Fostering Teaching and Mentoring

Middlebury’s intensive and personalized teaching inspires students for the rest of their lives. Our professors challenge their students in classrooms, labs, and studios, mentor them in side-by-side research, and get to know them on and off campus, all the while breaking new ground in their own disciplines. This teaching tradition develops analytic, creative, and technical abilities that distinguish our graduates in top graduate schools and in advanced career positions worldwide. Endowed professorships, funds for faculty research and development, and department and program support help realize the full potential of all Middlebury faculty and students.

Endowed Professorships
An endowed professorship supports a teacher’s salary and an annual research stipend, stimulating numerous new teaching and learning opportunities campus-wide. This investment in high-achieving senior faculty enables them to expand their research and publications, to involve students in their scholarship, and to bring the fruits of that work into the classroom, especially in new course offerings. In the larger academic sphere, endowed professorships impart greater recognition and prestige to Middlebury and its faculty.

Endowed Professorships: Benefits at a Glance

- **Student Opportunities**: Professors can hire student research interns, develop new classes, and bring students to professional conferences to copresent research.

- **Faculty Recruitment and Retention**: Professorships reward sustained achievement and provide long-term goals for prospective hires and outstanding junior faculty.

- **Visibility for Middlebury**: Endowed professors can afford to attend conferences and to bring to campus outstanding scholars and speakers.

- **A Lasting Legacy for the Donor**: Generations of students reap the scholarly benefits; as one professor succeeds another, the name of the honoree or donor continues to be identified with educational achievement.

When you publish, go to conferences, get involved in your field or in the community—it’s all extremely good for the College, and it all enriches the classroom.

“Last year these funds enabled me to carry out extensive research related to my book, Joseph Cornell and Astronomy: A Case for the Stars, to be published by Princeton University Press. I made multiple study trips to the Joseph Cornell Study Center at the Smithsonian American Art Museum, was able to purchase copies of a number of books that Cornell owned, and viewed Cornell’s works in private.
and public collections around the country. The result is a book that marks a highpoint in my academic career.”

Kirsten A. Hoving, Charles A. Dana Professor of History of Art and Architecture

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Paul Monod, A. Barton Hepburn Professor of Economics and History

Faculty Research and Development Funds

Almost 60 percent of Middlebury faculty, including junior faculty in critical periods of professional development, require other means of support to finance their research and to stay connected with colleagues and professional organizations. To remain competitive in recruiting and retaining gifted teachers/scholars, Middlebury must provide sufficient research support. Endowing research and development funds for assistant and associate professors would assure them of a reliable and expanded source of support for their own development and that of the students who work alongside them.

“Frank Winkler’s mentorship was one of the most important things I got out of Middlebury. Working with him has been inspiring for my both graduate school career and my plans postdegree.”

Karl Twelker ’07, Juneau, Alaska
Pursuing a Ph.D. in physics at Stanford University

“Though Karl graduated a year ago, we have been in contact often since, and we recently submitted a joint paper based in large part on his senior thesis.”

Frank Winkler
Gamaliel Painter Bicentennial Professor of Physics

“Jackie Montagne ’09 and Ben Grimmnitz ’09 were among the first people ever to dig at this ‘lost city’ [Jaquar Hill] and among the first to contribute to our limited knowledge of it. Their work is currently being revised for publication by the Guatemalan government and will doubtless feature in future submissions to academic journals. . . . There are few projects worldwide that would offer the ability for undergraduates, with no previous experience in archaeology, save an introductory course, to actually excavate a monument or be the first individuals to see it uncovered in over a millennium.”

James Fitzsimmons
Assistant Professor of Anthropology

The Importance of Faculty Advising Department and Program Support

Faculty members also mentor their students by advising them on course offerings, opportunities abroad, internships, graduate programs, or possible career paths. This relationship starts with Middlebury’s intensive first-year seminars. A student’s professor for this seminar will serve as adviser until he or she declares a major sophomore year. As provost and professor of English and American literatures Alison Byerly explains, the faculty adviser ensures that while taking advantage of Middlebury’s interdisciplinary offerings, each student graduates “not just with a tray full of food, but with a meal.”

Middlebury professors truly know their students, and each professor has advising responsibilities. Many professors advise as many as 40 students, including those who communicate regularly by e-mail from programs abroad. In one semester, a professor might write as many as 100 letters of recommendation for students applying to graduate school, for Fulbright and other fellowships, for internships, or for jobs. Because Middlebury professors know their students’ talents and ambitions, they are able to connect current students with the Middlebury alumni they have taught in that discipline, creating an international network of people prepared to make a difference.

Gifts to particular departments and programs help provide staff support so that professors can focus on individual advising and mentoring and less on administrative details for their classes.

“I love the academic life here! If I want to go beyond the syllabus, my professors welcome that. Professor [Pieter] Broucke really helps me—he knows architecture and what interests me. He arranged my internship with a local architect, where I researched plans for a new Middlebury town hall. I learned so much. When I modeled a new roof for his office, though, he asked ‘What happens to the snow?’ and I said, ‘I don’t know—I’ve only experienced one winter!’ ”

Cha-ly Koh ’07, Kuala Lumpur, Malaysia
Ford Foundation Scholarship, City Design Group
Master’s Program in Urban Planning, MIT

“We were all blown away when we discovered figurine heads and obsidian blades. . . . My experience has me leaning toward archaeology when I pursue classics in graduate school. I have a much better understanding of what archaeologists do and their passion for the discovery of history. Furthermore, my front-row view of a rural village in Central America has given me a whole new perspective on the world outside the United States.”

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