

Task Force On the Innovative Use of Institutional Resources Proposals and Recommendations

5/24/12

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Overview

The charge of our task force was to explore the innovative use of institutional resources. We interpreted that charge to encompass the question of how we might better use institutional resources to support curricular innovation—in the words of Provost Byerly’s original charge, “the curriculum of the future”. This document, which represents the collective thinking and imagining of our task force over the past several months, presents three broad proposal areas. First, we propose that steps be taken to increase the connectivity among the members of the Middlebury ‘family’ (otherwise known as “the entities”; we note that the lack of a clear and common word for the Middlebury ‘family’ is indicative of the lack of connectivity that our proposals address). We feel that significant opportunities exist to enrich the undergraduate curriculum by developing more streamlined mechanisms for connections between the Middlebury campus and the Schools Abroad, MIIS, summer Language Schools, and the Breadloaf programs. Second, we propose the creation of more opportunities for what might be broadly termed ‘experiential learning’ in the curriculum, through a more robust and structured internship-for-credit program and through more opportunities to incorporate experiential learning within existing courses and programs of study. Finally, we have developed a set of proposals that are designed to overcome logistical or policy hurdles to achieving those two broader goals. Our proposal ends with an appendix that provides an overview of the steps that could be taken towards implementation, and our assessment of the difficulties and resource implications of each of these steps. We note that some of our ideas may be ready for relatively rapid and easy implementation; others are only the beginning of what we hope will be an ongoing series of conversations about our shared (and evolving) vision of “the curriculum of the future”.

Proposal 1. Increase opportunities for curricular connections between and educational interactions among the “Middlebury entities”.

Background

The Middlebury “family”-- by which we mean the undergraduate campus in Middlebury, MIIS, the summer Language Schools, the Schools Abroad, the Breadloaf Writer’s Conference, and the Breadloaf School of English-- comprises an extraordinary set of resources, both human and physical. The College’s Mission statement speaks explicitly to the richness of opportunity represented by the various Middlebury ‘entities’ (highlighted in bold, below).

*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.*

Middlebury College Mission Statement
<http://www.middlebury.edu/about/mission>

We believe that more seamless integration among the entities, with greater ease of intellectual movement among them, will increase opportunities for students to achieve the goals laid out in the College’s Mission Statement and for faculty to enrich their classrooms and their own scholarship. We have identified two specific areas where connections among the entities could be particularly fruitful.

Proposal 1.1: Explore opportunities for curricular connections between MIIS and Middlebury.

Joint degree programs between Middlebury and MIIS already exist; additional opportunities for enrichment of the undergraduate curriculum at Middlebury may exist at MIIS (and, presumably, vice versa). This enrichment could take a variety of forms: integrated (4+1) degree programs, “study away” programs for juniors, or even – with investment in video-conference technology (see proposal 3.1, below)—the opportunity for Middlebury students to take MIIS courses remotely while at Middlebury, and vice versa. We believe that identification of those curricular areas is best done by groups of interested faculty/students rather than by a committee. We thus propose that steps be taken to encourage small groups of interested faculty to explore areas of potential enrichment of the undergraduate curriculum at Middlebury. For example, a number of potential areas of interest have been identified:

- The Economics Department has expressed interesting in pursuing the possibility of having Middlebury students study at MIIS in order to take business courses that we do not offer here.

- The Linguistics Program has built connections to MIIS into their curriculum.
- MIIS is running a summer program on the teaching of English as a Second Language at Salve Regina University in Rhode Island; there may be opportunities for collaboration with the undergraduate program in Education Studies.
- MiddCore will offer a section at Monterey next year, in which both MIIS and Middlebury students will enroll.
- The Chinese and Arabic Schools both offer a combined M.A. degree program that involves a summer in the summer Language Schools and a year at MIIS.

We recommend that the following steps be taken to encourage Middlebury faculty to explore curricular connections through the following mechanisms.

1. The existing M² seminar series, in which two MIIS faculty come to Middlebury and two Middlebury faculty travel to Monterey each year for talks, is an obvious forum with which to explore curricular connections. Departments should be encouraged to take advantage of those visits to explore possible connections. We propose that Department Chairs be made aware of and encouraged to pursue these opportunities to develop curricular connections with Monterey.
2. Seed money should be provided in support of pilot projects, including travel to Monterey to pursue possible connections.
3. In the longer term, we advocate that the Administration explore the feasibility of longer-term (semester or year-long) exchanges of faculty between the various entities.

Proposal 1.2: Facilitate experiential learning opportunities between the entities

This proposal is closely related to our second proposal area—experiential learning—but specifically addresses the great potential that we see in enhancing internships and other experiential learning opportunities among the Middlebury entities. There is potential for a variety of student internships connected with MIIS, the Schools Abroad (many of which already incorporate internships for credit during fall/spring semester), and the Summer Language Schools. We envision that these internships would be devised in conjunction with Middlebury faculty, and would be linked to students’ studies in the languages or other fields. Student interns would receive stipends or, if our proposal to allow academic credit for summer internships (Proposal 3.3, below) is approved, academic credit. In the latter case, we would strongly recommend that funds be made available to support living expenses for credit-bearing internships.

Two current internships that connect MIIS and the undergraduate college provide a model for how experiential learning can bring the Middlebury entities together and provide a rich academic experience for students. First, the MIIS/Middlebury paired China internship is in its second year of existence. A team comprised of one Middlebury undergraduate and one MIIS graduate student work in conjunction with an NGO in China for a 6-week period. This year, the teams applying developed a project proposal and were interviewed collectively by MIIS and Middlebury staff. The selected team this year will investigate new ways of evaluating microfinancing projects done by the Nature Conservancy in specific communities in China. Second, this summer a dozen Middlebury undergraduates and one or two MIIS graduate students have different internships in the local food economy in Louisville, KY. However, they share a weekly educational component that provides both the Middlebury undergraduates and MIIS graduate students a chance to learn from and share with each other. These are both very small

and labor intensive projects, but illustrate the possibilities of MIIS/Middlebury student collaboration outside of our campuses.

The Summer Language Schools are also exploring internship possibilities for Middlebury/Monterey students. These internships, which would be linked to students' academic studies, would be developed in conjunction with Middlebury faculty. The goal of these internships is academic enrichment; they are visualized as an integral part of the student's course of studies, offering an opportunity to expand, in a more experiential way, what they have learned in a classroom. For this reason, these internships would be credit bearing, if summer internship credit becomes an option. (Even for credit-bearing internships, however, we would recommend that funding be provided for living expenses.)

The Summer Language Schools are a perfect place to offer a diversity of experiential learning opportunities. Students would work with people in the Language Schools on a project related to their academic studies, which they would have defined in advance in negotiation with the specific Language School, the Language Schools office, and the involved LS faculty or artist-in-residence. Internships could be devised in a variety of areas, including:

- Communication and Technology (website design and development, educational technologies such as SecondLife, speech technologies, social virtual spaces, etc.),
- Media (Radio station, video making/filming/editing, photos, print and online newsletters)
- Arts Programming (film, visual arts, theatre, cinema, visual art, music), and
- Language Education (teaching assistants, tutors, instructors for family ESL courses).

Many of these opportunities would require proficiency in the languages, but projects related to the central Language schools offices could be completed in English.

We also see tremendous potential for the development of a variety of internships in conjunction with Schools Abroad. These internships would take advantage of Middlebury's unique and broad international presence, and the wealth of expertise and local networking represented by our Schools Abroad. Some such initiatives have already been piloted at our Schools Abroad, including:

- MIIS/Midd internships in China, for which Middlebury and Monterey students are paired together (described above),
- TESL certificate program in Santiago, Chile (which may be expanded to other sites)
- Collaborative research projects leading to senior work (e.g., Maria Lloyd received Mellon funding this summer to complete an internship with a professor with whom she studied while abroad in Chile her junior year).

We can imagine numerous possibilities for additional internships involving Schools Abroad, including research on preservation of minority languages (counting toward Linguistics and/or Anthropology programs) and MiddCore projects tailored to international needs and interests.

Summer internships may be a way to sustain and expand service-learning partnerships already under way during Fall and Spring semesters, to close a 'gap' that may exist when students leave for summer break. Hence, summer internships would be a "win" both for students and for community organizations that have been working with our students during the academic year.

Proposal 2. Develop a more robust support system and greater opportunities for experiential learning.

Background

Experiential learning can be an important part of a liberal arts education. Experiential learning opportunities—within and beyond classes—allow students to fulfill critical components of our Mission Statement (bolded below). A rigorous, traditional campus-based education has, at its core, the goal of preparing students to engage the world beyond the “Middlebury bubble”. Enabling students to move beyond the classroom with our guidance can help them process and cultivate the qualities essential for them to become the leaders of the future.

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Proposal 2.1: Encourage greater ties between academic programs and internships

We propose that the College develop more “Integrated Internships” – that is, internships that are directly connected to particular courses. MiddCORE and MiddCOREplus are current examples of the kind of integration that we imagine, but this approach could be expanded to virtually any course on campus. For example, we could tie internships in hospitals, health policy think tanks, and biotech firms with our Health Economics course; we could link social justice, court, and law internships with a Constitutional Law course; we could connect studio and art instruction internships with The Creative Process. We recommend the following as first steps in this process:

1. Create EIA liaisons to work with individual departments to identify potentially relevant internships tied to specific courses. (*We note that this would require additional staffing.*)
2. Give faculty either a stipend or teaching credit for cultivation and supervision of eight summer or J-term internships. Faculty would help identify potentially relevant opportunities, work with students to develop a meaningful project, decide on a final deliverable assessment tool, and oversee progress with weekly one hour Skype check-ins and status reports.

3. Give academic credit to students for completion of these internships. (See Proposal 3.3 below.)
4. Expand the MiddCOREplus model to multiple cities and allow participation by non MiddCORE students. While this would require additional funding it could also be a potential revenue source if non-Middlebury students were allowed to enroll.
5. Require all students in credit-bearing internships to participate in a poster session in either February (for J-term internships) or September (for summer internships) to discuss their experiences. This would allow for student reflection and sharing of ideas.
6. Support inclusion of internship experiences within the context of a major or minor program. Programs such as Food Studies, Privilege and Poverty, Creativity and Innovation all include an experiential component as part of their design; American Studies is developing a J-term internship at the Smithsonian for Winter 2013.

Proposal 2.2: Encourage Growth of More Experiential Learning Opportunities within the Classroom.

Experiential learning is not limited to internships—numerous faculty members on campus already integrate experiential learning within their classes. Much could be done to encourage the growth of more experiential learning opportunities within the classroom. For example, we propose that the following steps be taken to expand awareness of and encourage development of more such opportunities within existing classes.

1. Host an Academic Conference on Experiential Learning to educate faculty members about the educational value of experiential learning: proven benefits (e.g., in terms of enhanced learning, enlightened discussion, and increased graduate school entry) and proven techniques (service learning, in-class challenge exercises, community outreach, etc.) Departments would be encouraged to send at least one faculty member to participate. Discussions on experiential learning would be an excellent topic at the Breadloaf faculty meeting, as a ‘warm up’ to this kind of event.
2. Offer a series of CTLR workshops by division to help faculty incorporate experiential learning strategies.
3. Incentivize faculty to add an experiential component to their courses. Incentives could come in a variety of forms, and we propose three particular avenues to explore here. First, faculty embarking on an experiment with experiential learning could be incentivized with a stipend to support the additional start-up time needed to develop opportunities. Second, the Administration is encouraged to publicize and celebrate innovative experiential learning initiatives with competitive teaching awards. We would encourage the Administration to consider not only retroactive teaching awards (honoring work that has already been done) but proactive teaching awards that identify a small number of faculty and provide them with an award for *beginning* an innovation in the classroom. For example, a recent piece in the [Chronicle of Higher Education](http://chronicle.com/article/On-Teaching-Awards/131777/)¹ highlighted an

¹ <http://chronicle.com/article/On-Teaching-Awards/131777/>

innovative program² at University College Dublin that encourages curricular innovation by identifying a number of fellows who receive an award that will facilitate a particular curricular reform.

4. Explicitly encourage risk-taking in course development by not counting the course response forms the first time a course is offered. We propose a policy whereby course response forms are collected, and provided to the faculty member, but do *not* become part of the faculty member's official course response forms used in tenure and promotion decisions.
5. Investigate the creation of an "EXP" distribution requirement, which would encourage students to seek out these opportunities.
6. Increase staff resources to help faculty with develop experiential learning opportunities. For example, hire more staff members like Diane Munroe (e.g., one for each division) to help develop experiential learning opportunities and create community partnerships. Recent graduates could be hired as EXP coordinators who could be assigned to EXP classes in much the same way that writing tutors are assigned to FYS and CW classes.
7. Develop a network of "guest mentors" to partner with specific classes. These would be engaging and charismatic alumni, parents, and others who work in a relevant field. Guest mentoring could be done from a distance, using skype or video-conferencing technology. For example, a research chemist might guest mentor a chemistry class; he/she could Skype in once every few weeks to pose specific real-world problems for the students to solve, and to discuss the application of classroom concepts in the 'real world'. The same structure could be employed in virtually any major, providing a great way to bring real-world experiences into classroom and re-engage alumni.
8. Encourage passage of minors like Food Studies and Creativity, Innovation and Enterprise that rely on experiential learning within the program.

² <http://www.ucd.ie/teaching/awardsgrants/fellowshipsinteachingandacademicdevelopment/>

Proposal 3: Remove logistical and policy barriers to improving connectivity and bolstering opportunities for experiential learning.

In this section, we address the existing logistical and policy barriers to achieving the curricular goals identified in proposal 1 and 2. We note that many of these barriers are common to both curricular goals.

Proposal 3.1: Facilitate linkages among “the entities” by investing in video-conferencing technology that will allow virtual guest lectures, virtual class visits, and even remote participation in classes at the entities by students/faculty at Middlebury.

Background

Although we could imagine video-conferencing (VC) technology breaking down barriers of distance between Middlebury and all of the various “entities,” our initial discussions focused on the MIIS – Middlebury connection. We envisioned enhanced video-conferencing technology facilitating a number of learning opportunities:

- i. classes taught jointly by one MIIS-based and one Midd-based faculty member with students located in one or both locations,
- ii. students in one location taking classes offered in the other location,
- iii. co-curricular events – seminars, visiting speakers, *etc.* – at one site allowing real-time participation by audience members located at the other site,
- iv. collaborations among various administrative offices at each campus,
- v. increasing the diversity of voices ‘present’ in classrooms (Hector Vila, Shawna Shapiro, Will Pyle all have experience here).

We envision that opportunities to employ such technology would come from the ground up— e.g., from faculty collaborating on the design of new courses with colleagues at other entities, or from students identifying courses offered at the other entity but not at their own.

Before investments are made, more information needs to be gathered as to how valuable these sorts of opportunities are to our respective communities and, to the extent there is interest, what sort of technological functionality would we want for these experiences. Is something akin to current Skype technology sufficient? Or might we want something more sophisticated that ratchets up the distant party’s sense of actually “being there”? Big Blue Button (<http://www.bigbluebutton.org/>), for example, is an open-source web conferencing system that has been designed for long distance education (and is currently under consideration at the University of Vermont). It allows video conferencing with the ability to view and annotate slides, see participants, and share desktops. Cisco’s TelePresence (<http://www.cisco.com/en/US/products/ps7060/index.html>) offers another potential platform for video-conferencing that approximates “being there”.

Our proposal recognizes that any sort of new investment will involve risks – e.g., technology sits un-used, trained staff has nobody with whom to share expertise, support staff who are already heavily burdened are asked to support a new and heavily used technology without additional resources or without tasks being removed from their areas of responsibility. We feel that the risks that such a system goes unused are minimal, as the capital upgrades we propose could have myriad uses within and beyond the Middlebury campus.

We have suggested an implementation process that will roll out the technology in a way designed to specifically identify early adopters and ‘advertise’ the curricular potential to a broader audience. The success of the initial “experiments” or pilots will be critical to shaping

the communities' perceptions and thus determining demand going forward. Initial experiments that fail may serve to deter faculty/students from making further attempts. Additionally, incentive and momentum for this type of remote collaboration should ideally come from the faculty/student end of things, rather than from the "top down" as a mandate. We should also focus initial efforts on those faculty/students who are eager to explore these new possibilities, so that successful efforts by these early adopters might spur the more reluctant to take the plunge.

Proposals

In January 2012, LIS Media & Technology Services began conversations with the Language Schools, College Advancement, and the Study Abroad Office – as well as with some individual faculty members (*e.g.*, Tom Beyer, Bob Cluss, and Rich Wolfson) – about improving the College's VC technology infrastructure. These conversations uncovered a range of VC needs, leading Media & Technology Services to begin developing a proposal for an enterprise solution with at least 3 components:

- A room-based VC system, installed in at least 2 rooms on campus;
- A campus-wide license for a software-based system to enable VC via tablet, laptop, *etc.*, as well as to provide connections from those devices to the room-based system;
- Live event (*i.e.*, one-way) broadcasting via the internet.

These systems would also be complemented by free, publicly-available technologies such as Skype and Google+ Hangouts (although these technologies tend to provide a somewhat lower quality experience due to their network design).

From these discussions, Media & Technology Services also developed a number of "use scenarios" for VC technology. These are similar to the ideas this Task Force articulated above, and include support for:

- classes taught jointly between Middlebury and Monterey (or any other affiliate) faculty;
- classes taught from one site only, with participation from students at an affiliated site or abroad;
- on-site classes augmented by guest lecturers from anywhere in the world;
- improved telecommuting experience for administration and staff;
- improved event (*e.g.*, commencements, reunions) streaming to the public.

While Media & Technology Services is relatively close to developing an RFP for a VC system, it may be helpful to deepen their knowledge of the ways VC might be used pedagogically at Middlebury. Therefore, in order to supplement the work already happening within LIS and ensure that it meets the teaching and learning needs of faculty and students, we suggest that:

1. LIS (or another organization on campus) solicit input from a broader range of constituents than previously consulted – including faculty at MIIS and students at both institutions – and develop additional VC use scenarios *before* LIS formally submits an RFP to vendors;
2. the College identifies potential early-adopters among faculty willing to experiment with VC technology in the classroom;
3. faculty should be encouraged or "incentivized" to experiment with VC technology;
4. the faculty course evaluation process be revised to allow for such experimentation to take place without adversely affecting the faculty promotion and tenure process. (This may have the added benefit of encouraging faculty to experiment with alternative or supplemental VC delivery mechanisms for course content);

5. LIS should investigate whether or not there are incremental steps the College could undertake to improve or optimize current VC capability on campus.

This Task Force would like to stress that it is important to coordinate any proposed work stemming from these recommendations with ongoing LIS efforts to identify appropriate VC systems.

Proposal 3.2: Resolve logistical hurdles to making fuller use of curricular connections to MIIS.

1. Develop strategies for providing housing, food, and transportation for students studying away at MIIS.
2. Conduct a feasibility study to determine what needs to happen to allow Middlebury faculty to teach J-term courses in Monterey, and to allow Middlebury students to take courses there.
3. Define communication channels by identifying point people at Middlebury/MIIS to take charge of this process.
4. Investigate financial aid issues pertaining to incremental costs of being at MIIS (e.g., costs included in the comprehensive fee that would have to be paid at MIIS--housing, food).

Proposal 3.3: Provide the option for students to receive academic credit for summer internships that meet the standards for a credit-bearing internship.

We propose a mechanism whereby students can gain academic credit (using a pass/fail system) for unpaid summer internships. The rationale for this recommendation draws heavily on the initiatives described in proposals 1 and 2, and includes the following points.

- Internships provide students with the opportunity for independent thought, the chance to develop leadership qualities and the ‘real world’ skills --all identified as essential goals of a Middlebury education in the College’s mission statement.
- Internships are instrumental to career exploration and success in obtaining employment following graduation.
- Internships facilitate opportunities for experiential learning and for connecting independent work to other facets of the student’s academic program.
- Certain industries, such as media, film, and publishing, increasingly require credit for summer internships, per federal regulations. We currently advise students to seek a local community college and determine whether an independent student credit could be earned through their program. This does restrict Middlebury student participation in selected internships, some of which may be relevant to a student’s educational goals or program of study.
- We currently grant credit for one-month (J-term) internships and for internships done through schools abroad, thus it is illogical to give credit or not based on the month in which it occurs.

We envisioned two pathways for achieving this proposal. First, it is entirely possible that the EAC could simply craft a proposal to treat summer internships exactly like J-term internships,

and fold them into the “five units of ungraded work” that have already been approved. The only outstanding issue with these internships would be the question of tuition/fees: if a student is being awarded Middlebury credit for an internship, should that student be required to pay tuition/fees? We have found that most institutions do require payment of at least a small fee for receiving summer internship credit. This would presumably be the simplest (and most rapid) mechanism to achieve the goal, and we would encourage the EAC to pursue this objective as soon as possible. Second, however, we encourage this proposal to be part of a broader re-examination of how we approach internships at Middlebury College. We see this re-examination as part of a longer conversation about the role of experiential learning in a liberal arts education. We would propose that a new, more robust system for supporting and evaluating internships would require development of the following guidelines and standards.

1. Develop clear institutional guidelines outlining the criteria for when an internship is suitable for academic credit. Some internships will *not* be suitable for academic credit, and so we envision a system in which there are a clear set of criteria defining the characteristics that make an internship worthy of carrying academic credit.
2. Develop a more rigorous set of standards for a students’ internship proposal. We propose, as a starting point, that a student proposal to receive academic credit for an internship should:
 - a. Include outline of responsibilities and work to be completed by the intern, developed by the sponsoring organization. The work must be substantive and student must articulate how it relates to his or her educational goals.
 - b. Specify work that will be produced for evaluation and assessment plan that details roles of faculty advisor, student and from the internship sponsor.
 - Interim assessment is encouraged especially if the internship is longer than 1 month.
 - Assessment is done in relation to stated learning objectives.
 - Need to develop a standard assessment form that reviews the learning goals outlined in the proposal. Oberlin College has a good example of such a form.
3. Develop a strategy for funding unpaid internships. Students should not be prohibited from accepting an unpaid internship (even if credit is granted) because of financial hardship. Thus students should be eligible to apply for funding for unpaid (but credit-bearing) internships to support expenses of transportation, housing and food for students if needed. Our current system does not permit payment *and* academic credit, but we feel strongly that stipends to support living expenses should be available so that a students’ ability to do valuable unpaid internships is not dependent on economic status.
4. Revisit current operational process for approving and posting credit. We need to determine administrative mechanisms for internship credit approvals, paperwork process, advising, and work assessment. The impact of these changes could be felt in EIA, faculty, and in Registrar’s Office. Offering internships for summer credit could conceivably increase number of applications our current WT levels (recent 8-year range is 126-171 people).
5. Require more stringent evaluation of learning outcomes associated with internships for credit. Hire more EIA staff if need be, but at minimum require a conference call with on-site mentor, student, and either EIA rep or faculty member for every new internship to ensure appropriate scope of project, oversight and final deliverable.

- a. Tighten up RFP process. Make learning goals explicit in the proposal process—ask students to take more ownership of their learning outcomes.
- b. Require weekly status reports and Skype calls from both student and mentor to faculty (ensures buy-in from both organization and student and oversight by faculty sponsor)
- c. Incentivize faculty to provide more academic oversight with either stipend or banked teaching credits.

Proposal 3.4: Permit faculty—on a limited basis—to earn teaching credit for summer work teaching and/or supervising interns or research students.

One of the barriers to creative use of the larger Middlebury resources by Middlebury College students and faculty is the academic calendar. Currently, Winter Term provides the only opportunity for Middlebury College faculty to experiment with teaching off campus, and even that opportunity is limited by its timing in January (limited to 4 weeks and to entities which function in January) and its expense (students have already paid their comprehensive fee tuition, room, and board in Middlebury). The ability of faculty in any discipline to propose a summer course which would utilize the resources of Middlebury College, its Language Schools, schools abroad, MIIS or Breadloaf, and for which enrolled Middlebury College students would pay tuition, room, and board, broadens the possibilities for connectivity.

Faculty in the sciences and social sciences could propose summer research courses for rising seniors, for example; a summer creative writing course might advantage of the lectures and readings at the Bread Loaf summer school and writers' conference. HARC courses could be taught in the summer at Middlebury's schools in Paris or Florence; Linguistics or ESL certification courses could be taught at Monterey; Film and Media courses could take advantage of the summer foreign language film series; MiddCORE and experientially integrated courses could be taught in the summer.

We suggest beginning small, allowing a limited number of proposals at first. The process would require that faculty submit a proposal to EAC in January, at the time the annual staffing reports are due. The proposal would include the department chair's endorsement, assuring that the summer course enhances the departmental mission and is taught with the understanding that the academic-year course lost would not normally be replaced. A faculty member teaching a summer course would not normally teach a Winter Term course as well. The proposal would need to address both the educational goals of the course and its impact on such resources as housing and staff time, and present a budget for operational costs. Middlebury students registering for a summer course would be charged for tuition, room, and board, would cover their own travel expenses, and would be eligible for financial aid through a distribution system similar to the summer Language Schools' system.

In cases where Middlebury College faculty are already teaching for pay in the summer at Bread Loaf or in the summer Language Schools, the option would be available to propose teaching up to one of those courses for teaching credit rather than for extra pay.