

## 1992-93 to 2002-03:

### A Retrospective

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Executive Vice President and Provost  
Professor of Geography

New Trustee Orientation  
October, 2003

### 1992 Planning Document

- Principles, Goals, Recommendations covering 13 areas of the College

- Development of College financial planning model

## Middlebury Retrospective

- 1992 Strategic Plan
- Presidential address, 1994
- Board Resolution on growth, 1995
- Board Resolution on residential life, 1998

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### 1992 Planning Document

#### Actual vs. Predicted for 2002

	<u>predicted</u>	<u>actual</u>	<u>difference</u>
Comp Fee	\$39,603	\$35,900	-3,703
Endowment	\$485 m	\$563 m	+78 m

#### Total gifts/

year	\$21.8 m	\$31.8 m	+10 m
Operating budget	\$150 m	\$153 m	+3 m

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1992 Selected

## Goals/Recommendations

### Curriculum

- Enhance learning environment so that learning takes place inside and outside the classroom
- greater energies and resources to "general education"

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1992 Selected

## Goals/Recommendations

### Admissions/Financial Aid

- 10% of each graduating class American students of color
- 10% of all students international
- maintain need-blind admissions and meet full-assessed need

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1992 Selected

## Goals/Recommendations

### Residential and Social Life

- opportunities for students to assume greater responsibility both for themselves and to the wider community
- develop programs of residentially based activities -- academic, athletic, service, cultural

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1992 Selected

## Goals/Recommendations

### Space, Grounds, Facilities

- addition to the Science Center
- addition to the Egbert Starr Library
- residence renovations and improvements
- complete the athletic master plan as funds are raised

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## Goals/Recommendations

**Summer Programs**

- review the Schools with an eye toward adding languages
- infuse teaching with technology
- increase the available pool of financial aid for LS, BLSE, and BLWC

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## Goals/Recommendations

**Financial**

- total return on investments equal to the endowment spend rate + CPI + 2%
- maintain an appropriate balance among our three sources of revenue (fee, gifts and grants, and endowment spending)
- set aside sufficient funds to avoid deferred maintenance
- improve Middlebury's rank among peer schools in the area of endowment performance

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## 1994 Presidential Address

**Goals:**

- to provide a coherent vision of the future – a context for the College's next decade
- to raise the institution's collective sense of itself in order to create the best educational environment
- to identify areas for which the College would be singularly known among liberal arts institutions
- "update parts of the 1992 Plan," which led to the Board's 1995 resolution to increase the size of the student body

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## 1994 Presidential Address

**Peaks of Conspicuous Excellence**

- ❖ Literary Study
- ❖ Foreign Language Study
- ❖ Global Understanding
- ❖ Environmentally Aware Campus
- ❖ Connecting the Liberal Arts to the world outside the classroom

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## Literary Study

- build on the traditional strengths of the Bread Loaf School of English, the Bread Loaf Writers' Conference, the New England Review literary Journal
- foster innovative and collaborative curricular initiatives among our English, Am Lit, Creative Writing, and Literary Studies programs

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## Global Understanding

- foreign language competency
- integrate area studies programs to take advantage of common intellectual paths
- develop Middlebury programs and exchanges to Latin America and Asia

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## Foreign Language Study

- broaden disciplinary opportunities in the foreign languages
- coordinate academic year programs with the summer Language Schools and Schools Abroad

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## Environmentally Aware Campus

- a rigorous academic program, which includes a scientific core and rigorous public policy and humanities components
- recycling, composting, and other initiatives that focus on efficient resource use and the responsible stewardship of our natural resources

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## Applying the Liberal Arts Beyond the Classroom...

- internships, externships, and volunteering in the community broadens our students' education

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## 1995 Board Resolution to Grow to 2,350 students

### **Rationale:**

- "stockpile" faculty talent by recruiting and hiring 30 additional faculty
- deepen our academic programs
- foster innovation and experimentation in the curriculum
- allow for the geographic, socioeconomic, and ethnic diversification of the student body without shrinking the traditional Middlebury pool of matriculants

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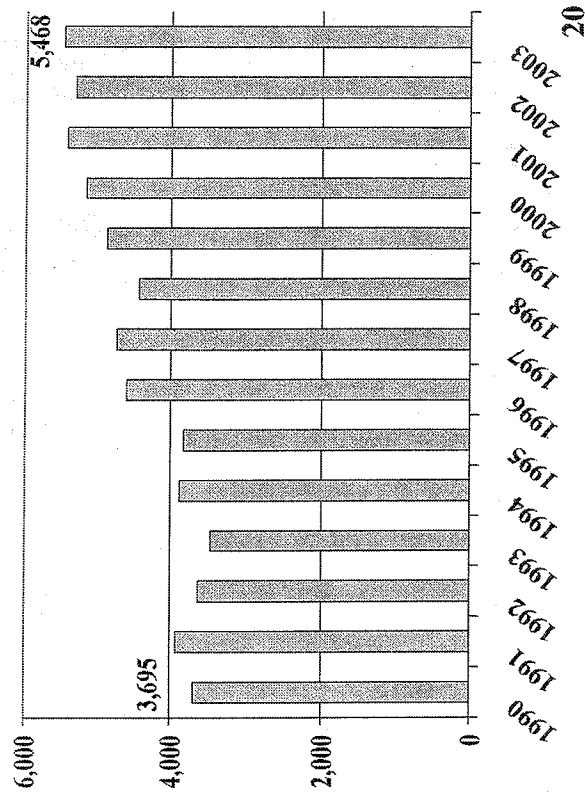
## 1998 Board Resolution to Develop an Enhanced Commons System

### **Rationale:**

- establish smaller communities of living and learning within the larger College community
- increase inter-generational communication and learning on campus
- increase leadership opportunities for students
- devolve to students greater responsibility and accountability for their social and co-curricular programs
- diversify social and co-curricular options on campus

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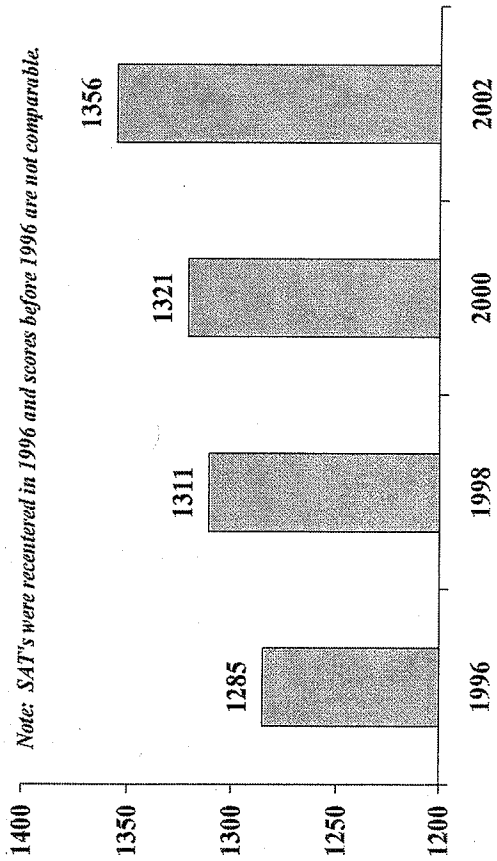
## Admissions Applications



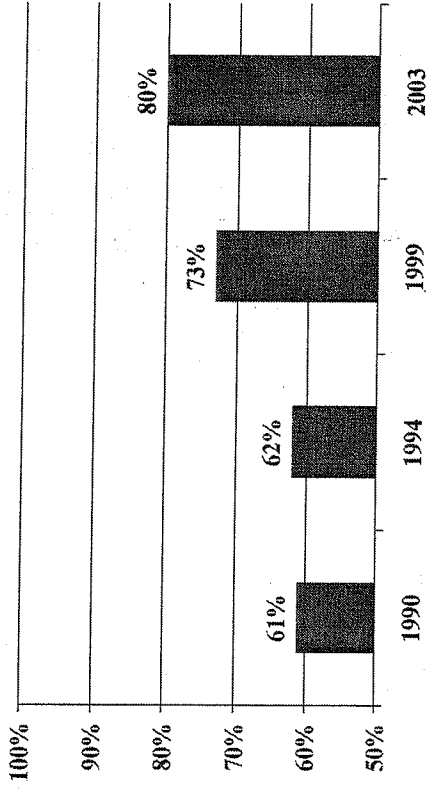
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# Combined SATs of Enrolling Students

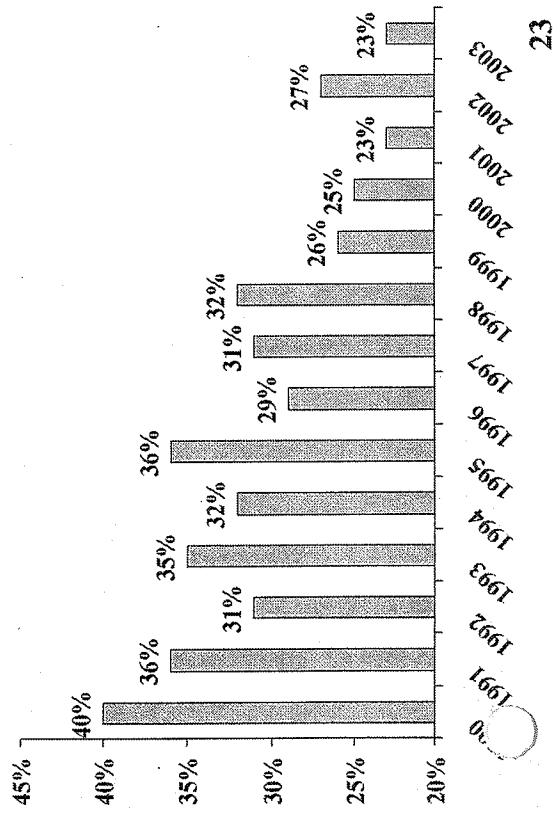
Note: SAT's were recentered in 1996 and scores before 1996 are not comparable.



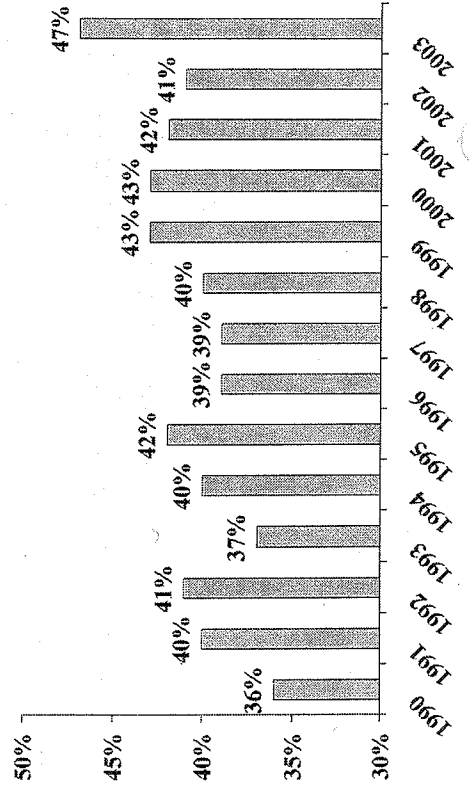
# Freshmen in Top 10 % in High School Class



# Percent of Applications Accepted (admit rate)

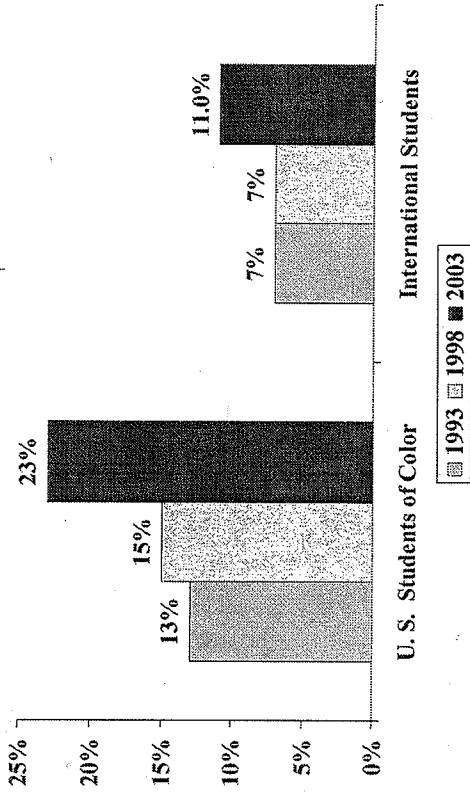


# Percent of Admitted Students who Attend (yield rate)

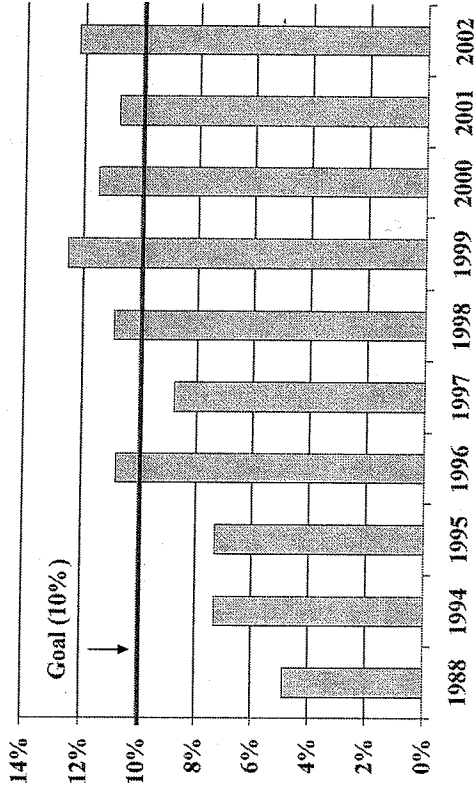


# Diversity in the Student Body

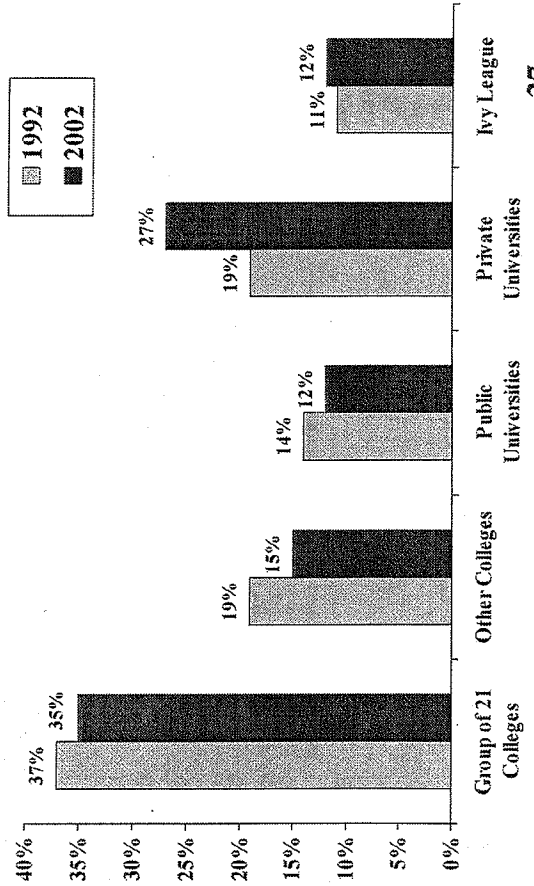
(First-year students)



# Percent of US Students of Color in the Graduating Class (1988-2002)



# Applicant Pool Peer Groups



# Change in Application Overlaps 1992 Compared with 2002

1992	2002
Dartmouth	Dartmouth
Williams	Williams
Bowdoin	<b>Yale</b>
Brown	Amherst
Amherst	Brown
Princeton	Bowdoin
<b>Cornell</b>	Harvard
Harvard	Princeton
Wesleyan	<b>Tufts</b>
<b>Colgate</b>	Wesleyan

## Most Cross-Admitted Students

### 1992 and 1993

- Colgate University
- Colby College
- Bowdoin College
- **Bates College**
- Hamilton College
- Dartmouth College
- Williams College
- **University of Vermont**
- Wesleyan University
- Tufts University
- **Cornell University**

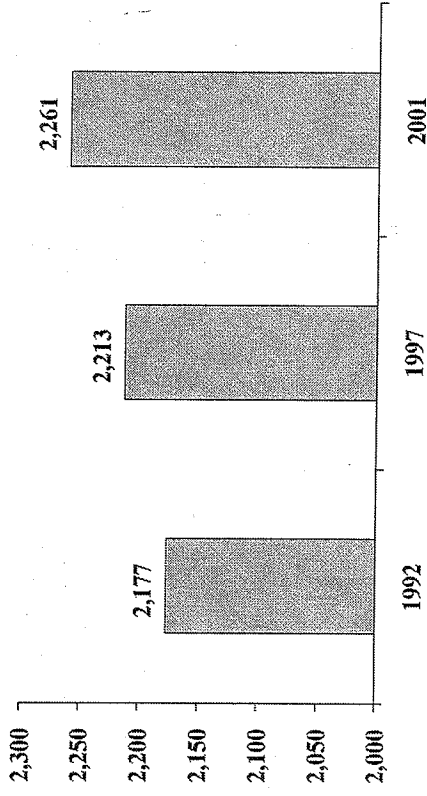
### 2002

- **Bowdoin College**
- Colgate University
- Colby College
- **Dartmouth College**
- **Williams College**
- **Wesleyan University**
- **Tufts University**
- **Boston College**
- Hamilton College
- **Carleton College**

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## Foreign Language Course Enrollments

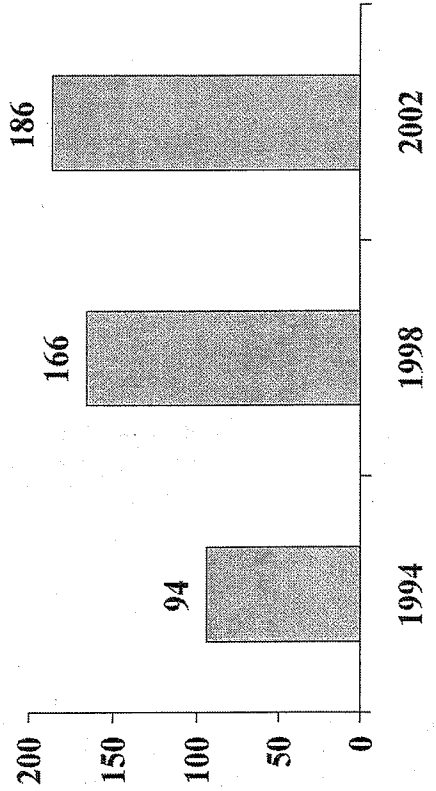
1992 through 2001



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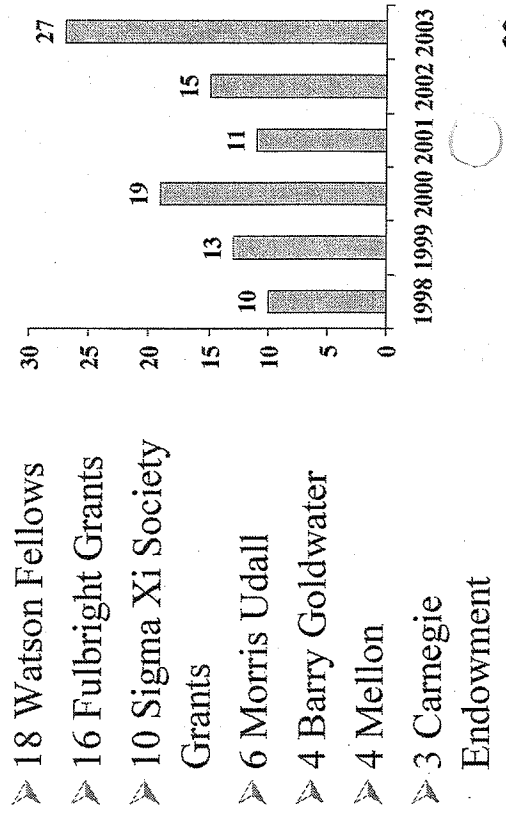
## Growth In Student Internships

(winter term only)



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## Student Fellowship Awards since 1998

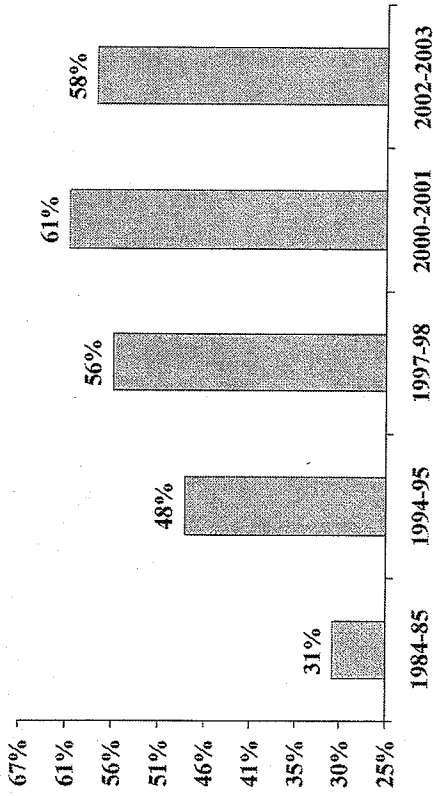


- 18 Watson Fellows
- 16 Fulbright Grants
- 10 Sigma Xi Society Grants
- 6 Morris Udall
- 4 Barry Goldwater
- 4 Mellon
- 3 Carnegie Endowment

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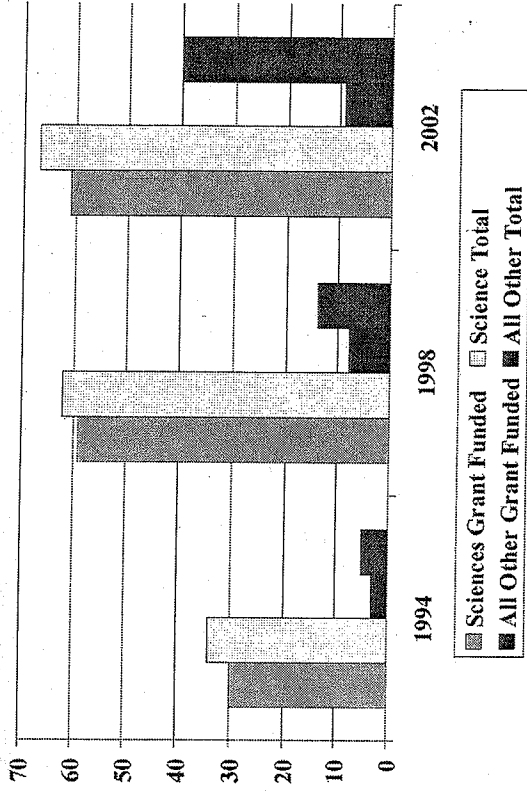


## Percent of Juniors Studying Abroad



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## Student Summer Research



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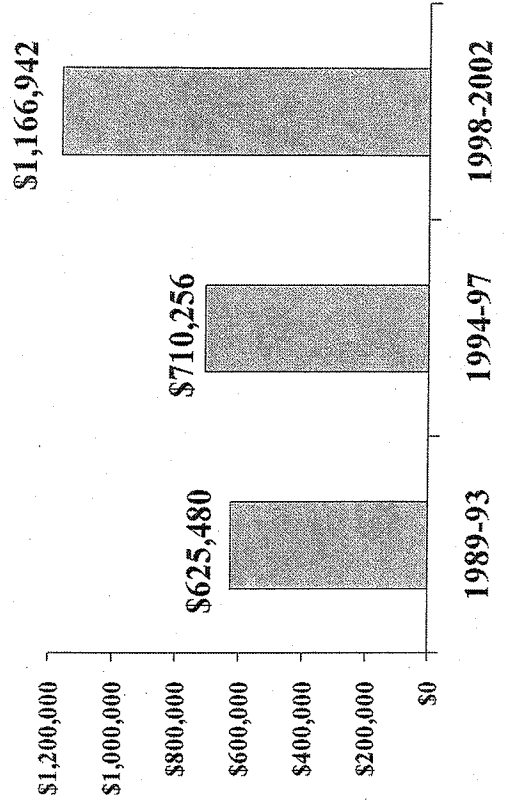
## Excellence in Athletics

- 17 National Championships (since 1995)
- 15 NESCAC Championships (since 2001)
- 18 ECAC Championships (prior to 2001)
- 328 All American
- 409 All NESCAC
- 350 All New England

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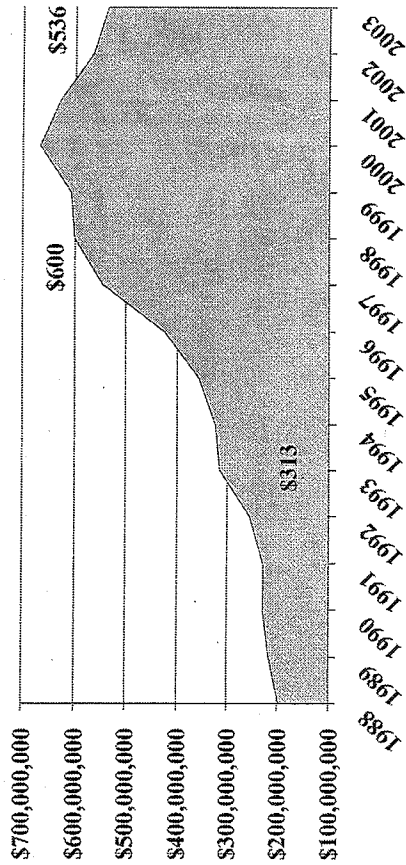
## Trends in Faculty Grants

(Averages per year during time period)



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## Market Value of Endowment



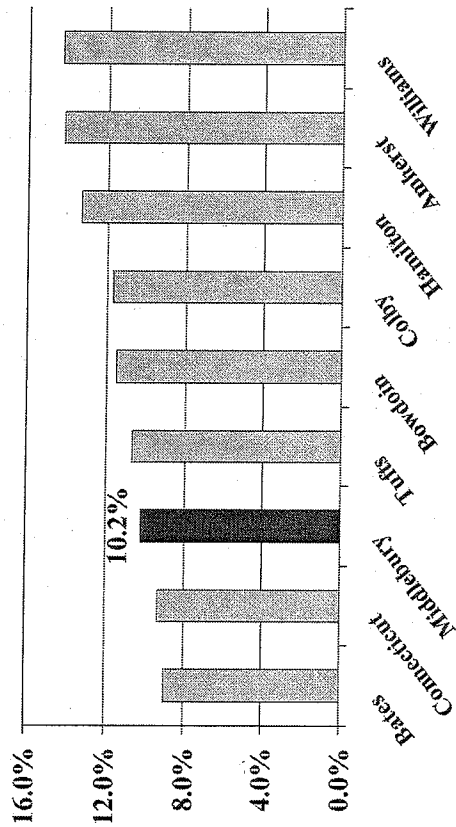
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## Summary

- large agenda was set for the College
- the College benefited by the strong economy for most of the 1990s, a successful \$200 million campaign, and fundraising efforts that have remained very strong

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## Endowment Performance (1992-2002)



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## Summary (continued)

### the College reinvested in itself:

- hired talented faculty (25 new positions)
- hired talented staff to meet the challenges of the College's ambitious agenda, and
- improved its physical infrastructure significantly (athletics, communications infrastructure, academics, residence halls, library)

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## Summary (continued)

### By reinvesting in itself, the College:

- competes for students with better colleges and universities: we have risen in the so-called college "pecking order"
- attracts a stronger student body, measured by objective indicators
- matriculates a more diverse student body

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## Summary (continued)

It has:

- retained a curriculum that is true to its liberal arts mission; and
- developed several "peaks of conspicuous excellence" that mark Middlebury as a leader in undergraduate education and attract both students and other institutions to campus

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## Summary (continued)

It has:

- implemented a residential life system that speaks to the broader educational goals outlined in the 1992 Plan and the Board's 1998 resolution
- strengthened its summer programs, and expanded opportunities for Midd students at new sites abroad

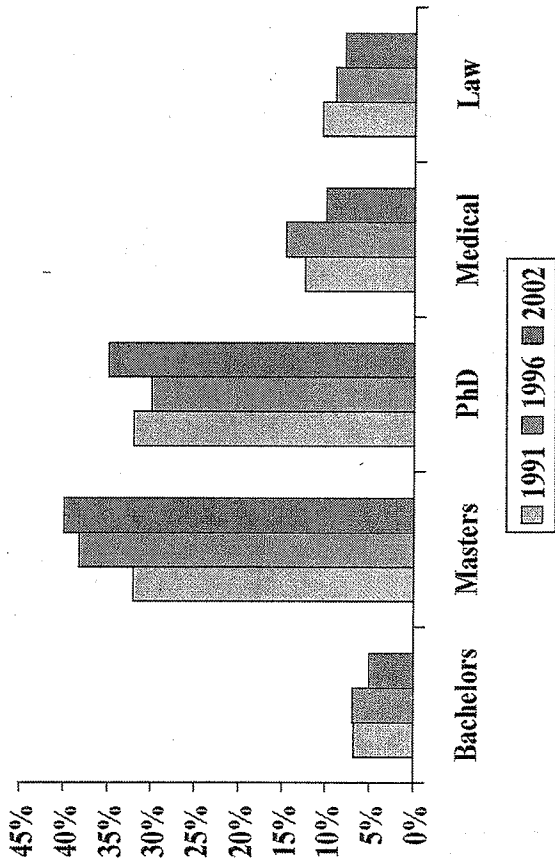
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## Summary (continued)

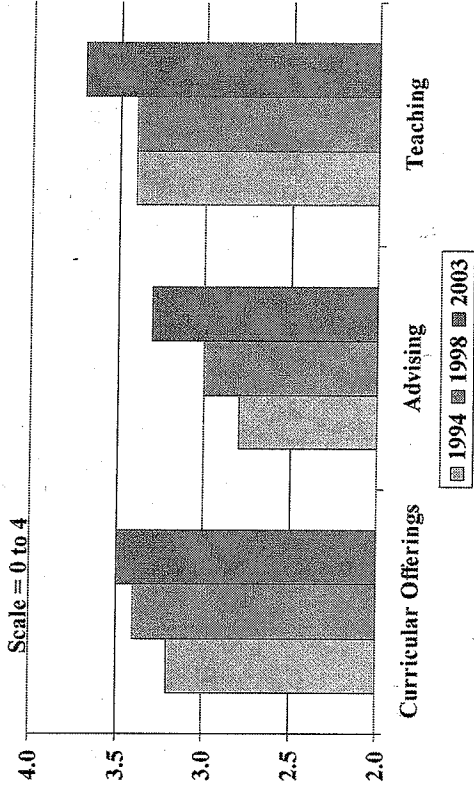
During the past nine years, the College has strengthened the foundation upon which it will continue to improve the education it offers its students, raise its sights, and be one of the very best liberal arts colleges in the country.

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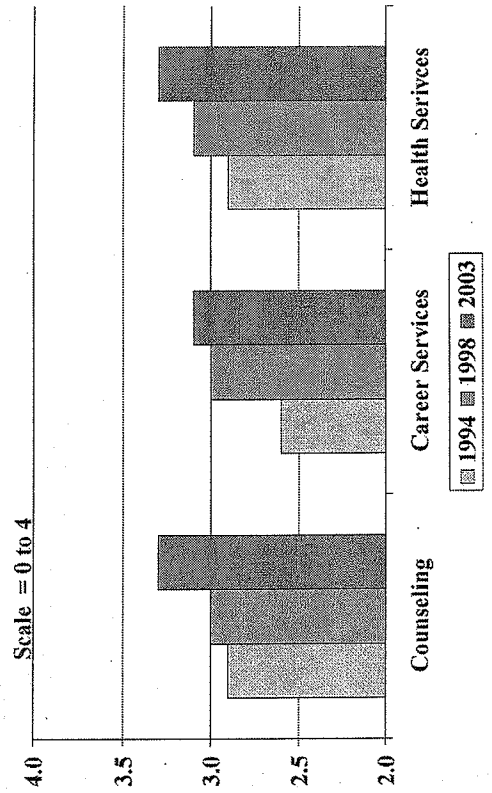
# Graduate School Aspirations



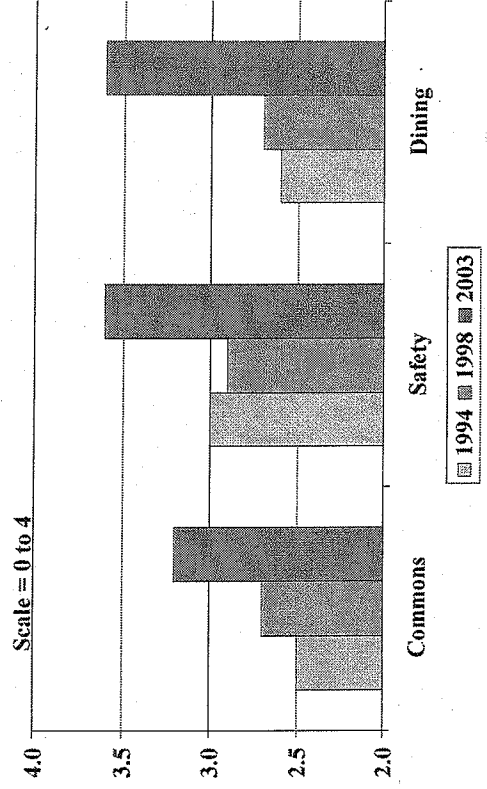
# Parent's Satisfaction with Services



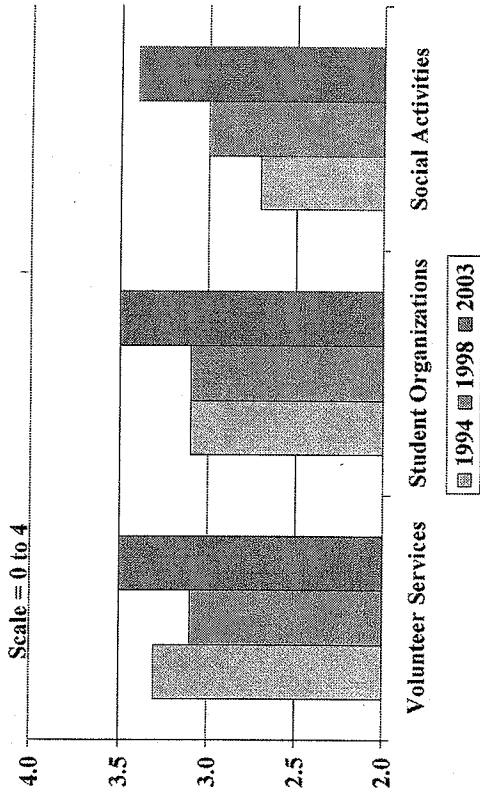
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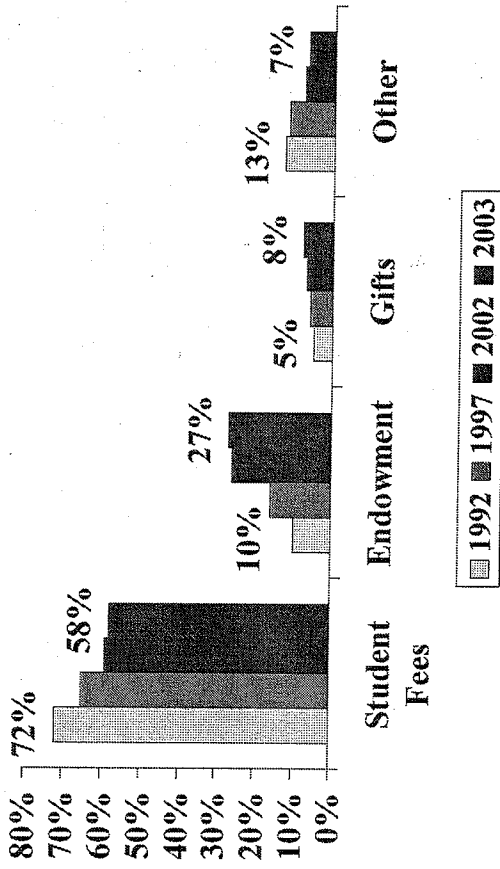
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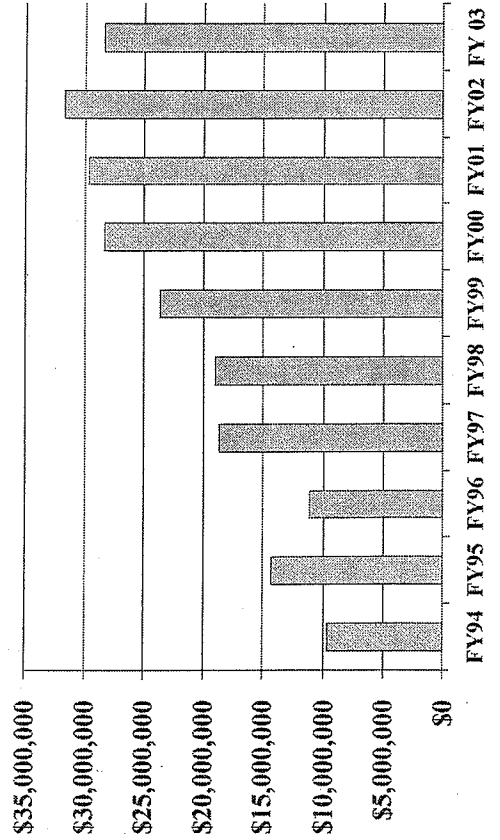
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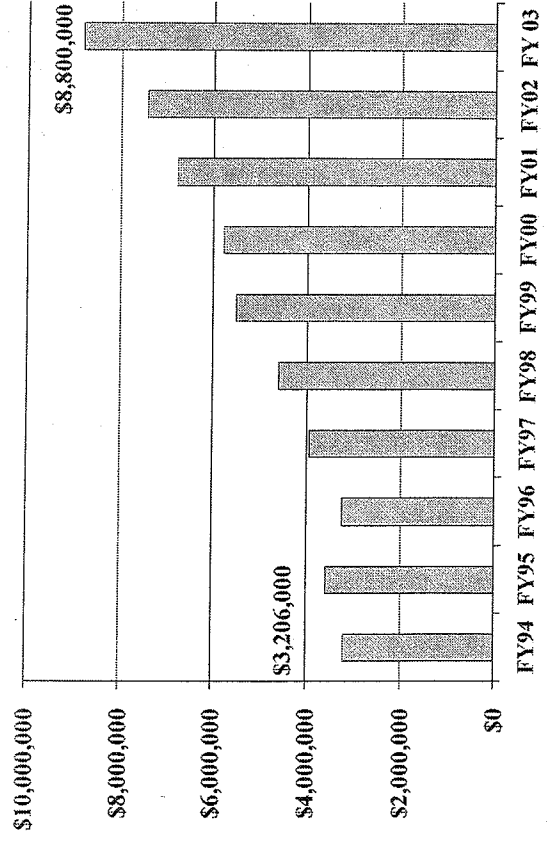
# Sources of Revenues 1992 to 2003

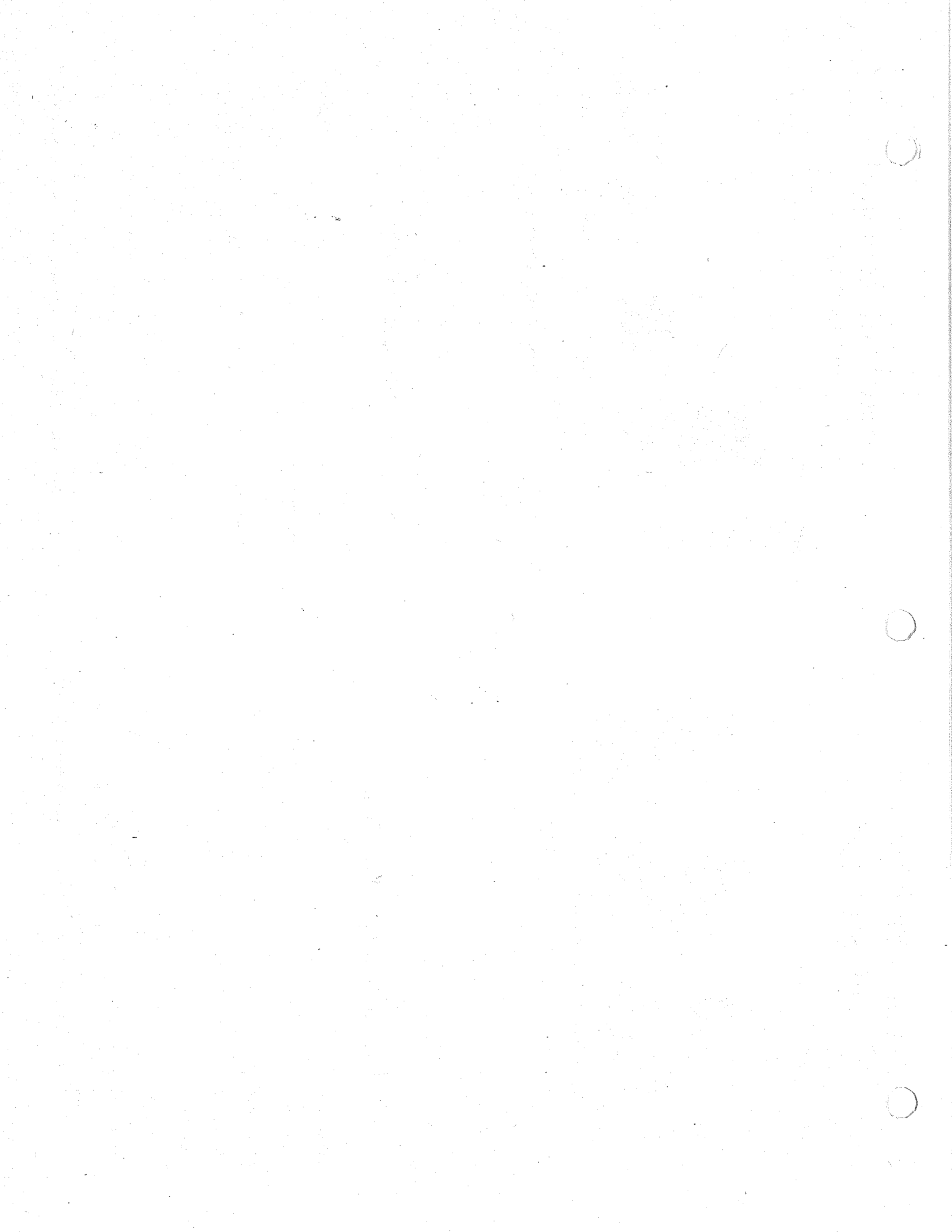


# Fundraising: Cash in



# Annual Giving





## **“General Excellence in the Liberal Arts”: How High is the “Peak” in 2003?**

December 2, 2003

Kathy Skubikowski, Asst. Dean for Instruction  
Robert S. Schine, Vice Provost

### **Summary of the Reports of the Committee and Task Force on General Excellence**

In the reports of the “Committee on General Excellence in the Liberal Arts” (in April 1995) and its successor “Task Force” (in February 1996) a range of recommendations were advanced with one unifying theme: to create at Middlebury greater coherence and connectedness in the life of the College as a whole, guided by the commitment to educational excellence in all the College’s decisions large and small. The reports urged forging connections in the curriculum across traditional disciplinary boundaries and called upon the College to better fulfill the special charge of the residential liberal arts college: to create a continuum of teaching and learning that extends from the classroom to daily life.

The original General Excellence Committee began its work with a set of questions:

1. How should general excellence in the liberal arts be defined?
2. What is the role of College degree requirements in attaining the overall goals of liberal learning? Are any changes in these requirements needed?
3. How do co-curricular programs assist in attaining the overall goals of liberal learning? Are changes or enhancements in these programs needed?
4. What is the overall role of campus facilities in attaining excellence for Middlebury College? What facilities need to be enhanced or added?
5. How are Middlebury's programs enhanced or limited by the size of our faculty, staff, and student body? What is the appropriate size for Middlebury College?
6. How does "diversity" play a role in overall general excellence? Should Middlebury strive for greater diversity, and if so, how?
7. How do we evaluate the effectiveness of the educational program at Middlebury? Who is responsible and accountable for the quality of both our general education requirements and our majors?

The 1995 report offered this definition of academic “excellence”:

At Middlebury, excellence in a liberal arts education should mean creating a community

of learning, a community which fosters an atmosphere of intellectual curiosity, and which encourages independent thought. Middlebury should be committed to the argument that self-reflection is advanced by thoughtful dialogue, which should be prominent not only in the classroom, but throughout campus life. Excellence in the liberal arts requires a solid grounding in the ideas and scientific and artistic achievements of humanity which lay claim to being universal and timeless, and a serious effort to contextualize and apply those ideas and achievements in the contemporary world.

### **Retrospective**

In the eight intervening years, the College has moved in several of the directions recommended by both committees:

- 1) The enhancement of the Commons System became the focus of a comprehensive effort to create exactly the kind continuum of academic and residential life envisioned by the committee. In an ongoing program of building and renovation that will span several generations of students, the architecture of the campus is being transformed to accommodate the five Commons, creating the spaces where the residential and academic lives of students can meet. The work of the office of the dean of students has been distributed among five new "Commons Deans." Over half of all First Year Seminars are associated with a Commons, and First Year Students are assigned to a Commons accordingly.
- 2) A further recommendation called for the creation of a structure for decision-making in the academic program that could respond with more agility to calls for change in the curriculum, especially for more connectedness between disciplines ("interdisciplinarity"). That recommendation led directly to the establishment of the elected "Educational Affairs Committee" in 1997, now combining in one faculty committee responsibilities for recommendations on the allocation of faculty positions and matters of education policy, previously bifurcated among two committees.
- 3) Echoes of dissatisfaction with the academic facilities that are audible in these reports from the mid-nineties have nearly vanished in 2003. To be sure, there are still a small number of departments housed in facilities that do not meet the campus norm (the language departments in Hillcrest for example). To be sure, demand for "smart" classrooms seem still to outrun supply. However, the college has completed Bicentennial Hall (1999), and Ross Commons (2002), with new residential and dining facilities, as well as classroom, study and faculty office space, giving architectural expression to the goal of the Commons to integrate residential and academic life. Construction is underway to accomplish the same for Atwater Commons (2004). Finally, the construction of the College's new library (2004) is nearing completion, its new stone facades facing the College's "Old Stone Row," expressing, as the Committee had hoped, the centrality of the library to the mission of the College. (As a consequence of the renovations and moves that will be possible after the old Starr Library is vacated, no department will have been left behind. Moreover, both Bicentennial Hall and Ross Commons added to our inventory of "smart" classroom space, in both the lecture hall and seminar size, and additional teaching spaces are converted to "smart" classroom in the College's annual program of renovations.)
- 4) The importance of diversity is reflected in the College's creation of a position at the Associate Provost level to work toward a more diverse faculty and staff, and a more diverse and globally



aware student body. Increased numbers of financially supported international students, programs like Posse and Palana House; new ways of recruiting minority faculty, the addition of a requirement for the study of the "Other" to the "Cultures and Civilization" requirements, and curricular responses to such areas as post-colonial and Arabic studies have created a Middlebury community in 2003 much more sure than it was in 1995 of the relationship of cultural, ethnic and intellectual diversity to general excellence.

### **Issues Deserving further Consideration**

While many of the committees' original questions were addressed decisively in the intervening years (see Appendix for a detailed account of the Committee's and Task Force's recommendations and their outcomes), some questions raised in 1995 and 1996 still pertain in 2003-04:

#### 1) Curriculum

- a. Do Middlebury's degree requirements—both in the major and in general education-- achieve the right balance between specialization and breadth in the liberal arts? Do they lead to "a solid grounding in the ideas and scientific and artistic achievements of humanity which lay claim to being universal and timeless, and a serious effort to contextualize and apply those ideas and achievements in the contemporary world"?
- b. Do they address the educational needs of a diverse, globally aware community?
- c. Should an integrative, culminating project (senior thesis or senior work) be required in all majors? If so, how should students be prepared for such work? How should such projects "count" in faculty workload?
- d. Setting out "connections across the curriculum" as an ideal, the Committee on General Excellence suggested the sophomore year as the possible focus for interdisciplinary innovation in the curriculum. The Sophomore Integrated Studies Program (SISP) was such an attempt to mount interdisciplinary courses that illuminate the connections between sciences and humanities. It has not grown beyond the experimental stage. The claims of major and general education requirements on faculty resources seem to leave no flexibility and little enthusiasm for such large-scale curricular innovation. Should such interdisciplinary efforts be a priority for the college, such that expansion of the faculty is linked to such innovation? Or that faculty are granted courses releases—and replaced-- for the purpose of developing such team-taught interdisciplinary courses? (Examples of such linkage include the consolidation of the First Year Seminar [FYS] Program at Middlebury, in which the approval of new faculty positions was often made contingent upon specific commitments to teach in the FYS program; the recent expansion of the faculty at Williams in order to institute a Sophomore Tutorial Program, or of the Hamilton faculty, in conjunction with the launch of its interdisciplinary Sophomore Seminar Program.) What other steps need to be taken to support innovative connections across disciplines and improve the experience of the sophomore year? What more can

we do to connect faculty across disciplines? An attempt in this arena is the "College Professor" program. The Task force suggested that College Professors meet regularly to advise a "Dean of Curricular Planning." Might the new Mellon faculty career enhancement grant help provide the impetus to revisit this idea of connectedness?

- e. "General excellence in the liberal arts" means that no area of the academic program is exempt. How do we insure that all areas of the academic program are supported-- and held-- to that standard? How do we insure that general excellence is reflected in the College's reputation such that no student is deterred from applying to Middlebury because his or her field of interest, while a part of our curriculum, happens not to be one of the "Peaks of Excellence"?

## 2) Co-Curricular Program and Quality of Life

- a. To reiterate one of the questions from 1995: what is the function of the co-curricular program? Can we enhance the way events are planned? In 1995 the Committee wrote, "Is there 'too much' for students to do or choose from? The 'work hard, play hard' ethic here can be extreme." Does the typical schedule of the Middlebury student (including time in class and time engaged in other activities) still allow time for reflection and leisure? As we have enhanced curricular and co-curricular offerings, have we also improved quality of life?
- b. The campus has been unable to reach consensus on a common hour that could be set aside for campus-wide programs of broad interest. Should such common time be pursued as an important goal?
- c. How should the College address excessive and dangerous alcohol use? Are these points related, in as much as the rigors of the student schedule cause a need for "escape"?

## 3) Further Questions

- a. How does one measure the quality of an education in the liberal arts?
- b. Who is accountable, especially for the quality of courses offered for general education requirements?
- c. Does our system of evaluation of students encourage student responsibility for high quality work?
- d. How do we insure uniformly effective advising of students by faculty?

The chart which concludes this report attempts to track the progress, over eight years, of ideas and innovations that were thought in 1995-96 to address issues crucial to the College. In reading through the "Recommendations" and "Implementations" below, one might be struck by both the degree to which the College has changed since 1995 and the degree to which the issues central to an excellent liberal arts education are always with us. What is our mission? How do we live

fruitful lives at Middlebury, and how do we prepare students for fruitful lives after Middlebury? The metaphors we use to articulate what characterizes excellence in a liberal arts education may change from decade to decade, report to report. The 1914 *Middlebury College Catalog Supplement*, for instance, employs the bold, new metaphor of "electricity": "The atmosphere should be electric; thought should flash spontaneously and eagerly." Such metaphors testify that part of our work will always be to change as we attempt, in each age, to square the timeless with the timely.

**APPENDIX**

**RECOMMENDATIONS IMPLEMENTED OR BEING ACTED ON**

✓	Recommendation	Implementation
<b>General Education and the Major</b>		
	<p>1. The curriculum should enable students to develop their critical thinking, writing, speaking, and analytical skills; to pursue a subject in depth; to understand their own culture and to experience and understand other cultures; and to experience different modes of thought: scientific, creative, analytical, literary, linguistic, quantitative, and qualitative.</p>	<ul style="list-style-type: none"> <li>▶ Refinement of curriculum is an abiding process. These general goals are “entrusted” to our general education and major requirements.</li> <li>▶ The Center for Teaching, Learning, and Research will bring together resources to advance communications technology and presentation skills.</li> </ul>
✓	<p>2. Coordinate study abroad programs more fully with departmental requirements, making students responsible for integrating their year abroad once they return to the campus</p>	<ul style="list-style-type: none"> <li>▶ EAC Report on Study Abroad 2002 required departments to reconsider role of study abroad in curriculum, and requires advisors and students to provide an academic rationale for Study Abroad plans.</li> </ul>
✓	<p>3. Find better ways to promote continuity so students are not abandoned when an advisor leaves or goes on leave</p>	<ul style="list-style-type: none"> <li>▶ “Orphaned” advisees referred to Dean of Advising</li> </ul>
✓	<p>4. Interdisciplinarity: seek out connections across the curriculum and put more interdisciplinary opportunities formally in place in course offerings. Offer more team-taught and/or interdisciplinary <i>seminars</i> (some of these may be targeted for sophomores to capitalize on the momentum of the FYS). Where appropriate, interdisciplinary connections should be promoted and demonstrated through course content and structure.</p>	<ul style="list-style-type: none"> <li>▶ Innovative <i>courses</i> of this kind within majors in the International and Environmental “Peaks” (ES 112, IS 101), and in the Literature “Peak” intended as a gateway to several majors (LI101)</li> <li>▶ Small number of courses targeted for sophomores (SISP, funded by Hewlett Foundation grant, an experiment on a modest scale).</li> <li>▶ New interdisciplinary <i>seminars</i> launched in Environmental Studies (ES401, senior seminar for ES majors), and in International Studies (IS Senior Seminars)</li> </ul>
✓	<p>5. Bring programs together in educationally meaningful ways, which may be different from the administratively meaningful ways in which departments are organized</p>	<ul style="list-style-type: none"> <li>▶ Growth of such Interdisciplinary Programs as Environmental Studies, institution of new ones (Neuroscience, Film and Media Culture, International Studies, IPE, Women and Gender Studies,.) and area studies within traditional departments (Chemistry and Biochemistry, American Literature and Civilization).</li> </ul>

✓	6. In College publications, list courses in cross-disciplinary groupings as well as by department	▶ Course Catalog and website (the students' primary source of information on the curriculum) list courses by department and by interdisciplinary program.
✓	7. Encourage team teaching by granting full credit to participating faculty members.	▶ The teaching load guidelines now grant full credit for team-teaching, with limits on frequency.
✓	8. Cluster offices of faculty who are interested in cross-disciplinary teaching and scholarship (along the lines of Freeman International Center).	▶ Accomplished for International Studies (RCFIA) and Environmental Studies
✓	9. Senior Independent Work: Encourage more faculty-student joint research proposals (especially outside of the sciences)--perhaps competitive funds would promote more formal initiatives.	▶ Undergraduate Collaborative Research Fund established, now making 25-30 grants per year for faculty-student collaborative research outside the natural sciences. Annual budget is \$39,000. Student "Research Assistants" are now available to all faculty through the new Student Research Assistance Fund.
<b>Curricular and Co-Curricular Issues</b>		
	1. Coordinate activities so that there are a few truly inspiring events instead of a multitude of mediocre ones; create a central clearing house of information well in advance of events	▶ Still a perennial issue. Central planning calendar maintained by Secretary of the College a significant improvement. The addition of events planned by five Commons has been a mixed blessing for attempts at calendar coherence and pace of life.
	2. Is there "too much" for students to do or choose from? The "work hard, play hard" ethic here can be extreme. Students may work excessively hard in their majors and in their classes, but they burn themselves out and prefer to do intellectually non-constructive activities outside the classroom. It is critical to eliminate the distinction between residential life and what happens inside the classroom, to change the nature of student-faculty relationships, and to recognize that the special charge of a residential college is to create a teaching/learning continuum that extends from the classroom to daily life.	▶ The recommendation to which the Commons initiative represents the comprehensive response. On the ethic of 'work hard, play hard,' see above.
✓	3. Find ways to "strongly recommend" or "highly encourage" students to attend, even help plan, outside events.	▶ Many events planned by the Student lecture series and by student organizations and Commons Councils. To be sure, these contribute to the surfeit of events on campus.

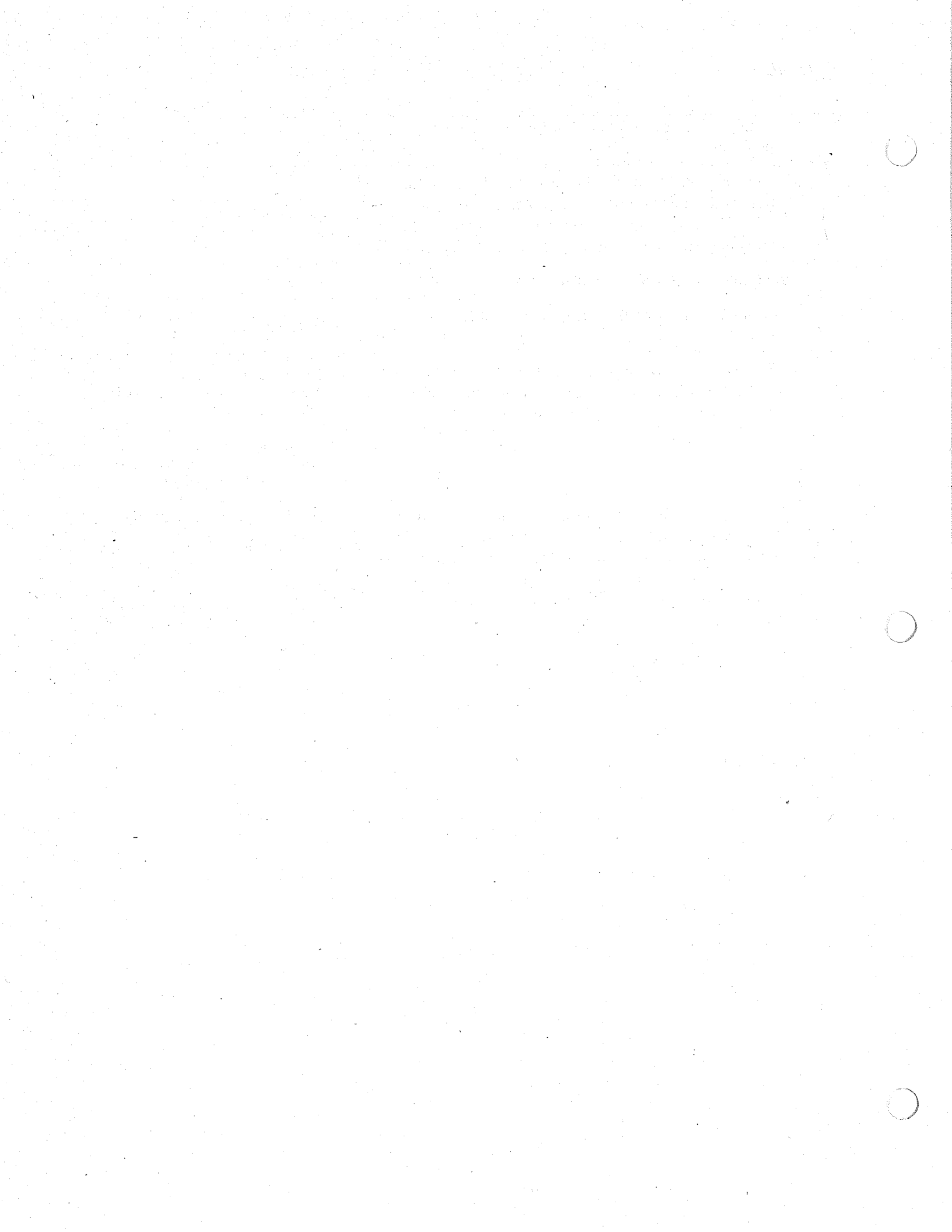
	4. Find social alternatives that interest and sustain students to counteract alcohol abuse and its attendant psychological and social disruptions	<ul style="list-style-type: none"> <li>▶ Alcohol abuse an abiding problem, but the years since 1996 have seen the creation of alcohol free social and residential space in Xenia House and of "sub free" dorm halls (requests for which have grown from 8% of housing applicants to 24% according to the 2001 Alcohol Study). Student-led alcohol free MEB program is increasing.</li> </ul>
	5. Establish forums for discussing the need for "intoxication."	<ul style="list-style-type: none"> <li>▶ Still a desideratum. The Alcohol Study Group might be continued as a Task Force that would propose residentially-based programs for reducing abuse.</li> </ul>
✓	6. Encourage more "impromptu" or "spontaneous" opportunities for student dialogue with faculty. (Along the lines of language tables)	<ul style="list-style-type: none"> <li>▶ Faculty/Student lunches sponsored by Dean of Faculty and Dean of Student Affairs, Commons programs.</li> </ul>
<b>Faculty/Staff Development Issues</b>		
✓	1. Acknowledge those who actively pursue creative curricular reform and who make substantial commitments to the residential life and College governance aspects of a liberal arts college	<ul style="list-style-type: none"> <li>▶ Curricular innovation is amply supported by various funds disbursed by Dean of the Faculty. Service to the College recognized as one of three criteria for granting of tenure. Teaching reductions offered for demanding forms of service. (Major committees, Faculty Heads of Commons)</li> </ul>
	2. Recognize more fully and draw more upon the wealth of staff expertise in such critical areas as technology development, facilities management, health and counseling services, library resources, and residential life (to name but a few)	<ul style="list-style-type: none"> <li>▶ The Center for Teaching, Learning and Research in the new library could provide a model for faculty working together with educational technologists and reference librarians for course development and for their own research and conference presentations. A similar model might be developed with health and counseling staff working together with faculty to form a task force to address "intoxication."</li> </ul>
	3. Create more opportunities for reflective time (at present many members of the community feel too overloaded to make the kinds of contributions suggested above).	<ul style="list-style-type: none"> <li>▶ Perhaps the most important task ahead.</li> <li>▶ The Faculty Reading Groups (supported from fall 2003 on by the Mellon Dyad Grant) are intended as venues for reflection and intellectual community.</li> </ul>

	<p>4. Make clearer the roles of faculty and staff on campus: What can we expect from faculty/staff at different times in their lives and careers?</p>	<ul style="list-style-type: none"> <li>▶ Faculty roles in the Commons, in Admissions and in administration, affiliations with programs outside one's department, and leave options have all to some extent allowed for flexibility of career paths and interest development for tenured faculty. College professorships could do so as well. The flexibility to explore and interact with members of the community outside one's usual area can help with the connection and bridge-building goals of the two reports.</li> </ul>
<p>In addition, the College is a participant in a three-year Andrew Mellon Foundation Faculty Career Enhancement Initiative, with funding under two grants to support faculty development during the different seasons of the faculty career. The grants are focused especially on strengthening the foundation of intellectual community. The seven Mellon-sponsored Faculty Reading Groups are examples of such programs. The funds come to approximately \$600,000 over three years.</p>		
<p><b>Administrative Issues</b></p>		
	<p>1. Build two-way bridges between faculty and administration</p>	<ul style="list-style-type: none"> <li>▶ The Commons system now offers new opportunities for faculty and deans to work together, from the collaboration of Faculty Heads with Commons Deans, to first-year seminar faculty planning course enrichment events with Commons deans and staff. Continuing and improving communication is key.</li> </ul>
<p>✓</p>	<p>2. Review the process for selecting and developing administrators and reconsider expectations for administrators</p>	<ul style="list-style-type: none"> <li>▶ Academic administration continues to be drawn from ranks of the faculty. The practice has evolved that colleagues are appointed first as associate deans, and then may advance to more senior positions.</li> </ul>
<p>✓</p>	<p>3. Continue the present model of both standing committees and action-oriented task-forces</p>	<ul style="list-style-type: none"> <li>▶ Has proven effective</li> </ul>
<p>✓</p>	<p>4. Make the training and development of professional, high-level staff assistants a priority</p>	<ul style="list-style-type: none"> <li>▶ Professional level of the staff, including and especially the Academic Coordinators, has never been higher.</li> </ul>
<p><b>Campus Facilities Issues</b></p>		
<p>✓</p>	<p>1. The library should be a centerpiece of the campus</p>	<ul style="list-style-type: none"> <li>▶ Unquestionably, it now is.</li> </ul>
<p>✓</p>	<p>2. The current quality of (and shortage of) lecture and seminar rooms is serious; enhanced classroom facili-</p>	<ul style="list-style-type: none"> <li>▶ 60% of all classrooms are now "smart," networked and equipped</li> </ul>

	ties are a must. Classrooms should be equipped with multimedia capabilities and network connectivity.	for multimedia. No longer any shortage of teaching spaces.
✓	3. Implement a single messaging system for the entire College community.	▶ Microsoft Outlook.
	4. Abolish first-year dorms in favor of mixed-class dorms and encourage multiple-year commitments to a particular Commons on the part of students, faculty, and staff. Phase out dorms housing exclusively first-year students in favor of clustering first-year students throughout the residential system.	▶ Some later developments within the College community were not anticipated by the committee or the task force, most notably the impact of Bicentennial Hall and the enhanced Commons system. Thus issues behind some of the original recommendations have been addressed in different ways. The Commons has redefined the relationship on campus between connectedness and centrality.
	5. Allow for flexibility in living options, not limited to free-standing houses, for students with particular academic interests	
	6. The Student Center should have high priority in the planning process.	
<b>Recommendations Not Implemented</b>		
<b>Curricular Issues:</b>		
	1. Senior Independent Work: Departments should encourage or require some upper-level independent work. Students should expect to be responsible for high quality independent work in their senior year... and aware of it from their first semester. Directing senior work should count as part of the teaching load.	▶ Recommending reconsideration.
	2. Interdisciplinarity: Initiate a "College Professor" program, to which tenured faculty can apply. "College Professors" would exemplify in their teaching and research the type of intellectual breadth and depth we hope to inspire in our students. Somewhat akin to "graduate faculty," these professorships would provide senior faculty with career paths and opportunities for intellectual growth that renew their work in the classroom and benefit the curriculum as a whole. As a group, the College Professors would work closely with the Dean of Curricular Planning to address ongoing curricular change over the next decades. As a group they would have considerable expertise in the institution as a whole, and so their special charge might be to enhance education in areas that are not discipline-specific. In their teaching they might also be especially attentive to sophomore interdisciplinary courses and to upper-level independent work with	▶ The "College Professor" program was announced, but no faculty took the bait. ▶ The position of "Dean for Curricular Planning" was not created. Curricular change has come about through initiatives of interested faculty within the "Peaks" (International Studies, Environmental Studies), through <i>ad hoc</i> committees appointed by the EAC (e.g. SISP), or appointed by the Dean and Provost (e.g. Middle Eastern Studies).



	seniors. These would be rotating, 3 to 4-year positions.	
	3. General Education and the Major: scrutinize courses in the curriculum for possible areas of overlap; related courses might preferably be taught together or alternate between professors in different departments.	▶ Not carried out.
<b>Curricular and Co-Curricular Issues</b>		
	1. Establish a peer mentoring program for first-year students and seniors	▶ Not implemented
	2. Set aside one time a week (or at least once or twice a month) that is designated as "colloquium time" to replace the current "All-College Meeting."	▶ Discussed 2001-02, but encountered obstacles from needs of class schedules.
	3. Through first-year orientation programs, first-year seminars, or expanding computer dialogues (between students) about class material get the message across that discussing or acting upon the things students learn in the classroom is acceptable, even admirable, behavior.	▶ One of the successes of the First-year Seminar Program, and its affiliation with the Commons, has been course enrichment programming that takes teaching and learning outside the classroom. Similarly, the seminars have been a site for experimentation in educational technology and collaborative projects that have students engaging in course material together and outside class. A sophomore integrated program might usefully continue these lessons in the first year about the value of dialogue.



## The Residential Peak: Where We Are Now

During the five years following the Board of Trustees' acceptance of the Enhanced Residential Plan in May of 1998, the college has made significant headway in developing the Commons system. While the new Ross Commons and the construction underway at Atwater Commons are the most dramatic signs of this progress, the five Commons offices, led by Faculty Heads, Deans, Coordinators, CRAs, and other residential staff underscore the system's presence in the everyday functioning of the college. Even students—by far, the sharpest critics of the initiative—have begun to acknowledge the strengths of the Commons. As the *Campus* noted in an editorial last spring, “A touchstone of the commons system is the decentralized dean's offices, with their strategic locations inside many first-year dorms. This allows students to form valuable support networks and friendships with administrators. The concept is highly merited and useful to first-year students.” At the same time, the editorial also highlighted the system's chief “weakness”: that many first-students who want to stay in their Commons and maintain their relationship with the dean are unable to do so because of housing inequities across the Commons and because of how our room draw is structured. Although this endorsement of dean-student friendships skirts the impact that deans' offices can have on the academic experiences of all students—for instance, by enabling more effective communication with faculty—the *Campus'* generally positive view of the Commons marks an important step forward in the development of the Enhanced Residential Plan.

This critique of the Commons system is in marked contrast to the angry reactions we heard five years ago when the Residential Life Committee tried to enhance the options for continuing commons in room draw. Now students and parents who understand and support the Commons express their dissatisfaction when the college fails to sustain the small-scaled communities that we highlight in our promotional literature. The complaints this past summer were particularly acute. One upset parent, whose daughter (a rising sophomore) had been unable to draw a room in her Commons, spoke glowingly of her daughter's first-year experience and wondered why she should be uprooted. Another, with the same complaint, said the situation felt like a “bait and switch” since the student decided to come to Middlebury College because of its emphasis on residential life. Students have voiced similar concerns, and in meetings last year members of SGA and Community Council highlighted the lack of sophomore housing in their Commons. These responses confirm what has become strikingly clear over the past three years—that it is time to design a room draw that enables continuity from the first year to the next.\* Consequently, a small committee, made up of the Residential Systems Coordinator, a Faculty Head, a Commons Dean, and a student, will work this fall to redesign a room draw that supports continuing membership during the first two years. Their

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\* Simply allowing students to maintain their relationship with their original Commons Dean when they change Commons (as the *Campus* recommends in its editorial) would undermine our efforts to establish a residential context for deaning.)

recommendations will go the Associate Dean of Faculty, who will consult with student groups and administrators before enacting any changes.

Looking at this feedback in the most positive light—as an endorsement of the objectives that lie behind the residential initiative—we can see in the first year a partial template for, and the beginning of, the enhanced Commons experience. Beginning with Orientation and the Commons-specific rituals of Convocation (which started the fall of 1998), first years have plenty of reason to identify with their assigned Commons. Most of them live together in the same residence hall, with the Commons office in the building as well (except in Brainerd). Roughly three quarters of them participate in the Commons-based, First-Year Seminar program (now in its fifth year), which gives their community a meaningful intellectual base, around which Faculty Heads and affiliated faculty can develop additional programs. A good portion of them also gets involved in other Commons activities, whether it is intramurals (which in 2001 became residentially based) or the Commons Council (which often includes a high proportion of first-year students)—a sign that the long-term strength of the Commons system may lie in student-to-student community building. In short, the sense of belonging to the same neighborhood, which undergirds the Commons vision, is very much alive in the first-year experience.

Of course, what separates this experience from typical freshmen programming is the assumption that the Commons community extends beyond the first-year, and the expectation that a student can (theoretically) continue in the Commons to which he or she was initially assigned. Not surprisingly, the housing limitations that prevent or discourage continuing membership also hamper a given Commons' ability to connect all four classes in a meaningful way. Although during the last four years, older students have become increasingly involved in Commons activities—with some upper-class students playing leadership roles in multiple commons—there is no question that movement between Commons makes it difficult for students (never mind faculty and staff) to imagine what it is like to be connected in a single, relatively stable community for all four years.

Yet despite these shortcomings, the Commons system continues to advance with each passing year, as Faculty Heads and Deans gain in experience, individual Commons traditions develop, and students become accustomed to thinking in Commons ways. While the Faculty Head is charged with providing “broad leadership” and “setting the tone” in each Commons, this leadership role is complicated by the fact that the Dean, with specific administrative tasks and responsibilities that fill every day, has more regular contact with students. In this regard, the Commons Dean's job description is settled in a way that the Faculty Head's may not be until each Commons is a fully enhanced community and a neighborhood space that requires general oversight. Though at present Faculty Heads do not ordinarily share in the traditional student life issues handled by Deans (personal crises, hospital visits, etc), the Heads may, and probably should, assume more pastoral care for student residents as the Commons become rooted, ongoing communities. Such a shift would also expand the scope of the Heads and Deans' current collaboration.

Nonetheless, the Faculty Heads have over the past four years developed exciting and varied programs that serve a wide range of Commons needs. Given budget support and relatively “proximate” residences (supplied by the college), they have provided intellectual leadership for students and faculty alike, using their homes as focal points for lectures, symposia, classes, and dinners. Most of all, they have combined these activities in innovative ways, developing reputations across campus as ambassadors of hospitality and learning and in some cases giving their Commons particular academic identities (in literature, international studies, and so forth). In new Ross—and, soon, in Atwater—these activities can take place in spaces designed to support the Commons program.

Student governance, a critical aspect of the original Commons vision, continues to play an important role in the five Commons. The five Commons Councils, as well as the ICC (Inter Commons Council), are increasingly vital, representative bodies, often with officers elected by the Commons at large. The main business of the Councils is programming—organizing social events, and working with the Faculty Head to develop cultural/intellectual activities—but one Council has taken its role as governor quite literally, writing a constitution for its Commons and exploring ways of adjudicating dorm damage disputes. Commons Councils are adequately funded—their budgets are supported in large part by Social Activities money allocated by SGA—but because students cannot spend these funds without faculty and staff oversight, it is not always clear whose money is on the table. As the Commons continue to evolve in importance, we will need to find ways of giving students more autonomy in planning events and overseeing budgets.

With Ross now finished, Atwater close to being completed, and the remaining Commons awaiting renovation, we are in an ideal position to take stock of how far we have come and what we still need to accomplish. The following are areas that deserve special attention:

- **Academic Mission:** apart from the intellectual and cultural events that the Faculty Heads develop (often under the aegis of their own disciplinary interests), plus the many co-sponsored events held at each Commons, and the Commons-based FYS program, the Commons is not tied directly to any specific academic program. Given our commitment to “eliminat[ing] the distinction between residential life and what happens in the classroom”—an ideal expressed in the 1995-96 Task Force on General Excellence in the Liberal Arts” and echoed in the Enhanced Residential Plan—it seems appropriate to assess our progress on this front and to ask whether there are other ways in which the Commons can support and advance the academic mission of the college. For instance, the recently formed Center for Teaching, Learning, and Research, which will be included in the new library and directed by Kathy Skubikowski, will provide a variety of academic resources that might be linked to the Commons through tutors and other means. This is just one idea; surely, there are others.

- **Commons Residential Life Staff:** the term itself suggests the conflation of two eras and the need to review our personnel structures in light of the Commons' evolution. Since establishing the Commons as administrative units, we have made but one change in the residential life staff, and that was to double the number of CRAs (we now have two per Commons). The JC and RA positions predate the Commons, and their job descriptions do not reflect any goals related to the Commons. Does this staffing structure still make sense, especially at a time when we must compete with the study abroad programs to appoint JCs and we struggle to define the RAs' role? Other universities and colleges with Commons-like systems, Yale being a good example, hire seniors to live and work with first-year students. Is this a model worth considering? Whatever changes we make—and some revisions seem in order—should be considered in light of our efforts to enhance the academic focus of the Commons.
- **Infrastructure and Campus Planning:** while we have moved ahead to complete Ross and now Atwater, the infrastructural plans for Brainerd, Cook, and Wonnacott remain unclear, or at least not widely understood. In addition to clarifying how many new or renovated beds we will need in the remaining Commons, it is critical that we develop a master plan for completing the Commons system that we can share with people inside and outside of the college. The lack of clear information on the future of the Commons has already prompted some students to worry that Wonnacott may no longer exist in the near future (this rumor seems to have been prompted by the Facilities Planning web page, which says that Wonnacott will be located west of Proctor Road.). As the college becomes more invested in the Commons, the need to know where we are going becomes more urgent. There is also another big question that we should be prepared to answer: when might the Commons be completed?
- **Centralized Structures:** the relationship between centralized offices and the Commons, while congenial and well understood, deserves further examination as the Commons move to the “center” of campus life. Public Safety and CCAL (Center for Campus Activities and Leadership) may be better able to serve the needs of students if they are organized around Commons. The student group, MCAB (Middlebury College Activities Board) might be even more effective if it were part of the ICC (Inter Commons Council) and helped coordinate social activities across the campus. The relation of the Social Houses to the Commons should also be clarified. Should individual Houses continue to be independent from the Commons? If not, how should they be affiliated with the Commons? As the Commons become enhanced residential communities, does it even make sense for these social organizations to provide housing? These are issues that Dean Ann Hanson will study during her spring term leave, and that we will need to engage if, for nothing else, clarity's sake.
- **Student Social Life:** to say that more and more student socializing is centered in the Commons is somewhat nonsensical since most students live in a Commons and many hold parties there. However, it is true that the Commons, as

organizations and residential communities, now devote more energy than they once did to mounting social functions that attract substantial numbers of students. In the early days of the system, the Commons served a smaller number of students interested in an alternative social scene (that is, without alcohol). Yet, as the Commons becomes the mainframe of student life, it bears an increasing responsibility to support mainstream social activities. Alcohol is an inevitable aspect of college social life: how should Commons deal responsibly with its presence on campus so that students do not drive off-campus to party? Student governance is crucially related to this last issue: how can we support their desire to drink responsibly (and legally) on campus? Answering such questions will help us make the senior year in the Commons every bit as satisfying for students as the first year now seems to be.

- **Leadership:** we can never spend too much time thinking about how faculty members should be involved the Commons. The faculty is our most important human resource in this venture, but also the trickiest to integrate given the demands of an academic career. We should continue to pay close attention to the role of Faculty Heads, and take special care in establishing the terms of appointment and succession. Although it is good community relations to solicit nominations for each new appointment, the administration should always be in the process of identifying and recruiting promising candidates. We should also ask whether the current term lengths are commensurate to the leadership role that we want the Faculty Heads to play in the Commons. At present, the Commons Deans are more likely to persist in their roles than the Faculty Heads.

Respectfully submitted,

Tim Spears  
Associate Dean of Faculty

Ann Hanson  
Dean of Student Affairs

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The records should be kept up-to-date and should be easily accessible to all relevant parties.

2. The second part of the document outlines the procedures for handling cash and other assets. It emphasizes the need for strict controls and regular reconciliations to prevent any misappropriation or loss. The procedures should be clearly defined and consistently followed by all staff members.

3. The third part of the document describes the process for recording and reporting on all liabilities. It highlights the importance of timely recognition and measurement of liabilities to ensure that the financial statements provide a true and fair view of the entity's financial position.

4. The fourth part of the document discusses the requirements for preparing and presenting the financial statements. It provides guidance on the format and content of the statements, as well as the disclosures that should be included to provide additional information to the users of the financial statements.

5. The final part of the document concludes with a summary of the key points and a statement of the organization's commitment to high standards of financial reporting and transparency.





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## Study Abroad Report

### Study Abroad at Middlebury College

## Report and Recommendations

*Educational Affairs Committee*

May 2002

Susan Campbell, Jane Chaplin, Bob Cluss, Eric Davis, Ted Perry, Robert Schine (Chair), Pat Zupan

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Appendix A: Letter to Students Considering Study Abroad

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1. Why This Report

Introduction

Twenty-five years ago, most Middlebury students who studied abroad majored in a modern language and went to one of the Middlebury Schools Abroad for a year. Today, students in all subjects go abroad to all kinds of programs, more commonly for a semester only. A comparison between the statistics for 1984-85 and 2001-02

reveals general trends.

- In 1984-85, 194 students studied in 23 countries in 54 programs and universities; in 2001-02, there were 351 students studying in 44 countries in 94 different programs and universities.
- Since 1984-85, the percentage of juniors studying abroad has risen over 70% (from roughly 35% of juniors in 1984-85 to 61.3% in 2000-01 and 57.6% in 2001-02).
- In 1984-85, the majority of students who studied abroad (55% in 84-85) went to Middlebury Schools Abroad, but in 2001-02, students enrolled in Middlebury Schools comprised only 36.4% of those studying away from the Vermont campus.

At this point, with roughly 60% of Middlebury graduates spending some time enrolled in an overseas institution, it is, obviously, more typical to study abroad than not. Thus by every measurable standard, Study Abroad has become an increasingly large part of our students' educational experience.

Despite the enormous expansion of Study Abroad, no systematic consideration of its place in our curriculum has taken place during the last quarter century. Over the past year and a half, the Educational Affairs Committee has conducted just such an investigation, and we would like to begin by acknowledging the enormous assistance we received from all the people who took the time to share their expertise with us, in committees or individually. The list is not short: first, our work takes many of its starting-points from the Joint Report on Study Abroad written by the Foreign Language and International Studies Peak Committees last year; we benefited tremendously from the discussion at the Chairs and Directors Meeting this January; we had two separate discussions with the chairs of the modern language departments; also this winter we met with the staff of the Office of Off-Campus Study, the Programs Abroad Committee, a group of about thirty students who were abroad last year in a variety of institutions, the Student Educational Affairs Committee, and the International Committee; Michael Katz, the Dean of Language Schools and Schools Abroad, talked us through the current administrative structure; David Macey, Director of the Office of Off-Campus Study, met with us last year and has been fielding questions all along; Karl Lindholm shared with us his report on Study Abroad in non-Middlebury programs from 1975 to 1995; Cindy Belanger, Kathy Weiss, and Alice Rouleau supplied information on the granting of credit; finally, we have had numerous conversations with individual faculty members. We received an education in how Study Abroad works at Middlebury, and it is a pleasure to thank our teachers.

Our overall conclusion is that there is little reason to change the College's general policy regarding Study Abroad: the endorsement and promotion of it as a vibrant and positive aspect of an undergraduate liberal arts education. The College can, however, do better in implementing that policy, and the changes recommended in this report are intended to clarify and tighten current procedures. (The EAC is making separate but related recommendations about the granting of AP and transfer credit; these will be brought to the faculty for a vote in the 2002-03 academic year.) The Committee recognizes also that it is impossible-and indeed inimical to the purpose of Study Abroad-to reproduce the Middlebury stateside educational experience elsewhere. What can be achieved is a more meaningful connection between students' program of study abroad and their work at Middlebury. The Committee's main recommendation is to improve the faculty's ability to advise students about Study Abroad. This last point cannot be emphasized enough: academic advising is the key to this aspect of the curriculum. To be effective advisors, we all need a full understanding of the role played by Study Abroad in the educational lives of our students.

The body of the report has six sections: 1) an historical overview to explain how Study Abroad and the procedures associated with it have changed in the past twenty-seven years; 2) a consideration of the reasons for Study Abroad; 3) an explanation of the crucial role of academic advisors; 4) an exposition of current procedures involved in Study Abroad; 5) an account of Middlebury's own C. V. Starr Schools; and 6) an outline of how credit is granted. The final five sections each lay out the current state of affairs, point to areas of concern, and make specific recommendations to address our concerns. Most of these recommendations formalize, clarify, or enhance current practice. The report ends with two appendices: a letter we have drafted and would like to see distributed to students contemplating studying abroad; and statistical information compiled by the Office of Off-Campus Study which highlights the growth in Study Abroad.

### Historical Background

There are two main paths for students going abroad: 1) the C. V. Starr-Middlebury Schools Abroad, and 2) what are loosely referred to as 'non-Middlebury programs.' They have mostly separate histories.

#### 1. The C. V. Starr-Middlebury Schools Abroad

As noted above, in the mid-1970's the predominant pattern for studying abroad was for students to spend a year at one of the Middlebury Schools Abroad. There were five sites (Florence, Madrid, Mainz, Moscow, and Paris), and the students were mostly majors in modern languages. The Schools in Mainz and Paris had a directorship that rotated among members of the Middlebury College faculty; occasionally a Middlebury College faculty member directed the School in Madrid, and even less frequently the Schools in Florence and Moscow. In addition, one member from each of the five corresponding languages at the Vermont campus also served as the 'Dean' of the relevant School and had full administrative responsibility for admissions, orientation, advising, liaison with the directors of both the summer and the abroad programs, preparation of catalog and other information, housing, and debriefing of students upon their return. The entire system was overseen by the Vice President for Foreign Languages.

Middlebury's own programs remain a major avenue for Study Abroad: over the past five years approximately 40% of students going to a foreign country attended one of the Middlebury Schools Abroad. There are also significantly more options for students who attend one of the Middlebury Schools, with the increase due in large part to the 1999 acquisition of the C.V. Starr grant for new initiatives. The College now offers a total of nine additional satellite programs in the five original countries. Save those in Russia, at these locations students 'direct enroll,' taking their courses exclusively at local universities. Currently, there are plans to increase students' options to include Argentina (Buenos Aires) and Uruguay (Montevideo). A new School in China is anticipated for fall 2003, and a site in Mexico is being considered. (Students wishing to study in Japan do so primarily under the auspices of the Associate Kyoto Program [AKP], a consortium of which Middlebury is a very active member.)

Along with the expanded number of sites and the increased opportunities for direct enrollment have come changes in the administration of Middlebury's programs. Over the course of the past decade, responsibilities for the Schools have been re-distributed. There are now full-time residential directors for the five established Schools (and their national satellites), and these Directors report to the Dean of Languages and Schools Abroad (Michael Katz), who is responsible for the entire Study Abroad system. With the designation of International Studies as a Presidential Peak in the curriculum, the Office of Off-Campus Study (hereafter OCS) was established in 1996-97. The staff members of OCS handle the paperwork

associated with students' applications and enrollment and advise students early in the application process. The head of OCS, the Director of Off-Campus Study (David Macey), is responsible for administrative liaison with and oversight of the Schools Abroad; specifically, he acts as liaison among the residential Directors, the Middlebury faculty (particularly department and program chairs), and also the Dean of Languages and Schools Abroad. In 2000, the Dean of Languages and Schools Abroad (hereafter the DLSA) created Advisory Boards composed of Middlebury College faculty for each country where Middlebury runs an autonomous School or participates in a program. (This report recommends an enhanced role for the Advisory Boards.) Some responsibilities necessarily remain with foreign language departments (normally the chair), namely advising (both curricular and 'cultural'), screening of language ability, and some coordination of curriculum between the academic year and abroad programs.

## 2. Non-Middlebury Programs

In the 1970's, only a handful of students went abroad to institutions other than the Middlebury Schools. In order to do so, the students had to apply through a faculty committee, the Programs Abroad Committee (hereafter PAC). This was set up in 1975, and the faculty on the committee considered each application individually. In 1976 Karl Lindholm joined the Dean of Students Office, and one of his responsibilities was to sit with the PAC. As familiarity with institutions increased, it became possible to establish general guidelines (e.g., the minimum GPA required to study abroad). In the early 1980's, Karl put these in writing; they remain the core of our current guidelines.

Study in non-Middlebury programs, however, is the area of Study Abroad that has seen the greatest growth, in part because of student demand, curricular developments, and Middlebury's concomitant promotion of Study Abroad. In the 2001-02 academic year, 63.6% of juniors are in non-Middlebury programs, up from 55% just five years ago and 45% in the mid-1980's. Because the majority of students going abroad now go to non-Middlebury programs and are not necessarily majoring in modern languages, there is a tremendous range in what students study, where they study, and why.

As a result, not just foreign language faculty, but faculty across the curriculum help students to choose programs, sign off on their proposed course of study, decide whether the student can complete major and minor requirements upon returning for the senior year, determine whether courses taken away from Middlebury can count towards a major or a minor, and attempt to integrate the educational experiences of students who go away with those who remain. Given the proliferation of destinations and the recognized benefit of direct enrollment, we as faculty are facing the necessity of making decisions about a seemingly infinite number of unfamiliar institutions, programs, instructors, courses, and course materials. In other words, responsible advising of students who wish to study abroad can be a considerable challenge.

This challenge is somewhat offset by the creation of OCS. As with students applying to the C. V. Starr-Middlebury Schools, the OCS staff members manage the paperwork; they also provide advice about institutions. But just as faculty are not familiar with every study abroad program, OCS staff members are not trained in every academic discipline and, despite their many years of experience in the field, cannot be expected to be familiar with the myriad programs where our students may want to study. The growth in the number of students going abroad means that successful identification and completion of an appropriate program require collaboration between faculty and OCS staff. Now when students apply to study abroad, they (and the institutions they choose) are screened initially by OCS staff before advisors review and endorse the application. One significant

consequence is that the PAC now concentrates on new, problematic, or anomalous cases; for the vast majority of applications, the committee relies on OCS' evaluation of the institution and the advisor's endorsement of the suitability of both the student and his or her program of study.

### Conclusion

Although the C. V. Starr-Middlebury Schools Abroad and enrollment in non-Middlebury programs have different histories, study at either kind of institution has the same implications for our students: namely that Study Abroad is a large part of their education and their Middlebury College degree. Consequently, regular Middlebury College faculty are best qualified to advise our students before, during, and after their time abroad. These developments—the growth of Study Abroad, its expansion into every area of our curriculum, and the increased importance of informed faculty advising—are the motives behind this report.

## 2. Rationale for Study Abroad

### Current Practices

The large number of students who choose to study abroad indicates the extent to which Study Abroad has become central to undergraduate life at Middlebury College. The College's emphasis on and reputation for languages and international studies justify the importance of studying abroad. Study in another setting presents important opportunities for our students to be exposed to challenging educational and residential situations not offered on the Vermont campus.

### Concerns

The growth in numbers of juniors going abroad and the shift away from studying at one of Middlebury's Schools Abroad mean that we have more students going away and with a greater range of motivations. The general impression we received from students is that they feel entitled to study abroad, regardless of their academic program.

Given that our students assume that studying abroad is a part of the curriculum that needs no justification, it is all the more important for them to articulate for themselves as well as for their advisors precisely how a specific program of study will enhance their undergraduate education. For this reason, we think it is essential that students be able to provide what our literature uniformly refers to (but never defines) as "a compelling academic rationale" for studying away from the Vermont campus.

### Recommendations

1. The literature given to students by OCS and by departments and programs should emphasize that the primary purpose for studying abroad is academic. This academic reason needs to justify time away from the residential and educational experience at Middlebury. A compelling academic rationale means that the student will be taking courses that meet one or more of the following criteria:
  - a. The courses are not offered at Middlebury but are rigorous and appropriate to a liberal arts education;
  - b. The courses are not offered at Middlebury but are rigorous and appropriate to the student's major(s);
  - c. The courses are the equivalent of Middlebury courses but are unique in perspective;

d. The courses may or may not be offered at Middlebury but are unique in perspective because they involve study of the natural history, economics, history, politics, or culture of the region where the school is situated.

2. When the student is given the application for study abroad, he or she should also be given the memo in the Appendix, "Letter to Students Considering Study Abroad."

### 3. Advising

#### Current Practice

The current state of advising reflects the increased and complex role of Study Abroad in the curriculum. Students rely on a number of possible sources of information regarding study abroad programs: OCS, other students, and faculty members in their area of study. For many students, their first advice regarding Study Abroad comes from OCS. Prior to submitting their Study Abroad applications, all students are required to meet with an OCS staff member to discuss their goals and plans. The OCS staff encourages students to research their program options through a variety of sources including the Study Abroad library, the internet, talking with other students, reading the program evaluations of students who have returned from studying abroad, and consulting with their academic advisors. Some students receive helpful information from many or all of these sources, and choose a program that suits their individual needs and goals. Other students seem to choose a program on the basis of little more than a recommendation from a fellow student who enjoyed his or her experience in a particular program.

#### Concerns

There are two ways in which Study Abroad advising falls short of the ideal. First, students often do not engage in the kind of thoughtful advance planning that would ensure that their study abroad and on-campus academic experiences are well integrated. Many fail to consider the implications of a semester or year spent away from campus, especially the impact on their major course(s) of study. Faculty report that students are sometimes unable to complete the necessary coursework for their major during their senior year, or must take a large number of major courses at once, without regard to appropriate sequencing. These students may not be prepared for senior work upon their return to the Middlebury campus. Even when students do consider these issues as part of the process of completing their study abroad applications, the middle of sophomore year may be too late to engage in the most effective curricular planning. Faculty advisors often are ill equipped to help students with this process, particularly if their department or program has not developed recommendations for integrating on-campus and off-campus study.

The second concern is that the quality of advising that students receive about particular programs or institutions abroad is so uneven. OCS has more information about Middlebury Schools Abroad than about other programs. Some students wishing to study in a non-Middlebury program report that they feel overwhelmed by the process of finding an institution abroad with a curriculum that is suited to their needs. Some departments have made concerted efforts to gather information about the best institutions for studying abroad in their field. Faculty in some other departments have little knowledge about the many programs and institutions available to students, and students who wish to study in these areas of the curriculum are left to choose their destination and program of study with little

direction from faculty. Because these students will spend some or all of their junior year studying away from the Middlebury campus, many of them will complete a significant portion of their college coursework elsewhere, and many of these students want to take courses that will count towards their major requirements. Students who must choose a Study Abroad destination, institution, and/or coursework without informed guidance from the faculty cannot be expected to get the most out of their academic experience.

#### Recommendations

1. Advising regarding a student's study abroad experience should begin early, preferably in the student's first year. First Year Seminar advisors should encourage students to be the architects of their college education and ask whether and where Study Abroad fits into this academic structure. Advisors should stress the importance of advance planning. For example, those students who are considering spending some or all of their junior year abroad should be encouraged to take this into account when selecting their courses.

2. OCS should be charged with developing better information on the non-Middlebury schools abroad.

3. All departments and programs should develop a set of guidelines to help students integrate Study Abroad with a major or minor in their area of study. These guidelines, which should be clearly communicated to students, should address the needs of all the department or program's students, including majors, minors, majors with a minor in a modern language, and minors with a major in a modern language. We recommend that each department and program create a section on its website dedicated to the subject of Study Abroad. It should contain both a statement on the acceptable reasons for studying abroad and identify the department or program's Study Abroad guidelines, answering questions such as:

- a. Does the department advise students to study abroad for one or for two semesters?
- b. Should particular courses be completed prior to studying abroad?
- c. How should students plan in order to ensure that they will be able to participate in senior work (senior seminars, independent projects, and other required courses) upon returning from a junior year or semester abroad?
- d. What kinds of courses are likely to transfer for credit towards the student's major and minor?
- e. Is there a minimum or maximum number of courses that can or should be taken in the major and minor while abroad?

Academic advisors should address these issues with students and help them to make study abroad plans that are compatible with their major(s) and other curricular goals (i.e., minors, pre-professional plans).

4. We also encourage departments and programs to compile a list of institutions deemed desirable for Study Abroad in their field of study. This list could be included with the Study Abroad guidelines on the department or program website. Some departments currently provide such a list, but many do not. Departments and programs could consult with OCS and students who have returned from abroad to identify these institutions and review the program evaluations submitted to OCS by returning students. As departments accumulate more and better information on programs abroad from year to year, the list should be updated.

#### 4. Existing Procedures

### Current Practices

Applying to study abroad is a complex process, involving OCS staff, advisors, and language faculty. The Office of Off-Campus Study holds a series of informational meetings in the spring and fall for first and second-year students who are considering Study Abroad their junior year. At these meetings, students learn the steps they must take to apply for Study Abroad, as well as the requirements. Foreign language departments, for instance, set standards for language proficiency. The College requires a minimum overall GPA of B- and an average of B or better in the major and in the language or in the discipline in which the study abroad program is to be primarily undertaken.

When, as a result of their consultations and discussions with OCS and their academic advisors, students have made a decision about where to study, they fill out a form supplied by OCS that is entitled "Application to Study Abroad," which includes or requires: A) Major Advisor's Approval Form; B) Language Assessment Form; C) Essay of 300-500 words giving the academic reasons for seeking to study abroad. (Students who are majors in a modern language, IS, or IP&E and who study abroad for the full year do not have to submit such an essay.) Students take this form, with the essay if required, to their major advisor, seeking his or her support for Study Abroad. If the student is going to a country whose language is taught at Middlebury, the student also sees his or her most recent language instructor at Middlebury for an assessment of language proficiency. If the student plans to study in a country where there is no Middlebury School Abroad, but will be studying in a language taught at Middlebury, he or she must also seek the approval of the relevant language department chair. The deadline for submitting the application materials to the major advisor is about three weeks before it is due in the OCS, thus allowing time for the advisor to request revisions of the essay and of the plan of study.

For most students who choose to study abroad at one of Middlebury's schools, and who have the approval of their major advisor and most recent language instructor, as well as the minimum GPA, approval to study abroad is automatic. Borderline cases are referred to relevant department chairs. For non-Middlebury programs, students' applications are checked by OCS and approved by the PAC.

While actual practice varies among departments and programs, current College policy is to encourage students to study abroad for the full academic year. Those who want to go abroad for one term only are encouraged to go in the fall. Those students applying for Study Abroad during the spring only must make a compelling argument for their preference.

After returning from Study Abroad, students fill out an evaluation form on the program they have attended. These forms are kept at OCS, where they can be reviewed by students, faculty, and OCS staff.

The mechanics of granting credit are covered separately in Part 6 of this report.

Since financial aid is not within the purview of the EAC, it is not addressed in this report. We do want to make note of the fact that financial aid packages travel with students to Middlebury's own Schools Abroad, but generally not to non-Middlebury programs. In the spring of 2001 an ad hoc committee was appointed to consider this discrepancy and the implications of eliminating it. That committee's recommendations were forwarded to the Provost.

### Concerns

In general we found that students and faculty complained that there was confusion



about the division of responsibilities among OCS, departments, programs, chairs, and faculty advisors, and that the application process, as well as the principles guiding study abroad, were unclear. We found that few advisors and students understood that the Study Abroad application was asking the faculty member to certify that the courses to be taken were liberal arts courses. Many students did not understand that in order to gain credit toward the major or minor, or toward cultures and civilization requirements, they had to bring back to their advisor, and/or chair, complete information on the courses to be considered for such credit, i.e., syllabi, assignments, bibliographies, examinations, and written work. At many institutions abroad, the schedule of courses being offered is not definite until the student arrives, and students find that they have to make decisions on the spot about which courses to take. Some foreign language departments felt that they did not have sufficient input into language study for students who were minors in the language. The evaluation forms that students fill out do not seem to be adequate in evaluating the academic experience of the students who have studied abroad, and, generally, these forms are not as readily available to advisors as they might be.

### Recommendations

1. Faculty should no longer be charged with certifying that courses identified on a student's Study Abroad application are liberal arts courses. Most faculty do not realize that this is what they are doing by initialing a student's tentative course choices on the application form. This responsibility should instead be given to OCS, which is already responsible for certifying the institutions from which our students can receive credit.
2. OCS should change the Study Abroad application form so that it is clear that students seeking to apply courses taken overseas toward their major, minor, distribution or culture/civilization requirements will need such courses individually approved by the appropriate department chair upon return. Students must bring back all syllabi, bibliographies, assignments, examinations and written work to support such claims. The application form should also make it clear that the student should consult with the department or program chair prior to study abroad in order to ascertain whether there is even a possibility that the courses to be taken might be applied toward the major, minor, distribution, or culture/civilization requirements.
3. When a student requests an application for Study Abroad, he or she should be given the attached "Letter to Students Considering Study Abroad," or, the information in the letter should be incorporated into the Study Abroad Application form.
4. Foreign language departments should have a say in vetting language study overseas, particularly for those who have a minor in the foreign language.
5. Since schools abroad do not always post their schedule of courses until very late, or make changes at the last minute, students should be required to be in contact by e-mail with their academic advisor and OCS in order to gain approval for the courses to be taken, especially to ensure that the courses are liberal arts in nature.
6. OCS should revise the evaluation forms that are filled out by returning students in order to emphasize the need for an assessment of the academic experience of the school the student attended and on the academic quality of the courses. OCS should make the information from these evaluations easily available on-line to faculty advisors in their offices, either in their entirety or through narrative or quantitative summaries. Individual faculty members and chairs wishing further information can consult the complete forms in the OCS office. Faculty members

should also convey to OCS their opinion of particular Study Abroad programs and these comments should be incorporated into the database that is available to each department and advisor.

## 5. Middlebury/C.V. Starr Schools Abroad

### Current Practice

As noted in the introductory section, the five original Middlebury Schools Abroad have expanded considerably, especially in the past few years. Each of them now comprises an 'autonomous' site (i.e., one where the School establishes its own curriculum, hires its own faculty, provides housing or helps students to find accommodations, owns or rents offices and classrooms, and, where appropriate, arranges for students to take some courses at local universities) and one to three 'satellite' sites (i.e., places where the students enroll directly in a local university that is some distance from the city of the autonomous site). Each of the autonomous sites is administered by a residential Director who also provides supervision and management for the satellite sites. Non-Middlebury students also study abroad at both the autonomous and the satellite sites. In addition to this fundamental distinction between autonomous and satellite sites, there is also variability from one School to another, so the following account is based on generalizations.

At the autonomous sites of the Middlebury Schools Abroad, courses are taught by local faculty in the target language and are tailored specifically to the linguistic, cultural, and pedagogical needs of non-native students. In theory, the curriculum is established collaboratively by the residential Director, the chair of the relevant language department, and faculty from relevant departments (e.g., the School in Florence offers courses in art history as well as in Italian language, literature, and history because it is a regular destination for majors in the History of Art and Architecture). Students who study at the autonomous site can also enroll at the local university. For instance, in Paris, students take some courses at the 'autonomous site,' but they also take courses at one of the University of Paris campuses.

The satellite sites of the Middlebury Schools Abroad are select universities with which Middlebury has a formal agreement. At these institutions, the College's responsibility is limited to facilitating the students' ability to enroll in courses. Support is administrative and logistical. These university courses make no or few accommodations to non-native students, who must integrate themselves directly into courses, with differing levels of tutoring support available. Since Middlebury has no say in which faculty are hired, and what courses are taught, there is no specific control over either curriculum or faculty. The residential Director of the Middlebury School Abroad in that country and regular Middlebury College faculty in Vermont do their best to identify appropriate courses for students who choose this option.

### Concerns

The current system, with five autonomous sites and nine satellites, has grown beyond the ability of any one individual to have a comprehensive knowledge of the curriculum. The growing number of students with some kind of international major means that an increasing number of faculty, beyond the modern language departments, have direct interests in the curriculum of the Schools Abroad. These changes, intensified by the administrative reorganization of the French and German Schools Abroad, means that all the Schools Abroad are in a period of transition and require further time and attention.

At the autonomous sites, there is a wide range in the degree of collaboration and

communication between Middlebury College faculty and the residential Directors of the Schools Abroad. When the Director has a strong historic relationship with the College and the department, understands the Middlebury curriculum, and hires faculty abroad who understand American students and institutions, the quality of courses is largely satisfactory, and there is a meaningful attempt to integrate the curriculum at the School Abroad with the one at Middlebury. Problems in quality and continuity occur, however, when the residential Director at the Middlebury School Abroad does not know the curriculum or the style of teaching on Vermont campus, or when the historic relationship with the department is not as strong. Communication breaks down because it was never firmly established, and the curriculum and our students are the casualties.

At the satellite sites, neither stateside faculty nor residential Directors in that country exercise any direct influence on the content or format of courses our students take. This option is clearly riskier for students: there are problems with quality control and with the identification of courses at local and satellite universities that correspond well to curricular requirements at the Vermont campus. At the same time, while the volume and diversity of courses offered at these satellite sites make it difficult to track the quality and the 'fit' of these courses in a systematic way, it seems clear to us that there are many advantages for our students to be learning alongside local students and to be in an environment which requires that they speak more often the language of the country where they are studying.

#### Recommendations

1. To promote the curricular integration of Middlebury stateside and abroad, we recommend that the DLSA expand the Advisory Boards' mandate to include an annual assessment of curriculum and of program quality. (The meeting schedule should be expanded to meet this important expectation.) This annual review should include:
  - a. a yearly visit to assess the curriculum by two members of each Advisory Board (a foreign language department member and another faculty member from across the curriculum);
  - b. the Boards' consultation of student evaluations at both autonomous and direct enroll sites;
  - c. effective and timely communication of developments, findings, and concerns among the Boards, Directors Abroad, the Director of OCS, and the Dean of Languages and Schools Abroad.
2. We recommend that the Director of OCS and the DLSA ensure close contact between department and program chairs, or designates, and Directors of Schools Abroad. Contact between the Directors and the language department chair is especially crucial. Directors need to familiarize themselves with the Middlebury stateside curriculum and with departmental policies on Study Abroad. To advise students, departments (particularly language departments) need to know what curricular changes are proposed for the following academic year with sufficient advance notice to allow for effective consultation and solutions. To this end, we recommend that the Directors of each School Abroad make annual visits to Middlebury, during which they meet with the entire faculty who have special interests and needs in the School Abroad that the Director represents. The primary purpose of these visits should be to ensure that these Directors have firsthand experience with the faculty here as well as with Middlebury's curricular and pedagogical needs and emphases.

## 6. Transfer of Credit

### Current Practice

As part of the EAC's discussion of Study Abroad, we reviewed the current policies and procedures for awarding course credit when students return to campus, and considered more generally the College's policies for allowing students to accumulate course credits earned elsewhere towards a Middlebury College degree. Some of the current policy is summarized on page 66 (chapter 3, section IV.A.) of the Handbook: "All course work completed off campus, whether in the U.S. or abroad, must receive final approval by the Director of Off-Campus Study. When courses are transferred, the credit is recorded, but not the grade that was awarded. Transfer grades do not count towards the student's G.P.A."

We include here all of our recommendations on transfer of credit, even though some affect areas other than Study Abroad. These recommendations will be presented to the faculty as a free-standing proposal in the fall.

It should be noted that these recommendations are not intended to change current policy regarding credits granted to the handful of students who transfer to Middlebury as sophomores or juniors.

Students may receive credit for three kinds of courses not taken at Middlebury: 1) courses taken abroad (Middlebury or non-Middlebury schools); 2) credit towards graduation granted for advanced placement prior to matriculation at the College; and 3) courses taken at other U.S. institutions.

#### 1. Courses taken abroad

Each student's proposed course of Study Abroad is reviewed and pre-approved prior to departure. Students who enroll in the Middlebury Schools Abroad program (autonomous and satellite) in France, Spain, Italy, Germany and Russia for either one or two semesters and satisfactorily complete the course of study are granted Middlebury credit. Students may also direct enroll for one or two semesters in select foreign institutions or in approved programs established by other U.S. institutions. Page 67 (chapter 3, section IV.C.) of the Handbook states: "In granting permission for a junior year abroad program, Middlebury agrees to grant full equivalent credit on successful completion of the program." Course credit for returning students is determined following the review of an official transcript from the host institution. The Director of OCS carries out this review. Before a student's departure, his or her academic advisor certifies that the courses to be taken are 'liberal arts' courses. Upon the student's return, the department or program must approve course equivalency towards major or minor credit. Credit toward cultures and civilization requirements is determined by the department or program offering a similar course.

#### 2. Advanced Placement

The current policy for awarding AP credits is set forth on page 62 (Chapter 3, Section II. B.) in the Handbook. The faculty established this policy in 1987, at the time that the faculty voted to start the First Year Seminar Program. Students are granted general course credit or course equivalency with scores of 4 or 5 on the Advanced Placement exam. In a few disciplines, a score of 3 is adequate to obtain credit. At the discretion of the department or program, AP exams may be counted as 1 or 2 credits. Some departments require the student to take a Middlebury course before AP credit is awarded. Currently, there is no limit to the number of credits that a student may count toward the degree. AP credits may be used to satisfy a maximum of two of the distribution and cultures and civilizations

requirements. AP credits may also be used to reduce a student's course load. For each of the past five years (1997-2001), about 60% of the incoming class arrived with AP credits. Among this group, the average number of AP credits has increased every year from 3.2 in 1997 to 4.1 for 2001.

### 3. Courses taken at other U.S. institutions

Courses taken at other U.S. institutions, during the summer or the regular academic year, may be transferred for academic credit. A Transfer of Credit Form is supposed to be completed prior to enrolling in the course in order for a student to obtain preliminary approval for equivalency or for general credit. (Junior college courses are acceptable for transfer as long as the student is not a junior or a senior, but exceptions are allowed.) Such courses are generally above the introductory level and according to page 66 (chapter 3, section IV.A.) of our Handbook "carry at least three semester-hour credits or five quarter-hour credits." These courses must meet for at least the same number of class hours as an equivalent course at Middlebury. Students may transfer two courses per summer session and a maximum of four courses over two summer sessions and must carry at least a C\_ in the course to be transferred. Transfer credits may be used to satisfy distribution and cultures and civilizations requirements if the course is considered the equivalent of a Middlebury College course, as determined by the Middlebury department that offers the course.

#### Concerns

##### On Study Abroad

Study abroad is considered a significant element of a Middlebury College education, but grades are only recorded for courses taken at Middlebury Schools Abroad. This policy seems inconsistent, since regular Middlebury College faculty teach neither at Middlebury's Schools Abroad nor at the non-Middlebury programs.

##### On Advanced Placement

College policies on awarding advanced placement credit are too generous. For instance, there is no limit on the number of AP credits that a matriculating student may count towards the Middlebury degree.

##### On Transfer Credit

Students often do not get approval in advance for courses whose credit they wish to transfer from other U.S. institutions, particularly for those courses taken during a summer. Faculty have difficulty approving such courses after the fact, particularly when the student has little to offer in the way of syllabi, assignments, or other course material. Another concern is that the College accepts courses taken at junior colleges to count towards the Middlebury College degree.

#### Recommendations

##### On Study Abroad

1. Grades for courses taken abroad should be recorded on the transcript, but not included in the calculation of the GPA.

##### On Advanced Placement (AP) credits

2. Middlebury College will award college credit for scores of 4 or 5 in subjects where Advanced Placement examinations are given.

3. One Middlebury College credit will be awarded for each qualifying AP exam

score. Two credits will be awarded in those instances in which the department has demonstrated to the Curriculum Committee that the AP examination adequately covers material in two separately numbered Middlebury College courses that students would normally take sequentially.

4. AP credits may not be used to satisfy distribution or cultures and civilizations requirements.

5. A maximum of five (5) Middlebury College credits may be accumulated through AP exams.

6. AP credits may not be counted toward graduation when the student takes a Middlebury College course that covers substantially the same material as an AP exam.

The recommendations on Advanced Placement credits will take effect with students entering Middlebury in September 2003. The Administration Committee shall be responsible for oversight of this policy, and the Registrar shall inform students of all policies on Advanced Placement credits.

#### Transfer Credits

7. After students matriculate at Middlebury College, they may not take junior college courses for credit towards a Middlebury College degree.

8. OCS should revise the Transfer of Credit Form so that it very clearly stipulates that courses taken at other U.S. institutions always require approval in advance if they are to be considered for credit toward the Middlebury degree. The form should also make it clear that no credit will be granted after the course is taken unless the student has secured such preliminary approval. As with Study Abroad courses, students seeking to apply these credits toward the major, the minor, or the cultures/civilizations requirement, will need to seek the approval of the appropriate department chair. To support such requests, students must submit syllabi, bibliographies, assignments, examinations and written work.

#### Appendices

##### Appendix A: Letter to Students Considering Study Abroad

To: Students Considering Off-Campus Study

From: Office of Off -Campus Study

Studying abroad is an exciting opportunity, and almost uniformly students find it to be a life-changing experience. Middlebury College, however, does not grant academic credit solely for life experience or cultural immersion. While these benefits of studying abroad are of enormous value, the fundamental purpose is always academic.

The individual student has the responsibility to present to his or her Middlebury College academic advisor a compelling academic case for off-campus study. To the first meeting with the Middlebury advisor, the student should bring: 1) the completed application form; 2) as much information as possible on the courses to be taken while abroad; 3) and an essay that presents a compelling rationale for off-campus study. The student will be expected to take some courses on the culture and/or natural history particular to the site for off-campus study.

In order to present a compelling rationale for the time away from Middlebury, students should keep in mind, as noted above, that the College does not grant academic credit solely for life experience or cultural immersion. The essay then

must present a compelling academic case for off-campus study that uses the following criteria:

- A. The essay should spell out how the student's course of off-campus study will be integrated with his or her course of study at Middlebury, serving a major, a minor, or some other established curricular interest.
- B. In the essay, the student should demonstrate that he or she has adequate preparation for studying abroad, in the form of preparatory coursework or research.
- C. The essay should demonstrate that the student will be taking courses that meet one or more of the following criteria: 1) the courses are not offered at Middlebury but are rigorous and appropriate to a liberal arts education; 2) the courses are not offered at Middlebury but are rigorous and appropriate to the student's major(s); 3) the courses are the equivalent of Middlebury courses but are unique in perspective; 4) the courses may or may not be offered at Middlebury but are unique in perspective because they involve study of the natural history, economics, history, politics, or culture of the region where the school is situated.
- D. In the essay the student should describe how the off-campus study will not interfere with his or her ability to complete the major in a timely and reasonable fashion, through coursework while abroad and/or upon returning to Middlebury. [Note: The student should understand that going abroad may jeopardize his or her ability to complete a major program, particularly if the student is pursuing a joint or double major. Departments and programs cannot predict with accuracy eighteen months in advance whether or not, and when, particular courses will be offered that the student may need in order to complete the requirements for his or her major program.]

Students seeking to apply courses taken overseas toward their major, minor, distribution or culture/civilization requirements will need such courses individually approved by the appropriate department chair upon return. Students must bring back all syllabi, bibliographies, assignments, and written work to support such claims. The student should consult with the department or program chair prior to Study Abroad in order to ascertain whether the courses to be taken might be applied toward the major, minor, distribution, or culture/civilization requirements.

#### Appendix B: Study Abroad Statistical Summary: 1984 and 1992-2002

(as of 4/2/02)

##### 1. Totals:

2001-2002 - 351 students in 44 countries in 94 different programs and universities

2000-2001 - 390/47/104

1999-2000 - 344/39/87

1998-99 - 329/38/90

1997-98\*- 355 /36/90

1996-97 - 305/36/95

1995-96 - 270/32/77

1994-95 - 261/ 38/66

1993-94 - 294/35/69

1992-93 - 274/34/62

1984-85 - 194 students in 23 countries in 54 programs and universities

## 2. Percentage of Junior Class:

2001-2002 - 57.6 % (base 609 as of 7/1/01)

2000-2001 - 61.3% (base 636 as of 7/1/00)

1999-2000 - 55.4% (base 621 as of 7/1/99)

1998-99 - 56.4% (base 583 as of 7/1/98)

1997-98 - 56% (base 635 as of 7/1/97)

1996-97 - 55% (base 556 as of 7/1/96)

1995-96 - 50.9% (base 530 as of 7/1/95)

1994-95 - 47.5%

1993-94 - 49%

1992-93 - 49%

1984-85 - 31%

## 3. Enrollments

2001-2002: Year: 94 (26.8%) Fall: 112 (31.9%) Spring: 145 (41.3%)

2000-2001: Year: 108 (27.7%) Fall: 126 (32.3%) Spring: 156 (40%)

1999-2000: Year: 100(29.1%) Fall: 108(31.4%) Spring: 136(39.5%)

1998-99: Year: 107(32.5%) Fall: 106(32.2%) Spring: 116(35.3%)

1997-98\*: Year: 86(24.2%) Fall: 136 (38.3%) Spring: 133(37.5%)

1996-97: Year: 68(22.6%) Fall: 107(35.1) Spring: 130(42.3%)

1995-96: Year: 78 (28.8) Fall: 81 (29.3%) Spring: 115 (41.9)

1994-95: Year: 56 (21.5%) Fall: 113 (43.5%) Spring: 92 (35%)

1993-94: Year: 93 (32%) Fall: 76 (26%) Spring: 125 (42%)

1992-93: Year: 87 (32%) Fall: 50 (18%) Spring: 137 (50%)



1984-85: 83 (42%)/33 (17%)/78 (41%)

### 3. Middlebury Programs/non-Middlebury Programs:

2001-2002 - 135 (36.4%)/236 (63.6%)

2000-2001 - 174 (41.7%)/243 (58.3%)

1999-2000 - 134 (37.3%)/225 (62.7%)

1998-99 - 145 (41.1%)/208 (58.9%)

1997-98 - 161(45%)/194(55%)

1996-97 - 119(39%)/186(61%)

1995-96 - 120 (44.4%)/164 (55.6%)

1994-95 - 110 (41%)/151 (59%)

1993-94 - 130 (44%)/164 (56%)

1992-93 - 127 (46.5%)/147 (53.5%)

1984-85 - 106 (55%)/88 (45%)

\* Changed method of calculation as of 97-98: Students on two programs (different programs fall and spring) are counted as being abroad for the year rather than being double-counted for each semester.

\*\* Numbers of programs are counted rather than numbers of actual students; therefore, the total appears larger than the total in #1.

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