Q14 - Prior to class registration, which of the following sources do you use to help you decide on your course selection? Please select all that apply.

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course catalog/Banner Web</td>
<td>92.33%</td>
<td>855</td>
</tr>
<tr>
<td>2</td>
<td>MiddCourses</td>
<td>71.38%</td>
<td>661</td>
</tr>
<tr>
<td>3</td>
<td>Middkid.com</td>
<td>28.08%</td>
<td>260</td>
</tr>
<tr>
<td>4</td>
<td>Rate My Professor or other external sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Academic advisors and other faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Residential life staff (FYCs, RAs, CRAs, and CAs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Other students via word of mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advice from parents</td>
<td>8.64%</td>
<td>80</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>5</td>
<td>Academic advisors and other faculty</td>
<td>42.98%</td>
<td>398</td>
</tr>
<tr>
<td>6</td>
<td>Residential life staff (FYCs, RAs, CRAs, and CAs)</td>
<td>13.93%</td>
<td>129</td>
</tr>
<tr>
<td>7</td>
<td>Other students via word of mouth</td>
<td>83.59%</td>
<td>774</td>
</tr>
<tr>
<td>8</td>
<td>Other</td>
<td>0.97%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>926</td>
</tr>
</tbody>
</table>

Other

Advice from parents

My Schedule Planner

Schedule Planner

Schedule planner

I just pick classes hoping I'll like them.

My brother who is a Midd alum
Q16 - In the department(s) of your major, which of the following are offered as ways for students to contribute to decision-making?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student advisory councils</td>
<td>18.03%</td>
<td>167</td>
</tr>
<tr>
<td>2</td>
<td>Focus groups</td>
<td>3.56%</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>Surveys and evaluations</td>
<td>17.71%</td>
<td>164</td>
</tr>
<tr>
<td>4</td>
<td>Tea/coffee hour, lunches</td>
<td>27.00%</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Percentage</td>
<td>Count</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Informal polling (word of mouth, during class, etc.)</td>
<td>21.38%</td>
<td>198</td>
</tr>
<tr>
<td>6</td>
<td>I am unaware any opportunities to contribute to decision-making in my major</td>
<td>37.15%</td>
<td>344</td>
</tr>
<tr>
<td>7</td>
<td>There are no opportunities to contribute to decision-making in my major</td>
<td>3.35%</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>I have not declared a major</td>
<td>17.60%</td>
<td>163</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>926</td>
</tr>
</tbody>
</table>
Q17 - Which of the following skills do you think should receive more attention in the First Year Seminar Program? (You may select more than one answer)

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral presentation</td>
<td>35.21%</td>
<td>326</td>
</tr>
<tr>
<td>2</td>
<td>Time management</td>
<td>31.97%</td>
<td>296</td>
</tr>
<tr>
<td>3</td>
<td>Research skills</td>
<td>33.80%</td>
<td>313</td>
</tr>
<tr>
<td>4</td>
<td>Writing and editing skills</td>
<td>39.09%</td>
<td>362</td>
</tr>
<tr>
<td>5</td>
<td>Community building</td>
<td>28.08%</td>
<td>260</td>
</tr>
<tr>
<td>6</td>
<td>Technology</td>
<td>14.69%</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td>All the above skills receive adequate attention already</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All the above skills receive adequate attention already | 13.50% | 125

Other | 4.00% | 37

Total | 100% | 926

Other

I don't have any critiques of the freshman seminars program

More thorough intro to how Midd resources work- middfiles, Zotero, etc

Specifically Editing, not so much writing

No response (transfer student)

So I took a biochem FYS and my advisor was fantastic, but I didn't feel like I really made a lot of progress as a writer as a result of it

Diversity comprehension

haven't been in fys in a while

Not sure because I can hardly recall my FYS...except that I didn't like it.

JustTalks!

Telling students that they got in, they can calm down now if they'd like and not be so grade focused

Did not take a first year seminar

how to print on papercut!

discussion skills

leadership skills

Mental health

navigating peer pressure, learning about social norms and misperceptions of alcohol and drugs usage rates (students think their peers drink/use drugs/have sex more frequently than they actually do)

Expand knowledge of resources available (ex: office hours, CCI, CTLR, etc)

All of the above should be the primary focus of the class

Sexual Assault on campus
**Career Prep**

**Life Skills**

Have them all schedule an appointment with CTLR for at least one paper and have a CTLR time management advisor present to those students strategies and calendar resources.

**Citations**

**Study Skills**

**EMPHASIZE WRITING**

My first year seminar was awful so I don't think I'm qualified to comment

written skills

How to fulfill your grad requirements

What the honor code truly implies here

It really depends a lot on the Professor

Mental health education
Q18 - Which of the following statements best describes your First Year Seminar advisor?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My FYS professor was an effective advisor</td>
<td>65.23%</td>
<td>604</td>
</tr>
<tr>
<td>2</td>
<td>My FYS professor lacked knowledge of the distribution requirements</td>
<td>3.46%</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>My FYS professor lacked knowledge of academic programs</td>
<td>14.58%</td>
<td>135</td>
</tr>
<tr>
<td>4</td>
<td>My FYS professor lacked knowledge of academic resources</td>
<td>7.24%</td>
<td>67</td>
</tr>
<tr>
<td>5</td>
<td>My FYS professor did not allocate sufficient time to advising me</td>
<td>9.50%</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>100%</td>
<td>926</td>
</tr>
</tbody>
</table>
Optional: What academic programs of study does Middlebury currently not have that you would like to see on campus?

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that there is an introductory archaeology class offered in the SOAN department, but I would like to see an archaeology program developed, perhaps in coordination with the Classics and History of Art and Architecture departments.</td>
</tr>
<tr>
<td>I would like to study behavioral economics. Although it is a recognized discipline, Middlebury does not offer it as a track and I, therefore, had to take the initiative to be an Independent Scholar, which is a lot more time consuming and tedious than declaring a traditional major/minor.</td>
</tr>
<tr>
<td>Meteorology class</td>
</tr>
<tr>
<td>More photography class options. Spanish curriculum that doesn't focus on mainly white Latinx culture.</td>
</tr>
<tr>
<td>Better Photography department</td>
</tr>
<tr>
<td>I would love to participate in an astronomy class, at a higher level than the intros Midd currently offers.</td>
</tr>
<tr>
<td>Kinesiology Integrative Health</td>
</tr>
<tr>
<td>Creative Writing Minor/Major separate from ENAM major</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Semiotics</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Justice</td>
</tr>
<tr>
<td>Gun club, (skeet shooting)</td>
</tr>
<tr>
<td>American Sign Language as a major/minor</td>
</tr>
<tr>
<td>Korean more animal-career related programs</td>
</tr>
<tr>
<td>Korean classes, Linguistics major</td>
</tr>
<tr>
<td>I'd like to see a public speaking class since public speaking is an extremely important skill to have</td>
</tr>
<tr>
<td>Study of latinx and hispanic culture. Study of current racial oppression.</td>
</tr>
<tr>
<td>Something akin to Wesleyan's College of Social Studies major</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Hollistic wellness</td>
</tr>
<tr>
<td>An anatomy and physiology class offered by the science department. It's absolutely ridiculous that Middlebury does not offer this. Most students who need this for graduate school are then forced to spend thousands of dollars during the summers to take these classes. Middlebury should offer a real anatomy and physiology class that is taught by a science department.</td>
</tr>
</tbody>
</table>
Peace and Conflict Studies

I would love to have an American Sign Language program (more than just the j term class. A whole major would be suuuuper cool!) as well as more opportunities for pre-dental students. I think more health and medical related classes would also be great since they're really popular but kind of sparse.

Cannot think of any

Please set up some sort of program that promotes diversity and inclusivity. Maybe make the JusTalks program more robust?

Astronomy

Study of the Nepali language

More comprehensive environmental economics.

Classes focusing in on post modern literature, specifically poetry.

Anatomy and physiology, sports medicine, etc

Education Studies as a major

plant biology

More business focused courses Accounting, Finance, etc.

Design

I think a Great Works program would be amazing. At other schools, this program lasts a semester and students read a handful of the "great works." They read a lot, discuss intensely, and write thoughtful papers.

Cryptography

Economics joint majors

Astronomy  Animal science

N/A

Business

Business studies. Additional support for the professors of the practice program.

Engineering Architecture JOURNALISM Better and more extensive writing and media programs

ASL program that's not just J-Term, Farsi classes, more Ethnic studies

None!

Would like to see more tech opportunities like courses in Excel, Microsoft Word, Basic programming

An interdisciplinary arts program which encompasses gallery/museum curatorial aspects, studio art, film/media, and photography.

Asian Studies, African Studies, etc.

This would not be an academic course, but it would be helpful before we graduate to have some kind of seminar/unofficial course offered that met once a week or something that went over things necessary to know once we graduate (how to do your taxes, what to pay attention to when signing a lease, personal finance stuff, etc). Basically home ec., I guess? I never went to a school that had home ec. as an option and would find it helpful at Middlebury to have some optional guidance/advice as I have wasted hours and hours rooting around on the
I would like to see a major in Education

Hindi Language A minor in Economics Workshops for MS Office (esp. Excel), Photoshop and other software

International relations/diplomacy Law/government

Urban Studies

More resources such as professors and classes are needed for the neuroscience major. And all of the neuroscience required classes shouldn't be scheduled at the same time

African American Studies

More global health courses

How to file taxes

Food System/Agricultural Studies

I would like to see some trade classes, such as carpentry, welding, etc.

Sport science, nutrition

American sign language courses and astronomy courses

Engineering

ASL, Education Studies w/certification as a major (with more field experience than the minor)

Statistics

Graphic Design

- more Education Studies classes/ turning it into a major - engineering classes

more 100 level music classes

Business/entrepreneurial classes (perhaps like Middcore, but semester long and not solely devoted to independent projects)  Graphic design and media  *More interdisciplinary courses that connect the sciences to other disciplines*

CAD

Astronomy, Planetary Science

More emphasis on clinical psychology

The psychology department should focus on therapy more, students that graduation with a psychology major should know how to articulate their emotions and be there for a friend who is struggling. A professor dedicated to Mindfulness classes

Comparative Literature that does not require a full year abroad.

journalism/environmental journalism neuroscience NOT bound by a major

Self Defense classes

None.

engineering courses
Food studies

Education studies should become a major not just a minor.

Journalism, editing

A coherent food studies major focusing not only on agricultural and environmental studies, but also cultural and political studies. A program in cultural criticism pulling from media studies, philosophy and literary theory that breaks down the patriarchal and colonial ideologies of our current philosophy, classics and poli sci departments.

Old English African-American Studies Polish

Swahili, Peace & Social Justice classes

Engineering

American Sign Language

Sign language!

American Sign Language, Education Studies as a major not only a minor, a department geared towards social justice studies

More minors, especially in the sciences.

Marine Biology, Korean language

Tech business related programs/classes... CCI brings in companies like Google but we never have the opportunity to learn about these companies and how they operate in the tech market

More ethnic studies.

More JusTalks-like programming for identity conversations and community-building

Business

Urban Studies Major Social Justice Major Education Major

* My FYS advisor lacked knowledge of distribution requirements, academic programs and resources.  Education as a major and privilege and poverty as a minor.

Gym/Strength personal training

ASL program!!!! Ethnic Studies Department  More Disability Studies

Economics Major

2D and 3D Animation!!!!

Graphic design/illustrator classes, coding other than python/more diverse choices for beginning comp sci

Sign Language and Deaf studies

Business programs, specifically for marketing

I would like to see more pass fail options, even major classes designed to be pass fail so the professor can can really explore the subject, and people won't be afraid to ruin gpas

Finance major

Neuropsychology

Sign Language
Computer science focus in the Environmental Studies Department

Continued courses in American Sign Language.

more linguistics

Peace and Justice studies

Business / finance.

Statistics and/or Data Analysis major and minors

Philosophy, Politics, and Economics Major

Pre-Med Major

Rhetoric and public speaking

Peace/Conflict Resolution Studies

Marketing and Advertising

more computer science classes, robotics!

Education dept is way too small. Focus on making it bigger before adding anything else!

African Studies Food Studies

Food studies Education major

Statistics

Journalism

Food studies, including nutrition.

Languages such as Vietnamese, Korean, Cantonese, etc.

Business/Finance

Communications

Forensic anthropology A major for race relations and diasporic studies

American Sign Language

I would love to see a larger, more easily accessible neuroscience program.

Graphics design, or simply a more modern/technological approach to art.

Cybersecurity

Linguistics Major

I'd like the language departments to have more of a cultural/literature focus, especially that are accessible to students who do not study the language.

Learning rhetoric and oral communication.

Study of waste treatment / waste/pollution issues
A practical skills workshop: learning to use powertools safely, change a car tire, sew, manage finances etc.

Business (i.e. Marketing, Consulting, etc.)

Music Production

Astronomy and biophysics (within the physics department)

Latin American Studies and Chicano Studies

More info on opportunities within my major

Astronomy

Global Health

Public policy/criminal justice/criminology

African American Studies

Everyone should get some crisis training. In case something happens to a friend, what you should do. Suicide prevention, anti-bullying and such. Sometime the administration isn’t fast enough, and students need to know how to deal with it.

MORE ART!!!! THE DEPARTMENT IS IGNORED AND NOT PROPERLY FUNDED AND WE HAVE NO PROFESSORS. AND THERE IS NO SPACE.

Urban studies


Hindi; Linguistics

Urban studies

Basic financial literacy courses that are accessible to non-econ/math majors! Everybody needs to know how to balance a budget.

Korean Language department A larger array of foreign language options

More interdisciplinary, social justice courses

More hands-on learning opportunities!

An international relations major (that is similar but slightly different from IP&E) - Also I think that IP&E really needs to have professors that are just IP&E professors, not poli sci or econ professors, and there should be international econ elective classes designed for IP&E majors because most econ majors know a lot more econ than we do

Finance and accounting classes - courses that will help you when you get out into the real world and want to invest your money on your own

Engineering Agriculture/Food Studies

Ethics classes

Graphic Design and more computer design

more business-oriented classes. Economics provides some of that, but people looking to go into Business fields are left to learn some things on their own

Journalism

In the Film Department: courses relating Horror films  ASL courses?
ASL

Data science, statistics

Nutrition and kinesiology

Ethnic studies

Musical Theatre Greek, Hindi Business

Feminist Science and LGTBQ Studies

A Global Health Major

more business courses

Basic technical skills like Excel.

I wish there were more American Sign Language courses offered so that I could have continued studying ASL after the single J-Term class offered.

Finance

Food Studies

CAD workshops, Adobe Creative Suite workshops, programming crash courses

I'm not sure I understand the exact definition of academic programs of study here. If you mean a major, I wish that there was more of an emphasis on ecology in the biology department, with more opportunities to take classes related to plants and wildlife ecology specifically.

political economy

Business either as a major or focus for your specific major

Entomology

Writing seminars for inexperienced writers or non-native english speakers (essentially a review on college level essay writing) Statistics basic seminars for people inexperienced (needed to know stats for my intro to bio lab, suffered because I never took a stats class)

A larger African studies program

Makerspace/building things from scratch

The option for a chemistry, biology minor

Accounting and Spanish languages (e.g. Gallego, catalán, euskera)

Korean Video Game Design Astronomy

food studies as a major, or even as a minor, sustainable development

An independent scholar program or a general studies major that didn't make you jump through a million hoops to craft what you wanted out of your exorbitant tuition dollars that could be taken with college distribution requirements but with few disciplinary restrictions on what combination of classes is 'valid' for the degree.

ASL Linguistics Food Studies

Do we have a linguistics major? I have several friends who've expressed interest in such a program.

i want classes about hands-on interaction with objects, making stuff, that is not an art class, that bears credit. Like if
someone wanted to do an advanced scuba certification, that should bear credit.

Not sure.

A more diverse curriculum in every respect - the literature department is so limiting - rarely is there a course that is outside of the English and American canon - it is alienating and claustrophobic to see one odd class termed as diversity - such as the diversity requirement in history etc.

Korean language

NA

More public health offerings

Photography

Marketing electives

Archaeology and Biological/Physical Anthropology

More linguistics and disability studies classes, please!

Astronomy

An actual linguistics major!! Also, in surveys like this, the option to share your minor as well as your major. My linguistics minor is an important part of my identity.

Graphic design

Environmental Science

More computer science courses covering different fields of the subject; more "applied math" (ex. Albert Kim's math course that teaches the use of statistics in machine learning and big data analysis)

It'd be nice if there was a Korean language class that took place year round (not just J-term).

A MAJOR in education studies

Korean language; psycholinguistics; indigenous people's history and Native American history and traditions (at least not frequently enough to not conflict with classes for my major); disability studies; communications.

MCAT Prep

Linguistics

Better linguistics program!

Public Health major!

global health major not just minor

more science support, especially for the hard sciences. More profs, classes, tutoring, flexibility, and CCI/alumni connections

na

A Business major, instead of just an Econ major.


physiological sciences

more opportunities for other forms of academic pursuit outside of classroom in non-science based courses.
More film crossover programs. More communication and media studies.

A Linguistics major

Department of dance (vs. current department of theater and dance)

Can’t think of anything at the moment. I think the issue is more one of availability and access to courses that are already offered rather than a lack of certain topics.

Statistics

Less common languages (maybe more clubs/weekly meetings rather than classes). The only languages taught at Midd are dominant languages (with the exception of the J-Term Swahili class). Make other, less dominant language acquisition opportunities available.

Food science

Urban Studies Business

Narrative Studies

Korean language program.

Sex-ed & Self-defense classes!!

N/A

-Business

Linguistics major

Astronomy

Indigenous studies, engineering, business

As a school that prides itself for its languages it's a shame that ASL still isn't offered properly. It is a "real" language just as valid as French or Spanish. Now there only is a J-Term class but that is only ASL1, and what about those who wish to continue learning?

MORE STUDIO ART PLEASE, this department is SO neglected and underfunded and it's honestly embarrassing and sad.

Engineering program

Marketing

I would like more hands-on research/engineering opportunities (i.e. Makers-space, fabrication lab)

Social Work (perhaps as a minor or concentration)

I wanted to be a joint economics-psychology major, which was not offered. I did not want to major in the two separately (history, which is listed as my second major, is just my minor).

Design

Finance

Korean language program

Food Studies; Development; NGO Management

Global health major
A separate, distinct International Relations major. I feel like the closest is IPE, but it has that Econ component that a lot of people don't like. And Political Science is so broad.

more ethnomusicology courses

Data Science, Statistics

A linguistics major (instead of just minor/independent study). Engineering.

Sanskrit

Global health as a major, stronger ed. studies dept., more support for allied health professions (not just med. school)

Astronomy minor / major A "maker space" with related class for 3D printing, etc

Greater neuroscience. Also FYI the section above didn't let me select multiple options, but the psych department hears student voice through the SAC, tea/lunches, surveys, and informal polling

Finance

Linguistics Korean

Journalism and communications

Astrophysics or astronomy

Specific classes in relation to engineering

Food systems and Africana studies

a Linguistics major

Turkish!

Exercise physiology, exercise science, nutrition, physiology, kinesiology

Early Childhood Education

Linguistics

Make Linguistics a major.

Finance
Q21 - Do you think adding educational clusters to Middlebury would be a valuable addition to your education?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>42.33%</td>
<td>392</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>38.77%</td>
<td>359</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>7.99%</td>
<td>74</td>
</tr>
<tr>
<td>4</td>
<td>No Opinion</td>
<td>10.91%</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>926</td>
</tr>
</tbody>
</table>
Q22 - Would you take a cluster of classes even if it would not show up on your transcript?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>21.49%</td>
<td>199</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>51.40%</td>
<td>476</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>19.65%</td>
<td>182</td>
</tr>
<tr>
<td>4</td>
<td>No Opinion</td>
<td>7.45%</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>926</td>
</tr>
</tbody>
</table>
Q23 - Optional: Do you have any additional thoughts you would like to share about the educational clusters program?

Optional: Do you have any additional thoughts you would like to share about...

Would rather see something resembling a Jterm workshop for informal learning

I think that even so much as a footnote on the transcript would make clusters a lot more appealing to students. Without any "official" status, a cluster in its current form is really just an advising tool--perfectly fine, and possibly useful, but maybe not so much of an "addition" to one's education.

Still unclear about the educational clusters program, an example would be nice

I'm not sure of the overarching use of this, but I can see how it could perhaps benefit certain individuals wishing to pursue a specific focus within a program.

No

Love the idea!!

Adding it to transcripts would be a big plus

If this makes professor's jobs and recommendations easier- then ya sure we should have educational clusters. It also seems like a passive way to engage with student's interests. Professors will leave us with pamphlets of premeditated courses when the student may need more specific direction.

I don't see why these can't be minors.

If it didn't show up on my transcript, I would have no inclination to take a cluster. If it showed up on my transcript, I might be more inclined to take a cluster.

Still not sure exactly what it would be, but I'm all for interdisciplinary things and wish there was more of an opportunity to take classes across departments, especially across sciences and humanities and still have them be connected.

No

It would be tricky for kids on different tracks to do if it didn't show up on the transcript (i.e. Pre med)

I think it would put pressure on students to take certain courses, detracting from the freedom to explore new options.

It sounds like a great way of integrating courses of study without having to go the major track.

Student feedback should be involved in choosing and designing these.

Why would it not appear in one's transcript?

I think it's a good idea in some respects but perhaps problematic in others because students want verification on their diploma that they have skills in certain subject areas, thus making a declaration of a minor more favorable.

I still don't really know what they are.

Good idea, I don't see how anybody would lose in the process.

Don't do it just to do it.

A cluster should not simply be a handful of classes on a similar topic. There needs to be some structure and coherence between the courses to ensure that doing the cluster provides a solid educational experience, not just a
I'd be more interested in this if it was offered as an alternative to distribution requirements, i.e. the University of Rochester model.

They should be formatted in a way that fulfills a distribution credit or major requirement or appears on your transcript as an impressive academic addition.

I think that it's a good idea and it would provide further mentorship from our inspiring faculty. I am looking for more classes that are interesting and related to my major but I might not typically think to take, simply because I haven't heard of them before!

I don't understand what it is. I would be willing to take more courses if they didn't show up on my transcript or affect my GPA...

Why would people take classes they don't get credit for? No one has the time for that?

Might create a situation where many students in classes that are clustered have significantly different experiences as odds with students in those classes but not in the cluster. Thus, it would be harder to take clustered classes without taking the other classes in the cluster.

I choose the individual classes that interest me. I do not need a cluster of related but less interesting classes.

Educational clusters would appeal to many students and I almost did the Privilege and Poverty one, but between major requirements, distribution requirements, and abroad requirements it would be difficult for many students to achieve. The option of fulfilling a less structured cluster as opposed to a major would be appealing.

I feel like that is what a major is.

I don't know what an educational cluster is...

The Privilege and Poverty cluster is amazing and I give so many props to the idea of it.

This system could be great for addressing various social justice topics--I know privilege and poverty is already providing that. Some sort of credit would be useful though. Interdisciplinary majors like American Studies allow for credit in a certain concentration, right? Could we maybe smooth out the joint major designation and make it more universally applicable, replace the independent scholar process with the cluster designation, meet in the middle...? It's become easier to work within a major than outside of one, which is bureaucratically nice but ideologically frustrating for me.

what is this?

It seems like this is a step in a more organized manner to how students should select their classes, but could potentially limit the liberal arts education where you choose your own path to your education. The cluster system sounds like it holds the students' hands too much, when we should be exploring the differing classes in our interests.

This is a really interesting idea, especially if the clusters were interdisciplinary and introduced students to disciplines outside of their own focus of study. I think the clusters were have to be carefully coordinated, and the cluster courses offered withing the same academic year for cohesion (and for students to reap the most benefits). One idea is for one course in a cluster to be an independent study for a small group of students. i.e. A group of students who have already taken one or two courses in a cluster and are inspired to do their own work. Perhaps this independent study is not "in the cluster" but I think its concept should be encouraged by professors/departments.

I wish the survey gave a bit more information so I could have more of an opinion.

I do not know if everyone would take a significant number of classes in a cluster, but I think that knowing other people taking classes within the cluster would still lead to conversations outside of class, so they would still be valuable for those who do not take a significant number of classes in a cluster.

great idea!

It runs the chance of muddling an already confusing list of graduation requirements.
This is a super cool idea and I think a good model to follow would be the Privilege and Poverty Academic Cluster.

I don't know how necessary a cluster program is - if students are interested in a theme, they can choose classes for themselves they think best fit this theme and get input from professors and other students. For instance, while I am a molecular biology major, I took classes in mathematics and computer science because I am interested in computational biology. This constitutes a kind of cluster, but I don't know how necessary it is to formalize clusters. Students can figure it out on their own and tailor it for themselves.

I think having it on your transcript is a big draw. Knowing that there is a cluster of classes is a great way to engage more deeply with a topic if you were interested, but you would be unlikely to take all the classes in that cluster unless taking all of them was a requirement for receiving some sort of certificate. It doesn't seem like a very resource-intensive thing to do--most existing classes could already be grouped into clusters, so I see no reason why not to do it because it would be a way of letting students engage more deeply with similar classes if there was one class that they really liked.

Sounds like a good premise but if it the exploration of the cluster doesn't lead to fulfilling graduation requirements it could be prohibitive.

yes- racial clusters would be very useful for white people to self-educate

I tried to do that by designing my own major and was rejected.

As long as you're not required to take every course in a cluster (we have majors for that) and it's a suggestion, I think this could be a great idea, especially for more interdisciplinary subjects

The description of what a cluster seems inadequate to me. What would be the goal of taking a cluster of classes, for example? How would it differ from simply taking a series of classes on a similar subject out of interest now?

I think it would be highly beneficial and I would certainly give it a shot

I do not like taking a class because I am told to do so. I might feel trapped by a cluster

I'm a bit confused whether there would be assignments and meetings or just a sort of posting of relevant cluster material to a website - like an affinity group for articles, meet-ups, talks, etc. I support the second option.

I am currently pursuing the Privilege and Poverty academic cluster and I like that it includes experiences as part of learning, but I do not think I will complete it because it takes up too many of my classes and in the end of the day, isn't going on a transcript. I think it needs to go on a transcript in some way for it to be worth it.

I think that clusters should simply be made minors. If there is enough student interest in a subject area and they decided to dedicate themselves to a subject matter, it should be allowed to show up on their transcript.

Every cluster should include critical theory courses

I think they'd be more useful/used if they actually did show up on transcripts.

I think that while the cluster program is beneficial, having a minor or recognizable program on your transcript for the types of themes that clusters address should be explored as well. There is a lot of benefit to having degree or minor programs for departments such as privilege and poverty, or food studies.

I wouldn't have time to take a 5th class

I see this as a waste of already fairly scarce resources at Middlebury. If you want to meaningfully engage with a topic, just take courses related to that topic. I do not see clusters as necessary or impactful for most students.

I think it's a generally good idea, but should have some more formal recognition. Privilege and Poverty is a very valuable program on campus.

The cluster program can act as an extension of conventional class planning, it may enhance the educational experience of students by providing direction and focus that could be absent without guidance.

It would be great to send out a more cohesive survey about what these are/what they would mean for our education

If the courses do not show up on our transcript, and if we did not take AP exams in high school and therefore have no transfer credits, would we have to take 5 classes?
Great idea!

Doesn't make sense

I do not understand the point of clusters other than just to make students aware of courses that examine a certain topic. In my experience, if students want to pursue a certain topic of study, they are pretty adept at finding the courses and opportunities themselves.

Confused about why it couldn't show up on the transcript or be some sort of minor or something. I do think it's a cool idea though.

Confused if they are actual courses offered at Middlebury or external/suggested (maybe online?) courses.

That description didn't make it clear

It's pretty vague about whether or not this would be a course, program, or club-esque activity. Do students get grades? Credit? Do professors get paid? Would they be mandated to create an educational cluster every other year or some sort of frequency like that? What responsibilities would the professor have in making sure that students are engaging with the online material? I think until I know more, I wouldn't have too strong an opinion on this idea.

How is this any different from a minor?

If it works like student org clusters, it sounds like a bad idea

If there is a cluster system, it would be helpful for professors to not include their own bias in organizing courses- I know some professors have deep friendships or mutual dislike and it would be better for students to not end up in clusters based on professor-politics.

As long as they are not mandatory I think that is a great idea.

Yeah I like it. Gives a clear idea as to how courses relate and if they overlap at all or go more in-depth. Some interactive diagram like a web or something would be very useful.

option to share student submitted ones as well.

A data science/computational statistics cluster would be sweet!

I think this program could be incorporated with the interdepartmental courses. There is a lot of potential in interdepartmental, but classes are generally not offered in it except for j-term.

Don't really understand what it does.

don't call them clusters, it sounds like a disease

I am not sure how this would work alongside fulfilling major requirements.

Privilege and Poverty is a great program! If I had known about it earlier during my time at Midd I would have loved to completed the formal requirements.

This doesn't sound useful to the sciences.

I would not do it unless it can go on my transcript

I think this idea needs to make the distinction between recommending that a student take a cluster of classes over the course of their college career, versus taking a cluster of classes simultaneously during a semester. I think both have their benefits, especially as someone who incidentally took 3 courses my Junior Fall which I found interestingly relevant and complementary to each other and which enriched by experience of all 3 of the courses (Psych Disorders, Animal Behavior, and Sexuality in the US). However, I think presenting cluster classes as something a student should attempt to take all in one semester could be received as too overwhelming, a suggestion that students would disregard, because it is hard enough as it is to find classes and plan a schedule and actually be able to register for classes as it is.

There needs to be a more formal program or community involved in the cluster program: some sort of incentive,
even if not academic.

I would need to learn more about what a cluster would entail

At Connecticut College they have a similar program but call the clusters (if completed) Certificates. Not sure if it shows up on their transcripts, but people like "official" sounding things and this may be a way to promote student body approval of such an idea?

It should definitely show up on transcripts of it's not considered a minor.

i'm not quite sure on the purpose of them, as described above.

I think that it would be easier to discuss this and make a more informed opinion if we were given examples of what a cluster might look like. It would be helpful if we were shown a couple cluster types and shown what classes.

I'm heavily involved with the Privilege and Poverty academic cluster and it has helped be find a community on campus since my major is so larger. I have really valued this program.

If professors were excited about it I think it could be a positive thing

It'd be helpful if they are accompanied with resources such as internships or research opportunities.

It could be hard to do effectively given there are already so many distribution and major requirements.

the clusters should just become their own majors or minors. it's frustrating to be forced into a major / department when you clearly want to study something that can be put into a cluster and therefore should be plausible as a major.

I think we're smart enough to see what classes relate. It seems utterly unnecessary.

If the cluster classes don't relate/fulfill your major/distribution requirements, it's not going to be fun or worth it.

I think it would depend on what themes. I would take cluster classes which does not show up on my transcript only if I had enough time and credit to afford to.

It seems like it could be a good idea, if implemented properly. I imagine it'd be a great way to give students some direction, as classes relevant to their interests would most likely be listed within their chosen cluster. I'd need to see some specifics though.

maybe it would be good if they were interdisciplinary minors

I don't think that description above is very useful -- is it just like a mini set of courses over a year or one semester? You just say "a set of courses"- they don't count to the major? THey're just extra? No grade? Please elaborate and ask again in a separate survey! I'm sure other students are confused and will select something above that doesn't actually represent their opinion.

I think while there are some students who would be interested in this sort of thing, I believe that most Middlebury students tend see their schedules as at maximum capacity, so taking additional classes through the clusters program, which wouldn't show up on you transcript, might not be appealing.

If it's a low-key thing it'd be good, just don't try to shove it down our throats/make it mandatory.

If the cluster program did not take up a lot of time I would definitely participate.

I don't fully understand why it wouldn't be a part of my transcript.

Some people, such as myself, would love to take a cluster but do not have room in their schedule to accommodate such courses.

I don't think I understand the point of clusters.

While I'm sure some people would want to participate in an educational clusters program, I think many (myself included) would need an incentive to participate (e.g. get credit). Otherwise, students are already very busy trying to fulfill graduation requirements and may not have the luxury to participate if it does not contribute to fulfilling their
requirements (although, I also value the idea of learning for the sake of learning... I just don't know how practical that mentality would be at Midd considering the busy lives of the student body).

I wonder if it would be helpful if even within one cluster (assuming the assigned courses are numerous enough), there were further refinements for different "tracks" related to specific majors. E.g. within the current Privilege and Poverty academic cluster, could there also be an economics-focused track or a more environmental studies-focused track to show these majors that such a cluster is possible to fit into their academic course load for any interested student?

This seems pretty similar to a joint major, to me. I would need to see a meaningful difference between the two.

Clusters seem like a meaningless advertising ploy for future students and I think it will backfire spectacularly as an idea. I have been a tour guide for 3 years. This is just the sort of bullshit that prospective students see right through. It will cause people to lose respect and admiration for the Middlebury system.

Stupid idea, should not do

It'd be great if Middlebury could get over its resentment for pragmatic classes/paths like Design Thinking, Practical computer programming (web design, app development, ANYTHING to do with front-end work). An entrepreneurship tract would be pretty cool too.

I think that it might provide for more dynamic classrooms, but I am worried about clusters raising the bar for students who are not in a course simply for the joy of knowledge...that is to say, two courses I took this fall were simply to complete requirements for my major--not because I thought the content compelling or interesting--and I would not want a professor to assume or expect students to have a multi-disciplinary understanding and background regarding those topics

Dance theory/cultural and performance studies cluster please!

This sounds more like a means of guiding students rather an actual program of study. Anything advertised as a program of study should somehow be indicated on one's transcript. I do think the guidance and advising could be helpful, but depending on how many resources it would require to develop these clusters, the effort may not be worth it.

I am not sure I understand the cluster program.

I'm unclear on what this is. Essentially a minor but with no credit?

Would probably be better if it showed up on the transcript.

It will be most effective when it makes both intra- and interdisciplinary suggestions

This sounds interesting! Even if I don't have to take all the classes, it would be interesting to see how different majors could connect around a singular theme

I would like to know the specifics on this idea, because it seems pretty vague.

Is this just a way of forming your schedule such that you take classes that build on other classes you've taken? I'm a little confused by the concept, but I do tend to take classes in this way anyways so having a website or some form of organizing classes together would be helpful for me.

No time for clusters in my opinion though

In some way, recognizing a student's having taken a "cluster" would heighten interest and expand the type of student to take the "cluster" classes.

Just from reading, kinda just seems like a major or minor

I'd like to know more information about it. What subjects will be covered by the cluster program?

- Would need further clarification/example on exactly what the cluster program entails
It sounds like a much more broad system that would produce more well rounded students as opposed to strict majors.

I feel like everyone can make their own clusters. Like I take a lot of political science courses as a chem major, but I tend to stick to the International politics ones and have taken some religion courses on islam that help me flush out politics of the middle east.

It would be difficult to do cause students have distribution requirements, culture and civilization requirements, study abroad plans in addition to their own major requirements.

Would be very cool if they could show up on a transcript, also a cluster for pre-professional stuff would be great because most of my academic time is directed towards pre-med but there's zero recognition of that

Is this like those finance classes?

I'd like to know more about this. I have never heard of this.

This description is pretty vague so it makes it difficult to evaluate it

I think it's a wonderful idea and would gain even more traction if there was some way it could be recognized formally. However, if that's not possible, I still think it's very worthwhile.

Love this idea! But would love for it to show up on the transcript somehow too.

Sounds like this could be useful especially if the clusters were career-oriented

I'm a member of the Privilege and Poverty cluster. Not many of my friends are aware of the existence of clusters. More publicity on clusters is needed.

You should have an information session on it to properly introduce students to the idea.

holistic learning yay

My fear is that students will begin taking courses in the cluster only to realize that it is pointless.

I do think it should show up on a transcript. I'm already engaging in the Privilege and Poverty cluster and it would be something I would like to have more weight in when applying to internships and jobs.

If there is no recognition for the work students put into their cluster (i.e. having it appear on a transcript), I do not see the value to students other than having a systematic way to take related courses in different departments. However, even without a formal cluster system, it seems to me as though students do this anyway. Pointing this out in class would not add much to my academic growth.

I feel like students who approach their liberal arts education with purpose do this anyway and that clusters might end up being something else people feel like they need to do to be competitive.

Just take classes that go together or educate profs to tell students about other classes. The cluster seems kinda unnecessary

I do not understand the concept.

I don't understand the distinction between "clusters" and simply taking courses that are related to each other.