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Institutional Characteristics

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

Date: May 1, 2011

1. Corporate name of institution: Middlebury College
2. Address (city, state, zip code): Middlebury, Vermont, 05753-6002
Phone: 802.443.5000
URL of institutional webpage: www.middlebury.edu
3. Date institution was chartered or authorized: November 1, 1800
4. Date institution enrolled first students in degree programs: November 5, 1800
5. Date institution awarded first degrees: August 18, 1802
6. Type of control: (check)

Public

State

City

Other

(Specify) _____

Private

Independent, not-for-profit

Religious Group

(Name of Church _____)

Proprietary

Other (Specify) _____

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

Attach a copy of the bylaws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements. (see document room 3.1 and 3.2)

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

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other, (Specify) _____

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

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other_____ |

10. The calendar system at the institution is:

- Semester Quarter Trimester Other
 Fall Semester, Winter Term, Spring Semester

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

a) Undergraduate - Middlebury College counts each course as one unit or credit. Each undergraduate unit is equivalent to 3.3 semester hours. Students enrolled in three or more units in a given semester are considered full-time.

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

c) Professional _____ credit hours

12. Student population:

a) Enrollments for Summer 2010 (Bread Loaf and Language Schools) and Fall 2010 (Middlebury undergraduate college, Monterey Institute, and Middlebury Schools Abroad).

	Undergraduate	Graduate	Total
Full-time student headcount	3,876	1,613	5,489
Part-time student headcount	27	74	101
FTE	3,885	1,638	5,523

Note: includes degree-seeking and non-degree students.

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

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:
- Chemistry Department: American Chemical Society
 - Teacher Education Program: Approved by Vermont Department of Education
 - Monterey Institute MBA Program: Association to Advance Collegiate Schools of Business (AACSB)
14. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs, 50% or more of one or more degree programs, or courses only. Record the FTE enrollment for the most recent fall semester. Add more rows as needed.

	Full degrees?	50% or more?	Courses only?	FTE Enrollment
A. In-state Locations				
Bread Loaf School of English – Ripton, Vermont	Yes	Yes	Yes	257
B. Out-of-state Locations				
Bread Loaf School of English – Asheville, North Carolina	No	Yes	Yes	85
Bread Loaf School of English – Santa Fe, New Mexico	No	Yes	Yes	83
Language Schools – Oakland, California	No	No	Yes	83
Monterey Institute of International Studies – Monterey, California	Yes	Yes	Yes	693
C. International Locations				
Bread Loaf School of English – Oxford England	No	Yes	Yes	71
French Language School – Poitiers	No	No	Yes	9
Middlebury School in China – Beijing	No	No	Yes	10
Middlebury School in China – Hangzhou	No	No	Yes	13
Middlebury School in China – Kunming	No	No	Yes	14
Middlebury School in France – Bordeaux	No	No	Yes	18
Middlebury School in France – Paris	No	Yes-GR	Yes-UG	73
Middlebury School in France – Poitiers	No	No	Yes	2
Middlebury School in Germany – Berlin	No	Yes-GR	Yes-UG	7
Middlebury School in Germany – Mainz	No	Yes-GR	Yes-UG	3

Middlebury School in Italy – Ferrara	No	No	Yes	7
Middlebury School in Italy – Florence	No	Yes-GR	Yes-UG	23
Middlebury School in Italy – Rome	No	No	Yes	2
Middlebury School in Japan – Tokyo	No	No	Yes	11
Middlebury School in Latin America – Belo Horizonte	No	No	Yes	1
Middlebury School in Latin America – Buenos Aires	No	No	Yes	21
Middlebury School in Latin America – Concepcion	No	No	Yes	2
Middlebury School in Latin America – Florianopolis	No	No	Yes	1
Middlebury School in Latin America – Guadalajara	No	No	Yes	3
Middlebury School in Latin America – La Serena	No	No	Yes	0
Middlebury School in Latin America – Montevideo	No	No	Yes	0
Middlebury School in Latin America – Niteroi	No	No	Yes	3
Middlebury School in Latin America – Santiago	No	No	Yes	2
Middlebury School in Latin America – Temuco	No	No	Yes	1
Middlebury School in Latin America – Tucuman	No	No	Yes	2
Middlebury School in Latin America – Valdivia	No	No	Yes	3
Middlebury School in Latin America – Valparaiso	No	No	Yes	7
Middlebury School in Latin America – Xalapa	No	No	Yes	2
Middlebury School in the Middle East – Alexandria	No	No	Yes	32
Middlebury School in Russia – Irkutsk	No	No	Yes	7
Middlebury School in Russia – Moscow	No	Yes-GR	Yes-UG	14
Middlebury School in Russia – Yaroslavl	No	No	Yes	12
Middlebury School in Spain – Cordoba	No	No	Yes	2
Middlebury School in Spain – Getafe	No	No	Yes	10
Middlebury School in Spain – Madrid	No	Yes-GR	Yes-UG	53
Spanish Language School – Guadalajara	No	Yes	No	42

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

Name of program	Degree level	% on-line	Students
N/A			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered, indicate the name of the contractor, the location of instruction, the program name and degree level, and the percent of the degree that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree level	% of degree
N/A				

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

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

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

Middlebury Monterey Institute Language Schools, Schools Abroad, and Bread Loaf

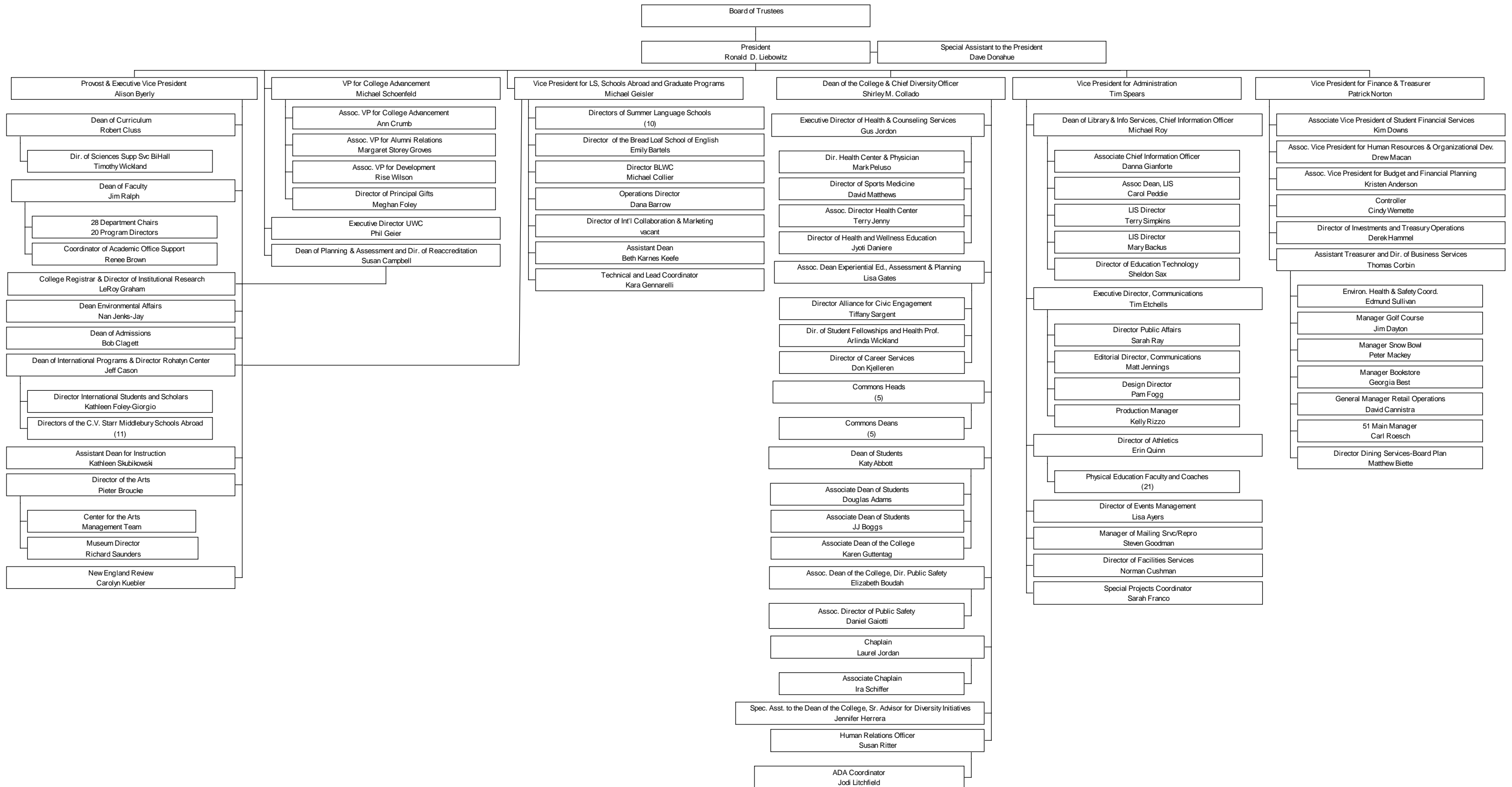
19. Record briefly the central elements in the history of the institution:
Please see Middlebury College Historical Events

CHIEF INSTITUTIONAL OFFICERS

Function Or Office	Name	Exact Title
Chair, Board of Trustees	Frederick M. Fritz	Chair, Board of Trustees
President	Ronald D. Liebowitz	President of the College
Executive Vice President	Timothy Spears	Vice President for Administration
Chief Academic Officer	Alison Byerly	Provost & Executive Vice President
Deans of Schools and Colleges	Michael Geisler	VP Language Schools, Schools Abroad, and Graduate Programs
Deans of Schools and Colleges	Jeffrey Cason	Dean of International Programs
Deans of Schools and Colleges	Emily Bartels	Director, Bread Loaf School of English
Chief Financial Officer	Patrick Norton	Vice President for Finance and Treasurer
Chief Student Services Officer	Shirley M. Collado	Dean of the College and Chief Diversity officer
Planning	Susan M. Campbell	Dean of Planning and Assessment
Institutional Research	LeRoy P. Graham	Director of Institutional Research
Development	Michael D. Schoenfeld	Vice President for College Advancement
Library and Chief Information Officer	Michael D. Roy	L. Douglas and Laura J. Meredith Dean of LIS & CIO
Grants/Research	Frances V. Farnsworth	Coordinator of Sponsored Research
Admissions	Robert S. Clagett	Dean of Admissions
Registrar	LeRoy P. Graham	College Registrar
Financial Aid	Kim M. Downs	Associate Vice President of Student Financial Services
Public Relations	Timothy Etchells	Executive Director of Communications
Alumni Association	Meg S. Groves	Associate Vice President for Alumni Relations
President (Monterey Institute)	Sunder Ramaswamy	President, Monterey Institute
Chief Academic Officer (Monterey Institute)	Amy Sands	Provost, Monterey Institute
Deans of Schools and Colleges (Monterey Institute)	Renee Jourdenais	Dean, Graduate School of Translation, Interpretation and Language Education
Deans of Schools and Colleges (Monterey Institute)	Yuwei Shi	Dean, Graduate School of International Policy and Management
Other	http://www.middlebury.edu/about/president/pres_staff http://www.miis.edu/about/governance/administration	President's Staff at Middlebury and Monterey Institute

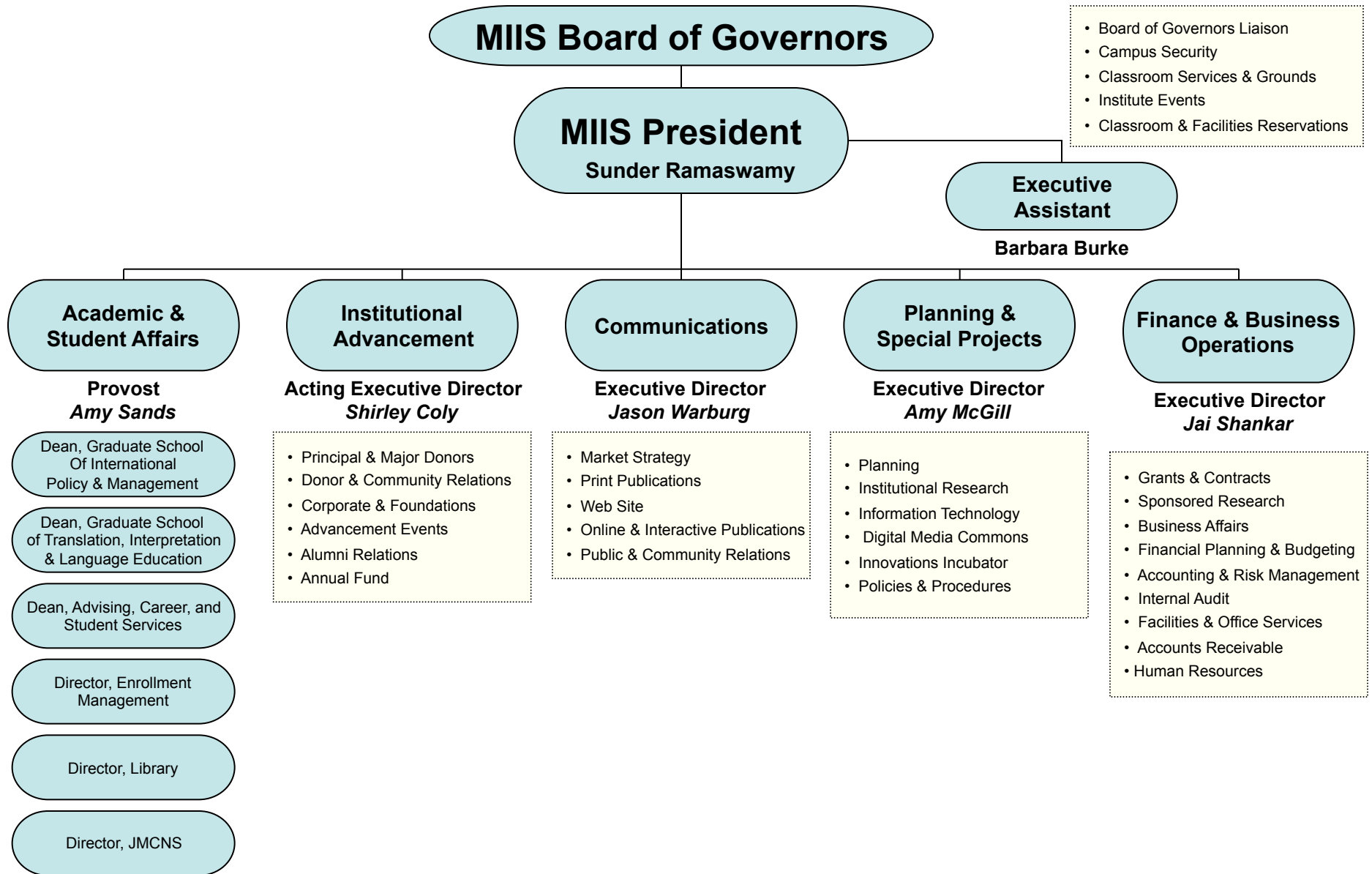
Middlebury College

Organizational Chart



MIIS Organization Chart

July 15, 2010



Vice President for Language Schools, Schools Abroad, and Graduate Programs
Michael Geisler

Associate Vice President for Language Schools and Graduate Programs and Professor of Linguistics
Aline Germain-Rutherford

Middlebury College Language Schools

Middlebury at Mills

Middlebury College Schools Abroad

Bread Loaf School of English

Bread Loaf Writers' Conference

Middlebury Interactive Languages

Director of Operations
Dana Barrow

Director of Marketing & Inst'l Collaboration
Nelson Caldwell (acting)

Operations Manager
Abigail Bennett

Dean
Jeff Cason

Director
Emily Bartels

Director
Michael Collier

Michael Geisler
Chief Learning Officer

Operations Associate
Laura Bachand

Marketing, Recruiting & Admissions Asst
TBA

Administrative Associate
Laura Fernandez

[Jeff Cason:
Joint report to VP for LS, SA and Grad Programs AND Provost & Executive VP]

Associate Director
Django Paris

Administrative Manager
Noreen Cargill

MIDDWorld Online

Assistant Dean
Elizabeth Karnes Keefe

Language Schools Coordinators

Language Schools Directors

Lead Coordinator & Technical Specialist
Kara Gennarelli

Arabic School
Oliver Carling

Arabic School
Mahmoud Abdalla

Chinese School
Anna Sun

Chinese School
Jianhua Bai

French School
Sheila Schwaneflugel

French School
Aline Germain-Rutherford

German School
Tina Ellison

German School
Doris Kirchner

School of Hebrew/Asst to VP
Tania Bolduc (reports to VP)

School of Hebrew
Vardit Ringvald

Italian School
Kara Gennarelli (reports to VP)

Italian School
Antonio Vitti

Japanese School
Wendy Butler

Japanese School
Kazumi Hatasa

Portuguese School/
Budget Coordinator
Sandra Bonomo (reports to VP)

Portuguese School
Lucie Moreira

School of Russian/DML
John Stokes

School of Russian
Jason Merrill

Spanish School 6wk
Audrey LaRock

Spanish School
Jacobo Sefami

Spanish School 7wk
Barbara Walter

School in China
Beijing
Tom Moran (acting)
Hangzhou
Tao Hong
Kunming
Jiajia Wang

Director of Admissions & Asst to Director
Sandy LeGault

Outreach Coordinator
Dixie Goswami

Office Manager & Administrative Asst
Elaine Lathrop

School in Italy
Rosa Cuda

School in Middle East
Egypt
Nehad Heliel
Jordan
TBA
Israel
TBA

School in France
David Paoli

School in Chile/Mexico
Jeffrey Stevenson

School in Russia
Nana Tsikhelashvili

School in Germany
Heike Fahrenberg

School in Spain
Kim Griffin

School in Latin America/Argentina/
Brazil/Uruguay
Claudio González-Chiaramonte

School in Japan
Sanae Eda

Middlebury-Monterey Language Academy

**MIDDLEBURY COLLEGE
HISTORICAL EVENTS**

1800	Middlebury College charter granted by Vermont Legislature
1802	First College Commencement
1815	West College completed, later named Painter Hall; oldest extant college building in Vermont
1819	Gamaliel Painter died, leaving his estate to Middlebury and securing the College's future
1868	Phi Beta Kappa charter granted to Middlebury College
1883	First women enter Middlebury
1915	German Summer School opens; first of the Middlebury College Language Schools
1916	French Language School opens
1917	Spanish Language School opens
1920	Bread Loaf School of English opens
1926	Bread Loaf Writers' Conference opens
1932	Italian Language School opens
1945	Russian Language School opens
1949	School in France established in Paris
1951	School in Spain established in Madrid
1959	School in Germany established in Mainz
1960	School in Italy established in Florence
1963	James I. Armstrong elected President
1965	Faculty approves Environmental Studies major
1966	Chinese Language School opens
1969	Hadley and Milliken Halls open, permitting expansion of student body from 1,200 to 1,800
1970	Japanese Language School opens
1975	Olin Robison elected President
1977	Middlebury College School in Russia established in Moscow
1982	Arabic Language School opens
1988	First-Year Seminars instituted
1989	Campaign for Middlebury ends with more than \$80,000,000 raised
1990	Timothy Light elected President

1991	Timothy Light resigns as President; John M. McCardell, Jr. appointed Acting President
1991	Commons System begins
1992	John M. McCardell, Jr. elected President
1992	Center for the Arts opens
1994	Faculty approves requirements now in place for the B.A. degree
1995	Board of Trustees decides to expand undergraduate student body to 2,350
1996	Faculty approves new International Studies major
1997	Launch of Bicentennial Campaign with \$200,000,000 goal by June 2001
1999	Implementation of enhanced Commons System and decentralization of student deans
1999	Bicentennial Hall opens
2000	Middlebury College celebrates its bicentennial
2002	School in Latin America established in Buenos Aires
2003	Portuguese Language School opens
2004	Ronald D. Liebowitz elected President
2004	The New Library opens
2004	School in China established in Hangzhou
2005	Middlebury College and Monterey Institute sign affiliation agreement
2006	Strategic plan, "Knowledge without Boundaries" approved by Board of Trustees
2007	Middlebury College commits to becoming carbon neutral by 2016
2007	Launch of Middlebury Initiative with \$500 million goal by 2012
2007	School in Middle East established in Alexandria
2008	Middlebury-Monterey Language Academy (MMLA) inaugural summer
2008	Donald E. Axinn '51, Litt. D. '89 Center for Literary and Cultural Studies at Starr Library opens
2008	Hebrew Language School opens
2010	Middlebury Interactive Languages established
2010	School in Japan established in Tokyo
2010	New Library named the Davis Family Library
2010	Monterey Institute becomes a graduate school of Middlebury College

Introduction

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

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

Because of our institutional complexity as a small undergraduate college with graduate schools, each of which operates in different locations and on different academic schedules, we included representatives from our different programs in the work of the subcommittees and in the drafting and organization of the self study. Colleagues from the Monterey Institute were included in every subcommittee and were present by phone (and occasionally in person) for meetings; additionally, these colleagues met regularly on their own campus to share updates from the various subcommittees. Amy McGill, Executive Director for Planning and Special Projects at the Monterey Institute, organized those conversations at the Institute and served as a member of the Reaccreditation Steering Committee. In addition, Susan Campbell and other members of the steering committee traveled to the Monterey Institute in January and October 2010 to provide an orientation regarding the NEASC reaccreditation process and to discuss the developing draft of the self study with members of the community there. One member of the steering committee, Jeff Cason, Dean of International Programs, served as the subcommittees' liaison to the other programs. Dean Campbell also met with the directors of the Language Schools and Schools Abroad during their annual on-campus meeting and visited the Bread Loaf School of English in summer 2010. Both the former and the current director of the Bread Loaf School of English were also engaged throughout the process. The committee wishes to also acknowledge the contributions made by Pieter Broucke and Carol Peddie, who served as subcommittee chairs in the early stages of this project. The committee is especially grateful to Gail Borden, reaccreditation coordinator, whose assistance and organizational skills were invaluable to the process.

To involve broader community input, the draft of the self study was shared with the Board of Trustees and numerous groups of faculty, students, and staff at the undergraduate college, including Faculty Council, Staff Council, Community Council, and the Student Government Association. President Liebowitz, President Sunder Ramaswamy at the Monterey Institute, and all members of both Middlebury's and Monterey's President's Staff also reviewed the draft, as did the directors of the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English. In March 2011, the self study was made available to all members

of the Middlebury community through posting on the Middlebury website and commentary was invited. Additionally, open sessions were held in April 2011 for students, faculty, and staff at Middlebury and at the Monterey Institute to provide feedback on the report. Degree candidates in our other graduate programs who are not physically on campus were invited to participate through the online process. Feedback from all of these community members was reviewed and utilized in making final revisions to the 2011 self study, which was sent to NEASC in June 2011. In addition, Middlebury is grateful to Louise Zak of NEASC for reading a draft of the self study and providing helpful and substantive suggestions.

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

Middlebury has a long tradition of educational excellence and we look forward to maintaining that level of excellence throughout all of Middlebury's programs. In our mission statement, we state that "students who come to Middlebury learn to engage the world," and whether through our programs in Vermont, in California, or throughout the world, we are committed to this mission. This process of self study has been an opportunity to assess ourselves, identify our areas of strength and weakness, and share with NEASC and the diverse Middlebury community the richness and complexity of the institution and its educational programs.

Reaccreditation Steering Committee

Susan M. Campbell, Chair of the Reaccreditation Steering Committee
Dean of Planning and Assessment, Professor of Psychology

Kristen Anderson
Associate Vice President for Budget and Financial Planning

Ian Barrow
Professor of History

Jeffrey Cason
Dean of International Programs, Knox Professor of International Studies and Political Science

Shirley M. Collado
Dean of the College and Chief Diversity Officer

Lisa Gates
Associate Dean for Experiential Education, Assessment & Planning

LeRoy P. Graham
College Registrar and Director of Institutional Research

Heidi Grasswick
Professor of Philosophy

Augustus E. Jordan
Executive Director, Health and Counseling Services

Amy McGill
Executive Director of Planning & Special Projects, Monterey Institute

Michael D. Roy
L. Douglas and Laura J. Meredith Dean of LIS and Chief Information Officer

Institutional Overview

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

“From its proud history spanning more than two centuries, Middlebury College has emerged as one of a handful of the most highly regarded liberal arts colleges. Middlebury is unique among these schools in being a classic liberal arts college that also offers graduate and specialized programs operating around the world. Our planning has aimed to build on these strengths in a time of global change and intense competition in higher education by redefining the boundaries of the institution for a new century. Middlebury College is committed to educating students in the tradition of the liberal arts. This tradition embodies a method of discourse as well as a group of disciplines; in our scientifically and mathematically oriented majors, just as in the humanities, the social sciences, the arts, and the languages, we emphasize reflection, discussion, and intensive interactions between students and faculty members. Our vibrant residential community, remarkable facilities, and the diversity of our co-curricular activities and support services all exist primarily to serve these educational purposes.

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

Middlebury's borders extend far beyond Addison County. Middlebury's Language Schools, Schools Abroad, Bread Loaf School of English, Bread Loaf Writers' Conference, and the Monterey Institute for International Studies provide top-quality specialized education, including graduate education, in selected areas of critical importance to a rapidly changing world community. These areas include an unusually wide array of languages, literatures, and culture—including our programs in English and writing at Bread Loaf. The first of Middlebury's internationally acclaimed language programs originated at the graduate level more than ninety years ago, and the Bread Loaf programs were inaugurated in 1920.”

The years since the College's last reaccreditation review in 1999 – and even the last five years since the strategic plan was unveiled – have been particularly eventful ones for Middlebury. The College celebrated its bicentennial in 2000, providing the opportunity to celebrate two centuries of the College's commitment to the liberal arts tradition. More recently, we have expanded upon our institutional potential as a leader in global education through the addition of new languages and locations to all our graduate programs. The most significant change came in 2010, when,

after several years of planning and affiliation, the Monterey Institute of International Studies officially became a graduate school of Middlebury College. Of course, the last few years also presented Middlebury with the challenge of addressing budget shortfalls associated with the economic recession; financial equilibrium was achieved through a variety of measures, including budget cuts and voluntary reductions in the size of the non-faculty staff. The self study provides descriptions and appraisals of the College's handling of each of these events, but it is in this context – having begun the last decade with a celebration of our history and concluding it with an eye toward our increasingly global future – that we have approached this self study.

Conducting this self evaluation has given us the opportunity to confirm and celebrate some of Middlebury College's strengths. In addition to the continued excellence and centrality of the undergraduate liberal arts education we provide, this study clearly demonstrates several other areas of distinction for the institution. Middlebury has long been recognized for the teaching of language, culture, and international affairs. Beyond the prominence of languages and international studies in the undergraduate curriculum, Middlebury has provided opportunities for immersive language study during the summer for nearly a century at the summer Language Schools. Our commitment to providing students with meaningful opportunities to learn the language and culture of another country is also evident in our C.V. Starr-Middlebury Schools Abroad in 13 countries around the world. Most recently, Middlebury's merger with the Monterey Institute provides students the opportunity to pursue graduate studies in the areas of international policy and management, language education, and translation and interpretation. These programs complement the offerings of the undergraduate college, and together they demonstrate the College's commitment, described in the mission statement, to “offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures.”

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

Another strength, somewhat more difficult to define, but clearly part of Middlebury's culture, is the way in which the College embraces innovation and entrepreneurial thinking. As an institution, we are willing to tackle new problems, mount new initiatives, and accept, and even welcome, change. In the last decade, we have added new majors and minors to the undergraduate curriculum, added more than a dozen sites to our C.V. Starr-Middlebury Schools Abroad, opened summer Language Schools in Portuguese and Hebrew, opened new sites for the Bread Loaf School of English, and, of course, added the Monterey Institute as a graduate school of

Middlebury College. We support and encourage this same spirit of creativity and innovation in our students. This quality, which pervades all of the College's programs and was noted during our last reaccreditation review, is part of what makes Middlebury an exciting and vibrant community in which to work and learn.

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

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

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

Beyond these questions of institutional identity, this review of the College's programs has highlighted the need for planning across all the entities. The process of merging the Monterey Institute and Middlebury College involved thoughtful efforts to bring together the two institutions with clarity about the desirable and necessary degree of integration for various areas of the institution. For example, financial integration was clearly called for, whereas student

services necessarily remain separate across the programs. Other areas involve a mix of centralized and more local administration, and in some cases, there is still ambiguity about where responsibility lies and how to improve communication across programs about initiatives of mutual interest. It seems that the College would benefit from a similarly thoughtful approach to planning which includes all the programs, and President Liebowitz is instituting the Middlebury Council in fall 2011 to accomplish this goal.

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

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

of the strategic use of institutional data for the purposes of improving the educational experience of our students.

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

Standard 1 • Mission and Purposes

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

Description

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

Although the overall mission statement refers to the graduate programs, each program also has its own mission statement that highlights its distinctive educational goals and reflects the communities served by the program. The mission statement for the Monterey Institute was revised as the merger with Middlebury College approached. The revised mission statement was approved by the Monterey Board of Trustees in spring 2010, prior to the merger. The mission statements for the remaining graduate programs were written and/or revised in the last year and were formally approved and reaffirmed by the board in February 2011.

[Middlebury College Mission Statement](#)

At Middlebury College we challenge students to participate fully in a vibrant and diverse academic community. The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus. Yet the College also reaches far beyond the Green Mountains, offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures. We strive to engage students' capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community. Through the pursuit of knowledge unconstrained by national or disciplinary boundaries, students who come to Middlebury learn to engage the world.

[Monterey Institute of International Studies Mission Statement](#)

The Monterey Institute of International Studies, a graduate school of Middlebury College, provides international professional education in areas of critical importance to a rapidly changing global community, including international policy and management, translation and interpretation, language teaching, sustainable development, and non-proliferation. We prepare students from all

over the world to make a meaningful impact in their chosen fields through degree programs characterized by immersive and collaborative learning, and opportunities to acquire and apply practical professional skills. Our students are emerging leaders capable of bridging cultural, organizational, and language divides to produce sustainable, equitable solutions to a variety of global challenges.

Language Schools Mission Statement

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

C.V. Starr-Middlebury Schools Abroad Mission Statement

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

Bread Loaf School of English Mission Statement

The Bread Loaf School of English (BLSE) is a summer residential graduate program of Middlebury College, providing education in British, American, and world literature and the allied fields of creative writing, the teaching of writing, and theater arts to a student population comprised primarily of K-12 English and language arts teachers. The program offers Master of Arts and Master of Letters degrees in English as well as opportunities for continuing education

and sustained, technology-rich professional development. BLSE draws its faculty from leading institutions in the U.S. and U.K. and maintains four campuses, three domestic, one in England, with a curriculum tailored to each site. The School aims to create a diverse and dynamic learning community that fosters innovative, culturally responsive thinking, teaching, and professional development both during the summer and throughout the year.

Appraisal

The Middlebury College mission statement has been revised twice over the last twelve years, and the revised statement reflects the continued prominence of the undergraduate college and yet also acknowledges the expanding scope of the educational mission through the graduate programs. The most recent revision involved significant consultation with the community, including discussions with and an ultimate endorsement from the faculty. In cases where a mission statement was recently created or revised, the mission has been communicated and discussed within the appropriate communities. At the Monterey Institute, for example, the mission statement was revised in consultation with faculty and student groups and the President's Staff. All the mission statements are now prominently featured on the programs' websites.

The current Middlebury College mission is a reflection of our developing institutional identity. Unlike the prior mission statement, it explicitly emphasizes both curricular and geographical internationality. Moreover, the development and refinement of the mission statements of the graduate programs has helped us to better articulate their distinctive qualities and relate them to the greater Middlebury College mission.

The mission has been influential in guiding significant decisions and in our planning for the future. The merger with the Monterey Institute, the addition of 13 new Schools Abroad sites in the last five years, the expansion of the Language Schools to a second location in California, and the addition at the undergraduate college of new majors in Arabic and comparative literature and minors in Hebrew, linguistics, and global health all serve as examples of the ways in which the Middlebury College mission – in this case, the emphasis on internationality – is being used to guide our involvement in new programs, ventures, and initiatives.

Projection

- The mission statements above were collectively reaffirmed and approved by the College's Board of Trustees in February 2011. These mission statements will be re-evaluated, both individually and collectively, by the Board of Trustees every five to six years.

Institutional Effectiveness

The essential mission and values of Middlebury College have not changed, despite the significant changes we have undergone since the last reaccreditation review in 1999. The 2006 strategic plan and the merger with the Monterey Institute have, however, prompted us to articulate that mission more clearly and to delineate the specific aspects of the mission served by each of our programs. The regular re-evaluation of the mission statements will ensure that we continue to orient our planning in pursuit of their important and defining goals.

Standard 2 • Planning and Evaluation

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

Planning

Description

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

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

We remain committed to the strategic goals outlined in the plan, and we continue to pursue many of the recommendations in the strategic plan. Despite its ambitious scope, the strategic plan was not designed to address issues of campus infrastructure. Thus, in April 2006, a Master Planning Committee was appointed to develop a [campus master plan](#) to support the vision outlined in the strategic plan and to guide building, renovation, and development of the Vermont campus for the next 30 to 50 years. Consistent with the College's mission, the plan was developed with a particular emphasis on environmental sustainability. The plan is not a blueprint for campus development, but rather a guiding document which makes general recommendations for the development of outdoor spaces and suggests guidelines for long-range building projects. It addresses issues related to the use of open spaces, the relation of different sections of the campus to one another, accessibility, and parking.

During the same period that Middlebury was engaged in these two planning processes, we were also engaged in investigating, planning for, and implementing a significant addition to the institution, namely the affiliation, and ultimate merger, with the Monterey Institute of International Studies. The College entered into the affiliation in December 2005, and the merger was formally completed in June 2010. (See the [progress report submitted to NEASC, August 2010](#).) Middlebury's overriding rationale for entering into a partnership with the Monterey Institute was the shared belief that language skills, coupled with professional knowledge in areas such as international public policy and diplomacy, international trade and business, language education, and translation and interpretation are critically important to the education of the next generation of global leaders and problem solvers. Because of its existing strengths in languages and international education at both the undergraduate and graduate level, Middlebury – including its Language Schools and its Schools Abroad – sought to strengthen its position among colleges and universities in the mission-central areas of foreign languages, international studies, and environment and sustainability in the face of globalization. It also expanded the College's presence in the field of graduate international education without changing the atmosphere for undergraduate teaching and learning on the Vermont campus.

Much energy and attention was devoted to addressing some immediate challenges at the Monterey Institute. During the period prior to its affiliation with Middlebury, the Institute experienced a number of financial crises that resulted in austerity measures and undermined the quality of programs, facilities, and reputation. Immediately prior to the affiliation, planning efforts had been focused on the need to cultivate a partnership with a larger institution with resources to invest in professional graduate education. Once the partnership with Middlebury College was established, the Institute, under a new, Middlebury-appointed president and board, embarked upon a strategic planning process that included participation from all sectors of the Institute and resulted in an interim plan approved by the Institute board in fall 2006 (see document 2.1). This plan focused on three major outcomes: increased academic quality and reputation, financial sustainability, and the development of new, entrepreneurial programs that leveraged the language expertise inherent in the Monterey Institute. In January 2007, the Institute added an executive director of planning in the president's office to coordinate the implementation of this plan in the context of the ongoing integration with Middlebury.

Although the College expended significant effort in developing and implementing these initiatives, none of the College's plans anticipated the national economic crisis of the last few years. Middlebury – like all institutions of higher education – had to face the challenge of adjusting to a new financial reality which included significantly reduced endowment returns, budget shortfalls, and the need to readjust expectations for future revenues, particularly fund-raising. The details of these challenges and the College's responses to them are outlined in Standard 9 (Financial Resources), but broadly speaking, our efforts to address the challenges led us to identify a new strategic goal, namely achieving financial equilibrium and transparency. The president appointed a Budget Oversight Committee, comprised of undergraduate college faculty, staff, and students, which worked closely with the administration to identify short- and long-term strategies for eliminating budget deficits. A survey of the Middlebury undergraduate community (faculty, staff, students, and trustees) was undertaken to assess sentiment around various options, and [the results](#) were presented in multiple venues and discussed widely. One result of this process was a decision by the president and Board of Trustees to increase the size of the student

body from 2,350 to 2,400 as a way of generating additional revenue. Costs were reduced through a variety of measures, including College-wide budget cuts. Another was the recognition that we needed to reduce the size of the non-faculty staff, with the goal of achieving this reduction through entirely voluntary means. A series of early retirement and voluntary separation plans were made available, and together with typical attrition, as well as a series of reorganizations and internal reassignments, we have achieved an appropriately-sized staff and maintained financial equilibrium. (See Standard 9 for more information.)

Appraisal

Initial progress in completing or achieving many of the recommendations set out in the strategic plan was rapid and significant. The expectation was that the plan would serve as a working document that would guide institutional agendas for the foreseeable future. A member of the President's Staff was identified as the individual responsible for the recommendation, and [efforts were made to track progress](#) toward these goals over time. By December 2008, 65 of the 82 recommendations had either been implemented or significant progress had been made toward the goal. The pace of progress slowed substantially with the economic downturn, as resources and attention were diverted to solving our financial challenges. Attention was turned again to the strategic plan during 2009-10, as attempts were made to identify the ways in which the new financial realities might have altered our sense of the priorities outlined in the plan. One significant change was the recognition that the 25 new faculty positions recommended to support required senior independent work would not be able to be funded in the near future. Nonetheless, we remain committed to the primary recommendations of the strategic plan, namely support for financial aid, increasing diversity, and close student/faculty interaction.

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

Given the severity of the economic downturn, and the significant challenges it posed for Middlebury, it is particularly gratifying to note our achievements in gathering and disseminating information about our financial status as an institution, achieving balanced short- and long-term budgets, and arriving at levels of staffing that we believe are sustainable into the future through entirely voluntary means. The process was sometimes difficult, and we continue to face the challenges of achieving and maintaining the appropriate non-faculty staffing levels across all areas of the College while ensuring that workload expectations are consistent with new levels of staffing in some areas. This work is ongoing and is overseen by the Staff Resources Committee. We are pleased that we have been able to achieve financial equilibrium without layoffs and without interfering with the quality of education provided to our students.

Similarly, despite the impact of the recession on new initiatives, we have continued to make steady progress on recommendations made in the campus master plan, particularly those related to sustainability. For example, we have reduced the amount of regular lawn mowing required in several areas on campus and we have planted new trees to help reduce our carbon footprint.

Other changes consistent with the master plan include accessibility improvements across campus, and the addition of sidewalks to Old Chapel Road to make this main campus artery more pedestrian friendly. We expect that we will continue to use the master plan as a guide for consideration in long-term building and renovation efforts.

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

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

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

Projections

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

Evaluation

Description

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

One particular area of emphasis has been on assessment for the purposes of increasing institutional effectiveness, especially the assessment of student learning. These efforts focus on assessing the development of undergraduate student writing (an undergraduate college requirement); assessing undergraduate senior work in relation to the learning goals identified for a faculty-approved, but not yet implemented, senior work requirement; assessment of learning among majors in academic departments and programs; and other forms of learning assessment at our graduate programs. These efforts are discussed in greater detail in Standards 4 (The Academic Program) and 6 (Students). We have also worked to gather and report data related to other aspects of undergraduates' experiences, including the Commons and the provision of career services (doc. 2.2). To support these efforts, we applied and were accepted to participate in the [current study being conducted by the Wabash Center of Inquiry in the Liberal Arts](#), the purpose of which is to support institutions in using data to assess student learning and institutional functioning, as well as to implement institutional change (doc. 2.3). Middlebury College has also signed on as a member of the Presidents' Alliance for Excellence in Student Learning and Accountability. As such, we have made "a commitment to build on [our] previous work to assess, report on, and improve student learning" (www.newleadershipalliance.org).

Middlebury's PAIR office provides support for all of the College's programs, including, since 2007, the Monterey Institute. At that time, the Institute began working with the office at Middlebury to develop a consistent approach to collecting and analyzing data that relate to the Institute's two main revenue drivers, admissions and institutional advancement. Other Institute

data initiatives include the development of a New Student Questionnaire to collect applicant data that could assist in developing recruiting strategies (doc. 2.4). Monterey Institute alumni are surveyed one year after graduation in order to assess career outcomes, determine academic course value in relation to professional need, and update important contact information for our graduates (doc. 2.5). In February 2011, Middlebury institutional research staff and Institute staff working in admissions, student services, and alumni affairs met to create a centralized assessment calendar that will include both existing surveys, and new mid-course and exit surveys. The Monterey Institute uses a variety of approaches to assess learning outcomes, from capstone projects to portfolios, and these are documented in Standard 4 (The Academic Program). Assessment of non-academic departments and functions at the Institute has historically been decentralized and irregular.

Academic departments in the undergraduate college and selected offices and programs undergo external reviews on a fairly regular schedule (doc. 2.6). In recent years, efforts have been made to formalize the process by which departments respond to external reviews and ensure administrative follow-through on any issues requiring continued attention. The department under review now completes a written response to the review, and the academic administration meets with department colleagues to discuss the response and identify areas for follow-up. External review reports and department and program responses are considered by the Educational Affairs Committee when reviewing department and program requests for additional or renewed staffing. Recently, some offices, for example, Career Services (doc. 2.7), have also been reviewed using a similar model of consulting with external evaluators to provide feedback and suggestions for improvement.

Middlebury's Language Schools and Schools Abroad are also reviewed regularly. Language Schools often have an external review (doc. 2.8) conducted shortly after a new director is appointed. In addition, the Doctor of Modern Languages degree was reviewed by an outside committee in summer 2007 (doc. 2.9), and several changes were made to the program as a consequence of this review. Each School Abroad is reviewed annually by two faculty members from its faculty advisory board (doc. 2.10). These faculty are provided guidelines regarding evaluation procedures by the Office of International Programs and Off-Campus Study. In addition, Schools Abroad frequently host faculty and staff from other U.S. institutions, who either are considering sending their students to our Schools Abroad or who want to evaluate the academic and cultural experiences that their students have. The College often receives valuable feedback from these colleagues. While the Bread Loaf School of English has not had a formal external review, the directors review the program's policies, practices, and publications each summer, to revise, update, and augment academic procedures where needed.

Appraisal

The Office of Planning, Assessment, and Institutional Research has made important gains in recent years in facilitating the development of a data-driven decision-making culture at Middlebury College. A number of initiatives, including the recent work of the Faculty Compensation Committee, assessment of the provision of career services to Middlebury undergraduates, and coordination and support for efforts to assess student learning have all been facilitated by the office. This progress is recent, however, and additional time will be needed for individuals and offices on campus to consistently take into account the need to consult and

coordinate with the office regarding data collection and assessment efforts. It will also be important to continue to develop the capacity for institutional research and analysis within and across all Middlebury programs. The institutional research support being provided to the Monterey Institute by the office in Vermont is a good step in this direction.

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

More specifically, in addition to the completion of the specific data initiatives already underway, we need to begin planning for a data warehouse project that would make important and frequently used data more accessible to individuals across the College's programs. Building on an analysis of alumni information conducted by a committee of the Board of Trustees, the regular collection of alumni data will be a particular focus in the coming years. We have too little information about the alumni of the Language Schools, Schools Abroad, and the Bread Loaf School of English; more and better data will be most helpful in answering questions about the value of a Middlebury education and communicating with the broader Middlebury community.

Projections

- Middlebury College will meet its commitment to transparency through public reporting as part of our participation in the President's Alliance for Student Learning and Accountability, and will continue to collaborate with other institutions and organizations regarding assessment issues.
- The College will undertake an initiative to collect better data regarding the alumni for all our programs, beginning with the distribution of an alumni survey in fall 2011. The Office of Planning, Assessment, and Institutional Research will work to consolidate and communicate alumni information across programs and offices at the College.

Institutional Effectiveness

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

Standard 3 • Organization and Governance

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

Bylaws

Description

The bylaws of Middlebury College (see document 3.1) provide general information about the structure of the institution, and about the roles and responsibilities of the Board of Trustees and the College's officers. The bylaws also determine the scope of the board's involvement and specify the College officers responsible for each area of the institution.

Appraisal

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

A significant change to the bylaws was made at the time of the Middlebury College-Monterey Institute merger in June 2010. The Monterey Institute Board of Trustees was dissolved, and a separate Board of Governors, with its own bylaws, was created (doc. 3.2). These bylaws articulate the role of the Institute's Board of Governors, which serves to review and advise the Monterey Institute regarding its operations and to make recommendations to the Board of Trustees of the College, which has sole fiduciary responsibility for the College and all its entities. The Board of Governors has its own committee structure reflecting its advisory role and its focus on academic programs and outreach on the Monterey peninsula. These bylaws specify the areas where the Middlebury board and Middlebury chief executive officer have authority.

Board of Trustees

Description

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

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

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

The Board of Trustees has a comprehensive understanding of the College's mission, purposes, and policies. The board played a significant role in the process of developing and approving the College's [strategic plan](#), officially endorsing the plan and its recommendations in May 2006. The board receives regular updates about the institution's progress in meeting the recommendations of the strategic plan, and about developments in all areas of the College and its programs. A set of strategic indicators – comprehensive, longitudinal data measuring the institution's effectiveness in a variety of areas – is provided to board members at every trustee meeting (doc. 3.3).

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

Appraisal

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

All board members complete a form identifying potential conflicts of interest (doc. 3.4); fewer than 25% of board members report any potential conflicts. These conflicts are recorded and reported as part of the College's financial audit, and board members are expected to recuse themselves from conversations and decisions in which the conflict would be relevant.

Two assessments of the Board of Trustees have been conducted in the last decade, the first in 2003 and the second in 2007 (docs. 3.5, 3.6). A consulting firm was hired to survey all trustees

and conduct interviews with select individuals. The report of these findings concluded that board members are both extremely loyal and committed to the mission of the College. It also identified a particular area for improvement: providing support for relatively newer members of the board. In response to this report, the orientation for new trustees was strengthened and the mentor program was established. A second issue raised by the review was the degree to which board members felt sufficiently informed about all the College's programs and how they relate to one another. This issue has been addressed to some degree by the establishment of the Graduate and Special Programs Committee of the board, which has not only promoted a broader understanding of the College's programs among the Board of Trustees, but also has helped to provide better oversight of these programs by the College. The next evaluation of the board will be conducted in summer 2011. It will assess whether the identified issues have been sufficiently addressed, and will explore the effectiveness of the board in a variety of areas.

Projections

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

President

Description

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

The president presides over the undergraduate program and all the graduate and special programs of the College. Responsibility for the undergraduate academic program is delegated to the provost and executive vice president. Integration of Middlebury's graduate programs into the administrative structure of the College is achieved through the appointment of a vice president of Language Schools, Schools Abroad, and graduate programs, who oversees the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English, and through the appointment of a president at the Monterey Institute of International Studies. All of these individuals, and others responsible for specific areas of the institution, report directly to the president of Middlebury College.

The decision to maintain the title of president for the individual responsible for the oversight of the Monterey Institute, following the merger with Middlebury College, reflects a desire to grant authority to the person responsible for its two graduate schools, and to acknowledge the institutional history of the Institute. Nonetheless, it is clear, both within and outside the institution, that the Monterey Institute president reports to the Middlebury president.

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

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

Appraisal

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

Faculty/Student Governance

Description

At the undergraduate college, faculty play a significant role in governance. Faculty have the primary responsibility for governing the academic program. Faculty are elected to serve on the [Educational Affairs Committee](#), which is charged with educational policy and makes recommendations to the president regarding faculty resources; the Council on Reviews, which conducts reappointment and promotion reviews of faculty colleagues; and the [Faculty Council](#),

which serves as a channel of communication between the faculty and the president and the Board of Trustees.

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

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

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

Students at the Monterey Institute are elected by academic program to serve on the [Student Council](#), which is the primary body of student governance. The Student Council president meets regularly with the provost and makes regular reports to the Academic and Student Affairs Committee of the Board of Governors.

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

Appraisal

For several decades, the Middlebury undergraduate faculty has been more significantly involved than their counterparts at some peer institutions in the governance of the College. For example, Middlebury faculty have responsibility for establishing standards and procedures for faculty reappointment and promotion, making significant changes to the curriculum, recommending the allocation of faculty resources across departments and programs, and addressing strategic issues with the president and the Board of Trustees. Although the undergraduate faculty value their role

in the governance of the College, concerns have been raised in the last decade about the amount of time faculty spend serving on committees and engaging in various forms of service. Several changes, approved by the faculty, have been made to reduce the size of some committees and decrease committee workloads. Faculty may also elect, for a specified number of years during a career, to take committee amnesty in order to reduce their service commitment at important points in their careers. Nonetheless, faculty members at the undergraduate college continue to value their significant involvement in College governance.

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

Projection

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

Institutional Effectiveness

The many changes and challenges that the College has undertaken in recent years have led us to acknowledge the need now, even more than in the past, to gather the decision makers from all the Middlebury programs on a regular basis to coordinate and facilitate planning among these various programs. While there are many ways in which these entities operate independently, we need to be sure that all the College's programs are working together in pursuit of the College's greater mission. Efforts are underway to develop new structures, including the Middlebury Council described in Standard 2 (Planning and Evaluation), to promote communication and coordination of effort and resources.

Standard 4 • The Academic Program

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

Overview

Over the last decade Middlebury has continued to evolve from a traditional liberal arts college into an educational institution with more diverse academic offerings and broader geographical reach. In addition to the [undergraduate college](#) at the core of our institution, enrolling approximately 2,500 students, Middlebury now has four graduate programs: the Graduate School of Translation, Interpretation and Language Education and the Graduate School of International Policy and Management, both at the [Monterey Institute of International Studies](#) and enrolling approximately 750 students; the Middlebury [Language Schools](#), enrolling approximately 1,500 students (both graduate and undergraduate) spread across 10 schools; and the [Bread Loaf School of English](#), enrolling approximately 500 students at four sites. In the 2009-10 academic year Middlebury’s undergraduate and graduate programs conferred the following degrees:

Program	Degree	Number
Undergraduate college	Bachelor of Arts	649
Monterey Institute	Master of Arts	284
Monterey Institute	Master of Business Administration	58
Monterey Institute	Master of Public Administration	43
Monterey Institute	Bachelor of Arts	3
Language Schools	Master of Arts	59
Language Schools	Doctor of Modern Languages	5
Schools Abroad	Master of Arts	100
Bread Loaf School of English	Master of Arts	86
Bread Loaf School of English	Master of Letters	2

THE UNDERGRADUATE COLLEGE

The undergraduate faculty has legislative authority over the academic program, but the president and, ultimately, the Board of Trustees have final authority over the direction and organization of the academic program. The Educational Affairs Committee, consisting of elected tenured faculty members and chaired by the provost, is responsible for matters of major educational policy and, to that end, ensures that departments are allocated necessary teaching resources. The Curriculum Committee, consisting of appointed faculty members and presided over by the dean of

curriculum, oversees the establishment of new courses and changes in degree requirements. Students have an active voice with regard to the undergraduate program. The Student Educational Affairs Committee, a committee of the Student Government Association, meets regularly with the Educational Affairs Committee.

General Education

Description

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

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

Appraisal

[The strategic plan recommended](#) a consolidation of the College's distribution requirements that would free up options for students beyond required courses and would clarify the major areas that we expect students to pursue in their course work. Following up on this recommendation, the Educational Affairs Committee reviewed student transcripts and determined that, on average, students had completed coursework in 13 different departments or programs during their Middlebury careers. The committee concluded that this pattern was consistent with the College's liberal arts philosophy, and that the existing distribution requirements permitted students sufficient freedom to pursue multiple academic interests. No change to the distribution requirements was pursued.

The first-year seminar program has proven to be highly successful and is well regarded by faculty and students alike. Students rate the advising they receive during their first year as effective, and find it easy to connect with their advisors given the regular contact during class time (see document 4.1). Assessments of the development of students' writing (further detailed later in this chapter) indicate significant improvement in writing skills through the first-year seminar. One recent change to the program has involved assigning each first-year seminar to a

Commons, allowing students to live in the same residence hall as their first-year seminar classmates. Students have indicated that this arrangement was beneficial for them in making the transition to college (doc. 4.2). Thus, the Commons' residence life system attempts to integrate the academic program and student life. Moreover, this residential/academic affiliation enhances the educational experience for students by providing them with access to Commons support staff, a peer tutor, and co-curricular events. In addition, instructors may request a reference librarian and an educational technologist for their course. Both the seminar and writing courses are integral to the College's curriculum and have the full support of the faculty and administration.

Majors and Minors

Description

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

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

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

Appraisal

There is significant variability in enrollments and majors within departments (docs. 4.3, 4.4), and the academic administration and the Educational Affairs Committee regularly review enrollment data to ensure that staffing levels are sufficient to meet student demand. While the nature of faculty hiring can make it difficult to respond to immediate enrollment pressures, staffing has generally been allocated in ways that respond to student interests. For example, growth in enrollments in economics has led to increases in staffing over the last decade.

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

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

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

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

Since the last reaccreditation, following a recommendation in the strategic plan, the faculty voted to eliminate students' option to triple major. Students may double major and the number doing so has increased slightly, from 179 in 2001 to 194 in 2011. One concern raised by some faculty about the number of double majors is the potential pressure on enrollments in upper-level courses within already popular majors to accommodate students trying to simultaneously fulfill the final requirements for two majors. Students, however, are vocal about their support for allowing the option to double major. The Educational Affairs Committee has investigated the issue and is not currently inclined to further alter policies regarding majors.

Also since the last reaccreditation, the College has examined the question of whether grade inflation exists and poses a problem. In 2005, an ad hoc committee on grade inflation reported that while there has been an upward trend in grades over the previous 15 years, there is no evidence that grades have risen predominantly because of inflation (doc. 4.5). According to the committee the increase can be attributed to "changes in the characteristics of incoming students, changes in methods of teaching and assessment, and changes in the overall educational environment." The College, acting on one of the committee's recommendations, eliminated the A+ grade.

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

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

Projections

- During the 2011-12 academic year, the provost and the EAC will discuss re-introducing pass/fail options for certain courses.
- The College administration will continue to seek new opportunities for intra-institutional teaching and learning, with a focus on building curricular connections with the Monterey Institute, such as the integrated 4+1 degree sequences or the master's degree in Chinese, which includes an option to study at the Institute.

Study Abroad

Description

Middlebury undergraduates may study abroad for one or more semesters, pursuing general and major course work either at Middlebury's own Schools Abroad in 13 foreign countries, at one of

our 49 partner institutions worldwide, or on non-Middlebury programs, frequently enrolling directly at foreign universities. The [percentage of students studying abroad](#) has hovered near 60% over the last 10 years (58% of juniors in 2009-10), with 60% of those students studying at the C.V. Starr-Middlebury Schools Abroad, and the remaining 40% studying on non-Middlebury programs. Students from other institutions also apply to the C.V. Starr-Middlebury Schools Abroad, and the number of non-Middlebury students has grown 10 to 15% each year. In 2000-01, 62 students from other institutions studied at the Schools Abroad, and a decade later in 2010-11, that number had risen to 253.

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

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

Appraisal

A key concern has been to ensure that study abroad is well integrated into the academic programs of individual students. In response to faculty concerns that students placed insufficient emphasis on the academic component of their study abroad experience, the Educational Affairs Committee (EAC) in 2001-02 assessed study abroad (doc. 4.6). The key result was a requirement that all students submit an essay in which they explain their "compelling academic rationale" for study abroad. Subsequently, in 2002, the faculty voted to include grades from all courses taken while studying abroad on the transcript. Before 2002, only grades from the C.V. Starr-Middlebury Schools Abroad appeared on student transcripts.

There has been no re-assessment of study abroad outcomes and how they compare to what was found early in the last decade in the EAC report. However, as part of an EAC-initiated discussion on grade inflation during 2006-07, the international programs office carried out an extensive analysis of GPAs of all students, comparing grades of students who did and did not study abroad (doc. 4.7). They found very little difference between the change in grades from sophomore to senior year between the two groups of students, suggesting that students' academic performance while abroad is comparable to the performance of juniors who stay at Middlebury.

Since the last reaccreditation, the C.V. Starr-Middlebury Schools Abroad has seen remarkable growth, opening 26 sites and closing just two. This growth heightens the importance of Middlebury undergraduate faculty involvement in and awareness of the academic offerings of the Schools Abroad. To that end, a Faculty Advisory Board (FAB), involving five faculty members, has been established for each of Middlebury's nine schools abroad. Each year, two faculty members from each school's FAB visit and evaluate each school abroad. Faculty members who carry out these visits write a site visit report after their visit (doc. 4.8). As a result of these visits, a number of changes are made each year. Among the changes made in recent years are the cancelling of one program site in Spain, changes in course load requirements for students in Argentina, and the initiation of new university partnerships in France.

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

Projection

- The dean of international programs, in consultation with the College administration, will examine the feasibility of opening C.V. Starr-Middlebury Schools Abroad sites in India and Africa by fall 2013.

Winter Term and Internships

Description

Middlebury has a four-week [winter term](#) as part of its regular calendar. Students are required to complete a minimum of two winter term credits, the first of which must be taken on campus. Students take only one course during the month, and these courses range from traditional academic offerings to more experimental or interdisciplinary options. In addition, students may be approved to participate in a credit-bearing off-campus internship. Approval for these internships is granted by the Curriculum Committee, with assistance from staff of the Center for Education in Action. Roughly 120-170 students have pursued winter internships for credit each year over the past 10 years (doc. 4.9).

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

Appraisal

Many departments and programs have embraced winter term wholeheartedly. The foreign language departments, for instance, use the term quite successfully as an opportunity for intensive, nearly full-immersion language study. Other departments and programs use it as part of a senior program sequence. Many faculty appreciate the opportunity to explore new pedagogical approaches and design innovative courses. Nonetheless, some faculty members find the nature of a four-week course to be poorly suited to the teaching of their disciplines. Others regret the shorter regular semesters that result from the allocation of four weeks to winter term. Winter term has been, and is likely to continue to be, a source of debate on campus. The previous reaccreditation review team identified a need to ensure the same level of rigor between regular semester and winter term courses, and although the Curriculum Committee seeks to do this, no systematic assessment has been conducted.

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

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

Student Research and Senior Work

Description

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

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

Appraisal

The [strategic plan recommended](#) implementing a requirement that all seniors complete an independent capstone project in their major. The Educational Affairs Committee (EAC) took up this recommendation and presented a proposal to the faculty for such a requirement (doc. 4.10), which was strongly supported by a vote of the faculty in 2008. Although this requirement presupposed the addition of 25 new faculty positions and revised teaching load guidelines, the economic downturn prevented the commitment of these positions and the implementation of new teaching loads. The plan to implement required work has thus been postponed, although the EAC has recently proposed another revision of teaching loads that, if implemented, will provide a new context for the discussion of the viability of the requirement. In support of this initiative, an effort to assess the degree to which current senior work projects meet the learning goals articulated in the EAC's proposal was begun in spring 2011. (More information on this initiative is provided in the subsequent section of this chapter on Assessment of Student Learning.)

Middlebury College provides excellent support for student research. Despite the economic downturn, funding for these student initiatives has been preserved. The emphasis Middlebury places on research is also evident in the prominence given to MidLab on the College's website, a growing site showcasing student research from numerous disciplines. The effects of this support can be seen in the marked success of the Spring Student Symposium, with over 200 students participating in 2010 by presenting papers, displaying posters, or performing, and a growth in the number of presenters each year (doc. 4.11).

Projection

- The Educational Affairs Committee (EAC) plans to focus on implementing senior independent work across all departments and programs. Having recommended new teaching load guidelines, the EAC will assess the teaching resources required for universal senior independent work. With those resources quantified and fully understood, the EAC will bring a proposal for universal senior work to the faculty for a vote as early as spring 2012.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Description

The Monterey Institute of International Studies was founded in 1955 to teach languages in a cultural context. The Institute's programs have evolved into two professional graduate schools – the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation, and Language Education (GSTILE) – offering 11 master's degrees in the areas of language teaching, translation and interpretation, international policy, and international business; and specialized short-term training programs for professionals. These programs, along with a number of joint degree, non-degree, and Peace Corps Master's International programs, listed and described on the [Institute's website](#). An emphasis on advanced language proficiency and cultural understanding is the thread that runs throughout the Institute's history and distinguishes its programs from those of its competitors.

Appraisal

Prior to affiliation, Middlebury undertook a comprehensive review of the Institute's programs. The review found that the Institute's strength in preparing language teachers, translators, and interpreters was inarguable and, in the case of conference interpreting, unique. However, the leadership at both Middlebury and the Monterey Institute concluded that in order for the Institute to achieve its potential as an institutional partner, complementing and extending Middlebury's strengths, it would need to focus its attention on building academic excellence in the policy and management areas in a limited number of programs where solid foundations existed. Several reports written between the 2005 affiliation and the 2010 merger with Middlebury offer descriptions of the efforts to reorganize and refocus the Institute's programs (docs. 4.12, 4.13, 4.14, 4.15).

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

Recent milestones in program development have included leveraging the Institute's internationally prominent James Martin Center for Nonproliferation Studies to create the world's first master's program in non-proliferation and terrorism studies. The first class was admitted to this program in fall 2010 with 53 entering students. The Institute also collaborated with colleagues at Middlebury to build on the combined strengths in languages, international studies, and environmental studies by developing five integrated [\(4+1\) Middlebury BA/Monterey Institute MA programs](#). The integrated degrees were first announced in fall 2010.

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

To this end, students may now begin to study both Spanish and Arabic at the 200 level. The Institute anticipates that this change will lead to a larger number of applications for admission, and that the Institute will now be able to admit some of the highly qualified applicants whose language proficiency was the only hurdle to their admission. Institute faculty and administrators will need to consider how more language study options might be made available to students, and how to increase emphasis on intercultural competence across the curriculum.

A second challenge involves the curriculum of the MBA program. This program has suffered from declining enrollment over a period of years, and the Institute has identified its generic curriculum as a barrier to recruitment success and student satisfaction. A proposal from the MBA

faculty to redesign its curriculum has been approved for implementation in 2011 (doc. 4.16). By reconfiguring core requirements, the MBA faculty has been able to reduce the number of required courses, increase the freedom for students to pursue specialized course work tailored to their career interests, and increase opportunities for faculty members to create new electives. Phase two of the MBA redesign will involve the use of the freed elective slots to develop specializations that further differentiate the Monterey Institute MBA from competitors, and align better with the Institute's overall strengths in areas such as international development and sustainable business.

Another curricular issue in need of attention is the development of integrated programs with other Middlebury entities. Opportunities to further leverage the merger with Middlebury by taking advantage of natural program synergies are under consideration. In fall 2010, Middlebury began to move forward with the creation of its first truly joint degree program, a Master of Arts in international education management. This program, if approved, would combine existing Monterey Institute strengths in non-profit management and language program administration with the opportunities for rich practicum experiences and second language course work provided by the Middlebury Schools Abroad. In the timeline now under consideration, the first cohort of students in this program would begin their studies in fall 2012.

Projections

- In fall 2011, the Monterey Institute faculty and academic administration will identify new ways for students to satisfy the entrance and graduation language requirements.
- The deans of the two graduate schools will continue to build capacity in those programs showing the strongest potential for enrollment growth by creating three new faculty positions for fall 2011.
- In fall 2011, the dean of GSIPM and the MBA program chair will initiate curricular change to refocus the program and increase enrollments.
- In fall 2011, the executive director of planning will work with the Middlebury institutional research office to track the impact of reorganization and curricular changes on enrollment and academic quality.
- The Monterey Institute provost and deans will work with counterparts on the Middlebury campus to develop and launch an MA in international education management in fall 2012.

LANGUAGE SCHOOLS

Description

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

week sessions. This work may be completed through four summers at the appropriate Middlebury school or through a combination of study at the Middlebury School and one of the C.V. Starr-Middlebury Schools Abroad. Middlebury also offers the Doctor of Modern Languages (DML) degree combining course work in two languages (chosen from French, German, Italian, Russian, or Spanish).

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

The Language Schools are administered in a semi-autonomous fashion. Each school has its own director, who reports to the vice president for Language Schools, Schools Abroad, and graduate programs (doc. 4.17). All Language School directors meet on a weekly basis throughout the summer with the vice president and Language Schools staff to coordinate activities and discuss policy issues.

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

Appraisal

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

For reasons having to do with varying levels of difficulty, different historical backgrounds, and different cultures, the Language Schools vary in their programming, their requirements, and their pedagogy. Differences in pedagogy are reflected in the ways disparate cultures approach education, and these are considered part of the immersion experience.

A significant change instituted in summer 2011 involved moving some languages from a nine-week to an eight-week session. This was done to promote the adherence to the language pledge, since many students took advantage of the mid-summer break to speak in English. This shorter summer session has only marginally reduced instructional time. Since the effects of this change are as yet unknown, it will be necessary to evaluate its impact after it has been in effect for several years.

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

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

Projections

- When evaluating future needs and capacities, the vice president for Language Schools, Schools Abroad, and graduate programs will consult with all relevant offices regarding the feasibility of adding languages and sites.
- In the 2012-13 academic year, the Language Schools will evaluate the effects of the shift from a nine-week to an eight-week session for certain languages.

BREAD LOAF SCHOOL OF ENGLISH

Description

The Bread Loaf School of English was established in 1920 to provide summer, graduate-level education primarily for teachers of English and the language arts. The program runs for six weeks every summer and offers MA and MLitt degrees in English as well as a certificate in continuing education. The main campus is in Ripton, Vermont, and there are additional campuses in Oxford, United Kingdom (established in 1978), Santa Fe, New Mexico (1991), and Asheville, North Carolina (2006). The school offers a uniquely broad curriculum including courses on English, American, and world literatures, as well as in the related fields of creative writing, theater arts, and the teaching of writing. The curriculum at each campus emphasizes courses linked in some way to the geographic location of the campus and underscoring the relation between literature, writing, and place. Ordinarily, students complete two courses per summer and complete their degrees within four to five years, although they may take up to 10 years. Admitted students may attend any or all campuses during their Bread Loaf career but are required to attend the home campus in Vermont at least once. Every summer, roughly 500 students are in [attendance](#).

The Bread Loaf program also features a well-established, nationally and internationally active teacher network, the Bread Loaf Teacher Network (BLTN), established in 1993, open to all Bread Loaf students and providing year-round professional development for K-12 teachers. In the summer, students in BLTN create technology-rich curricular projects, based on their Bread

Loaf course work, to implement in their classrooms during the academic year. In the past, the work of BLTN public school teachers has been supported by major foundations, as well as by school districts and state departments of education, with the result that the student population at the Bread Loaf School of English (originally comprised of mostly private school teachers) has expanded to include public school teachers from rural, urban, and under-resourced schools.

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

Appraisal

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

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

The economic downturn has resulted in diminished funding to bring public school teachers to Bread Loaf. This has resulted in an 80% decline in the number of funded fellows within the BLTN, and a diminishment of Bread Loaf's ability to attract and support public school teachers. In 2010, only 29% of the student body consisted of public school teachers (doc. 4.18). In the next five years, Bread Loaf directors will aggressively pursue grant initiatives that would support public school teachers.

Projections

- Starting in summer 2011, the Bread Loaf School of English will implement a process for assessing the success of its Writing Centers.

- The directors will pursue grant initiatives to fund the Bread Loaf education of and outreach to public school teachers. In 2011, the director of the Bread Loaf Teacher Network will appoint advisors within the network to assist in these efforts.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

Information about degree requirements and policies regarding the award of academic credit for each of the College's programs is available in online handbooks and course catalogs (doc. 4.19). The undergraduate catalog is also available in print.

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

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

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

The undergraduate college awards academic credit based on minimum scores on [Advanced Placement \(AP\)](#) and International Baccalaureate (IB) exams, along with other international

exams (doc. 4.20). No more than five AP credits may count toward the BA, and no more than nine IB credits may count toward the BA. Academic departments and programs establish policies regarding the awarding of credit for AP scores and the dean of international programs reviews all IB results in determining the awarding of credit.

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

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

Faculty at all of Middlebury's entities evaluate the students' work and assign final grades. Undergraduate and Monterey Institute faculty are required, by their respective handbooks, to make grading policies for each course clear in the course syllabus. The Language Schools and Schools Abroad in France, Italy, Latin America, and Spain also require faculty to make grading policies clear to students, while the Schools in China, the Middle East, and Russia, and the Bread Loaf School of English are currently working on formalizing language for inclusion in their handbooks with plans to have them in place by summer 2011.

Policies regarding academic honesty, plagiarism, and cheating, as well as academic disciplinary policies are published in the programs' handbooks and are cited in the Standard 11 data forms. The undergraduate college has an [Undergraduate Honor System](#) which each student must agree to abide and uphold. The Honor System lays out the procedure for the offering of examinations and also details the process that is undertaken when a student is suspected of having committed academic dishonesty. The Honor System underwent a thorough review in 2008-09 as part of a regular periodic evaluation and resulted in minor changes in the system (doc. 4.21). Policies regarding adherence to the Language Pledge, relevant to both the [Language Schools](#) and the [Schools Abroad](#) are outlined in their respective handbooks.

Appraisal

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

There are also some inconsistencies in the awarding of credit for course work completed while studying abroad. The practice has been to grant students who are fully enrolled at a program abroad the same number of credits that they would have earned during the equivalent time at Middlebury. This can lead to inequities in the granting of credits since the awarding of credit is based partly on the duration of their study abroad experience, not simply the courses in which they are enrolled. The College needs to undertake a coordinated process for developing a credit system that is consistent across the institution.

There has been discussion in the last few years about the undergraduate college's current policies regarding AP and IB credits. A 2008 review of data on the use of AP and IB credits found that 45% of Middlebury undergraduates counted at least one AP or IB credit toward the 36 required for graduation (doc. 4.22). Some faculty and members of the administration have expressed concern about the degree to which these credits are equivalent to Middlebury course work.

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

In addition, the undergraduate college also participates in dual degree programs in engineering with Columbia University, Dartmouth College, and Rensselaer Polytechnic Institute. These programs lead to the awarding of a BA degree from Middlebury and a Bachelor of Science or Bachelor of Engineering degree from the other institution. These programs are overseen at Middlebury by a faculty advisor in a related field. Since 1999, eight students have participated in these dual degree programs. Because small numbers of students have participated in these programs, advising has been somewhat inconsistent and better internal coordination is needed.

As new opportunities for students across the institution's programs are developed, we need to identify ways to monitor the successes and challenges created by each opportunity. Since the merger with the Monterey Institute, [five integrated degree programs](#) have been created allowing Middlebury undergraduate students the ability to complete a BA and MA degree in five or five-

and-a-half years. Now that these kinds of curricular opportunities are being identified, and students are opting to pursue them, the College needs to articulate a clear set of procedures for vetting these programs. The vetting process should include both academic and administrative offices in the entities involved with the integrated program.

Projections

- The provost will outline a process for considering Middlebury's credit hour system in fall 2011. The appropriate parties will begin their work in 2012, with a goal of recommending any changes by 2013.
- In fall 2011, the Curriculum Committee will review policies and procedures around the awarding of credit for AP, IB, and internships; upon completion of the review, recommendations will be presented to the faculty for a vote.
- Beginning in 2011-12, the provost will institute a regular schedule of reviews of our integrated, combined, and dual degree programs. Each review will involve consultation with administrators and staff responsible for oversight of the degree program and with recent students who have or are participating in the degree program.

ASSESSMENT OF STUDENT LEARNING

The Undergraduate College

Description

The history of assessing undergraduate student learning at Middlebury has largely emphasized the collection of indirect evidence through student surveys, but has more recently expanded to include multiple, broad-based initiatives for collection and review of direct evidence of student learning. Regarding indirect assessment, the institution has regularly conducted national student surveys, including the National Survey of Student Engagement (NSSE), the CIRP Freshman Survey, and most recently the COFHE Senior Survey. Each of these surveys contains items related to student expectations and learning experiences, as well as items asking students to evaluate their own learning. In general, Middlebury students' responses to these items are very positive, at or above the average responses of students at peer liberal arts institutions. Only recently, however, have systematic analyses of the results of these surveys been conducted to look for evidence relevant to particular aspects of students' curricular and co-curricular experiences. For example, data from these surveys have recently been used to investigate the nature of students' experiences with their majors and their interactions with the Career Services Office (now a part of the Center for Education in Action) (docs. 4.23, 4.24).

In Middlebury's 1999 comprehensive NEASC evaluation, and again in NEASC's response to the College's five-year interim report, concerns were raised about the reliance on indirect evidence as the source of learning assessment. In the last several years, efforts have been made to respond to this concern, moving beyond the indirect assessment of learning via student surveys to the assessment of learning through a direct evaluation of student work. One noteworthy example of this is our work on a four-year project evaluating the development of students' writing skills over their four years at Middlebury. The project, funded in part by the Teagle Foundation, is related to a larger consortium project (the New England Consortium on Assessment and Student Learning,

or NECASL) which has followed the class of 2010, using interviews and surveys to learn more about student learning and decision making regarding their academic experiences. Related to this project, Middlebury has also collected four years' worth of writing samples from 45 members of the class, developed rubrics for assessing student growth in writing, and used Middlebury faculty to score the writing samples. Initial data analyses demonstrate that students improve with respect to some, but not all, writing skills assessed (doc. 4.25). These findings have been discussed in workshops and presentations at the undergraduate college and at the annual NECASL conference. The final stage of this project, the evaluation of students' writing during the senior year, will take place during summer 2011.

Another direct assessment initiative involves senior independent work. In 2008, the undergraduate faculty endorsed legislation to require all students to complete an independent project during the senior year, and although the implementation of this requirement has been delayed, efforts have begun to understand the degree to which current senior work projects meet the learning goals established for the requirement. This initiative was developed as part of Middlebury's participation in the current Wabash Study, sponsored by the Wabash Center of Inquiry in the Liberal Arts. Wabash Study institutions identify assessment priorities and develop a plan for gathering and analyzing relevant data and implementing institutional change on the basis of the findings. One of the main foci of our participation is on the development and use of a rubric to evaluate students' senior work (doc. 4.26). In spring 2011, a sample of faculty used the rubric to assess students' senior work presentations made during the annual Spring Student Symposium. The results of this assessment are currently being compiled and analyzed, and will be reported to the Educational Affairs Committee and to the faculty in the fall.

A third assessment initiative focusing on the assessment of learning within the major began in 2009. The initial phase of this effort involved the development of learning goals for each major, and by spring 2010, these learning goals were placed on each department or program web page. At that time, department chairs and program directors participated in assessment workshops that identified strategies for working with colleagues to directly assess student learning in the major. During 2010-11, departments and programs were asked to conduct and report on their assessment plans; the reports of these efforts are summarized in the E-series form associated with this standard. In support of these efforts, departments and programs received reports of student evaluations of each major drawn from the 2010 COFHE survey, which also included responses from students at peer institutions (doc. 4.23).

External reviews are another form of assessment related to the curriculum and majors. The undergraduate college has, since 1995, conducted regular evaluations of academic departments and interdisciplinary programs through external reviews. Typically, two to three of these reviews take place each year, involving a self study conducted by the department or program faculty, and a visit from faculty in the discipline from other institutions who provide an evaluation of the major curriculum and other aspects of department and program functioning. Following each review, the department or program submits a written response to the review team's report, and meets with the academic administration to determine how to proceed with the implementation of any changes that result from the review. One recent addition to the process has been the provision of both department/program learning goals and sample senior work within the major to the external review team.

Appraisal

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

Despite this encouraging progress, there is a particular challenge in making sure that each of the assessment initiatives described here (and others we might undertake in the future) are brought to meaningful conclusion. In the next two years, data from these projects will be analyzed and their findings communicated in order to “close the assessment loop,” permit relevant changes to the curriculum, and get the maximum benefit from these efforts. The dean of planning and assessment will work with participating offices and faculty to ensure that this occurs. Similarly, it is also important that assessment efforts, especially within the major, be sustainable over time. Communications about assessment to the undergraduate faculty have emphasized that these efforts need to be ongoing, and have encouraged the use of assessment methods that are incremental, focused, and meaningful.

Projections

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

Monterey Institute of International Studies

Description

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

The TESOL and TFL programs require students to compile an extensive portfolio, including a self-assessment section, at the end of the second year. Each portfolio is examined by two instructors (docs. 4.27, 4.28).

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

Appraisal

Due to the extensive curricular reorganization within the Graduate School of International Policy and Management (GSIPM), assessment practices no longer align as well with the curriculum as in the past. Further refinement and refocusing of the GSIPM curricula will require and permit the realignment of these practices with the curriculum.

The Graduate Schools of Translation, Interpretation, and Language Education (GSTILE) employs diagnostic and language proficiency tests for admission and placement. These tests are administered on paper, are cumbersome to update, and inefficient to administer and score. It is also difficult to provide for any degree of test security. The faculty needs to employ online test-building software to create adaptable, efficient, and secure testing instruments.

Projections

- In 2011-12, the GSIPM dean and program chairs will recalibrate assessment approaches for policy and management programs.
- The GSTILE dean and faculty will rewrite all placement tests on a new online platform to provide more efficient, secure, and consistent assessments of language proficiency. Work on this project has begun and the first tests will be piloted in spring 2012, with full implementation planned for fall 2012.

Language Schools and Schools Abroad

Description

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

Assessment efforts fall into two broad categories. The first involves testing linguistic competency prior to and at the end of the study period, with tests that are roughly comparable. The tests measure linguistic knowledge through written exams or oral proficiency. Some tests have been developed in-house while others have been developed externally; the standardized Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages is

widely used. The second approach is designed to evaluate cultural proficiency, through either written exams or portfolios. The exams that focus on linguistic competency have clear objective criteria for proficiency; the cultural proficiency evaluation is more qualitative, and is being developed cooperatively among Schools Abroad directors.

Appraisal

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

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

Despite our significant work in the assessment of linguistic competency, the Schools Abroad are at an early stage in terms of the assessment of cultural competency. Middlebury's Schools Abroad plan to be the first U.S.-based study abroad program to make serious and consistent efforts to measure achievement in cultural competence and to set the standard for other study abroad programs. Pilot efforts are underway at the Schools in China and Germany to measure such competence. To that end, students are required to build portfolios that document advances they make in their understanding of local culture. Schools Abroad directors have discussed how to implement such a cultural portfolio across all the Schools Abroad.

Projections

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

Bread Loaf School of English

Description

The Bread Loaf School of English assesses students in three major ways: through faculty conferences with students, formal narrative evaluations of students, and (for MLitt degree candidates) cumulative examinations. Bread Loaf faculty hold individual conferences with each student several times throughout the summer to assess and guide the student's progress. Faculty also write detailed, one-page confidential comment cards about each student at the end of the session, based on the student's participation in class and individual conference discussions, class presentations or performances, writing, and overall development across the course. These comment cards address the student's aptitude and originality in literary, theatrical, or creative

interpretation; the student's ability to write a critical essay or to produce textual or creative projects; and the student's aptitude as a participant or leader in class discussions. The evaluations discuss the student's achievements on each assignment and summarize the student's progress across the course. In the final summer, all MLitt students pursuing literary critical concentrations must take a three-hour written and one-hour oral comprehensive examination; MLitt students pursuing a creative or pedagogical concentration must submit a culminating project (roughly the equivalent of a master's thesis) and complete a one-hour examination. In both cases, these are assessed by two Bread Loaf faculty members in the candidate's field of concentration.

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

Appraisal

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

Projections

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

narrative self-assessments, with the hope of having a pilot project in place by summer 2012.

INSTITUTIONAL EFFECTIVENESS

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

Standard 5 • Faculty

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

Overview

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

THE UNDERGRADUATE COLLEGE

Faculty Profile

Description

The Middlebury College undergraduate faculty is comprised of highly motivated and accomplished teachers and scholars who are deeply committed to the mission of the liberal arts and who support that mission in the spirit of genuine reflection and continuous improvement. Recognizing the central importance of intense student-faculty interactions to its mission, the College has managed to protect its 9:1 student/faculty ratio in the face of recent economic pressure. Most faculty are tenured or on tenure-track appointments (75.2% in 2010-11) (see document 5.1), with non-tenure-track positions existing for both practical and pedagogical reasons. The vast majority (93.4% in 2010-11) of the faculty hold terminal degrees in their fields. The faculty is 58% male and 42% female. Faculty of color represent 10% (doc. 5.2). The College also hires an additional 25-35 short-term instructors during our four-week winter term who bring a wide array of professional experience and fresh perspectives to our students (doc. 5.3).

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

During the late 1990s, the College significantly expanded the student body and, correspondingly, the faculty. The College's internal FTE count (a more precise measure of teaching resources than the Common Data Set count) was 181.5 FTE in 1994-95, 220.7 in 2005-6, and has reached 230.0 for 2009-10 (doc. 5.4). During this period, expansion positions were allocated with an eye towards strategic foci that built upon Middlebury's already established strengths. There was also a deliberate increase in interdisciplinarity in the faculty recruits.

Middlebury's procedure for approving faculty positions begins with the elected faculty Educational Affairs Committee (EAC) which includes the provost as a non-voting member. The EAC studies position proposals submitted by departments and programs and makes staffing recommendations to the president based on both College-wide and department-specific curricular needs. Because the EAC is also charged with curricular oversight, the process is set up to balance competing needs and gives faculty members a voice in these conversations. The EAC has also worked with the president, provost, dean of the faculty, and chief diversity officer to ensure a commitment to diversity in the curriculum and produce the most diverse pool for searches.

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

Review procedures at all levels are codified in the [faculty handbook](#). The appropriate review committee conducts classroom visitations, assesses student course response forms, and reviews letters addressing teaching, scholarship, and institutional service from senior faculty in the candidate's department or program. For tenure reviews, outside letters assessing research are also solicited by the review committee. Periodically, the faculty considers modifications to the review system. For example, letters from program directors are now included for candidates who contribute to interdisciplinary programs, and the faculty recently voted to solicit outside letters for the full professor review as well as to extend the upper range of the time frame of this review to 10 years after tenure.

Middlebury's hiring procedure for regular faculty is detailed in the chair's handbook (doc. 5.5) and follows standard and rigorous norms while allowing for discipline-specific variation. Middlebury offers competitive starting salaries and appropriate start-up funds for tenure-track faculty in all disciplines. Term appointments currently have the same starting salary as tenure-track faculty. There are salary premiums granted to faculty in certain disciplines. The hiring of faculty to teach winter term courses rests with the curriculum committee and is based primarily on the quality of the course proposals and how well they fit with curricular goals.

Appraisal

Although Middlebury's academic reputation is a successful driver of the recruitment and retention of high quality faculty, the College's rural location makes spousal/partner employment a particularly difficult issue. Additionally, [data indicate](#) that the lack of spousal employment opportunities is a greater issue for the retention of women than men: more women than men leave the College voluntarily, and more cite the lack of spousal opportunities as a reason. In response to these concerns, the administration has adopted a policy of considering spouses/partners as internal candidates for staff positions and has increased the on-campus advertisement of such positions. Additionally, some of our term and part-time faculty contracts

are awarded to spouses/partners. The College has also received a grant from the Alfred P. Sloan Foundation for increasing career flexibility, and some of this grant is being used to create spousal employment opportunities. The administration is tracking the success of these efforts. The president has prioritized the College's support for economic growth in the region, emphasizing that improved spousal employment opportunities will be a likely benefit.

Although building and sustaining an inclusive community is a high priority for the College, diversifying the faculty has been, and remains, a challenge. The College is an [Equal Opportunity Employer](#) and complies with all state and federal laws that [prohibit discrimination](#). We are currently implementing an affirmative action plan that addresses diversity issues across the institution. Though we have taken small steps in increasing the representation of underrepresented groups on the faculty, we have not made as much progress as we would have liked since the last reaccreditation. We believe, however, that we are poised for success in this area over the next few years. The dean of planning and assessment has been charged with ensuring the [implementation of several recommendations](#) coming out of the 2008 Task Force on the Status of Women report. We have compiled for the first time a mechanism for accurately tracking the gender, ethnic, and racial background of the faculty. Monitoring these data will enable the College to more reliably measure changes in the profile of the faculty.

Another reason for our optimism is the recent appointment of a chief diversity officer. This senior administrator is working with the dean of the faculty to develop new protocols and programs to diversify the faculty and support and retain faculty from historically underrepresented groups. In fall 2010, these two senior administrators, along with three other teams from similar colleges in New England, traveled to University of California, Berkeley to help showcase the professional opportunities at liberal arts colleges to a diverse pool of graduate students. Middlebury is a leader in this effort and is currently seeking funding to formalize the initiative. We anticipate that this kind of outreach will lead to a more formal program of exchange between liberal arts colleges and major research institutions; Columbia University recently agreed to become a formal partner on this project. This fall, the College also re-launched the Middlebury dissertation fellowship program. Unlike in the past, the new version of the program will be administered entirely by the College. Dissertation fellows will be placed with a host department or program eager to mentor and will teach one class. We anticipate attracting graduate students who will help diversify our curriculum and our faculty, with the possibility that a fellowship might be the gateway to a full-time position. We advertised the program this year with a goal of maximizing the number of talented candidates from historically underrepresented groups, and received over 140 applicants for one position.

In addition, the dean of the faculty, who oversees faculty hiring, is actively working to diversify both the pool of candidates from which the College recruits and the pool of short-listed finalists who interview at the College. Postdoctoral opportunities for the purposes of increasing faculty diversity are being considered by the provost's office on an ad hoc basis, with one such appointment having been made. The president, provost, and dean of the faculty are committed to being creative about additional opportunities that emerge. For example, we recently converted a three-year term appointment into a tenure track position in international environmental studies in order to recruit a competitive candidate of color. We are clear that this type of leadership,

intentional commitment, and innovation is what will ultimately allow us to recruit and retain more faculty members from historically underrepresented groups.

In 1997, the College adopted the goal of achieving and maintaining a fourth-place salary ranking relative to a 21-school comparison group. Though the College did make some gains, even reaching this goal in the rank of full professor in between 2006 and 2008, salaries overall fell short of this goal. As of the 2009-10 academic year, the College ranks 13th, 12th, and 9th in salaries, and 11th, 11th, and 6th in overall compensation at the assistant, associate, and full professor ranks respectively. Last year, the president instructed an ad hoc committee on faculty compensation to consider how best to specify and achieve goals for faculty compensation, with both internal and external considerations in mind and extensive faculty discussion was solicited. In its report (doc. 5.6), the committee recommended, among other things, greater transparency in the salary-setting process, for both tenure and non-tenure-track positions alike. The committee also proposed the adoption of a different comparison group, though without setting clear goals for our position within this group. The faculty council reviewed the report and brought some of the recommendations to the faculty for a vote in spring 2011. The faculty endorsed the recommendation that the College adopt a new 11-school peer comparison list; the recommendation that the College provide cost of living-adjusted comparison data on salaries and benefits; and the recommendation that Faculty Council/Finance and Planning Committee take a more active role in working with the administration on the overall faculty salary pool. Attention will also be paid to the effect of the College's new financial model, under which tuition increases are capped at the growth in the consumer price index plus one percent, which has the potential to create additional stresses on future faculty salary pools.

Projections

- In 2011-12, the provost will implement the faculty-endorsed faculty compensation recommendations that the College adopt a new 11-school peer comparison list, that the College provide cost of living-adjusted comparison data on salaries and benefits, and that the faculty council take a more active role in working with the administration on the overall faculty salary pool. The provost will also implement recommended changes in the communication of salary information, as outlined in the handbook language voted in by faculty in April 2011.
- The administration will continue to increase spousal employment opportunities by considering spouses as internal candidates, targeting external grants such to support spousal employment opportunities, and supporting economic development in the region.
- The dean of the faculty and the chief diversity officer will continue efforts to diversify the pool of faculty candidates through targeted advertising, and by further developing an ongoing program of exchange with University of California, Berkeley, Columbia University, and at least one other major university to showcase the opportunities at liberal arts colleges.
- The chief diversity officer will build the dissertation fellowship program by increasing the number of fellows in future years.
- The Office of Planning, Assessment, and Institutional Research will continue to monitor and improve data related to the race and gender of the faculty.

Teaching and Advising

Description

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

The College's [teaching load guidelines](#) – both as currently implemented and under proposed revisions (discussed below) – aim to balance workloads while safeguarding small class sizes and close faculty involvement with students. The current teaching load is measured in instructional units (IUs) with a typical course counting as 1 IU. The standard load is 5.5 IUs (either a 3/2 or a 2/3 for the fall/spring semesters, with the additional 0.5 IU representing the commitment to teach a winter term class every other year). Additional credit is granted for larger classes only when they incorporate smaller components with intense student-faculty interactions such as discussion or lab sections. Generous credit is also given for team-teaching, intensive seminars, and intensive language courses. Trends in student interests, variations in departments' and programs' pedagogical approaches, and various logistical limitations have led to significant differences across departments and programs in typical class sizes. Full-time term and tenure-line faculty teach the same course loads, with the exception that term faculty teach winter term with a somewhat higher frequency (two out of every three years rather than three of every five teaching years for tenure-line faculty).

Coming out of the [2006 strategic plan](#), the faculty voted in favor of (but has not yet implemented) a requirement for senior independent work. The original plan was for this change to be implemented in conjunction with a shift from a 5.5 IU teaching load to a 4.5 *course* load. Counting courses rather than IUs would not only be consistent with our peer institutions' counting mechanisms, but would also help us reach other goals. Specifically, by introducing more flexibility into the system and by dismantling the current incentive to have large 2 IU classes, some faculty time could be redeployed to supervising senior independent work. Importantly, this change was to occur alongside an increase in the size of the faculty by 25 FTE to accommodate this change in load. With the recession, however, came a recognition that the expected new faculty positions could not be funded in the near future. The EAC has now decoupled a revision of the teaching load guidelines from the implementation of senior work, and is considering modifications of the teaching load guidelines, to be followed by subsequent assessment of the feasibility of required senior independent work. The process has slowed down as the faculty carefully considers the implications of the proposed guideline changes.

Undergraduate faculty members also take their advising responsibilities seriously: they are available to students for both general education advising and advising within the major, and there are clear expectations of regular office hours for both informal teaching and advising. All first-

year students are advised for three semesters by the instructor in their first-year seminar, after which they choose faculty advisors in their majors. Seminar teaching and advising duties generally are rotated among full-time faculty, who teach a first-year seminar on average once every 3.5 years. This advising system, in place now for two decades, ensures frequent contact between advisor and advisee; data from a survey of the class of 2010 indicate that most students met with their advisors several times outside of class during their first year (doc. 5.7). While the advising load for faculty varies according to the number of majors in a department, but nearly all Middlebury faculty serve as advisors for one or more students in any semester. Faculty are supported in their advising roles through such programs as the first-year seminar faculty advisor meetings each August, the distribution of advising materials, and an [academic advising website](#).

Intensive faculty-student interaction is also encouraged through collaborative research opportunities. An undergraduate research office was established in 2006 to encourage and support student research across the curriculum. Funding is available for academic year and summer projects that will result in collaborative work between faculty and students. During the academic year, departments and individual faculty have access to funding from the dean of the faculty for student research assistants. Student research of all forms is showcased at the annual student research symposium every April. In the sciences, students regularly collaborate with faculty to present at professional conferences and co-author papers. Middlebury has recently joined the Council on Undergraduate Research as an enhanced member to encourage faculty-student collaboration on conference presentations, posters and papers. Last year, over 100 students were engaged in summer research supported by external faculty grants (doc. 5.8).

Faculty members are also encouraged to participate in the residential dimension of the College. For example, entering students are housed in one of the College's five residential Commons by first-year seminar, and both they and their seminar instructors become members of that Commons. Commons affiliation offers faculty access to support staff, co-curricular event planning, and a small first year seminar course enrichment budget to help students bridge the gap between living and learning on a residential liberal arts campus. Additionally, each Commons has a Commons head who is a tenured member of the faculty, has a reduced teaching load, lives in a Commons house, and oversees events that bring together residential and academic life.

Appraisal

On the whole, expectations of the wide variety of teaching and advising responsibilities have been effectively integrated into the faculty culture. For example, in most departments, senior faculty are well represented in standard introductory courses, and both junior and senior faculty have opportunities to develop curricular innovations aligned with their professional strengths. Various instructional techniques are employed and developed across the faculty in accord with specific disciplinary needs. In most cases, the variations that exist across departments and programs with respect to teaching load distributions allow for efficient deployment of faculty resources. Both within and across departments and programs, however, it remains an ongoing challenge to equalize workloads given the wide variety of forms that these tasks can take. The current reformulation of teaching load guidelines aims to address such concerns.

A scan of the spring 2011 course schedule reveals that approximately 20% of our course offerings, not including drills and labs, are taught by term faculty. While our history of such

moderate reliance on term appointments has been supported in the past by sound rationales (both practical and pedagogical), difficult economic times have resulted in several tenure-track position requests being approved as term appointments. Additionally, because of the extensive variety of term appointments, conditions and responsibilities tend to be less visible than the expectations and conditions of employment for tenure-track faculty. Given the important role the tenure track plays in maintaining a committed and fully engaged faculty, coupled with the positive institutional effects of good working conditions for those term appointments we do have, it will be important for the College to maintain transparent and sound policies and expectations for term faculty in the future.

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

Teaching and courses are evaluated through course response forms, which have high response rates and produce extensive written comments from students (doc 5.9). In 2005, after careful study by faculty committee, the forms were significantly revised in an attempt to focus the questions more on student learning. There also have been recurring discussions about the inefficiencies of a paper-based system and the merits and drawbacks of moving to an online system (a pilot project was implemented in 2004). One potential benefit of an online system would be the opportunity to explore new areas of assessment. For example, electronic forms would permit an evaluation of whether class size is associated with differences in students' learning experiences. A subcommittee of faculty council members led by the assistant provost has been established to investigate whether such a system should be implemented.

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

The College has developed numerous programs to promote a healthy work/life balance among its faculty. Most recently, we received a \$200,000 award from the Alfred P. Sloan Foundation in 2009, administered by the American Council on Education, to improve our already strong policies on faculty career flexibility. This award has enabled Middlebury to launch new initiatives to make the undergraduate campus more child friendly, to reduce stress, to address spousal/partner employment needs, to leverage opportunities for undergraduate faculty to advance professional and personal goals by leveraging opportunities at Middlebury's graduate programs, and to promote awareness of existing work/life balance programs.

Projections

- The EAC will monitor new teaching guidelines over the first three years of their implementation, to ascertain if the guidelines are successful in equalizing teaching loads. Reports summarizing faculty members' weekly contact hours, numbers of students served, and courses taught will serve as measures of progress toward this goal.
- The provost will monitor and report annually to faculty council and the EAC the relative numbers of term and tenure-track appointments.
- In 2011-12, the faculty council task force charged with investigating an online system of course response forms will bring a proposal to the faculty and the administration.
- The academic administration will build upon the enhancements made possible through the ACE/Sloan program and continue to explore work/life balance initiatives, utilizing data from the administration of the COACHE faculty survey in 2011-12.
- In 2011-12, in concert with the ongoing discussions of faculty compensation and teaching loads, the academic administration will concretely define expectations and boundaries for the many competing demands on faculty members' time, and ensure that resources are appropriately matched to these responsibilities.
- In 2011-12, the academic administration will clarify the status and roles of various categories of non-tenure track faculty, including teaching load, compensation, committee service, scholarship expectations, voting rights, titles.

Scholarship, Research, and Creative Activity

Description

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

In support of research and creative work, the College makes available to faculty a rich pool of funds for professional development activities through a variety of programs. The dean of the faculty office (which has now subsumed the portfolio of the dean for faculty development and research, established in 2004) is responsible for overseeing professional development

opportunities. In fiscal year 2008 for example, roughly \$1 million was disbursed to faculty. The most widely used of these programs is the Faculty Professional Development Fund (FPDF), which extends a yearly allocation of up to \$2,000 to full-time faculty (the allocation is pro-rated by FTE status for other faculty) (doc. 5.10). Though this allocation limit survived reduction during the recession, the allocation amounts have not been raised since 2004, despite increasing travel costs over the years. Roughly 50 senior faculty are beneficiaries of substantial enrichment funds that flow from endowed professorships (doc. 5.11).

The College supports the faculty pursuit of external grants and fellowships through its sponsored research office. In fiscal year 2010, 38 faculty received 49 grants and fellowships totaling more than \$3 million (doc. 5.12). Research is conducted following [established policies](#) and procedures including ethical considerations. In 2010, the College funded a second staff position in the sponsored research office in order to provide additional support for faculty grant-seeking efforts.

The College offers a generous leave policy whereby tenured and tenure-track faculty are eligible to apply for a year-long sabbatical after every five years of service (doc 5.13). The process of applying is codified in the faculty handbook, and has built-in flexibility in that it specifies procedures for faculty wishing to accelerate, delay, extend, or shorten their scheduled leave. Sabbatical plans and achievements are recorded through application documents and end-of-leave reports submitted by faculty. The funding for these leaves is determined through a graduated system based on a percentage of the faculty member's regular salary, and is dependent on the faculty member's demonstrated effort to seek external sources of funding.

Notably, many professional development opportunities, including the faculty leave program, the faculty professional development fund, and Ada Howe Kent grants, have broad mandates that allow not only for research projects, but also for pedagogical projects including the development of courseware, textbooks, new course development, and study at other institutions. Faculty also take advantage of additional funding opportunities relevant to teaching and curricular development such as grants from the Mellon Foundation (doc. 5.14) and the Whiting Foundation (doc. 5.15) and through workshops facilitating environmental sustainability in the curriculum. Faculty professional development in teaching and advising is further aided by a winter term seminar for new tenure-track faculty, the fall orientation for new faculty, a structured mentoring program whereby small groups of new faculty are assigned to both untenured and tenured faculty mentors (doc. 5.16), formal and informal faculty reading groups funded by the Mellon Foundation, the annual summer pedagogy roundtable series, and the annual faculty retreat on teaching writing.

Appraisal

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

Many changes over the last decade (e.g., the initial establishment of the dean for faculty development and research, the addition of staff to the sponsored research office) have helped strengthen the range of scholarly and professional opportunities for faculty. The leadership of the College has strongly supported funding for professional development even during the economic

downturn and has approached college advancement about raising additional money for endowments so that the funding for these programs can be even more secure in the future. The regular leave program compares well with peer programs and is viewed favorably by the faculty, the administration, and the trustees. It was not altered during the recent downturn in the economy (except for eliminating term faculty on long-term contracts), and there are no plans to do so in the future. In order to continue the legacy of faculty achievement, it will be important to maintain the strength of our professional development programs even in the face of fiscal constraint.

Projections

- Beginning in 2012, the provost will annually report data on the resources granted for faculty development to faculty council, as a way of assessing how well such programs are supporting faculty.
- In 2011-12, the academic administration will evaluate and consider the implementation of a mechanism for tracking scholarly achievement, such as through an integrated online reporting system.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Description

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

The Monterey Institute has approximately 75 regular faculty, most of whom are full-time. They are divided about equally between the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation and Language Education (GSTILE), as seen on the Standard 5 Monterey Institute data form. The Institute also includes 50-60 adjunct faculty. This number varies dependent upon course enrollments. The faculty is 60 percent male and 40 percent female. Approximately one quarter are from countries outside the U.S. Minorities represent 34 percent (doc. 5.17).

The Monterey Institute does not have a traditional tenure system, however, full-time faculty receive contracts of up to six years (doc. 5.18). Generally, faculty find that this offers them sufficient security and accords with the Institute's commitment to professional engagement in the field. The Monterey Institute expects all faculty members to be excellent teachers and committed mentors, and regular professors are generally also active scholars and researchers. Seventy-four percent have PhDs and the rest have master's degrees. (N.B. – In fields such as Translation and Interpretation, for which a doctorate is not always the terminal degree, faculty appointments are exempted from the doctoral degree requirement.) Adjunct faculty members are generally practitioners who contribute particular skills or knowledge, especially on emerging issues. Forty-five percent of adjuncts had PhDs in fall 2009. Regular [professors of all ranks are evaluated](#) annually and more extensively at time of contract renewal or promotion (either three or six years) on the basis of teaching, research and scholarship, professional stature, and service.

Teaching evaluation consists of student end-of-semester surveys, faculty self-evaluation, and review by program chairs and/or deans.

Faculty recruitment for each school is overseen by the dean, working with the provost's office, the school's faculty, and a human resources manager who specializes in policies and procedures relating to faculty. Positions are typically advertised in standard venues such as the *Chronicle of Higher Education*, and in appropriate professional publications.

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

Appraisal

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

One consequence of the financial crisis that precipitated the Monterey Institute's affiliation and merger with Middlebury has been that faculty salaries have not been competitive. In 2006, a compensation study was commissioned and the results indicated, as expected, that the Monterey Institute lagged behind the market (doc. 5.19). In 2007, faculty salaries were increased to 85% of the middle of the range of then-current market data. Additional increases were awarded in 2008, but the state of the economy since then has meant that progress on this issue has come to a temporary halt. However, some progress was made toward equalizing faculty workloads within the Institute in 2009 through the academic reorganization process. Full time faculty now generally teach five courses (three or four credits each), or the equivalent, per year. Despite the economic downturn, the Monterey Institute faculty and staff have benefitted from steadily improving health, welfare, and retirement benefits, as parity of benefits has been a priority component of integration with Middlebury.

The Monterey Institute is committed to providing faculty with opportunities to develop as educators and professionals. Faculty in the Graduate School of Translation, Interpretation and Language Education are well respected in their field and are highly sought as conference speakers, professional translators and interpreters, and consultants on assessment and teacher training. Graduate School of International Policy and Management faculty have a broad and deep range of professional experience in addition to their academic research portfolios. As a measure of the Institute's commitment to faculty development, after several years of less than adequate support, there was a 66% increase in faculty development funding in 2010.

Projections

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

OTHER GRADUATE and SPECIAL PROGRAMS

Description

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

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

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

addition, at schools where we have direct enrollment options, which include most of our Schools Abroad, students are able to take courses with faculty in a wide variety of disciplines (doc. 5.20).

When it comes to student advising, there is a great deal of variability in the role that faculty play in our various programs. Advising – both academic and career advising – is most important in our graduate programs in the Language Schools and the Bread Loaf School of English. In all of the Language Schools where we have graduate programs, students are assigned an advisor. There are sometimes issues of continuity if faculty do not return each summer when an individual student enrolls. In such cases, the director of the individual Language School assigns a new advisor as necessary, usually an experienced faculty member. Language School students who spend a year at one of the C.V. Starr-Middlebury Schools Abroad also receive academic advising, primarily by the director of the school (with assistance from local faculty). In the case of undergraduates at the Schools Abroad, students have academic advisors at their home schools (whether their home school is Middlebury or another institution), and we expect them to rely on those advisors for general academic advising. Site-specific advising on coursework abroad, however, is handled by our directors and staff abroad who are familiar with local faculty and partner institutions. At the Bread Loaf School of English, the director and associate director (and where relevant, the directors of the theater and writing programs) serve as academic advisors for all MA and non-degree candidates at all four campuses, with on-site directors at the non-Vermont campuses providing additional advising, as needed. The associate director oversees the progress of MLitt candidates and all students working on independent reading projects. Faculty also meet regularly with and advise each of their students in individual conferences throughout the summer.

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

Faculty at all of these programs are evaluated on a regular basis. In the Language Schools (doc. 5.21) and the Bread Loaf School of English (doc. 5.22), students complete a course evaluation for each course and each instructor, and in the Schools Abroad, students fill out course evaluation forms onsite (doc. 5.23). In addition, undergraduates fill out a study abroad program evaluation after the program is over, which asks them to evaluate each course individually (doc. 5.24). Language School and Schools Abroad directors rely on these evaluations and their own observations of teaching to provide feedback to relevant faculty, and to make decisions about whether to rehire a colleague. At the Bread Loaf School of English, the director and associate director review the course evaluations, interview faculty about their teaching at the end of the summer, consult with students about particular courses (as needed), and review course descriptions as sources of feedback for faculty and to make decisions about rehiring.

Appraisal

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

Both the Bread Loaf School of English and the Language Schools have been successful in recruiting and retaining outstanding summer faculty. Because neither the directors nor the faculty are full-time employees of Middlebury College – and because the hiring takes place within a short time frame and the faculty have already been thoroughly vetted by institutions of higher learning – it is neither possible nor necessary to conduct the same sort of expensive, time-consuming searches that are conducted by year-round undergraduate institutions. In the case of the Bread Loaf School of English, the directors consult with Bread Loaf faculty (from a range of major institutions) to form a short list of leading scholars in needed fields of specialization; the director then pursues selected candidates, reviews curricula vitae and websites, consults with department chairs at the candidate's institution (where possible), and interviews the candidates. Although the Bread Loaf School of English has been very successful in employing informal networks to attract high quality summer faculty, recruiting procedures could be improved to ensure that a wider range of candidates hear about the teaching opportunities. For example, there is no standard practice for advertising positions. In the case of the Language Schools, each Language School director has his or her own method for hiring faculty, relying on previous hires, list-serve advertisements, or interviews with potential faculty who are located abroad. It would be difficult to make these processes uniform; each director of a Language School or a School Abroad is responding to a particular market. For example, in the Language Schools, the market for Arabic instructors is quite competitive, which is not the case for many other languages. Each Language School director also has expertise in his or her particular field, and the current practices allow directors to use this expertise to best advantage for their particular school and culture.

In cases where the C.V. Starr-Middlebury Schools Abroad depend on direct enrollment options, we expect the directors of our programs to learn about local faculty at our partner institutions, and advise our students accordingly. We rely on local university partners to hire good faculty, and our partners are generally reliable. Our agreements are with excellent universities abroad, and faculty at these universities have their own rigorous systems of evaluation. One effect of the variety of institutions on which we depend for direct enrollment options is that students who take direct-enroll classes are often confronted with very different teaching styles compared to what they are used to, including styles that place more responsibility for learning in the hands of students.

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

Projections

- In the summers of 2011 and 2012, the directors for the Language Schools and the Bread Loaf School of English will assess and revise their recruitment policies and practices for hiring faculty to ensure that they are appropriate to their particular program goals.
- Between 2011 and 2013, the directors of the Language Schools, C.V. Starr-Middlebury Schools Abroad, and Bread Loaf School of English will explore new ways of advertising faculty opportunities to ensure that additional potential faculty learn of these positions.
- By summer 2011, the Bread Loaf School of English will complete a faculty handbook compiling, clarifying, and augmenting information on policies and expectations which is currently articulated within various letters and memos to faculty.
- Starting in summer 2011, the director and associate director will explore new ways of circulating or requiring the completion of student evaluations to improve response rate and enhance faculty evaluation.
- Beginning in 2011, the directors of the Language Schools and the vice president for Language Schools, Schools Abroad and graduate programs will begin work to create a typology of compensation policies for the Language Schools in order to ensure that faculty are being appropriately and equitably compensated. A parallel process will be engaged by the directors of the C.V. Starr Middlebury Schools Abroad, working with the dean of international programs.
- Beginning in 2011, the directors of the Language Schools and Schools Abroad that have graduate programs will work to develop new mechanisms to ensure that continuous advising occurs, especially for Doctor of Modern Languages candidates.

Institutional Effectiveness

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

Standard 6 • Students

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

Overview

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

THE UNDERGRADUATE COLLEGE

Admissions

Description

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

Admission to Middlebury is highly selective; applications have risen 55% over the last 10 years, while selectivity has dropped to approximately 20% for the last three years. For the class of 2014, the College received 7,984 applications and accepted 1,529 candidates to enroll a class of 670 students. The undergraduate admissions office seeks to make the admissions process fair, equitable, and accessible for prospective students and their families (see document 6.1). Description of admissions procedures are available electronically, through periodic mailings, and in the admissions office.

Appraisal

The effectiveness of the undergraduate college's admissions process is demonstrated by the fact that Middlebury is among the most selective institutions in the country and competes for the best

students with top colleges and universities; in 2010 Middlebury received the highest number of applications in its history. The process is aided by the Admissions Advisory Committee, comprised of administrators, faculty, and students, who meet regularly to advise and research admissions practices on behalf of the College. A recent accomplishment of the Committee was a detailed analysis of the predictive ability of the academic ratings given to applicants by the Office of Admissions. This analysis demonstrated that the academic rating given to applicants by admissions staff is a significant predictor of college GPAs (doc. 6.2).

Retention and Graduation

Description

As indicated in Data Form S.1, retention and graduation rates for the undergraduate college are excellent, and policies regarding [academic standing](#) and [student records](#) are clearly stated in the College Handbook. First-year retention rates have consistently been in the mid 90% range, and six-year graduation rates are typically in the low to mid 90% range. Study of gender and racial groups, as well as international populations, shows some discrepancies between groups. For example, the six-year graduation rate for African Americans in the 2003 cohort was 67%, as compared to 91% for all students of color, and 92% for all students in that cohort (doc. 6.3).

Appraisal

There is a need to better understand the reasons for the graduation rate discrepancies described above. A task force will be formed to investigate these issues and revise, if necessary, the support provided to students. Currently, to ensure that students have the necessary support and skills to be successful at Middlebury, the Center for Teaching, Learning, and Research reviews the admissions materials of every admitted student identified as having writing or quantitative skill deficiencies, as well as of every enrolled international student. The Center provides optional writing and quantitative reasoning courses for identified students, as well as peer tutoring and quantitative reasoning support. The retention task force will initiate a process for conducting exit interviews with students who leave the undergraduate college, with particular attention paid to groups with lower retention and graduation rates.

In early 2011, the dean of the faculty led a working group with the Center for Teaching, Learning, and Research focused on improving advising, particularly for the sophomore year. This group focused attention on two critical developmental points, the declaration of the major and the decision to study abroad. As part of this process, we are using survey data and interviews with 2010 graduates regarding their advising experiences (doc. 6.4) and expect to draw conclusions from these data by spring 2012.

Projections

- By 2012, the Office of the Dean of the College will form a Retention Task Force to better assess student attrition issues, identify resources, and refine support services.
- The Office of the Dean of the College will lead a working group beginning in fall 2011 to explore the development of a program focusing on the sophomore experience based in the Commons system. This program will create opportunities in residence life for sophomores to learn about career development, major selection, study abroad, fellowships, and civic engagement. The program will be in place by 2013.

Financial Aid

Description

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

Appraisal

The Office of Student Financial Services reviews operations through internal evaluations and team retreats after each application processing cycle. Families also provide significant feedback on these processes, both informally and in yearly parent surveys; in the most recent survey, 91% of parents who responded reported satisfaction with accounting and billing (doc. 6.5).

Projection

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

Student Services

Description

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

Commons and other offices also actively participate in new student orientation. Orientation is designed to introduce students to each other, to faculty and staff, and to the importance of a diverse campus community (doc. 6.6). Orientation programs and first-year seminars expose students to the culture and rich academic landscape of Middlebury College, including our honor code and sustainability efforts, and to our residential and disciplinary policies, which are all located on the College website.

A number of changes have been made to the Commons system in recent years. To further enhance the connection between academic and residential life, the Commons administrative structure was simplified between 2008 and 2010 and fully merged into the Office of the Dean of

the College. Additionally, the Office for Institutional Diversity was recently integrated into the Office of the Dean of the College to centralize diversity initiatives in student life. Commons heads and deans work closely with our First Year Counselors, who receive enhanced training in academic mentoring, academic support systems, the vision and values of the Commons program, and issues related to diversity and inclusion (doc. 6.7).

Another important change to the Commons system involves the living situations for juniors and seniors. Prior to 2008, students were expected to live within their Commons through the end of the senior year. However, following feedback from upper-class students regarding the lack of equitable housing across Commons, the College moved from a four-year to a two-year residential Commons system (doc. 6.8). Under the new “4-2” system, students maintain their membership in their Commons for all four years, but are expected to live within Commons-affiliated housing only during the first two years. Juniors and seniors continue to receive academic and other mentoring from their Commons dean and head, but the level of direct support during the third and fourth years clearly shifts toward academic departments. In addition, our academic interest houses (10 language houses, PALANA, Queer Studies, and Weybridge Environmental House), and our “superblock” system, which allows students to apply to live with others who share particular personal or academic passions, offer unique opportunities for juniors and seniors to continue to integrate the academic program with learning outside the classroom.

Middlebury has worked hard over the last decade to build and maintain a diverse and inclusive student community. In 1999 and again in 2006 the president convened a Human Relations Committee (HRC) to evaluate diversity initiatives and needs on campus. The [2006 HRC report](#) noted certain improvements since the 1999 report; for example, the frequency and quality of public lectures and performances by people from diverse backgrounds had increased, and the College’s decision to partner with The Posse Foundation and the United World College initiative led to an increasingly diverse student body. In response to the 2006 report, the president established the position of vice president for institutional planning and diversity (since changed to dean of the College and chief diversity officer), which promotes diversity efforts as central to the College and student life. As a sign of progress, a survey in spring 2010 indicated that 89% of student respondents agreed that having classmates with a diverse background enhances classroom experience. Nevertheless, 92% also indicated that Middlebury is still dominated by a white middle-class culture (doc. 6.9). Thus, the Office of the Dean of the College continues to monitor progress on the HRC recommendations and other initiatives, and has begun to examine diversity issues across all sectors of the institution.

Within and beyond the Commons system, Middlebury students are encouraged to practice qualities essential for leadership through a variety of organized programs and activities, including 140 student organizations and over 30 varsity, club, and intramural athletic programs. Through student government, Environmental Council, judicial boards, the Center for Campus Activities and Leadership, and Community Council, students have direct participation in College planning and policy.

Another important aspect of the Middlebury experience is the connection of the liberal arts with the world beyond the College. In spring 2010, we sought to improve student access to information about these kinds of opportunities by creating the Center for Education in Action:

Careers, Fellowships, and Civic Engagement, consolidating three separate offices at the undergraduate college – Career Services, Alliance for Civic Engagement, and Student Fellowships and Health Professions advising. This change goes beyond simply housing these offices in the same space; it allows for new collaborative work across previously separate offices. The goal of the Center is to support student experiences outside of the classroom that connect to their personal, academic, and career interests.

Another emphasis of student services at Middlebury is the provision of and support for appealing social outlets for students. Although many undergraduates love the College’s scenic, rural setting, they also complain that there is not enough to do on campus, and that alcohol plays too central a role in the social options available. A “work hard/play hard” atmosphere also permeates the campus, so much so that the topic was featured in a [Presidential Baccalaureate Address in 2008](#), a [Convocation Address in 2009](#), and in a [2008 Report of the Task Force on the Status of Women at Middlebury College](#). These discussions, and corresponding data, suggest that many students experience high levels of stress and that some respond with high levels of alcohol use. For example, 52% of students surveyed in 2010 reported that they use alcohol to reduce stress (doc. 6.9). As described below, these issues are receiving considerable attention within the Commons and at all levels of the institution.

Appraisal

Appraisal processes occur at multiple levels across student life offices. In some instances departments undergo periodic internal and external reviews to assess program effectiveness and appropriate staffing levels (e.g., Career Services, Center for Campus Activities and Leadership) on the basis of which departments revise services and adjust goals. The new student orientation program is reviewed yearly on the basis of student surveys. Departments also generate annual reports, though not always with consistency, which are reviewed by the dean of the College. Annual parent (doc. 6.10) and [student surveys](#) are conducted and reviewed by senior staff. However, use of these data is not consistent across departments.

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

Commons-based activities are monitored and actively reviewed but not systematically assessed (doc. 6.11). Some evidence regarding student experiences with the Commons, however, comes from a survey conducted in spring 2010 by a research methods class (doc. 6.12). The results suggested several themes: 1) that first-year students endorse the Commons more enthusiastically than upperclass students; 2) that all students acknowledge the value of the Commons for supporting students’ transition to college during their first year; and 3) the positive relationship between first-year students and their residential life staff. These data were consistent with previous institution-wide conversations about the Commons and validated the change to the “4-2” system in 2008.

Although there have been efforts to reduce both student stress and alcohol abuse over the last decade, these have not resulted in measurable improvements. Thus, the Office of Health and Wellness Education has intensified its focus on surveys provided by AlcoholEDU (doc. 6.13) and data from *The CORE* alcohol and drug survey (doc. 6.14) to guide the office's needs assessment and program planning. For example, data indicate that a third of first-year students want more non-alcoholic social options, and this led to the establishment of Friday night coffee houses in fall 2010. Also in fall 2010, the health and wellness office employed its own alcohol survey in coordination with faculty members in the psychology department. The office will use these data to design a social norms marketing campaign in fall 2011, and to explore additional interventions over the next two years (doc. 6.15). Most recently, in spring 2011, Middlebury has joined with several liberal arts colleges in the northeast to identify best practices for combating alcohol abuse on campus and for collecting and sharing student alcohol data.

The newly-created Center for Education in Action has initially focused on examining the effectiveness of its current services and determining the best organizational structure to support its mission. One area of focus has been on career services. Survey data from the Class of 2010 indicate that Middlebury sophomores are not as aware of career-related services as students at comparable institutions and are less likely to make use of many of these services than students at these schools (doc. 6.16). Other data confirm the relative infrequency of sophomore visits to career services; in 2009-10, seniors were more than twice as likely to visit the office as sophomores (328 sophomore visits and 713 senior visits). The Center is working to determine how to improve students' engagement earlier in their undergraduate careers by focusing on programming in first and sophomore years; internship cultivation; and increased funding to support unpaid internships and other summer opportunities. To assist this process, an ad-hoc education in action trustee committee was convened in September 2010 to advise and support the future directions of the Center.

The Department of Athletics employs several mechanisms for evaluating its programs, including a recent external review of Title IX compliance (doc. 6.17); an annual review of admissions data to ensure our compliance with NESCAC guidelines for admitted athletes; annual written assessments completed by student-athletes on varsity teams (doc. 6.18); and annual self-assessments by coaches (doc. 6.19). The Athletics Policy Committee (consisting of two coaches, two professors, two student-athletes, the director of athletics, and the dean of the College) also routinely discusses and evaluates various athletic policies, and in 2009-10, completed an NCAA mandated Institutional Self Study Guide (ISSG) (doc. 6.20). Responses to the ISSG highlighted several issues, including the College's hazing policy, that we have asked our NCAA Compliance Officer to raise in meetings with each team.

Projections

- The Office of the Dean of the College will work with the planning, assessment, and institutional research office to revise the 2010 Commons survey for use every 2 years beginning in 2012. Results will be used to systematically compare levels of student involvement in and commitment to Commons-based academic and social activities.

- The Office of the Dean of the College will develop a systematic annual reporting process with clear assessment criteria, to be completed by Commons and other student life offices by 2012.
- The Office of the Dean of the College will provide departments with results of annual parent and student surveys beginning in 2011, with the expectation that departments will review and revise practices and policies in response to these data where appropriate.
- The dean of the College will appoint (in consultation with the president) a standing council made up of faculty, staff, and students to formally review progress on diversity and inclusion issues within the next three years, with attention to the 1999 and 2006 Human Relations Committee reports. In concert with this standing committee, the Office of the Dean of the College will develop a strategic plan focused on diversity and inclusion goals and outcomes across the student life area by 2013. These reviews will include consideration of the impact of socio-economic inequalities among students that may limit access to, for example, required course materials, study abroad experiences, or internships.
- The Office of the Dean of the College will create a working group focused on social life and alcohol in the fall of 2011 to review the quality and quantity of social options on campus and to examine the influence of alcohol on student social climate.

GRADUATE AND OTHER PROGRAMS

Admissions, Retention, and Graduation

Description

The admissions process is centralized within each of the College's programs, and varies according to the programs' goals and missions.

The [Monterey Institute's admission criteria](#) are designed to ensure that every admitted student is qualified and able to succeed in the program. The Institute is strongly committed to diversity and actively recruits from a global population of students for all master's degree programs. In fall 2010, international students comprised almost 30% of the student body, representing nearly 40 countries (doc. 6.21). Enrollment managers review files to confirm that the stated minimum requirements are met and then assess an applicant's fit with the program by looking at his or her international experience, professional experience, and career goals. Measures of the success of the admissions process are the three-year graduation rates, which are 78% and 89% for each of the graduate schools, and retention rates, which are over 92% for each of the schools (doc. 6.22).

Each of the 10 summer Language Schools has its own [application process](#); candidates may apply to more than one program, but may only enroll at one school in a given summer. Applicants must be high school graduates, and typically need to have completed at least one year of college-level study. Decisions are based on transcripts, letters of recommendation, and an essay. In addition, each school may request additional information specific to its language and program. Students who have completed a BA and have strong language proficiency may also apply to Middlebury's MA program in one of six languages (Chinese, French, German, Italian, Russian, and Spanish),

while students interested in Middlebury's Doctor of Modern Languages degree have [additional requirements](#) to enter that program.

Middlebury undergraduates, and qualified undergraduates enrolled at other colleges and universities, may apply to any of the C.V. Starr-Middlebury Schools Abroad. Each school has [specific language requirements](#), with a minimum of two years of college-level language study required. The schools do not offer their own degrees, except in conjunction with the Language Schools. In 2010-11, the number of non-Middlebury students at our schools abroad constituted approximately 50% of all undergraduates, up from around 30% in 2005-06 (doc. 6.23).

Bread Loaf School of English candidates are reviewed on a rolling basis, beginning in early January through mid-May. [Admissions criteria](#) are posted on the website and published in the course catalog each summer. In the case of MA and continuing education applicants (including exceptional undergraduates), admission is based on college transcripts, letters of recommendation, a statement of purpose, and a writing sample. Admission to the Master of Letters (MLitt) program is limited to students with an MA in English with strong academic records. MLitt applicants must submit college transcripts, letters of recommendation, a statement of purpose, and a writing sample, but admission is based primarily on prior graduate work.

Appraisal

The Monterey Institute of International Studies, the Language Schools, the C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English admit students on a less selective basis than the undergraduate college, since their applicant pools are smaller and self-selecting. Though their standards for admission are high, these programs are more enrollment- and tuition-driven than the undergraduate college and set their budgets accordingly.

At the Monterey Institute, there has been concern that previous financial pressures have led to less stringent admissions criteria. The reality is more complex, since we find that faculty, even from the same program, define quality differently: some would prefer more recent graduates with very strong GPAs and analytical writing skills, while others prefer to teach students who have program-relevant field experience prior to enrolling. Work has begun to establish priorities regarding admissions criteria and to track the predictive value of these criteria for future student performance.

In the Language Schools (and to a lesser extent, the C.V. Starr-Middlebury Schools Abroad), admission to some schools has been more competitive than others. For example, because of increasing demand for training in Arabic and Chinese, admission to these two schools is highly selective (doc. 6.24). We have increased openings at the Arabic School by moving its operations to Mills College in Oakland, California, which allowed an expansion of enrollments from 100 students to 160. This expansion allowed us to respond to increasing demand for Arabic; despite this increase, admissions standards remain high.

Projection

- Monterey Institute staff, working with the Middlebury planning, assessment, and institutional research office, will define and track indicators of student quality from

admission through graduation beginning in fall 2011. This information will be used to refine recruitment and admission processes and strategies.

Financial Aid

Description

The Monterey Institute provides financial aid, student account, and loan repayment counseling, as well as assistance with student budgeting. The Institute also offers an aid package that meets 100% of a student's cost of attendance as calculated by the Office of Student Financial Planning, assuming the student is creditworthy and/or has a U.S. co-signor with good credit. If a student's financial situation does not change, the Institute is committed to providing a similar package each year, provided they maintain satisfactory academic progress (doc. 6.25). In 2009-10, the Monterey Institute provided institutional aid to 87% of degree-seeking students (doc. 6.26). Students are assured that additional financial resources (most often through loans) may be provided to carry them through unanticipated events, and are notified of this possibility via the financial aid handbook.

Students at the Language Schools are funded at various levels (doc. 6.27). For students who opt to do their MA degree only in Vermont, we meet 100% of demonstrated need for up to four summers. We meet a variable percentage of need for non-degree students and for MA students who study abroad for the academic year, based upon the admissions rating and the program in which they enroll. We also have additional scholarship programs – in particular the Kathryn Davis Fellowships – that allow the Language Schools to attract more highly-qualified applicants with generous scholarship funds. Several financial aid programs also help to facilitate diversity goals within the Language Schools. Since 1998, the Language Schools have given financial support to 10 to 20 students from historically black colleges and universities. The United Negro College Fund (UNCF) Special Programs Corporation has also supported up to 12 Language Schools students annually. Most recently, the UNCF has joined with Middlebury College to support students through the prestigious Institute for International Public Policy Fellowship program, affording additional students from minority-serving institutions the opportunity to come to the Language Schools with full merit aid (doc. 6.28).

Students at the Bread Loaf School of English are eligible to apply for financial aid through the Middlebury Office of Student Financial Services. Funding for Bread Loaf students is limited, and a ranking system is used to distribute available funds (doc. 6.29). Funding is need-based, with priority given to diverse and high-achieving applicants: in 2011, candidates who enhance diversity will receive 80-100% of demonstrated need, high-achieving students 60%; new and returning students in good standing receive 55%, funds permitting.

Appraisal

Every two years, the Monterey Institute's Office of Student Financial Planning sends out a survey to determine if the established cost of attendance is consistent with students' actual expenses (doc. 6.30). The results of the survey are used to estimate the student living expenses portion of the Institute's cost of attendance. Abrupt changes in a student's financial situation sometimes require the provision of emergency funding. Efforts to better anticipate students' financial capacity would help to reduce the stress involved in these situations.

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

Projection

- The Monterey Institute's Office of Student Financial Planning will monitor student financial need more closely beginning in fall 2011, with a goal of better projecting whether students' financial resources are sufficient to carry them through unanticipated events.

Student Services

Description

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

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

The dean of advising, career, and student services also oversees the registrar's office and the Office of Student Services. The Office of Student Services at the Monterey Institute provides support and services related to housing, student insurance, disability accommodations, student government and clubs, new student orientation, veterans' resources, and special events and activities. Student services also responds to student conduct issues and concerns and provides immigration-related advising, programs, and support for the Institute's international student population. In addition, to help facilitate academic success and social integration, Monterey Institute maintains a Student Resource Guide (doc. 6.31) and various web-based resources.

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

Students at the summer Language Schools on the Middlebury campus and the Bread Loaf School of English in Ripton each have access to the College's health and counseling centers, career services, and public safety. Corresponding programs held on other campuses contract in their local communities for these services. Each of the individual C.V. Starr-Middlebury Schools Abroad has between one and five staff members, most of whom are involved in student services at some level, and the staff in the international programs and off-campus study office also provide extensive student services for all students going abroad. Staff abroad maintain an orientation program at each school and a variety of co-curricular activities to enhance language immersion. These pursuits include staff support in securing internships, housing, language partners, volunteer and service opportunities, among many others. Co-curricular activities at the various campuses of the Bread Loaf School of English include lectures and readings by distinguished scholars and writers, panels or discussion groups led by Bread Loaf faculty and students, film showings, student readings, theatrical productions, weekly meetings of the Bread Loaf Teacher Network, and (in Vermont) major theatrical productions staged by the Bread Loaf Equity Acting Ensemble and participating students.

Appraisal

The Center for Advising and Career Services at the Monterey Institute is new, and while early experience with this organizational model seems overwhelmingly positive, there has not been time to thoroughly assess its effectiveness. When it opened, the Center had in place a survey of student satisfaction with its services (doc. 6.32). The results of this initial survey have been overwhelmingly positive. For example, 90% of students agreed that advising services "provided helpful suggestions or pointed me toward helpful resources," and 92% agreed that career services "gave me the information I needed."

The Language Schools assess program effectiveness through course/faculty evaluations (doc. 6.33) and a general evaluation (doc. 6.34). The general evaluation is an online survey of campus facilities and services. Evaluations are administered at each of the C.V. Starr-Middlebury Schools Abroad, as well as to students who are studying on non-Middlebury programs, and are read by staff at Middlebury (doc. 6.35). When appropriate, action is taken in response to problems identified by these evaluations. In addition, directors submit an annual report in which major issues, both academic and nonacademic, are flagged; these reports then become the basis of debriefings with the heads of all relevant departments.

The Bread Loaf School of English uses both formal and informal assessment processes to evaluate its program. At the end of each summer session students complete a written evaluation of their courses (doc. 6.36) as well as a separate evaluation of the program as a whole (including residential life and extra- and co-curricular offerings) (doc. 6.37). Students also are invited to talk to the director at any point during office hours during the summer. Because students, faculty, and administrators reside together for the summer session, there are innumerable informal opportunities for feedback. Bread Loaf administrators and staff use feedback from all of these sources to make adjustments to the program, where needed. For example, these formal and informal discussions led to the establishment of the student writing center in 2009.

Projections

- Monterey Institute staff, working with the Middlebury planning, assessment, and institutional research will create a comprehensive outcomes-oriented protocol to assess the student experience at the Monterey Institute. A pilot version of this system will be fully in place by the 2011-12 academic year, and should fully support data-driven decision making within six years.
- The dean of advising, career, and student services at the Monterey Institute will restructure International Scholar Services, integrating them more effectively with services at Middlebury by 2011-12.

Institutional Effectiveness

Excellent student services are provided by every program of Middlebury College and are designed to promote academic success, diversity and inclusion, leadership experience, and global engagement within and beyond the classroom. Offices across the institution review their effectiveness and revise services using a variety of assessment tools, including surveys, forums, and staff review. Encouraging regular access to and use of institutional data that already exist, and in some cases developing more formal assessment techniques, will allow us to better understand student needs and more effectively refine and evaluate our support services.

Standard 7 • Library and Other Information Resources

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

Overview

Middlebury's library and technology environment provides access to a rich array of resources, attends to the physical structures needed for teaching and research, and provides the infrastructure required for efficient administration and planning. Since 2001, the College has built a state-of-the-art library building, created a merged library/instructional technology organization, replaced a home-grown administrative system with a vendor-supported application, and sought to collaborate with the Monterey Institute in supporting library and technology needs.

Organization & Staffing

Description

Middlebury College's information and technology needs are served primarily by Library and Information Services (LIS), formed through the 2001 merger of the College libraries and information technology departments. LIS supports the undergraduate campus in Middlebury, the Bread Loaf School of English, the Language Schools, and provides limited support for the C.V. Starr-Middlebury Schools Abroad. At the Monterey Institute, Information Technology Services (ITS), academic technology, the library, and media services are separate departments but work collaboratively to support for the Institute's programs. LIS provides critical hosting of and support for the Institute's network services and enterprise and web applications. LIS works closely with the Institute ITS staff, which manages the local network and systems.

Appraisal

The [organizational structure](#) of LIS has been modified to accommodate changing staffing levels and the changing needs of patrons, and to respond to the results of internal assessments. Currently, 33 FTE in LIS perform library work, which translates to just under 75 students per staff member. This is consistent with peer schools, as reported in the most recent Oberlin Group survey (see document 7.1). Total staff positions in LIS have decreased approximately 20%, however, due to recent early retirements and voluntary separations. These departures included many long-term staff with high levels of expertise and institutional memory. As a result, LIS has had to cease providing some services and restructure workflows.

At the Monterey Institute, five librarians and 1.5 FTE of additional staff provide library services for a student body of over 700. The Institute's Teaching and Learning Collaborative and the Digital Media Commons were developed over the last four years to address unmet needs for support in the uses of technology, and to coordinate and support the use of digital media in various outreach functions. This structure has served to connect distributed pockets of expertise throughout the Institute. Through regular conversation and planning efforts, the work of LIS and the Monterey Institute technology and library organizations is well coordinated.

Planning

Description

Two years ago, the leadership of LIS engaged in a significant [strategic planning effort](#). The results of this effort were a mission and values statement for the organization, an outline of primary responsibilities for each area within LIS, and clear strategic priorities designed to guide staff in their annual planning processes. The plan focuses on five major areas: emerging technologies, space planning, administrative efficiency, training and education, and carbon reduction. Strategic and annual planning efforts are guided by input from members of the senior College administration, advisory groups consisting of faculty and students, five divisional advisory groups (Arts, Humanities, Languages, Sciences, Social Sciences), and LIS staff. These planning efforts have also involved collaboration with the Monterey Institute's ITS and library staff. The Institute's ITS staff has developed its own technology strategic plan (doc. 7.2).

Appraisal

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

Projection

- In 2011-12, the dean of LIS will engage the major offices of the College to learn about upcoming initiatives that may require LIS support. This process will also engage the Monterey Institute so that planning efforts at both locations can be coordinated.

Financial Support and Sufficiency of Resources

Description

Middlebury College and the Monterey Institute maintain library resources to support their respective academic programs, but the scope and wealth of those resources differ between the campuses due to differing needs and resource levels. Middlebury College allocates approximately \$2 million annually for library resources. Over the past several years, LIS has deliberately chosen to allocate the majority of these funds to online resources, allowing the entire Middlebury community access to over 48,000 online journals, over 350,000 electronic monographs, and roughly 400 online databases. The library's print collection includes almost 730,000 monographs and almost 45,000 audio and visual recordings. The collection is supplemented through interlibrary loan partnerships with the NExpress consortium, the Center for Research Libraries, and individual lending libraries; in the last year, nearly 35,000 requests were processed. In addition to funding allocated to library materials, the College spends on average \$120,000/year to provide academic software in support of the curriculum.

The Monterey Institute library has a collection of just over 100,000 printed monographs, over 2,400 media materials, and access to 855 full-text online journals and 2,349 eBooks. Budgets are

divided between the library and information technology services, as these remain separate departments. The library budget in fiscal year 2011 totaled \$943,113, of which about \$340,000 is allocated to library resources.

Appraisal

Budgets for library materials have decreased in real dollars at both the College and at the Monterey Institute in recent years, despite significant increases in the cost of journals over the past 10 years. The total budget decreased by 5% at Middlebury and by 15% at Monterey from fiscal year 2008 to 2011 (doc. 7.3). At the College, this has resulted in reduced discretionary spending on print monographs in order to maintain subscriptions to core journals and databases. Some of this reduction has been offset by participation in consortia such as NExpress, a borrowing consortium of seven New England colleges and universities, and the Center for Research Libraries. This represents a concerted effort to focus on digital resources that can be accessed by Middlebury users at any of our campuses. The library has also undertaken modest efforts at building local digital collections that will support the curriculum.

As part of the ongoing collection development efforts at both Middlebury and the Monterey Institute, we regularly assess our database and journal subscriptions to ensure that our collection dollars are spent most effectively to support the teaching and research needs of our community (docs. 7.4, 7.5). Additionally, Middlebury maximizes opportunities for sharing electronic resources and software between our campuses where applicable and where licensing arrangements allow. LIS also monitors software usage and adjusts licenses based on these data.

Projection

- LIS will continue to experiment with the models described above in order to evaluate whether access to materials through alternative programs is sufficient and cost-effective.

Instructional Technology

Description

Middlebury uses a wide array of instructional technologies within its undergraduate and graduate programs. LIS has implemented or developed a variety of tools for online curricular collaboration, including WordPress for blogs, MiddMedia for sharing media content, First Class (“BreadNet”) for collaboration among Bread Loaf School of English participants, and a limited implementation of Moodle for support of online testing needs for the Language Schools. The Monterey Institute uses Moodle as its learning management system (LMS), and WordPress for its blogging community. Support for faculty to integrate these technologies into their teaching comes through a variety of channels, depending on the program. Support for instructional technology at the undergraduate College and the Language Schools is provided by LIS liaisons, and at Bread Loaf by an on-site staff person. Support at the Monterey Institute comes largely from the Teaching and Learning Collaborative.

Appraisal

The [effectiveness of these tools](#) was recently assessed as part of an investigation into a suitable replacement for Segue, a locally developed LMS. The Curricular Technologies team has recommended that LIS continue to offer different platforms for different types of activities (e.g.,

WordPress for blogging, MediaWiki for wikis), and has recommended Moodle as the LMS for the undergraduate college. We have also created the [Course Hub](#), which offers a centralized place where students can access the various tools being used in each course. In our recent MISO survey, we discovered interest in a range of technologies, including online quizzes, digital video and audio, and classroom electronic polling devices (doc. 7.6). In addition, our Training and Education team is seeking to identify training needs to enhance effective use of technologies.

Projection

- Beginning in 2011-2012, LIS staff and the Center for Teaching, Learning, and Research will work with faculty who are using instructional technology to document best practice and assess the efficacy of various approaches to instructional technology.

Training

Description

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

Library staff at the Monterey Institute also offer group instructional sessions, one-on-one reference services, and a text-a-librarian service. The Digital Media Commons program offers training, workshops, and project support for a variety of media tools for students, faculty, and staff. The Teaching and Learning Collaborative facilitates faculty learning communities, offers workshops on supported LMS and web-conferencing systems, and individual and small group consultation for faculty interested in incorporating technology into their teaching. Monterey's ITS offers workshops on operating systems and productivity software and facilitates instruction on the Banner administrative data system, some of which is offered by Middlebury staff.

Appraisal

The work of planning and assessing these training programs was recently assigned to an LIS team. This team is developing a [matrix of core skills](#) required by the various College constituencies, and evaluating the resources available to help our community acquire and maintain these skills.

Projection

- Based on the analysis of the Training and Education team and funding for fiscal year 2012, LIS will license and/or link to externally-developed training materials where appropriate, and focusing its training efforts on College-specific topics and systems.

Student Use of Resources as an Integral Part of Education

Description

Two recent initiatives suggest the need to develop institution-wide information literacy goals. One is the faculty-supported requirement that all students complete a senior independent project (currently on hold pending revision of teaching load guidelines). The second is the Spring Student Symposium, an annual celebration of research and creative work. Both of these developments arose from the College's strategic plan, and both require that students be able to analyze and investigate problems using appropriate information resources. In order to facilitate the development of these skills, LIS staff and the Faculty LIS Advisory Committee have embarked on an effort to define appropriate learning outcomes at each stage of a student's career at Middlebury. These draft learning outcomes encompass both research and technology skills, and envision a progressively rigorous, curriculum-based approach to hone student skills.

Appraisal

Currently, undergraduate [information literacy goals](#) are pursued largely through the first-year seminar program. Pilot projects have been instituted in a few departments that focus on information literacy within the major. Although many faculty integrate information literacy instruction into their syllabi, these efforts have not been systematic. The Monterey Institute has created a working group to explore information literacy standards for its graduate population. Because standards vary a great deal from program to program, each program's faculty will need to identify technology-related learning goals that should be embedded in their programs.

Projections

- In 2011-12, LIS will consult with the Educational Affairs Committee to determine a process by which information literacy goals could be incorporated across the curriculum.
- In 2011-12, the Monterey Institute will identify technology-related learning goals for each program.

Access

Description

LIS seeks to make available as many of its resources as possible to the all students across all of Middlebury's programs. The increasing number of online digital resources is a central strategy to reach this goal. The library has also implemented a pilot project to explore the use of patron-initiated acquisitions of eBooks, which will further broaden the amount of material easily available to students not studying on the Vermont campus.

Access to the Davis Family Library's physical collections is usually provided 101.5 hours per week; the library at the Monterey Institute is open 95.5 hours weekly. Branch libraries and Special Collections at Middlebury are open fewer hours, but maintain generous night and weekend hours. During the summer, LIS also ships materials and equipment from Vermont to the Language Schools at the Mills College campus and to Bread Loaf's New Mexico and North Carolina sites. The Library has also partnered with Mills to create an online Middlebury@Mills information gateway, which pulls together resources and policies crucial to providing information and technology resources to students in that program.

Appraisal

The use of digital formats improves our ability to share resources across our multiple locations. Nonetheless, not all materials are available digitally, and non-digital materials and equipment, will still need to be shipped to our remote locations for the foreseeable future. This practice will need to be evaluated (docs. 7.7, 7.8), given the logical and financial challenge it presents.

Atmosphere Conducive to Study and Research

Description

In 2004, Middlebury College inaugurated the Davis Family Library, a world-class facility featuring student carrels, faculty studies, classrooms, computer labs, a media lab, the Center for Teaching, Learning, and Research, group study rooms, and robust wireless connectivity. The building's flexible architecture will allow it to be adapted to the changing needs of the community. Since that time, the number of people using the library has jumped from about 3,700/week (2004) to a high of approximately 27,600/week (2006), averaging between 14,000 and 16,000/week. Middlebury also has the Armstrong Science Library in McCardell Bicentennial Hall which not only houses research materials for the sciences but is also a convenient and comfortable place to study. The Monterey Institute has a small but comfortable facility, averaging 2,960 patrons/week.

Appraisal

LIS recently formed a Space Team that was charged with conducting regular assessments of the physical space of the library and other technology-enhanced areas, and to propose ways to improve the use of library space. The team's analysis resulted in a recommendation that no major reconfigurations of service points or study areas are needed. In addition to this analysis, due to the planned move of the history of art and architecture department into the space occupied by the music library, the team also analyzed the feasibility of integrating the music library within the Davis Family Library, and developed a plan to accomplish this during spring 2011.

Space at the Monterey Institute available in the library and to support technology-intensive aspects of the curriculum is at a premium. The options for library expansion are limited; the Institute has instead opted for flexible, multi-purpose spaces and support for laptop use across campus. While the teaching spaces for the Translation and Interpretation program are smaller than optimal, they have received equipment upgrades in the last four years.

Safeguards against Inappropriate Use

Description

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

Middlebury is also a charter member of the Copyright Clearance Center, paying an annual fee which ensures proper clearance to place copyrighted materials on reserve and in course packs. Rights to use material from non-participating publishers are secured individually as needed. Off-campus access to online databases and journals requires users to login with valid institutional credentials. PricewaterhouseCoopers conducts an annual audit of our IT systems.

Appraisal

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

Information Technology for Planning, Administration, and Evaluation

Description

The College uses Banner, implemented in 2002-03, as its main administrative system. In addition, we have developed or licensed various subsidiary systems to augment the functions provided by Banner. Planning and oversight for these systems falls to the Banner LEADS group. The Banner Web Prioritization Committee prioritizes larger scale projects. Most administrative offices have expertise in the use of these systems. The Office of Planning, Assessment, and Institutional Research helps to ensure that data are shared effectively across the institution.

Appraisal

A 2010 survey revealed that frequent users of Banner are relatively satisfied with data-reporting capabilities, but that there is room for further improvement (doc. 7.9). LIS has developed a plan for system improvements that will allow for greater efficiency and better access to institutional data (doc. 7.10). One unaddressed issue is the decommissioning of the system which houses the administrative data not previously converted to Banner. Also under consideration to supplement Banner functionality are the implementation of a data warehouse and an imaging/document management system that will shift many offices to a largely paperless environment.

Projections

- In fall 2011, LIS will implement an imaging/document management system for use by the undergraduate admissions office, which will later be extended to most major offices.
- In collaboration with the Office of Planning, Assessment, and Institutional Research, LIS will conduct a feasibility study of a data warehouse in 2012.

Institutional Effectiveness

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

Standard 8 • Physical and Technological Resources

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

Overview

Middlebury College and its affiliated programs take place at 41 different campus locations in 15 countries. All of our campus locations provide the physical and technological resources necessary to support a successful educational program. The undergraduate program, Monterey Institute of International Studies, Language Schools held in Vermont, and the Bread Loaf School of English in Ripton have traditional campus locations that are owned, maintained, and developed by Middlebury and the Monterey Institute; these campus locations are discussed more fully in this chapter. In contrast, many of our other program sites are leased and maintained through other institutions, including all sites for the C.V. Starr-Middlebury Schools Abroad, three sites for the Bread Loaf School of English, and one for the Language Schools.

The main campus of Middlebury College contains over 328 acres of land and over 150 buildings. The physical plant has undergone extensive expansion and renovation during the last decade. As noted on the data forms, since 1999 we have added 10 new buildings and renovated 10 others for academic, residential, and student use. These projects, along with numerous other acquisitions and renovations, increased the total square footage of the main campus from 1,660,000 in 1999-2000 to 2,423,760 in 2009-10.

East of Middlebury, in the towns of Ripton and Hancock, are two additional College facilities. The Bread Loaf campus in Ripton serves as a summer campus for the Bread Loaf School of English and the Bread Loaf Writers' Conference; this campus also hosts guests during Commencement, Homecoming, Reunion, and Fall Family Weekend. The campus is comprised of 27 buildings totaling 112,000 square feet and includes a library, theatre, classrooms, dining, and several residential structures. During the winter, Bread Loaf is home to the Rikert Ski Touring Center with 42 kilometers of maintained cross-country skiing trails; the Bread Loaf campus is surrounded by 2,100 acres of forest land containing 430 acres enrolled in sustainable forestry certification. The forest is also a natural laboratory for environmental research and field study. East of the Bread Loaf campus is the Snow Bowl, an alpine ski area with three lifts and 17 trails. The facility is open to the public and is used as a location for competitive skiing events.

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

Support for Infrastructure

Description

The College maintains a capital budget to renovate and improve existing buildings and construct new space as needed on its Vermont and California campuses. Contributions to the capital budget come from the operating budget, gifts, grants, and earnings from the endowment. The operating budget allocates 1.55% of the replacement value of the campus to this fund each year (see documents 8.1, 8.2). The amount needed to maintain and improve the campus is based upon an analysis provided by an outside consultant in 2000. In recent years this amount was reduced due to financial conditions; however, the allocated amount is budgeted to increase in future years. The capital budget is reviewed by the Budget and Finance Committee and Buildings and Grounds Committees of the Board of Trustees (doc. 8.3). These committees review a 10-year plan looking at the long-term needs of the institution, and review and approve projects on an annual basis (doc. 8.4).

Each year a portion of the capital budget is allocated to annual renewal and replacement reserve (RRR) for campus spaces. This includes expected maintenance, such as roofing, flooring, painting, and masonry, in addition to space changes and improvements (doc. 8.5). The most recent residence hall renovation, Forest Hall, includes the addition of an elevator and the renovation of 56 rooms to make much of the residence hall ADA accessible. Another portion of the annual RRR fund is allocated by the Space Committee, a group of administrative leaders representing all areas of College operations, for additional space improvements. A third portion of the fund is specifically allocated for the renovation of the Monterey Institute campus.

The annual capital equipment budget is funded through the operating budget (doc. 8.6). Requests are reviewed by the vice president for each area, with priority given to academic equipment. The majority of the capital budget consists of academic and technological resources. A regular replacement schedule for college vehicles is also part of this budget to ensure their safe operation.

Appraisal

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

Middlebury contracts with the advisory firm Sightlines to provide comparative facilities analyses and benchmarking data relative to peer institutions (doc. 8.7). Included in this analysis is a condition audit of the buildings and comparisons regarding levels and allocations of funding. Sightlines' data indicate that 67% of usable space on the main campus has a renovation age of less than 25 years, compared to an average of 34% in our peer group. Despite the relatively young age of the campus, Middlebury falls in the middle of the peer group in terms of annual stewardship investment put back into buildings and infrastructure. However, Sightlines also finds that Middlebury's renewal allocation is disbursed where the funding provides the greatest benefit: on infrastructure, building systems, and space renewal.

Middlebury's custodial and landscaping staffs perform exceptionally well, despite a significant reduction in FTE through two early retirement programs and voluntary separation programs in 2009 and 2010. In 2010 Sightlines rated Middlebury with the highest grounds inspection rating compared with 22 peers. The department has worked hard to identify efficiencies and has reduced services. Compared to other institutions, these areas of the College are still well staffed.

Projection

- In fiscal year 2012 the vice president for administration and the director of facilities services will begin to update the facility condition analysis in order to identify the appropriate allocation for the renewal and replacement reserve.

Spaces Support Mission

Description

Planning for each new or renovated facility begins with the development of a targeted program and needs assessment by senior administration and the planning, development, and construction team. For major projects, architects and site selection are made by the Buildings and Grounds Committee of the Board of Trustees following a recommendation from the administration. Budget limitations regarding construction and total project costs are established by both the Budget and Finance Committee and the Buildings and Grounds Committee. Projects are reviewed by the Master Plan Implementation Committee and comply with the College's sustainable design guidelines. A member of the planning, development, and construction team and the associate vice president for budget and financial planning monitor each project to completion.

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

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

Since the acquisition, the Monterey campus has also been increasing support for teaching through upgrades to classroom technology. Most classrooms now have computer projection or flat panel displays, and wireless access. Classroom usage is evaluated periodically to determine whether classrooms continue to fit the current mission and programming needs. As a result of

these reviews, the Institute has recast four underutilized spaces into additional technology-equipped classrooms.

Appraisal

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

Classroom space on the Middlebury campus is continually reviewed and upgraded. Each year funds are allocated to improve classroom spaces to support different pedagogical styles. The classroom utilization survey and course response forms provide information on how and when classrooms are used and help to identify what improvements or changes are needed (doc. 8.8). Although classrooms on the Middlebury campus are well suited to the needs of the undergraduate program, the classroom needs of the summer Language Schools located in Vermont have not always been considered as systematically or consistently.

The Bread Loaf campus is aging and needs extensive renovation and upgrades to preserve its historic buildings. A building condition assessment report was completed in 2006, outlining the specific needs of each building and system (doc. 8.9). This report serves as a checklist for renovation planning and budgeting. As a result of this analysis, additional funds have been allocated for the next 10 years specifically to address areas identified in the report. In addition, College Advancement will continue to provide fund-raising support specifically for the Bread Loaf campus and its programs.

Projection

- In fiscal year 2012, the vice president for Language Schools, Schools Abroad, and graduate programs will work with the dean of library and information services and chief information officer to identify classrooms on the Vermont campus that need technological improvements to support the mission of the summer programs.

Space Planning

Description

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

As part of Middlebury campus planning, design, and construction, the space manager annually solicits project requests from the campus community for maintenance and space projects that are

funded via the annual renewal and replacement reserve. These requests are reviewed and approved by the Space Committee (doc. 8.10). The committee ensures that classroom renovations support changing pedagogical requirements by working with faculty to identify what types of spaces are needed. Projects are approved holistically, ensuring that decisions do not adversely impact another area of the College and that they are consistent with the strategic and master plans. Capital projects are approved at the board level by the Budget and Finance Committee and the Buildings and Grounds Committee.

The Monterey Institute completed a master plan in February 2000 that was approved by the City of Monterey (doc. 8.11). Unlike Middlebury's master plan, this was developed as part of a City of Monterey process and essentially serves as the Institute's license to operate within the city infrastructure. The primary issues at that time were parking, water resources, and the impact that a potential increase in the student, faculty, and staff population might have on the City of Monterey. The plan capped the Institute's size at 1,200. Since the campus population has not reached that level, modifications to the plan have not been requested. A new campus master plan for the Monterey campus is scheduled to be developed in the next two years. The process for the solicitation and consideration of space project requests at the Monterey Institute is analogous to the process at the Middlebury campus.

Appraisal

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

A challenge we continue to face on the Middlebury campus is the constantly changing need for different kinds of space, driven by changes in student enrollment, pedagogical and curricular evolution, and administrative restructuring. Administrative offices are frequently moved as a result, requiring changes in building design, including adding or removing walls or adding network capability, and causing work disruption.

Projections

- Beginning in fiscal year 2012 the chair of the Space Committee will create an office space master plan that outlines long-term plans for the locations of administrative offices. When renovating buildings, we will work to achieve infrastructure that may easily be adapted for different types of uses and increase energy efficiency.
- In fiscal year 2012 the president of Monterey will commission a master plan to guide the future development of campus facilities, including classrooms, offices, and other academic spaces.

Sustainability, Safety, and Accessibility

Description

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

It is the policy of Middlebury College to provide a safe and healthy workplace in compliance with applicable federal and state regulations, and to maintain its facilities, practices, and procedures in accordance with current knowledge regarding safety (doc. 8.12). Vermont Employees are expected to perform their work in accordance with Vermont Occupational Safety and Health Administration (VOSHA) standards for general industry. The Facilities Services Department and the College's health and safety officer work to reduce or eliminate safety risks and occupational hazards. [Specific safety provisions](#) are also in place for staff, faculty, and students working in science laboratories with hazardous chemicals, animals, and unfixed animal tissue.

The safety and security of the Middlebury campus population is aided by the strategic placement of emergency telephones and sufficient lighting. Emergency evacuation floor plans have been or will be posted in all public venues with a capacity greater than 50. Parking lots that are primarily used by students have emergency "blue light" phones that illuminate at night. Nearly all parking and pedestrian walkways are lit with pole mounted light fixtures. Each year the director of public safety conducts a review of campus with students to identify any potential lighting issues that need to be addressed. An enhanced system for gaining access to residence halls uses access cards, issued to authorized students, faculty, staff, and guests, in order to control access to buildings.

Appraisal

Middlebury College and the Monterey Institute are committed to becoming carbon neutral by 2016. On the Middlebury campus, this charge led to the construction of the biomass gasification facility, which decreased consumption of fuel oil by one million gallons and reduced CO² equivalents by nearly 40%. Additionally, by using locally-sourced wood chips rather than oil, it diversified our energy sources, reduced costs, and helps support the local economy. We have also recently harvested wood chips from our own willow trees as a pilot project for a test burn in the gasification plant, and are exploring biomethane options to further reduce our carbon footprint. The College has also implemented multiple strategies to support environmental design, landscaping, and maintenance, including a new set of design and construction guidelines based on LEED standards (doc. 8.13).

The Monterey Institute has also implemented a variety of strategies to reduce its carbon footprint. The Institute has an active Sustainability Council that has worked to bring about many measures that bring the Institute closer to its goal of being a sustainable campus, including water

conservation initiatives, a retrofit of electrical and lighting systems, and the development of a plan to reduce air travel. These and other efforts are described in more detail on the Institute's website.

Middlebury is also committed to making campus facilities accessible, and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and similar state laws. ADA implementation is a challenge in both Middlebury and in Monterey due to the construction age of most of our buildings. Several studies were conducted from 2007-09 to identify accessibility issues, make recommendations for campus projects, and set barrier removal priorities (doc. 8.14). Each year the College allocates funds for accessibility improvements and barrier removals through the annual renewal and replacement reserve. In addition, major renovations allocate at least 20% of any project budget toward ADA renovation improvements. There is significant accessibility work to be done at the Monterey Institute, and modifications are undertaken as buildings are renovated.

Projection

- The vice president for finance and treasurer and the vice president for administration will continue to allocate funds specifically for upgrading buildings to improve accessibility in fiscal year 2012.

Technology

Description

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

On the Middlebury campus, 95 of the 178 classrooms have technology capabilities. There are 143 computers located in classrooms and 119 located in public areas. There are also 34 computer labs specialized for support of specific departments. The campus is well equipped with wireless capability. At the Monterey Institute, most of the classrooms have technology capability supporting computer projection (doc. 8.15). There is one main computer lab in the library for general public use and one 30-seat computer lab/classroom. Multimedia work is facilitated in the Digital Media Commons. There are four labs that have specialized equipment for translation and interpretation, as well as additional interpretation booths spread around campus. The campus is equipped with a wireless network and signal strength is generally excellent (doc. 8.16). The Bread Loaf campus has six multimedia classrooms, as well as nine computers in the library, and a small computer lab. Wireless coverage on campus is not universal but is increased each year.

Each summer, residential dorm rooms and lounges on the Middlebury campus are transformed into faculty offices and computer classrooms in support of the Language Schools. During this

time an additional 114 computers are added to the infrastructure, each set up in their own respective language.

In July 2010, the College began a \$3 million network upgrade that will significantly improve the capabilities of both the wired and wireless network on the Middlebury campus. Data storage has been increased to provide more capacity for centralized storage of files. There are three data centers for redundancy.

The College's main administrative system for all of its campuses is Banner, and a variety of groups help to monitor and enhance Banner functioning, including the Banner LEADS group, the Data Integrity Group, and the recently formed Banner/Web prioritization committee. In addition, the Library and Information Services (LIS) Security Team analyzes security practices and makes recommendations for technological and policy changes to ensure that data and privacy are protected. Each major office on campus is assigned a technical lead to help ensure that Banner is appropriately integrated into the work of these offices. More broadly, separate committees of faculty and students (the Faculty and Student LIS Advisory Committees) advise LIS on a range of topics.

Appraisal

Each year a technology audit is provided by an independent auditor, PricewaterhouseCoopers. This audit is important for maintaining the security and integrity of our data systems. Every other year, LIS also participates in the MISO survey (doc. 8.17) to allow technology users in the community to evaluate LIS technology services. LIS has also established a [schedule of internal assessments](#) of our major services to ensure that these services are regularly aligned with the College's mission. Beginning in 2011, the Monterey Institute will participate in the MISO survey, providing equivalent assessment data for measuring its effectiveness and comparing performance with the Middlebury campus.

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

The Monterey Institute has experienced tremendous change in technological resources since the integration with Middlebury College. Previously, the campus operated with limited bandwidth, antiquated telephone and e-mail systems, minimal wireless access, and an administrative data system that was incapable of providing many of the self-service functions that institutions of higher education have come to expect. The State of Technology Report (doc. 8.18) issued in January 2010, describes the efforts since affiliation to build capacity for supporting an academic community, and provides detailed information on the ongoing technological needs of the

Monterey Institute campus. The improvements have been great: by the end of this fiscal year, bandwidth will have been increased five-fold, an online alumni community has been implemented, and the Institute has transitioned fully to the Middlebury administrative data system and e-mail systems. Many other services are shared (doc. 8.19), and the Monterey Institute now participates in Middlebury's capital equipment planning and budgeting process and has instituted a replacement schedule for hardware.

While we have invested in robust technology systems and built in system redundancy, we do not yet have a fully-realized business continuity and disaster recovery plan in place. Our auditors have identified this as a risk to the College, especially given the increased reliance on our computer systems. LIS, in collaboration with key offices on campus, will in the coming months develop and implement this plan, which will include a schedule for regular testing.

Projection

- In 2011-12, LIS will collaborate with other offices to initiate the development and implementation of a plan for technology continuity and information recovery (doc. 8.20) in the event of a disaster.

Institutional Effectiveness

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

Standard 9 • Financial Resources

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

Overview

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

Financial Stewardship

Description

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

College resources are primarily allocated to the academic core (see document 9.1). Over 60% of the budget is allocated to instruction, library and information systems, financial aid, and student services. These expenses are supported by three primary sources of revenue: tuition and fees, gifts and grants, and endowment support. The College's graduate and special programs provide over 30% of tuition and fee revenue creating a broad base of support.

In order to plan for appropriate maintenance of buildings, 1.55% of the replacement value of the campus is allocated for renewal and replacement of buildings. Capital projects greater than \$1 million are approved by two Board of Trustees committees, Buildings & Grounds and Budget & Finance, before being approved by the full board (doc. 9.2). The president approves all other capital projects. There is also a reserve for capital equipment to fund regular replacement of academic equipment, computers, vehicles, and any other capitalizable equipment.

Appraisal

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

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

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

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

The financial planning process prior to the financial crisis involved many constituencies of the College (doc. 9.3). During the crisis, the process for evaluating financial priorities became even more inclusive, involving more members and groups of the Board of Trustees, faculty, staff, students, and alumni. The president and senior administrative staff held regular open meetings for members of the College community, during which data were presented, information on actions and changes were outlined, and staff and faculty were able to ask questions. These meetings continue and are a prime example of the type of transparency with which Middlebury strives to operate.

The College established two key committees to guide decision making during the crisis. These committees enabled more in-depth research into key finance-related areas, and underscored the administration's stated desire for data-driven decision making. The Budget Oversight Committee researched possible budget reductions and made recommendations to the president. One recommendation was to reduce staff positions by 10%. The already existing Staffing Resources Committee oversaw efforts to reorganize staff in the wake of reductions resulting from attrition, early retirement incentive programs, and a voluntary separation program. A task force reviewed auxiliary operations and oversaw the implementation of dining consolidations, fee changes, and other modifications to improve net revenue.

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

reduction goals were achieved more quickly than anticipated. The results can be seen by the decrease in the overall size of the budget as shown in the data forms.

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

After eliminating the budget deficit, the second major challenge involved the need to refinance \$100 million of variable rate debt and terminate the related interest rate swap. Having accomplished this refinancing, the College has achieved all of its debt related goals: (1) attractive all-in cost for the refunding bonds and for the overall debt portfolio, (2) elimination of financial risks in the restructured debt portfolio, and (3) elimination of debt-related costs like the swap payments and bank and remarketing fees. All of the College’s debt is now financed at fixed rates.

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

Because the College’s graduate and special programs, including the Monterey Institute, are enrollment driven and subject to fluctuations in enrollment, it is necessary to establish a broader base of support from other sources of revenue. College Advancement created an office specifically for the procurement of gifts for these programs, tapping into the over 40,000 graduate and special programs alumni. Advancement efforts at the Monterey Institute have been well supported by members of the Board of Trustees and efforts to increase giving at the Monterey Institute are underway. Additional funds have been allocated to the Institute to improve academic programs, marketing, and advancement, with the goal of increasing enrollment. More financial details about the Monterey Institute acquisition may be found in the 2010 NEASC Progress Report (doc. 9.4).

Approximately 50% of the students at the C.V. Starr-Middlebury Schools Abroad are Middlebury students and 50% are from other institutions. This composition ensures an academic balance and provides additional revenue with lower costs per student. Some of our agreements with partner universities within the C.V. Starr-Middlebury Schools Abroad carry an exchange component, allowing partner university students to attend Middlebury College, the Bread Loaf School of English, Language Schools, or the Monterey Institute.

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

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

Projections

- The president will reinstate the annual State of the College address and an annual report on the finances in the 2011-2012 academic year.
- The vice president for finance and treasurer will provide quarterly updates on College finances on the website beginning in 2011-2012.

Support for Priorities

Description

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

The Middlebury Initiative's goals and priorities were formally approved by the Board of Trustees in October 2007 (doc. 9.5). All fund-raising priorities are established at the direction of the trustees, president, provost, and other senior administrators and reflect the priorities and goals of the strategic plan. Fund-raising goals are established for a rolling five-year period and progress against these goals is reviewed quarterly (docs. 9.6, 9.7). Annual giving participation of alumni donors is one of the highest in the nation, reaching a historic high of 62% in fiscal year 2009. *The Middlebury Initiative* was initially set to end in fiscal year 2012, but due to the financial crisis, that date will likely be extended to fiscal year 2014, retaining the \$500 million goal.

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

Middlebury maintains written gift acceptance policies for gifts-in-kind, securities, and planned gifts that adhere to national industry standards (doc. 9.8). These [guidelines](#) are available on the Middlebury website and from the gift planning office. They are shared with donors during the solicitation and gift completion process. These policies are followed both by College

Advancement and the Institutional Advancement Office at the Monterey Institute. Fund-raising budgets and costs remain at the industry standards.

Appraisal

Middlebury College [highlights its needs and priorities](#) in public materials including fact sheets, the *Middlebury Magazine*, the website, and other written or electronic materials. Gifts and pledges are formally reviewed as part of the outside audit process. As part of an established donor stewardship program, donors receive information about students and teaching at Middlebury which include personal stories of accomplishments and achievements. Donors to specific funds receive information on the fund's impact, outlining how the fund was used or a description of the student or faculty member supported by the fund.

Middlebury customizes financial aid to meet the needs of students in each program (docs. 9.9, 9.10). Financial aid policies are designed to make a Middlebury education accessible to and affordable for all academically-qualified students. This requires substantial funding, which is sought through increased endowment and gifts for scholarships (see Standard 6 for additional information).

The gift administration office maintains an extensive written procedure manual. Gifts are processed promptly, generally within three to five business days. Procedures are reviewed as part of the outside audit process. Every new fund has a written fund agreement signed by the donor(s) and the vice president for college advancement. This agreement outlines the formal name of the gift, its use, reporting expectations, and use of the gift in unforeseen circumstances, and becomes part of the College's permanent records (doc. 9.11). A fund notification process is in place to inform all appropriate staff of the new fund and its administrative requirements (doc. 9.12).

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

Projections

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

Financial Oversight

Description

Middlebury utilizes SunGard Banner software for budgeting, position and financial management. Banner is an integrated system on a single database, designed to support the institution's administrative needs across all areas. We use Oracle's Hyperion reporting software to maintain

customized reports for budget administrators, finance specialists, and all administrative departments. Training and customer service for budget and finance users is readily available (doc. 9.13, 9.14).

The Board of Trustees meets quarterly and reviews the financial status of the institution at each meeting (doc. 9.15). The board approves the fees for all programs for the following year, as well as any revisions to revenue and expense assumptions. This includes a contingency fund for unexpected reductions in revenue or increases in expenses. In May, the board approves the operating budgets for the upcoming fiscal year, and in October the board reviews the prior year's financial statements, audit, and budget-to-actual results.

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

Appraisal

The College produces a monthly set of unaudited Generally Accepted Accounting Principles (GAAP) financial statements that are reviewed by senior management (doc. 9.16). These statements are compared to the prior year's data and analyzed to help determine the financial position of the College. The College has policies and procedures in place to ensure that data are accurate and complete.

The finance area provides financial oversight of revenue and expenditures to ensure compliance with all laws and regulations and with the College's own internal policies. The College has established [policies](#) on a variety of topics, from procurement to fixed asset capitalization, that are posted on the website. There is an internal audit of procurement cards, separation of duties between budgets and actuals, approval of large expenditures by appropriate parties, and review and analysis of department budgets. The College selected EthicsPoint to provide a simple way to anonymously and confidentially report activities that may involve unethical or otherwise inappropriate activity or behavior in violation of the College's established policies and Code of Conduct for employees.

The College has employed Investure, LLC as the external investment office since June 2005, but remains the ultimate trustee of its endowment assets. Therefore, a number of controls and ongoing auditing processes are in place, so the College can continue to meet its fiduciary responsibility (doc. 9.17). These include formal manager risk assessments, reconciliation of all accounts, evaluation of investment strategy, and periodic due diligence visits to Investure's offices in Charlottesville, Virginia.

The focus of risk management is to protect the College's people, property, and reputation from internal and external harm by either managing or insuring risk (doc. 9.18). Though we cannot prevent or predict every challenge the College may face, we plan for these events, have protocols in place, and purchase insurance to manage these events.

The consolidated financial statements and related statements of activities and cash flows are audited annually by PricewaterhouseCoopers in accordance with generally accepted auditing standards (doc. 9.19). The Audit Committee receives an annual formal written statement from the auditors delineating all relationships between the auditors and the College. The committee reviews and discusses all significant relationships the external auditors may have with the College. They determine the objectivity and independence of these relationships and then take or recommend appropriate action as needed. The charge of the Audit Committee outlines the committee's oversight responsibilities. Senior management receives a report of the financial information and uses the information to meet the goals set by the trustees.

Audited financial statements and the management letter are reviewed annually by the Audit Committee meeting in September of each year. The management letter is also reviewed and reported on at other Audit Committee meetings during the year. All recommendations are reviewed by the Audit Committee. The vice president for finance and treasurer provides an update on actions taken at each Audit Committee meeting, and the recommendations and actions taken are documented in the meeting minutes.

The College has a high quality bond rating and was most recently rated in October 2010. Standard & Poor's Ratings Services assigned its AA long-term rating to the College's Series 2010 revenue refunding bonds and also affirmed its AA rating on the College's existing debt. Moody's Investor Services assigned its Aa2 rating to these same bonds and also affirmed its Aa2 ratings on the College's outstanding debt (doc. 9.20, 9.21). This high rating allows the College to easily access the municipal markets and secure attractive borrowing rates.

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

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

New Program Analysis

Description

Middlebury College has added numerous programs and locations since the last reaccreditation review. Over the last 10 years, the C.V. Starr-Middlebury Schools Abroad have added 26

locations in more than 12 different countries, resulting in a total of 35 locations in 14 countries. These new programs, in addition to providing excellent academic opportunities, are intended to provide additional revenue. For example, students who attend the C.V. Starr-Middlebury Schools Abroad from other institutions – almost 50% of the total students in attendance – are not eligible to receive Middlebury financial aid, but may from their home institution; this eliminates any discount in tuition and fees, and significantly lowers the cost borne by Middlebury to educate these students (doc. 9.22).

The College also provides educational opportunities through its new financial venture, [Middlebury Interactive Languages, LLC](#) (MIL). Established with endowment funding that was slated for investment in new companies, the MIL revenue-sharing agreement will provide additional revenue to the College in future years. The company will sell online language-learning software as well as oversee the Middlebury-Monterey Language Academy (MMLA), an established summer program of language instruction for students in grades 7 through 12. (This company does not currently award credit, and thus the academic component of MIL is not germane to this self study.)

Appraisal

Existing C.V. Starr-Middlebury Schools Abroad have Faculty Advisory Boards (FAB) that are involved in discussions regarding expansion of sites within those schools. There are site visits each year by two FAB members to assess the academic offerings within these programs. In establishing new Schools Abroad, exploratory visits are made by college administrators and faculty from relevant departments. Prior to a new school abroad being established, a business plan and proposed budget are prepared by the Office of International Programs and Off-Campus Study and the Budget Office. After review by the vice president for finance and treasurer and the president, it is presented to the Board of Trustees (doc. 9.23).

Financial review practices also address situations where programs may not be financially viable. For example, the Bread Loaf School of English (BLSE) opened a campus in Alaska in 1998, but over time, grant funding was no longer available and the cost of travel was too high for many students. The program was eliminated when participation dropped to a level that was no longer financially sustainable. Similarly, a BLSE campus in Mexico was opened in 2003, but was closed in 2004 when enrollments were not sufficient to make the program financially viable.

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

The College employs local staff at its various remote sites to implement policies and procedures, maintain consistency and compliance, and ensure adequate controls. When the Language Schools opened a site at Mills College in California in 2009, two staff members were hired to work at that location throughout the year. The C.V. Starr-Middlebury Schools Abroad all have a

central office in each country or region with at least a director and program coordinator to manage operations and provide support to students. The Bread Loaf sites also have staff on site or liaisons who work directly with the Bread Loaf office in Vermont. However, we need to continue to evaluate administrative structures as new programs are created. At what point do we need to provide additional staffing on the Middlebury campus to support new programs? How do we evaluate the amount of work created by each new entity? Do we become more efficient with more sites or do we add undue burden?

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

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

Another challenge presented by the addition of new programs and revenue streams is the need to evaluate whether these programs should be part of or separate from Middlebury College. The transfer of the administration of the Middlebury Monterey Language Academy (MMLA) from Middlebury College to Middlebury Interactive Languages (MIL) illustrates a recent approach to this issue. While the company is separate from Middlebury – for example, MMLA staff are now employees of MIL and all financial activity runs through that organization – some Middlebury faculty and staff are still involved in the administration of these programs. For example, the need analysis for financial aid is still provided by the College’s student financial services office.

Projection

- If and when new programs are established in the future, the vice president for finance and treasurer and the vice president for Language Schools, Schools Abroad, and graduate programs will include a thorough staffing analysis as part of the business plan presented to the president and the Board of Trustees.

Institutional Effectiveness

Since the recent economic crisis, financial planning has become more inclusive, transparent, and data driven. Financial planning, which was previously carried out through the Board of Trustees and the senior administration, now involves all College constituencies. The priority is the long-term preservation of financial support for the academic core. Financial planning assumptions and daily operations are regularly reviewed and modified to ensure the most effective practices are in place, and that the long term financial health of the institution is protected.

Standard 10 • Public Disclosure

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

Overview

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

Description

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

The information dissemination function is relatively decentralized, though we have made efforts to centralize some functions where appropriate. The recent overhaul of Middlebury's website, which took place during the 2009-10 academic year, helped to focus these efforts. This overhaul included a parallel, coordinated, and collaborative redesign and updating of the Monterey Institute's site, leading to distinctly branded, but complementary, sites for Middlebury and the Institute. At the same time, Middlebury's communications office assumed greater responsibility for the College's Web presence. [Web policies](#) including guidelines for all pages, department pages, and student organization pages were established to ensure that information and messages are consistent across Middlebury's entire public profile for all of its entities.

Beyond an increased emphasis on greater consistency in our overall message, there have been efforts to make internal communications more effective as well. For example, changes have taken place in the Monterey Institute's communications office, which has developed [protocols governing the use of all-campus e-mail lists](#) and other communications tools in an effort to limit internal communications clutter. To reinforce this, at the beginning of each school year an e-mail (see document 10.1) is sent to remind the Institute community of the primary communication channels and students are introduced to this in the president's opening address (doc. 10.2).

There have been ongoing efforts to ensure that potential and current students have access to information they might want or need. The website is viewed as the most important vehicle for communicating this information, and we have devoted substantial resources to making it as easy as possible for interested viewers of the site to find what they need. Links to [Admissions](#), [Academics](#) and [Student Life](#) are prominent on the home page. These links lead to additional pages, photographs, videos, or Middlebury facebook, twitter, and YouTube pages which provide a wealth of information about programs, how to apply, availability of courses, policies, services, and extra-curricular activities available at the undergraduate college. There are also links on the home page to the Monterey Institute, Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English, which provide similar, helpful information to both prospective and current students on these programs.

The [Common Data Set](#) is less colorful, but also available on the website and includes a wide range of detailed information (for both current and past years) on the undergraduate college including enrollment, admissions, [transfer admissions](#), academic offerings, policies, student life, annual expenses, financial aid, instructional faculty, class size, and degrees conferred. Information on average debt for graduating seniors is also included in the Common Data Set, though, currently there is no comparable data for Middlebury's graduate programs. Additional information may be found online for graduate programs (and undergraduate programs) in [The Fact Book](#) which includes among other things, a list the Board of Trustees and enrollment and graduation statistics for the Monterey Institute, Language Schools, and Bread Loaf School of English. Other important information such as mission statements (see Standard 1) and reaccreditation status for each program is also easily located on the website.

At all of Middlebury's degree granting entities clear information about the program, how to apply, availability of courses and programs, policies, degree requirements, and courses of study is available online in either the programs' websites, handbooks and/or catalogs. Individual academic departments and programs at the undergraduate college have their own web pages, all of which were updated last year and now include learning goals. Department website pages also include information on faculty: their title, courses taught, and areas of research. The Language Schools list all [courses offered in each School](#), including course descriptions, before the application season begins. The Bread Loaf School of English posts [course descriptions](#), which include the course schedule and reading list, by campus, along with a full program [catalog](#) and updated [student handbook](#), on its website before the application and registration season.

While Middlebury continues to produce some print publications, we have eliminated hard copies of many documents. We continue to publish paper copies of the [undergraduate course catalog](#) (doc. 10.3) and the Bread Loaf School of English catalog (doc. 10.4), as well as materials used to promote Middlebury's programs, including the [Middlebury Magazine](#) (doc. 10.5), and the viewbooks for the [Language Schools](#), and [Schools Abroad](#) (docs. 10.6, 10.7). Overall, however, print publications are far scarcer now than in the recent past. The reduction in printed materials was initiated for a variety of reasons, including the need to reduce costs and staff time required to design and print materials, and a desire to decrease our carbon footprint. Major College systems such as admissions applications, room draw, course registration, and technology documentation have moved from paper to online processes and materials.

Another office responsible for disseminating information about Middlebury is the Office of Planning, Assessment, and Institutional Research (PAIR). One way PAIR provides data externally is through regular reports to the U.S. Department of Education's National Center for Education Statistics (NCES). The NCES makes these data, and data reported from schools across the country, available through its [College Navigator site](#) to prospective undergraduates. PAIR also provides information about the College on its [website](#); these data include enrollment information and graduation statistics. In the last two years, this office has made it a priority to establish systems that more consistently gather useful information and report it meaningfully to internal and external constituencies (see Standard 2).

Appraisal

Although information is available describing the entire range of Middlebury programs, different academic units provide different levels of detail. The undergraduate college provides the most information about its academic program, although here too, there is significant variability in the descriptions of individual departments and programs; not all majors are described in equal detail, for example. There is more uniformity in presentation on the Monterey site; the recent academic reorganization at the Institute coincided with the website redesign, which made it easier to have consistency across program descriptions.

In terms of academic information, there is one aspect of our study abroad program that has generated frustration from Middlebury students. When students study abroad – whether at Middlebury Schools Abroad or on non-Middlebury programs – they are often directly enrolling at foreign universities and may be unable to find lists of specific courses that they might take. In response to this, we implemented a [course information database](#) in 2008. This allows students to search by program, university, country of study, and major, to find courses that have previously been approved for major credit by Middlebury department and program chairs.

As described above, Middlebury has shifted to publishing various documents electronically, rather than publishing them in print. While the undergraduate course catalog is still printed, many others have disappeared, without much protest. The exception is the decision to discontinue printing the College directory; many colleagues have asked that we print a directory again, and Library and Information Services is working on a directory that would be simpler to compile and could be printed in smaller quantities, as needed. Similar issues have been raised in Monterey regarding the current lack of a printed directory.

A reduction in the number of print publications raises questions about the archiving of College publications. Print publications provide an informative snapshot of the institution at a given point in time and can be stored and accessed in the College archives or Davis Family Library. The College recognizes the need to develop a thorough plan for archiving publications that are only available electronically.

One recent change in the general area of public disclosure and information dissemination illustrates the challenges associated with managing the large volume of information we have, as well as the potential rewards to thinking through this management carefully. The most recent website overhaul was a massive undertaking, and involved hundreds of staff and faculty making changes to web pages, rethinking how various aspects of the College ought to be represented,

and learning a new process for editing web pages. Now that the website allows for increased functionality, more staff are able to update pages and make sure that the website is current and accurate. Use of a web based program called SiteImprove has resulted in [decreased page and link errors](#). User satisfaction with the search function of the web site is currently being assessed through an LIS survey.

The overall process of web redesign was an inclusive one, with an emphasis on making it easier for individuals both within and outside the College community to find what they need. The goals for the new site were defined in a [presidential charge](#) which specifically mentioned including the Monterey Institute, Language Schools, and Bread Loaf programs into the project. As part of its website development process, the Monterey Institute commissioned an external focus group appraisal and usability study six months after the new site was launched. This study resulted in both positive feedback and a number of recommendations for enhancements that have since been implemented (doc 10.8). Usability testing for the LIS portion of the new Middlebury website was also conducted, and [changes](#) have been made as a consequence of this testing. More generally, in fall 2010, a number of students and staff members were asked to locate the information that NEASC has specified in this standard on the College's website and they were able to find this information with little difficulty. The Office of Planning, Assessment, and Institutional Research will be responsible for assuring continued access to this information via the website.

Projections

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

Institutional Effectiveness

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

Standard 11 • Integrity

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

Overview

Middlebury College and its graduate programs maintain a robust set of policies to ensure fairness, equity, and transparency in institutional procedures. These policies are relevant to the work and experiences of faculty, staff, students, and the Board of Trustees. Our commitment to integrity and stewardship extends beyond the immediate boundaries of Middlebury's campuses and educational sites, informing the College's relationships with the local communities and with the environment.

Institutional Policies

Description

Through our institutional policies and procedures, Middlebury College is committed to maintaining fair, effective, and clear practices that safeguard integrity in all areas of learning, research, communication, and conduct. Policies and procedures are posted online, reviewed annually, and available to all constituents through our [staff, faculty, and student handbooks](#). The Monterey Institute has reviewed and revised its personnel policies to align with Middlebury's wherever practicable. Separate student and faculty handbooks are maintained for the Monterey Institute, C.V. Starr-Middlebury Schools, Language Schools, and Bread Loaf School of English because of their different locations, program types, and faculty, staff, and student populations (see Standard 11 data form). Policies integral to all programs include clear grievance procedures for students, faculty, and staff, the academic honor code, employee and student codes of conduct, and the anti-harassment code. Policies regarding faculty recruitment, hiring, promotion and tenure, on the other hand, are relevant for the undergraduate program and the Monterey Institute, where faculty are hired and promoted into tenure-track or multi-year contract positions.

In addition to our credit- and degree-granting programs, we are connected to non-credit bearing programs and conferences bearing the Middlebury name. The most recent and notable of these is the creation of a for-profit entity, Middlebury Interactive Languages (see document 11.1). Organized as a separate legal entity, this venture with K12, Inc. leverages Middlebury's long history of leadership in language teaching to create online language learning courses. The [Middlebury-Monterey Language Academy](#), a language immersion summer program for middle and high school students, which had previously been administered by the College, is now part of this new company.

Appraisal

With 41 program locations in 15 countries across the globe, it is a difficult task to ensure that our policies and procedures are consistent, that they are appropriate given applicable state and national laws, and that they are known and easily accessible to our faculty, staff, and students. Nonetheless, we have made significant progress toward these goals. Middlebury College and the Monterey Institute, in consultation with counsel, regularly review institutional policies at our domestic program locations. The College has retained High Street Partners, LLC to review compliance with laws and employment regulations for our programs outside of the United States (doc. 11.2). This review includes hiring practices, health benefits, pension plans, and other local benefits.

There are occasional inconsistencies in the application of policies or practices across constituent groups, programs, or locations. For example, the anti-harassment training that has been required of College staff has not yet been extended to faculty at the undergraduate college or Bread Loaf School of English. Additionally there are a few policies, such as those maintained by the Controller's Office, that are not included in the College handbook. Overall, this is an area that would benefit from further review and standardization to ensure access, fairness, and consistency across our different programs and constituent communities.

Projections

- By July 2012, the office of human resources will engage in a comprehensive policy review to identify which policies apply to all programs and constituents and which are specific to particular constituents, programs, campuses, or locations. By July 2013, the office will also confirm that policies and procedures are in a central online location.
- Beginning in July 2012, the office of human resources will identify best practices in hiring and compensation as they apply to the Language Schools, C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English.
- The office of human resources will work with appropriate offices to ensure that new faculty and staff at Middlebury College and the Monterey Institute have a common employee orientation process by September 2012.
- The human relations officer will ensure compliance of College anti-harassment policies with New Mexico and North Carolina state law by July 2011, and will ensure that anti-harassment training for current faculty and staff is in place by March 2012.

Institutional Diversity

Description

Middlebury College seeks to build and maintain a diverse and inclusive community and is committed to creating an atmosphere of respect for people of all backgrounds and characteristics. The recent hiring of the dean of the College and chief diversity officer provides oversight for diversity goals and initiatives. As a member of the Staff Resources Committee, the dean of the College and chief diversity officer also influences the staff planning and development process. Progress toward meeting diversity goals is shared with faculty and staff through their respective councils and with the Board of Trustees.

Appraisal

We have taken important steps in recent years to support diversity within the community. Because the Monterey Institute is considered a federal contractor under federal regulations, both the Monterey Institute and the undergraduate college are required to have Affirmative Action Plans (docs. 11.3, 11.4). As part of this effort, Human Resources surveyed faculty and staff in spring 2010 regarding ethnic and racial identity (docs. 11.5, 11.6, 11.7). The C.V. Starr-Middlebury Schools Abroad, Language Schools, and the Monterey Institute are all diverse, drawing teachers and students from a wide variety of cultures and countries. The Bread Loaf School of English is less so, although the directors have made efforts to increase the number of faculty of color and have selected new campus sites in large part to diversify the curricular focus as well as the student body.

Other campus committee work, such as the [2007-08 Task Force on the Status of Women](#), has examined parity in hiring, compensation, and promotion for women faculty and staff at the undergraduate college. Recommendations from that committee have been integrated into an annual review process to assess progress. One recent change resulting from that review was an improved parental leave benefit for staff that provides greater parity with the faculty benefit (doc. 11.8).

Communication and Decision Making

Description

Middlebury College is committed to open communication and transparency in identifying and addressing institutional challenges. At the undergraduate college and the Monterey Institute, the presidents hold frequent institution-wide meetings and open office hours. Strategic goals, financial updates, trustee meeting outcomes, and policy information are shared with the community online and through meetings. The College president also meets with directors and managers to foster communication and institutional alignment. Institution-wide communications can be accessed online via the College website and blogs. Regular publications such as “MiddPoints,” “Communique,” and *The Campus* keep constituents at Middlebury and the Monterey Institute abreast of current events.

The size and immersive nature of the other Middlebury programs facilitates communication within their respective communities. Additionally, Language School and Bread Loaf School of English directors review programs after their completion and collect student and faculty feedback to identify changes needed for the subsequent year. The vice president for Language Schools, Schools Abroad, and special programs also meets once each summer with the entire faculty of the 10 schools to hear concerns and discuss new initiatives. The directors of the C.V. Starr-Middlebury Schools Abroad meet twice annually with the dean of international programs to review programs, address issues, and provide updates with relevant College staff.

Appraisal

The College’s response to the recent financial crisis illustrates how integrity factors into decision making. In addressing the fiscal situation, the administration sought to reduce budgets in a way that included community concerns. The administration surveyed faculty, students, staff, and

alumni regarding their view of institutional priorities, and that information was taken into account in administrative and trustee discussions (doc. 11.9).

Our summer programs face unique communication challenges. Although there is regular interaction between staff, faculty, and students through meetings and informal conversations during the summer, students and faculty return to their home institutions for the academic year, placing particular importance on the role of online communications to these constituencies.

Environmental Stewardship

Description

Middlebury College is mindful of its impact on the environment and its role in the community. The dean of environmental affairs works with the academic environmental studies program and promotes sustainability in College planning and operations. The sustainability integration office supports academic and practical projects and conducts an annual greenhouse gas inventory to assess progress toward carbon neutrality (doc. 11.10). The Environmental Council evaluates policy and practices in areas related to sustainability, including transportation, food, printing, purchasing, design, construction, energy and land management and makes recommendations to the president. The Monterey Institute has committed itself to forging a sustainable campus through the work of its Sustainability Council, which includes faculty, staff, and students.

Appraisal

The College enjoys a close working relationship with the town of Middlebury and partnerships throughout Vermont to facilitate environmental sustainability. The College offers significant support to local projects, farms, businesses, and organizations that benefit area residents. The Monterey Institute also enjoys a relationship of constructive engagement with the city of Monterey. In collaboration with these community partners, Middlebury has taken a [strong position on environmental responsibility](#). In 2007, the College's Board of Trustees set a goal of [carbon neutrality by 2016](#) for the Vermont campus. In January 2010, the Monterey Institute Board of Trustees passed a similar resolution. Chief among the College's accomplishments thus far is the construction of a biomass gasification plant that [reduces our use of fuel oil](#). Middlebury has also become a leader in higher education in addressing these issues, joining broader initiatives, such as the [Association for the Advancement of Sustainability in Higher Education](#).

Institutional Effectiveness

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