisal

Middlebury College and the Monterey Institute are committed to becoming carbon neutral by 2016. At the undergraduate college, this charge led to the construction of the biomass gasification facility, which decreased consumption of #6 oil by one million gallons and reduced CO₂ equivalents by nearly 40%. Not only did this new facility reduce the amount of carbon emitted by the College by 50%, but by using locally sourced wood chips rather than oil, it also diversified our energy sources, reduced costs, and helps us to support the local economy. We have also recently harvested wood chips from our own willow trees as a pilot project for a test burn in the gasification plant. Biomethane options are also currently being investigated to further reduce our carbon footprint. Additionally, we have installed solar hot water and photovoltaic panels on the Middlebury campus which are increasing energy efficiency.

The College has also implemented multiple strategies to support environmental design, landscaping and maintenance. These include:
In 2008, the College adopted a new set of building design and construction guidelines based on LEED (Leadership in Energy & Environmental Design) standards containing additional requirements relevant to the Middlebury campus. The Franklin Environmental Center at Hillcrest was the first LEED Platinum building in Vermont and the second academic LEED Platinum building in the country under the most recent standards.

- New buildings have temperature controls in rooms to increase comfort and energy efficiency. Atwater residential halls use an innovative energy-saving natural cooling design rather than conventional air conditioning. Atwater dining hall’s green roof provides better storm water management than a traditional roof and provides habitat for insects and birds.
- The custodial staff and the sustainability integration office have worked together to phase out unhealthy cleaning products and chemicals.
- Test wells have been installed to monitor the runoff from an artificial turf athletic field to protect aquatic life and human health.
- All of the campus’s pre- and post-consumer food waste is composted near campus and the resulting product is used for landscaping needs across campus. Compost is also being used to replace chemical fertilizers on athletic fields. Over 60% of the College’s waste is diverted from the landfill.
- To reduce our use of pesticides on campus, we use an integrated pest management approach, which entails planting resistant species and limiting vectors for infestation and growth, monocultures and the introduction of pests. Chemicals are used only as a last resort.
- Approximately 40 acres of no-mow zones have been established on the 328-acre main campus to reduce fuel consumption, carbon emissions and staff labor. It also creates natural habitat zone on campus for pollinators studied by faculty and students.

The Monterey Institute has also implemented a variety of strategies to reduce its carbon footprint. The Institute has an active Sustainability Council that has worked to bring about many measures that bring the Institute closer to its goal of being a sustainable campus. These are described on the Institute’s website. For example:

- In the last three years, efforts to reduce carbon emissions have resulted in a drop in metric tons of carbon emissions from 3,398 to 2,540.
- A rainwater catchment system is now in place on the Institute’s main classroom building to capture and use rainwater in the Institute’s organic garden.
- New printers with print-release stations using up to 25% less electricity have been installed for student use. Students are able to see the environmental impact of their printing by logging into their PaperCut accounts, which gives an estimate of the trees, carbon and electricity used for their print jobs.

Middlebury is also committed to making campus facilities accessible, and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and similar state laws. However, ADA implementation is a challenge in both Middlebury and in Monterey due to the construction age of most of our buildings. Several studies were conducted from 2007-09 to identify accessibility issues, make recommendations for campus projects, and set barrier removal priorities. Each year the College allocates funds for
accessibility improvements and barrier removals through the annual renewal and replacement reserve. In addition, major renovations allocate at least 20% of the project budget toward ADA renovation improvements. There is significant accessibility work to be done at the Monterey Institute, and modifications are undertaken as buildings are renovated.

**Projection**
- The vice president for finance and treasurer and the vice president for administration will continue to allocate funds specifically for upgrading buildings to improve accessibility in FY12.

**Technology**

**Description**

There are over 2,100 computers on the Middlebury campus, 65 on the Bread Loaf campus, and 600 on the Monterey Institute campus. These computers are for classroom, faculty, and staff use and are replaced on a four-year cycle (this replacement cycle was just initiated at the Monterey Institute in fiscal year 2011), with some computers replaced more frequently as needs arise. Used computers are donated or recycled. Desk top printers that are deemed unnecessary are not being replaced. A student printing quota has been implemented to reduce paper and energy use. Computer usage policies are outlined in the technology policy in the College and Monterey Institute handbooks.

At the Monterey Institute, most of the classrooms have technology capability with either overhead projectors or flat panel LCDs and several of the classrooms have been retrofitted for additional electrical outlets for student laptop use during class. The campus is equipped with a wireless network and signal strength is generally excellent across most of the campus. There is one main public computer lab in the library for general public use and one 30-seat computer lab/classroom. The Digital Media Commons has Macs for doing multimedia work. There are four labs that have specialized equipment for translation and interpretation, as well as additional interpretation booths spread around campus. On the Middlebury campus, 95 of the 178 classrooms have technology capabilities. There are 143 computers located in classrooms and 119 located in public areas. There are also 34 computer labs specialized for support of specific departments. In addition to six multimedia classrooms, the Bread Loaf campus has nine computers in the library, and a small computer lab. Wireless coverage on campus is not universal but is increased each year.

Each summer, residential dorm rooms and lounges on the Middlebury campus are transformed into faculty offices and computer classrooms in support of the summer language programs. During this time an additional 114 computers are added to the infrastructure, each setup in their own respective language of Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish.

In July 2010, the College began a $3 million network upgrade that will significantly improve the capabilities of both the wired and wireless network on the Middlebury campus. Data storage has been increased to provide more capacity for centralized storage of files. There are three data centers for redundancy.
The College’s main administrative system for all of its campuses is Banner, and a variety of groups help to monitor and enhance Banner functioning, including the Banner LEADS group, the Data Integrity Group, and the recently formed Banner/Web prioritization committee. In addition, the LIS Security Team analyzes security practices and makes recommendations for technological and policy changes to ensure that data and privacy are protected. Each major office on campus is assigned a technical lead to help ensure that Banner is appropriately integrated into the work of these offices. More broadly, separate committees of faculty and students (the Faculty and Student LIS Advisory Committees) advise LIS on a range of topics.

Each year a technology audit is provided by an independent auditor, PricewaterhouseCoopers. This audit is important for maintaining the security and integrity of our data systems. Every other year, LIS also participates in the MISO survey to allow technology users in the community to evaluate LIS technology services. LIS has also established a schedule of internal assessments of our major services to ensure that they regularly review the alignment of their services with the College’s mission. Beginning in 2011, the Monterey Institute will participate in the MISO survey on alternate years, providing equivalent assessment data for measuring its effectiveness and comparing performance with the Middlebury campus.

Appraisal
The ongoing integration of the Monterey Institute into our technology infrastructure, as well as the increased demand for technology services from all corners of the institution, have put stress on the College’s ability to deliver high-quality and timely service, to plan appropriately, and to put in place the appropriate security and change management controls. While we have adequate funding, staffing, governance structures, and regular mechanisms to assess how well our services are aligned with our institutional mission, the deployment of technology continues to be somewhat reactive. The need to design systems that support disparate campuses and disparate academic programs challenges us to find the right balance between meeting the specific needs of individual departments or programs and building a unified and cohesive technology system for the institution.

The Monterey Institute has experienced tremendous change in technological resources since the integration with Middlebury College. Previously, the campus operated with limited bandwidth, antiquated telephone and e-mail systems, minimal wireless access, and an administrative data system that was incapable of providing many of the self-service functions that institutions of higher education have come to expect. The State of Technology Report, issued in January 2010, describes the efforts since affiliation to build capacity for supporting an academic community, and provides detailed information on the ongoing technological needs of the Monterey Institute campus. The improvements have been great: by the end of this fiscal year, bandwidth will have been increased five-fold, a state of the art VoIP telephone system will have been installed, a new advising system is in place (Zocolo), an online alumni community implemented (iModules). In addition, the Institute has transitioned fully to the Middlebury administrative data system (Banner) and e-mail system (Exchange). LIS staff at Middlebury will continue to assist the Monterey Institute in upgrading and managing its wired and wireless networks. Many other services are shared, and the Monterey Institute now participates in Middlebury’s capital equipment planning and budgeting process and has instituted a replacement schedule for hardware.
While we have invested in robust technology systems and built in system redundancy, we do not yet have a fully-realized business continuity and disaster recovery plan in place. Our auditors have identified this as a risk to the College, especially given the increased reliance on our computer systems. LIS, in collaboration with key offices on campus, will in the coming months develop and implement this plan, which will include a schedule for regular testing.

Projections

- LIS leadership will work to integrate infrastructure and systems between Middlebury and the Monterey Institute wherever efficiency and institutional culture support this approach.
- In 2011-12, LIS will collaborate with other offices to initiate the development and implementation of a plan for technology continuity and information recovery in the event of a disaster.

Institutional Effectiveness

Middlebury College consists of numerous geographically diverse campuses, with complex and varied physical and technological infrastructures. Despite this complexity, the College has instituted numerous mechanisms for the planning and assessment of these physical and technological resources, including internal committees of the Board of Trustees, faculty, staff, and/or students, and the use of outside consultants. We have made significant strides toward environmental sustainability, and continue to work to build accessible campuses for our students. We continue to work to find ways to improve the efficiency, safety, and cost-effectiveness of technological services across our many programs and locations.
Standard 9 • Financial Resources

The institution’s financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Overview

Middlebury’s financial management is focused on ensuring full support for the institution’s academic mission and the integration of all its programs. Financial planning and reporting are centralized and include all components of Middlebury: the undergraduate college, the Bread Loaf School of English, the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Monterey Institute of International Studies. Financial priorities are driven by the strategic plan and evaluated regularly by the Board of Trustees.

Financial Stewardship

Description

Middlebury engages in ongoing financial planning through the use of an in-house financial modeling tool that considers endowment performance, tuition rates, fund-raising, compensation, debt obligations, and all regular expenses to ensure balanced budgets for at least five consecutive years. The College maintains a responsible endowment spending policy that guides its endowment management and ensures an adequate contingency for unforeseen circumstances.

College resources are primarily allocated to the academic core. Over 60% of the budget is allocated to instruction, library and information systems, financial aid, and student services. These expenses are supported by three primary sources of revenue: tuition and fees, gifts and grants, and endowment support. The College’s graduate and special programs provide over 30% of tuition and fee revenue creating a broad base of support.

![FY11 Revenue and Expense Charts](chart.png)
In order to plan for appropriate maintenance of buildings, the operating budget allocates 1.55% of the replacement value of the campus to be used for renewal and replacement of buildings. Capital projects greater than $1 million are approved by two Board of Trustees’ committees: Buildings and Grounds, and Budget and Finance, before being approved by the full board. The president approves all other capital projects. There is also a reserve for capital equipment to replace equipment on a regular basis. This includes academic equipment, computers, vehicles, and any other capitalizable pieces of equipment.

**Appraisal**

The College remains committed to providing competitive salaries and benefits to all faculty and staff. Both the faculty and staff compensation programs have recently been reviewed by designated committees. These committees recommended enhancements and improvements to both programs. These changes will be implemented when approved by the president and constituent groups.

The College also remains committed to maintaining the level of resources supporting the academic mission of the institution. For example, throughout the financial crisis the number of faculty remained steady to maintain a student/faculty ratio of 9:1 in the undergraduate college. Funding in support of academic programs, student/faculty research, financial aid, and faculty development were also preserved.

As a result of the recession, however, we did face three significant financial challenges: a $30 million projected deficit, a large amount of long-term debt with 25% variable rate debt and an out-of-the-money swap, and a greater than 5% endowment spending rate.

The first priority was to address the $30 million deficit. The College took an open and proactive approach, beginning with a freeze on staff hiring and implementing a 5% cut per vice presidential area to non-academic departments and programs. While some academic enrichment funding was reallocated, no regular academic department budgets were cut, and no faculty positions were eliminated. Efforts were made to preserve resources critical to teaching and learning while seeking efficiencies in operations and management. In addition, the College surveyed faculty, staff, and students to identify the areas that were of greatest importance. Faculty and staff were most concerned about retaining benefits and students were most concerned about retaining financial aid. College administrators considered these results in deciding to preserve these two items in the budget.

The financial planning process prior to the financial crisis involved many constituencies of the College. During the crisis, the process for evaluating financial priorities became even more inclusive, involving more members and groups of the Board of Trustees, faculty, staff, students, and alumni. The president and senior administrative staff held regular open meetings for members of the College community, during which data were presented, information on actions and changes were outlined, and staff and faculty were able to ask questions. These meetings continue and are a prime example of the type of transparency with which Middlebury strives to operate.
The College established two key committees to guide decision-making during the crisis. These committees enabled more in-depth research into key finance-related areas, and underscored the administration’s stated desire for data-driven decision-making. The Budget Oversight Committee researched possible budget reductions and made recommendations to the president. One recommendation was to reduce staff positions by 10%. The already existing Staffing Resources Committee stepped up efforts to reorganize staff in the wake of staffing reductions resulting from attrition, early retirement incentive programs, and a voluntary separation program. A task force on auxiliaries reviewed operations and oversaw the implementation of dining consolidations, fee changes, and other modifications to improve net revenue.

Expenses for administrative and non-academic activities were reduced. Revenue assumptions were reviewed by the board, resulting in the adoption of more conservative assumptions including a lower return on investments, smaller increases in tuition, and reduced expectations in fund-raising. As a result of these swift and decisive actions, no layoffs were imposed and a two-year salary freeze was shortened to a one-year freeze in spring 2010 after budget and staffing reduction results were more favorable than anticipated.

The transparency and inclusion of multiple constituencies has resulted in a College community more educated about the financial health and operations of the institution. We intend to maintain this greater level of communication through annual and quarterly updates on finances by the president and the vice president for finance and treasurer. Having focused so much faculty and staff attention on finances over the last two years may, however, have led to crisis burnout. The College will need to be mindful that pre-crisis spending habits and revenue assumptions do not creep back into everyday practice, and that the good work of so many committed individuals does not get reversed or forgotten in the rush to “return to normal.”

After eliminating the budget deficit, the second major challenge involved the need to refinance $100 million of variable rate debt and terminate the related interest rate swap. Having accomplished this refinancing, the College has achieved all of its debt related goals: (1) attractive all-in cost for the refunding bonds and for the overall debt portfolio, (2) elimination of financial risks in the restructured debt portfolio, and elimination of debt-related costs like the swap payments and bank and remarketing fees. All of the College’s debt is now financed at fixed rates.

The third issue associated with the recession involved the need to reduce the overall endowment spend rate. This was important in order to further support our long-term financial stability. In the years preceding the recession, and in anticipation of additional operating costs for new buildings, the College had gradually increased the endowment spend rate up to a high of 7.1% in fiscal year 2005 and then gradually decreased the spend rate to 5% in fiscal year 2009. With the addition of debt service in the operating budget, the goal is now to reduce the overall spend rate to 5%. This will be phased in over the next eight to ten years.

Because the College’s graduate and special programs, including the Monterey Institute, are enrollment driven and subject to fluctuations in enrollment, it is necessary to establish a broader base of support from other sources of revenue. College Advancement created an office specifically for the procurement of gifts for these programs, tapping into the over 40,000 alumni from those programs. Advancement efforts at the Monterey Institute have been well supported.
by members of the Board of Trustees and efforts to increase giving at the Monterey Institute are underway. Additional funds have been allocated to the Monterey Institute to improve academic programs, marketing, and advancement, with the goal of increasing enrollment. More financial details about the Monterey Institute acquisition may be found in the NEASC Progress Report.

Approximately 50% of the students at the C.V. Starr-Middlebury Schools Abroad are from Middlebury and 50% are from other institutions. This composition ensures an academic balance and provides additional revenue with lower costs per student. Some of our agreements with partner universities within the C.V. Starr-Middlebury Schools Abroad carry an exchange component, allowing partner university students to attend Middlebury College, the Bread Loaf School of English, Language Schools, or the Monterey Institute. These agreements often reduce or eliminate tuition payments to partner institutions, but a financial liability still exists as “full-pay” positions at Middlebury are reallocated to these students.

In the wake of the financial crisis, the College is increasing its ongoing efforts for contingency planning, ensuring that the institution is nimble enough to adequately respond to another crisis, should one occur. The College had taken out $75 million in lines of credit – a $25 million demand line and a $50 million term line of credit – neither of which was used. The proceeds of the borrowings were to be used for short-term working capital needs, pre-funding capital projects prior to a bond issuance, or providing temporary liquidity for investment transactions. The $25 million demand line was terminated in fall 2010.

Auxiliary management has become more sophisticated and bottom-line driven following the crisis. Inventory management, price and cost comparisons, monthly reporting and detailed analysis have all been implemented in the past year, resulting in more data-driven decision-making, thereby making more resources available to support the academic core.

Projections

- The president will reinstate the annual State of the College address and an annual report on the finances in fiscal year 2012.
- The vice president for finance and treasurer will provide quarterly updates on College finances on the website in fiscal year 2012.

Support for Priorities

Description

Spearheaded by the College Advancement division, Middlebury is currently in the middle of a $500 million comprehensive fund-raising campaign, The Middlebury Initiative, with its priorities tied to the College’s long-range strategic plan. As of January 30, 2011, we had raised $350 million.

The Middlebury Initiative’s goals and priorities were formally approved by the Board of Trustees in October 2007. All fund-raising priorities are established at the direction of the trustees, president, provost, and other senior administrators and reflect the priorities and goals of the strategic plan. Fund-raising goals are established for a rolling five-year period and progress against these goals is reviewed quarterly. Annual giving participation of alumni donors is one of
the highest in the nation, reaching a historic high of 62% in FY09. The Middlebury Initiative was initially set to end in fiscal year 2012, but due to the financial crisis, that date will likely be extended to fiscal year 2014, retaining the $500 million goal.

Fund-raising is focused on securing gifts to support strategic initiatives and budgeted programs. Current primary fund-raising goals include the annual fund and financial aid. Any fund-raising effort beyond budgeted programs requires specific approval from the president, provost, or other senior administrator(s). The Monterey Institute has a separate advancement office that works closely with College Advancement at Middlebury with special emphasis on the west coast and Pacific Rim.

Middlebury maintains written gift acceptance policies for gifts-in-kind, securities, and planned gifts that adhere to national industry standards. These guidelines are available on the Middlebury website and from the gift planning office. They are shared with donors during the solicitation and gift completion process. These policies are followed both by College Advancement and the Institutional Advancement Office at the Monterey Institute.

Appraisal
Middlebury College highlights its needs and priorities in public materials including a case statement, fact sheets, the Middlebury Magazine, the website, and other written or electronic pieces and attached materials. Gifts and pledges are formally reviewed as part of the outside audit process. As part of an established donor stewardship program, donors receive information about students and teaching at Middlebury through e-mail, the Web, and written pieces; these include personal stories of accomplishments and achievements. Donors to specific funds receive information on the fund’s impact, outlining how the fund was used or a description of the student or faculty member supported by the fund.

Because Middlebury encompasses a broad range of academic programs, from the undergraduate college to the graduate and special programs, our approach to financial aid is customized to meet the needs of students from each program, while retaining a strong financial commitment to student financial aid. Access to a Middlebury education was the main goal of the recent strategic plan and remains the College’s primary fund-raising priority for all programs. Our goal is to continue making a Middlebury education accessible and affordable to all academically qualified students, which requires substantial funding. Financial support is sought through increased endowment and gifts for scholarships (see Standard 6 for additional information).

The gift administration office maintains an extensive written procedure manual. Gifts are processed promptly, generally within three to five business days. Procedures are reviewed as part of the outside audit process. Every new fund has a written fund agreement signed by the donor(s) and the vice president for college advancement that outlines the formal name of the gift, its use, reporting expectations, and use of the gift should there be unforeseen circumstances; this agreement is part of the College’s permanent records. A fund notification process is in place to inform all appropriate staff of the new fund and its administrative requirements.

These processes are constantly evaluated and have been significantly improved over the last several years. The gift notification process has been streamlined, reducing staff time, and the
fund document template has been revised to reflect the key pieces of information needed to establish and utilize the fund. Attention is now being paid to the grants management process to ensure that it is as effective and efficient as gift processing. This important work will need to continue as the College pursues more grant opportunities.

College Advancement budgets are reviewed and approved by the division’s senior budget administrator and by the College’s finance office. Fund-raising budgets and costs remain at the industry standards. Expenses are also reviewed as part of the annual external audit.

Projections
- College Advancement will continue to focus on expanding restricted support for financial aid for the undergraduate programs in fiscal years 2012 to 2014.
- Continuing in fiscal year 2011 and beyond, the president will work with College Advancement to increase funding to work toward the goal of meeting full need for all students in both the Language Schools and the Bread Loaf School of English.

Financial Oversight

Description
Middlebury utilizes SunGard Banner software for budgeting, position and financial management. Banner is a tightly integrated suite of enterprise applications on a single database, designed to support the institution’s administrative needs across all areas, including student information, financial aid, finances, human resources, and advancement. In addition, we use Oracle’s Hyperion reporting software to maintain an array of customized reports for budget administrators, finance specialists, and all administrative departments. Training and customer service for budget and finance users is readily available.

The Board of Trustees meets quarterly and reviews the financial status of the institution at each meeting. The board approves the fees for all programs for the following year as well as any revisions to revenue and expense assumptions. This includes a contingency fund for unexpected reductions in revenue or increases in expenses. In May, the board approves the operating budgets for the upcoming fiscal year, and in October the board reviews the prior year’s financial statements, audit, and budget-to-actual results.

There are four committees of the board that specifically review finances: Budget and Finance, Audit, College Advancement, and Graduate and Special Programs. The Buildings and Grounds Committee also reviews all finances related to capital projects and the capital budget is approved by the full board. The board is also provided with ratios to analyze the performance of the institution. All members of the Board of Trustees are required to acknowledge any conflicts of interest according to the Colleges’ Conflict of Interest Policy.

Appraisal
The College produces a monthly set of unaudited Generally Accepted Accounting Principles (GAAP) financial statements that are reviewed by senior management. These statements are compared to the prior year’s data and analyzed to help determine the financial position of the
The College has policies and procedures in place to ensure that data are accurate and complete.

The finance area provides financial oversight of revenue and expenditures to ensure compliance with all laws and regulations and with the College’s own internal policies. The College has established policies on a variety of topics, from procurement to fixed asset capitalization, that are posted on the website. There is an internal audit of procurement cards, separation of duties between budgets and actuals, approval of large expenditures by appropriate parties, and review and analysis of department budgets. The success of the College depends not only on the competence of its faculty and staff, but also upon its reputation for honesty and integrity in conducting its affairs. The College selected EthicsPoint to provide a simple way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of the College’s established policies and Code of Conduct for employees.

The College has employed Investure, LLC as the external investment office since June 2005, but remains the ultimate trustee of its endowment assets. Therefore, a number of controls and ongoing auditing processes are in place, so the College can continue to meet its fiduciary responsibility. This includes formal manager risk assessments, reconciliation of all accounts, evaluation of investment strategy, and periodic due diligence visits to Investure’s offices in Charlottesville, Virginia.

The focus of risk management is to protect the College’s people, property, and reputation from internal and external harm by either managing or insuring risk. Though we cannot manage every risk to a positive conclusion as accidents, mistakes, and lawsuits happen, we plan for these events, have protocols in place, and purchase insurance to manage these events.

The consolidated financial statements and related statements of activities and cash flows are audited annually in accordance with auditing standards generally accepted in the United States. PricewaterhouseCoopers (PwC) completes the annual audit. The Audit Committee receives an annual formal written statement from PwC delineating all relationships between the auditors and the College. The committee reviews and discusses with the external auditors all significant relationships the external auditors may have with the College. They determine the objectivity and independence of these relationships and then take or recommend appropriate action as needed. The charge of the Audit Committee outlines the committee's oversight responsibilities. Senior management receives a report of the financial information and uses the information to meet the goals set by the trustees.

Audited financial statements and the management letter are reviewed annually by the Audit Committee meeting in September of each year. The management letter is reviewed and reported on at each Audit Committee meeting during the year. All recommendations are reviewed by the Audit Committee. The vice president for finance and treasurer provides an update on actions taken at each Audit Committee meeting, and the recommendations and actions taken are documented in the meeting minutes.
The College has a high quality bond rating and was most recently rated in October 2010. Standard & Poor’s Ratings Services assigned its ‘AA’ long-term rating to the College’s Series 2010 revenue refunding bonds and also affirmed its ‘AA’ rating on the College's existing debt. Moody’s Investor Services assigned its ‘Aa2’ rating to these same bonds and also affirmed its ‘Aa2’ ratings on the College’s outstanding debt. This high rating allows the College to easily access the municipal markets and secure attractive borrowing rates.

The College engages in timely financial reporting including daily cash and receivables reporting to the vice president for finance and treasurer; bi-weekly staffing reports to the vice president for finance and treasurer; weekly treasurer reports to the president; monthly unaudited GAAP financial statements to the vice president for finance and treasurer; quarterly budget reports and financial statements to the Budget and Finance Committee; and quarterly reports on special programs to the Graduate and Special Programs Committee. The managers of all the auxiliary enterprises meet regularly with the vice president for finance and treasurer to review financial results.

When budgetary issues arise, managers work with the financial offices and senior administration to improve the financial situation. For example, the Board of Trustees recently identified that the net loss of the auxiliary enterprises needed to be improved. They formed an ad hoc committee to review the auxiliary enterprises and review management’s plans for improvement. As a result, most of the internal catering has now been outsourced, staffing costs have been reduced at the Grille and Snow Bowl, and a thorough review of business operations at the Ralph Myhre Golf Course is underway.

**New Program Analysis**

**Description**

Middlebury College has added numerous programs and locations since the last reaccreditation review. Over the last ten years, the C.V. Starr-Middlebury Schools Abroad have added 26 locations in more than 12 different countries, resulting in a total of 35 locations in 14 countries. These new programs, in addition to providing excellent academic opportunities, are intended to provide additional revenue. For example, students who attend the C.V. Starr-Middlebury Schools Abroad from other institutions – almost 50% of the total students in attendance – are not eligible to receive Middlebury financial aid, but may from their home institution; this eliminates any discount in tuition and fees, and significantly lowers the cost borne by Middlebury to educate these students.

The College also provides educational opportunities through its new financial venture, Middlebury Interactive Languages, LLC (MIL). Established with endowment funding that was slated for investment in new companies, the MIL revenue-sharing agreement will provide additional revenue to the College in future years. The company will sell online language learning software as well as oversee the Middlebury-Monterey Language Academy (MMLA), an established summer program of language instruction for students in grades 7 through 12.

**Appraisal**
Existing C.V. Starr-Middlebury Schools Abroad have Faculty Advisory Boards (FAB) that are involved in discussions regarding expansion of sites within those schools. There are site visits each year by two FAB members to assess the academic offerings within these programs. In establishing new Schools Abroad, exploratory visits are made by college administrators and faculty from relevant departments.

Any substantive changes or new programs are driven by the strategic plan and strategic opportunities, and reviewed by appropriate faculty and staff groups as well as the Board of Trustees. Prior to a new school abroad being established, a business plan and proposed budget are prepared by the Office of International Programs and Off-Campus Study and the Budget Office. After review by the vice president for finance and treasurer and the president, it is presented to the Board of Trustees.

Financial review practices also address situations where programs may not be financially viable. For example, in 1998, the Bread Loaf School of English (BLSE) opened a campus in Alaska, but over time, grant funding was no longer available and the cost of travel was too high for many of the students. When participation dropped to a level that was no longer financially sustainable, the program was eliminated. Similarly, a BLSE campus in Mexico was opened in 2003, but was closed after one year when enrollments were not sufficient to make the program financially viable.

The C.V. Starr-Middlebury Schools Abroad have added some additional ad hoc revenue streams. When physical space abroad is not in use by our schools, the space is leased to other groups. Additionally, programs in Chile and Spain for English as a Second Language (ESL) employ our skilled local staff as well as the Monterey Institute students and graduates. These pilot programs have not yet been officially reviewed by the Board of Trustees. Once our Schools Abroad staff determines if it is beneficial to expand these projects, the trustees will engage in a full financial and academic review.

The Language Schools now operate in both Vermont and California and may expand to additional sites. When the Mills College location in California was established in 2009, two staff members were hired to work at the satellite location throughout the year. The C.V. Starr-Middlebury Schools Abroad all have a central office in each country or region with at least a director and program coordinator to manage operations and provide support to students. The Bread Loaf sites also have staff on-site or liaisons who work directly with the Bread Loaf office in Vermont. Having staff located at remote sites aids in the implementation of policies and procedures, the maintenance of consistency and compliance, and ensures adequate controls. However, we need to continue to evaluate the administrative structure as new programs are created. At what point do we need to provide additional staffing on the Middlebury campus to support new programs? How do we evaluate the amount of work created by each new entity? Do we become more efficient with more sites or do we add undue burden?

As the expansion of international programs continues, a more formal organizational process needs to be implemented. The College has become a multi-national institution and employs an increasing number of people in more than a dozen countries. We must make sure that all laws and regulations are known and adhered to in each country. Most of the educational locations
abroad use local accountants and consultants to conform to employment laws, tax regulations, severance pay, and benefits. To ensure legal compliance across all international programs, we have engaged a consulting firm, High Street Partners, to evaluate the current operations abroad, identify where improvements and changes may be needed, and assist in setting up new operations for us to ensure compliance with local regulations.

With international programs there is an ongoing challenge of managing the purchase of foreign currency. We estimate the exchange rate for budget planning and purchase currency when the exchange rate is favorable to the budgeted amount. However, fluctuations in exchange rates can cause significant budget overages.

With international programs there is an ongoing challenge of managing foreign currency exchange risk. Our practice is to estimate the exchange rate for budget planning, and purchase foreign currency forward contracts to ensure a 12-month supply of currency. However, fluctuations in exchange rates can cause budget overages.

The transfer of the administration of the Middlebury Monterey Language Academy (MMLA) from Middlebury College to Middlebury Interactive Languages (MIL) is also important to note. When we recognized the potential to partner in-person language instruction for middle-school and high school students with online language instruction for these populations, the MMLA was moved into MIL. While the company is separate from Middlebury—for example, MMLA staff are now employees of MIL and all financial activity runs through that organization—some Middlebury faculty and staff are still involved in the administration of these programs. The need analysis for financial aid awards, for example, is still provided by the College’s Student Financial Services Office. If and when we develop more such new programs, including ESL, we will need to evaluate whether or not the program should be established separately from Middlebury.

Projections
- The vice president for finance and treasurer and the vice president for language schools, schools abroad, and graduate programs must ensure that there are sufficient staff to support these new programs and opportunities before they are created. Job descriptions of existing staff will be reviewed and updated, and reorganizations may need to occur.

Institutional Effectiveness

With the financial crisis, financial planning has become more inclusive, transparent, and data driven. Financial planning was previously carried out through the Board of Trustees and the senior administration. Since the decline in resources has had an impact on the greater College community, all constituencies have become part of the financial planning process. The priority is to preserve the academic core for the long term. Financial planning assumptions and daily operations are regularly reviewed and modified to ensure the most effective practices are in place and the long term financial health of the institution is protected.
Standard 10 • Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, clear and sufficient for intended audiences to make informed decisions about the institution.

Overview

Middlebury College is committed to facilitating access to important information about the institution for both internal and external constituencies. In addition, public expectations regarding the availability of information have increased dramatically in recent years. Since our last self study in 1999, we have conducted two major overhauls of our Web presence; the resulting changes in the presentation of institutional information serve to illustrate our commitment and respond to public expectations. With these and other efforts to improve the way we communicate, we have focused on delivering correct, concise information to those who want and need it. Of necessity, this effort will always be a work in progress.

Description

There are many offices involved with the organization and transmission of information at Middlebury and its various entities. These include Library and Information Services, the Office of Planning, Assessment, and Institutional Research, and the two communications offices at Middlebury and at the Monterey Institute. Given the number of offices, individuals, and locations involved in the communication process, ensuring that all offices involved with disseminating information know what the others are doing, and that all information is made available in an organized fashion, is a significant challenge.

The information dissemination function is relatively decentralized, though we have made efforts to centralize some functions where appropriate. The recent overhaul of Middlebury’s website, which took place during the 2009-10 academic year, helped to focus these efforts. This overhaul included a parallel, coordinated, and collaborative redesign and updating of the Monterey Institute’s site, leading to distinctly branded, but complementary, sites for Middlebury and the Monterey Institute. At the same time, Middlebury’s Communications Office assumed greater responsibility for the College’s Web presence, to ensure that information and messages are consistent across Middlebury’s entire public profile and for all of its entities.

There have also been ongoing efforts to ensure that potential and current students have access to information they might want or need. The website is viewed as the most important vehicle for communicating this information, and we have devoted substantial resources to making it as easy as possible for interested viewers of the site to find what they need. For example, the search function on the home page was reconfigured and optimized when the site was updated, and is now much more effective at locating relevant information.

While Middlebury continues to produce some print publications, we have eliminated hard copies of many documents. We continue to publish paper copies of the course catalog, as well as materials used to promote Middlebury in different venues, including the viewbooks for the
Language Schools, C.V. Starr-Middlebury Schools Abroad, and Bread Loaf School of English, and the Middlebury Magazine, but overall, print publications are far scarcer now than in the recent past. The reduction in printed materials was initiated for a variety of reasons, including the need to reduce the costs and staff time required to design and print materials, and a desire to decrease our carbon footprint. Additionally, fewer faculty, staff, and students were consulting print publications as more information became available online as well. Links to the most important information – including admissions, public safety, and sites for all of Middlebury’s entities – may be found at the middlebury.edu home page.

These recent changes have been reflected in a significant reorganization and reorientation of Middlebury’s communications office. Because of the ever-increasing importance of the Web, Communications now spends much more of its time and resources on interactive content, including multimedia projects, videos, and animation. This interactive content feeds the college website, the online version of the college magazine, and supports the efforts of Communications’ primary internal clients—the Admissions Office and College Advancement. There has also been an increased emphasis on greater consistency in our overall message, as well as on making internal communications more effective. Additional changes have taken place in the Monterey Institute’s communications office, which has developed protocols governing the use of all-campus e-mail lists and other key communications tools in an effort to reduce internal communications clutter. To reinforce this, the communications office in Monterey periodically reminds the Institute’s community of the primary communication channels.

At all of Middlebury’s degree-granting entities, key information on degree requirements and courses of study is available on the programs’ websites. At the undergraduate college, the College Handbook is easily available online, individual academic departments and programs have their own web pages, and all were updated last year. As part of those updates, all departments and programs added learning goals to these pages. The Office of Human Resources website is organized so that employees can readily access important information. The Language Schools list all courses offered in each School, including course descriptions, before the application season begins. The Bread Loaf School of English posts course descriptions, course schedules, and reading lists by campus, along with a full program catalog and updated student handbook, on its website before the application and registration season.

The website is also designed to provide prospective students with all relevant information about the College and its entities. Whether students are interested in the undergraduate college, the Language Schools, the Schools Abroad, the Bread Loaf School of English, or the Monterey Institute, they are given clear directions about how to apply, availability of courses and programs, and College policies.

Appraisal

Although information is available describing the entire range of Middlebury programs, different academic units provide different levels of detail. The undergraduate college, because of its extensive resources in many different areas, as well as its wide variety of departments and programs, is the most able to provide large amounts of information. That said, there is significant variability in what individual departments and programs provide to students on the Vermont campus; not all majors are described in equal detail, for example. There is more uniformity in
presentation in Monterey; the recent academic reorganization at the Institute coincided with the website redesign, which made it easier to have consistency across program descriptions.

In terms of academic information, there is one aspect of our study abroad program that sometimes generates frustration from students. When students study abroad – whether at Middlebury Schools Abroad or on non-Middlebury programs – they are often directly enrolling at foreign universities. When making their academic plans, students are often unable to find lists of specific courses that they might take; this sort of academic information is not generally published by foreign universities with enough lead time for students to know what they can take, what might count as courses for their major, etc. One remedy that we have implemented is a course information database, which went live in 2008. This allows students to search by program, university, country of study, and major, to find courses that have previously been approved for major credit by Middlebury department and program chairs. As new courses are approved, they are added to the database.

As described above, Middlebury has shifted to publishing various documents electronically, rather than publishing them in print. While the undergraduate course catalog is still printed, many others have disappeared. The elimination of some, including the Admissions viewbook and the Rohatyn Center for International Affairs annual report, has not caused much consternation, but the elimination of the College directory has been more controversial. There have been repeated calls to print the directory again, and as a consequence, Library and Information Services is working on a directory that would be simpler to compile and could be printed in smaller quantities, as needed. Similar issues have been raised in Monterey regarding the current lack of a printed directory. A reduction in the number of print publications raises questions about the archiving of College publications. Print publications provide an informative snapshot of the institution at a given point in time and can be stored and accessed in the College Archives or Davis Family Library. The College has yet to develop a thorough plan for archiving publications that are only available electronically.

The main vehicle for gathering and disseminating data about Middlebury is the Office of Planning, Assessment, and Institutional Research (PAIR). One way PAIR provides data externally is through regular reports to the U.S. Department of Education’s National Center for Education Statistics (NCES). The NCES makes these data, and data reported from schools across the country, available through its College Navigator site to prospective students. PAIR also provides information about the College on its website; these data include enrollment information, graduation statistics, and financial statements. Looking internally, in the last two years, this office has made it a priority to establish systems that more consistently gather useful information and provide meaningful feedback to relevant constituencies (see Standard 2). For example, in fall 2010, undergraduate department chairs and program directors received reports on the results of a recent senior survey that measured student satisfaction with their majors. The departments and programs were encouraged to use this information in their ongoing conversations about their teaching, curricula, and/or advising.

One recent change in the general area of public disclosure and information dissemination illustrates the challenges associated with managing the large volume of information we have, as well as the potential rewards to thinking through this management carefully. The most recent
website overhaul was a massive undertaking, and involved hundreds of staff and faculty making changes to web pages, rethinking how various aspects of the College ought to be represented, and learning a new process to edit web pages. It is worth noting that there was plenty of grumbling about the changes, and in particular about the number of staff hours that were invested in the change. In addition, since the website does have increased functionality, there is a need for staff, in particular, to spend more time updating pages and making sure that the website is current and accurate. This need for staff time was complicated because the website update took place at the height of the economic downturn when a number of staff were leaving through early retirement and voluntary separation programs.

The overall process, however, was an inclusive one, and there was an emphasis on making the website much easier to navigate when it came to the crucial bits of information that are essential for public disclosure; a frequent complaint about our previous site was that although one could eventually find the information wanted, it was too often an arduous process of digging through many layers. The goal with the new site is to have all of the crucial pieces of information more readily available, both through clicking and through the search function. In order to evaluate how easily one might find crucial pieces of information on the site, we asked a number of students and staff members to locate the information that NEASC has specified for this standard, and they were able to find this key information with little difficulty. In addition, Library and Information Services is considering a portal option for the website, so users can personalize how they utilize the College website. As part of its website development process, the Monterey Institute commissioned an external focus group appraisal and usability study six months after their new site was launched. This study resulted in both positive feedback and a number of specific recommendations for enhancements that have since been implemented. The communications office at Middlebury has also done usability testing of the new website, and some changes have been made as a consequence of this testing.

**Projections**

- The Middlebury communications office, in consultation with all of Middlebury’s entities, will take the lead in creating an integrated communications strategy during the 2011-12 academic year, with the expectation that proposals coming out of this plan will be implemented as soon as is feasible.
- The communications office and Library and Information Services will work together to establish an ongoing process for evaluating which publications should remain in print, and which will reside only in electronic format. President’s Staff will review these recommendations on an ongoing basis.
- In 2011-12, Library and Information Services will establish a working group to develop appropriate protocols for the long-term archiving of electronic publications.
Institutional Effectiveness

There are ongoing efforts to review all of our publications—at this point, mostly electronic—to make sure that information is accurate and up to date. Many offices at all of our entities review their information regularly, usually as part of a process of preparing information for the next incoming group of students. These efforts serve to ensure that the information provided to the institution’s many constituencies about all of Middlebury College’s programs is useful, accurate, and current.
Standard 11 • Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

Description
Middlebury College and its graduate programs maintain a robust set of policies to ensure fairness, equity, and transparency in institutional procedures that affect the work lives of faculty and staff, the educational experience of its students and the governing practices of its Board of Trustees. Middlebury’s commitment to integrity and stewardship extends beyond the immediate boundaries of our campuses and educational sites, informing our relationships with the local community and with our environment.

The Middlebury College charter was granted by the state of Vermont on November 1, 1800. The most significant recent change to our charter is the acquisition of the Monterey Institute of International Studies as a graduate school of Middlebury College; this substantive change was approved by NEASC in March 2008. With 41 program locations in 15 countries across the globe, it is a difficult task to ensure that our policies and procedures are consistent, that they are appropriate given applicable state and national laws, and that they are known and easily accessible to our faculty, staff, and students. Nonetheless, we have made significant progress toward these goals. Through our institutional policies and procedures, we are committed to maintaining fair, effective, and clear practices that safeguard integrity in all areas of learning, research, communication, and conduct.

In addition to our credit- and degree-granting programs, we are connected to non-credit bearing programs and conferences bearing the Middlebury name. The most recent and notable of these is the creation of a for-profit entity, Middlebury Interactive Languages. Organized as a separate legal entity, this partnership venture with K12, Inc. leverages Middlebury’s long history of leadership in language teaching to create online language learning courses. The Middlebury-Monterey Language Academy, a language immersion summer program for middle and high school students, which had previously been administered by the College, is now part of this new company.

Appraisal

Institutional Policies

Middlebury College policies and procedures are posted online, reviewed annually, and available to all constituents through our staff, faculty, and student handbooks. The Monterey Institute has systematically reviewed and revised its personnel policies to align with Middlebury’s wherever practicable. Separate student and faculty handbooks are maintained for the Monterey Institute, C.V. Starr-Middlebury Schools Abroad, Language Schools, and Bread Loaf School of English because of their different locations, program durations, and faculty, staff, and student
populations. Other policies integral to all our programs include clear grievance procedures for students, faculty, and staff, the academic honor code, employee and student codes of conduct, and the anti-harassment code. Specific policies regarding faculty recruitment, hiring, promotion and tenure, on the other hand, are primarily relevant for the undergraduate program and the Monterey Institute, where faculty are hired and promoted into tenure-track or multi-year contract positions. The College has retained High Street Partners, LLC to review compliance with laws and employment regulations for employment for our programs outside of the U.S. This review includes hiring practices, health benefits, pension plans, and other local benefits. Middlebury College and the Monterey Institute, in consultation with counsel, review institutional policies at our U.S. program locations.

In examining the comprehensive set of policies across programs, however, there are occasions of differing policies or practices based on constituent type (faculty, staff, or student) and/or program type or location. The anti-harassment training that has been required of staff, for example, has not yet extended to undergraduate college or Bread Loaf School of English faculty. Additionally, there are a few policies, such as those maintained by the Controller’s Office, that are online, but not currently centralized with our collective handbook and policy information online. Overall, this is an area that would benefit from further review and standardization as much as possible to support our goals regarding ease of access and fairness and consistency across our different programs and employee and student communities.

Institutional Diversity

We have taken important steps in recent years to support diversity within the community. Because the Monterey Institute is considered a federal contractor under federal regulations, it is required to have an Affirmative Action Plan, and as a result, Middlebury College is also required to have a formal plan. As part of this effort, Human Resources surveyed faculty and staff in spring 2010 regarding ethnic and racial identity. The C.V. Starr-Middlebury Schools Abroad, Language Schools, and the Monterey Institute are all diverse, drawing teachers and students from a wide variety of cultures and countries. The Bread Loaf School of English is less so, although the directors have made efforts to increase the number of faculty of color teaching in the summer and have selected new campus sites in large part to diversify the curricular focus as well as the student body.

The recent hiring of the dean of the College and chief diversity officer provides renewed oversight for the development and implementation of diversity goals and initiatives on the undergraduate campus. As a member of the Staff Resources Committee, the dean of the College and chief diversity officer also influences the staff planning and development process. Other campus committee work, such as the 2007-08 Task Force on the Status of Women, has helped the College examine issues of parity in hiring, compensation, and promotion for women faculty and staff. Core recommendations from that committee have been integrated into an annual review process to assess progress. One recent change that resulted from that review was the extension of the parental leave benefit for staff to provide greater parity with the benefit provided faculty. That progress is shared with faculty and staff through their respective councils, as well as the Board of Trustees, and reflects our administrative commitment to accountability and transparency.
Communication and Decision-Making

A noteworthy strength of the current College administration is its commitment to transparency and frequent communication about institutional issues and challenges. At the College and at the Monterey Institute, the presidents hold institution-wide meetings and open office hours during the year. Strategic goals, financial updates, trustee meeting outcomes, and policy information are shared and discussed with the entire community, and transcripts or video are promptly posted on our websites. The College president also meets regularly with directors and managers to foster open communication and promote institutional alignment.

The College administration’s response to the recent financial crisis provides an illustration of how issues of integrity weigh in the decision-making process. This has been a challenging and difficult time for the College and for its employees. In addressing the fiscal situation, the administration sought to trim budgets in a way that included solicitation of community concerns. The administration provided the community with an online “suggestion box” and surveyed College trustees, faculty, students, and staff regarding their perception of institutional priorities, including that information in discussions at the senior administrative and trustee level. As a result, staff reductions were accomplished through early retirement and voluntary separation incentives for qualified employees. While this path allowed individuals to make their own decisions regarding continued service at the College, we now face challenges in determining how to best reallocate staff resources, given the disproportionate departure from some areas. This is an issue that the president, senior staff, and human resources continue to address.

Institution-wide communications can be accessed online via the College website and various blogs. Regular publications such as “MiddPoints,” “Communique,” and “The Campus” keep constituents at Middlebury and the Monterey Institute abreast of important current events. Information and updates about committees that represent student, staff, or faculty members can also be found online. Our summer programs face unique communication challenges. Although there is regular communication between staff, faculty, and students through meetings and informal interactions during the summer, students and faculty return to their home institutions for the academic year and may or may not return the following summer; it is therefore paramount that essential information is conveyed through online handbooks, appointment letters, orientation programs, and meetings. Program directors review the summer programs after their completion and collect student and faculty feedback to identify changes needed for the subsequent year. The vice president for Language Schools, Schools Abroad, and special programs also meets once each summer with the entire faculty of each of the ten schools in a separate meeting to hear concerns and discuss new initiatives. The directors of the C.V. Starr-Middlebury Schools Abroad meet twice annually with the dean of international programs to review the programs, address issues, and provide updates and contacts with relevant College staff.

Environmental Stewardship

The College is also mindful of its role in the greater community and its impact on the broader environment. The College is proud of its close working relationship with the town of Middlebury.
and partnerships all throughout Vermont and its support of local projects, farms, businesses, agencies, and organizations that benefit all who reside in the area. The Monterey Institute also enjoys a relationship of constructive engagement with the city of Monterey. In collaboration with these community partners, Middlebury has taken a strong position on environmental responsibility. In 2004, the College’s board of trustees resolved to lower College greenhouse gas emissions to 8% below 1990 levels by 2012; in 2007 the board responded to a proposal by a group of students, faculty, and staff by setting a goal of carbon neutrality by 2016 for the College’s Vermont campus. In January of 2010, the Monterey Institute Board of Trustees passed a similar resolution. Chief among the College’s accomplishments thus far is the construction and use of a biomass gasification plant that cuts our use of #6 fuel oil by approximately 40%. Local foods are served in the dining halls. Addressing sustainability through social justice, the Organic Garden gleans tons of produce for Addison County food shelf. The Middlebury has also become a leader in higher education in addressing these issues and has joined efforts with broader initiatives, such as the Association for the Advancement of Sustainability in Higher Education.

The College also incorporates environmental planning into its governance structure. The dean of environmental affairs is charged with advancing Middlebury’s leadership by working with the academic environmental studies program and promoting sustainability in College planning and operations. The sustainability integration office supports academic and practical projects and conducts an annual greenhouse gas inventory to assess progress toward carbon neutrality. The Environmental Council evaluates policy and practices in areas related to sustainability, including transportation, food, printing, purchasing, design and construction, energy and land management making its recommendations to the president. The Council also distributes small grants for student, faculty, or staff projects that promote sustainability both on the Vermont campus and at Middlebury’s Language Schools in other countries. Additionally, students benefit from Sustainability Study Abroad grants that support self designed, student research project while studying away. The Monterey Institute has committed itself publicly to forging a sustainable campus through the work of its Sustainability Council, which includes faculty, staff, and students. While Middlebury and the Monterey Institute have forged a successful working relationship in the academic sector, collaboration in the area of campus sustainability is steadily growing.

**Projections**

- The office of human resources will initiate a review of practices related to summer programs and C.V. Starr-Middlebury Schools Abroad to identify best practices in hiring, compensation, and the use of assessment for program improvement. This process will begin in July 2012.
- The office of human resources will work with appropriate offices to ensure that new faculty and staff at Middlebury College and the Monterey Institute go through a common employee orientation process by September 2012.
- The human relations officer will ensure that anti-harassment training for current faculty and staff is in place by March 2012.
- The human relations officer will ensure that counsel review the anti-harassment policies in New Mexico, North Carolina to affirm compliance with state law by July 2011.
- The office of sustainability integration will develop a sustainability master plan in 2012.
Institutional Effectiveness

The practice of regular reviews improves our various policies. In general, Middlebury policies are reviewed annually and are updated by the appropriate office as warranted by either external changes in law or analysis of internal needs, which is a regular ongoing process within different divisional areas of the institution. Policies are also reviewed when specific issues arise or data suggest a change that may benefit the institution.