Middlebury

Self-Study for the 2019 Comprehensive Evaluation

map by Chester Harvey '09
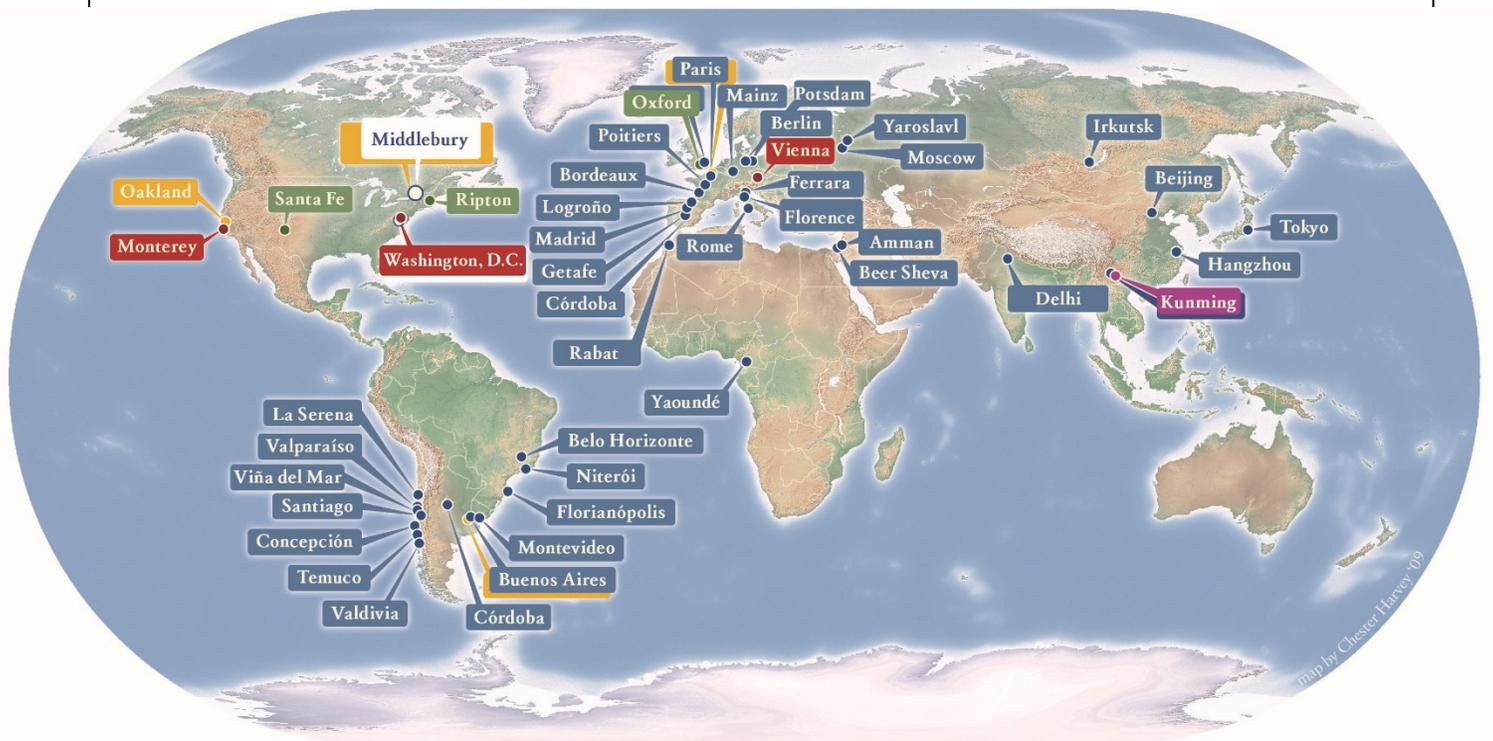
Submitted to the New England Commission of Higher Education
June 2019

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<h1 style="text-align:center;"><u>Institutional Characteristics Form</u></h1>

This form is to be completed and placed at the beginning of the self-study report:

Date: May 1, 2019

1. Corporate name of institution: Middlebury College

2. Date institution was chartered or authorized: November 1, 1800

3. Date institution enrolled first students in degree programs: November 5, 1800

4. Date institution awarded first degrees: August 18, 1802

5. Type of control:

Public		Private	
☐	State	☒	Independent, not-for-profit
☐	City	☐	Religious Group
☐	Other		(Name of Church)_____
(Specify) _____		☐	Proprietary
		☐	Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Legislature of the State of Vermont – Charter granted November 1, 1800

7. Level of postsecondary offering (check all that apply)

☐	Less than one year of work	☐	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☐	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐	Associate degree granting program of at least two years	☒	A doctor of philosophy or equivalent degree
☒	Four- or five-year baccalaureate degree granting program	☐	Other doctoral programs _____
		☐	Other (Specify)

8. Type of undergraduate programs (check all that apply)

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general
☐	Occupational training at the technical or semi-professional level	☐	Teacher preparatory

(degree)

☐ Two-year programs designed for full transfer to a baccalaureate degree

☐ Professional

☐ Other_____

9. The calendar system at the institution is:

☐ Semester   ☐ Quarter   ☐ Trimester   ☒ Other
(Fall Semester, Winter Term, Spring Semester, Summer Term)

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester? 0

a) Undergraduate – Undergraduate programs at Middlebury (College and non-degree Schools (Language Schools, Study Abroad, School of the Environment)) count each course as one unit or credit. Each undergraduate unit is equivalent to 3.3 semester hours. Students enrolled in three or more units in a given semester are considered full-time.

b) Graduate - Middlebury counts each course as one unit or credit. Each graduate unit is equivalent to 3 semester hours. Students enrolled in three or more units (two or more for Bread Loaf School of English) are considered full-time. The Institute uses the semester hour system and students enrolled in 12 or more credits are considered full-time.

c) Professional   N/A____ credit hours

11. Student population:

a) Degree-seeking students (Fall '18 / Summer '18):

	Undergraduate	Graduate	Total
Full-time student headcount	2,672	1,336	4,008
Part-time student headcount	13	92	105
FTE	2,676.3	1,366.7	4,043

b) Number of students (headcount) in non-credit, short-term courses: 0

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Chemistry Department	American Chemical Society	>30 years	2012	2020
Education Studies Program	Vermont Department of Education	1978	Fall 2018	2025
English as a Second Language	Commission on English Language Program Accreditation (CEA)	2013	2013	2028

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the enrollment for the most recent year.

With the exception of the Institute, all in- and out-of-state and international locations are full-time summer or academic year programs and the numbers below reflect enrollments, not FTE. FTE's are reported on Data Form 4.1.

	Full degrees?	50% - 99%	Enrollment
A. In-state Locations			
Bread Loaf School of English – Ripton, Vermont (Summer '18)	Yes	Yes	252
B. Out-of-state Locations			
Bread Loaf School of English – Santa Fe, New Mexico (Summer '18)	No	Yes	57
Middlebury Language Schools – Oakland, California (Summer '18)	Yes	Yes	268
Middlebury Institute of International Studies at Monterey – Monterey, California (AY 17-18 FTE)	Yes	Yes	676
C. International Locations			
Middlebury School in Argentina – Buenos Aires (AY 17-18)	No	No	19
Middlebury School in Brazil – Niteroi (AY 17-18)	No	No	5
Middlebury School in Cameroon – Yaoundé (AY 17-18)	No	No	15
Middlebury School in Chile – Concepción (AY 17-18)	No	No	2
Middlebury School in Chile – Santiago (AY 17-18)	No	No	9
Middlebury School in Chile – Valdivia (AY 17-18)	No	No	5
Middlebury School in Chile – Valparaíso (AY 17-18)	No	No	11
Middlebury School in China – Beijing (AY 17-18)	No	No	8
Middlebury School in China – Hangzhou (AY 17-18)	No	No	33
Middlebury School in China – Kunming (AY 17-18)	No	No	44
Middlebury School in France – Bordeaux (AY 17-18)	No	No	15
Middlebury School in France – Paris (AY 17-18)	No	Yes-GR	73
Middlebury School in France – Poitiers (AY 17-18)	No	No	3

Middlebury School in Germany – Berlin (AY 17-18)	No	No	8
Middlebury School in Germany – Mainz (AY 17-18)	No	Yes-GR	11
Middlebury School in Germany – Potsdam (AY 17-18)	No	Yes-GR	2
Middlebury School in Italy – Ferrara (AY 17-18)	No	No	5
Middlebury School in Italy – Florence (AY 17-18)	No	Yes-GR	35
Middlebury School in Italy – Rome (AY 17-18)	No	No	2
Middlebury School in Japan – Tokyo (AY 17-18)	No	No	21
Middlebury School in Jordan – Amman (AY 17-18)	No	No	45
Middlebury School in Morocco – Rabat (AY 17-18)	No	No	8
Middlebury School in Russia – Irkutsk (AY 17-18)	No	No	10
Middlebury School in Russia – Moscow (AY 17-18)	No	Yes-GR	13
Middlebury School in Russia – Yaroslavl (AY 17-18)	No	No	3
Middlebury School in Spain – Cordoba (AY 17-18)	No	No	16
Middlebury School in Spain – Getafe (AY 17-18)	No	No	38
Middlebury School in Spain – Logroño (AY 17-18)	No	No	1
Middlebury School in Spain – Madrid (AY 17-18)	No	Yes-GR	31
Middlebury – CRMS Oxford Humanities Program – Oxford, England (AY 17-18)	No	No	47
Bread Loaf School of English – Oxford, England (Summer '18)	No	Yes	62

14. <u>International Locations:</u> For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	Enrollment
Spanish Community Interpreting	Certificate	80%	16*

*Projected enrollment for first offering of program in fall 2019

16. <u>Instruction offered through contractual relationships</u>: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

19. Record briefly the central elements in the history of the institution. See **Historical Events.**

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment*
Chair Board of Trustees	Kim Collins Parizeau	Chair of the Board of Trustees	July 2003 July 2019
	George C. Lee II	Incoming Chair of the Board of Trustees	July 2014 July 2019
President/CEO	Laurie L. Patton	President	July 2015 July 2015
Chief Academic Officer	Jeffrey Cason	Provost and Executive Vice President	September 1994 January 2019
Deans of Schools and Colleges	Andi Lloyd	Vice President for Academic Affairs and Dean of the Faculty	July 1996 July 2014
	Sujata Moorti	Incoming Vice President for Academic Affairs and Dean of the Faculty	January 2005 July 2019
	Jeffrey Dayton-Johnson	Vice President for Academic Affairs and Dean of the Institute	August 2011 December 2014
	Stephen Snyder	Vice President for Academic Affairs and Dean of the Schools	July 2005 July 2014
	Carlos Vélez	Dean of International Programs	September 1993 January 2018
Chief Financial Officer	David Provost	Executive Vice President for Finance and Administration & Treasurer	January 2017 January 2017
Chief Student Services Officer	Baishakhi Taylor	Vice President for Student Affairs and Dean of Students	August 2015 October 2018
Planning	LeRoy P. Graham	Associate Provost for Planning	October 2007 March 2015
Institutional Research	Adela Langrock	Director of Assessment and Institutional Research	August 2001 April 2015
Assessment	Adela Langrock	Director of Assessment and Institutional Research	August 2001 April 2015
Development	Colleen Fitzpatrick	Vice President for Advancement	July 2016 July 2016
Library	Michael Roy	Dean of the Library	June 2008 November 2010
Chief Information Officer	Vijay Menta	Assistant Vice President and Chief Information Officer	May 2018 May 2018
Grants/Research	Chuck Mason	Director of Grants and Sponsored Programs	September 2011 July 2014

Admissions	Greg Buckles	Dean of Admissions	November 2008 July 2011
Admissions	Nicole Curvin	Incoming Dean of Admissions	August 2017 July 2019
Registrar	Jennifer Thompson	Registrar (College and Schools)	December 2005 July 2015
Registrar	Seamus Dorrian	Registrar & Director of Student Data Systems (Institute)	May 1995 January 2003
Financial Aid	Kim Downs-Burns	Associate Vice President Student Financial Services	July 2005 June 2009
Public Relations	Robin Gronlund	Interim VP for Communications and Marketing	July 2014 May 2019
Alumni Association	Meg Groves	Associate Vice President Alumni and Parent Programs	July 2006 July 2006
Other	Miguel Fernandez	Chief Diversity Officer	September 1995 July 2016
	Karen L. Miller	Vice President for Human Resources and Chief Risk Officer	May 2016 May 2016
	Susan Parsons Ritter	Special Assistant to the President, Associate Secretary of the Corporation & Director of Community Relations	November 2001 November 2018
	Hannah S. Ross	General Counsel, Chief of Staff & Secretary of the Corporation	December 2016 December 2018
	Mike Schoenfeld	Senior Vice President & Chief Philanthropic Advisor	September 1981 August 2004
	Laura Burian	Dean, Graduate School of Translation, Interpretation and Language Education	November 2005 July 2018
	Fernando DePaolis	Dean, Graduate School of International Policy	November 2005 July 2018
	Emily Bartels	Director, Bread Loaf School of English	January 2001 January 2011
	Curt Gervich	Co-Director, School of the Environment	June 2015 December 2017
	Liou Xie	Co-Director, School of the Environment	October 2017 December 2017

*Year of appointment - First date: began at Middlebury / Second date: began current position

Middlebury
Organizational Chart - May 15, 2019

President
Laurie Patton

Provost & Executive VP
Jeff Cason
1

Executive VP for Finance & Administration and Treasurer
David J. Provost
2

VP for Human Resources & Chief Risk Officer
Karen L. Miller
3

VP for Advancement
Colleen A. Fitzpatrick
4

VP of Student Affairs and Dean of Students
Baishakhi Taylor
5

VP for Academic Development
Tim Spears

General Counsel, Chief of Staff and Secretary of the Corporation
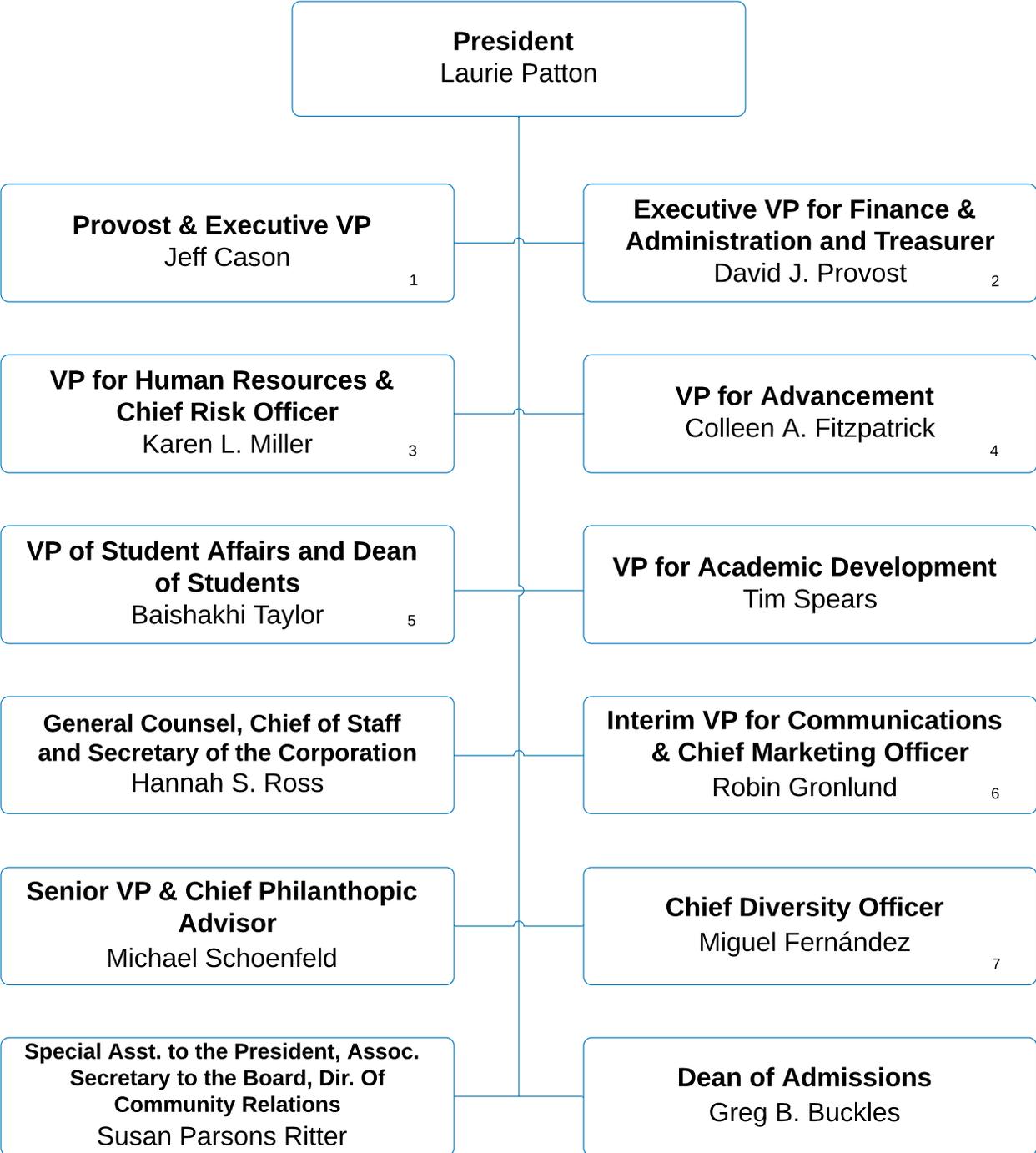Hannah S. Ross

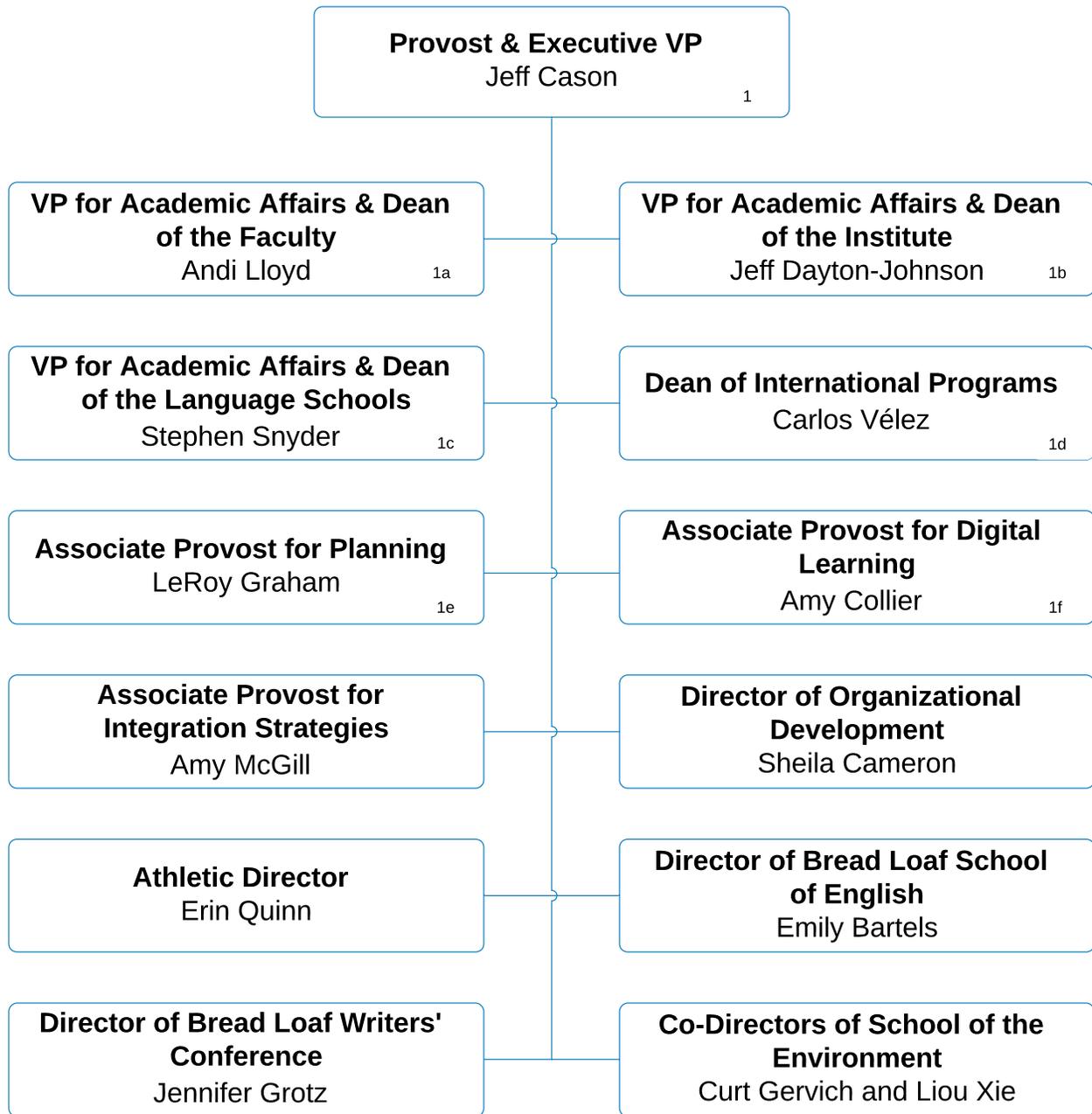**Interim VP for Communications & Chief Marketing Officer**
Robin Gronlund
6

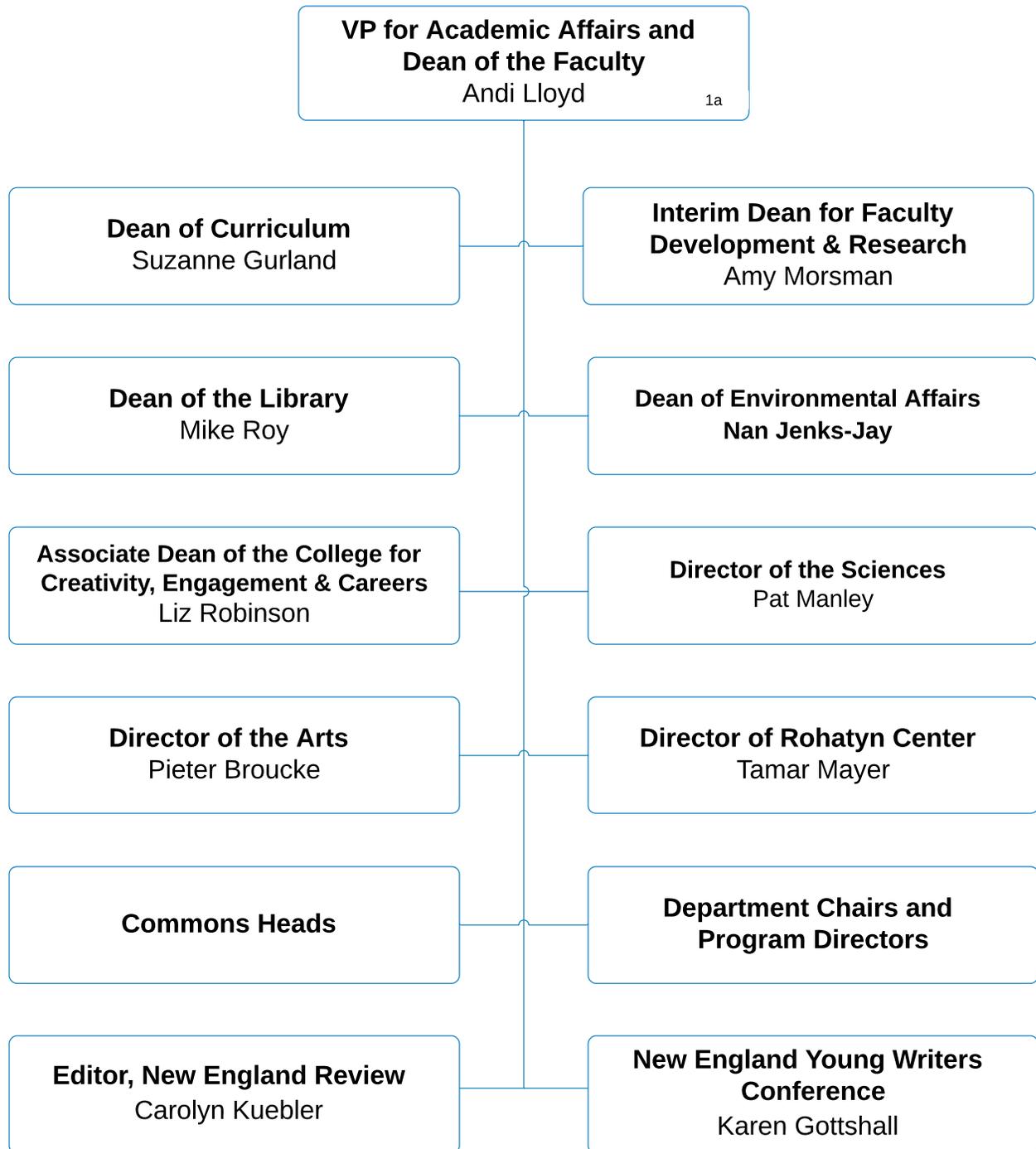**Senior VP & Chief Philanthopic Advisor**
Michael Schoenfeld

Chief Diversity Officer
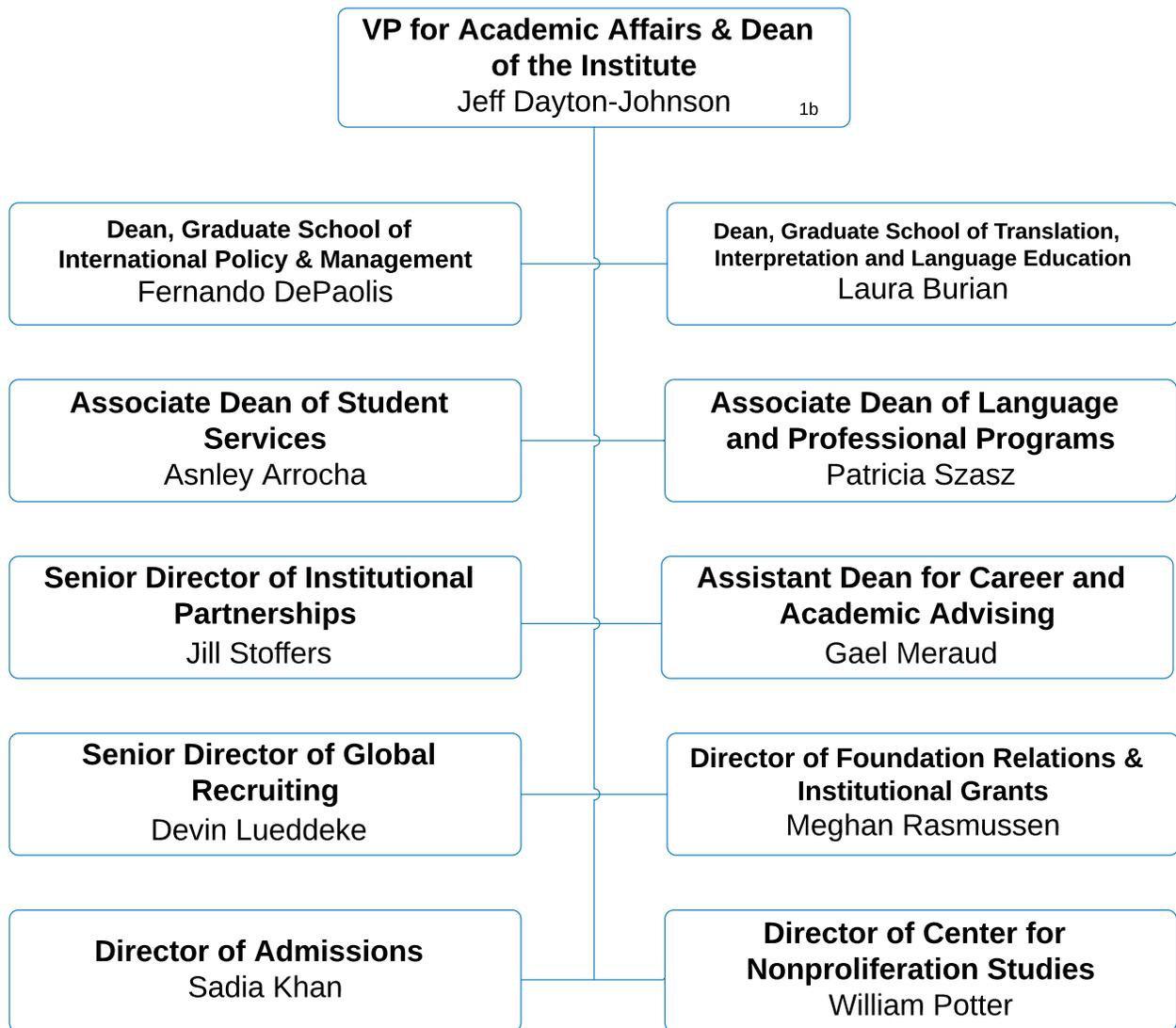Miguel Fernández
7

Special Asst. to the President, Assoc. Secretary to the Board, Dir. Of Community Relations
Susan Parsons Ritter

Dean of Admissions
Greg B. Buckles

Provost & Executive VP
Jeff Cason
1

VP for Academic Affairs & Dean of the Faculty
Andi Lloyd
1a

VP for Academic Affairs & Dean of the Institute
Jeff Dayton-Johnson
1b

VP for Academic Affairs & Dean of the Language Schools
Stephen Snyder
1c

Dean of International Programs
Carlos Vélez
1d

Associate Provost for Planning
LeRoy Graham
1e

Associate Provost for Digital Learning
Amy Collier
1f

Associate Provost for Integration Strategies
Amy McGill

Director of Organizational Development
Sheila Cameron

Athletic Director
Erin Quinn

Director of Bread Loaf School of English
Emily Bartels

Director of Bread Loaf Writers' Conference
Jennifer Grotz

Co-Directors of School of the Environment
Curt Gervich and Liou Xie

**VP for Academic Affairs and
Dean of the Faculty**
Andi Lloyd

1a

Dean of Curriculum
Suzanne Gurland

**Interim Dean for Faculty
Development & Research**
Amy Morsman

Dean of the Library
Mike Roy

**Dean of Environmental Affairs
Nan Jenks-Jay**

**Associate Dean of the College for
Creativity, Engagement & Careers**
Liz Robinson

Director of the Sciences
Pat Manley

Director of the Arts
Pieter Broucke

Director of Rohatyn Center
Tamar Mayer

Commons Heads

**Department Chairs and
Program Directors**

Editor, New England Review
Carolyn Kuebler

**New England Young Writers
Conference**
Karen Gottshall

VP for Academic Affairs & Dean of the Institute
Jeff Dayton-Johnson   1b

Dean, Graduate School of International Policy & Management
Fernando DePaolis

Dean, Graduate School of Translation, Interpretation and Language Education
Laura Burian

Associate Dean of Student Services
Asnley Arrocha

Associate Dean of Language and Professional Programs
Patricia Szasz

Senior Director of Institutional Partnerships
Jill Stoffers

Assistant Dean for Career and Academic Advising
Gael Meraud

Senior Director of Global Recruiting
Devin Lueddeke

Director of Foundation Relations & Institutional Grants
Meghan Rasmussen

Director of Admissions
Sadia Khan

Director of Center for Nonproliferation Studies
William Potter

VP for Academic Affairs & Dean of the Language Schools
Stephen Snyder   1c

Associate Dean for Curriculum
Per Urlaub

Associate Dean Language School Operations
Tim Page

Directors of Language Schools

Associate Dean
Elizabeth Karnes Keefe

Director Language Schools Enrollment
Molly Baker

Operations Director, Middlebury
John Stokes

Business/Financial Operations Analyst
Emily Kimberly

Language Schools Budget Coordinator
Sandra Bonomo

Admissions Systems Specialist
Kara Gennarelli Doner

Operations Manager, Mills College
Dan Fisher

Dean of International Programs
Carlos Vélez

1d

Associate Dean of International Programs
Liz Ross

Directors of the Middlebury C.V. Starr Schools Abroad

Associate Dean and Director of International Student & Scholar Services
Kathy Foley

Associate Director of International Programs
Stacey Thebodo

Director Language Schools Enrollment
Molly Baker

Associate Provost for Planning
LeRoy Graham

1e

Director, Assessment & Institutional Research
Adela Langrock

Registrar
Jennifer Thompson

Director, Special Projects
Gail Borden

Registrar at the Institute
Seamus Dorrian

Associate Provost for Digital Learning
Amy Collier   1f

Director of Digital Pedagogy and Media
Sarah Lohnes Watulak

Director of Exploratory Initiatives and Partnerships
Bob Cole

Director of Learning Spaces and Technology
Bill Koulopoulos

Executive VP for Finance & Administration, Treasurer
David J. Provost
2

VP for Finance & Assistant Treasurer
Mike Thomas
2a

Associate VP for Operations
Norm Cushman
2b

Associate VP for Student Financial Services
Kim Downs Burns
2c

Assoc. VP for Information Technology & Chief Information Officer
Vijay Menta
2d

Associate Dean of the College and Director of Public Safety
Elizabeth (Lisa) Burchard

Executive Dir., Green Mountain Higher Education Consortium
Corinna Noelke

VP for Finance & Assistant Treasurer
Mike Thomas
2a

Director of Business Services
Matt Curran

Director of Investments & Treasury Operations
Derek Hammel

Director of Budgets & Financial Planning
Edin Suljanovic

Controller
Chris Metzler

Manager of Finance at the Instiutute
Stephen Marino

Associate VP for Operations
Norm Cushman

2b

Executive Director, Food Services Operations
Dan Detora

Director, Facilities Services
Mike Moser

Director, Event Management
Jennifer Erwin

Associate Director, Facilities Services
Missy Beckwith

Project Manager
Tom McGinn

Space Manager
Mary Stanley

Bread Loaf Campus Manager
Justin Allen

Budget Analyst and Office Manager
Cathy Bilodeau

Supervisor, Waste Management
Kim Bickham

Auto Shop Technicians
Steve Beckwith
Reginald Menard

Associate VP for Student Financial Services
Kim Downs Burns
2c

Director of Financial Aid
Mike McLaughlin

Compliance and Scholarship Director
Scott Manley

Bursar
Ann Harte

Student Financial Services Director at the Institute
Regina Garner

Assoc. VP for Information Technology & Chief Information Officer
Vijay Menta
2d

Director of ITS at the Institute
John Grunder

Director, Enterprise Applications
David Ludwig

Director, Information Security & Infrastructure
Chris Norris

Director, User Services and Operations
Petar Mitrevski

Director, Outreach, Career Development Programs and IT Finance
Carol Peddie

Director, Enterprise Architecture
Shane Anderson

**VP for Human Resources &
Chief Risk Officer**
Karen L. Miller   3

Director, *Human Resources*
Cheryl Mullins

HCM Implementation Lead
Ellen Usilton

**Director, Talent Acquisition,
Human Resources**
Cathy Vincent

Employee Relations Manager
Laura Carotenuto

**Human Resources Manager at
the Instiute**
Michael Ulibarri

**Enterprise Risk Management
Specialist**
Amy Dale

VP for Advancement
Colleen A. Fitzpatrick
4

Associate VP for Advancement Operations
Jami Black

Associate VP for Development
Meghan Williamson
4a

Senior Philanthropic Advisor
C. Elizabeth Spencer

Associate VP for Alumni & Parent Programs
Meg Storey Groves

Executive Director of Annual Giving and Donor Relations
Alanna Shanley

Director of Principal Gifts
Sue Kavanagh

Director of Advancement Communications
Maggie Paine

Associate VP for Development
Meghan Williamson

4a

Director of Gift Planning
Anne McMenamin

Senior Director, Leadership Gifts
Stephanie Winkler

Director of Development at the Institute
Shirley Coly

Director of Institute Events
Linae Ishii-Devine

Director of Parent Giving
Janie Young

Director of Prospect Research
Nat Caldwell

Director of Development for the Schools
Ann Jones Weinstock

VP for Student Affairs and Dean of Students
Baishakhi Taylor   5

Senior Associate Dean of Students
Derek Doucet

Associate Dean of Judicial Affairs & Student Life
Brian Lind

Director of Health and Wellness Education
Barbara McCall

Executive Director, Health and Counseling Services
Gus Jordan

Operations Coordinator, Dean of Students
Michelle Davis

Interim VP for Communications and Chief Marketing Officer
Robin Gronlund   6

News Director
Stephen Diehl

Editorial Director, Magazine
Matt Jennings

Director of Media Relations
Sarah Ray

Director of Athletic Communications
Brad Nadeau

Director of Digital Services
Aaron Smith

Exec. Dir. of Communications at the Institute
Jason Warburg

Chief Diversity Officer
Miguel Fernández

7

Director, Intercultural Programs
Roberto Lint Sagarena

Senior Human Resources Officer
Eric López

Director of Education for Equity and Inclusion
Renee Wells

Dean of Spiritual and Religious Life and Dir. of Scott Center
Mark Orten

Director of C3 Program
Rachel Hynson

Title IX Coordinator
TBD

HISTORICAL EVENTS

1800	Middlebury College charter granted by Vermont Legislature
1802	First College Commencement
1815	West College completed, later named Painter Hall; oldest extant college building in Vermont
1819	Gamaliel Painter died, leaving his estate to Middlebury and securing the College's future
1868	Phi Beta Kappa charter granted to Middlebury College
1883	First women students enter Middlebury
1915	German Summer School opens; first of the Middlebury College Language Schools
1916	French School opens
1917	Spanish School opens
1920	Bread Loaf School of English opens
1926	Bread Loaf Writers' Conference opens
1932	Italian School opens
1945	Russian School opens
1949	School in France established in Paris
1951	School in Spain established in Madrid
1959	School in Germany established in Mainz
1960	School in Italy established in Florence
1963	James I. Armstrong elected President
1966	Chinese School opens
1969	Hadley and Milliken Halls open, permitting expansion of student body from 1,200 to 1,800
1970	Japanese School opens
1975	Olin Robison elected President
1977	Middlebury College School in Russia established in Moscow
1982	Arabic School opens
1988	First-Year Seminars instituted
1989	Campaign for Middlebury ends with more than $80,000,000 raised
1990	Timothy Light elected President
1991	John M. McCardell, Jr. appointed Acting President
1991	Commons System begins
1992	John M. McCardell, Jr. elected President

1992	Center for the Arts opens
1995	Board of Trustees decides to expand undergraduate student body to 2,350
1996	Faculty approves new International Studies major
1999	Implementation of enhanced Commons System and decentralization of student deans
1999	Bicentennial Hall opens
2000	Middlebury College celebrates its Bicentennial
2002	School in Latin America established in Buenos Aires
2003	Portuguese Language School opens
2004	Ronald D. Liebowitz elected President
2004	The Davis Family Library opens
2004	School in China established in Hangzhou
2005	Middlebury, Monterey Institute sign affiliation agreement
2006	Strategic plan, "Knowledge without Boundaries" approved by Board of Trustees
2007	Middlebury College commits to becoming carbon neutral by 2016
2007	School in Egypt established in Alexandria
2008	Donald E. Axinn '51, Litt. D. '89 Center for Literary and Cultural Studies at Starr Library opens
2008	School of Hebrew opens
2010	School in Japan established in Tokyo
2010	New Library named the Davis Family Library
2010	Monterey Institute becomes a graduate school of Middlebury College
2012	School in India established in Delhi
2012	School in Cameroon established in Yaoundé
2013	Middlebury in D.C. established
2013	School in Egypt suspended
2014	Environmental Writers' Conference established
2014	New Board governance structure goes into effect
2014	School of the Environment is established
2014	Middlebury – CMRS Oxford Humanities Program established in Oxford
2014	Laurie L. Patton elected President
2014	Bread Loaf campus and surrounding lands are preserved in perpetuity
2015	Virtue Field House opens
2015	School of Korean opens
2015	Bread Loaf Translators Conference opens

2015	Anderson Freeman Center opens
2015	Language Schools celebrate centennial
2016	Ridgeline Housing complex opens
2015	New brand identity system
2016	Middlebury reaches carbon neutrality goal
2017	Board ratifies Envisioning Middlebury strategic framework
2018	Groundbreaking for 75 Shannon Street academic building

Introduction

This self-study report has been prepared in support of Middlebury's 2019 comprehensive evaluation by the New England Commission of Higher Education (NECHE). For a period of eighteen months, institutional leaders, faculty, and students from all our undergraduate and graduate programs—Middlebury College, the Middlebury Institute of International Studies at Monterey, the Language Schools, the Middlebury C.V. Starr Schools Abroad, the Middlebury Bread Loaf School of English, and the Middlebury School of the Environment—have participated in workshops and feedback sessions to shape a picture of Middlebury that is comprehensive and inclusive.

In February 2018, President Laurie Patton appointed Provost Jeff Cason and Associate Provost for Planning LeRoy Graham to co-chair the self-study process. They have been assisted by a Steering Committee that is broadly representative of Middlebury's several constituencies and a support team comprising members of the Office of the Provost staff and the Office of Assessment and Institutional Research.

During spring 2018, the co-chairs and members of the support team conducted content development workshops on each standard on both the Middlebury and Monterey campuses. Workshop participants (faculty members, administrators, and students) learned about each standard and applied it to their Middlebury experience, identifying strengths and challenges. The discussions led to an initial draft for each standard. These drafts focused on description and appraisal, including specific examples and sources of evidence, and were reviewed by workshop participants as they were completed. A similar process was repeated during the summer with the Language Schools and the Bread Loaf School of English, as well as with the directors of the Schools Abroad.

During the fall and winter of 2018-19, a subset of the Steering Committee worked on expanding and refining the initial drafts, incorporating feedback from the first round of reviews. In parallel, the support team began assembling and organizing the data and evidence that had formed the basis of the drafts.

In April 2019, a penultimate draft was published on the Middlebury website for comment by the Middlebury community, and the co-chairs held open meetings on both the Middlebury and Monterey campuses to present and discuss the self-study. The penultimate draft was also reviewed by the Steering Committee, who also identified the projections. The Senior Leadership Group reviewed this draft and it was shared with the Strategy Committee of the Board of Trustees. The Prudential Committee of the Board discussed in a conference call in June 2019.

In the fall, prior to the visit, we will advertise the public notice of the evaluation visit and the opportunity for public comment in the *Addison Independent*, Middlebury's twice-weekly local newspaper, the *Monterey Herald*, and the *Middlebury Campus*, the College campus newspaper.

The Steering Committee would like to thank Carol Anderson, of the Commission staff, for reading a draft of the self-study and providing helpful and substantive suggestions that informed

the final version. We would also like to express its gratitude to Paula Harbecke, of the Commission staff, for her efforts in putting together a visiting team that reflects the breadth and complexity of Middlebury.

As we have developed this self-study, the Steering Committee has been struck by the significant number of institutional changes that Middlebury has experienced in recent years. These changes include:

- The development and implementation of a new strategic framework for Middlebury, which has identified and clarified our institutional priorities.
- Efforts to achieve financial sustainability, which have involved measures to reduce faculty and staff compensation through an intentional and future-oriented process of workforce planning.
- The implementation, within a consortium of institutional partners, of a new enterprise resource planning system.
- A growing awareness of the need for curricular revitalization at the Institute, including the development of online and hybrid opportunities for graduate professional education.
- A recognition of the need for greater flexibility in the structure of the College curriculum, with greater awareness of the expertise our graduates will need in their future careers.
- Efforts to increase a sense of thriving, belonging, and mutual respect within an increasingly diverse academic community.

This ongoing work underscores the need for regular self-evaluation, attention to our capacity for research and reflection, and for Middlebury to continually evolve, not just as the prelude to a comprehensive evaluation self-study, but as a deeply embedded practice.

Reaccreditation Steering Committee

Co-Chairs

Jeff Cason, Provost and Executive Vice President, Professor of Political Science

LeRoy Graham, Associate Provost for Planning

Committee Members

Laura Burian, Dean of the Graduate School of Translation, Interpretation, and Language Education, and Professor of Translation and Interpretation

Bill Burger, Vice President for Communications & Chief Marketing Officer, through April 30, 2019

Jeff Dayton-Johnson, Vice President for Academic Affairs and Dean of the Institute

Fernando DePaolis, Dean of the Graduate School of International Policy and Management

Miguel Fernández, Chief Diversity Officer, Professor of Spanish

Suzanne Gurland, Dean of Curriculum, Professor of Psychology

Adela Langrock, Director of Assessment and Institutional Research

Andi Lloyd, Vice President for Academic Affairs and Dean of the Faculty and Professor of Biology, through July 1, 2019

Amy McGill, Associate Provost for Integration Strategies

Sujata Moorti, Charles A. Dana Professor, Program in Gender, Sexuality, and Feminist Studies, and as of July 1, 2019, Vice President for Academic Affairs and Dean of the Faculty

Karen Miller, Vice President for Human Resources and Risk

David Provost, Executive Vice President for Finance and Administration and Treasurer

Erin Quinn, Director of Athletics

Hannah Ross, General Counsel, Chief of Staff, and Secretary of the Corporation

Steve Snyder, Vice President for Academic Affairs and Dean of the Language Schools

Baishakhi Taylor, Vice President for Student Affairs and Dean of Students

Carlos Vélez, Dean of International Programs, Professor of Psychology

Institutional Overview

Middlebury's last comprehensive evaluation in 2011 marked a point of transition in the evolution of our particular institutional structure. We had recently completed a merger with the Monterey Institute (now the Middlebury Institute) of International Studies and were poised to take the next steps toward optimal integration of the varied programs that made up our global footprint. In our interim report in 2015, we described the implementation of a new organizational structure for Middlebury's Board of Trustees, which enabled it to oversee the crosscutting domains of governance and finance, while still focusing on the specific issues faced by Middlebury's three main academic components: the College, the Institute, and the Schools.

The College, founded in 1800, with its centuries long commitment to liberal education, remains at the core of Middlebury. It is complemented by a west coast Institute (also known as MIIS) offering professional master's degrees that also houses several research centers. The Schools comprise the summer Middlebury Language Schools, which offer undergraduate language study and Master of Arts and Doctor of Modern Languages degrees; the Middlebury Bread Loaf School of English, which offers the Master of Arts and Master of Letters degrees during summer sessions; the Middlebury C.V. Starr Schools Abroad, which provide semester and year-long study abroad opportunities at 37 sites in 17 countries for undergraduates from the College and other colleges and universities and for graduate students at the Institute and the Language Schools; and the School of the Environment, a small, summer, non-degree program.

In 2014, Middlebury created the position of provost with administrative oversight of all academic programs. In 2015, we welcomed Laurie L. Patton as our 17th president, who arrived committed to "innovation, adaptation, and integration." Shortly thereafter, we embarked upon a strategic planning process—Envisioning Middlebury—a broad-based and inclusive community conversation to answer the questions, "Who are we?" "What are our greatest strengths?" and "Where do we want to go?"

The answer to these questions resulted not in static to-do list of a plan, but a strategic framework that built upon a shared mission and vision, celebrated our strengths, pointed toward opportunities for growth, and set forth principles to guide the manner in which we work together and steward our resources.

The issue of stewardship became paramount when Middlebury realized that its efforts to manage rising tuition costs and increase access to a Middlebury education, without corresponding controls on spending, resulting in the accumulation of a $16.7 million deficit in FY16. Over the past three years, under the leadership of President Patton and with guidance from Executive Vice President for Finance and Administration David Provost, we have eliminated the deficit by reducing costs and engaging in workforce planning, leading to reductions in compensation spending. These measures have enabled us to achieve a small projected surplus for FY20—the first such surplus since FY12. These actions have also meant that a major focus of our planning for the future has been on learning the discipline of prioritization and targeting our resources toward those initiatives that will have the greatest impact on our current and future students.

When the visiting team members visit, they will hear that reducing the deficit has been difficult, that cutting faculty and staff positions while talking about visions for future growth produced an uncomfortable cognitive dissonance, and that divisions mirroring those in society at large have created rifts in our own community that we need to work to heal. But they will also hear a sense of excitement and possibility about the new initiatives that are just emerging from the Envisioning Middlebury process.

In the coming years, Middlebury will transform its global footprint into a true global network, deepening its commitment to multilingual and intercultural education, and increasing the opportunities our students have to travel across the network, become proficient in other languages, live within other cultures, understand varied perspective on global issues, and gain the knowledge and expertise they will need to be effective global citizens of the future. To this end, we are working on increasing opportunities for experiential education in the Schools Abroad; for undergraduates to study away at the Middlebury Institute; and for Institute students to spend a semester doing graduate work in their language of study at a School Abroad.

The global network is supported by an emerging digital strategy that complements physical mobility with digital access and enables us to share faculty expertise across Middlebury programs. In the near future, we expect to launch a few carefully targeted hybrid programs that will begin to make a Middlebury professional education available to a wider audience.

At the same time that it looks out into the broader world, the College will also look inward at how we live together. The recent self-study of our undergraduate residential life system, the Commons, focused intensively on our community. It also describes initiatives that have been undertaken, and are ongoing, to increase diversity and create a greater sense of inclusion for all students. A recent campus climate study has helped to define areas for future work to make the undergraduate experience one in which every student feels a sense of belonging.

Beyond the College campus, we also have work to do on inclusivity of the various perspectives represented by and within the Institute and the Schools. At the Institute, an initiative to develop student housing seeks to address the issue of rising student costs that limits our enrollment, and to create spaces in which we can build intentional communities that can more effectively address student needs outside the classroom. At the Schools, given their broad international and multicultural reach, faculty and staff are confronting new demands and expectations from students and from within to engage a wider variety of perspectives.

Last, but far from least, we are more mindful than ever before of the world outside Middlebury, both because of the challenges it poses as well as for the opportunities it offers. Higher education has more responsibility than ever to address those challenges at the same time that it is struggling with changing demographics and economic realities. Having stabilized our finances, defined a strategic framework to steer our work, redefined our workforce needs, identified areas of improvement around how we live together and how to make the Middlebury experience available to a more diverse population, Middlebury will maintain its leadership in higher education. And we will live up to our mission statement: "Through a commitment to immersive learning, we prepare students to lead engaged, consequential, and creative lives, contribute to their communities, and address the world's most challenging problems."

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.

Description

As part of the Envisioning Middlebury strategic planning process (see Standard 2 for a full discussion of this process), Middlebury has revised its institutional mission statement, as well as the mission statements for the College, the Institute, and each of the Schools. The institutional mission statement is Middlebury's first mission statement that intentionally encompasses the entire institution. While the prior mission statement acknowledged Middlebury's graduate programs, it primarily focused on the undergraduate college. The inclusive institutional focus of the new mission statement is a continuation of the work that Middlebury began prior to its last comprehensive evaluation in defining its institutional identity.

The Envisioning Middlebury Steering Committee (made up of representatives from all Middlebury's programs) drafted the institutional mission statement and sought input from the Envisioning Middlebury Advisory Committee. The Steering Committee's goal was to create an enduring, foundational statement of "who Middlebury is on its best day." The Steering Committee shared drafts of the mission statement with the Strategy Committee of the Board of Trustees, the Senior Leadership Group, and with the wider Middlebury community in several open meetings. The committee received valuable feedback from all of those constituencies as it finalized the current mission statement.

The mission statement is intentionally brief. The Steering Committee reviewed several mission statements from other institutions before launching the revision process at Middlebury, and determined that a shorter mission statement provides a more succinct and powerful expression of the mission.

The institutional mission statement and revised program mission statements were approved by Middlebury's Board of Trustees in October 2017.

Middlebury's institutional mission statement:

> Through a commitment to immersive learning, we prepare students to lead engaged, consequential, and creative lives, contribute to their communities, and address the world's most challenging problems.

The processes for consultation and revision of the mission statements for the College, Institute, and the Schools varied. The Strategy Committee of the College faculty took the lead in writing and revising drafts of the College mission statement. The committee held an open meeting for faculty to provide thoughts and feedback on the mission statement. Additionally, the committee

shared drafts of the revised College mission statement with faculty via email. The committee considered and incorporated the feedback into its final draft. The Middlebury College mission statement:

> Middlebury College seeks to create a transformative learning experience for our students, built from a strong foundation in the liberal arts and supported within an inclusive, residential environment. We not only inspire our undergraduates to grapple with challenging questions about themselves and the world, but we also foster the inquiry, equity, and agency necessary for them to practice ethical citizenship at home and far beyond our Vermont campus.

The Institute's leadership took a characteristically open approach to revising its mission statement. All members of the community were invited to suggest new, more concise mission statement language and to comment on the suggestions of others. The Institute Leadership Group discussed the contributions and created several versions that incorporated the themes from the community input. The Academic Affairs Group decided which version to forward to the Board for approval. The Middlebury Institute of International Studies at Monterey mission statement:

> The Middlebury Institute of International Studies educates professionals to advance understanding, promote peace, and drive change in pursuit of a more just world.

The administrators and directors of the Language Schools, Schools Abroad, Bread Loaf School of English, and School of the Environment drafted their programs' respective mission statements.

Middlebury Language Schools
The Middlebury Language Schools welcome students from all walks of life and all parts of the global community. We provide expert education in languages and cultures through innovative, immersive instruction and the demonstrated effectiveness of the Language Pledge to enhance linguistic excellence and intercultural understanding.

Middlebury Bread Loaf School of English
By offering first-rate graduate education in literature and related fields during a full-time summer session, the Bread Loaf School of English offers unparalleled opportunities for teachers and other professionals at all stages of their careers to deepen their intellectual awareness and engagement and to become powerful critical thinkers, writers, and educational leaders.

Middlebury C.V. Starr Schools Abroad
The Schools Abroad offer an immersive education abroad experience that engages students linguistically and interculturally, preparing them to connect, communicate, and collaborate both locally and in the global community.

Middlebury School of the Environment
The School of the Environment offers a curriculum that deeply engages students by focusing on fundamental characteristics of the study of the environment, including

interdisciplinarity; global perspectives; independent, team, and field research; and leadership skills to help students become effective agents for positive environmental and social change.

Appraisal

The new institutional mission statement acknowledges the whole of Middlebury by focusing on the defining and common characteristics shared by multiple programs. For example, immersive learning is a central component of the Language Schools, but it is also a key component of the residential liberal arts experience at the College, the professional education offered by the Institute, and the intensive programs offered by each of the other schools.

The Envisioning Middlebury Steering Committee wrote the new mission statement to expressly reflect the academic purpose of the institution as a whole. The programmatic mission statements reveal the varied scope and nature of Middlebury's programs. The mission statements for the academic programs assert their unique missions, and yet align with the overall mission of the institution. The manner in which they were developed and the choice of words highlight the differences among the programs.

These mission statements are an integral part of Middlebury's new strategic framework (see document 1.1). In fact, the institutional mission statement is one of the five components of the framework that will guide Middlebury in the years to come. The Envisioning Middlebury Steering Committee purposely included the institutional mission statement in the framework as a way to ground decisions about the future direction of the institution.

The board and, in particular, the Strategy Committee of the Board, is fully aware of the mission and strategic framework, and use them to guide their discussions around institutional priorities, as is evidenced in the planning for a fundraising campaign. Faculty and staff are similarly incorporating the mission statement in their work as they submit proposals for new initiatives and set departmental and programmatic goals. The strategic framework, including the mission, were a key component in student discussions in the review of the residential and social life systems at the College.

Standard 1 Projection
- *Mission Statements.* The provost and the Board Strategy Committee will evaluate the mission statements in 2024-25.

Standard 2 ● Planning and Evaluation

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively. The institution demonstrates its success in strategic, academic, financial, and other resource planning and the evaluation of its educational effectiveness.

Planning

Description

For the last several years, institutional planning at Middlebury has been focused on Envisioning Middlebury, a strategic planning process that has resulted in a framework for guiding the institution over the next seven to 10 years. The Envisioning Middlebury process was initiated by President Patton in 2016, not long after her arrival. The process itself had three goals: to be a nimble, inclusive, and future-oriented process; to create a visionary and strategic foundation that is informed by Middlebury's values and traditions; and to be a means of guiding, aligning, and prioritizing Middlebury's future.

President Patton appointed the Envisioning Middlebury Steering Committee, led by then-Provost Susan Baldridge, to oversee the process, synthesize data from the community, draft a vision statement and propose strategic directions, and engage the community in presenting the vision statement and strategic directions. The nine-member steering committee had representation from the College, Institute, and Schools, and included faculty, staff, and a recent graduate of the College, as well as the chair of the Board Strategy Committee.

The Envisioning Middlebury Advisory Committee assisted the Steering Committee in its work. The Advisory Committee consisted of 25 members and also included representation from the College, Institute, and Schools. Faculty, staff, students, and Board members served on the Advisory Committee, as did the chair of the Town of Middlebury selectboard, in recognition of the town and College's linked history and future. The Advisory Committee provided feedback to the Steering Committee on drafts throughout the process. The members of the Advisory Committee were also ambassadors of the process to the community, working to engage their colleagues in the process.

To gather input from members of the Middlebury community, the Steering Committee conducted an open-ended survey that asked respondents about Middlebury's strengths, challenges, and the future; over 750 faculty and staff completed the survey (see document 2.1). Middlebury also conducted the Connections survey—a survey to identify the connections between Middlebury faculty and staff across the entire institution. The responses from the survey were analyzed by the Mixed-Methods Evaluation, Training, and Analysis (META) Lab at the Institute.

Middlebury also hosted facilitated conversations for faculty, students, and staff across the institution, in which 339 people participated. These conversations were held in person and remotely during the academic year and in the summer, to capture the voices of as many of Middlebury's constituents as possible (doc. 2.3). In addition, over 200 members of the

Middlebury community organized or participated in Community-Initiated Conversations that focused on topics of their choosing, ranging from pedagogy and research to the arts and sciences to diversity and inclusion, among many others (doc 2.4).

Middlebury alumni and parents were engaged in the process by responding to a version of the open-ended survey, and some alumni participated in a small number of facilitated conversations that were run by senior administrators at alumni events around the world (doc. 2.5). Members of the Board of Trustees also responded to the open-ended survey (doc. 2.6).

With respect to other planning functions, Middlebury's financial plans are developed and implemented by the executive vice president for finance and administration. The provost and the vice president for finance and administration meet regularly to ensure that the institution's financial plans align with the institution's strategy. A full discussion of financial planning and its effectiveness may be found in Standard 7.

Middlebury's space planning on the main Vermont campus and at the Institute is guided by respective campus master plans. On the Vermont campus, a 10-year capital plan catalogs the list of potential major facilities projects (doc 2.7). A further discussion of space use and planning is covered in Standard 7.

Appraisal
The Envisioning Middlebury surveys and conversations produced over 500 pages of material. The Envisioning Middlebury Steering and Advisory Committees summarized these materials to identify key themes and potential strategic directions.

The data showed that Middlebury offers a high quality, rigorous education, and is committed to excellence, and has a sense of community, connection, and place. The data also highlighted some concerns including a desire for a clear vision for the institution, limited diversity, as well as a concern about elitism. In addition, participants noted that Middlebury can be stressful and intense, and financial constraints were noted as an issue. In thinking about the future, the themes that emerged from the community included challenges with affordability; changing demographics, including a more diverse population; changes in technology affecting learning, research, thinking, reading, and interacting with colleagues; the relevancy of the residential education program; a potential for increased individualized education and support; the need for global experiences and citizenship; and an increased demand for applied and experiential learning opportunities.

The Steering Committee incorporated input from the community into the draft institutional mission statement and the Envisioning Middlebury strategic framework. The strategic framework includes the mission statement, a vision statement, Middlebury's distinction, strategic directions, and principles. The mission statement is considered Middlebury's foundational and enduring purpose. The vision is a more time-bound and leadership-dependent statement of the future Middlebury seeks to create in the next decade or so. The distinction captures how Middlebury is different from most institutions of higher education, while the strategic directions identify the key strategic priorities for Middlebury. Finally, the principles describe how Middlebury will go about enacting the strategy.

Following the sharing of the draft strategic framework with the Advisory Committee, the Board Strategy Committee, and the entire Middlebury community (including the summer constituencies), the Steering Committee finalized the strategic framework. The Board of Trustees adopted the strategic framework at its meeting in October 2017.

mission	vision	distinction	directions	principles
Through a commitment to immersive learning, we prepare students to lead engaged, consequential, and creative lives, contribute to their communities, and address the world's most challenging problems.	A world with a robust and inclusive public sphere where ethical citizens work across intellectual, geographical, and cultural borders	▪ Global network of educational programs and opportunities ▪ Intercultural competency ▪ Effective communication and influential expression ▪ Emergent teaching, learning, and research horizons	▪ Place-based experiential learning ▪ Digital fluency and critical engagement ▪ Educational collaboration and partnership ▪ Full participation in diverse communities ▪ Curricular flexibility and organizational nimbleness ▪ Lifelong engagement with Middlebury	▪ Making intentional choices in pursuit of our vision ▪ Ensuring responsible stewardship of all our resources ▪ Committing time and space to facilitate our collective goals ▪ Promoting effective relationships and a supportive community

Unlike Middlebury's last strategic plan in 2006, the Envisioning Middlebury strategic framework is intentionally not prescriptive. The language is fairly broad and quite economical and does not include a "to do" list. Also unlike the prior strategic plan, which focused almost exclusively on the undergraduate College, the strategic framework encompasses the entire institution—the College, Institute, and Schools.

Following the Board's approval in fall 2017, Middlebury began enacting the Envisioning Middlebury strategic framework. The Senior Leadership Group identified—and the Board Strategy Committee endorsed—three transformational goals that express and give greater direction to key elements of the framework. These goals were articulated as: for Middlebury to become a center for persuasive and inclusive dialogue, a laboratory for curricular innovation and experiential learning, and a globally networked changemaker. The wording of the goals have evolved over time, though the fundamentals remain unchanged: that Middlebury will provide broad and inclusive access to its global network of academic offerings to educate students to be effective and inclusive communicators.

In addition to the transformational goals, the provost asked departments and programs throughout Middlebury to identify how their work aligns with the strategic framework and what work they are doing, or intend to do, to advance the framework. This resulted in over 100 submissions from academic and administrative departments. The Office of the Provost developed a process for deciding on and prioritizing these submissions. In this process, the Provost's Academic Council, comprising the provost and the vice presidents for academic affairs/deans of

the academic programs, makes the decisions about which proposals to pursue and when to pursue them. The process calls for subject matter experts in various administrative areas to provide their knowledge and expertise resulting in a more fully formed proposal. This intentional decision-making process is new to Middlebury and is a direct acknowledgment of the need to make intentional choices and to be responsible stewards of Middlebury's resources.

Evaluation

Description
Middlebury's assessment and evaluation functions are largely facilitated by the Office of Assessment and Institutional Research (OAIR). This office has responsibility for supporting academic departments and programs in their assessment activities. OAIR provides a variety of data to academic departments, including enrollments, study abroad/away numbers, and senior and alumni survey data. For a full discussion of academic assessment, please see Standard 8.

Middlebury conducts regular external reviews of its academic departments and programs. At the College, those reviews are scheduled to occur every 10 years (doc. 2.8). After several years of falling behind that schedule, the College is getting back on track and has reviews planned through the 2026-27 academic year. A member of the academic administration, usually the dean of curriculum or the dean for faculty development and research, oversees these reviews. The external reviews consist of a self-study report written by the department or program; a site visit by three to five colleagues from peer institutions, which includes a written report; and a written response to the visitors' response from the department or program. The College academic administration then meets with the department or program to discuss actions to take following the visit. In recent years, the College has written a memorandum of understanding (MOU) between the academic administration and the department or program to codify the agreed upon next steps. The MOU usually specifies a timeframe for a follow-up conversation about the actions to be taken. However, beyond that initial follow-up, there is not a formal method for following up on MOU actions.

External reviews of academic programs are also conducted at the Institute, although the schedule is less regular. The Institute has conducted three external reviews since 2015. The process is similar to that of the College, with the review coordinated by the dean of the respective school. At this point, MOUs are not created to codify next steps. Due to recent changes in leadership of the two graduate schools within the Institute, there were not any external reviews in academic year 2018-19.

Following the 2011 comprehensive evaluation, the Schools began regular external reviews of its programs. The Language Schools have a schedule to review one school each year. The School of Japanese and School of Hebrew are the most recent schools that have been reviewed. The Bread Loaf School of English is on a 10-year review cycle, having last completed a review in 2014. The School of the Environment will have a review before 2024, its 10th anniversary. All follow or will follow a format similar to the College external reviews.

Middlebury also conducts external reviews of its administrative operations. The senior administrative officer who liaises with the Board of Trustees Programs Committee oversees this

process. Since the 2015 interim report, Middlebury has conducted reviews of the Museum of Art, Information Technology Services, academic technology/digital learning, the Mahaney Center for the Arts, the Center for Careers and Internships, the Center for Careers and Advising Services at the Institute, and its residential life system at the College (several of these reviews are covered in other sections of the self-study). The Programs Committee reviews the reports and MOUs for these external reviews (docs. 2.9, 2.10, 2.11, 2.12, 2.13).

Appraisal
Middlebury values the opportunity that these reviews provide with the combination of introspection and external perspectives. The opportunity for improvement is recognized as the primary benefit of these reviews (please see Standard 8 for examples).

In some cases, the department or program may disagree with the recommendations of the external reviewers. This may be due to a misunderstanding on the part of the reviewers, although occasionally, it may be a matter of pedagogical, curricular, or philosophical disagreement. For example, the external reviewers of the Psychology Department suggested that the statistics course be taught without the lab component given changes in technology, which would have the effect of freeing up faculty resources. The department, however, disagreed with that recommendation believing that the lab is central to teaching the theory and practice of statistics.

External reviews have been conducted for three Middlebury Institute programs: Teaching English to Speakers of Other Languages/Teaching Foreign Language (TESOL/TFL) in 2015; International Environmental Policy (IEP) in 2016; and Nonproliferation and Terrorism Studies (NPTS) in 2017.

The TESOL/TFL review generated a fruitful debate among program faculty, in some cases regarding the contextual relevance of the reviewers' recommendations. Many changes to the program resulted from the exercise, such as re-envisioning previously modularized courses into a thoughtfully sequenced pedagogical strand as well as restructuring curricula and credits for both required and elective courses. The review continues to be referenced in the program's work and undergirds proposals the faculty has made to more closely integrate resources across the Middlebury enterprise (doc. 2.14).

The IEP review was an excellent example of the positive impact such external reviews can have. In response to the review, in 2018 the program strengthened its specializations in Sustainability Management and Natural Resource Policy and Management (putting them on a par with the Ocean and Coastal Resource Management specialization), and added the option for students to choose a specialization in Intercultural Competence to supplement their IEP work (doc 2.15).

The NPTS review included recommendations about faculty size and the scope, identity, and name of the program. The conversations about identity and scope are ongoing, and will not likely be resolved until the chair returns from leave in fall 2019, but the program has added a Terrorism Studies specialist and converted a post-doctoral fellow in cybersecurity to a visiting professor position, increasing both faculty numbers and scope (doc. 2.16)

The most recent external reviews in the Language Schools were in the School of Japanese and the School of Hebrew. The School of Japanese will undertake implementing several of the recommendations from the review including, training instructors to use technology in the classroom; redesigning the assessment plan for the school, perhaps by using an external online testing tool; and enhancing the integration of language and culture in the school's courses (doc. 2.17). As of the writing of the self-study, the School of Hebrew does not have an MOU outlining action steps. However, the external review did provide areas of strengths and also some areas that could be improved, such as, the teaching of grammar and the disparity of students' abilities within levels, which could point to an issue with the initial placement of students (doc. 2.18).

The School in France and the School in Italy have completed the Forum on Education Abroad's Quality Improvement (QUIP) review, which is a rigorous quality assurance process. In 2017, the School in France successfully completed its interim report to the Forum, and the School in Italy will submit its interim report in 2019 (docs. 2.19, 2.20).

The Bread Loaf School of English underwent an external review in 2014. The actions that Bread Loaf took as a result of that review are discussed elsewhere in the self-study, though it is worth noting that Bread Loaf has continued to focus on increasing faculty and student diversity, improving faculty salaries, and further developing student writing centers (doc. 2.21).

On the administrative side, Middlebury conducted two external reviews of technology-related operations: Information Technology Services (ITS) and academic technology and digital learning. Middlebury has implemented some of the recommendations for ITS, including the appointment of an experienced CIO, and an increase in adoption and utilization of cloud-based services and renegotiation of vendor contracts to reduce costs and eliminate redundancies. On the academic technology and digital learning side, as recommended by the external reviewers, Middlebury consolidated the disparate groups of Academic Technology, the Office of Digital Learning, and the Digital Learning Commons into a single organization, Digital Learning & Inquiry, overseen by the associate provost for digital learning. This consolidation has been effective in creating a single organization with institutional responsibility for academic technology and digital learning, as well as a key role in Middlebury's efforts to develop an approach to online and hybrid learning that is consistent with its strategic directions (see further discussion in Standard 7).

Standard 2 Projections
- *Envisioning Middlebury*. The provost, along with the Provost's Academic Council, will provide regular updates to the Senior Leadership Group and the Board Strategy Committee on the implementation of initiatives that support the strategic framework.
- *External Reviews.* In 2019-20, the senior administrative officer for the Programs Committee, in conjunction with the Provost's Office, will ensure that the memorandum of understanding (MOU) process becomes standard for all program reviews, and will develop a formal mechanism for following up on all MOUs.

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 demonstrates administrative capacity by assuring provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any other entity to be held accountable for meeting the Commission's _Standards for Accreditation_.

The bylaws of the President and Fellows of Middlebury College describe the roles and responsibilities of the Board of Trustees and the officers of the corporation. The bylaws also outline the committee structure of the Board and the composition and duties of the Boards of Overseers (see document 3.1).

The Trusteeship and Governance Committee of the Board of Trustees has responsibility for the institution's bylaws. Historically, the majority of these changes, recommended through this committee and approved by the full board, have been procedural rather than substantive. Since the major overhaul of the Board and bylaws in 2014, as reported in the 2015 interim report, there have been no significant changes to the Board structure or bylaws. A discussion of the effectiveness of the 2014 structure is covered below.

Governing Board

Description
The Board of Trustees consists of 34 members and comprises six standing committees and three Boards of Overseers. The Prudential Committee, a standing committee, serves as the executive Committee of the Board and includes the president, the chair and vice chairs of the Board, and the chairs of the standing committees and Boards of Overseers. The Prudential Committee sets goals for the president and conducts an annual performance evaluation of the president. The Prudential Committee may also act on behalf of the full Board in between board meetings.

The other standing committees are responsible for significant aspects of the Board's fiduciary responsibility: Trusteeship and Governance, Resources, Strategy, Risk Management, and Programs. Each standing committee is chaired by a trustee and staffed by a senior administrative officer. Each of the Boards of Overseers focuses on one of the three major programmatic divisions of the institution: the undergraduate College, the Middlebury Institute of International Studies at Monterey, and the Schools (which includes the Language Schools, Schools Abroad, the Bread Loaf School of English, the Bread Loaf Conferences, and the School of the Environment). Each Board of Overseers is chaired by a member of the Board and supported by a senior administrative officer (SAO) appointed by the president. Each Board member serves on one Standing Committee and one Board of Overseers.

The Boards of Overseers also include Partner Overseers—additional individuals who are not members of the Board, but who have an interest in or expertise relevant to the programs they

oversee—and Constituent Overseers who represent the faculty, staff, and student body of each program. Boards of Overseers review the academic program, quality of teaching and learning, faculty and student life, enrollments, and other issues of importance associated with the program. The Boards of Overseers may make motions to be considered by the full Board and refer items to any of the Standing Committees. This structure provides a matrix of responsibilities, enabling the Board to attend to strategic issues of relevance to the entire institution, while also considering distinctive issues in each program.

The Board of Trustees meets three times each year. The meetings typically are held over the course of two days with the first day devoted to meetings of the standing committees and the Boards of Overseers. On the second day the full Board meets to take action on any resolutions put forward by those groups. Additionally, the standing committees hold regular and ad hoc conference calls throughout the year, and the chairs and vice chairs of the committees and overseer boards are in regular communication with their respective senior administrative officers.

The Boards of Overseers have an additional meeting each year. The College Board of Overseers meets in Middlebury, while the Institute Overseers meet in Monterey, and the Schools Overseers meet at various locations, sometimes abroad. This allows the Overseers to spend focused time on location and with faculty, staff, and students of the academic program. In spring 2019, the Schools Board of Overseers met at the School in Italy in Florence. The meeting was organized in a way that allowed board members to fully understand how the Schools work, and the impact the Schools' education has on students.

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

The board is involved in or informed of, as appropriate, high profile issues when they occur. For example, the Board—particularly the Resources Committee—has been kept apprised of the administration's efforts to eliminate the institution's current operating deficit. The Risk Committee and Resources Committee jointly reviewed and approved plans for a new information system that Middlebury is implementing along with its partners in the Green Mountain Higher Education Consortium.

The Board of Trustees has a thorough understanding of Middlebury's mission, purposes, and policies, and played a significant role in the development of Envisioning Middlebury, the institution's new strategic framework. The Strategy Committee fully reviewed the strategic framework and recommended it to the full board for adoption, which occurred in October 2017 (see Standard 2 for a full discussion of Envisioning Middlebury).

The Board maintains contact with members of the Middlebury community through the Boards of Overseers and their constituent members. Board members also hold open events to which students, staff, and faculty are invited. Periodically— and annually for the subset of the Board on the Institute Board of Overseers— meetings of the Board take place on the Monterey campus, providing opportunities for Board members to engage with comparable faculty, staff and student organizations on that campus. Additionally, board members are invited to attend major events,

such as the commencement ceremonies at each of the programs. Many board members also attend and/or host regional events for alumni.

Board members must comply with the conflict of interest policy (docs. 3.2, 3.3). Each year, board members submit a conflict of interest statement that is reviewed by the Audit subcommittee.

Effective July 1, 2019, the Board will have a new chair and two new vice chairs. Coinciding with the change in Board leadership, the general counsel will work with the Trusteeship and Governance committee to conduct a review of Middlebury's bylaws.

Appraisal
The current governance structure is relatively new, having been implemented in 2014. The administration and Trusteeship and Governance committee of the Board continue to evaluate the effectiveness of the new structure. In particular, they are reviewing the frequency and location of the Board meetings, including the overseer meetings, although no significant changes have been made to date.

One change that has been made, since 2014, is the reintroduction of a Board subcommittee that is focused on the institution's buildings, grounds, and lands. The previous Board structure included a standalone Buildings and Grounds Committee. In the 2014 reorganization of the Board, oversight of all Middlebury property was included in the Resources Committee's portfolio. However, the need for a board-level group solely focused on the institution's physical resources remained, and a Buildings, Grounds, and Lands subcommittee of Resources was established.

In the summer of 2015, as part of Middlebury's regular assessment of the Board, the Office of Assessment and Institutional Research surveyed Board members (doc 3.4). Compared with the 2011 board survey responses, in 2015, Board members were more positive on nearly every measure. The results of the survey showed a high level of satisfaction and understanding on the part of the Board. The major positive themes that emerged from that survey were strong support for the president; satisfaction with the senior administrative officer (SAO) model; confidence that Board members understood their roles and responsibilities; and satisfaction with information acquired through Board retreats.

The less positive themes (though still scoring over 4 on a 5-point scale) were responses to the new Board structure and format; a desire for more time in executive session and more social time; and concerns regarding the volume of information received in advance of board meetings. Changes have been made to provide informal time for trustees only.

Trustee respondents also provided feedback through an open-ended question in the survey. Some suggested that the committee chairs meet over the summer to set goals and priorities for the Board for the coming year. This suggestion has been implemented.

Internal Governance

Administration

Description
At the time of the writing of the 2015 Interim Report, President Laurie L. Patton had just begun her tenure as the 17th president of Middlebury. The president is the chief executive officer of the institution, including all of its academic programs. The president currently has 12 direct reports and meets with them regularly.

As recommended by the Commission following Middlebury's 2011 comprehensive evaluation, President Ronald Liebowitz created an institutional chief academic officer in the form of the position of provost in 2015. As described in the 2015 Interim Report,

> The provost is the chief academic officer for the institution, and provides strategic and operational leadership for all academic programs. The provost also serves as the [senior administrative officer] SAO for the Strategy Committee of the Board. The provost's role encompasses planning, assessment, and curricular innovation across the institution; ensures the quality and integrity of all of Middlebury's programs and initiatives, promotes connections among those programs, and generally advances the academic mission of the institution.

Susan Baldridge served in this role from its inception in February 2015 through December 2017. President Patton appointed Jeffrey Cason first as the interim provost in January 2018, and then as the provost effective January 2019.

The provost position continues to improve institutional academic governance through bi-weekly with the academic leaders of the institution, as the Provost's Academic Council. The Provost's Academic Council meetings provide the opportunity for leaders of academic areas and the provost to share issues of common concern and allows the provost to have insight into the operations of the academic areas.

Appraisal
Since 2015, as is common with presidential transitions, Middlebury has seen several changes in senior leadership, and has taken advantage of the transitions to strengthen high-level governance functions. First, as a result of the departures of the vice president for risk and compliance and the associate vice president for human resources, Middlebury combined those roles into a new, single position of vice president for human resources and chief risk officer. In late 2016, Middlebury recruited a new executive vice president for finance and administration to play a strategic role in the overall management of the Middlebury enterprise. At the same time, Middlebury created the role of general counsel to provide strategic oversight and support to the president, Senior Leadership Group, and the Board. Moreover, in 2018, Middlebury hired its first chief information officer.

Description

Faculty governance at the College comprises several elected and appointed committees and includes monthly meetings of the faculty during the academic year. The College faculty meet in several plenary sessions each year and may also hold small group meetings of the faculty for in-depth discussion that might difficult in a plenary session with an already full agenda. The faculty moderator, who is elected by voting members of the faculty, leads plenary sessions of the faculty. The faculty moderator coordinates the agenda for the meetings in collaboration with Faculty Council and the vice president for academic affairs/dean of the faculty.

A modification to College faculty governance in 2015 coincided with the restructuring of the Board of Trustees and led to the creation of two new College faculty committees, one focused on Resources and the other on Strategy. The faculty Resources Committee has been particularly valuable as Middlebury works toward a positive operating margin. This committee meets regularly with the executive vice president for finance and administration and the provost, which has promoted openness and dialog between the administration and the faculty with respect to the institution's financial situation.

The College faculty Strategy Committee played a central role in the Envisioning Middlebury strategic planning process and in identifying strategic priorities going forward. In addition to participating in the development of the strategic framework, the Strategy Committee has convened a group of faculty to develop a plan for advancing the development of an initiative to further the teaching and learning of data.

At its April 2018 plenary meeting, the College faculty approved the creation of the Committee on Diversity, Equity, and Inclusion. This followed a previous discussion among the faculty of the need for structural changes and practices to create a more inclusive community. The committee comprises two elected and four appointed faculty members and has four main areas of focus, including faculty leadership on diversity policies and practices, policy development as it relates to diversity and inclusion, communication and reporting to and from the faculty, and outreach to the faculty on issues of race, diversity, and inclusion.

Faculty Council is an elected body that serves as the executive committee of the faculty. The Council represents faculty interests in working with administrators and the Board and serves as the Committee on Committees. Faculty Council meets with Staff Council at least once a year to discuss issues of common concern.

The Student Government Association (SGA) serves as the main student governance body at the College. The SGA's mission is "to accurately and equitably represent student voices and concerns on important issues." The SGA includes a senate and a cabinet. The senate is an elected

body and the SGA president, who is elected by the students at large, appoints the cabinet. The SGA plays an important role in making appointments to other institutional governing bodies, such as the College Board of Overseers and SGA leaders regularly report on student issues to the Senior Leadership Group. In addition, the SGA allocates approximately $1 million to around 175 student organization each year.

Appraisal
In recent years, the president of Middlebury and the SGA president have met to develop a common agenda for the coming year. The recent common agenda included issues relating to dining, transparency and communications, improved communication between the administration and SGA members, public spaces and art, new Middlebury traditions, McCullough student center improvements, summer communications, reviving a student consulting platform, and developing a "How Midd Works" series. As a result of this, a new spirit-building tradition called Panther Day was instituted this year and the How Midd Works series featured presentation from key administrative office, such as Title IX and Student Financial Services (doc. 3.5).

THE INSTITUTE

Description
The vice president for academic affairs/dean of the Institute (VPAA) has administrative oversight of the Middlebury Institute of International Studies. Working with the provost, the VPAA sets the overall strategic direction for the Institute. The VPAA is advised by the Institute Council that includes the deans of the Schools of International Policy and Management, and Translation, Interpretation, and Language Education, the associate provost for integration strategies, and a project manager/organizational development specialist.

The Faculty Assembly comprises all regular faculty at the Institute. The Faculty Senate is elected by the Faculty Assembly and serves as its representative, acting for the Assembly between regular Assembly meetings, which take place three times a year. Significant policy changes proposed by the Senate are submitted to the Assembly for a vote. Voting typically takes place through an online process.

The Faculty Senate is complemented by two standing committees: the Faculty Evaluation Committee (FEC) and the Academic Policy, Standards, and Instruction Committee (APSIC). The FEC reviews requests for contract renewals, promotions, and sabbatical leaves, and makes recommendations to the VPAA. APSIC evaluates and provides recommendations concerning proposed changes to the curriculum and academic policies; ensures compliance with academic policies and procedures; deliberates on student grievances and appeals; and has at least two members serve on any Student Conduct Board dealing with an alleged student violation of academic standards or policies. APSIC serves as an advisory committee, making recommendations to the VPAA and to the Faculty Senate. Over the past year, the Faculty Senate has also adopted new criteria for faculty evaluation, as described in Standard 6.

The Student Council serves as the primary student governing body at the Institute, acting as the voice of students in communication with Institute faculty and staff. Representatives of the Council sit with institutional and Institute governing bodies, such as the Institute Board of Overseers, the Institute Leadership Group, and APSIC. The Council itself has several standing committees whose purviews relate to promoting a positive student experience.

Appraisal
The Institute still needs to clarify both structural and procedural issues within the faculty—for example, the relationship between the standing committees and the Senate—and on increasing resources for faculty development.

The Faculty Senate is currently taking the lead on overhauling the faculty handbook in an attempt to clarify the language and identify areas of the handbook that may be contradictory, focused on faculty evaluation, professional development, and governance.

THE SCHOOLS

Description
The vice president for academic affairs/dean of the Language Schools (VPAA) has administrative oversight of the Middlebury Language Schools, including the operation of the Language Schools at the Vermont and Mills College campuses. Working with the provost, the VPAA sets the overall strategic direction for the Language Schools. The VPAA is supported by a dean's advisory group that includes associate deans responsible for curriculum and operations.

Each of the 11 Language Schools has a director and many of them also have an associate director. Directors oversee the curriculum and hiring of faculty for their schools. Most of the directors have faculty appointments at other schools during the academic year. Directors are required to be onsite during the summer session, although their responsibilities for the Language Schools require them to plan curriculum, review admissions applications, and hire faculty during the academic year (see Standards 4, 5, and 6 for additional details).

The Language Schools directors meet as a group weekly during the summer and once during the winter with the Language Schools administration. In these meetings, policy questions and operational and logistical issues that affect all the Language Schools are reviewed and discussed.

The dean of international programs oversees the Middlebury C.V. Starr Schools Abroad, which operate in 37 sites around the world. The dean is supported by an associate dean and several assistant directors. The latter serve as advisors to students applying to and enrolled in the Schools Abroad. The individual schools abroad are academic year programs led by year-round directors. The directors (and in the case of larger schools abroad, their staff) manage onsite issues ranging from partnerships with local universities to registration and the hiring of faculty.

Each of the Schools Abroad also has a Faculty Advisory Board made up of members of the College faculty. This allows College faculty to have insight into how Schools Abroad programs

align with the undergraduate curriculum. Although many of the Language Schools have graduate degree programs that include an option for students to attend one of the Schools Abroad, there is not an analogous Faculty Advisory Board for Language Schools' directors or faculty.

The Bread Loaf School of English is overseen by a director and associate director, both of whom have faculty appointments at other institutions. The director and associate director are responsible for the overall curriculum and the hiring of faculty. Similarly, in the School of the Environment, the co-directors serve in that role.

Appraisal
Generally, the existing governance structures within the Schools work well at Middlebury, as evidenced by the overall effective and efficient operation of the Schools. However, as Middlebury becomes more integrated, both administratively and to a lesser degree academically, it is more apparent that changes made by an individual school often have an impact on administrative support offices and sometimes on other schools. The maturation of the provost position, and the creation of the Provost's Academic Council, have helped to ensure that programmatic changes are made in a more coordinated and transparent way.

Standard 3 Projections
- *Bylaw Review*. In 2019-20, the general counsel, along with the Trusteeship and Governance Committee of the Board of Trustees, will conduct a review of Middlebury's bylaws.
- *Trustee Survey*. In fall 2019, the Office of Assessment and Institutional Research, in consultation with the President's Office and the Board Trusteeship and Governance Committee, will conduct the regular survey of the Board of Trustees members to evaluate the effectiveness of the Board structure and functions.
- *Institute Faculty Governance.* In 2019-20, the Faculty Senate will monitor the implementation of the recent changes in the faculty evaluation process; work on revising structural issues in the current faculty handbook; and work with academic leadership to enhance opportunities for faculty development.

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 sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Middlebury continues to be a multi-dimensional, global academic institution, grounded by and rooted in the traditional liberal arts college in Vermont. The undergraduate College enrolls an average of around 2,500 students each year. The Middlebury Institute of International Studies at Monterey enrolls an average of 741 students; the Language Schools enroll approximately 1,500 students each summer, while the Bread Loaf School of English teaches nearly 400 students per summer, and the School of the Environment enrolls around 22 students each summer. The Middlebury C.V. Starr Schools Abroad enroll around 600 students (duplicated) each year. In 2018-19—across all academic programs and locations—Middlebury provided instruction to 3,918 students at the undergraduate level and 1,701 students at the graduate level, including degree- and non-degree-seeking students.

THE COLLEGE

The faculty of the undergraduate College has primary authority over the academic program and curriculum. 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 co-chaired by a faculty member and the dean of curriculum, is responsible for matters of major educational policy and for making staffing recommendations to the provost with respect to the allocation of faculty teaching resources. The Curriculum Committee, consisting of appointed faculty members and presided over by the dean of curriculum, oversees the establishment of new courses and changes to degree and major requirements. Students are involved in the undergraduate academic program through the Student Educational Affairs Committee, a committee of the Student Government Association, which is in regular contact with the Educational Affairs Committee.

Assuring Academic Quality

Description
As discussed in Standards 2 and 8, the College has an external review process for academic departments and programs. These reviews provide departments and programs with the opportunity to reflect on their curricula, receive external input, and make changes to enhance teaching and learning. At a student level, departments and programs evaluate quality through the

assessment of theses, exit interviews, department/program faculty meetings, among other means, as described more fully in Standard 8 and in the E-Series form.

The Educational Affairs Committee (EAC) makes recommendations to the provost about the allocation of faculty resources, taking into consideration departmental/programmatic needs along with curricular gaps and student enrollment trends. The EAC also reviews requests for new majors and standalone minors and may recommend them to the full faculty for approval. In the last five years, the EAC has recommended the creation of a major in Education Studies (as a double major), and has also declined to recommend multiple proposals for new standalone minors. The EAC may also recommend the elimination of majors or minors, though it has not done so in recent memory.

The EAC also researches, prepares, and presents new or amended educational policies and academic regulations to the full faculty for consideration, as further described in the Handbook.

The Curriculum Committee, an appointed committee of faculty that also includes the registrar, approves new courses and changes to course descriptions. The committee also considers requests for changes to major/minor requirements, the selection of course offerings for Winter Term and Summer Study, oversees the Independent Scholars program, and assigns cultures and civilizations and distribution requirement tags to courses. The Curriculum Committee ensures that the overall curriculum remains true to the liberal arts mission of the College.

Appraisal
The EAC and the Curriculum Committees effectively carry out their duties. The EAC works with a faculty FTE budget that is established by the vice president for academic affairs (see Standards 6 and 7). The EAC has recommended allocation of faculty positions in response to enrollment demands, programmatic coverage, and curricular needs, while still maintaining a broad base of faculty across the curriculum.

Meanwhile, the Curriculum Committee reviewed 117 new course proposals in 2017-18 to ensure that they are not duplicative and that they meet students' curricular needs. The committee reviewed seven revisions to major requirements and in doing so ensured that the changes maintain a high level of academic rigor and that the number of required courses are in balance with a liberal arts degree. The committee returns to the department/program changes that might diminish these principles, for example, a change that might replace upper-level courses with lower-level courses (see documents 4.1, 4.2).

At the time that Middlebury instituted study away semesters for College students at the Middlebury Institute of International Studies at Monterey, the dean of curriculum reviewed the Institute programs to ensure that they meet minimum College standards of duration and hours. However, once College students enroll at the Institute, there are no mechanisms in place to review or approve their course load there. As the institution moves toward identifying additional academic synchronizations between the College and the Institute, there will need to be more coordination and oversight of students' semesters away in Monterey.

Undergraduate Degree Programs and General Education

Description
An undergraduate must complete 36 courses (36 credits) 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. All requirements are outlined in the Handbook.

The general education requirement identifies eight academic categories, and 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). In addition, students must complete the Cultures and Civilizations requirement. The registrar confirms completion of general education requirements, and department/program chairs confirm completion of major and minor requirements.

In January 2016, the College faculty—with support from the Student Educational Affairs Committee and the Midd Included student group—voted to change the Cultures and Civilizations categories and requirement. This change acknowledged that the existing categories overemphasized Europe and North America, and thus failed to expose students to the diversity of the world's cultures and civilizations or to reflect the diversity of the student body. The revised categories and requirement now state that each student must take one course in each of at least three of the following regions: South and Southeast Asia, including the Pacific; North Asia including China, Korea, Japan, and the Asian steppes; Middle East and North Africa; Sub-Saharan Africa; Europe; and the Americas. In addition, each student must take one comparative course, focused on the process of comparison between and among cultures and civilizations, or on the identity and experience of separable groups within cultures and civilizations.

To fulfill half of the college writing requirement, all entering students take a First-Year Seminar (typically enrolling up to 15 students) that is writing-intensive and taught by faculty who also serve as the students' academic advisors. All departments participate in the First-Year Seminar program and offer college writing courses. The director of the First-Year Seminar program oversees the staffing of First-Year Seminars and conducts orientation and training for faculty in these roles. After completing the First-Year Seminar, all students are required to take a second college writing course; the director of the writing and rhetoric program oversees these college writing courses.

As was mentioned in the Interim Report, in 2014, the College faculty endorsed a set of learning goals. Although the learning goals do not necessarily directly map to the general education requirements, they are covered by the full undergraduate program from the general education requirements through the major (doc. 4.3). See Standard 8 for efforts relating to the assessment of the College-wide learning goals.

Appraisal
As noted above, the College faculty changed the cultures and civilization categories and requirements. This change is expected to help students more effectively achieve the learning goal

to "Understand and appreciate difference, commonality, and connectedness across and within cultures and societies around the world." The change in requirements went into effect for the fall 2017 entering class, as such, the effect of the change has not yet been evaluated.

Students continue to rate highly their First-Year Seminar experience and the program continues to serve students well in the transition to college. However, some faculty have suggested that the First-Year Seminar is being asked to do too much—teach college writing, information literacy, and research methods, and aid in the transition to college—leaving very little time to teach content. The First-Year Seminar program itself is long overdue for an external review. Aside from being somewhat involved in a review of the Center for Teaching, Learning, and Research in 2012-13, the First-Year Seminar program has not had an external review since the 1997-98 academic year.

In 2012, the College faculty adopted a policy allowing students to take a limited number of courses on a pass/D/fail basis. The intention behind the policy was to encourage students to take courses outside of their "comfort zones." The legislation included a provision that the policy be reviewed and reaffirmed by December 2015.

At the November 2015 and January 2016 College faculty meetings, the faculty considered the Educational Affairs Committee's recommendation to continue the pass/D/fail policy. The data showed that seniors were more likely to take a course using the pass/D/fail option than other classes of students, and that students most often took a social sciences or humanities course using the pass/D/fail option. A survey administered by the Student EAC found that, of the students who took a course pass/D/fail, 74 percent took it to avoid stress, 73 percent took it for experimentation, and 49 percent took it to maintain their GPA. In the end, the faculty voted to continue the pass/D/fail policy, amending the policy by extending the deadline to revoke the option from the second week of class to the fourth week (doc 4.4).

Majors and Minors

Description
Middlebury undergraduates may major, double major, joint major, and minor in over 50 areas of study. Majors span the arts, humanities, languages, literature, natural sciences, and social sciences. In addition, Middlebury has 11 interdisciplinary programs that connect multiple areas of the curriculum, and an Independent Scholar program that allows students to apply for the opportunity to self-design a major. Students must complete at least one major and they may also complete a double major or a joint major. Joint majors have standalone requirements that incorporate courses from two majors. In the last five years, on average, about 10 percent of a graduating class complete double majors, while roughly 8 percent complete joint majors.

A major typically requires a minimum of 10 semester courses, though the number of required courses varies between departments and programs. The faculty, guided by learning goals for the major, establish the curriculum for each major. Students may pursue senior work, although 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 term courses within their chosen major. Major and minor requirements are posted on department and program web pages.

As noted above, changes to major and minor requirements are reviewed and approved by the Curriculum Committee. This helps to limit the number of changes to major and minor requirements and ensures academic coherence and rigor. The full College faculty must approve the creation of standalone minors—those minors (typically interdisciplinary) that are not associated with an established department or program.

Appraisal
The undergraduate curriculum continues to evolve in response to changing student and faculty interests. For example, students may now pursue a major in Education Studies (as a second major); the Environmental Studies Program added a focus in Conservation Psychology; the Writing Program evolved into the Writing and Rhetoric Program to acknowledge the importance of both written and oral expression. The Department of History of Art & Architecture added tracks in Architectural Studies and Museum Studies; International & Global Studies added tracks in Global Gender and Sexuality Studies and Global Security Studies; Sociology/Anthropology established separate tracks in Sociology and Anthropology; and Environmental Studies added tracks in Dance, Studio Art, and Theater. The Curriculum Committee noted the recent proliferation of tracks within majors and will consider setting criteria for the establishment of tracks should the trend continue. In 2018, the Curriculum Committee also approved changing the name of the Spanish and Portuguese department to the department of Luso-Hispanic Studies, in an acknowledgement of the disciplinary change in that department.

As is typical, student interests ebb and flow over time. A few departments/programs have seen significant growth in the number of majors since 2011-12, namely Computer Science had 156 more majors in 2017-18 than in 2011-12, while Neuroscience had 50 more, and Economics 47 more. Meanwhile, International & Global Studies, English and American Literatures, and Biochemistry had fewer. Despite the decline in the number of International & Global Studies and English and American Literatures majors, they are still within the top 10 in terms of numbers of majors (8 and 10 respectively). Economics continues to be the most popular, followed by Computer Science, Political Science, Environmental Studies, and Neuroscience (docs. 4.5, 4.6).

Since 2014, the Registrar's Office has been working on building major requirements in DegreeWorks, an online tool that tracks students' progress toward graduation requirements. This partnership between the Registrar's Office staff and department chairs and program directors has benefited students in many ways. It has afforded departments and programs the opportunity to examine their existing requirements and to clarify any inconsistencies or points of confusion. It has also provided students with immediate and online access to how they are progressing in the major (and also general education requirements). In the past, the College has relied on hard copy documentation to track major requirements. As of spring 2019, all majors have gone live and are available to students and faculty.

As noted in the 2011 self-study, "identification of additional curricular complementarities between the undergraduate college and the [Middlebury] Institute of International Studies" was a curricular issue for further consideration. To date, this issue has been addressed on the margins.

Several options have been developed for students to spend a semester away taking courses in one of the Institute's programs, and there are opportunities to accelerate an Institute master's degree by waiving one or two semesters of credit based on undergraduate studies, either directly after completing the BA, or after a period of time away. Enrollments of College alumni have been relatively small, with an average of 15 College alumni pursuing an MA at the Institute each year, and up to four College students studying at the Institute for a semester in a given year. The further development of these options is a high priority for Middlebury. Further discussion of the College BA/Institute MA programs may be found in the Institute section, below.

<p align="center">Winter Term and Summer Study</p>

Description
The College offers a four-week, single-course Winter Term in the month of January. The College typically offers between 115-120 courses each Winter Term chosen by the Curriculum Committee, and normally just over 40 percent of the Winter Term faculty are visitors. Students may also receive credit for academic work completed in connection with internships undertaken in the Winter Term; aside from while attending one of the Middlebury C.V. Schools Abroad, it is the only opportunity for College students to receive academic credit in connection with internships. Between 100 and 120 students participate in Winter Term internships for credit.

The College began offering Summer Study in summer 2015. The Educational Affairs Committee originally intended Summer Study as a way for College faculty to provide courses that are "difficult or impossible" to offer during the academic year. The original proposal by the Educational Affairs Committee included a provision for academic credit for summer internships. However, an amendment to remove academic credit for summer internships was moved and approved, and Middlebury still does not give credit for summer internships.

Since 2015, Summer Study has included one offering of MiddCORE—Middlebury's leadership and innovation program for undergraduates and recent graduates—which is open to both Middlebury and non-Middlebury students. In 2015-2017, the College offered a Summer Study course in food studies in three different locations: Middlebury, Washington, D.C., and Louisville, Ky. Since 2017, Middlebury has offered a two-credit Museum Studies program, at its site abroad in Oxford, England. Five additional courses, taught by Middlebury College faculty, were offered in the last four years as part of Summer Study. Since 2015, 310 Middlebury and non-Middlebury students have enrolled in Summer Study and the Museum Studies program.

Appraisal
The inaugural year of Summer Study proved to be logistically and operationally challenging. The offerings in that year included MiddCORE being held on the campus of Sierra Nevada College in Incline Village, Nevada; the food studies course located in the three locations noted above; a course on essay writing in Alaska; and a course on development held in Ethiopia. Much of the administrative coordination fell on the dean of curriculum, who was given responsibility for Summer Study, based on an analogy to the oversight of Winter Term. Although the individual faculty leading the courses were familiar with the locations to which they were going, the College administration did not have a wealth of staff or experience to deal with the details relating to travel, emergency evacuations, insurance, housing, etc.

In summer 2016, the dean of curriculum instituted a moratorium on Summer Study courses that were not associated with MiddCORE or Food Studies, both of which had administrative staff to manage the logistical and operational components of the programs. Museum Studies also continued as it was developed by the academic staff at Middlebury's School Abroad in Oxford and administratively supported by onsite staff there.

<div align="right">

THE INSTITUTE

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Description
The Middlebury Institute of International Studies at Monterey was founded in 1955, as the Monterey Institute of Foreign Studies, to further international understanding through language and culture. The Institute's founding mission endures though the name has changed.

The Institute is overseen by the vice president for academic affairs/dean of the Institute. The programs are structured within two professional graduate schools—the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation, and Language Education (GSTILE), each one lead by a dean. The Institute offers the following degrees:

Master of Arts Degrees
- International Education Management
- International Environmental Policy
- International Policy and Development
- International Trade and Economic Diplomacy
- Nonproliferation and Terrorism Studies
- Teaching English to Speakers of Other Languages and Teaching Foreign Language
- Translation and Localization Management
- Translation; Translation and Interpretation; Conference Interpretation

Master of Public Administration
Master of Business Administration (ending December 2019)
Joint Degrees
- Joint Master of Public Administration/Master of Arts in International Education Management
- Joint Master of Public Administration/Master of Arts in International Trade and Economic Diplomacy
- Joint Master of Arts in International Policy and Development/Master of Arts in International Trade and Economic Diplomacy
- Joint Bachelor of Arts/Master of Arts

The Institute currently has five degree programs that enable graduates in specific majors of the undergraduate College to complete a master's degree in three additional semesters instead of the usual four: International Environmental Policy, International Policy and Development,

Nonproliferation and Terrorism Studies, Public Administration, and Teaching English to Speakers of Other Languages.

The number of Middlebury College undergraduates who have pursued a master's degree at the Institute has been relatively small, though there was a significant increase in fall 2018. It is also worth noting the increasing numbers of Languages Schools attendees (not otherwise affiliated with a Middlebury program) and students from institutions who send students to the Schools Abroad who are pursuing degrees at the Institute.

Cross-Institutional Enrollments at the Institute (Fall)

	2014	2015	2016	2017	2018
Undergraduate College alumni pursuing an MA	11	8	12	13	21
Undergraduate College students attending one semester	0	1	2	4	3
Language School attendees pursuing an MA	14	9	19	18	20
Students from Schools Abroad partner institutions	2	1	10	10	12

Although Middlebury does not have stated goals for the number of enrollees in each of these categories, as mentioned above, Middlebury would like to increase enrollments of students across the institution as a way to allow students to take advantage of the wider Middlebury academic network.

The Institute offers intensive language instruction in five languages from the beginner to high intermediate level. The courses in this eight-week Summer Intensive Language Program (SILP) include cultural and social contexts for the languages of instruction and in-language co-curricular activities. In the last five summers, SILP enrolled an average of 115 students each year. The Institute also offers English as a Second Language and English Preparation for Graduate Studies courses to an average of 35 students each summer, and a fewer number in three separate sessions during the academic year (doc. 4.7). The SILP and English programs are overseen by the associate dean for language and professional programs.

Appraisal
Enrollments at the Institute have generally declined since 2011-12, from 743 FTE in 2011-12 to 616 in 2018-19 (doc. 4.8). Maintaining strong enrollments has been the top priority of the Institute's and Middlebury's leadership over the last several years. Despite efforts to bolster recruiting and admissions functions, several other factors are hampering sustained enrollments including: low unemployment reducing the desire for advanced education; pricing models are not competitive for the perceived return on investment; trends toward low residency or online programs for working professionals; and limiting the pool of potential students by requiring a high level of language proficiency.

Two significant curricular changes been made at the Institute to address, in part, some of these factors. The first is the decision in spring 2017 to discontinue the Master of Business Administration program. Enrollments in the MBA program had been trending downward, from 104 students in fall 2008 to 45 students in fall 2016. The Institute worked with the Association to Advance Collegiate Schools of Business (AACSB), which accredited the program, to develop a

teachout plan that would maintain the AACSB accreditation until the final students graduated. The Institute did not accept any students into the MBA program for fall 2018, and the program is expected to end in December 2019. Business education at the Institute will continue for students enrolled in remaining programs, integrated with the existing curriculum as appropriate.

The second change updates the Institute's long-standing languages requirements for admission and graduation with a more flexible framework that enables degree programs to adapt curricula to the career needs of their students. Facing the reality that the number of foreign language-proficient prospects in the MA-seeking population has declined significantly, the Institute has opened up options for its programs to admit students who will not be required to pursue language studies as part of their degrees, while at the same time strengthening its commitment to rigorous content-based language study for those who are prepared to pursue it. Several degree programs are likely to take advantage of this new flexibility with changes in their curricula that would be introduced for fall 2020.

At its April 18, 2018 meeting, the Commission took action to include the dual degree program between the Institute and the Moscow State Institute of International Relations (MGIMO) in Middlebury's accreditation. Students in this dual degree program spend their first semester at MGIMO, semesters two and three at the Institute, and register for the fourth and final semester at MGIMO, though they may spend that semester at the Institute, MGIMO, or elsewhere working on an internship and preparing their theses. Upon successful completion of the program, students receive both an MA in Nonproliferation and Terrorism Studies (MANPTS) from Middlebury and a master's degree in Weapons of Mass Destruction Nonproliferation, Nuclear Policy, and Global Security, from MGIMO.

The Commission asked for an update in this self-study on the program "with particular emphasis on the College's success in achieving its goal to recruit and retain additional Russian students for the program." The program continues to operate as designed, and two cohorts have graduated since the program's inception. New student enrollment in the MANPTS/MGIMO dual degree program in fall 2018 was 15, which is higher than the nine who enrolled in the previous two fall semesters. Of the 15, four were Russian students, which was an increase from two Russian students in the prior year. As of May 2019, eight new students have deposited for the MANPTS/MGIMO program, which is slightly lower than the 10 and 9 students at the same point-in-time in 2018 and 2017, respectively.

Since the start of the program in 2016, Middlebury has secured grant funding from the Nuclear Threat Initiative each year to provide financial assistance for Russian nationals. Last year, the director of the Policy Center in Russia (PIR Center) in Moscow—a partner in the dual degree program—ran a contest in Russia in an effort to generate more interest in the scholarship. This helped increase the number of applications of Russian students, and the fall 2018 cohort includes two Russian students who had attended MGIMO as undergraduates.

Students in the fall 2018 cohort expressed concerns with the Russian instruction that takes place in Moscow. The method of language instruction in Russia is different than most language instruction in the United States. A similar concern was noted in the report of the substantive change evaluation team report. The Institute, along with other Middlebury colleagues, are

investigating alternatives for Russian language instruction for students while they are in Moscow.

At its November 16, 2018 meeting, the Commission accepted Middlebury's substantive change request to offer the Spanish Community Interpreting certificate program via distance education, and asked for an update on the program in this self-study. As of May 2019, the Institute has received 90 inquiries, 17 applications, and 12 Language and Skills Tests. Five applicants have been admitted and two have deposited. The application deadline is June 15, 2019, and as of the writing of this self-study, it is not possible to predict whether the enrollment goal for fall 2019 of 16 will be met. An instructional designer in the Office of Digital Learning and Inquiry has been working this spring with an alumna instructor to refresh the existing Module One course: Community Interpreting as a Profession and to finalize Module Two: Basic Interpreting Techniques. Updates to the legal track courses will be made this summer and fall. The first module will launch on August 27, coinciding with the start of the Institute's fall semester.

THE SCHOOLS

LANGUAGE SCHOOLS

Description
The Middlebury Language Schools consists of 11 different schools offering instruction in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, and Spanish. The Language Schools were founded in 1915 with the German School as its first; the School of Korean, founded in 2015, is the most recent.

Each of the 11 schools offers courses at the undergraduate level in seven- or eight-week sessions. Eight of the 11 language schools—Arabic, Chinese, French, German, Hebrew, Italian, Russian, and Spanish—offer graduate level instruction in six-week sessions, and they also award master's degrees. The master's degree programs are typically completed over the course of four summers, although students have the option of completing one academic year at one of the Schools Abroad or the Institute (for Arabic and Chinese), reducing the number of summers in residence to one or two. Six of those same eight schools offer a doctor of modern language (DML) degree—a degree that is unique to Middlebury and requires the study of two languages, a teaching practicum, and a residency abroad.

The Language Schools enroll approximately 1,500 students each summer on the Middlebury campus, in space leased from Mills College in Oakland, California, and at a small number of sites abroad. In summer 2020, the Language Schools will no longer use the Mills College campus, and will instead have its second site at Bennington College in Vermont. The School of Hebrew also operates during the traditional academic year, on a part-time basis, with faculty connecting through videoconferencing and a week-long, in-person session.

Appraisal

The hallmark of the Middlebury Language Schools is the Language Pledge. At the start of each summer, Language Schools students sign a pledge agreeing to only communicate in their language of study for the duration of the session. The pledge helps to ensure a truly immersive experience in language. Results from the 2017 Alumni Survey showed that 89 percent of respondents indicated that the Language Pledge considerably contributed to their education. One respondent provided the following comment, which is illustrative of many others:

> "The most valuable aspect of my experience at the [Language Schools] was the simple fact that I was able to make so much progress in such a relatively short period of time. It was the perfect boost to take me from the solid linguistic foundation I already had, to the next level of actual proficiency. I attribute to this entirely to the Language Pledge and the immersion approach of the program."

A second key element of the Language Schools is the numerous co-curricular activities that occur outside the classroom and also require adherence to the Language Pledge. The co-curricular activities are designed to provide students with the opportunity to engage with their language of study in a hands-on and real-life setting. In the Japanese School, for example, students spend their afternoons participating in co-curriculars that include activities such as tea ceremonies, calligraphy, and storytelling. These immersive experiences fuse language learning with cultural education and understanding. Co-curriculars also include film screenings, concerts, and athletics. All of the co-curricular activities are geared toward language improvement; the objective is not necessarily to learn the activity but rather to learn the language through the experience of the language, which requires listening, talking, understanding, and interacting in language. Results from the 2017 Alumni Survey showed that 72 percent of respondents found that co-curricular activities contributed considerably or moderately to their education. One respondent provided this comment, which is again, representative of many regarding co-curricular activities: "It was the co-curricular immersion. The additional lectures, supplemental coaching sessions, and the activities (everything from soccer to theater) made the language learning immediately applicable."

Over the course of the last several years, three of the Language Schools have offered shorter term programs of one week to three weeks in length. These programs are designed as refresher courses for students wishing to pursue additional language instruction or for lifelong learners--in some cases Language Schools alumni—who are interested in language learning without the commitment of seven or eight weeks. The shorter sessions typically run concurrently with longer sessions, are taught by the regular faculty, and students in these sessions are invited to participate in the co-curricular activities. Evaluation data show students find benefit in the short-term refresher courses.

As of the writing of the Interim Report, the School of Korean had just opened in summer 2015. Since then the School of Korean has been located on the Mills College campus in Oakland, California. The eight-week undergraduate, non-degree program has seen its enrollment rise from 28 in the first year to 43 in 2018.

In recent years, the Language Schools have added a new doctor of modern languages degree program, offered by the School of Hebrew, which has enrolled an average of eight students per year. As noted above in the Description section, the School of Hebrew offers a master's degree in teaching Hebrew as a second language that includes a part-time academic year component. The academic year instruction takes place via regular videoconference (less than 50% of the degree requirements) and includes a week-long in-person session each spring.

In 2018, the Language Schools launched a master's degree program in applied languages. Students may pursue this degree in French, German, Italian, or Spanish. The program is designed so that students can acquire skills, knowledge, and experience that applies to their own career interests. The program includes one summer at the individual Language School and an academic year at the corresponding School Abroad. The abroad component includes a required internship. In the first summer, there were three students enrolled in the applied languages program in two different schools.

The Language Schools used to have a master's degree program in Mediterranean Studies. This degree program combined studies in the French, Italian, and Spanish Schools. The program typically had only one or two graduates per year. In order to sustain the program, the individual schools had to offer Mediterranean courses even when their internal needs might be better met by offering other regional courses. Ultimately, the Language Schools decided to end the program, with the last degree awarded in 2016.

BREAD LOAF SCHOOL OF ENGLISH

Description
The Bread Loaf School of English was established in 1920 and offers graduate-level programs leading to a Master of Arts degree or Master of Letters degree, and Bread Loaf also offers a non-degree option. Bread Loaf operates in six-week summer sessions with its main campus located in Ripton, Vermont, and sites in Oxford (established in 1978) and Santa Fe, New Mexico (1991). Bread Loaf offers courses in American, English, and world literatures, as well as in writing and theater. The course offerings at the three locations often reflect their location, for example, courses in Oxford cover topics including, but not limited to, the Anglo-Saxon world, British theater, and British literature; New Mexico includes courses on Mexican American writers and performance through the lens of literature of the American West.

The Bread Loaf School of English is led by a director and associate director, both of whom have faculty appointments at other universities. The school is supported by a staff of five, who coordinate admissions, the schedule, registration, fellowships, and housing, among many other things.

Bread Loaf also offers an array of co-curricular activities, such as lectures, workshops, films, and theater productions to supplement classroom instruction.

The student body at Bread Loaf comprises mostly teachers of English and the language arts at the high school level. Of the respondents to the 2017 Alumni Survey, 62 percent indicated that

they worked at the high school level, with 13 percent at the college level, and 10 percent at the middle school level. Of the respondents, 44 percent indicated that they worked in a K-12 private school and 33 percent in a K-12 public school.

A key component of the Bread Loaf School of English is the Bread Loaf Teachers Network (BLTN). Established in 1992, the BLTN is a professional development network of teachers, who are current and former Bread Loaf students. The network is designed to continue, into the academic year, the engagement between and among Bread Loaf faculty and students, as a way to share the creative and innovative curricular approaches that Bread Loaf students develop during their studies in the summer. The BLTN currently has hubs in Atlanta and rural South Carolina, where members of the network draw on the experience and knowledge of network colleagues to teach underserved student populations.

Appraisal
In 2013, Bread Loaf changed the requirements for the master's degree to require that all students complete one course in American literature, one course in British literature, and one course in world literature. The previous requirements were very heavy on British literature and very light on American and world literatures, such that it was possible for students to complete the program without taking an American or world literature course. This has led to an increase in the offering of American literature, and it has become a major part of the program. In particular, this change has also led to an increase in the number of offerings in non-traditional areas of American literature, including courses on topics such as Native American women writers and African-American theater. The diversification of the curriculum has been a focus of the Bread Loaf administration. In addition to the offerings noted above, Bread Loaf has made Asian-American literature and disability literature regular components of the curriculum.

In evaluating the effectiveness of the change in degree requirements and the addition of courses in the American and world literatures, the Bread Loaf administration has found that students are now not only taking American literature courses, but are—in many cases—doubling up on American literature courses. This change was prompted, in part, due to student demand for more American literature courses, and it would seem that demand is now being met.

C.V. STARR SCHOOLS ABROAD

Description
The Middlebury C.V. Starr Schools Abroad operate at 37 sites in 17 countries around the world and enroll over 600 students each year. Approximately 240 undergraduate students from Middlebury and 300 from other colleges and universities attend the Schools Abroad each year. The Schools Abroad also host around 100 graduate students from the Middlebury Language Schools, who are completing a portion of their master's or doctoral degrees abroad. The Schools Abroad are an immersive experience, requiring previous college-level study in the language, although introductory tracks, such as at the School in Italy, are now in a pilot phase.

The Schools Abroad are overseen by the dean of international programs. Each school is led by a director, who is assisted by local staff. In Middlebury, a team of assistant directors advise students on program offerings and support the directors and associate directors.

The Schools Abroad have a variety of academic program models, ranging from those that primarily have direct enrollment coursework in Middlebury's partner universities to those that have all of their coursework provided by Middlebury-hired faculty. There are also hybrid models, where students do both direct enrollment and take courses organized by Middlebury. All of the Middlebury Schools Abroad, regardless of model, work in partnership with local universities. In consultation with staff and faculty at Middlebury, Schools Abroad directors determine the course loads at the Schools Abroad, and faculty from the College serve on Schools Abroad faculty advisory boards and regular visit and evaluate the Schools Abroad academic programs.

Appraisal

Enrollments at the Schools Abroad over the last several years have been relatively stable, averaging about 630 students per year. The number of Middlebury College undergraduate students has also remained fairly constant with approximately 240 per year. The number of non-Middlebury undergraduates has increased by 21 percent since 2013-14, owing in part to increased marketing efforts and stronger partnerships with sending schools. Meanwhile, the number of Middlebury Language Schools graduate students attending the Schools Abroad has been on the decline. This is due to, in part, to the fact that Language Schools graduate students receive more financial aid while they are attending during the summer than while at one of the Schools Abroad.

Schools Abroad Enrollments

	2013-14	2014-15	2015-16	2016-17	2017-18
Graduate Students	107	104	115	64	73
Non-Middlebury UGs	277	312	268	313	335
Middlebury UGs	249	235	251	241	240
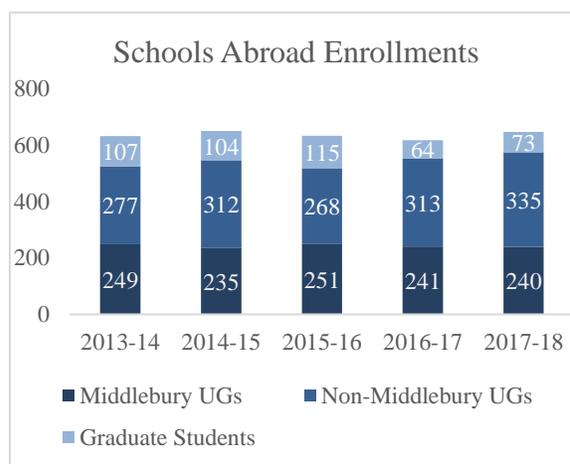
SCHOOL OF THE ENVIRONMENT

Description

The Middlebury School of the Environment was established in 2014 as a standalone, undergraduate, non-degree summer program. It is a six-week intensive program in which students take three courses in an immersive curriculum. Students in the School are both Middlebury undergraduates and undergraduates from other schools and universities. The School of the Environment is led by two co-directors who have teaching appointments at another institution. The School's learning goals are designed to help students gain perspectives and skills in five key areas related to the relationship between humans and their environment.

As with Middlebury's other immersive summer programs, the School of the Environment includes relevant co-curricular activities that focus on leadership development to train the next

generation of environmental leaders. The co-curricular activities include the development of communication skills, persuasive public speaking, and emotional intelligence.

In summers 2014 through 2017, the School of the Environment operated on the Middlebury, Vermont campus. Starting in summer 2018, the School moved to Yunnan province, China. As mentioned in the learning goals, global perspectives and intercultural awareness are key components of the School. With the move of the school to China, students were given the opportunity to have a place-based experience in another country.

Appraisal
The initial enrollment target for the School of the Environment was 30 students with a 10 percent increase each year. However, enrollments have never reached that initial target. The 2018 target was lowered to the mid-20s due to constraints of available accommodation in China. The co-directors and the Middlebury administration continue to monitor enrollments.

Integrity in the Award of Academic Credit

Middlebury's academic programs conform to standard practices of American higher education with respect to the length and content. Middlebury's bachelor's degrees at the College require 36 credits or the equivalent of 120 semester hours. The bachelor's degree component of the joint bachelor's/master's degree program at the Institute also requires 120 semester hours. All of Middlebury's master's degrees require a minimum of the equivalent of 30 semester hours. Please see data forms 4.3 and 4.4 for exact number of credits required for each program.

Middlebury makes its required and elective courses available online through its course catalogs. (doc. 4.9). The catalogs allow students to search course offerings by term, subject, requirements that may be fulfilled, day and time, type, and location. The catalog contains course descriptions of current, former, and prospective courses. The course schedule for each term is also available online and contains information about the specific meeting times, faculty, enrollments, and links to course descriptions.

Middlebury's transfer credit policies are publicly disclosed on the website (see Affirmation of Compliance with Federal Regulations Relating to Title IV for links to the policies).

At the undergraduate College, the awarding of transfer credit is approved by the dean of curriculum and department chairs/program directors. The dean of curriculum decides whether the course is consistent with the College's liberal arts mission and is sufficiently rigorous, while the department chair/program director evaluates the content of the course to determine any potential equivalencies to a Middlebury course and whether the course might fulfill major or minor requirements. The registrar or designee evaluates potential transfer courses to verify that they meet minimum duration and meeting time requirements. Students may transfer a maximum of 18 credits, the equivalent of one-half of the required 36 credits.

At the Institute, the applicable graduate school approves requests for transfer credit. Institute students may transfer up to 25 percent of the credits required for the degree. In the Language

Schools, the individual school director reviews and approves transfer courses for content and applicability to the student's degree program, and the registrar or designee reviews the course for duration and accreditation status of the school. Language Schools students may transfer up to three credits. At the Bread Loaf School of English, transfer credit is reviewed and approved by the associate director and is based on course descriptions, syllabi, class hours, and transcripts. Bread Loaf students may transfer up to two graduate courses. The Schools Abroad and the School of the Environment are non-degree programs and therefore do not accept transfer credit.

In fall 2018, the College Educational Affairs Committee (EAC) charged a working group to investigate issues of curricular modularity. The group comprised five faculty members and two administrators. The primary focus of the group was the College's credit system. The College awards one credit for each course, and suggests that the semester hour equivalent of each course is 3.33 semester hours and 4.00 semester hours for a course with a laboratory.

The working group considered several options for moving the College to a semester hour system. In this consideration, working group members investigated course offerings and credit hour systems at other schools, and the registrar and associate provost for planning met with Patricia O'Brien of the Commission staff to discuss the process and possible options. After reviewing various options, the working group recommended to the EAC that the College further explore the semester hour system. Using the standard of awarding credit based on engaged academic time over the totality of the semester, the working group suggested that most College courses could be awarded four credits; and courses with laboratories and those that meet four or five days a week could be valued at five credits, given the amount of work required throughout the semester. The EAC began reviewing the report in spring 2019 and will decide on a path forward in fall 2019. Any change to the credit hour system will require a detailed analysis of each course to evaluate the engaged academic time (doc. 4.10).

For the most part, the Schools currently award credit on a one course-one credit basis, though there is some variation in the Schools Abroad and Bread Loaf School of English. Any change to the College credit hour system should also be made at the Schools. The Institute is already on the semester hour system and no change is expected or there.

Standard 4 Projections
OVERALL
- *Cross-Institutional Enrollment.* In 2019-20, as programs are developed to facilitate cross-institutional enrollment, the Provost's Academic Council will ensure the necessary infrastructure, governance, and administrative support structures exist to coordinate and oversee students' academic studies as they enroll in programs across the institution. Because Middlebury's programs are international in scope, this includes creating a more robust infrastructure for global operations and the articulation of diverse academic experiences.

THE COLLEGE
- *Cultures and Civilizations.* In 2020-21, the dean of curriculum will initiate a process to assess the changes to the cultures and civilizations requirement.

- *Credit Hour System.* In 2019-20, the Educational Affairs Committee will consider a change to the credit hour system as recommended by the working group on curricular modularity.

THE INSTITUTE
- *Undergraduate College Students at the Institute.* Beginning in 2019 and continuing into the future, the Institute Council and academic administrators at the College will develop and implement additional study away opportunities for undergraduate College students.
- *Curricular Review.* In 2019-20, the vice president for academic affairs/dean of the Institute will continue to evaluate the Institute's programs' content, modality, and duration to fulfill the academic mission and meet student academic interests, and will oversee the development of online/hybrid programs that extend professional education opportunities to new audiences.
- *Language Framework.* In 2020-21, the vice president for academic affairs/dean of the Institute will monitor the implementation of the changes resulting from the adoption of a new framework for incorporating language study and intercultural competence into Institute programs.
- *Non-Degree and Certificate Programs.* The associate dean for language and professional programs will continue to investigate and implement non-degree and certificate programs that could meet market needs and potential student interest to provide access to programs for working professionals and other potential students.

THE SCHOOLS
- *Credit Hour System.* The registrar and associate provost for planning will work with the directors and administrators of the Schools to implement changes to the credit hour system in parallel with any changes the College may make to its credit hour system.

Standard 5 ● Students

Consistent with its mission, the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve. The institution addresses its own goals for the achievement of diversity among its students and provides a safe environment that fosters the intellectual and personal development of its students. It endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their educational program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

<div align="right">THE COLLEGE</div>

Admissions

Description

Middlebury College admits a high quality, diverse class each year. Admission is based on academic achievement, as demonstrated in letters of recommendations, transcripts, and standardized test scores. The College also places emphasis on applicants' talents, extracurricular activities, and personal qualities. Students admitted to Middlebury typically come from all fifty states and approximately 70 countries, with students of color representing just under 30 percent of new student enrollment and international students representing 10 percent of new student enrollment. The College's work with the Posse Foundation and the United World College have enhanced the diversity of the student body. Middlebury enrolls three Posse groups of 10 students each year, with approximately 120 Posse students enrolled in a given year.

Admission to Middlebury is highly selective; the number of applications has risen 34 percent over the last 10 years, while selectivity has averaged 19 percent for the last three years. For the class of 2022, the College received 9,227 applications and accepted 1,764 candidates to enroll a class of 742 students starting in September (638) and February (104). The undergraduate admissions office seeks to make the admissions process fair, equitable, and accessible for prospective students and their families (see document 5.1). Description of admissions procedures are available [electronically](#) and in the Admissions Office.

Middlebury admits students for entry in both the fall and spring semesters. As part of the application, students can indicate whether they would like to be considered as a candidate for a spring admit (known at Middlebury as "a Feb"). Admissions applications are considered all together and admission decisions are made at the same time, and an average of 240 students are offered the admission to enroll in February compared with an average of 1,500 fall admits.

Middlebury admits a limited number of transfer students who may begin in either fall or spring. Over the last five years, an average of 11 transfer students have started in the fall and an average of five have started in the spring.

The Admissions Office has moved to a team-based evaluation process. In this model, applicants are reviewed by pairs of admissions officers rather than by an individual officer. The intent was to reduce the potential for individual biases to influence the decision-making process. To date, the process is working well, and the Admissions Office will review the effect this change has had on the admitted student body.

In recruiting and admitting student athletes, Middlebury abides by the New England Small College Athletic Conference (NESCAC) standards and rules. The NESCAC Statement of Common Admissions Practices includes a prohibition on athletic scholarships. At an annual NESCAC meeting, admissions officers review admissions and enrollment numbers from each school to ensure accountability and transparency with respect to adherence to conference standards. Approximately 28 percent of the student body are varsity athletes, not all of whom are recruited.

Appraisal
The effectiveness of the College's admissions process may be measured by the continued rise in the number of applications, including a record number of applications (9,750) for the class of 2023, the consistently selective admissions rate, and the healthy yield rate. Furthermore, the College consistently meets or exceeds enrollment goals for incoming classes, of which 96 percent are retained, on average (see Standard 8). In 2018-19, the Admissions Office began an evaluation of its application review process and metrics to understand how they relate to resulting student GPAs. When the evaluation is complete, the Admissions Office will consider whether it should revise any of its admissions practices.

The admissions process is aided by the Admissions Advisory Committee, composed of administrators, faculty, and students, who meet regularly to advise and research admissions practices on behalf of the College. The committee has had conversations about moving to a test-optional admissions process, though no decision to change has been made.

Student Services and Co-Curricular Experiences

Residential and Social Life

Description
Middlebury College's residential system is organized around five Commons. The Commons are intended to serve as an integration point between the academic and the residential. Each Commons has one or two faculty heads, who live in housing provided by Middlebury, and who host lectures and dinners for students each week. Each Commons also has a dean, who serves as a primary point of contact for students with respect to personal, social, and sometimes academic issues. Students are assigned to one of the Commons prior to their arrival on campus. First-year seminars and first-year and sophomore housing are associated with a specific Commons. Juniors

and seniors remain affiliated with their Commons, and associated dean and head(s); however, housing for juniors and seniors is not associated with a specific Commons.

In 2017-18, Middlebury redefined the role of the Commons residential assistant (CRA) and created the Commons residence director (CRD) position, one for each Commons. The new CRD position is a professional role requiring a master's degree and experience in student affairs, whereas the former CRA role was typically held by a recent Middlebury College graduate who had little or no formal training in student affairs. Each CRD oversees 485-680 students and manages 12-15 student residential life staff members. The CRDs also play a role in the conduct process. The CRD position was created in recognition of the increasingly complicated issues surrounding student affairs and student life. It also ensured consistent compliance with the Fair Labor Standards Act. The CRD positions are year-round and the CRDs also provide support for the Language Schools.

CRDs are complemented by first-year counselors, who are returning students who live in first-year housing and provide support to new students; and by resident assistants who live in sophomore housing and assist student life staff and students in those residence halls. Community assistants live in junior and senior houses to support those residential experiences.

Middlebury College has a mix of housing options on campus, with two-thirds of beds housed in 16 traditional residence halls. A recent study of space showed that Middlebury has a significant number (38) of wood-frame buildings used for housing, many of which are affinity houses. The number of small houses used for student housing creates inefficiencies, complexity, and expense, although they do add value for the approximately 15 percent of students who live in them. Generally, students are required to live on-campus; however, the College does allow 60-80 students to live off-campus each year.

In 2016, Middlebury opened the Ridgeline Residential Complex, its newest housing. The Ridgeline consists of four buildings that house over 150 students, in a mixture of townhouses and suites. The new complex allowed the College to remove several modular homes that were used for housing on the west edge of campus, and to reduce the number of students living off campus.

Appraisal
Middlebury routinely gathers data regarding student social life. Data show declining patterns of satisfaction with student social life since 2010. The results of the 2016 senior survey, in particular, indicated student dissatisfaction with social life. While fewer than five percent of respondents were generally or very dissatisfied with their undergraduate education, 39 percent of respondents were generally or very dissatisfied with social life on campus. This dissatisfaction with social life was consistent with the responses in the 2014 senior survey, but were markedly higher than the 28 percent and 26 percent dissatisfaction in the 2010 and 2012 senior surveys respectively. These survey results were corroborated by student expressions of dissatisfaction in the student newspaper and on student-run blogs.

In order to understand the issues behind the dissatisfaction, Middlebury hired James Terhune Consulting to conduct a focused evaluation of student life at the College. The consultant

reviewed survey results and opinion pieces, met with a variety of staff, alumni, and faculty, and held student focus group sessions.

The Terhune report included several key findings about student perception of social life, including, among others that alcohol and the drinking/party culture play a major role in shaping the social climate on campus and that students are in broad agreement that establishing a strong friend group is crucial to having a satisfying social life. The report also found that students believe that the student body is divided and "cliquish" in ways that affect campus culture; dining halls provide an invaluable venue for social interaction; and the rigorous academic culture at Middlebury significantly influences the social climate on campus.

Terhune's findings with respect to alcohol consumption mirror findings in a peer-school alcohol survey that was conducted in 2012 and 2015. That is, that binge drinking and risky behavior with respect to alcohol are more prevalent among first-years and sophomores than juniors or seniors. Terhune and the alcohol survey results also highlighted students' dissatisfaction with College policies and Public Safety's enforcement of them as they relate to alcohol and parties.

The Terhune report included many recommendations. Among those that the College has considered are improving and increasing the amount of common areas in residence halls and conducting a comprehensive review of the student affairs organization (doc. 5.2).

In addition to the Terhune study, and as noted above, Middlebury commissioned a space utilization study, including residential and community space, that was conducted by Biddison-Hier. Biddison-Hier found that there was a general lack of socializing space for students on campus, and noted, in particular, the lack of an effective student center. To meet growths in enrollment, some lounges have been converted into bedrooms, which has contributed to the loss of the sense of community. Biddison-Hier also reported students feeling that there are not a lot of social spaces for students, and that the dining halls serve as de facto social spaces (doc. 5.3).

As follow-up to the findings of the Terhune and Biddison-Hier reports, in March 2018, the College began a two-phase evaluation of the current residential life system, through a process entitled "How Will We Live Together." The first phase consisted of a self-evaluation based on interviews of and input from students, faculty, and staff. The second phase was an external review conducted by four student affairs and residential life colleagues from other schools. The evaluation considered how the Commons and current residential life structures fit in the Envisioning Middlebury strategic framework; what the Middlebury residential experience should look like; how do the current systems meet (or not) those goals; how do we use our resources to meet the goals; and what changes should be made to realize our aspirations and goals (doc. 5.4).

A steering committee that included students, faculty, and staff, and supported by a broader advisory committee, wrote the self-study. The self-study considered issues including the organizational structure of residential life and student affairs, campus climate and community, student case management, and financial considerations (doc. 5.5).

In a survey of over 400 students, the steering committee found that 66 percent of respondents agreed or strongly agreed with the statement "I am satisfied with the residential experience at

Middlebury." Just over a third of respondents agreed or strongly agreed that the Commons system is a valuable part of their experience; and 69 percent of respondents disagreed or strongly disagreed with the statement "My Commons is a strong part of my identity." Meanwhile 83 percent of respondents agreed or strongly agreed with a question about wanting to live in a close-knit community. Roughly one-third of respondents indicated that they had gotten to know their Commons head, while just over half indicated they had not. Only 20 percent of respondents agreed or strongly agreed that their Commons has social, educational, or cultural programming that they like to go to; 37 percent said it did not, and the plurality (43 percent) had no opinion. On several measures about the Commons events and staff, the neutral response received the plurality. The strongest opinions were expressed with respect to the dining halls, where 94 percent of respondents indicated they used the dining halls as a social space and 95 percent responded that it is important that all students have equal access to the dining halls (doc. 5.6).

The self-study, along with the Terhune report and other documents, were provided to the external team prior to their October 2018 visit. During the two day visit, the team met with students, faculty, and staff. The team identified several areas of student and residential life that work well, such as the role of the Commons deans, which the team identified as a particular strength; the First-Year Seminar and the amount and depth of contact between first-year students and faculty; the Commons residence director (CRD) role; faculty engagement in the Commons, to the extent that faculty are engaged, especially the Commons heads; and family dinners hosted by the Commons, where students dine along with faculty and staff and their guests and families.

While finding that the First-Year Seminar and the dinners and events that hosted by the Commons are significant features of the Commons system, the visiting team heard that after the First-Year Seminar was over, student connection to the Commons diminished. The visiting team suggested considering the Commons as a "first-year experience program focused on high-touch and high-impact practices" with first-year housing reconfigured so that first-year students live in close proximity, ideally around Atwater and Ross, the two locations fully built for the Commons.

The visiting team also provided additional recommendations for residential and student life, including establishing a behavioral intervention team to discuss students of concern; creating clear standards and oversight of judicial affairs; and implementing an information system to record student contact with staff that can be shared with all members of the students "care" team. As well as, revising the Commons deans structure for greater consistency and coordination; creating a residential curriculum; adopting innovative approaches to enhance staff diversity; co-locating Febs into one residence hall with dedicated residential life staff; and develop plans to renovate Battell Hall (doc. 5.7).

In the coming fall, the vice president for student affairs, along with senior leadership colleagues, will decide which recommendations to implement.

Diversity and Inclusion

Description
The chief diversity officer (CDO) "promotes equity and inclusion in every aspect of educational, residential, and professional life at Middlebury College." It should be noted that the CDO has

responsibility for diversity and inclusion for the entire campus, not only for students. This discussion relates to the student aspect of the role. A key component of the CDO role is to "build and support initiatives, policies, and practices that promote a culture of inclusion, support full participation, and foster conversations that promote open dialogue and raise sensitive, and, at times, uncomfortable topics." The CDO represents Middlebury in the Creating Connections Consortium (C3), the Liberal Arts Diversity Officers (LADO) Consortium, and to the Posse Foundation.

The Anderson Freeman Resource Center, located in Carr Hall, and reporting to the CDO, provides a physical setting to model and promote an inclusive and welcoming learning environment for the Middlebury community. The Anderson Freeman Center especially works to support students of color, first-generation students, students from low-income families, LGBTQ+ students, international students, and other underrepresented students. The Center provides a space for students to gather and collaborates with the Center for the Comparative Study of Race and Ethnicity to provide programming throughout the year, such as the Martin H. Freeman Lecture Series, which highlights the work of prominent scientists of color.

Middlebury is committed to equal educational opportunities and offers a wide array of programming, education, and partnerships to support students. A few key illustrations are First@Midd, BOLD, and Middlebury's ongoing support for DACA and undocumented students.

First@Midd is a pre-orientation program, sponsored by the Anderson Freeman Center that supports students who are the first in their family to attend a four-year college. The program is designed to provide first-generation students with skills and knowledge to be successful in the transition to college, and to develop relationships and build a sense of community and belonging. The College is also a member of the BOLD Women's Leadership Network. BOLD, funded by the Pussycat Foundation, seeks to create opportunities for women's career development and networking by providing scholarships, programming, and post-graduation fellowships. The College also partners with the Wily Network, which provides support systems for students who do not have permanent families. In November 2016, the College announced it would begin including undocumented prospective students, including those in the Deferred Action for Childhood Arrivals (DACA) program, under its need-blind admissions policy. Middlebury also signed on to a statement in support of the DACA program, and appointed the CDO as the contact person for DACA and undocumented students.

In 2017, Middlebury created a Community Bias Response Team (CBRT) to assess and communicate institutional responses to bias incidents and acts of intolerance involving students. The CBRT does not have disciplinary authority, but it does refer misconduct complaints to the appropriate adjudicating body. In the past year, the CBRT has alerted the College community of anti-Semitic vandalism, vandalism of posters in support of sexual assault survivors, and dissemination of white nationalist propaganda, among other things.

Middlebury is also investing in education and outreach. In 2018, Middlebury hired its first director of education for equity and inclusion. This role was created to promote awareness around and address issues of equity and inclusion by identifying barriers to inclusion, developing equitable spaces for all, and training and educating the College community on these issues.

In the last few years, Middlebury created the Advisory Group on Disability Access and Inclusion (AGDAI). AGDAI's two primary purposes are to make recommendations to build Universal Design concepts into the College's built environment and building projects and to educate and raise awareness around disability, access, and inclusion.

Appraisal
In 2018, Middlebury engaged the Washington Consulting Group (WCG) to conduct a campus climate assessment. The assessment was intended to identify areas of strength and opportunity with respect to diversity and inclusion. WCG conducted a campus-wide survey and focus group sessions with faculty, staff, and students. The WCG organized its findings into six themes including perception of diversity; perception of inclusion; and perception of campus accessibility. There were varying degrees of agreement about the perceptions of diversity and inclusion. There was greater alignment across groups with respect to the perception of campus accessibility, with "a significant number of participants [perceiving] the College as being inaccessible for individuals with… physical disabilities."

The WCG report resulted in 11 actionable recommendations. The Office of Institutional Diversity, Equity, and Inclusion is now working with these recommendations, other data, and information from a number of other reports to produce a five-year action plan on diversity, equity, and inclusion for the institution (doc. 5.8).

Health and Well-Being

Description
Middlebury College provides primary care and triage to student in its on-campus Parton Center for Health and Wellness. Parton offers health services, counseling, and sports medicine. Students may use a registered nurse triage telephone service for any health-related concerns, or they may walk into Parton for evaluation. Parton services combine in-person, telephone, and online resources to support students throughout much of the day. Assistance is also available in the local community outside of Parton's hours.

Middlebury has partnered with SilverCloud to provide online, interactive cognitive behavioral health support modules. SilverCloud offers content to help students with anxiety, depression, stress, and positive body image. The College has seen a considerable increase in the percentage of students seeking counseling, with that number around 26 percent today.

The Health and Wellness Education Office supports students in four areas: general health promotion, mental health promotion, alcohol and drug education, and violence prevention and advocacy. Each of these areas include a programming component. Programming in these areas is delivered online, through programs such as StudentHealth 101 and Sleep 101, and also in-person through workshops and training at new student orientation, and individually or in small groups throughout the academic year. Programming is also offered through the Wellness House, a special interest residential house managed by the Health and Wellness Education Office.

The College participates in the Green Dot violence prevention strategy as a way to call attention to and try to reduce dating violence, domestic violence, sexual assault, stalking, and harassment. Additionally, MiddSafe is designed to provide confidential support and information around sexual assault, stalking, dating violence, domestic violence, and other personal violations. MiddSafe is staffed by peer crisis workers, who have completed more than 100 hours of training, and they are supervised by health educators.

Beginning in 2016-17, the College mandated pre-matriculation online education courses on alcohol and drug use and sexual and relationship violence. Starting in 2017-18, the College instituted mandatory educational sanctions for students who violate Middlebury's alcohol and other drug policy. In that year, the recidivism rate for alcohol and drug policy violations was 11 percent, which was lower than in previous years. The College will continue to monitor recidivism rates, in part, to evaluate the effectiveness of the educational sanctions.

In spring 2018, Middlebury adopted Restorative Practices as a way to "offer all of us at Middlebury mechanisms for the proactive building of community and fostering shared understanding that we expect will deepen our sense of connection and shared values." Initially, over 50 faculty, students, and staff, attended training and were certified to lead restorative practice circles; that training focused on the January 2018 report of the Committee on Speech and Inclusion. In summer 2018, 80 students and student life staff received training. Since then, the College has been using restorative practices in Orientation and residential life as a proactive way to connect with each other and enhance the sense of community.

Appraisal
The 2018 senior survey showed that 71 percent of respondents were generally or very satisfied with counseling at Middlebury, compared with 60 percent at coed college peer schools. However, for health services, 57 percent of Middlebury respondents reported they were generally or very satisfied compared with 66 percent at coed peer colleges.

In 2018, Middlebury partnered with the JED Foundation to provide a comprehensive, campus wide assessment of mental health resources on campus, and to help develop a strategic plan that is oriented toward mental health, substance use, and suicide prevention. This strategic plan will identify mental health related priorities for the next three years. The director of health and wellness education will oversee implementation of this strategic plan over the next three years.

Financial Aid

Middlebury College remains committed to a need-blind admissions policy for undergraduate domestic students, and offering aid packages that meet 100 percent of demonstrated need with a limited self-help component, as determined by the Student Financial Services office. These commitments align with the institution's strategic vision to develop full participation and to provide access to a Middlebury education to diverse populations. Middlebury supports its highest need students by providing financial assistance with health insurance, book advances, and computers. In 2018-19, 46 percent of students received grant or scholarship aid. Furthermore, financial aid recipients borrowed $2.3 million in need-based student loans that year. Middlebury limits the self-help components of the financial aid award (including minimal loan borrowing)

based on family income. The average undergraduate indebtedness was $14,874 and the most recent reported cohort default rate was 1.4 percent in FY2015.

All new admits to Middlebury receive a Financial Aid and Billing Information sheet with their Admission packet. All aid applicants receive an award letter detailing the various federal and institutional loan programs available to the student. All students borrowing federal and institutional loans are required to complete entrance counseling that provides a comprehensive overview of student rights and responsibilities. All borrowers also receive a notification immediately following disbursement that informs the student of their right to cancel the loan. Finally, each student borrower receives an Undergraduate Indebtedness letter from Student Financial Services each semester detailing all of the loans borrowed to date as well as a sample repayment plan based on their borrowing.

Middlebury makes the cost of attendance readily available on the Student Financial Services (SFS) website. The SFS site also has the MyinTuition calculator that students and prospective students may use to estimate college costs and estimate eligibility for need-based aid, as well as a net price calculator. SFS has provided formal financial literacy programs to select populations and has offered sessions during Winter Term and new student orientation. SFS also posts several tools and resources relating to financial literacy on its website.

Middlebury joined the American Talent Initiative in 2018. "The American Talent Initiative (ATI) brings top colleges and universities together with the philanthropy and research communities to expand access and opportunity for talented low- and moderate-income students." The ATI provides comparative Pell grant recipient data from member schools. In 2017-18, 14 percent of Middlebury's students were Pell grant recipients, which is below the peer group median of 17 percent. However, the number of Middlebury Pell grant recipients increased by 39 students between 2017-18 and 2018-19. With respect to 6-year graduation rates, Middlebury's Pell grant recipients graduated at a rate of 93 percent, which is higher than the peer group rate of 91 percent, though lower than Middlebury's overall graduation rate of 95 percent.

Co-Curricular Activities

Description
Middlebury provides and promotes several programs around creativity, engagement, and career preparedness to ensure access to the most innovative and thoughtful forms of engagement— on campus and beyond. Through classes, funding opportunities, symposia, service learning, and volunteer opportunities, as well as workspaces for ideation and collaboration, Middlebury helps students try new things, develop ideas, and learn to engage the world.

The Center for Community Engagement prepares students for lives of meaning and impact through service, scholarship, and citizenship. Each week, over 300 students, staff, and faculty engage the community beyond campus as volunteers, activists, and collaborators. Signature programs include Privilege and Poverty (which integrates mentored experiential learning and courses related to economic inequality) and Language in Motion (which supports students in extending and applying their language study and intercultural experiences in local K-12

classrooms). CCE also supports faculty and student community-connected teaching, learning, and research and democracy-related initiatives

The Center for Creativity, Innovation, and Social Entrepreneurship serves as an innovation hub that helps students develop leadership, creative thought, and intellectual risk taking through a multitude of opportunities on and off campus. Through funding, classes, workshops, and mentoring, the hub guides and supports students who want to explore and expand their creativity. Programs include MiddCORE, MiddEntrepreneurs, TEDxMiddlebury, MiddChallenge, the Hunt, Midd Ventures Community, MiddSTART, Projects for Peace, Tree House Fund, New Millennium Fund, Old Stone Mill and the Annex, Social Entrepreneurship Fellowship, Faculty and Staff June Forum, and Oratory Now.

The Center for Careers and Internships (CCI) provides career education experience throughout the undergraduate years, with a mission to "prepare students to translate their Middlebury experience into successful pursuit of their post-graduate goals." Through advising, on- and off-campus programming, and job and internships opportunity development, CCI engages students, faculty, alumni, parents, and employers. Highlights include a funded internship program, supporting 300+ students per year through $750,000 in funding; a strong diversity and inclusion outreach initiative; and a new alumni-student mentoring program currently in a pilot phase. Class of 2018 outcomes six months after graduation include 81 percent employed, 11 percent pursuing postgraduate education, and 2 percent receiving on fellowships.

Appraisal
In spring 2018, CCI underwent an external review. The external visiting team provided several recommendations. To date, the College administration and CCI are finalizing a memorandum of understanding that outlines the recommendations to implement (doc. 5.9).

<div align="right">THE INSTITUTE</div>

Admissions

Description
The Institute recruiting and admissions functions focus on recruiting the most talented potential candidates and seeing them through to enrollment. The total number of applications to the Institute has varied over the last five years averaging 1,370 and ranged from a high of 1,543 in 2016 to a low of 1,238 in 2018. The admit rate has remained fairly stable, averaging 61 percent in the last five years, while the yield has averaged 43 percent since 2014 and ranged from 37 percent in 2017 to 47 percent in 2015 (doc. 5.10).

The recruiting team at the Institute generates inquiries through targeted ads, search optimization, and some paid advertising. The recruiting team then targets potential students who would benefit from the Institute's programs, and assigns an enrollment advisor to each prospective student. Additionally and significantly, the Institute has developed strong partnerships with schools and

organizations around the world who provide particularly strong candidates and students. Applicants from partners represent 40 percent of the pool and they tend to yield at a higher rate.

Both the recruiting and admissions teams use Salesforce to track prospective students throughout the process. The Institute uses rubrics that were developed in conjunction with faculty to consider items such as GPA, GRE scores, language skills, writing abilities, career readiness, and the interview. The director and associate director of admissions score the applicants and those scores are recorded in Salesforce. Once an applicant has been admitted, the enrollment advisor uses a rubric to determine whether or not to award scholarship aid. The vast majority of scholarships are based on merit and vary depending on the academic program.

Appraisal

In 2015, in an effort to streamline the recruiting and admissions processes and to improve the experience of prospects and applicants, the Institute implemented Salesforce and TargetX. The implementation timeline was aggressive and the implementation itself was challenging, however, the results were realized. The recruiting and admissions processes have become much more efficient with the use of workflows and automatic reports, and the ability to track a prospective student's path through the pipeline has been invaluable.

As also referenced in Standards 4 and 7, the overall enrollment at the Institute has been dropping, and the variation in the number of applications from year-to-year makes enrollment planning difficult. The net cost of an Institute education compared with the likely post-graduation income is one of the drivers in the enrollment drop. The Institute has maintained financial aid expenditures of around $9 million, with a discount rate averaging around 30 percent in the last three years. Given the Institute's operating deficit, increasing the discount rate at the expense of net revenue is not a particularly viable option.

In spring 2019, Middlebury engaged a consultant to identify ways to increase the Institute's prospective student pool and enrollments. When the report is received, the provost and vice president for academic affairs/dean of the Institute will determine a course of action.

Retention and graduation rates at the Institute are quite strong. First-year to second-year retention rates average in the mid-90 percent range. Three-year graduation rates are typically in the mid- to upper-80 percent range.

Student Services and Co-Curricular Experiences

Description
The Office of Student Services supports Institute students. Student Services provides various resources to create an inclusive and successful environment outside of academics. In addition, Student Services works with student clubs and Student Council to bring students, faculty, and staff from different cultures together.

Students participate in shared governance through their elected Student Council officers. The President serves as the student constituent representative to the Institute Board of Overseers, and serves on the Institute Leadership Group (ILG). The Vice President serves as the student member

of the faculty's Academic Policies, Standards, and Instruction Committee (APSIC) as well as on the ILG. The Student Council allocates funds derived from the student activity fee to subsidize student club activities and to support student professional development through participation in professional conferences and academic competitions. For longer term professional development students may also apply for up to $1,500 from the Immersive and Professional Learning Fund.

Student Services assists students in finding housing and accessing health care in the Monterey area, as the Institute does not house students. As a non-residential graduate institution, the Institute does not offer onsite health services. Through a contract with WellConnect, students are entitled to six free counseling sessions per year, per incident.

The Office of International Student & Scholar Services based in Middlebury has a presence at the Institute. The office supports international students, faculty, and staff from around the world in the process of obtaining the necessary documentation to study or work at the Institute.

The Center for Advising and Career Services (CACS) provides students with academic and career advising. Each program has a designated advisor who works with its students to assist with course selection, securing internships, externships, or practica, and to find employment following graduation. As of spring 2019, faculty in the Graduate School of Translation, Interpretation, and Language Education also provide academic advising for students in the Teaching English to Speakers of Other Languages (TESOL)/Teaching Foreign Languages (TFL) and Translation and Localization Management (TLM) programs.

Appraisal
Housing is an ongoing challenge for Institute students in an increasingly expensive rental market. Middlebury leadership is actively exploring possible alternatives to ameliorate the problem, and is working with key trustees, as well as with local real estate professionals and area colleges to generate new options. In the meantime, the Office of Student Services has developed and manages an online housing resource platform that is available to Institute students to help them identify housing options in the Monterey area.

Institute students have identified the need for expanded access to mental health services, and the Institute has begun to work with student services staff in Vermont to identify ways that the Institute might collaborate with them to develop additional resources in this area.

In 2016, the Office of Assessment and Institutional Research surveyed Institute students regarding their experience with the Center for Advising and Career Services (CACS), with a primary goal of assessing satisfaction with the integrated advising model (docs. 5.11, 5.12). The survey had a 45 percent response rate with a fairly good distribution across academic programs. Seventy-five percent of respondents indicated that it is important that their advisor be able to provide both career and academic advising. Only 63 percent of respondents indicated that they had had a career advising meeting with their advisor, though this percentage has increased since the addition of career readiness programming at new student orientation. The average satisfaction with career advising was 3.94 on a 5-point scale, with 5 being very satisfied. Respondents were most satisfied with the CACS advisor's contribution to producing well-crafted

professional documents (4.11) and least satisfied with the advisor's contribution to negotiating a compensation offer (3.14).

With respect to academic advising, 93 percent of respondents indicated having had an academic advising meeting with their advisor, and of those, the average satisfaction was 4.03 on a 5-point scale. Respondents were most satisfied with their rapport with their advisors (4.27) and least satisfied with information they received regarding the financial implications of academic choices, if applicable (3.38).

In spring 2018, CACS underwent an external review conducted by two colleagues from other institutions. The reviewer's recommendations and subsequent memorandum of understanding (MOU) between CACS and Institute leadership resulted in action items in four areas: program and mission, administrative efficiencies and technologies, promotion and marketing, and collaboration across the institution (doc. 5.13).

THE SCHOOLS

LANGUAGE SCHOOLS

Admissions

Description
Each of the 11 Language Schools has its own admissions process. Undergraduate-level Language Schools students are required to have a high school diploma or equivalent, while graduate-level students are required to have a bachelor's degree or equivalent. Given the demanding nature of the immersive programs in the Language Schools, applicants are typically self-selecting; as such, the majority of applicants are qualified and admitted, especially at the undergraduate level. For graduate programs, the director of each school reviews and decides on candidates for the graduate degree programs and takes into consideration the applicant's academic preparation as documented on transcripts and in letters of recommendations, as well as the applicant's language proficiency. The Russian School, for example, requires prospective Master of Arts candidates to complete a placement test and participate in a phone interview prior to making an admissions decision.

The Language Schools admissions application processing has been greatly enhanced by the use of Salesforce and TargetX. This allows Schools' directors and coordinators to monitor applicants' progress through the admissions process. Financial aid is awarded on a first-come first-served basis from a pool of nearly $6 million of institutional support, including 100 fellowships through the Davis Fellows for Peace.

Appraisal
Overall, the number and quality of applications remains sufficient in volume and quality to yield the required number of students to meet enrollment targets. On average, the Language Schools

receive around 2,800 applications and, through those, meet enrollment goals of approximately 1,500 students per summer.

As mentioned above, the use of Salesforce and TargetX has dramatically improved the admissions process. In addition to giving directors and coordinators real-time insight into the status of any given application, coordinators are now also able to know whether or not an applicant has applied for financial aid. This means that coordinators can have informed interaction with applicants who have yet to commit attending. In the past, if an applicant had not made a decision, the coordinator would not know if it was because the applicant was awaiting a financial aid package or if the applicant was not making a decision for other reasons.

Student Services and Co-Curricular Activities

Description
Students in the Language Schools receive support from a variety of sources, including the schools' directors, bilingual staff, commons residence directors (CRDs), as well as the Parton Center for Health and Wellness.

Co-curricular activities are a central component of the Language Schools and are discussed in Standard 4.

Appraisal
Support for students in the summer, especially mental health support, has been challenging. The Language Schools directors and staff provide much of the support, which stretches the capacity of those resources. More recently, the counselors at the Parton Center for Health and Wellness have provided increased support, and the College's academic year student life staff have provided assistance as well. Significantly, beginning in summer 2018, the CRDs were specifically charged with providing support to Language Schools students. Generally, this was seen as a positive step, though there was some lack of clarity around what the CRDs' role was supposed to be. In addition, some Language Schools students felt uncomfortable approaching the CRDs due to an erroneous fear that it might violate the Language Pledge. The CRDs will continue in this role in summer 2019 with further clarification provided to Language Schools directors and students about their role.

BREAD LOAF SCHOOL OF ENGLISH

Admissions

Description
Admission to the Bread Loaf School of English Master of Arts and non-degree programs is based on a review of college transcripts, letters of recommendations, the applicant's statement of purpose, and a writing sample. Applicants to the Master of Letters program must have already earned a Master of Arts degree in English, and admission is primarily based on prior graduate work. The director and associate director of Bread Loaf review all applications and make final admissions decisions.

Student Services and Co-Curricular Activities

Description
The director and associate director of Bread Loaf serve as resources for students in need of support. The associate director also serves as the director of student and academic support. This formal role is to provide a continuity of support throughout the summer by making connections with students and routing them to counseling or other services. The director serves as the Title IX coordinator.

As mentioned in Standard 4, Bread Loaf offers an array of co-curricular activities, such as lectures, workshops, films, and theater productions to supplement classroom instruction.

Financial aid is awarded based on demonstrated need. Currently Bread Loaf will cover 65 percent of demonstrated need, which can be supplemented by merit aid. In addition, Bread Loaf offers 35-40 fellowships for members of the Bread Loaf Teacher Network, who serve students in Vermont, Kentucky, South Carolina, Atlanta, the Navajo Nation, and Lawrence, Massachusetts. Bread Loaf makes scholarships available to qualified students who are graduates of Historically Black Colleges and Universities and Tribal Colleges and Universities. In those cases, Bread Loaf covers up to 100 percent of demonstrated financial need.

Appraisal
Bread Loaf offers professional development funds, supplemented by the director's discretionary fund, to faculty to develop new courses and co-curricular programming. In recent years, Bread Loaf faculty have developed co-curricular activities relating to music, social justice and the law, and a revival of letterpresses. These activities provide Bread Loaf students the opportunity to interact with faculty on activities that enhance and complement classroom learning.

The Bread Loaf School of English has approximately $1.3 million in institutional financial aid available to students. This amount allows financial aid to be provided to most of the students who need it, though not all. Bread Loaf has been working with colleagues in Advancement to raise supplemental funds that will allow for the awarding of additional financial aid.

C.V. STARR SCHOOLS ABROAD

Admissions

The Middlebury C.V. Starr Schools Abroad enrolls Middlebury undergraduates who wish to study abroad, undergraduate students from other colleges and universities, and degree students from the Middlebury Language Schools. Undergraduate student applications are reviewed by the assistant directors of the individual schools, using established admissions criteria. Given the immersive nature of the Schools Abroad experience, students are expected to have an average of a B or better in the language of study. Students who do not have the requisite experience in language may be required to attend the corresponding Middlebury Language School prior to enrolling at the School Abroad. Middlebury graduate students may attend one of the Schools Abroad as part of their established degree program.

Student Services and Co-Curricular Activities

Each of the Schools Abroad has a director, who serves as a resource for students. The Schools Abroad do not have their own onsite health services rather, students are referred to local doctors, hospitals, or mental health counselors. In some instances, students abroad maintain contact with their own providers at home. Housing at the Schools Abroad varies, with some of the schools offering dormitory housing or homestays, and others requiring students to find their own accommodation.

Internships are often a key component of the Schools Abroad experience. Schools Abroad directors maintain relationships with organizations and business that can provide internship opportunities for students. In 2018-19, over 50 students participated in an internship through the Schools Abroad.

Middlebury undergraduates may use their financial aid at the Middlebury Schools Abroad. Undergraduates from other schools may use their own aid in accordance with their home school's policies. Middlebury meets some level of need for Middlebury graduate students who attend one of the Schools Abroad as part of their degree program.

SCHOOL OF THE ENVIRONMENT

Admissions

The School of the Environment is open to Middlebury undergraduates and undergraduates from other colleges and universities. The International Programs and Off-Campus Study office recruits students to the School of the Environment through advertising and by attending study abroad fairs. The co-directors of the school also recruit students through the Association of Environmental Studies and Science and through a partnership with Planet Forward. The co-directors review the applications to the School and make the admissions decision based on four short essays, transcripts, and two letters of recommendation.

Student Services and Co-Curricular Activities

The co-directors and faculty provide the first line of support for students in the School of the Environment. In 2018, the 19 students were divided among the six faculty members to create a mentor-mentee environment, in which students could feel comfortable approaching their mentor with any challenges. The faculty members checked in with the students three times a week during the six-week program. In addition, the co-directors held a group session with all 19 students once a week to check in on the students as a whole.

As 2018 was the first year the school operated in China, the co-directors evaluated and identified local medical facilities in advance, and provided pre-departure information to students with respect to medication and the Chinese health system. Students could also have access to support from Middlebury-based counselors and health providers via Zoom videoconferencing or email.

Students who did not already have proficiency in Chinese were provided with a travelers-level instruction in Chinese to help them navigate the local environment while they were in China.

The School of the Environment provides both merit and need-based financial aid. At this point, due to generous donor funding, there is enough financial aid to cover the need, though the program overall is expensive to operate. The school is also hoping to continue to diversify the student body, which will require additional financial aid. The co-directors are working with the Middlebury administration to find ways to keep the school financially sustainable while also creating more access through increased financial aid.

Standard 5 Projections

THE COLLEGE

- *How Will We Live Together.* In fall 2019, the vice president for student affairs will develop a plan to implement the approved initiatives that result from the How Will We Live Together project.
- *Campus Climate.* In 2019-20, the Office of Diversity, Equity, and Inclusion will develop and begin implementing a five-year action plan to address issues raised in the campus climate review conducted by the Washington Consulting Group.
- *JED Foundation.* In 2019-20, the director of health and wellness education will oversee the development and implementation of strategic plan to address student mental health needs.

THE INSTITUTE

- *Student Services.* In 2019-20, the associate dean of student services will work with colleagues on the Vermont campus to identify potential synergies with the College to see where the Institute can collaborate with the College in the area of student services and support.
- *Student Housing.* In 2019-20, the vice president for academic affairs/dean of the institute, along with the provost, vice president for finance and administration, the Board of Trustees Resources Committee, and other senior colleagues, will begin to identify options for increasing student housing opportunities in the Monterey area.

Standard 6 • Teaching, Learning, and Scholarship

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

Faculty and Academic Staff

Description
The Middlebury College faculty comprise highly motivated and accomplished scholars and teachers, who are deeply committed to the liberal arts. The vast majority of faculty hold terminal degrees in their fields (94 percent in 2018-19), and a sizable majority are tenured or on a tenure track (87 percent in 2018-19). Overall, the College faculty is 46 percent female and 54 percent male. Faculty of color represent 14 percent of the College faculty.

In 2018-19, 41 non-tenure track faculty taught at the College, representing 13 percent of all instructors. Some departments in the natural and social sciences are also assisted in teaching by associates or assistants in instruction (adjunct faculty with terminal degrees), some of whom are long-term instructors at the College.

The College also hires around 60 visiting instructors to teach during the four-week winter term. These instructors augment the course offerings during winter term by bringing outside—often professional—experiences into the classroom. In 2014-15, the College created a donor-funded professor of the practice program as a way to hire adjunct instructors work outside of academia and who provide students with insights and knowledge into areas such as the arts, building design, business, finance, and global health. There are currently 12 professors of the practice.

In addition to serving as teachers and scholars, College faculty serve the College in a variety of capacities. The College has eight faculty elected committees, including committees that consider review and promotion of faculty, strategy, and resources. The Faculty Council also appoints members to 23 different committees, boards, and councils. Faculty meet as a whole in five plenary sessions each academic year and small group meetings may be held in the intervening months, though the exact schedule may be modified by the Faculty Council in consultation with the vice president for academic affairs and dean of the faculty. An elected faculty moderator leads the plenary sessions and coordinates the agenda along with Faculty Council and the vice president for academic affairs and dean of the faculty.

The elected faculty Educational Affairs Committee (EAC) considers staffing requests from departments and programs on an annual basis. The EAC makes recommendations with respect to those requests to the provost based on College-wide needs, long-term shifts in enrollments, and departmental curricular needs. Due in part to the tenure system and low turnover among faculty, and a cap on the faculty FTE count, the reallocation of faculty lines from one discipline to another occurs slowly over time. In an effort to increase diversity within the faculty body, the EAC requests that departments indicate in their staffing requests their plans to attract a diverse pool of candidates.

The process for hiring new faculty is outlined in the chair's handbook (see document 6.1). The guidelines were adapted from *Diversifying the Faculty: A Guidebook for Search Committees* from the Association of American Colleges and Universities (AAC&U). In an effort to recruit a more diverse faculty body, the College now requires search committees to attend 8-12 hours of workshops that cover topics such as implicit bias, interviewing applicants, and building a diverse applicant pool.

The processes for faculty review are outlined in the handbook. The faculty play a central role in the appointment and reappointment of their department/program colleagues, making recommendations to the provost and president, through the Council on Reviews, which consists of the Reappointment Committee and the Promotions Committee. Faculty appointments are based on four principles: teaching, scholarship, service, and academic freedom. The evaluation of teaching include eight criteria covering areas such as teaching, the evaluation of student work, and availability outside of class; advising students is also considered as a component of teaching.

All faculty are subject to regular reviews, as outlined in the Handbook, ranging from first reviews, reviews for tenure, and review every 10 years "to assess professional achievements since promotion… or since the last ten-year review… and to aid in formulating plans for further growth and development."

The Reappointments and Promotions Committees review course response forms from students and conduct classroom visits of faculty under review. The committees also evaluate the faculty member's scholarship or artistic production, as well as the faculty member's service to the College. In addition, the committees review the evaluations of the candidate contributed by all tenured members of the department, the faculty member's own appraisal of their evolution and growth as a teacher and scholar, as well as evaluations of the candidate's work provided by outside scholars.

The College recently refined the status of adjunct appointments, broadly defining the category as special appointments. This was, in part, to recognize that some non-tenure track faculty who held the title of visiting faculty were, in fact, long-term faculty. The special appointments category includes lecturers and senior lecturers, non-tenure track assistant and associate professors, assistants in instruction, visiting and adjunct appointments, and physical education faculty, among others.

In hiring new faculty, the College offers start-up funds for tenure-track faculty in all disciplines. For some academic disciplines, the College offers salary premiums to remain competitive.

Winter term visiting instructors are hired by the dean of curriculum, with approval of the curriculum committee, based on the curricular needs of the College and the quality of the course proposals and instructors' credentials.

Middlebury provides support for faculty development in several ways: annual support for professional conferences and research trips, as well as, on a competitive basis, long-range professional funds for tenured faculty to support research projects lasting three to five years. Moreover, several other funds for faculty professional development support the hiring of student research assistants, costs associated with scholarly publication, pedagogy enrichment, and academic outreach. In addition, the College provides funds to assist faculty members who relocate during their sabbatical.

Tenure-track and tenured faculty may participate in a generous leave program that allows them up to a full year's leave from teaching and service responsibilities every six years so that they may significantly advance their scholarly work. This program was approved by the Board of Trustees in 1994 with the provision that the faculty would make every effort to obtain funding for salary and travel expenses from external sources. This expectation to apply for funds to supplement their salary while on leave means that faculty are regularly competing for external grants and fellowships across all disciplines and at all levels.

The College offers numerous professional development opportunities. The Center for Teaching, Learning, and Research (CTLR) provides sessions and workshops to support faculty in the areas of teaching, including syllabus design, the teaching and evaluating of writing, enhancing class discussions, addressing bias in the classroom, experiential learning, creating effective group work and class-based research opportunities, etc. In addition to providing in-house support to faculty as teachers, the CTLR also has pedagogy enrichment funds, which could be used to help faculty gain training in new approaches to teaching or to finance special enhancements to an evolving course. The separate pedagogy enrichment fund allows faculty to apply their own professional development funds towards research needs or other professional activities. In addition, the CTLR periodically hosts events geared toward addressing the challenges faculty face as scholars: writing successful grants, approaching publishers, and keeping abreast of the latest technology relevant to scholarly production. It is the home for the Digital Liberal Arts Initiative (DLA), a program centered on helping faculty learn the latest approaches and tools necessary to embark on digitally-based research. The DLA provides fellowships for faculty who want to focus their leave year on developing digital projects; it also plans specialized programming to raise awareness of this new research frontier, and it coordinates with the Center for Digital Learning and Inquiry to connect faculty with student interns who can assist with their projects.

New faculty receive a two-day orientation prior to the start of the academic year, and there is a follow-up seminar in January that meets regularly to more deeply orient tenure-track faculty. Outside of the orientation programming, faculty tend to rely on informal support from colleagues, usually within their own department, or on colleagues from outside their department whom they meet in mentoring groups.

Appraisal
Using Common Data Set (CDS) definitions, the College faculty has grown from an FTE of 282 in fall 2012 to 320 in fall 2017, a 13 percent increase. Student enrollment increased by only 3 percent in the same period, resulting in an 8:1 student-to-faculty ratio in 2015-16. The CDS definitions include faculty on leave and their replacements and count part-time faculty as one-third of an FTE regardless of their actual appointment. The College uses an internal FTE count to measure the number of faculty actually teaching in a given semester or year that does not include faculty on leave. The internal FTE count was 238.5 in 2012-13 and 248.9 in 2017-18, a 4 percent increase.

In 2012, Middlebury became a charter member of the Creating Connections Consortium (C3), which was funded by the Andrew W. Mellon Foundation. C3 was started as a way to focus on faculty diversity by creating connections between liberal arts colleges and research universities. Middlebury is one of four liberal arts colleges that worked with four research universities (Berkeley, Chicago, Columbia, and Michigan) to bring in three cohorts of three underrepresented graduate students for two-year post-doctoral fellowships. Middlebury subsequently hired two of the faculty into tenure-track positions.

In 2017, the Mellon Foundation awarded a $5.5 million, five-year grant to C3 to continue and broaden these diversity efforts. In C3 2.0, as it has been informally called, Mellon will fund 16 tenure-track positions for up to two years, including start-up costs. The four C3 liberal arts schools will each receive funding for two positions and the funding for the remaining eight positions will be made available across the other schools in the 28-member Liberal Arts Diversity Officers Consortium. As part of C3 2.0, Mellon will also fund a New Scholar Series that will support academic departments in bringing emerging underrepresented faculty to give talks and participate in other on-campus activities.

The College monitors average faculty salaries and total compensation relative to 11 peer schools. In 2017-18, Middlebury ranked ninth out of 12 for average assistant professor salaries, tenth for associate professor, and ninth for full professor. Middlebury's generous benefits package is evident in the rankings when average salaries are combined with average spending on benefits. In total average compensation, Middlebury ranks fifth out of 12 for average assistant professors, ninth for associate professor, and seventh for full professor.

To understand the effect of cost of living on Middlebury faculty salaries and benefits, Middlebury hired Runzheimer International to conduct a cost of living adjustment study for the 11 peer schools' locations. With the cost of living adjusted, Middlebury's average total compensation ranking for the assistant professor rank drops to 7th, associate drops to 10th, and professor also falls to 10th.

Middlebury typically revises the cost of living adjustment every five or so years. The last study was conducted in 2016 and showed that the post-recession cost of living in Middlebury rose at a faster rate than most of the peer schools. The effect is that Middlebury fell against most of the peers in the cost of living adjusted rankings. The College faculty Resources Committee has reviewed these data with the provost and executive vice president for finance and administration and they have sought to make faculty salaries a priority. The provost identified unspent endowed

funds to provide a one-time boost to the 2018-19 faculty salary pool, allowing for a four percent salary pool increase. The effect that had on Middlebury's ranking relative to the 11 peer schools is not possible to analyze as three of the schools choose not to share their AAUP salary data for 2018-19 (doc. 6.2).

As discussed in Standard 7, Middlebury has been undergoing a workforce planning process to reduce compensation by eight percent. College faculty were offered a retirement incentive, and 24 faculty have accepted the retirement incentive package, and will retire between July 1, 2019 and July 1, 2020. The net effect of this will likely be a short-term drop in the comparative faculty salary rankings, especially at the full professor rank.

Middlebury participated in the Collaborative on Academic Careers in Higher Education (COACHE) survey in 2012 and 2016. In 2016, Middlebury had a 60 percent response rate and in its report, COACHE included Amherst, Colby, Hamilton, Mount Holyoke, and Wellesley as comparison schools (docs. 6.3, 6.4).

Overall, the results show that in areas where faculty were most positive in 2016, they were even more positive than in 2012. However, in the areas where faculty were least positive, responses were either the same or lower since 2012.

The results show that faculty responded most positively to the health and retirement benefits, teaching, departmental leadership, departmental collegiality, and facilities and work resources questions. The lowest responses were around interdisciplinary work, service, faculty leadership, clarity on tenure expectations, and adaptability in governance.

In comparing the 2016 results with the peer schools, Middlebury's areas of strength were facilities and work resources, personal and family policies, health and retirement benefits, interdisciplinary work, clarity around tenure expectations, senior leadership, departmental leadership, departmental engagement, and appreciation and recognition. Overall, the results showed no areas of concern relative to peers. However, faculty of color at Middlebury identified several areas of concern when compared to peer schools: teaching, promotion to full professor, departmental collegiality, and departmental quality. Women identified teaching and promotion to full tenure as areas of concern relative to comparison schools. As noted in Standard 3, the faculty Committee on Diversity, Equity, and Inclusion was created in 2018 to work on issues relating to faculty race, diversity, and inclusion.

Teaching and Learning

Description
The College's current teaching guidelines were recommended by the Educational Affairs Committee (EAC) in 2011 and accepted by the administration and approved by the Board of Trustees in that same year. The goals were to increase equity of teaching share within and across departments, while keeping the overall expectations the same (i.e., neither reducing nor increasing the expected load) and improving departments' and faculty members' flexibility in how the teaching expectations could be met.

The key components of the guidelines include:
- All faculty workloads, averaged over a four-year period and including all semesters (Fall, Winter Term, and Spring), should fall within the following ranges:
  - 3.5-5.5 course preparations per academic year
  - 65-115 enrolled students per academic year
  - 14-22 contact hours per academic year
- Full-time faculty must teach at least one course in every Fall and Spring semester.

Close student-faculty interaction is a central component of Middlebury's residential liberal arts mission. In fall 2018, over 65 percent of courses had fewer than 20 students, and only six had 55-99, while zero enrolled 100 or more students. In that same semester, over 200 lab and discussion sections were held, enrolling an average of 14 students, and language drills averaged 10 students each. Faculty and students also work closely on senior work, where students receive one-on-one advising from a faculty member. Although senior work is not required for all majors, 46 percent of the class of 2018 completed senior work, compared to the 48 percent of the class of 2011 who completed senior work.

The College curriculum continues to evolve through the creation of new and different courses each year. The Curriculum Committee reviews between 70 and 120 requests for course proposals each year. These new courses reflect disciplinary changes, faculty research interests, and student demand.

Appraisal
Although the teaching load guidelines appear to have helped achieve greater equity of teaching within and across departments, and to have increased flexibility, they are also complicated and have had other unintended consequences. In 2017, to assess the teaching load guidelines, the EAC analyzed three years' worth of teaching data and considered survey responses from department chairs and program directors regarding the effects of the guidelines. In addition to evidence that the guidelines improved equity and flexibility, the EAC found that the guidelines had provoked anxiety and confusion among faculty and chairs who found teaching loads difficult to compute and who were therefore uncertain about whether they and their colleagues were meeting them. The EAC remained open to keeping, modifying, or overhauling the guidelines, but recommended that if they are kept, they be implemented and enforced differently.

Later in 2017, although the EAC had found that faculty were mostly meeting the spirit of the guidelines, some faculty who took a stricter reading of the letter of the guidelines revealed that it would be mathematically impossible for all colleagues to meet them at the same time. This interpretation also revealed that certain inequities across teaching loads remained, and that the guidelines might need to be modified and simplified. In anticipation of the report from the committee considering curricular modularity (see Standard 4), the EAC decided to wait to reconsider the teaching load guidelines until any possible changes could be considered in the context of that report (docs. 6.5, 6.6).

Advising is a key element to teaching and learning at the College. Faculty members serve as advisors to students who major in their department or program. They also serve as advisors to first-year students when they teach a First-Year Seminar. For those students, the faculty member

remains the advisor until the students declare their majors. In the 2018 senior survey, the average satisfaction with pre-major advising among respondents was 2.6 on a 4-point scale, with 4.0 being very satisfied. Meanwhile, 83 percent of the respondents indicated that they were generally satisfied or very satisfied with the quality of advising in their major.

<div align="right">THE INSTITUTE</div>

Faculty and Academic Staff

Description
In 2018-19, the Institute had 77 regular full-time faculty and 6 multi-year visiting faculty. Of the 77 regular faculty, 31 were in the Graduate School of International Policy and Management (GSIPM) and 46 in the Graduate School of Translation, Interpretation, and Language Education (GSTILE); and each school had 3 multi-year visitors. The Institute also employs approximately 110 adjunct faculty each year, several of whom teach full-time and are benefits-eligible. While they are hired based on course demand, a number of these adjuncts have served the Institute for many years. All 77 of the regular full-time faculty have terminal degrees in their disciplines. Adjunct faculty are often practitioners who bring their work experience and background to the classroom.

The Institute does not have a tenure system. Full-time regular faculty are hired on a contract basis, with most contracts lasting six years after two initial three-year contracts. The Institute generally expects faculty to serve as mentors to students and to actively participate in research and scholarly work, as well as to engage in professional practice outside of academia (e.g., consulting, freelancing, organizational leadership). The Institute faculty includes a mix of practitioners, who have worked or are working in the field.

The deans of the two graduate schools oversee the faculty recruitment and hiring process, with program chairs playing a key role. Program faculty typically sit on search committees and occasionally students are invited into the process as well. The dean conducts contract negotiations with the finalists.

Professional development funds are available to regular faculty through a competitive proposal process each fall and spring. In 2018-19, 62 proposals were funded with an average award of $1,800 for domestic travel and $2,800 for international travel. In addition, 14 faculty members received funding to hire graduate assistants, averaging $1,500 each.

Faculty are evaluated based on effective teaching, research and scholarship, service to the Institute and Middlebury more broadly, and professional service and stature. In January 2019, the faculty voted to adopt the following changes in the criteria for annual evaluation, which also shape the contract renewal process: (1) to combine the research and scholarship and professional stature categories into a single evaluation category entitled scholarship and professional impact and (2) to add an evaluation category for professional development. These changes will be added to the faculty handbook this summer and implemented in the evaluation process for 2019-20.

Contract renewals are completed in the year prior to the expiration of the contract, i.e., in the fifth year of a six-year contract. The dean of the individual schools (GSIPM or GSTILE) conducts annual reviews. Disagreements about annual reviews between the dean and the faculty member may be heard by the Faculty Evaluation Committee. Faculty who are under consideration for a contract renewal are reviewed by a committee of peers, the school dean, the vice president for academic affairs, and the provost, and in the case of promotion to full professor, the Board of Trustees. Faculty may be considered for promotion from one rank to the next during the contract renewal process. The processes for contract renewals, annual reviews, and promotions are detailed in the [faculty handbook](#).

Appraisal

The Institute faculty were included in the workforce planning effort that was undertaken by Middlebury in 2018-19. In February 2019, 56 faculty members were offered an incentive separation plan with the goal of 15-17 faculty members accepting it. While faculty generally understood and accepted the necessity of reducing faculty size to align with enrollments and achieve financial sustainability, the process has been challenging. Ten faculty accepted the incentive separation plan and the vice president for academic affairs/dean of the Institute is working closely with Middlebury leadership to plan for any remaining reduction in the faculty compensation budget, which may include non-renewal of contracts.

The Institute's policies with regard to faculty contracts include the ability to exercise non-renewal for reasons of financial necessity, or the reduction or discontinuation of programs. Non-renewal of contracts under this policy has been used infrequently, but Institute leadership has communicated to faculty that it may need to resort to non-renewal as another tool to ensure financial sustainability.

Workforce planning for academic staff led to the reduction of two FTE staff positions that were not replaced and the reconfiguration of the remaining staff to provide more integrated support for both graduate school deans and the vice president for academic affairs/dean of the Institute.

As the Institute moves toward adaptation to a changing market for graduate education—with plans underway to offer shorter, more modular, lower residency curricula—the ability to be flexible in hiring faculty and delivering programs in multiple locations (including online) is becoming increasingly important. The Institute also recognizes the key role that adjunct faculty play in the curriculum, and the lines between adjunct faculty and regular part-time faculty are beginning to need clarification.

The Institute faculty were included in the 2017 employee engagement survey conducted by ModernThink. Respondents agreed most strongly with statements concerning how their jobs contribute to the institutional mission, that they are given responsibility and freedom to do their jobs, that their jobs make good use of their skills and abilities, and that they are proud to be part of the institution. The lowest levels of agreement were with statements around senior leadership communicating openly about important matters, senior leadership providing a clear direction for the institution's future, and counting on people to cooperate across departments and offices.

It is not possible to know whether respondents thought of "senior leadership" as the leadership at the Institute or Middlebury leadership in Vermont. Regardless, in part to address concerns noted in the survey, in fall 2018, the Institute administration reorganized the Institute's leadership groups. The vice president for academic affairs/dean of the Institute created an Institute Council (the Council) consisting of the vice president, the deans of the two schools, and the associate provost for integration strategies. At the same time, the vice president/dean created the Institute Leadership Group, which includes the Council and faculty, student, and staff representatives from across the Institute, as well as a few administrators from the Vermont campus whose organizations support administrative functions across the institution The goal in creating these two groups was to ensure effective information-sharing and timely decision-making.

In an effort to communicate with the Institute community, the vice president for academic affairs/dean of the Institute provides regular updates via email and through town hall meetings. In addition, when senior administrators from the Vermont campus visit Monterey, those trips usually include open town hall meetings with the Institute community.

In part to address the issue highlighted by the low responses to the "I am paid fairly for my work" statement above, the Faculty Senate created an ad hoc committee to conduct an analysis of faculty salaries. The work of that committee was put on hold during the workforce planning exercise. However, the Senate has plans to re-engage the ad hoc committee in the future.

Teaching and Learning

As with the College, the Institute provides close faculty-student interaction through small classes. The average class size was 12.5 in 2016-17 and 12 in 2017-18. In 2017-18, the largest class enrolled 74 students, the second largest enrolled 47, and a handful of classes exceeded 40 students; the rest had fewer than 40 students.

The Institute provides a mechanism for midterm review of new faculty (mandatory for the Graduate School of International Policy and Management and optional in the Graduate School of Translation, Interpretation, and Language Education) in order to better mentor new faculty in making mid-course corrections. The Faculty Senate has begun work on specific rubrics for the recently adopted faculty evaluation category of professional development.

Institute programs are characterized by a strong emphasis on mentored intensive and immersive learning experiences. In addition to required practica in most programs, intensive, immersive courses are offered outside the regular semester. For example, students in the Nonproliferation and Terrorism Studies program may participate in a winter term Czech Republic Nuclear Research Reactor Practicum, which offers an opportunity to learn technical applications of nuclear safety, security, and reactor operations; a group of International Education Management students spend winter term in France, participating in onsite orientation sessions at the Middlebury School in France, and visiting French universities and study abroad program centers.

Driven by recent market trends in graduate education, Institute faculty are looking closely at delivery models, and working to develop hybrid and online options that retain the academic rigor and close mentoring that characterize an Institute degree, but that may be offered at lower costs

for students. A hybrid program in Translation and Localization Management is under development, with possible launch within the next two years, pending submission and approval of a substantive change request. The program will provide professionals who are already working in the field with a program that allows them to continue working. Other programs (Development Practice and Policy, Teaching English to Speakers of Other Languages/Teaching Foreign Language) are actively planning online/hybrid options. The Institute will be piloting these efforts in fall 2019 with the launch of a professional certificate in Spanish Community Interpreting (see Standard 4).

The Institute's future plan for its workforce includes the addition of a curriculum development specialist within the graduate schools to help faculty think about how to deliver their programs for a changing market, and develop new programs for emerging market needs. This person will work closely with a new business development specialist who will research new opportunities and develop partnerships; with Language and Professional Programs, which is already delivering professional development programs that are market driven and hybrid in nature; and with DLINQ (the Office of Digital Learning and Inquiry) to assure the continuity of pedagogical effectiveness in delivering hybrid coursework.

THE SCHOOLS

LANGUAGE SCHOOLS

The Middlebury Language Schools are summer programs that hire approximately 300 faculty—primarily from outside of Middlebury—to teach during one to eight week periods between the end of June and early August. The directors of the individual Language Schools hire faculty for their schools. Typically, most faculty are returning faculty from the prior summer. At the conclusion of each summer, directors review the student evaluations of the faculty, which are used, in part, to determine whether or not to rehire a given faculty member. When a new faculty member is hired, they will often be paired with a veteran Language Schools faculty member who can provide guidance and support in teaching in the intensive, immersive environment. Some of the Language Schools have a lead instructor for each level of instruction, and the lead instructor provides oversight and direction for all instructors in a given level.

Faculty in the Language Schools live and eat alongside their students, and they participate in co-curricular activities—all part of the total immersive experience for students.

Given the limited time that Language Schools faculty are in session, it is difficult to provide in-depth professional development opportunities through Middlebury. That said, some schools do have regular sessions or workshops while the Language Schools are in session where faculty can share pedagogical techniques. The Office of Digital Learning and Inquiry also works with Language Schools directors during the academic year to provide support with the use of technology in the Language Schools classroom.

Moving the Language Schools' second site from the Mills College campus in Oakland, California, to the Bennington College campus in Vermont, will allow for greater opportunities for faculty development across all Language Schools. The more proximate location of the second site will facilitate bringing all faculty together before, during, or after the Language Schools session each summer.

BREAD LOAF SCHOOL OF ENGLISH

The Middlebury Bread Loaf School of English hires around 40 faculty members, nearly all from outside of Middlebury, to teach in six-week summer sessions. As with Language Schools faculty, the majority of these faculty have full-time appointments at other colleges and universities. The director hires faculty and reviews evaluations at the end of each summer to determine whether or not a faculty member might be eligible to return the following year.

As described in Standard 4, the Bread Loaf Teachers Network (BLTN) provides faculty with the opportunity to apply what they have learned in the summer in their classrooms in the academic year and to share those experiences with fellow Bread Loaf students and alumni.

Diversity of the faculty remains a priority for Bread Loaf. Faculty of color are between 20 and 30 percent each summer.

Bread Loaf has secured professional development funding through Middlebury's Office of Advancement. This funding has been used by Bread Loaf faculty to develop new courses and new initiatives.

The Bread Loaf School of English has been focused on faculty salaries in the last several years. Recently, Bread Loaf began weighting raises so that the returning faculty with the highest salaries received the lowest percentage raise. This has helped to accelerate the increase of the salaries at the lower end of the scale. Although retention rates are high, the Bread Loaf administration recognized salaries as a potential issue going forward.

C.V. STARR SCHOOLS ABROAD

The hiring of faculty at the Schools Abroad depends on the type of site. At schools where Middlebury hires the faculty, the school director recruits and trains the faculty, who are usually hired to teach one or two courses. These faculty also typically teach at another local institution. At other sites, where Middlebury Schools Abroad students direct-enroll, faculty are hired, trained, and paid by the local institution.

The Schools Abroad directors are responsible for hiring, evaluating, and rehiring faculty, at those sites where Middlebury hires the faculty. At sites where Middlebury has partnerships with local universities, the faculty are evaluated by the local institution. Schools Abroad students who direct-enroll at a partner university are exposed to a variety of teaching styles and experience first-hand learning in another country and culture.

SCHOOL OF THE ENVIRONMENT

The Middlebury School of the Environment typically hires two to four faculty members to teach during the six-week summer program. The faculty either teach at other colleges or universities or are practitioners in the environmental field. Faculty performance is evaluated by the co-directors of the School, and those evaluations are taken into consideration when determining whether or not to rehire the faculty for the following summer.

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Digital Learning and Inquiry (DLINQ)

Middlebury also supports its faculty and students in their teaching and learning through the Office of Digital Learning and Inquiry (DLINQ). DLINQ was formed in 2018 by combining the Office of Digital Learning, the Academic Technology Group at the College, and the Digital Learning Commons at the Institute. DLINQ works with faculty, students, and sometimes staff, on a range of digital pedagogy and research projects and initiatives, in addition to providing consultations. DLINQ's consultations can provide just-in-time support for questions or requests related to digital pedagogy or research, or they can be the entry point for a longer-term project.

Since September 2018, DLINQ team members booked over 250 consultations with faculty, staff, and students on topics that included multimedia production, emerging technologies, digital tools training and support, and digital pedagogy and instructional tools. These consultations include appointments scheduled with DLINQ interns for support in the labs. Since January 2018, the DLINQ leadership team has reviewed more than 110 project proposals, most of which were approved, that range in focus, scope, and timeline.

DLINQ employs 15-20 students who increase DLINQ's capacity to support faculty, staff, and students, and gives students the opportunity to work on digital projects alongside DLINQ staff. Five to six of the interns are graduate students at the Institute, who support the Digital Learning Commons Lab, and the remaining 10-14 interns are undergraduates on the Vermont campus, whose main focus is providing support for drop-in consultations in the Wilson Media Lab.

DLINQ offers numerous faculty development workshops, many of which are also attended by students and staff. In 2018, DLINQ offered more than 15 workshops for faculty. DLINQ is also very involved in the Center for Teaching, Learning, and Research faculty development programming, offering workshops at the annual teaching and writing retreat, Learning Institute, and January pedagogy series. DLINQ also developed a suite of orientation modules for faculty to help them learn about the technologies available for teaching and research at Middlebury. The modules are online and available to all Middlebury faculty through the DLINQ website.

In 2018, DLINQ launched two strategic initiatives focused on supporting Middlebury's new strategic framework, which cites a strategic direction of digital fluency and critical engagement.

Both initiatives—the Digital Detox and the DLINQ Studios—are focused on helping Middlebury faculty, staff, and students critically engage with the digital and to develop their digital fluencies.

Standard 6 Projections

THE COLLEGE
- *Faculty Salaries.* The provost, vice president for finance and administration, and the faculty Resources Committee will continue to monitor faculty salary data and identify ways to keep College faculty salaries competitive relative to peer colleges.
- *Teaching Loads.* The Educational Affairs Committee will consider potential changes to the faculty teaching load guidelines, especially as they relate to a possible change in the credit hour system (see Standard 4).

THE INSTITUTE
- *Faculty Staffing Needs.* In 2019-20, the Institute Council will make adjustments in the allocation of faculty resources, as needed in response to workforce planning, to align the staffing of academic programs with curricular revisions and enrollment demand. This includes careful monitoring of the impact of recent changes in guidelines for language requirements to assure that the Institute's commitment to the integrated study of language and intercultural competence is maintained.

THE SCHOOLS
- *Faculty Development.* In 2019-20, as the Language Schools prepare for the inaugural summer of the second site, located at Bennington College, the vice president for academic affairs/dean of the Language Schools, will work with colleagues and directors to identify professional development programming that will take advantage of the more proximate location of the Bennington location.

Standard 7 • Institutional Resources

The institution has sufficient human, financial, information, physical, and technological resources and capacity to support its mission. Through periodic evaluation, the institution demonstrates that its resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management.

Human Resources

Description

Middlebury employs faculty, staff, and students throughout the world to provide instruction and support to faculty and students. As of fall 2017, Middlebury employed 1,398 FTE faculty and staff. Middlebury generates approximately 5,400 W-2s each year, the majority of which go to temporary, student, and on-call employees, who are not included in the IPEDS counts shown in the chart to the right.

Staff and Faculty Total FTE
(Fall IPEDS Counts)
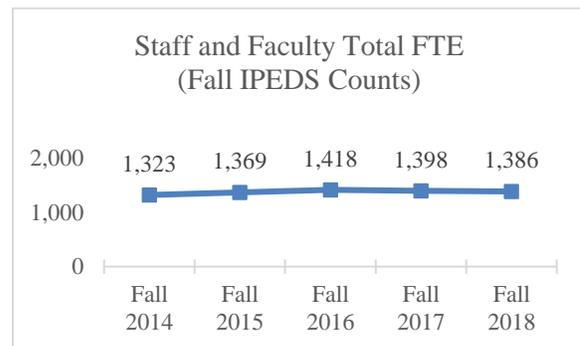
The Office of Human Resources (HR) is overseen by the vice president for human resources, who also serves as the institution's chief risk officer. In addition to the vice president, HR has 20 staff members who support the institution and its employees from recruitment through employee relations, and benefits, while also supporting global human resources issues.

Employee policies are described in the Employee Handbook. Over the last several years, Middlebury has been working to align employee policies between the Vermont and California campuses. In some cases, difference in state laws require different policies, such as with meal and rest periods during the work day. The Handbook includes policies and procedures for evaluating (staff) job performance, time off, benefits, and payroll. Middlebury's Anti-Harassment/Discrimination Policy outlines the procedure for employees to file complaints regarding violations of this policy.

Middlebury offers a generous benefits package for its benefits-eligible employees, including medical, dental, retirement, educational, and time-off benefits.

Appraisal
In the 2018-19 academic year, Middlebury undertook a workforce planning exercise to reduce its staff compensation expenditures by roughly 10 percent or $8 million dollars. A further discussion of this process will be found below in the Financial Resources section.

In 2017, Middlebury collaborated with ModernThink to conduct an employee engagement survey (see document 7.1). The response rate was 68 percent and the results were mixed. While 72 percent of respondents indicated a positive response to the statement "This institution's benefits meets my needs," only 49 percent responded positively to the statement "I am paid fairly for my work." The difference between Vermont-based employees and those in California were noticeable, with 52 percent in Vermont indicating a positive response to the paid fairly question compared with only 33 percent of California respondents.

Despite less positive responses around pay, employees responded positively when asked about Middlebury as a place to work, with 75 percent indicating they are proud to be part of the institution, 75 percent responding that their department/office is a good place to work, and 70 percent responding positively to the statement "All things considered, this is a great place to work). The highest overall response was to the statement "I understand how my job contributes to this institution's mission" with 88 percent responding positively.

In addition to the relatively low positive responses around pay, respondents were also less positive about recognition and awards programs (27 percent positive), a sense of being on the same team at the institution (31 percent), having adequate faculty/staff within the department to achieve goals (32 percent), and regular and open communication among faculty, administration, and staff (33 percent).

Following the receipt of the survey results, the Senior Leadership Group discussed the results within their organizational areas, and identified top priorities for improvement within their areas. In addition, Middlebury has committed to conducting a review of the staff compensation structure in FY20.

Financial Resources

Description
Middlebury's long-term and underlying financial condition is strong, as is shown by the $1.124 billion endowment value (FY18). Moody's rates Middlebury's debt as Aa3 with a stable outlook (docs. 7.2, 7.3). In the shorter term, however, Middlebury's operating financial status has been less strong, having run budget deficits for the last six fiscal years. In FY18, total operating revenues and other support were $268 million and total operating expenses were $278 million. Significant efforts to address the deficit, described thoroughly in the Appraisal section below, have led to Middlebury now projecting a small operating surplus projected for FY20—the first time since FY12.

Middlebury's resources are primarily allocated to the academic core. Two-thirds of total operating expenses relate to instruction, academic support, and institutional support. These expenses are primarily funded through tuition and fees and endowment support, which together

represent around 80 percent of institutional revenue. Middlebury has returned to an endowment spend rate of 5 percent after several years at higher rates.

Middlebury uses an in-house financial planning model. The tool considers major revenue drivers, such as tuition rates, endowment performance, fundraising, and major expenses such as compensation, benefits, debt repayment, and operating expenses.

The executive vice president for finance and administration is responsible for stewarding the institution's financial resources. The controller, treasury operations, and finance offices report to the executive vice president and are responsible for carrying out the day-to-day operations of managing the institution's financial resources. This includes preparation of financial statements, annual budget planning, endowment fund management, and accounts payable.

The Audit Committee is constituted as a subcommittee of the Board Risk Committee. Middlebury engages KPMG to conduct an annual audit of its financial statements. The Audit Committee meets with KPMG to review practices and procedures, the IRS 990 form (doc. 7.4), and financial statements. The Audit Committee also conducts an annual review of the institution's financial management and holds the administration accountable for appropriate responses and remedies to any management comments in the KPMG audit (doc. 7.5).

Middlebury has invested in strengthening its budget function through new software, as well as new staff. In addition, Middlebury uses an executive committee called Ways and Means, a committee comprising the president (or designee, who is normally the president's chief of staff), provost, and executive vice president for finance and administration, to review all requests for additional staffing or funding. The Budget Office prepares the institutional budget in the spring of each year for presentation to the Board of Trustees. The Board's Resource Committee is responsible for developing the budget with the administration. The Board approves the recommended budget from Resources Committee at its May meeting for the fiscal year, which operates from July 1 to June 30. The Board normally sets tuition at its January meeting.

The Office of Advancement is responsible for the institution's fundraising activities. With a staff of over 60, Advancement responsibilities include alumni and parent programs, development, prospect research, and data management. Over the last five years, Middlebury has averaged over $40 million in new commitments (pledges and new gifts) each year. Middlebury is currently preparing for a fundraising campaign. The Board has appointed an ad hoc committee to guide the development of the campaign, along with members of the senior administration.

Appraisal
In early 2019, Middlebury transitioned to Oracle Finance for finance and Blackbaud for advancement, along with its Green Mountain Higher Education Consortium (GMHEC) partners as part of Project Ensemble. Middlebury and the GMHEC are currently implementing Oracle HCM for human resources, and anticipate going live in late 2019. Prior to the implementation of Oracle Finance, Middlebury had 200 people who were considered budget administrators, who oversaw over 850 organizations/department and over 1,000 accounts. The number of budget accounts, administrators, and organizations over-complicated the management of budgets at Middlebury. As part of the Oracle Finance implementation, Middlebury conducted a review of

business processes and consolidated and reduced the number of budget administrators, organizations/departments, and accounts.

Middlebury redesigned monthly closing procedures to close more promptly and require participation of budget administrators in order to identify issues prior to the audit, although it was challenging due to limitations with the prior information systems. The use of Oracle Finance has improved the process.

Monitoring and maintenance of endowment funds has also been challenging in the past due to system limitations. However, Middlebury now uses Fundriver to manage its endowment funds and is realizing efficiencies. Fundriver automatically calculates the realized and unrealized gains/losses by fund, and provides the ability to systematically track purposes of endowments. The process to allocate spending is now a push of a button. In addition, the GAAP reporting requirements are architected in the system rather than done manually.

Middlebury's recent operating deficits (GAAP) began in FY13, with an operating deficit of $3.7 million. The deficits continued through FY19, with a low of $16.7 million in FY16. Fiscal year 2018 ended with a deficit of $10.6 million, and a deficit of $7.4 million is projected for FY19. Middlebury is currently projecting a $0.3 million surplus for FY20.


Operating Surplus/Deficit ($000)
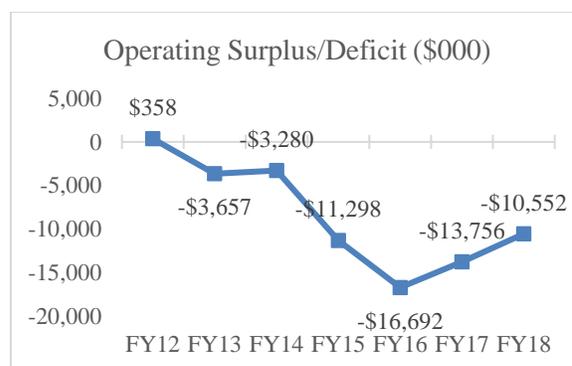
The structural nature of the deficits began when Middlebury implemented a tuition revenue strategy for undergraduate College students while failing to control costs at the same level. Starting in 2010, tuition and room and board increases for College students were limited to the consumer price index change plus one percent (CPI+1). The intention was to ease the burden on College students and families by reducing increases in the comprehensive fee. While this did slow the rate of increase of tuition and room and board, there was not a similar intentional effort to slow the rate of increase in expenses. Accordingly, the last time Middlebury had a GAAP operating surplus was FY12 with a small surplus of $0.358 million. Between FY12 and FY18, revenue increased from $232 million to $268 million (a 15 percent increase), while total operating expenses increased from $232 million to $278 million (a 20 percent increase).

Declining enrollments at the Middlebury Institute of International Studies at Monterey (the Institute) have contributed to the financial challenges faced by the Institute, and thus the institution overall. Full-time equivalent student enrollment at the Institute dropped 17 percent between academic years 2011-12 and 2018-19. The drop in enrollments has necessitated significant cuts in expenses at the Institute, totaling an 8 percent reduction between FY16 and FY18. The Institute, as with each of Middlebury's schools, is expected to operate within its own budget. Further discussion of the Institute's efforts to contain costs may be found below.

The primary driver in the increase in overall operating expenses was a $25 million dollar increase in salaries and wages between FY12 and FY18, representing a 24 percent increase, and an $11 million dollar increase in spending on employee benefits, a 36 percent increase.

In 2016, in an effort to control the growth in the number of staff positions and thus expenditures on salaries and wages, President Patton created the Ways and Means Committee (WMC), as described above. Since the inception of WMC, total spending on salaries and wages increased a very modest 1.5 percent overall between FY16 and FY18, and only increased by 1 percent between FY17 and FY18, which included a 2.5 institution-wide staff salary increase pool.

Salaries and Wages Expenditures Increases Over Prior Year

	FY13	FY14	FY15	FY16	FY17	FY18
	6.5%	3.7%	4.5%	6.1%	0.5%	0.9%
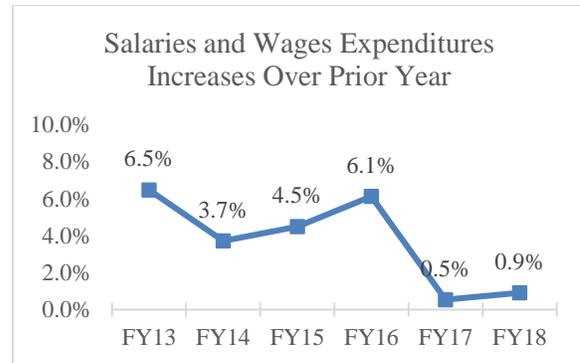
Adding to the financial pressure was a 48 percent increase in spending on financial aid between FY12 and FY18. Middlebury College has a need-blind admissions policy, meaning the College will admit students regardless of their ability to pay, and the College commits to funding full demonstrated need. This policy makes budgeting for financial aid challenging. In FY12, Middlebury spent $47 million on financial aid and in FY18, it was spending $70 million[1]. While gross comprehensive and student fees increased by 24 percent over the same period, net revenue increased only 16 percent due to the higher rates of increase in financial aid spending.

From FY12 to FY18, non-salary expenses increased by 21 percent, or nearly $12.5 million. The pattern of change in non-salary expenses has varied since FY12, ranging from a high of a 12.8 percent increase in FY14 to lows of -0.1 percent and -0.7 percent in FY16 and FY17, respectively, when across-the-board non-salary budget cuts were imposed. Non-salary expenses did increase again in FY18 by $3.7 million dollars or 5.4 percent over FY17.

In fall 2015, the vice president for finance and administration at the time communicated with the Middlebury community about the ongoing nature of the operating deficit, citing the factors above. The institution set a goal of reaching a 3 percent operating margin by FY19. In order to achieve that goal, among other things, Middlebury set out to increase full-time graduate degree enrollments at the Institute to 850 by 2019; revisit how the College set undergraduate tuition, room and board; carefully manage compensation costs, including salaries and wages and employee benefits; reduce non-salary expenses, especially through the use of centralized purchasing; increase cost savings through participation in the Green Mountain Higher Education Consortium (GMHEC); and refinance approximately $60 million of long-term debt.

In mid-2016, it was apparent that the goal of a positive operating margin by FY19 would not be met, and a revised model—the Road to Financial Sustainability—was developed to reach a

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[1] In FY12, of the $47 million, $34 million was for the undergraduate College students, and the remaining was for students at the Institute and the Schools. In FY18, of the $70 million, $51 million was for undergraduate College students, the remaining was for students at the Institute and the Schools.

positive operating margin by FY21. The Board approved this plan in fall 2016. In January 2017, President Patton hired David Provost as the new executive vice president for finance and administration, who immediately began the implementation of the Road to Financial Sustainability. The actions of that plan are highlighted in the following paragraphs, and a positive operating margin is projected for FY20—one year earlier than planned (doc. 7.6).

At the Institute, the goal of 850 students was abandoned in 2018, and efforts were turned to optimizing net tuition revenue. This included transitioning to new leadership in the enrollment area, engaging a consultant to advise on organizational and marketing issues, re-evaluation of curricular offerings in light of market realities, and a move toward offering more online and hybrid instruction (with the first such program approved by the Commission in 2018, see Standard 4). Efforts on the expense side included the creation of an Institute Budget Oversight Committee (IBOC) for the second half of FY17. The IBOC oversaw a hiring freeze and intense scrutiny of all non-compensation expenses, with the result that the Institute was able to meet its deficit reduction target of $1.2 million in FY17. The IBOC was suspended in fall 2017, although budget administrators were asked to continue the disciplined containment of non-compensation spending, and the Institute kept staff vacancies unfilled in advance of the institution-wide workforce planning efforts that began in summer 2018 (see workforce planning discussion below). In fall 2018, additional measures were taken at the Institute to reduce spending in response to continuing shortfalls in tuition revenue, including reductions in the budget for adjunct faculty. These efforts have led to the Institute's operating loss going from $4.8 million in FY16 to $2.3 million in FY18, with a projected loss of $1.7 million for FY19.

At the College, on the revenue side in 2016, Middlebury moved away from the CPI+1 increases in tuition and room and board. Since that change, increases in tuition and room and board charges have been 5.4 percent, 4.9 percent, 3.7 percent, and 3.25 percent in FY16-FY19, and net comprehensive fee revenue has increased by 9 percent between FY16 and FY18.

Another factor in the Middlebury financial picture is the amount of distribution from the endowment. While Middlebury's stated policy had been to limit its endowment draw to 5 percent of the endowment's value, the Board approved draws above that amount in prior years to help cover expenses. As part of the 2016 focus on financial sustainability, the Board and administration renewed the commitment to return to a 5 percent draw, which has been incorporated into the financial model for FY20 and beyond.

For non-salary expenses, Middlebury implemented required reductions in non-compensation budgets of 4 and 2 percent in FY17 and FY18, and flat in FY19. Middlebury has also realized savings through centralized purchasing and participation in the Green Mountain Higher Education Consortium. Between FY15 and FY18, Middlebury saved or avoided $3.1 million in benefits costs, saved $400,000 in purchasing, and just over $150,000 in software licenses, for a total of $3.6 million. Additionally, payments to interest have dropped by 15 percent since FY12, and an FY17 restructuring of Middlebury's long-term debt saved about $900,000 per year.

In another effort to reduce financial losses, in 2017, Middlebury closed 51 Main, a restaurant in downtown Middlebury. The restaurant operated at a loss of more than $200,000 per year, and while it did provide an alternative to campus social life, especially for the Language Schools, it

was ultimately deemed not central to Middlebury's core mission. Another cost-saving measure was to require the use of swipe cards in the dining halls at the College. Prior to this, virtually anyone could eat at Middlebury's dining halls, including those not affiliated with the College, such as visiting or nearby athletic teams. Requiring students to swipe into the dining halls has saved $300,000, and has allowed Dining Services to better plan for student dining needs.

Middlebury continues to have financial exposures with the Ralph Myhre Golf Course, Rikert Nordic Center, and the Snow Bowl. These auxiliary operations lose $697,000 per year. Efforts around expense management and revenue generation have begun at these properties. The new golf pro has increased traffic at the golf course, and the food service has been outsourced to a third party to help decrease costs. The general manager positions at Rikert and the Snow Bowl have been consolidated into a single position to manage both operations. In light of these changes, losses are expected to decrease to $300,000 to $400,000 over the next few years.

Most significantly, and more recently, in an effort to reduce the overall staff compensation budget by 10 percent (or roughly $8 million in salary cost), Middlebury undertook a workforce planning effort in 2018-19. The process required all administrative areas of the institution to define their future states and to identify how they might be able to achieve that future state with a reduction of 10 percent or 15 percent of their compensation budgets. The Senior Leadership Group reviewed the submissions and identified 147 positions for elimination across the institution. Due to the prior careful management of vacancies, only about 50 of the 147 positions were occupied, and 45 offers of an incentive separation plan were made to employees, of which 35 were accepted. The amount of the buyout was based on length of service and the employee's salary. The process is expected to achieve $7 million in savings in the staff compensation budget, with an estimated $2.4 million expected in benefits savings, while incurring an estimated one-time cost of $2.8 million for the incentive separation plans.

At the same time, faculty at the College were offered a retirement incentive program. The program was available to tenured, tenure-track, and term faculty with a contract end date later than July 1, 2021, or faculty on renewable multi-year term contracts that have been renewed at least once in the past. Eligible faculty must have worked in a benefits-eligible position for at least 10 years after the age of 45. At the time of the announcement of the program in June 2018, 117 College faculty members were eligible. Twenty-four faculty members participated in the retirement incentive program, which, along with three faculty who were already scheduled to retire, is projected to result in a $3.4 million gross reduction in compensation, $1.2 million in benefits, at a one-time cost of $2.6 million. Many of those positions will be refilled in FY21 and beyond, though at a lower compensation level. The exact number is not known at this time and thus the net effect of the faculty retirement incentive program cannot be calculated.

Faculty at the Institute participated in a workforce planning process as well, with an incentive package similar to staff. Most academic programs were asked to decrease their faculty FTE, using metrics that calculated comparative surplus capacity on the basis of student-credit/FTE and salaries/student-credit. Faculty reductions will be implemented in FY21, to enable academic planning for curricular changes, as well as to provide an orderly transition for faculty. The Institute's net faculty reduction projected for FY21 is 10 FTE. Institute faculty are also being offered the opportunity to pursue associate status, a program that enables faculty nearing

retirement to reduce their teaching load to .6 FTE for one, two, or three years, culminating in retirement. This option is similar to the one available to College faculty.

Administrative staff based in Vermont who support the Schools were included in the workforce planning process for all staff. Given the nature of the short-term, non-benefits eligible status of faculty in the Schools, the workforce planning process and retirement incentive programs were not applicable.

The Schools at Middlebury, which include the Language Schools, Schools Abroad, Bread Loaf School of English, and the School of the Environment, collectively operate at a surplus. With combined expenses of $26.4 million and revenue of $31.2 million in FY18, the Schools' surplus was $4.8 million, which was up from the $4.3 million in FY17. The Schools have a projected surplus of $5.8 million for FY19.

Information, Physical, and Technological Resources

Middlebury operates in 42 locations in 18 countries, which includes the Vermont and California campuses. All locations provide the physical and technological resources required for rigorous academic programs. The undergraduate College, Middlebury Institute of International Studies at Monterey, and the Language Schools and Bread Loaf School of English in Vermont have traditional campus locations that are owned and maintained by Middlebury. In contrast, many of Middlebury's other program sites are leased and maintained by other institutions, including sites for the Middlebury C.V. Starr Schools Abroad, two sites for the Bread Loaf School of English, one for the Language Schools, and the School of the Environment.

Both the main campus in Vermont and the Monterey campus have campus master plans, which were updated in 2017 and 2015, respectively (docs. 7.7, 7.8, 7.9). On the Vermont campus, the Master Plan Implementation Committee provides guidance on new building projects, while the Space Committee administers the Space Policy and allocates $1 million annually to space improvement and renovation projects.

The main campus of Middlebury College contains over 328 acres of land and over 200 buildings. The physical plant has undergone renovation and modest expansion during the last decade. Since the 2015 Interim Report, Middlebury has built five new buildings, three of which are residence halls (the Town Houses—North, Center, and South), a replacement for a maintenance garage at the golf course, and the fifth, a new academic building at 75 Shannon Street for swing space. Middlebury has also undertaken 12 renovations valued at $250,000 or more in that same period, ranging from window replacements, HVAC work, water main repairs, and track resurfacing.

The new building at 75 Shannon Street was built to relieve pressure in McCardell Bicentennial Hall (Bicentennial Hall), which opened in 2000 as the primary science building, and to allow the renovation of two older academic buildings—Munroe and Warner—in the short term. In fall 2019, the Computer Science department will move from Bicentennial Hall to 75 Shannon Street and will remain in that location over the medium term (5-10 years). This will allow the remaining departments in Bicentennial Hall to redistribute within the building to better meet current and future enrollment demands.

In the nearby towns of Ripton and Hancock, Middlebury owns and operates two additional Middlebury facilities. The Bread Loaf campus in Ripton serves as the main campus for the summer Bread Loaf School of English and the Bread Loaf Writers' Conference. The campus comprises 34 buildings totaling 112,000 square feet and includes classrooms, a library, theatre, dining, and several residential structures. During the winter, Bread Loaf is home to the Rikert Nordic Center with over 55 kilometers of maintained cross-country skiing trails; 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. Just east of the Bread Loaf campus is the Snow Bowl in Hancock, an alpine ski area with three lifts and 17 trails. The facility is open to the public and is used as a location for competitive skiing events.

As noted in the 2015 interim report, the Bread Loaf campus underwent a major renovation totaling over $14 million that, among other things, winterized the Bread Loaf Inn. This has allowed programming to occur at Bread Loaf in the winter, in particular, during Winter Term. However, facilities and dining support staff have been in short supply, limiting the full use of the Bread Loaf campus in the winter. The Business Services office is developing a long-term plan to utilize the campus year-round.

The Middlebury Institute campus in Monterey comprises 17 mostly mixed-use buildings, totaling 86,709 square feet in the heart of Monterey, California. The Institute has no residence halls, requiring students to find their own housing in the Monterey area. This is somewhat of a limiting factor to developing larger-scale undergraduate programming at the Institute.

The Institute engaged Huntsman Architectural Group and Smith+Smith Landscape Architects to work with the Institute's Master Plan Committee to create a master plan for the Monterey campus. The master plan was completed in 2015 and approved by the City of Monterey in the same year. The plan identifies general needs, concerns, and deficiencies, including the lack of a strong campus identity and cohesiveness, limited space for the Institute community to gather, limited space for outdoor activities, student services dispersed around campus, classroom inadequacies, and a lack of student spaces for group study, quiet study, and group activities.

The approved master plan includes three major phases: creating a true sense of place, upgrading and optimizing space, and future development. A major component of creating a sense of place is the partial closing of Pierce Street, the street that bisects the campus. In August 2018, the Monterey City Council approved this closing and work is expected to begin on the project in summer 2020. This follows the Institute's renovation and earthquake retrofitting of the Lara Soto Adobe, a historic building that sits near the center of campus on Pierce Street. The renovation created a welcoming location for the Institute community in the heart of the campus. Other components of the first phase include new buildings and updating outdoor spaces. Component of the master plan are in the planning phase and expect to be rolled out over the coming decades.

Middlebury leases a suite of space on K Street in Washington, D.C. This location houses the Washington office of the James Martin Center for Nonproliferation Studies and has conference room space that is used as classrooms for the Institute's International Trade and Economic

Development program and occasional Winter Term courses offered by the College. The D.C. space is also used to hold talks, alumni events, and as a home base for faculty conducting research in Washington.

Appraisal
Middlebury maintains a 10-year campus planning list for the Vermont and Monterey campuses (doc. 7.10). This list includes potential new buildings and major renovations. The Building, Grounds, and Lands committee of the Board of Trustees regularly review the list. Some of the projects may be included in the upcoming fundraising campaign. Other projects will need to be funded through the current renewal and replacement funds or other fundraising initiatives.

In 2018, Middlebury engaged with Biddison-Hier, Ltd. to conduct a study of space usage on the Middlebury campus. The study contained four major components: utilization of classroom space, utilization of office space, residential space, and use of space in the summer. The study found that overall classrooms are underutilized, however during some peak times, namely midday on Tuesdays and Thursdays, classrooms are used to capacity. This, in part, reflects a trend toward two-days-per-week courses. Biddison-Hier recommended changes to the scheduling blocks that adds two additional two-days-per-week slots, and the College will consider those changes.

With respect to office space, the study mostly focused on academic departments that have faculty teaching in multiple buildings. Biddison-Hier proposed a way to move faculty around to try to bring departments together. At this time, given the upcoming renovations of Munroe and Warner, the College is not pursuing the Biddison-Hier recommendation.

Biddison-Hier's study of residential space looked at the availability of common space for students within the residence halls. The study found disparities in the distribution of social spaces across the various Commons. Biddison-Hier recommended removing administrative and faculty offices from residence hall buildings, which is something Middlebury actively pursuing (see Standard 5 for the discussion of How Will We Live Together and the review of residential life on the Vermont campus).

With respect to the use of space in the summer, Middlebury asked Biddison-Hier to see if there are ways to increase capacity in the summer either for additional Language Schools students or for other programming. The Language Schools house around 1,200 students each summer, along with approximately 400 faculty and staff (and, in some cases, their dependents). In addition, there are around 200 student workers and summer research students living on campus. The Language Schools students live in single occupancy rooms. In order to increase capacity, the Language Schools would either have to begin offering double occupancy or reduce the number of faculty and staff dependents. In the near term, Middlebury has decided not to pursue either of these options.

The Middlebury Language Schools operates three language schools (Arabic, Italian, and Korean) in the summer in space rented from Mills College in Oakland, California. The Language Schools have been operating at Mills since 2009, as a way to increase enrollment even though the Middlebury campus was at capacity. With the impending expiration of the lease at Mills, the Language Schools administration began exploring other locations for a second site. In March

2019, Middlebury announced that the Language Schools' second site would be at Bennington College in Bennington, Vermont, beginning in summer 2020. The Bennington location will provide even more space for the Language Schools, and will facilitate increased face-to-face interaction between Middlebury administration and staff and the directors and faculty of the schools in Bennington (docs. 7.11, 7.12).

The Libraries and Museum

Description
To support the research needs of its students and faculty, Middlebury's library organization runs four libraries across the institution. The Vermont and Monterey libraries are undergoing an administrative and organizational merger, and are increasingly sharing systems and planning for shared services across the campuses.

The Davis Family Library serves as the main library on the Middlebury campus. The 135,000 square foot building was completed in 2004 and includes over 100 individual study carrels, a 30-seat lecture hall, two fully equipped video conferencing classrooms, a cafe, and 24-hour study area. Twelve professional staff at the Davis library assist students and faculty with their research and scholarship. Special Collections and Archives serves as a research laboratory within Davis for the Middlebury community and independent scholars. The collections range from a cuneiform tablet to contemporary pop-up books; rare books, manuscripts, photographs, audio and video recordings; the College archives; and other rare and unique materials.

The Armstrong Library, located in McCardell Bicentennial Hall, primarily serves the sciences, and has nine individual study carrels, a computer classroom, three group study rooms, as well as printing and plotting services. The Davison Library, located at the Bread Loaf campus in Ripton, Vermont, is open during the summer and serves the Bread Loaf School of English and the Writers' Conferences. The William Tell Coleman Library located in Monterey serves Institute faculty and students. The Coleman library has 6.5 staff members, who are supplemented by student workers. In addition to housing the Institute's physical collection, the library has room for individual and group study.

Library services are tailored to the needs of the individual schools. At the College, librarians teach information literacy concepts and work closely with faculty to develop learning goals for library instruction sessions. The Office of Assessment and Institutional Research partners with the head librarian for research and instruction to collect information on incoming students research skills to identify research activities they may have difficulty completing. The librarians use this information when working with faculty to design library research sessions. In addition, rather than provide a general introduction to the library and research skills, information literacy sessions focus on the faculty member's goal(s) for the session. This has allowed librarians to tailor their instruction to a specific research assignment.

In 2017-18, librarians led 213 customized library workshops in which they worked with students to select a research topic and define a research question, navigate databases, and locate, evaluate and cite sources. Faculty report that the sessions have a positive impact on students' research skills. As one faculty member's survey response noted, "the papers were so much better than in

past years when I didn't arrange a library session." Librarians also provide one-on-one and small group tutorials; in fact, the number of student and faculty consultations has increased from 203 in 2013-14 to 487 in 2017-18.

There is an increased interest in and demand for services in the realms of data services and digital scholarship. Library staff work with partners in the Digital Liberal Arts and Digital Learning and Inquiry to provide support and to foster capacity building in these emerging areas. At the Institute, librarians work with faculty in similar ways as at the College to integrate library instruction into the curriculum, and also provide one-on-one and small group tutorials. For the Language Schools and the Bread Loaf School of English, the library provides students with an orientation to library services and resources, and largely provides services to students through a drop-in research desk. For all academic programs, the library increasingly provides guidance and instruction through online subject guides, self-paced tutorials, and short online videos.

Use of print collections has decreased over time and use of electronic materials including eBooks and streaming media, has increased. Due to internal budget pressures and the broader challenge of unsustainable increases from publishers, in 2017, Middlebury undertook a review of its subscription databases, cancelling 27 databases. The libraries have also embarked upon a multi-year deaccessioning project for the first time in decades, which will result in addressing space challenges and in ensuring that the collections are relevant to current and anticipated needs.

The Middlebury College Museum of Art also supports the academic mission and program in a 13,500 square foot facility with a collection of over 6,000 works. The museum, which is accredited by the American Alliance of Museums, hosts over 200 class visits and approximately 2,500 student visitors each year from each of the College's academic divisions, the Language Schools, and the Bread Loaf School of English.

Appraisal
In order to meet current and anticipated needs, Middlebury has undertaken a master space planning exercise for Davis and Armstrong Library. This plan, in conjunction with the deaccessioning project, will guide future development of space in the coming years. The final report has not yet been received.

With increasing pressure on the library collection budget, Middlebury has to make difficult choices about what materials to provide access to and/or buy. In addition to advocating for increases in the budget to meet current demand, the library has also been focused on supporting new and more sustainable models for scholarly communication, especially how to deliver on the promises of open access.

The libraries and the College have made progress in the area of integrating information literacy instruction into the undergraduate curriculum, but there remains work to be done to more fully integrate it across the institution and into curriculum planning going forward.

The small number of staff at the Coleman library in Monterey stretches its capacity to provide service, and in particular, constrains the number of hours the library can be open. Despite the small staff, the Coleman library provides a high level of support for students and faculty. For

example, library staff offer sessions at new faculty orientation and assist students with their research and preparing for in-class presentations.

Information and Technology

Description
Information technology at Middlebury is supported through Information Technology Services (ITS), an organization of over 50 people, who oversee enterprise applications, information security and infrastructure, and user services across the institution. Major areas within ITS include administrative systems, web technologies, network communications, media services, and the ITS helpdesk. In 2018, Middlebury hired Vijay Menta, as the chief information officer. Mr. Menta has begun working on a long-term strategy for technology at Middlebury (doc. 7.13).

As mentioned above, in early 2019, Middlebury transitioned to Oracle Finance for finance and Blackbaud for advancement, along with its Green Mountain Higher Education Consortium (GMHEC) partners. Middlebury and the GMHEC are currently implementing Oracle HCM for human resources, and anticipate going live in late 2019. Middlebury will continue to run Banner as its student information system for the time being until the consortium partners fully evaluate the functionality of the nascent Oracle Student Cloud product.

The Middlebury campus has 127 of 160 instructional spaces equipped with some form of technology from basic computer projection to advanced videoconferencing capabilities; the remaining rooms are specialized room such as science labs, studio art workshops, and performance spaces. The campus has wireless coverage throughout. On the Monterey campus, 54 of the classrooms have some form of technology. The Institute campus includes three labs that include specialized equipment for translation and interpretation, with six additional interpretation booths across campus. The Bread Loaf campus has nine classrooms with technology and a small computer lab with 32 computers.

On the Middlebury campus each summer, over 100 residential and lounge spaces are converted to faculty offices and computer classrooms for the Language Schools. In many instances, ITS delivers mobile carts with technology to transform them into ad hoc classrooms.

Since 2014, the number of wireless access points has increased by 170 percent, with initial priority given to student residential spaces, and an ongoing program to upgrade service in academic and administrative locations. Wireless service at both the Vermont and California campuses has been integrated for a consistent user experience regardless of location. New wireless deployments account for an increased number of wireless devices per person and a higher density of devices per building.

Appraisal
For the last several years, Middlebury has been struggling with using Banner as its main administrative system. The aging underlying architecture combined with over 15 years of use have not kept up with Middlebury's needs. Reporting meaningful data out of the system is challenging and time-consuming, and the user interface is dated, cumbersome, and not mobile-ready. In 2015, Middlebury began exploring a replacement for Banner, especially for human

resource management. With the formation of the Green Mountain Higher Education Consortium (GMHEC), Middlebury joined Champlain College and Saint Michael's College to evaluate enterprise resource planning systems. As noted above, the GMHEC selected the Oracle Finance and Human Capital Management systems and Blackbaud for Advancement. The Blackbaud system went live at the end of March 2019 and has already proven to be an effective tool for advancement staff. The Oracle Finance system went live in April 2019.

In 2018, Middlebury contracted with an external security firm to assess and further develop Middlebury's approach to information security. This strategic assessment included input from senior leadership, academic and business partners from across the institution, and ITS. The results of the assessment were used to inform the development of an information security program charter and strategic goals to formalize Middlebury's approach to information security. Middlebury has adopted the NIST Cybersecurity Framework (CSF) to guide the institution's information security program. NIST 800-171 is the control set that the U.S. Department of Education intends to use to conduct compliance checks for financial aid and student records data. NIST 800-171 control functions align with the NIST CSF and helps Middlebury meet compliance requirements and informs Middlebury's evolving information security roadmap.

As noted in Standard 2, Middlebury conducted two external reviews relating to technology: one of the Information Technology Services (ITS) organization and the other around academic technology and digital learning. The review of ITS found that around 80 percent of the capacity of ITS was spent on operational activities, with only 20 percent spent on transformational work. A component of that operational work was tied to Middlebury's in-house support for major applications. The external review recommended exploring cloud services and outsourcing, which Middlebury did by moving its email and file sharing services to the cloud, among other things. The review also recommended the hiring of a chief information officer, which Middlebury did in 2018, as noted above. A final key recommendation was to replace the aging legacy telephone system with a modern voice-over IP system. Middlebury completed that project in 2018.

Environmental Resources

Middlebury is committed to the protection and sustainability of the environment, indeed, "ensuring responsible stewardship of all our resources" is one of the principles of Middlebury's strategic framework. Middlebury began reducing its carbon footprint in 2001 and achieved net carbon neutrality in 2016. This goal was primarily achieved by converting the primary fuel source for heating, cooling, and powering the campus from oil to biomass gasification; partnering on solar projects; energy conversation and efficiency efforts; and the conversation of 2,100 acres of forest land that preserves the Bread Loaf campus and surrounding forests and fields in perpetuity.

In early 2019, President Patton announced Energy 2028, which is a 10-year commitment, approved by the Board of Trustees, to move the institution to 100 percent renewable energy sources for thermal and electric power. To achieve this, Middlebury will switch to renewable natural gas as a supplemental energy source for the biomass plant, and will invest in solar, and potentially hydro, power. In addition, as Middlebury builds and renovates its buildings, it will continue to incorporate energy efficiency features. Significantly, Middlebury's endowment

manager, Investure, will not make any new investments of Middlebury money in funds that focus on fossil fuels. Middlebury will work with Investure to reduce and eventually eliminate all endowment investments in fossil fuels within 15 years. With respect to academics, as part of Energy 2028, Middlebury faculty and staff will create learning and research opportunities relating to the environment and energy and that will advance Energy 2028 initiatives.

The Environmental Council offers guidance to the institution with respect to the environment and sustainability. The council includes students, faculty, and staff, and recommends to the president and trustees practices and policies that strengthen Middlebury's commitment to the environment. For example, the concept of Energy 2028 was originally recommended by the Environmental Council. The work of the council was informed by the [Sustainability Solutions Lab](#) (SSL), a program operated through the Office of Sustainability Integration at the Franklin Environmental Center. The SSL hires student interns to undertake projects relating to solving real sustainability challenges.

The Global Partnerships for Sustainability (GPS) creates opportunities for students to conduct place-based environmental work in the locations in which they study. Working with local partner organizations, students conduct research on and/or develop solutions for sustainability challenges on the ground. Through the Middlebury C.V. Starr Schools Abroad, students have participated in the GPS in Chile, China, Japan, and Russia, among other locations.

Standard 7 Projections
- *Financial Sustainability.* In FY20, the vice president for finance and administration, along with the Ways and Means Committee, will closely monitor the institution's expenses and revenue to ensure that the projected positive operating margin is met, that the institution will maintain a 5 percent spend rate on the endowment, that depreciation is fully funded, and that payments to debt are reduced, and will provide regular updates to the Board Resources Committee and the Middlebury community on progress toward those goals. The vice president for finance and administration will also revise the financial models for FY21 and beyond, as needed, as a result of current conditions.
- *Workforce Planning.* The Senior Leadership Group, along with the Ways and Means Committee, will monitor the effects of workforce planning on strategic and operational activities throughout in the institution.
- *Energy 2028.* The president and senior leadership will continue to lead the implementation of the goals identified in Energy 2028.

Standard 8 • Educational Effectiveness

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded.

Overview

The Office of Assessment and Institutional Research (OAIR) supports all academic programs in assessing the student learning and outcomes of Middlebury students. Each of the academic programs offered by the College, the Institute, and the Schools is unique, and the faculty of each program is charged with identifying its own approach to gathering evidence of student learning that is of value to the program. OAIR supports departmental/programmatic efforts to review the curriculum as a way to improve student learning. In addition, OAIR tracks strategic metrics such as retention, graduation rates, and outcomes. Through a combination of prescribed and on-demand reports, OAIR provides data to chairs and directors of academic programs and faculty, senior leadership, and the Board.

OAIR provides departments and programs with direct and indirect and qualitative and quantitative information to help identify opportunities for change. This information is communicated to faculty in a consistent format through password-protected program-specific webpages on the OAIR website. The annually updated information includes historical data on enrollments, student satisfaction with education in the major/program, comparison school data, and alumni survey data. For the Schools, comparable information is shared directly with the directors of the Language Schools, Schools Abroad, and the Bread Loaf School of English on an annual basis and following the alumni survey that is conducted every five years.

Middlebury has experimented with a wide range of assessment models across its diverse programs. The needs, resources, and expertise relative to assessment vary widely from program to program, but in each instance, Middlebury has developed a foundation for assessing the learning taking place in the program. Every project contributes to building an institutional culture of assessment designed to contribute to the strength of the programs.

Across all of Middlebury's academic programs, alumni report a high level of satisfaction with the education they received. Overall, 97 percent of alumni report being satisfied or very satisfied with their program's education. As summarized in the table below, the averages across programs are very strong.

2017 Alumni Survey Results: Satisfaction with Education

	Average	Satisfied or Very Satisfied
College	4.70	96%
Institute	4.39	89%
Language Schools	4.82	97%
Undergraduate level	*4.77*	*96%*
Graduate level	*4.88*	*98%*
Bread Loaf School of English	4.85	98%
Schools Abroad	4.37	87%
Middlebury undergraduates	*4.35*	*87%*
Non-Middlebury undergraduates	*4.56*	*92%*

Assessing Student Learning

Description
Since 2013, the ad hoc faculty Assessment Committee has been charged with overseeing curriculum-wide assessment efforts. This committee comprises five to six faculty from a variety of disciplines working with the director of assessment and institutional research to develop an iterative process for assessing the undergraduate College-wide learning goals. Relying on multiple methods of data collection, the committee reviews institutional data (e.g., course enrollment patterns), student and alumni survey data, and develops a method for collecting additional information from faculty, students, or alumni, as appropriate.

All departments and programs publish learning goals on their web pages. Departments and programs are at different stages of establishing processes for assessing student learning—a few remain at the initial stages of the process, while others are examining whether changes they made to the curriculum as a result of assessment results are yielding the desired outcome.

To supplement and augment the work of assessing the learning goals of the College and academic departments and programs, Middlebury participates in a wide range of indirect learning assessment activities. As a member of COFHE (the Consortium on Financing Higher Education), Middlebury has access to a rich cycle of surveys designed to gather feedback on students' satisfaction on a variety of topics centered on academics and campus climate. The suite

of surveys ask current and former students about their development of select knowledge and skills at five distinct time points—as they arrive on campus (Survey of New Students), while they are enrolled (Enrolled Student Survey), upon graduation (Senior Survey), 6-months post-graduation, and as alumni (see document 8.1).

With the administration of the senior survey in 2020, OAIR will have a complete complement of survey data tracking students from entry to graduation. Along with other institutional data, Middlebury will be able to conduct cross-sectional and longitudinal analyses to address critical questions about the campus environment and academic life. Self-reported data have limitations with respect to student learning, however, it is useful to help understand how students and alumni view what they learned at Middlebury and how well it prepared them for their futures.

Appraisal
During the 2018-19 academic year, members of the ad hoc Assessment Committee decided to examine the College-wide learning goal of "exploring a wide range of academic areas and making connections among them." The completion of distribution requirements is an indicator of the breadth of academic areas students are exposed to during their undergraduate careers. Students are required to complete seven of eight distribution requirements, though they may take courses in all eight categories. In the classes of 2014 to 2016, approximately one-third completed the full set of eight distribution requirements. All students in those classes took a social analysis course in partial fulfillment of their distribution requirements, and on the low end, 78 percent completed took a foreign language course toward the distribution requirement. These data provide evidence that students are undertaking studies in diverse academic areas.

Whether the completion of a course identified with a distribution tag is a sufficient indicator of academic breadth is a topic of discussion for the current Assessment Committee. The committee is also analyzing course enrollment patterns for recent graduating cohorts to assess the degree to which graduates complete non-major requirements within the same division as their major. Preliminary review of course enrollment data for single majors indicates that, on average, about 50 percent of students' courses are in the division of their declared major, indicating that students are taking additional courses in areas related to their major division.

Of greater importance is the distribution of the remaining credits across the non-major divisions. Working on the assumption of equal enrollments distribution across divisions for non-division majors, Humanities and Literature enrollments meet this standard (16 percent), followed by Languages (13 percent), Interdisciplinary courses (12 percent), and Social Sciences (11 percent). Enrollments in the Natural Sciences (6 percent), and Arts (5 percent) falls well short of this theoretical projection.

Through their work, committee members are also grappling with ways to assess students' ability to make connections across the curriculum. In spring 2017, OAIR and the dean of curriculum collected data from graduating seniors on whether they completed courses in different disciplinary areas that are related to a particular theme. Over 20 percent of responding seniors indicated that they had sought out courses on related topics. For example, students interested in Anime or cartoons completed courses in Japanese Studies, Spanish, American Studies, English & American Literature, Art History, and the Writing Program. Half of the responding students

indicated that taking courses on related topics across departments was a very valuable experience. Currently, the College does not have a mechanism for students to demonstrate the connections they are making across thematically related courses. Members of the committee are discussing the possibility of collecting this information by reviewing independent research or thesis projects. Prior to the end of the 2018-19 academic year, the committee members will identify a series of questions to examine through the collection of additional quantitative and qualitative data to guide their assessment of not only whether students are undertaking a range of courses, but whether they are making connections across diverse academic areas.

Meanwhile, work on the first of the College-wide learning goals, "skill and sophistication in oral expression," has continued with a focus on student presentations. Since 2013, faculty have been more transparent and intentional about the use of presentations in class, and are providing information regarding best practices to students as they develop their presentations. Similar to the model developed to train peer writing tutors, Middlebury has established opportunities for students to be trained as peer oratory/presentation tutors, with more than 180 students undergoing training during the past three years. In addition, the curriculum now includes oratory courses, and presentation/oratory skill development is an integral part of MiddCORE and other co-curricular activities. The development of oral presentation skills has also been a focus for individual departments. For example, the Physics department recently evaluated their students' thesis presentation and noted the strong central focus in the presentations.

In addition, results from the 2017 alumni survey provide preliminary evidence that these pedagogical changes are having an effect. Although the survey results are an indirect, self-reported evaluation, the feedback is informative. In the 2017 alumni survey, recent graduates (classes of 2013-2017) report that they value oral presentations skills at levels comparable to the most recent graduates in the 2012 survey (those who graduated between 2008 and 2012). However, the classes of 2013-2017 indicated that Middlebury contributed to their development of oral presentation skills at a higher rate than the 2008-2012 classes did in the 2012 survey— 46% compared with 39%, respectively (doc 8.2).

Given the curricular and programmatic changes with respect to this learning goal, it is the expectation that the Assessment Committee will collect and review evidence to evaluate the effect of these changes.

Department and Program Assessment

Since the interim report, Middlebury has continued to assess student learning within academic departments and programs. The E-Series table summarizes how each academic department and program defines its learning outcomes, the strategies used to determine whether students are achieving the stated outcomes, and details any changes made as a result of assessment.

A number of College departments/programs are beginning to assess whether recent curricular changes are effective at addressing the identified issue. Whether faculty use standardized assessment tools, homegrown rubrics, examination of students' artifacts, or the results of faculty conversations, assessment at Middlebury is a continuous process that is designed to be useful for faculty in making decisions about the academic program. As a result of this work, faculty have

undertaken innovative pedagogical and curricular strategies to further engage students and support their learning. Detailed below are examples of departmental assessment efforts at various stages in the process and those employing innovative strategies to support student learning.

Middlebury's department and program learning goals frequently reflect a disciplinary connection to the College-wide learning goals. For example, 90 percent of learning goals include the explicit goal of developing effective disciplinary writing. As detailed in the E-Series table, a number of department/programs include disciplinary writing as a focus for assessing their majors.

The Biology department, for example, assessed students' writing of the discussion section of formal lab reports in the 100-, 300-, and 400-level courses. The department found that one area—the ability to develop a logical framework for experimental findings—lagged behind other learning objectives. This finding resulted in the decision to use real-world applications in the BIOL 145, Cell Biology and Genetics, laboratory curriculum. This change improved students' ability to articulate a logical framework for their experimental data in their lab reports. The use of real-world applications also resulted in improvements with incorporating relevant outside sources in their writing to contextualize their experimental findings.

In the French Department, the focus on improving writing in the target language led to the creation of FREN 209, Self & Society: Effective Writing in French. This writing course closely links development in French with strategies for interpretation and discussion that will be the focus of content courses. The initial assessment of the effectiveness of the course are positive with faculty reporting that students are entering content courses as stronger writers.

Although only about one-third of department/program learning goals include a focus on the development of quantitative skills, this is also an area of focus and assessment in a number of departments. Results from the 2017 alumni survey indicate that the contribution of a Middlebury education toward the development of skill and sophistication in quantitative and numerical reasoning has increased over the most recent cohort of graduates, 3.71 (average for 2013-17 alumni on a 5-point scale), compared to prior cohorts at 3.48. This indirect evidence is supported by departments' curricular decisions to provide students with opportunities to make data-driven arguments and decisions. In Economics, students have multiple opportunities to explore concepts of research design in a number of courses. ECON 212, Empirical Economic Research, teaches sophisticated empirical methodologies as students attempt to replicate the results published in research articles. Teaching through replication affords students the opportunity to recognize the decisions and obstacles that a research team encounters. The course also instills an appreciation of how the ideals of the scientific method can become distorted in real-world applications.

As mentioned above, responses to surveys and other departmental/programmatic data are available to faculty on an annual basis. Faculty use these data to inform ongoing decisions about course offerings, assignments, and other instructional decisions. Following a review of enrollment and survey data, a number of departments/programs also collect qualitative data to provide a comprehensive picture of the student experience. In an effort to collect information on the relative strengths and areas for improvement, many departments ask OAIR to hold informal focus groups in which they ask majors for feedback about curricular and learning experiences. In the case of Neuroscience, students discussed issues of redundancy across courses and asked for

increased lab research opportunities. In Biology, students described the foundational courses as too large and discussed the lack of upper-level course selection for targeted content areas. In Philosophy, students expressed concern regarding cross-listing of required courses for the major with other departments.

Another assessment technique designed to make the learning process more transparent to students is the use of self-assessments. In a number of First-Year Seminars and writing intensive courses, students complete a self-assessment on their development as writers. In these courses, students reflect on what they learned during the process of writing a particular paper, about the topic and their process for writing the paper, and the types of corrective feedback they received. This type of exercise also provides an opportunity to self-assess the aspects of writing that need further development and their plan for achieving these goals. Review of students' self-assessments indicates a reduction in reliance on feedback to correct common errors and stated goals to achieve increased sophistication in sentence structure. The Geography Department also uses the method of self-reflection with seniors who are about to graduate. In their self-assessments, seniors reflect on the curriculum and how it connects to the departmental learning goals. Based on the responses, some courses were redesigned to be offered at the 200-level, allowing for more consistent offerings that address the learning goals.

As documented in the E-Series table, a number of departments rely on summative assessments, ranging from standardized test to capstone or independent senior work, to assess student learning. For example, Computer Science is currently examining the effectiveness of the ETS Major Field Test (ETS-MFT). The test consists of multiple-choice questions that broadly cover the field of computer science (specifically programming and software, discrete structures and algorithms, and systems) to assess student learning compared to a national standard and a diverse set of comparison schools. This pilot project has shown that not all assessment projects are successful at achieving a better understanding of student learning. The usefulness of the ETS-MFT data is mixed. The low scores for systems area confirmed the department's perspective that additional faculty were needed to offer courses in this area. However, comparison to other elite liberal arts institutions is not possible, as Middlebury's traditional comparison schools do not administer the ETS-MFT. The other factor reducing the effectiveness of results is the lack of student motivation to demonstrate level of ability on a time-consuming, multiple-choice test administered after final exams are completed. Because of the lack of detail regarding relative strengths and areas for improvement in the three topic areas and lack of usefulness of the comparison data, as well as the recommendation from the external review team, the Computer Science faculty has decided not to move forward with adopting the ETS-MFT as a summative assessment tool.

Academic majors at the College are designed to provide students the opportunity for concentrated engagement with the methods and content of an academic discipline through which students take increasing intellectual responsibility for their own education. All academic areas provide opportunities for intermediate- and advanced-level independent study as well as honors projects, enabling students to engage in research and writing under the guidance of faculty mentors. Over 70 percent of senior/thesis projects are completed over a minimum of two terms; the remaining 30 percent are one-term projects or essays. According to the most recent cohort of alumni, completing a thesis project was a highly valuable experience.

As summarized in the E-Series tables, 15 departments reference independent senior work as the department's main mechanism for assessing student-learning outcomes. In addition to a substantive research paper or performance, the requirements of senior work include a formal presentation, requiring students to address questions about their project from faculty and peers. The multi-faceted components of senior work provide faculty with a critical opportunity to assess their program. For many departments, assessing senior work has identified critical areas in the curriculum needing additional attention; for example, crafting a clear and manageable thesis, additional practice at a critical skill (e.g., software), and synthesizing information. These findings have resulted in curricular changes.

Film and Media Culture, for example, developed a college writing course to prepare majors to undertake independent work by further developing research skills and to gain experience writing a long form essay based on primary and secondary sources. In other departments, the curricular change is minor. For example, International Policy and Economics faculty decided on a particular sequencing of a certain economics course and a certain political science course. This sequencing helped students make more connections across the two disciplines and better prepared the students who opted to complete a thesis project.

Although senior work remains a method for departmental assessment, the number of departments/programs requiring independent senior works has decreased to 37 percent of the College's academic majors from 45 percent in 2011. The reasons for this decrease are in part due to the faculty decision to not require independent senior work of all majors, as well as to allow departments to deploy faculty to offer the greatest variety of courses for students.

For department/programs with a large numbers of majors, requiring, or even offering, opportunities for independent senior work can stretch departmental resources. For example, about a decade ago, there were approximately 100 undergraduate degrees awarded in Economics, but only a very small number completed a senior thesis project. Recognizing that engaging in research provides students with a uniquely valuable learning experience, in 2013-14, the department began offering a two-term sequence to eight interested and motivated students whose projects are overseen by a single faculty member. Limiting the sections allows for the development of a "community of scholars" who meet regularly to further develop the analytical framework of their projects, present their projects to one another, and offer and respond to feedback. In 2018-19, 29 students completed independent senior work in Economics through this model. In addition to more majors taking advantage of this opportunity, the caliber of the projects has also been elevated with a number of projects resulting in journal publications.

The History Department offers courses on cultures around the globe and serves not only their majors but also majors in International and Global Studies. In 2017, the History Department revised their major requirements of a junior and senior thesis to requiring HIST 600, Writing History, and an optional honors thesis. The requirements for HIST 600 focus on disciplinary writing and analytical skills by completing 20-25 pages of historical writing. This course supports the achievement of the department learning goals and further prepares students interested in undertaking a multi-term honors thesis. Those students who do not choose to write a thesis are required to complete two 400-level seminars from two distinct regions. These changes

have allowed the History Department to offer a greater variety of courses for majors and non-majors, and provided the flexibility for faculty to develop courses in new areas, such as the digital humanities and the history of science, as well as adopting different pedagogies to support class instruction. English and American Literature, and Sociology/Anthropology have revised their senior work to an optional honors thesis project.

In addition to assessing the major, individual faculty assess student progress toward course objectives and goals through a series of formative as well as summative assessments as detailed in course syllabi.

The above examples illustrate the College's process for assessing student learning to improve the curriculum: focusing on meaningful questions that address a critical issue; identifying a method for collecting the necessary evidence; and assessing the effectiveness of those changes. Going forward, OAIR will continue to partner with campus colleagues on College-wide and department/program level assessment, placing an increased emphasis on direct methods of assessment that are not overly time consuming for faculty.

Retention and Graduation Rates

Description
As noted in Data Form 8.1, retention and graduation rates for the College are very high. Policies regarding academic standing and student records are stated in the Handbook. First-year retention rates have averaged 96 percent in the last five years (2013-2017 entering classes). First-year retention rates for students of color have averaged 95 percent in the same period, and within that group, first-year retention rates for Hispanic/Latino students have averaged 94 percent and 91 percent for African American students. Six-year graduation rates for all students have averaged 94 percent over the last five years, which is typical. However, the cohort entering in 2012 had a lower rate of 91 percent. The 2012 cohort also had an unusually low 4-year graduation rate of 83 percent, while the average is typically 85 percent. The graduation rate for the cohort entering 2013 has already rebounded compared with the 2012 cohort: the four-year graduation rate was 85 percent and the five-year rate was 92 percent (docs. 8.3, 8.4)

Appraisal
The low six-year graduation rate for the cohort entering in fall 2012 appears to be an anomaly. As noted above, the six-year rate of 91 percent was lower than the average, and the next cohort has already exceeded that rate in five years. The fall 2012 cohort had a first-year retention rate of 95 percent, which is just under the average of 96 percent. In fall 2013, an unusually high number of students withdrew from the College. In that semester, 105 students withdrew, which was well above the average number of withdrawals in the five previous and in subsequent years, averaging 73. The entering cohort of 2012 represented 26 of the 105 withdrawals, which is more than is typically seen in the number withdrawals in a sophomore class.

The College investigated the reasons for the high number of withdrawals in fall 2013 by reviewing their files and surveying and contacting the students who had withdrawn. Overall, there was not a significant, unifying theme to explain the withdrawals—some were medical withdrawals, including mental health, others were to travel or participate in non-academic

activities, and some were simply noted as personal. As mentioned above the class entering in 2013 has already exceeded the 2012's six-year graduation rate in five years, and also the class entering in 2014, has graduated at a rate of 87 percent in four years, which is the highest four-year graduation rate in over five years.

Following the spike in withdrawals in 2013 and the subsequent investigation into the reasons for them, the College instituted a new way to record reasons for withdrawals. In this process, the Commons deans—who talk with students who are withdrawing, and who initiate the workflow to process the withdrawal—capture the reason for the withdrawal at the time of withdrawal. That information is stored by the Office of Assessment and Institutional Research, and is used to identify any patterns or trends that may be seen in the nature of student withdrawals.

Academic Support

In recent years, Middlebury has undertaken a systematic data collection of students' use of the academic support provided by the Center for Teaching, Learning, and Research (CTLR). As evidenced by the 2016-17 data, students make significant use of academic support resources provided by CTLR. Approximately 40 percent of first-year students received academic support from the CTLR, accounting for 44 percent of the total recorded visits. The percentage of sophomores, juniors, and seniors receiving academic support was 23 percent, 16 percent, and 21 percent respectively. Of the students receiving support, half of the visits were for writing, STEM/quantitative support accounted for 26 percent, 10 percent were for learning resources (time management, study habits), 7 percent sought fellowship advising, and 7 percent for foreign language tutoring. The College is also in the process of developing a method to assess the effectiveness of academic support. Currently, the College relies on students' self-reported satisfaction with academic support and/or tutoring, as received in the senior survey. According to results from the 2018 senior survey, among those who receive academic support and/or tutoring, satisfaction is high, 89 percent report being satisfied with academic support offerings and 92 percent are satisfied with tutoring support provided by the major department/program (doc. 8.5).

Student Success

Description
Middlebury uses a variety of methods to track student success including the tracking of visits to Center for Careers & Internships (CCI), the collection of alumni data, and biennial senior satisfaction data. As a newer member of the Consortium on Financing Higher Education (COFHE), Middlebury also has access to peer comparison data on student, parent, and alumni surveys. CCI is the center of resources to support student success after graduation, including health professions advising. In 2017-18, 66 percent of students engaged with CCI, with the percentage of class visits ranging from a low of 66 percent for first and third year students to a high of 73 percent for second year students (doc 8.6).

Appraisal

Middlebury collects post-graduation plans on an annual basis—shortly before graduation and again 6-months post-graduation (docs. 8.7, 8.8). For the class of 2018, 59 percent had secured employment at the time of graduation, 12 percent expected to attend graduate school in the fall, and 24 percent were seeking employment. Six months after graduation, the employed percentage rose to 70 percent and seeking reduced to 15 percent. The table at right details employment outcomes of members of the class of 2018 by division, at graduation and 6-months later. CCI has been working to improve "knowledge rate" information on outcomes to augment the self-reported data collected by OAIR.

Percentage of Seniors Employed
by Division at Graduation and 6 Months Out

Division	At Graduation	6 Months Post-Graduation
Arts	62%	76%
Humanities/ Literature	50%	67%
Interdisciplinary	58%	67%
Language	63%	72%
Natural Sciences	58%	72%
Social Sciences	66%	75%

The most common first destinations for recent graduates are consistent over the past five years, with the top five industries of education, financial services, consulting, technology, science and healthcare.

The alumni survey also helps the College gain a better understanding of the connection between majors and the careers alumni pursue. Overall, 42 percent of those responding to the 2017 alumni survey indicated that their career was related their undergraduate area of study, with more recent cohorts reporting a higher level of association between their first destination and their undergraduate degree, between 44 and 47 percent.

In the 2017 alumni survey, 62 percent of College alumni respondents indicated having received an advanced or professional degree: 50 percent master's, 33 percent professional degrees (law, business, social work), 11 percent (non-medical) doctorates, and 6 percent medical degrees. The overall percentages are consistent with the information collected in the 2012 alumni survey.

According to alumni survey results, there is a developing pattern of more recent graduates pursuing advanced degrees at higher rates than previous generations. For example, the percentage of alumni receiving a doctorate has increased from 8 percent for those who graduated in the 1980s and 1990s, to 12 percent for those who graduated between 2000 and 2012. There has also been a slight increase in the percentage of alumni obtaining a medical degree: from 5 percent for those graduating prior to the late 1990s to 7 percent since 2000. Rates for obtaining master's and law degrees have remained consistent. Another consistent pattern is that alumni across all cohorts report that their Middlebury education prepared them for graduate studies with between 88% and 93% indicating that Middlebury considerably or moderately prepared them for graduate school.

From 2015 to 2018, 94 Middlebury students or recent alumni have attained nationally competitive external fellowships, representing a 77 percent increase from 2014-15. An additional 32 students/recent alumni received an honorable mention over the same period. Since 2011-12, The Fulbright program has identified Middlebury as a top-producing institution. During this time, Middlebury created a fellowships office as part of the CTLR and began offering streamlined advising services for graduating students and alumni seeking post-graduate fellowships.

In addition to preparing students to lead engaged, consequential, and creative lives, part of Middlebury's strategy is to prepare students for lifelong engagement. On a biennial year basis, the senior survey asks graduating students to reflect on their time at Middlebury and provide feedback on the experiences; including questions about their development in the key areas that align with the mission and are the focus of the College-wide learning goals. This information is collected at various times during their studies. Upon graduation, approximately 80-95 percent report that Middlebury contributed to their ability to write effectively, communicate well orally, think critically and analytically, and conduct research. Fewer seniors, 72 percent, report that Middlebury contributed to their ability to use quantitative tools, although this percentage is steadily increasing. In addition to knowledge and skills developed, approximately 91 percent of respondents indicated that Middlebury prepared them to be lifelong learners in their post-collegiate lives.

Percentage of Senior Survey Respondents who Responded that Middlebury Very Much / Quite a Bit Contributed to Their Ability in the Given Areas

	2014	2016	2018
Thinking critically	92%	96%	94%
Writing	86%	90%	90%
Thinking analytically	90%	89%	88%
Communicating	74%	86%	85%
Conducting research	78%	81%	81%
Global awareness	69%	75%	78%
Collaboration	71%	80%	75%
Quantitative tools	68%	70%	72%
Relating well	61%	75%	71%

THE INSTITUTE

Description
Middlebury conducts a range of assessment activities to assess student learning at the Institute. A suite of surveys asks current and former students about their development of select knowledge and skills at four distinct time points: as they arrive on campus (New Students Questionnaire), upon graduation (Exit Survey), one-year post-graduation, and an alumni survey every five years.

Over the years, the Institute has made a number of revisions to the instruments and there have been program changes that makes tracking of information over time challenging. However, the Institute maintains a goal to track student responses over time to gain a better understanding of the contributions a student's education is making towards their eventual professional goals.

Appraisal

As a professional school, Institute programs prepare students to be profession-ready by providing the necessary knowledge and skills to pursue their career of choice. Faculty typically have experience as practitioners in the field, and this knowledge, combined with regular interaction with alumni working in the field, enrich their understanding of needed skills and competencies.

For example, the faculty in the International Environmental Policy (IEP) program continuously discuss student progress and track post-program outcomes to determine alignment between programmatic goals and workplace expectations. With 95 percent of IEP alumni working directly in the environmental field, the faculty frequently communicate with alumni about their professional work and the types of knowledge and skills necessary in their work. As part of the recent alumni survey, the IEP faculty included a set of questions regarding the importance of certain knowledge and abilities. Foundational skills rose to the top as important, such as writing well (3.62 average on a 4-point scale; 97 percent important), listening well (3.64, 99 percent), and critical thinking (3.69, 99 percent). The results also indicated the importance of understanding stakeholder dynamics (3.37, 90 percent) and planning and executing a project on time and on budget (3.41, 88 percent); these are skills that are more challenging to teach in a classroom setting. As a result, the IEP program now requires students to complete a professional practicum during their final term. The practicum allows students the opportunity to put theory into practice during a semester long placement. Examples of practicum projects completed include project design, project monitoring training, stakeholder participation, strategic partnering, social entrepreneurship, and innovation.

In addition to developing competence in content areas and development of professional skills, Institute programs also prepare students to be effective anywhere in the world by developing communication and culture skills. For example, in the Climate Change: Security, Ethics, Solutions course, students study climate change in their respective target languages—English, French, or Spanish—in separate classroom settings. During scheduled plenaries, students from the three language sections present and discuss their topic in their respective languages, while Translation and Interpretation students provide simultaneous interpretation. The course objectives highlight linguistic skills, including learning content-specific technical language vocabulary, while also providing a greater understanding of issues surrounding climate control.

The Institute has also experimented with pedagogical configurations to support student development. Sprintensive is a program designed to increase effectiveness in some of the professional programs by alternating sustained reflective learning in traditional semesters with intensive, feedback-rich practical learning in three-week blocks. Students participating in the program valued the final project where they integrated course content from a variety of areas in a manner that reflects real-world scenarios. Current formative and summative assessment efforts focus on programmatic improvements. This curricular format reflects the Institute's pursuit of the strategic directions of curricular flexibility, place-based experiential learning, and full

participation in a diverse community. As more students participate in the program, the Institute intends to track outcomes in an effort to better understand the contributions the program is having on employment outcomes.

Outcomes

Employment outcomes are one of the Institute's major indicators of student success. Overall, graduates of the Institute have a high rate of employment. Responses from the 2017 alumni survey indicate that approximately 87 percent of respondents were employed. The Institute requests information regarding post-graduation plans of students and alumni at graduation and one year later. The most recent one-year-out survey conducted in 2017 indicated that 90 percent of respondents were employed within a year of graduation. The percentages vary by program, from a high of 93 percent for Translation and Interpretation graduates to 84 percent for graduates of International Policy Development, Nonproliferation and Terrorism Studies, and Translation Localization Management programs (doc. 8.9).

The 2017 alumni survey results are consistent with the one-year-out data, with 87 percent of responding alumni reporting they were currently employed. In addition, rates of career satisfaction are also high across the different graduate school programs, ranging between 4.15 and 4.50 on a 5-point scale. Rates of satisfaction with the contributions their Institute education made to their professional development are strong, but slightly lower than career satisfaction ratings. Notably, the highest rating is in International Education Management (IEM), a program that requires all students to complete a practicum placement in an effort to gain first-hand experience applying their knowledge in a real-world setting. As noted above, other programs are incorporating a practicum or designing courses that mimic real-world settings.

THE SCHOOLS

LANGUAGE SCHOOLS

The directors of the Schools are responsible for identifying a process for assessing learning in their programs. Given Middlebury's model of direct enrollment at host institutions for the Schools Abroad, Middlebury uses a set of standardized assessments to assess the communication and cultural competence learning goals. For all the Schools, Middlebury administers an alumni survey every five years to all alumni of the program.

Language Schools programs continuously and comprehensively assess student learning of language, literature, and culture. Each program begins with a complete assessment of starting level of linguistic ability in the target language. In addition, the majority of programs conclude with post-assessment used to assess skill development. As summarized in the E-Series table, all programs engage in formative assessment throughout the program and continuously provide oral and written feedback to students regarding their progress and suggestions for further development. In addition, the design of co-curricular activities make a significant contribution to

students' overall language acquisition. For example, the French School holds cooking classes in which they prepare and eat Francophone specialties; the Portuguese School holds a highly engaging and competitive spelling bee.

Recent changes to the Language Schools' curriculum have centered on meeting students where they are and supporting their linguistic development in the most effective way. For example, the Italian School created a level 1.5 to serve students that have a background in Romance languages but who have not sufficiently studied Italian grammatical structures that is required for placement at level 2. In the German School, a recent revision of the curriculum focused on greater integration of grammar instruction within in culture and literature courses, rather than having students complete a stand-alone grammar course.

Master's level students completing degrees at the various Language Schools come to the program as a member of a profession. Many are seeking a Master of Arts degree as a form of professional development. Based on responses from the 2017 alumni survey, 84 percent of Language Schools respondents indicated that they were employed, and another 7 percent indicated that they were pursuing additional education. Additionally, 84 percent of Language Schools respondents indicated that their Language Schools education made a major contribution to their career (doc. 8.10).

BREAD LOAF SCHOOL OF ENGLISH

The Bread Loaf School of English (BLSE) faculty focus on students' ability to develop a critical question to address in a 30-35 page critical essay, an Independent Research Project (IRP). An IRP is sustained independent writing, consisting of a proposal developed during a summer and worked on during the academic year, and upon return the following summer, it is completed. Student receive feedback throughout the process. Faculty review of the IRPs determined that students have the proper methodology and the ability to ask interesting questions, however, students tended to have trouble with the scope of the question, which tended to be too large to be addressed in a single essay. At first, faculty incorporated exercises in their courses that mirrored this process. Although the exercises were helpful, they did not result in significant and sustained improvements. Instead of offering a Critical Writing course, which could accommodate a maximum of 15 students, the faculty offered Friday Faculty Workshops in which faculty shared with their students their own writing process, highlighting how they write in their field. At the New Mexico campus, faculty are further developing this curriculum as an introduction to graduate studies for entering students. They are working on further strengthening writing support, making it a more visible part of the program's structure.

The faculty are also proposing changes to the IRP process by adjusting the project timeline. Rather than returning the following summer with a complete draft, the faculty are considering that the best way to support students is to have a continuous exchange of writing during the academic year. The proposal is to have students continuously engage with their projects by submitting parts of their essay every month, which will also provide students with support and feedback throughout the process. The plan is to develop a website where students can post their work and read and comment on each other's work. This change will also allow students to

submit a complete, polished draft in the spring, providing an opportunity to respond to feedback prior to returning to campus for the summer.

According to responses to the 2017 alumni survey, 80 percent of BLSE alumni are teaching in a field related to English language or literature at different levels of the educational spectrum. The majority teach at the K-12 level, with 62 percent at the high school level, 10 percent at the middle school level, 3 percent in K-12 international schools, and 1 percent at the elementary level. These teachers tend to be from private schools and teach in suburban areas, although more recent cohorts have been increasingly from urban areas and serving at-risk students. Thirteen percent of BLSE alumni teach at the post-secondary level. An average of 4.60 (on a 5-point scale) responded that their BLSE experience contributed to their professional development and 93 percent of responding BLSE alumni reported being highly satisfied with their career.

C.V. STARR SCHOOLS ABROAD

Middlebury continues to have a strong assessment program for the Schools Abroad designed to assess two of the main learning goals for the programs—improved communication skills and intercultural competence. To be able to clearly and effectively measure linguistic development, Middlebury began a pilot program at some of its Schools Abroad using a standardized proficiency test, the Avant STAMP (STAndards-based Measurement of Proficiency), which is an online adaptive test. The primary reason Middlebury no longer administers its previous language assessments is that for many of its programs, the tests were unofficial adaptations of other assessments and not validated or verified to ACTFL (American Council on the Teaching of Foreign Languages) proficiency standards. In addition, some of the prior language-specific assessments did not assess all areas of linguistic development—reading, writing, listening, and speaking.

Middlebury Schools Abroad have continued a program of assessing students' cultural competence using the IDI (Intercultural Development Inventory), a cross-culturally valid assessment tool designed to assess and individual's capacity to shift cultural perspective and appropriately adapt one's behavior to cultural differences and commonalities at all of Middlebury's sites. The focus of this project is to determine whether students are achieving cross-cultural goals during their time abroad. Middlebury continues to use the results from these assessments to work with directors to develop programming to address the abilities of their students and to maximize the learning experience for student who study abroad for a single term.

Results of the fall 2018 Avant STAMP assessment are below, by linguistic component and by country. As this is the first time Middlebury has administered this online, adaptive test, the interpretation of the results are preliminary. However, a couple of early patterns of performance are notable. At the start of the program, the proficiency levels in reading and listening are high, with 50 percent or more scoring the highest proficiency level, especially the Spanish-speaking programs where over 90 percent of students score in the advanced range. Comparing post-program scores to the pre-program scores in writing and speaking, about two-thirds of student are improving those skills over the course of their program. Spring 2019 was the second term in which the Avant STAMP test was administered and the combined data will support a closer

examination of pattern of scores overall, but more importantly, within language. OAIR continues to support Schools Abroad around the world to administer the test as Middlebury determines whether these tools best assess the effectiveness of the programs.

Results of Fall 2018 Avant STAMP Assessments

	Reading				Writing				Listening				Speaking		
	% Highest	% Improve	% No Change		% Highest	% Improve	% No Change		% Highest	% Improve	% No Change		% Highest	% Improve	% No Change
Argentina	82%	0.0%	9%		8%	17%	58%		67%	0%	17%		83%	0%	8%
Cameroon	100%	0.0%	0%		0%	25%	75%		75%	25%	0%		0%	0%	100%
Chile	100%	0.0%	0%		26%	22%	30%		91%	4%	0%		14%	43%	38%
China	50%	19%	31%		13%	44%	31%		6%	50%	44%		0%	23%	77%
Italy	40%	13%	47%		14%	14%	71%		53%	20%	13%		7%	36%	57%
Japan	46%	0.0%	46%		36%	64%	0%		9%	36%	55%		10%	70%	20%
Jordan	26%	57%	17%		15%	46%	31%		13%	39%	48%		0%	25%	75%
Morocco	25%	38%	38%		0%	0%	83%		0%	63%	38%		14%	29%	57%
Russia	22%	67%	6%		11%	11%	78%		100%	0%	0%		0%	6%	94%
Spain	81%	8%	0%		11%	17%	72%		61%	28%	6%		0%	31%	66%
Total	**58%**	**22%**	**16%**		**15%**	**25%**	**53%**		**51%**	**25%**	**20%**		**12%**	**29%**	**58%**

There are two programs that are not using the STAMP test: France and Brazil; the latter because the test in Portuguese is in the developmental phase. The Middlebury School in France administers the *test de connaissance du Français* (TCF), a standardized measure of French proficiency accredited by the French Ministry of Education. According the TCF results, students attending the School in France demonstrate significant improvements in all aspects of linguistic ability, at all three locations, and for students who study for a single term as well as for an academic year.

According to the IDI, an individual's capability to accurately understand and adapt to cultural differences and commonalities is measured by the Perceived Orientation (PO) score (one's personal perception of cultural competence) and the Developmental Orientation (DO) score, (one's "actual" level of cultural competence). According to the IDI, a pre- to post-score difference of 7 points or more indicates a significant shift in one's intercultural competence. Combining three years of cultural competency assessment scores and focusing on the DO scores, over a third of students attending Schools Abroad programs demonstrate significant change in their level of cross-cultural development; almost half show no change in their level of cultural competence; less than 20 percent indicate a regression in their orientation. OAIR is examining explanations for the pattern of results.

Alumni survey results show that respondents' study abroad program had a significant effect on their personal development. Below is a table of a relevant set of skills that were asked of Schools Abroad and College alumni. Both groups were asked to rate the contributions their Middlebury experience to the specific skill development and value they current identify for the skills/abilities. Alumni of Schools Abroad responded that their abroad experience had a greater

contribution on their development of resilience and competency relating to people different from themselves, as compared to the average rating for their College experience, although both groups identified comparable levels of value for the skills. For other skills that were included on both surveys, such as the application of knowledge, skills, and responsibilities to new settings and complex problems, the contribution and value ratings were comparable for alumni of both programs (doc. 8.11).

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2017 Schools Abroad Alumni Survey
Personal Development Responses

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	Contribute	Value
Resilience		
Schools Abroad	4.58	4.72
College	4.05	4.73
Develop competency in ability to relate well to people of different races, nations, and religions		
Schools Abroad	4.34	4.83
College	3.86	4.77
Application of knowledge, skills, and responsibilities to new settings and complex problems		
Schools Abroad	4.32	4.64
College	4.33	4.50

SCHOOL OF THE ENVIRONMENT

Yunnan, China was the location of the School of the Environment (SOE), a 6-week environmental studies program in summer 2018. Moving the program from Vermont to China allowed the program to understand place by exploring social-ecological systems along the wilderness, rural, urban interface. The program continues to develop a longitudinal assessment plan to evaluate its dual focus on understanding environmental challenges and generating sustainable solutions, and developing leadership skills in communication, collaboration, conflict-management, and multicultural competencies.

The first assessment project focuses on the students' ability to approach environmental problems from a multidisciplinary lens. During an initial wilderness hike in which they overlook an urban setting, students are prompted to sketch the interacting parts of the system that they see and which are unseen, and identify other types of information they need to collect in order to gain a better understanding of the place. Students make this same sojourn at the end of the program and create a new sketch that demonstrates their understanding of the complexity of studying the environment. Comparing the two sets of responses help demonstrate that students leave the program with a greater understanding of the multiple systems influencing the environment. The co-directors, in collaboration with OAIR, are currently developing a scoring rubric that can be used capture the shift in perspective as well as identify future areas of programming emphasis.

The second assessment project focuses on the development of leadership and communication skills. In addition to mastering information regarding environmental issues, students gain understanding that they also need a diverse set of leadership skills that embody empathy, equity,

and effectiveness and communication skills that supports their work with diverse individuals and groups with similar or competing interests. The co-directors are currently developing a method to assess the development of students' leadership toolkit.

Standard 8 Projections
OVERALL
- *Assessment of Student Learning.* The Office of Assessment and Institutional Research will continue to serve as a resource to faculty and directors across the institution to develop and advance assessment methods.

THE SCHOOLS
- *Language Assessment at the Schools Abroad.* In summer 2020, the director of assessment and institutional research will work with directors of the Schools Abroad to evaluate the effectiveness of tools for pre- and post-program language assessment.
- *Leadership Skills Assessment in the School of the Environment*. In 2019-20, the co-directors of the School of the Environment will work with the director of assessment and institutional research to identify the appropriate method to assess the development of students' leadership skills.

Standard 9 ● Integrity, Transparency, and Public Disclosure

The institution subscribes to and advocates high ethical standards in the management of its affairs and in its dealings with students, prospective 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. In presenting the institution to students, prospective students, and other members of the public, the institutional website provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.

Integrity

Description

The preamble to the [Middlebury Handbook](#) declares: "Middlebury's educational mission is supported by three pillars: the right of academic freedom, the responsibility of personal and professional integrity, and the value of respect." Middlebury's commitment to integrity runs throughout the organization, from the obligation of trustees and officers to identify and disclose anything that could create a conflict of interest or the appearance of one, to the availability of an anonymous hotline for reporting compliance concerns, to the Honor Code for students, and the employee Code of Conduct.

The Middlebury Handbook contains statements of general principles that apply to all members of the Middlebury community. These principles include respectful behavior, honesty and cooperation, non-discrimination, the environmental and sustainability policy, and freedom of expression. In addition to these general principles, Middlebury's Handbook contains [community standards](#) and conduct policies applicable to all students, including respect for persons and the authority of Middlebury officials, communicating with honesty and integrity, and hazing and alcohol and drug policies.

Middlebury's non-discrimination policy outlines the required compliance with state and federal laws that prohibit discrimination in employment, admissions, activities, or facilities, on the basis of race, creed, color, place of birth, ancestry, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, age, marital status, service in the armed forces of the United States, positive HIV-related blood test results, genetic information, or against qualified individuals with disabilities on the basis of disability.

Discrimination complaints are addressed through the procedures outlined in the Anti-Harassment/Discrimination policy. That policy details the process for the filing and disposition of discrimination complaints in all Middlebury programs, including the right to appeal and record keeping requirements. Middlebury's Anti-Harassment/Discrimination policy includes an addendum for California employees that reflects the requirements of California's Fair Employment and Housing Act regulations. The Anti-Harassment/Discrimination policy clearly

identifies, and includes contact information for, Title IX and deputy Title IX coordinators, human relations officers, and alternate human relations officers for all Middlebury locations.

Middlebury has a comprehensive policy prohibiting sexual misconduct, domestic and dating violence and misconduct, and stalking. Middlebury's Policy Against Sexual Misconduct, Domestic and Dating Violence and Misconduct, and Stalking (SMDVS policy) applies to faculty, staff, and students in all programs and locations. The policy mandates a fair and timely investigation and adjudication process for complaints. The SMDVS policy clearly defines behavior that constitutes sexual misconduct, domestic and dating misconduct, stalking and related retaliation; the roles of the Title IX coordinator, deputy Title IX coordinator, investigators, and human relations officers; mandatory reporting requirements for staff and faculty; services and accommodations; and the complaint investigation and resolution procedures, including sanctions and the process for appeals.

The Americans with Disabilities Act (ADA) policy reflects Middlebury's commitment to ensure equal access to its programs and activities for qualified individuals with disabilities in accordance with the ADA and Section 504 of the Rehabilitation Act of 1990. The policy applies to all Middlebury programs and outlines procedures for students and employees seeking accommodations and how to file complaints. Middlebury considers requests for accommodations relating to academics, housing, and dining, as well as providing assistance for temporary impairments. The Student Accessibility Services office certifies eligibility for accommodation and coordinates support for students with qualified disabilities. Accommodations for employees are handled through Middlebury's Human Resources office.

The principle of freedom of expression guides members of the community with respect to speech and academic inquiry. Both the College and Institute faculty handbooks incorporated by reference the 1940 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors serves as framework through which speech and academic inquiry are protected.

The College has an Honor Code that defines expectations for student academic conduct. The Honor Code defines prohibited acts as plagiarism, cheating, duplicate use of work, and falsifying data. Students are required to sign the Honor Code pledge during new student orientation. The Honor Code is periodically reviewed and revised; the last set of revisions were made in 2016-17. Those revisions included the creation of the Academic Integrity Committee, which is intended to strengthen academic integrity at the College (see document 9.1).

Middlebury's policy protecting whistleblowing describes the process through which faculty, staff, students, alumni, parents, and others may report suspected behavior that may violate Middlebury policies or standards, as they relate to finances, human resources, or safety. Middlebury accepts anonymous complaints through the third-party EthicsPoint portal. Since 2017, six issues have been reported through the EthicsPoint portal (doc. 9.2).

Appraisal
Middlebury's interest in effectively communicating expectations for the highest standards of ethics and integrity has driven significant change to policies, procedures, and engagement in all

corners of the institution. Over the last few years, Middlebury has been working to incorporate what had been separate and distinct handbooks for each of its academic programs into a single institutional handbook. This effort has been led by the general counsel, who has also been working to standardize student conduct and other policies across the institution. This significant undertaking has helped ensure that Middlebury's policies are consistent and equitably applied.

In addition, Middlebury's senior leadership has collaborated with multiple groups to revive or formalize transparency practices such as common agenda, open meetings on finance, etc.

Transparency and Public Disclosure

Description
Middlebury provides information to prospective students, students, faculty, staff, parents, alumni, and the general public on its website. The content on the website is maintained by the respective departments, programs, or offices. Individual departments, programs, and offices are responsible for providing timely and accurate information on their web pages.

The Office of Assessment and Institutional Research website provides data about all of Middlebury's programs, including information on enrollments, admissions, and degrees awarded, as well as links to Middlebury's financial statements, which are publicly available online. The Office of Finance and Administration web page provides information relating to Middlebury's financial sustainability efforts. The institution's 990 form is available as well through the Office of Finance and Administration.

The Office of Student Financial Services web page includes links to disclosures required under the Higher Education Opportunity Act of 2008, including information about federal financial aid, student employment, and Middlebury's Family Educational Rights and Privacy Act (FERPA). The Student Financial Services web page also includes cost of attendance information, a net price calculator, and a link to the MyinTuition Quick Cost Estimator, as well information about payment options.

Department and program web pages include lists of faculty and major or program requirements.

Appraisal
Middlebury is currently undergoing a redesign of its website. The Office of Communications and Marketing is leading the effort. The Institute's website was redesigned last year. The new website is expected to be more transparent and accessible, facilitating the identification of and navigation to needed information.

Standard 9 Projections
- *Handbook Standardization.* In 2019-20, the general counsel will continue to ensure that Handbook policies are standardized and incorporated into a single handbook.
- *Website Revision.* In 2019-20, the Office of Communications and Marketing will continue the revision of the Middlebury website with a goal of making information more readily available and transparent.