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Collaborative in Conflict Transformation

July 2024 Biannual Report

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This report was compiled in July 2024 by CT Collaborative staff, in consultation with the CT Pillar Heads and staff from the Grants and Sponsored Programs office. Please send questions about this report to conflictransformation@middlebury.edu.

INTRODUCTION

The Conflict Transformation (CT) Collaborative at Middlebury has completed a second academic year. Awareness of and interest in supporting constructive conflict at all levels has grown substantially. We have six streams of work, referred to as the “Pillars” of the CT Collaborative.

In this report, we describe our work from January-July 2024. These first three years of the Collaborative are a time to build and solidify a foundation of programs, people, and partners that collectively inform Middlebury’s approach to conflict transformation. This foundation will build our own skills and provide a place from which to share our flexible model. In our first year, we created new programs, experiences, and courses. In year two, CT leaders strengthened these efforts while expanding our communications and assessment work. Looking ahead to year three, we will continue these efforts *and* create an accessible knowledge base for our Pillar heads, partners, and the outside community. We seek to encapsulate our networked approach, deeply informed by Middlebury’s liberal arts model and global commitments.

Our local and global partnerships have informed our approach to CT and help us reflect on and refine our approach. We have been inspired by enthusiasm for the CT lens. For example, both the Shepherd Higher Education Consortium on Poverty (Virginia) and diiVe, (Johannesburg, South Africa), have adopted conflict transformation as an explicit framework for all their students.

Our approach to conflict transformation is summarized in our three learning goals and our “map” of knowledge, skills, and dispositions (KSD). Prior reports describe the collaborative process through which we have defined this approach. Across our many programs, our three core learning goals are to foster: (1) a new understanding of conflict, (2) skills to understand self and others, and (3) a commitment to act. In our flexible model, we ask our partners to explicitly foreground these learning goals, while recognizing that there are many ways to advance these goals. The KSD are as follows:

KNOWLEDGE: Good conflict intervention starts with good conflict analysis.

- **Contextual knowledge** focuses on the actors, history, and values that have shaped a conflict.
- **Critical self-awareness** of one’s own conflict style and strengths informs better engagement.

SKILLS: Several approaches to conflict can help disrupt destructive dynamics.

- **Structured dialogue** encourages participants to listen to understand.
- **Intercultural competence** engages across different frames of references and values.
- **Mediation** identifies the interests behind conflicting positions to support problem-solving.
- **Restorative practices** encourage accountability for harm while repairing relationships.

DISPOSITIONS: People can conduct themselves in ways that foster constructive conflict.

- **Curiosity** reveals deeper insights into views and experiences that are not our own.
- **Creativity** helps generate new possibilities to move beyond harmful patterns.
- **Risk-taking** is necessary, since first attempts may not succeed.
- **A relational focus** sees human connection as a place to redefine purpose.

Collectively, these approaches to conflict are never mastered; rather, the lens of conflict transformation invites us to develop new practices for engaging across difference. Building on the excellent model of a liberal arts education, we believe in the need to provide many paths towards a commitment to perspective-taking, active listening, critical self-awareness, and a lifelong commitment to learning about the many forces that shape conflict.

As we expand this work, our own institution does not stand still. As Middlebury President Laurie Patton departs in December 2024, we are grateful for her extraordinary leadership in envisioning the Conflict Transformation Collaborative and we face the changes ahead with commitment and hope.

LAYING THE FOUNDATION FOR CT IN K-12 SCHOOLS

In summer 2024, BLSE will offer three Change courses in the core curriculum at its main campus in Vermont. Two of these – “Transcultural Literacies” and “Creative Practice: Reimagining the Classroom” – have grounded our curriculum in 2022 and 2023, drawing attention to linguistic and theatrical practices that facilitate connection across difference. This year we’re adding a new course, “Zora Neale Hurston: Anthropologist, Folklorist, Novelist, Change Agent,” that underscores storytelling a strategy for addressing conflict.

In February 2024, BLSE offered a grant-funded Winter Institute on “Teaching, Writing, and Acting Across Difference” at its main campus in Vermont. A major coup both for BLSE and our Pillar 1 initiatives, the Institute attracted 49 teachers. 70% of these had not attended BLSE before, so we extended the reach of our CT activities significantly. Among them was a cohort of rural teachers from Vermont’s Northeast Kingdom who described themselves as isolated from the kinds of conversations and resources that CT engagement brings. The weekend was a huge success. 60% of the participants submitted program evaluations, all but one giving the event top marks; many expressed their eagerness to attend (and bring their colleagues to) our next Winter Institute.

Plans are underway to offer a second Winter Institute in February 2025, themed around “Reading Across Difference.” Centered on literature, it will approach fictional representation as a practice ground for coming to terms with the complexities of conflict, identity, and cultural connection.

This summer, we are offering a series of grant-funded workshops on “Belonging” at our Vermont campus. The series will be led by our Change curriculum coordinator, Michelle Robinson, who teaches at Spelman College during the academic year. The kick-off weekend will include a keynote by Professor Robinson and follow-up workshops led by experienced facilitator, Sheila Carter-Tod – all open to the full BLSE community and focused on building equity and belonging across differences both within and beyond BLSE. The series will also include two workshops for BLSE faculty on anti-racist teaching practices.

The BLTN Next Generation Leadership Network continues to strengthen its work across seven established hub sites and three recently added affiliate sites: Chelsea, MA; Henrico, VA; and Philadelphia, PA. The affiliate sites are maturing into hubs, thanks to seed funds from the CT grant. One of those sites (Philadelphia) has been especially effective at both adapting the models of the established hubs and providing a model for the full network.

While the ten sites of the national network have foci as diverse as their localities and people, they have been connected this year by a theme of peacemaking. Next Gen Youth Advisors set the agenda for the wider network by writing together in their monthly meetings, reinforcing the links between creative self-expression, school and community improvement, and peace/safety in community. Site and cross-site activities centered on strategies for promoting gun violence prevention, reinforced the value of communal writing as a peacemaking ritual, and focused on youth development and community partnership.

Highlights among this year’s NextGen activities (completed or planned) include:

- *Writing for Peace: Online Writing Workshop with Naomi Shihab Nye*: March 9, 2024 (25 attendees). See the Spring/Summer BLTN Journal for a description of the event.
- *Advancing Nuclear Disarmament: NextGen at The Critical Issues Forum*: April 5-6, 2024 (10 BLTN participants, plus Tom McKenna, Masako Toki, and MIIS colleagues). Conflict Transformation funds are catalyzing the partnership between BLTN and the James Martin Center for Nonproliferation Studies at the Middlebury Institute of International Studies (MIIS) at

Monterey. Three BLTN-connected groups attended the Critical Issues Forum (CIF), organized by Masako Toki of MIIS, to present their year-long exploration of an issue related to the goal of “a world free of nuclear weapons” (see Pillar Four description below). The BLTN /Next Gen teams were among 14 presenting schools, including five from Japan.

- *Aiken NextGen Hub: Youth Camp*: June 10-20, 2024 (7 NextGen youth involved). This program, notes Site Mentor Dr. Kayla Hostetler, has grown out of several years of work to identify the root problems, and involved travel to other groups such as Lawrence, Santa Fe, and Louisville. From this network and from their own local advocacy work, the NextGen youth at Aiken, South Carolina are busily planning for the launch of a two-week summer program called ‘Leaders in Training’ (L.I.T.). For more, see “Youth-Designed Summer Programming: NextGen Knowledge Sharing” in the Spring/Summer 2024 issue of BLTN Journal.
- *NextGen / “What’s the Story?” Retreat and Film Fest / Bread Loaf campus*: July 11- 14, 2024 (anticipated numbers: 50 Next Gen youth and mentors, plus Masako Toki). Nine of the ten NextGen sites as well as a cohort from Washington DC will gather in July to present literacy and social action work from their sites, and to showcase documentary films made through participation in Vermont’s What’s the Story? The Young Filmmakers’ Social Action Team.

We have awarded 12 Change Fellowships to support the summer study at BLSE of teachers committed to engaging in CT explorations. See Appendix B for descriptions of the projects they have pursued as part of their fellowship agreement.

CONFLICT TRANSFORMATION IN UNDERGRADUATE LIFE

Our work with undergraduates has expanded substantially this year. We have launched a new Conflict Transformation Academic Cluster, continued training in structured dialogue and restorative practices for faculty, staff, and students, and worked with Beyond the Page (BtP) to foster creativity and curiosity.

CT Academic Cluster: In May 2024, we formally announced the creation of a new CT Academic Cluster at the college, the outcome of many months of work. The CT Academic Cluster provides a flexible, optional way for students to build connections between and among disciplines and experiential learning. The Conflict Transformation (CT) Cluster is not a formal major or minor, but a program in which students can foster the knowledge, skills, and dispositions for more constructive engagement in conflicts.

To receive a certificate of completion, students will complete five components: (1) an introductory course in conflict analysis, (2) a course on a specific conflict (selected in consultation with the CT director), (3) a course in CT skills, (4) a CT-funded experiential learning program, and (5) an additional course in conflict analysis or skills after the experience. Students will also write a final short reflective essay. The development of this cluster was informed by conversations with senior academic leadership and the Privilege and Poverty cluster (a partners in other CT efforts). For more details on the cluster, see [here](#).

CT Courses: Building on the pilot courses launched in 2022-23, the new cluster is supported by a growing array of courses and by new partnerships with faculty.

- Two new courses from Middlebury faculty this spring: Theories and Fundamentals of Conflict Transformation (SOCl 228) and Mindfulness and Conflict Transformation (EDST 132).
- In 2023-24, we offered three versions of the “conflict transformation skills” course (INTD 232/INTD 1259), with 61 students total. The Winter course was again co-taught by international mediator Julian Portilla, with training from UN mediation advisor Francisco Diez, non-defensive communication practitioner Hilary Mullins, and dance artists on collaboration and creativity.
- A new course, “Restorative Justice in Theory and Practice,” in Winter 2024 with RJ leader and MacArthur fellow sujatha baliga. The 15 students were effusive in their praise (see Appendix C).
- In spring 2024, PSCI 217 (Politics of the Middle East and North Africa) was redesigned as a CT course with emphasis on Israel/Palestine. Students attended three panels of diverse peace activists, were trained in dialogic practices, and attended a dialogue with an Israeli college student (plans to engage with Palestinian students were disrupted by security concerns). One student stated this was a life-changing semester for them. Another student added: “I do think that I have grown drastically...I wouldn't have been able to learn as much...if I just continued to read articles or watch videos.”
- Led by EDST professor Melissa Hammerle, we supported two convenings of a “Mindfulness at Middlebury” group (March 25 and June 11). Faculty and staff have explored how a diverse array of mindfulness practices can foster critical self-awareness and active listening.
- We worked with Oratory Now, a campus public speaking initiative, to develop a guide to “communication in conflict” with CT student interns. The students presented at the Student Spring Symposium to 35 people and are developing a video for the CT website.

Restorative Practices: At the February student orientation, restorative practices leaders offered an “Unlearning Shame” workshop. The workshop explored the topic of shame, how it manifests, how it can be a barrier to relationships and how to move through it. The roughly 20 student participants shared in evaluations that they learned helpful strategies to recognize when they and others experience shame.

Beyond the Page Workshops: This spring, BtP reached 227 students in 13 class visits with eight faculty members (across eight departments, including four current or former ELP fellows). Creating curricula with faculty partners, BtP's work focused on building skills that included: nurturing curiosity and

creativity, developing critical self-awareness and reflection, inviting collaboration across differences and fostering relationship building in the classroom. The courses spanned the liberal arts' disciplines, including economics, education studies, religion, psychology, and FYSE and sophomore seminars. Outside classroom settings, BtP ran other workshops with 40 students and eight faculty/staff, including Privilege and Poverty, DLINQ, Climate Action Fellows, CCE democracy initiatives, and the Nocturne Arts festival.

Engaged Listening Project (ELP): The core of our professional development efforts is the ELP. In Spring 2024, the 18 faculty and staff fellows came from 15 departments and offices. The opening workshop was again led by Essential Partners to introduce the principles of a dialogic classroom. Led by faculty facilitators--Will Nash (American Studies), Michole Biancosino (Theater), Lida Winfield (Dance), Chong-Suk Han (Sociology)--the fellows supported each other as they created dialogic moments in their work with students and explored the values that guide community building. See Appendix E for survey data from the opening workshops and from the end of the semester. We have again accepted 18 fellows to the Fall 2024 cohorts. This summer, we are expanding the ELP curriculum to reflect a fuller range of CT skills, still including dialogue but expanding to restorative practices and overlapping attention to critical self-awareness and communication. Four new facilitators will expand and restructure the ELP curriculum.

Restorative Practices: This spring semester we continued hosting bi-weekly RP circles for faculty and staff to provide a space for people to process, learn, grow, and be in community together. We had 10-12 regular participants. For Residential Life student staff, we led a workshop in January on the topic of social discipline window and how to lead with a restorative framework. We also held an RP training for our February Orientation Leaders, who then led welcome circles for the incoming February students.

Mediation Training: One ongoing effort is to build a group of faculty and staff practitioners who can support conflict response within and around our community. Mediation is a skill in which we have the least expertise and competency. Working with Susan Terry and a team of seasoned mediator coaches, approximately 20 faculty and staff members completed 28 hours of mediation training in May-June to hone skills and develop competency. We will have a final convening in mid-August.

Engagement with Higher Education Institutions: Since May 2023, we have participated in the Institute for Citizens and Scholars' working group on [mapping civic measurement](#) of 14 institutions. In April, we presented assessment data from new survey efforts from the Center for Community Engagement (CCE) on community connected courses and from a new CT effort.

In 2024, we administered a pre and post survey for four CT-connected courses: INTD 1259 (W24), EDST 132 (S24), INTD 232 (S24), and SOCI 228 (S24). The survey question - *Name three words that come to mind when you hear the word "conflict."* - is explicitly tied to the first of three CT [learning goals](#), "a new understanding of conflict." We hope to move from seeing conflict as inherently negative to understanding it as either neutral (part of life) or positive (an opportunity for social change). While we are building toward more robust analysis, the initial results suggest meaningful progress (see Appendix G).

In May, Crystal Jones, Renee Wells, and CT student intern Nikita Rodov, presented a session at the National Conference on Race and Ethnicity (NCORE) to a packed house. This session shared strategies and methods to create spaces where students can be vulnerable in ways that deepen relationships and increase connection.

EXPERIENTIAL LEARNING AND COMMUNITY ENGAGEMENT

Our experiential offerings span community engagement opportunities, convenings, alumni awards, and internships. The educators involved in programs across Middlebury College's Experiential Learning Centers (Center for Community Engagement, Innovation Hub, and Center for Careers and Internships) met four times across the 2023-2024 academic year to connect program-specific learning outcomes with Collaborative-wide learning outcomes, and develop assessment processes.

Community Engagement: We have offered seven major programs.

- The *Privilege & Poverty (P&P) Academic Cluster* integrates coursework with experiential learning to critically examine the causes and consequences of economic inequality. Conflict Transformation funds continue to support 15 P&P internships. Students get hands-on experiences working directly with community members in law, immigration, health, food and nutrition, and housing. Students navigate conflict at multiple scales and utilize CT skills.
- We supported six *Middlebury College Alternative Break Programs (MAlt)* in February 2024, with 73 student participants. MAlt engages communities across the Americas to share an experience, provide service where needed, and learn about systems. Trips are developed and led by student leaders with support from staff. The themes of listening and dialogue were a hallmark across trips-- with community partners, cohorts, and oneself for deepening self-awareness. We are planning for five trips in February 2025 with 63 student participants and 12 leaders.
- We funded three undergraduate participants in the *Middlebury Social Impact Corps (MSIC)* program this summer. Please see the Pillar 4 narrative for a program description.
- An additional Middlebury student is in *Projects for Peace*. An Innovation Hub-affiliated student seeks peace in the Mandera, the most insecure, underdeveloped region in Kenya.
- We supported a new project with *Service Translation*, an international translation collaborative between International Christian University students (Japan) and Middlebury students focused on experiences of Japanese Americans who suffered mass incarceration during World War II because of Executive Order 9066. The spring/summer 2024 project is the subtitling (English to Japanese) of *Removed by Force*, a documentary focusing on Japanese Americans in Hawai'i.
- We partnered with the *National Torchbearers* program for a third year. Three Middlebury students joined the second annual "National Torchbearers" conference in Little Tokyo, Los Angeles. This national convening brings together young adults diverse in identity, geography, and experience on what it means to fulfill the American Dream in today's polarized context.
- Seventh, we supported *two special projects* that arose throughout the year. We supported three students' summer projects working on migrant and refugee justice projects in China, Vermont, and New York, and will support four students and a staff member attending the Sustained Dialogue Institute's Campus Network Summer Leaders' Summit 2024 in Washington, DC.

Convenings: We will offer three events for all students participating in CT-funded experiential learning programs during the summer of 2024.

1. A spring pre-departure in person gathering, focused on interpersonal conflict styles using the Thomas-Kilmann Conflict Mode Instrument (TKI).
2. In July we hosted a flipped session with Professor Vanessa Andreotti, Dean of the Faculty of Education at the University of Victoria. She provided a recorded lecture, *Conflict Engagement and Peace Building in a World of Volatility, Uncertainty, Complexity, and Ambiguity*, and then students joined discussions. Dr. Andreotti met separately with experiential learning educators.
3. Our third student gathering this fall will be a post-program opportunity for students to reflect on their summer learning experiences and how their "takeaways" might lead inform further action and learning. The Projects for Peace Alumni Award winner (below) will offer a keynote address.

Projects for Peace Alumni Award: The Projects for Peace (PfP) Alumni Award was launched in October 2022 to recognize individuals who have demonstrated innovation and commitment in building peace and transforming conflict throughout their career. We distributed application instructions to 100+ institutions partnering with PfP since 2007. In spring 2024, we reviewed 23 nominations. The announcement for the 2025 award will be distributed in September (see [Alumni Award | Middlebury](#)).

This year's winner is [Bienfait Hahozi Mugenza](#), nominated by the University of Rochester where he was member of the 2018 PfP cohort. During persistent conflict in eastern Congo, Mugenza has dedicated his career to conflict transformation, human rights, and catalyzing a movement of "peace entrepreneurs" as an alternative to profiteering from war and violence. He founded the Congo Peace Academy as an undergraduate, and redoubled his efforts after graduating in 2021. CPA offers programs in entrepreneurship, conservation agriculture, leadership, dialogue, and a new program in digital literacy.

Break Programs: We sponsor two CT-focused break projects for college students.

- *DC Career Acceleration Trek: Global Affairs, Conflict Transformation & Mentoring:* This immersive, fully funded weeklong experience (March 17-22) exposed 10 Rohatyn Global Scholars and Fellows to careers in global affairs. It aimed to provide insights into conflict transformation and see practical applications of academic studies in the professional world. The students participated in a combined 26 employer visits, two reflection dinners with alumni, and two mentoring sessions with MIIS graduates. The trek underscored the importance of data analysis, languages, and public communication, and the value of interdisciplinary training.
- *History in Translation 2024:* Each summer, the History in Translation (HT) program brings students from diverse contexts together as a purposefully intercultural cohort to explore an historical experience in service of present-day social justice. The 2024 (HT24) program was a post-secondary mentoring program for refugee/immigrant youth and multilingual learners of English. The program built on the [Jiran program](#), a summer language program that pairs language students with underserved newcomer families in New Britain, CT.

Internships: The Center for Careers and Internships and Shepherd Higher Education Consortium on Poverty supported 86 internships (26 and 60, respectively) in conflict transformation.

- *CCI Internships:* In Winter, two students worked with [diiVe](#) (South Africa), and we supported four other internships (Center for Nonproliferation Studies, Office of Diversity, Equity, and Inclusion, and community mental health in Chile). In spring, we hired intern cohorts for Team4Tech and diiVe. 14 students will work with [diiVe](#), which provides consulting projects in shared value, sustainability and strategy. diiVe is implementing a CT curricula for all 120 of its interns to learn how essential conflict can be for creating change and building skills. Seven students are in Uganda with [Team4Tech](#), a Silicon Valley-Based nonprofit that helps education-focused NGOs in the developing world. Team4Tech has also incorporated CT into its pre departure training.
- *Shepherd Higher Education Consortium on Poverty:* Anti-poverty work is full of conflict. Last year, SHECP introduced a CT Workshop to two summer cohorts with materials developed by Dr. Katy Gray Brown (Manchester University). This year, we updated the workshop format, expanded training to 60 college students across 12 different locations, and expanded practice opportunities. Students explored social location, intersectionality, and conflict styles, then an joined a workshop on the CT concept and introduced skill building. We are also supporting SHECP's Policy & Nonprofit Leadership Internship, where SHECP alums can obtain a greater understanding of organizational leadership and successful anti-poverty policies.

GRADUATE TRAINING AND RESEARCH

The CT Fellows program at MIIS has finished its second year. Cohort and Mentor Fellows learn about CT together and develop projects over the course of the year. Graduate Assistant Fellows serve various research projects at MIIS. Finally, this year four Pedagogy Fellows support CT projects, including CT Annual Seminar planning, event logistics, and resource creation.

Cohort & Mentor Fellows: The 36 2023-24 Cohort Fellows engaged in regular meetings, which included peer-to-peer engagement, guest speakers, and project sharing.. This year, we had seven CT Mentor Fellows (previous CT Cohort Fellows) who met regularly with individual Fellows and mini cohorts and collected key resources for the Fellows, including language-specific resources (e.g., Russian, Chinese, Portuguese, French). We also created a Fellows Handbook. We had 125 applications for the 2024-25 fellows program and selected 36 for the coming year. Three Cohort Fellows will continue from spring 2024.

- We also supported graduate students beyond MIIS, including more CT resources to the 19 summer fellows at the Language Schools and support for the School in France for three fellowships.
- For the MIIS admissions office, Pillar head Netta Avineri facilitated a March webinar with five Cohort Fellows. The recording is [available here](#).

CT GA Fellows & Pedagogy Fellows: This year, we supported 12 GA fellows. Five students have worked on the Housing Pain Index project with MetaLab, two worked on the Diverting Hate Project through the Center for Terrorism, Extremism, and Counterterrorism (CTEC), and three students worked on Professor Marie Butcher’s *Peace, Poetry, and Policy* project. Finally, two student research assistants at CoLab analyzed survey data of Pajaro, CA community members around March 2023 flooding. This project, led by Pillar Head Netta Avineri, is in partnership with [The Coalition for Humane Immigrant Rights \(CHIRLA\)](#) Climate Justice initiative and [Community Action Board of Santa Cruz County](#).

Annual Seminar: On May 10, the Cohort Fellows and two CT GA Fellows presented their year-long projects to MIIS and the community. It was an engaging day of discussion and interdisciplinary learning, with over 75 participants in-person and online. The schedule and Fellows’ projects are listed [here](#). A recording of the opening session is available to [view here](#). Recordings of the presentations of online students are [available here](#). A full collection of these student projects is available in [this Google Drive folder](#). In addition to the seminar, partners have requested more events throughout the year for ongoing engagement. We supported various events in February – May, including:

- Tech Kitchen event (February)
- Middlebury DLINQ staff members Jeni Henrickson, Bob Cole, Heather Stafford, and Sonja Burrows co-facilitated a workshop on “Co-design, Creativity, and Conflict Transformation: Exploring productive partnerships at MIIS” (March 2024)
- California Indian Heritage Center Events (March 7 and March 9)
- Jan Knippers Black Event (March 8)
- Poetry Week- speakers and Modern Arabic Poetry discussion (April)
- Earth Week Water & Conflict Panel with Wei Liang and Jeff Langholz (April)
- Earth Week Suri Event - Mark Overgaard discussed his McCone Atrium Gallery exhibit and its parent project – The Eloquent Suri of Ethiopia: People, Culture, Art, Language. (April 2024).
- “From Fringe to Frontline: Political Journalists’ Reporting on Extremism.” This virtual panel featured a panel of journalists formerly employed by VICE News: Anna Merlan, Mack Lamoureux, and Tess Owen, moderated by JM Berger, a Senior Research Fellow at CTEC. The 97 attendees came from the United States, Canada, Europe, and Australia. The event recording has

been uploaded to CTEC's YouTube channel and LinkedIn page, where it has been viewed 212 times (YouTube) and reposted 13 times (LinkedIn). The video can be [found here](#) (May 2024).

Community Engagement: We support various trips and programs. For stories on the Balkans and Colombia trips, [see here](#) and [here](#).

- *Experiential Learning in the Balkans:* The course on “nationalism and the formation of new states” in the Balkans introduced students to the role of identity and complexity in Kosovo and North Macedonia’s development and explored the way international organizations and national education systems influenced national development. The trip also kindled a sense of excitement among the students for further study and work. Participants have since formed meet-ups and potluck get-togethers, reinforcing the ties they made during the trip. For the Balkans experience we supported faculty, one graduate assistant, and nine students.
- *Experiential Learning in Colombia:* This course was designed as a hybrid model, merging environmental science, intercultural competence, and language immersion to foster a holistic understanding of sustainable development. This unique approach facilitated our engagement with diverse stakeholders, including private landowners, community-based organizations, and local schools, thus enriching our learning experience with a multiplicity of perspectives and insights. Student Kevin Heller reflected that the immersive experiential trip reminded him “of the profound impact of empathy and curiosity in fostering understanding and connection.” For the Colombia experience it supported faculty and four students.
- *Experiential Programs:* The funding also supported nine other students engaged in CT-related practica and internships domestically and internationally, including Translators for Elders (four students), Queer Joy Collective (one student), UNICEF (two students), CASA of Santa Cruz (one student), and IOM (one student). This funding is also supporting Middlebury Social Impact Corps (one scholar, one research assistant).
- *Middlebury Social Impact Corps:* MSIC is a partnership-based program that connects students to social change through unique experiential learning opportunities. A select cohort of Middlebury College (Interns) and MIIS graduate students (Scholars) are matched with a community partner focused on impact within a local/regional context. Through partnership, MSIC members gain knowledge, skills, and dispositions for purposeful careers in social impact. Students engage in community-based research, partnership development, mentorship relevant to the community partner and communities with whom they work. The Summer 2024 cohort will partner with [Blue Zones Monterey County](#) and Salinas Valley Health with a project focus on the [Park RX](#) program. The MSIC/Blue Zones program participants will live at Munras dorm and work in Monterey from July 23, 2024- August 27, 2024. The overall goals of this partnership and student experience include conducting a literature review of national Park RX program assessment including how time outdoors can impact teen mental health, conservation efforts and climate resilience; develop bilingual tools and mobilize technology to make the outdoors more accessible to diverse populations; and develop a social media campaign and other resources for community outreach through local partner organizations.

Critical Issues Forum: On April 5th and 6th, 2024, high school students and teachers from all over the United States and Japan gathered in Monterey, California, for the Spring Critical Issues Forum (CIF) Conference. This annual event is organized by the [James Martin Center for Nonproliferation Studies \(CNS\)](#) at MIIS as part of the Center’s commitment to nuclear nonproliferation and disarmament education. CIF participating schools conducted their projects based on this year’s topic “[Advancing Nuclear Disarmament and Nonproliferation Through Youth Education.](#)” This year’s attendees included seven schools from the United States and five schools from Japan. This was the first time that Carmel High School officially joined CIF, reflecting the success of our efforts to engage more local high schools. This year was also the first in-person Conference since the pandemic. For a full report, [see here](#).

GLOBAL LITERACY

The Middlebury-C.V. Starr Schools Abroad continue to develop varied CT programming in countries around the world. This year, our goal was to place the Collaborative's learning goals at the center of all CT programming. This helped us assess how projects are equipping students with new understandings of conflict, the skills they need to understand themselves and others, and the tools to transform conflict through constructive engagement. There is more to be done, but we are encouraged by this progress.

We have also created a *Schools Abroad CT Toolkit*, a curated resource that provides guidance and information to integrate CT into programs. The toolkit centers the CT Collaborative learning goals and the Knowledge, Skills, and Dispositions at the heart of all CT programming, and identifies three areas of the study abroad experience that deal with conflict and transformative change: examining conflicts in other contexts, cultural immersion, and language acquisition.

Middlebury School in Cameroon The Middlebury School in Cameroon piloted its first CT course, *The Roles and Experiences of Women in Transforming Conflict in Post-Colonial Cameroon*, in the Spring 2024, taught by the director Christiane Magnido and developed in collaboration with David Wick (MIIS). Using the case study of internally displaced women from conflict in Cameroon, students identified and analyzed transformative approaches to political conflicts. Two students also joined Professor Erik Fofack of the Center for Gender, Peace and Security as junior researchers. Fofack led students on a semester-long investigation of gender representation in local media, monitoring media outlets, and exploring newspaper and magazine archives. *Number of students – Midd: 3 Non-Midd: 7*

Middlebury School in Jordan: In *Reshaping Perspectives: Conflict Transformation in the Palestinian-Israeli Context*, this course applied the theoretical lens of CT to the storied and complex history of the Israeli-Palestine conflict. Given that 53% of Jordan's population is of Palestinian origin, students had the unique opportunity to study this conflict within the cultural context of an Arab country in the Middle East. This was achieved by helping them develop their skills to engage with conflict constructively, including patient listening, critically reviewing opposing viewpoints, and appreciating the diversity of narratives surrounding complex conflicts. *Number of students – Midd: 3 Non-Midd: 3*

Middlebury School in France: In *Taking to the Streets: Revolts and Social Movements in France*, students learned about the role of social and political conflict in France while gaining a foundation in conflict transformation. French history has been marked by a great number and diversity of conflicts and protests. Students analyzed actors in conflict, the root causes of conflict, the role of conflict in shaping French governance, and instances of transformative conflict. *Number of students – Midd: 4 Non-Midd: 8*

In *The EU, an Unprecedented Experiment in the Socialization of Conflicts*, students learned about the institutionalization of conflict management at the national and regional level. Europe's new model of conflict resolution is facilitated by common institutions and economic, social, and defensive interdependence. Students toured the European Parliament. *Number of students – Midd: 11 Non-Midd: 3*

Middlebury School in Morocco Three students at the School in Morocco worked as research assistants under the guidance of Professor Hassan Belhiah. Their independently conducted research projects covered the theme of cultural-linguistic landscapes in modern Morocco. Through statistical analysis, historical research, and first-hand accounts students immersed themselves in Morocco's history. Their research showed how language can serve as both an instigator and a tool for transformation in conflicts both past and present. *Number of students – Midd: 2 Non-Midd: 1*

Middlebury-CMRS Oxford On March 4, 2024, M-CMRS held a one-day CT symposium entitled ‘*The Northern Ireland peace process and what can be learned from it*’. The symposium was held at Keble College, Oxford, open to M-CMRS as well Keble’s students, faculty, and staff. Three eminent speakers: Professor Ian McBride, Foster Professor of Irish History at the University of Oxford; Lord John Alderdice, the former leader of the Alliance Party in Northern Ireland; and Sir Jonathan Phillips, who has been both Warden of Keble College and Permanent Secretary of the UK’s Northern Ireland Office, spoke on the Northern Ireland peace process. *Number of students – Midd: 21 Non-Midd: 13*

Middlebury School in Argentina & Uruguay: As part of their required Culture and Writing courses, students traveled to Neuquén, Argentina to learn about conflicts between the oil industry and indigenous communities over land, water, and traditional agriculture. While visiting the local Mapuche community of Lof, students attended a traditional Mapuche meal, a folk music concert and visited a local family farm. As in previous semesters, students learned about the interests and needs of local actors and conflicts not commonly seen in their host cities. *Number of students – Midd: 7 Non-Midd: 10*

Middlebury School in Argentina: Students at the School in Argentina also participated in visits to local sites in Buenos Aires as part of their Writing and Culture Course. These activities included a lecture focused on human rights and memory and a tour of Fundación Proa, an art museum which also focuses on memory in contemporary Argentina. *Number of students – Midd: 6 Non-Midd: 7*

Middlebury School in Uruguay Students at the School in Uruguay visited the non-profit organization Redalco once again in their Writing and Culture Course. Redalco addresses unequal food distribution, recovering discarded food and redistributing to disadvantaged communities in Montevideo. Students observed Redalco’s recovery of crops, learning about market criteria, consumer culture, food waste, and asymmetrical distribution. This has become a traditional component of the Writing and Culture course, allowing direct observation of social tensions they study. *Number of students – Midd:1 Non-Midd: 2*

Middlebury School in Spain The School in Spain integrated the tribute of a Stolpersteine stone into their orientation again this spring. Students heard from two Madrid Stolpersteine volunteers and from the grandnephew of Vicente Parra, a Spanish man deported to the Dachau concentration camp in 1944. Through memory restoration, the stones reminded students of the effects of European fascism and connected to the recent past of both Spain and Germany. *Number of students – Midd: 13 Non-Midd: 11*

Middlebury School in Germany Dr. Friedrich Plank of Johannes Gutenberg-University in Mainz partnered with the School in Germany to fund a local research assistant for his work on conflict transformation efforts in Somalia. Dr. Plank’s project investigated the importance of multi-actor engagement to CT efforts, and presented an analysis of resource exchange processes between different international organizations. *Number of students – Non-Midd: 1*

Global Courses: We supported two global courses taught by college and institute faculty in Winter 2024. In *Water Conflict and Development in Southeast Asia*, a group of 16 Middlebury students (college and MIIS) traveled with Professors Wei Liang and Jessica Teets to Vietnam and Thailand. This Global Course combined visits to rural villages and hydropower sites with meetings with key actors in the region such as the UN, ASEAN, and other civil society organizations. Through immersive international research, students investigated the role of water in conflict, including upstream damming, hydropower, and Chinese foreign investment. In *Land and Society in the Caribbean*, Anthropology professor Michael Sheridan’s course immersed ten students in the cultural history of St. Vincent and helped them understand how land conflicts are transformed through both formal policy channels and informal cultural dynamics. Students worked in pairs with local research assistants to investigate traditional herbal medicine, oral histories of evacuation from the 2021 volcanic eruption, and environmental education activities for primary schools. Students have produced 3 books, one website, and one documentary film.

FACULTY RESEARCH

The 2024 application cycle concluded in late 2023. Eleven projects were awarded research grants across the college and Institute. The college faculty projects are as follows:

- Dima Ayoub, “Translating Conflict: Literary Diplomacy in the Westward Movement of Arabic Literature” (Arabic)
- Merrill Baker-Medard, Charlotte Nagnisaha, and Tolaira Vololonavalona Ravelo, “Decolonizing Conservation: from marine dispossession to self-determination in Madagascar” (Environmental Studies)
- Michole Biancosino, “Shifting the Culture in the Rehearsal Room” (Theater)
- Erica Barbarossa and Isabela Bernardo, “Examining the Mixed Ideological Motivations of Mass Shooters and School Shooters” (Center on Terrorism, Extremism and Counterterrorism)
- Allison Berke, “Avoiding Conflict through Verification: Assessing and Updating Proposed Biological Weapons Convention Verification Measures” (Center for Nonproliferation Studies)
- Amy Cooter and Robin O’Luanaigh, “Moms for Liberty: Normalizing Cultural Conflict” (Center on Terrorism, Extremism and Counterterrorism)
- Sebnem Gumuscu, “Building Coalitions to Subvert Democracy: Coercion, Conviction, and Cooptation in Turkey” (Political Science)
- Matthew Kimble, “Building Consensus Around Trigger Warnings” (Psychology)
- Heekyeong Lee, “Promoting Intercultural Citizenship and Social-Emotional Learning in an English Classroom for North-Korean Refugee-Background Students” (TESOL/TFL)
- Nomsa Ndongwe and Sophia Poteet, “Lost in Translation? Discussing Gender in Multilateral Disarmament” (Center for Nonproliferation Studies)
- Katherine Puntaney, “Conflict Transformation for International Educators” (International Education Management)

Many of our [2023 grantees](#) have submitted reports in the first half of 2024, summarizing their projects’ findings to date. Outputs include:

- “In the University, But Not Of It: The Diversity Industry vs. Queer Epistemologies,” forthcoming in *Feminist Studies: An Introduction* (Carly Thomsen)
- Blog and podcast “[Feminism, Fascism, and the Future](#)” (Laurie Essig)
- Six CT [artist residencies](#) featuring performances, master classes, and workshops on embodied creative problem-solving (Lida Winfield)
- “[Decarbonization, critical minerals, and tribal sovereignty: Pathways towards conflict transformation](#)” in *Energy Research & Social Science*, July 2024 (Rachel Herring, Keaton Sandeman, and Lyuba Zarsky)
- “[Is Kim Jong Un Preparing for War?](#)” in *38 North*, Stimson Center, 11 January 2024 (Robert L. Carlin and Siegfried S. Hecker)
- “[Harvesting Sky Water](#)” on *Liquid Assets* podcast, 11 March 2024 (Jeff Langholz)

CROSS PILLAR INITIATIVES

In the second academic year of the Collaborative, we continued to strengthen communication and relationships among the CT staff, Pillar heads, and partners. We meet individually and collectively, including a March Pillar head meeting and a retreat for Pillar heads and partners on May 28-29.

We benefit from an excellent [external advisory board](#). In our February 26 meeting, we asked board members to share an example of a program or project that advances one or more of those goals. We heard inspiring stories from Nepal and Vermont, highlighted the need to learn about both complex systems and shared responsibilities, and named the identity shifts that can happen through constructive conflict.

Israel / Palestine Engagement: The work we began in spring 2023 to facilitate constructive engagement around Israel and Palestine accelerated after October 7. Following the fall events described in our January report, we worked through early 2024 to keep in touch with students, faculty, and staff. CT Director Stroup serves on the campus antisemitism working group, which met weekly this year. The spring engagements were sensitive, time-intensive, and largely private, and we worked with faculty and staff partners, student organizations, alums, and administrators. With the Scott Center for Spiritual and Religious Life, we hosted two private facilitated dialogue events on March 7 and April 17 at the request of students involved in several campus organizations. With 20 students, we explored how we talk about Israel and Palestine on campus. We invited personal stories, explored the possible disconnect between intention and impact, and opened a pointed but open discussion of some of the most contentious terms. We worked with other student groups to create space for connection and open discussion.

This was an important moment for campus discussions of conflict transformation. For some, they reported these engagements as meaningful ([see here](#)) and the commitment to CT as laudable ([see here](#)). Many of the students involved in our campus encampment in late April had participated in one or more CT events in 2023, and our conversations suggest that awareness of relationships within our campus community informed the activists' strategies. We also know many students saw institutional support for conflict transformation as an attempt to silence student demands or demand "civility" ([see here](#) and [here](#)). This is a tough line to walk – administrative support for conflict transformation has been essential in elevating this work, but CT is not a tool to help the administration to burnish its reputation (something that our administrators do understand). With students, staff, and faculty, we hope to continue to clarify that CT is not a call for less conflict or for those with grievances to stay silent – rather, it is an invitation for all of us to consider how we engage in conflict, and how our behaviors will affect our relationships, our community, and our educational mission.

Other Co-Curricular Activities: One of the lessons from our work on Israel and Palestine is that we cannot wait for the hottest moments to talk about the hardest topics. This has led us to begin planning in January for the 2024 US general election, working with community partners (Middlesex moderator Susan Clark and Bristol town organizer and alum Porter Knight), the Vermont Secretary of State's office, and various campus groups (Democracy Initiatives coordinator Kristie Skor, Political Science professor Bert Johnson, Middlebury Republicans and Democrats, and student group Civics in Action). The **Good Talks 2024** series offers short overviews from experts followed by guided small group conversations. A Vermont focus offers a place-based lens on national politics. In the spring, our topics included Town Meeting Day (Bert Johnson), misinformation (Adam Davidson), and abortion policy (Caitlin Myers). See [our website](#) for discussion guides and a recording of the short talk. We continue to engage with Democracy in Action planning, Community Council, and students trained in Sustained Dialogue.

Assessment and Evaluation: We have made major strides this second year in planning and gathering evidence through which to assess the impact of our work. We piloted a new survey instrument in various courses and student experiences to assess progress in our first learning goal. In each pillar, faculty and

staff are using the learning goals and existing assessment instruments to gather data. We have new data on civic identity from Pillar 3, follow-up surveys from the MIIS CT graduate fellows, course evaluations from the undergraduate college, and surveys from the Engaged Listening Project. Please see Appendices C-H. Most critically, this evaluation and follow-up work informs the design of programming.

Partnerships: In addition to the partnerships supported by individual pillars, the CT Collaborative has continued to expand its reach and work in partnership locally, nationally, and globally:

- In May, the Beyond Bretton Woods conference, produced by the See Change Sessions, focused on a participatory process of engagement from the Global North and Global South to design global governance institutions upon the 80th anniversary of the 1944 Bretton Woods institutions. The CT Collaborative contributed funding to support this participatory process, and director Stroup served as a facilitator for one of the five-hour lab sessions on food and water security.
- In Vermont, we continue to support the Vermont Restorative Approaches Collaborative (VTRAC). We have also designed the Good Talks 2024 series in consultation with town organizers in Middlesex and Bristol and the Vermont Secretary of State's office
- Go For Broke National Education Center seeks to educate and inspire Americans by sharing the story of American veterans of Japanese ancestry. Their new [National Torchbearers fellowship program](#) offers programming centering identity, social action, dialogues, and allyship for young adults, and Middlebury is now their only academic partner nationwide.
- We continue as a member of the Alliance for Peacebuilding, and MIIS students will attend September's PeaceCon.

Research and Media Coverage: The work of the CT Collaborative has been featured in research reports and media outlets. New coverage of our work from January-June 2024 includes the following:

- The Conflict Transformation Collaborative and Engaged Listening Project were featured in an April 2024 report by the Constructive Dialogue Institute, *Maintaining Campus Community during the 2024 Election: A guide for leaders, faculty, and staff* (available for download [here](#)).
- In a *Mother Jones* essay, "How My Campus Avoided a Horrible Protest Shutdown," Schumann Distinguished Scholar Bill McKibben highlighted the way the conflict transformation framework channeled campus conflict in more constructive ways ([link here](#)).
- In July, the bilingual *voices of monterey bay* news magazine covered the March gathering at MIIS of Native peoples to inform the California Indian Heritage Center ([link here](#)).
- CT was featured in two "*SHECP Talks*" podcast episodes. A first [one](#) explored CT with Katy Gray Brown (Manchester University). Then Kailee Brickner McDonald (Pillar 3 head) and Sarah Stroup (CT director) were interviewed about CT and experiential learning ([link here](#)).
- In March, CT director Stroup was interviewed by [EAB](#), a research firm working with 2,500 higher education institutions. Their report on civil discourse policies and practices in higher education is available for member institutions [here](#).
- Local media cover student experiences, including [this piece](#) in the *Aiken Standard* about high school students' trip to MIIS to learn about nuclear disarmament and addressing conflict.

Communications Streams: In August 2023, the Collaborative launched a new podcast, *Opening Up* (website [here](#)). We have released sixteen episodes. We feature faculty grant recipients, guest speakers, and conversations with partners. We have an average number of 45 downloads per episode, with more (up to 90) for our older episodes. We are expanding and updating our other communication channels, including our website, newsletter, and Instagram, now with 313 followers. This summer, the new CT program coordinator is working with our Communications staff to develop a strategy for expanding our reach to various audiences.

APPENDICES

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|---|------------------------------|
| A. BLSE Change Fellowships Project List | <i>Pillar One</i> |
| B. Restorative Justice in Theory and Practice Surveys | <i>Pillar Two</i> |
| C. Politics of the Middle East and North Africa Surveys | <i>Pillar Two</i> |
| D. Engaged Listening Project (ELP) Surveys | <i>Pillar Two</i> |
| E. Community Connected Courses Survey | <i>Pillar Three</i> |
| F. New Understanding of Conflict Survey | <i>Pillars Two and Three</i> |
| G. MIIS Graduate Fellows 2023-24 Exit Surveys | <i>Pillar Four</i> |

Appendix A: BLSE Change Action Grants and Fellowships Project List

2024 Change Action Grant Summary

- Yaneris Collado (MA '21) is supporting a speaker series with Chelsea (MA) REACH after school program. Collado planned the speaker series to address, in her words, “the lack of diverse representation in various fields, which often results in students feeling disconnected or disheartened by the absence of role models who share their racial or ethnic backgrounds. By inviting special guests each month, representing a spectrum of professions and educational paths, we aim to bridge this gap and provide students with figures they can look up to and aspire to become.”
- Kayla Hostetler organized and paid for performances by the Shakespeare Tavern Company at Aiken High School (SC). Performances were attended by over 600 students. By hosting a Shakespearean performance at a Title 1 school, Hostetler (her words) “provided students with valuable opportunities to explore complex themes, develop empathy and critical thinking skills, and learn constructive approaches to conflict transformation.”
- Susan Miera (MA '97) applied funding to two projects aimed at “bring[ing] people together from diverse settings [to] address the isolation and insulation of indigenous youth at Santa Fe Indian School, a residential school owned and operated by the 19 pueblos of the State of New Mexico” (her words). Funds were applied to support student-led writing workshops under the theme of “Harvesting Healthy Communities” and to support the SFIS “Social Change Film Club,” where youth developed documentary films focusing on indigenous issues. Five SFIS filmmakers and two BLSE mentors will travel to Bread Loaf for July 11-14 film fest and retreat supported by Change funds through BLTN NextGen and What’s the Story?
- Yulissa Nuñez (MA '20) launched a slam poetry club at the Carol Morgan School in Santo Domingo, Dominican Republic. According to Nuñez, this project features “youth as informers and collaborators in targeting locally identified issues calling for conflict transformation, social activism, cultural change, working across difference, and/or navigating conflict.” Students are “recording and performing pieces addressing issues faced by students and creating awareness through their poetry.”
- Danika Robison added filmmaking and editing components to her oral history project among Washington D.C. and Panamanian youth. See “[Travelers, Interviewers & Historians: DC Students Take on a New Way of Learning in Panama](#)” in Spring/Summer 2024 issue of *BLTN Journal*.

2023-24 Fellows’ Change Project Summary

Fellow Name & School	Project Description	Time Period	Participants and Grade Levels
Jennifer Bassett-Summers Proctor Academy, Andover, NH	Engaged with Meriwether Joyner (Denver) in studying <i>If Beal St. Could Talk</i> and in researching and exchanging ideas about prison reform. Featured in Spring/Summer 2024 Issue of <i>BLTN Journal</i> .	October - November 2023; published in 2024.	Two high school classes. 45 participants.

<p>Nora Britton</p> <p>Academy of American Studies, LI City, New York</p>	<p>One public (Nora) and two private (Kate and Rebecca) schools connected to explore students' notions of "place" across their school environments. The three have co-authored a piece in the Spring/Summer 2024 BLTN Journal.</p>	<p>October 2023 - April 2024</p>	<p>Approximately 120 10th grade students across three schools (with Kate Cusick and Rebecca Rose)</p>
<p>Katherine Cusick</p> <p>St. Andrew's School, Middletown, DE</p>	<p><i>See Nora Britton, above.</i></p>		
<p>Hannah Eisner</p> <p>Esperanza Academy, Lawrence, MA</p>	<p>Working with Lawrence fellow Wangeci Gitau-Damaskos to collaboratively develop Bread and Roses strike curriculum. Taking input from their students.</p>	<p>February - April 2024</p>	<p>Approximately 50 eighth graders.</p>
<p>Jennifer Koprucki</p> <p>Glen Ridge High School Glen Ridge, NJ</p>	<p>After taking Ben Steinfeld's Exploring Shakespeare, Jennifer focused on integrating "acting and community building exercises in my grades 7 and 8 English classes. Students used partner work, poetry and verse recitation, and live performance to engage and connect with one another. With this background, they will better engage in an upcoming program that my colleagues and I have developed for an interdisciplinary Holocaust education event (March 2024)."</p>	<p>October 2023 - March 2024</p>	<p>7th and 8th grade students</p>
<p>Emily Reynolds</p> <p>Modern English School, Cairo, Egypt</p>	<p>Collaboration with Donté Tates, with AP Language students around theme of home</p> <p>Students exchanged reflections upon their memories, the place, and the people that embody "home." Shared images of families, pets, and landscapes that made them feel belonging. "Created a Padlet gallery wall and randomly assigned each student to rhetorically 'read' another student's photo from across the Atlantic, analyzing the transcendent values we associate with home and belonging." Received a Change Action Grant to involve Beyond the Page.</p>	<p>November 2023 - Ongoing</p>	<p>Up to 80 AP Language students in two private high schools.</p>

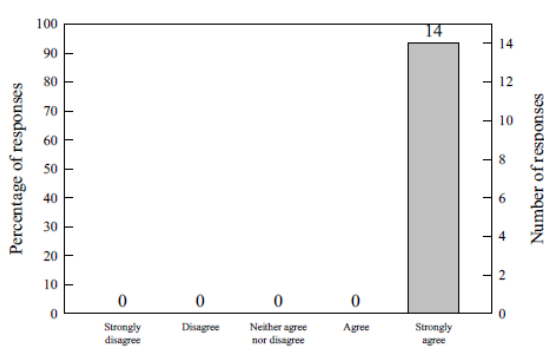
<p>Danika Robison</p> <p>Girls Global Academy, Washington, DC</p>	<p>Brought a cohort to “What’s the Story?” And wrote two Change Action Grants to support oral history work with students in Panama (with methodology inspired by Michelle Robinson’s class.) See her piece, referenced above, in <i>Spring/Summer 2024 BLTN Journal</i>. Two WTS students will come to July 11 event to present films on food security and addiction.</p>	<p>WTS: yearlong. Panama oral history project: March – ongoing (still editing film, working on transcripts)</p>	<p>Four students in WTS</p> <p>Panama project 16 students at DC public charter high school</p>
<p>Rebecca Rose</p> <p>Mercersburg Academy, Mercersburg, PA</p>	<p><i>See Nora Britton, above.</i></p>		
<p>Donté Tates</p> <p>Sandy Spring Friends School, Sandy Springs, MD</p>	<p><i>See Emily Reynolds, above.</i></p> <p>From their Change Action Grant proposal: “Anchoring our exchange in Amanda Ripley’s <i>High Conflict: How We Get Trapped and How We Get Out</i> (2021), we have decided to aim for at least three synchronous touchpoints in our exchange” (Three touch points: 1. the images of home exchange described in Emily’s section, 2. discussion of Ripley’s text 3. Interaction with BTP to “learn... where and how conflict lives in our intellectual and physical bodies and its impact on conflict resolution and conflict transformation.”</p>	<p>November 2023 - ongoing</p>	<p>Approximately 80 students at two private schools</p>
<p>Logan Kahlil Wallace</p> <p>Head-Royce School, Oakland, CA</p>	<p>Letter writing exchange between Oakland 6th (Logan) and 9th (Alex Silva, Northborough, MA) graders. “We have a goal of hopefully building enough of a rapport to share their own highest valued needs (according Maslow’s) as a way of looking at what matters to us at different critical and formative points in one’s life.”</p>	<p>November 2023 - ongoing</p>	<p>6th (Logan’s private school) and 9th (Alex’s public high school)</p>

Appendix B: Restorative Justice in Theory and Practice Surveys

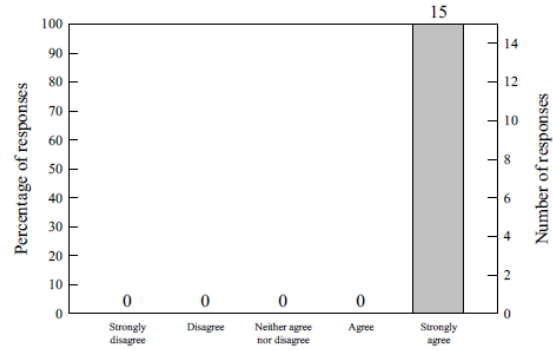
INTD 1018A: Restorative Justice Theory [Winter 2024]

Baliga, Sujatha

Number of response forms completed: 15, of 15 total students enrolled



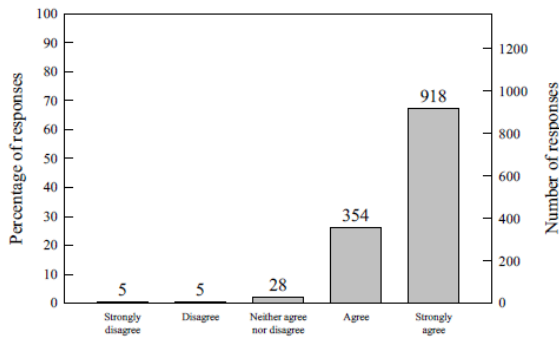
I learned a great deal in this course



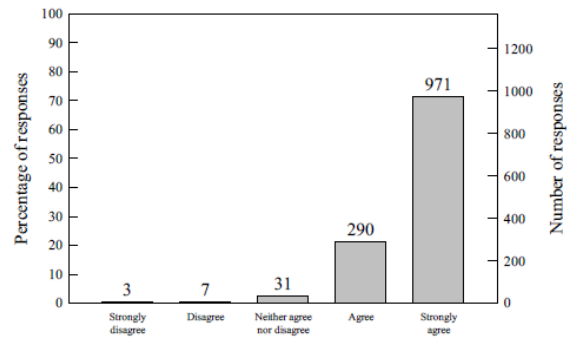
The instructor's teaching in this course was effective

Aggregate of all courses in Winter 2024

(All Staff)



I learned a great deal in this course



The instructor's teaching in this course was effective

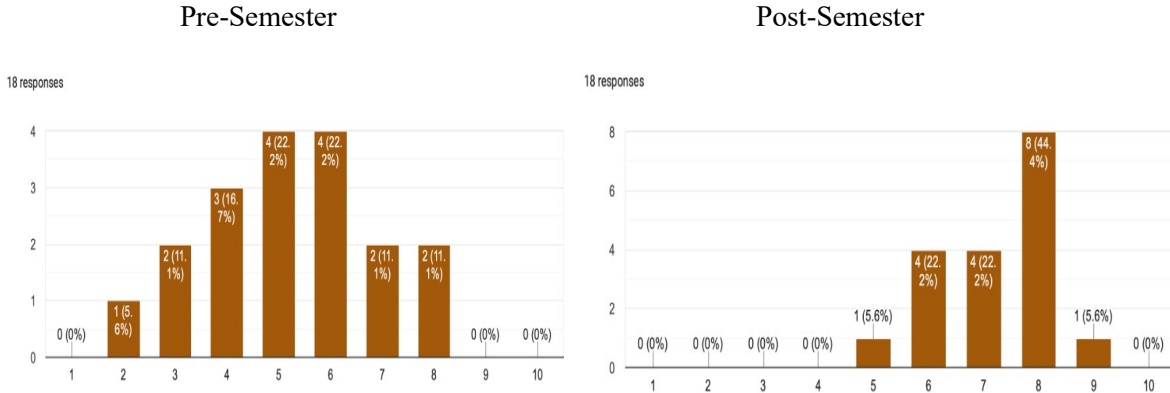
Selected Student Comments

- I absolutely loved this course, I am a super senior at Middlebury College and it is maybe one of the best courses I've ever taken. Sujatha's understanding of RJ practices and the experience she brings to the table is truly unmatched. We were all lucky to hear her speak and challenge our own thinking.
- I keep wanting to take this class over and over and over again. Highly recommended to anyone.
- I have learned so much about restorative justice theory, indigenous knowledge, and circle work. We were introduced to some core RJ texts, saw many applications of RJ, and met with people who are practicing RJ in a variety of different ways. I strengthened my writing and communication skills through reflections, presentations, and circles, and learned a lot of other perspectives.

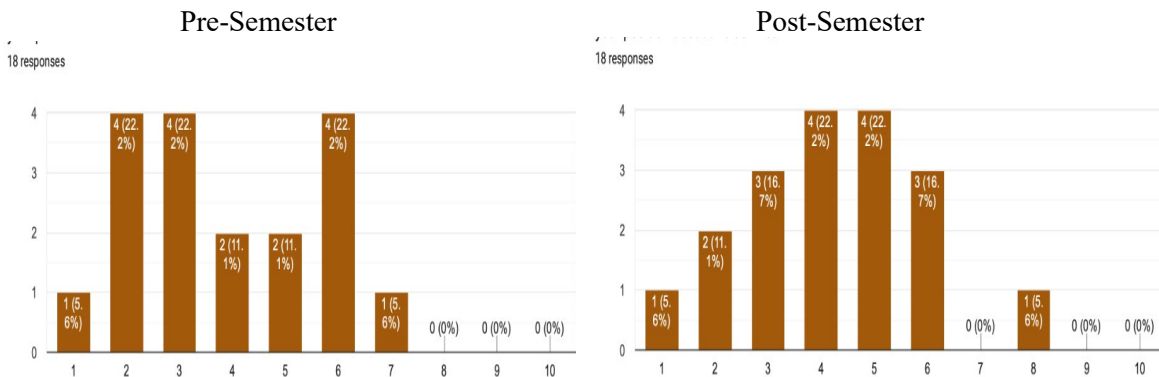
Appendix C: Politics of the Middle East and North Africa (PSCI 217) Surveys

Below, we share a selection of results of pre- and post- surveys from PSCI 217 related to conflict analysis, affective polarization, and CT dispositions. Professor Gumuscu and her teaching partner are working this summer to analyze the data more closely. While the results on some questions are fairly straightforward, the results about the emotions that come up in a conflict situation are more complex.

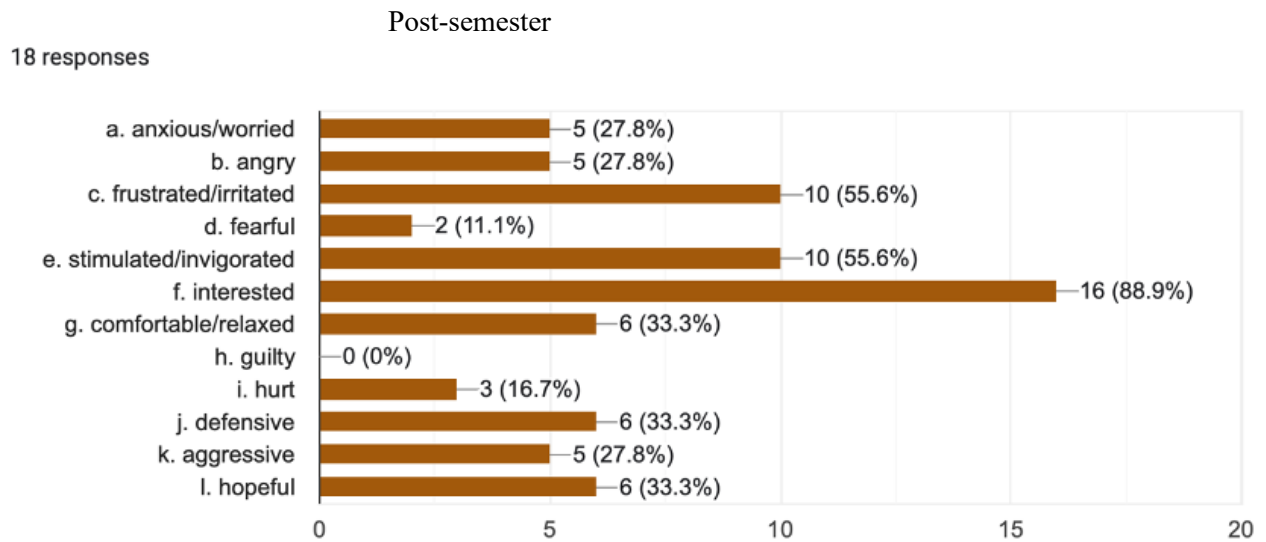
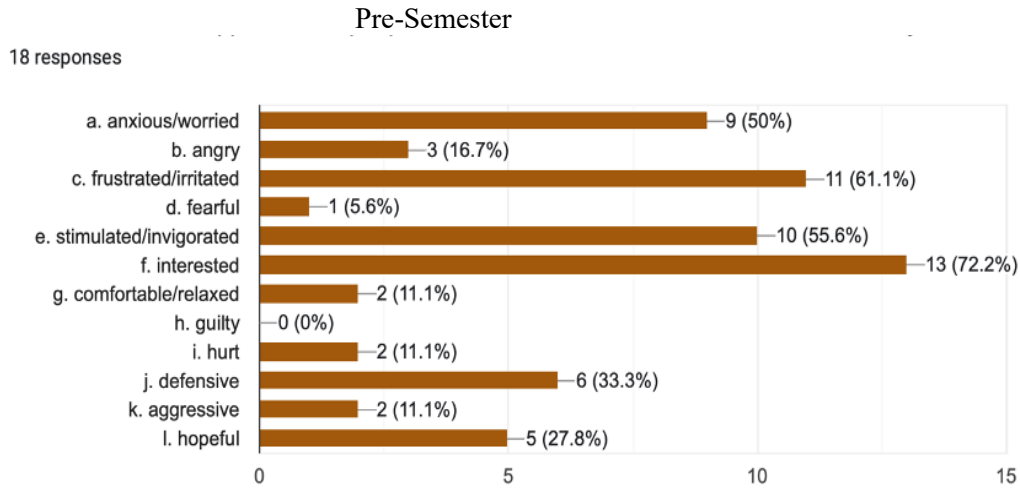
Conflict Analysis: “Think about your knowledge on Israel/ Palestine. How much do you know about this conflict?”



Affective Polarization: “Think about your position on Israel/Palestine. How do you feel about individuals who do not share your position about this conflict?”



Conflict Dispositions: “The next set of questions ask about how you handle conflict in specific relationships... When I am in a conflict with a friend or a family member, I feel...”



Appendix D: Engaged Listening Project (ELP) Surveys

For three semesters (F23-F24), the opening workshop in the ELP has been an introduction to dialogic classroom practices led by the Cambridge, MA-based group Essential Partners. Our work with them, which began in 2018, has built a strong foundation of faculty and staff more proficient in creating scaffolding for challenging conversations in and out of the classroom. Out of 54 participants, 21 completed follow-up surveys for Essential Partners, who then shared the results with us. The scores below are on a 1-4 scale, with 1 negative (strong disagree or poor) and 4 positive (strong agree or excellent).

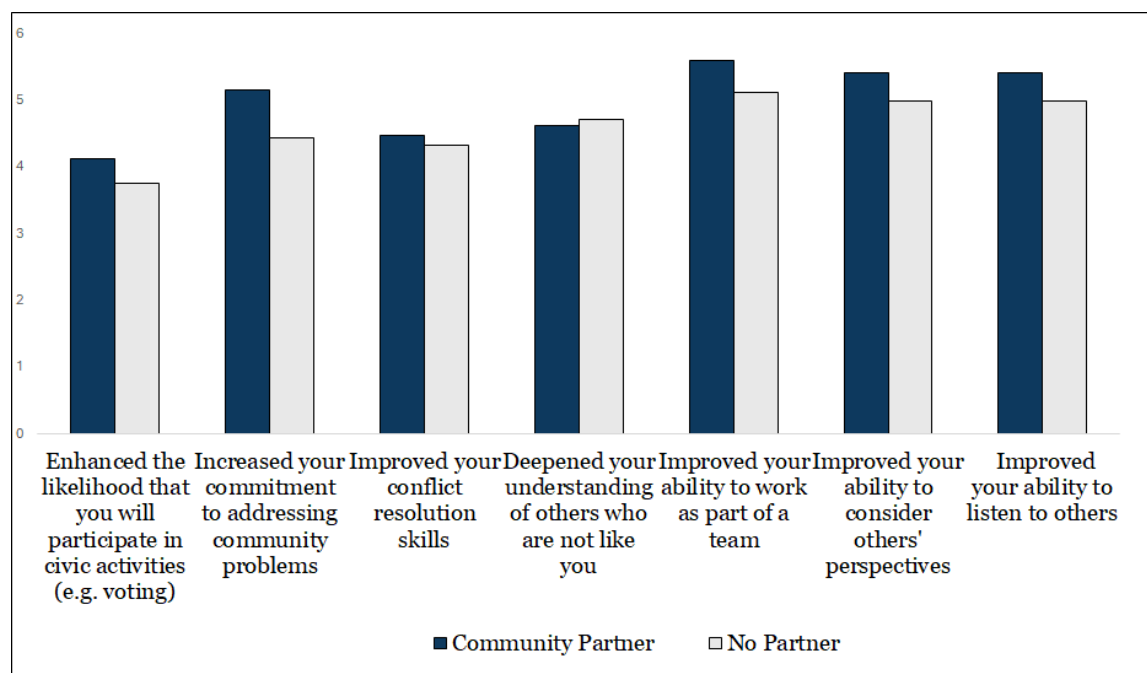
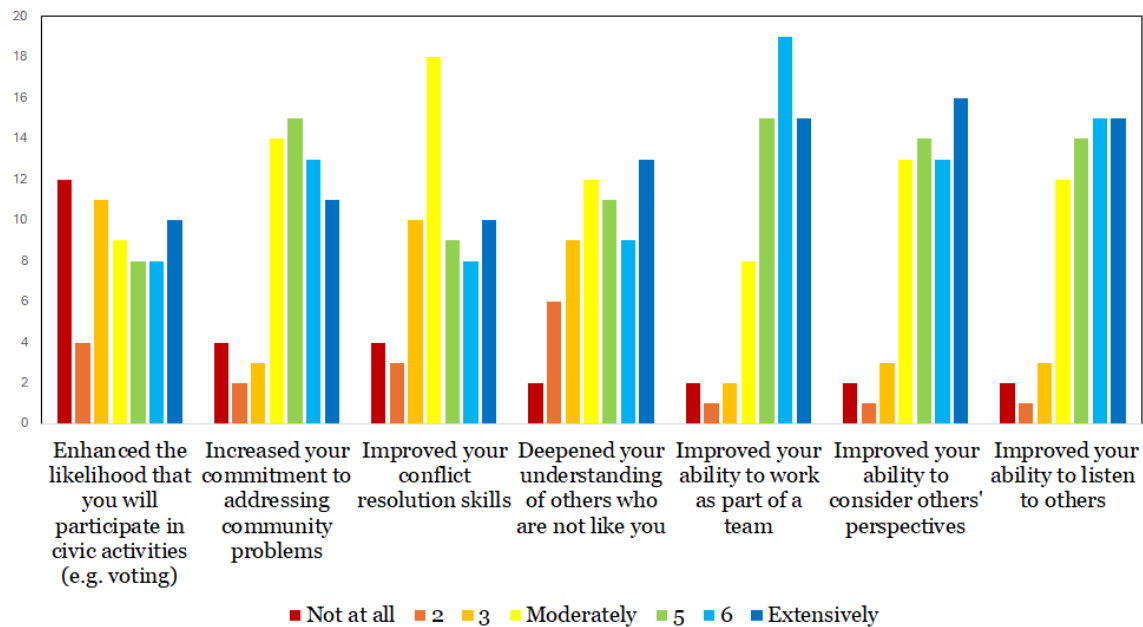
	Average Score (n=21)
I can identify goals and purposes for using dialogue in the classroom and on campus	3.95
I know how to use dialogue tools in class or on campus for reflection, connection to the topic, engagement across difference, and making conversations richer and more complex	3.80
I understand the characteristics of good dialogue questions	3.85
I understand how to intervene to bring people back into alignment with purpose and agreements	3.80
Overall quality of instruction	3.80
Quality of teaching materials	3.76
Overall rating of the workshop	3.90

We also administered a survey at the end of each semester. A few selected comments from faculty and staff participants are below:

- My cohort became a welcome support group for me during a challenging semester (for everyone). I am hoping that we will keep those ties in the future. The discussions about how we brokered difficult conversations with students in diverse classes were very valuable (Spring 2023 cohort)
- For me the best part was connecting with other faculty from a wide range of campus experiences. I have felt so isolated on campus and this was a critical opportunity to connect and share experiences and strategies. One of my big takeaways was that there is immense psychological value in sharing experiences with conflict even if it does not necessarily involve resolution (Fall 2023 cohort)
- Dedicated, protected time to meet with colleagues from a variety of fields and offices, across campus, for substantive conversation was consistently valuable and made me feel valued as a human being. The mindful framing of conversations at both the training and the monthly meetings also helped to model a thoughtful and caring approach in the classroom, taking the time to articulate questions, brainstorm solutions, work out conflicts and hear other perspectives. Making a list of our values and goals— and being reminded of those and asked to reflect upon them— was also helpful and centering (Fall 2023 cohort)

Appendix E: Community Connected Courses Survey

With the CT Collaborative and the Institute for Citizens and Scholars, the Center for Community Engagement piloted a new survey in community connected courses. In 2024, we analyzed the data from Fall 2023 courses (n=62). Below, we share results connected to two CT learning goals: commitment to act and skills to understand self and others. Students working with community partners had more positive responses across almost all indicators, demonstrating the importance of feeling like there are real world stakes for classroom activities. Later this summer, we will analyze results from the Spring 2024 courses.



Appendix F: New Understanding of Conflict Survey

As described in the Pillar Two Narrative above, we piloted a survey to assess progress on our first CT Collaborative learning goal, *a new understanding of conflict*. Students in four courses (winter and spring) were asked before and after the course to “name three words that come to mind when you hear the word conflict.”

The final row shows the rough calculations of average valence counting all 297 total terms volunteered in the pre and post surveys. This is exciting! It is also *too early to draw any conclusions*. This was a pilot effort at categorizing terms. ChatGPT offered an imperfect categorization of terms. We have asked PSCI Professor Erik Bleich, whose research involves sentiment analysis, to help with constructing a data dictionary this summer. There were many duplicates, so this is not a “count” but an illustration.

	Pre Survey	Post Survey
Negative Valence	Aggression, Altercation, Anger, Annoyance, Argue, Argument, Confrontation, Death, Difficult, Disagree, Disagreement, Discomfort, Divisive, Frustration, Hard, Harm, Harsh, Horror, Impasse, Mess, Misunderstanding, Pain, Problem, Stress, Struggle, Tense, Tension, Uncomfortable, Violence, Violence/War, War, Yelling	Anger, Argument, Disagreement, Enemy, Fear, Fight, Fighting, Hard, Harsh, High, Russia, Israel, Tension, Tense
Neutral Valence	Compromise, Constructive vs. Destructive, Controversy, Conversation, Cost, Curiosity, Dialogue, Difference, Different Point of View, Disruption, Effort, Emotional, Emotions, Euphemism, Facts, High vs. Healthy, Interaction, Looping, Mystery, Necessary, Negotiation, Opinions, Opportunity, Passive, Politics, Resolution, Think Outside the Box, Unavoidable, Understanding	Pause, Breathe, Catalyst, Change, Communication, Community, Contradictory, Curiosity, Cycle, Dialogue, Dispute, Emotion, Entrance, Eternal, Exploratory, Fluid, Growth, Hard Work, Human, Important, Inevitable, Interpersonal, Liminal Space, Listen/Understand, Listening, Looping, Mediation, Mindfulness, Natural, Neutral, Normal, Open-Minded, Perspective, Possibility, Respond, Roommates, Tension, Together, Understanding, Unknowns, Values
Positive Valence	Foundational, Growth, Peace, Progress, Relationships	Agreement, Collaboration, Constructive, Constructive Change, Constructive, Empathy, Empowerment, Engagement, Healthy, Hope, Good, Growth, Love, Opportunity, Productive, Relational, Relationships, Transformation, Transformative
Average Score	-0.36	0.414

Appendix G: MIIS Graduate Fellows 2023-24 Exit Surveys

Following the May 10 seminar, CT fellows were invited to reflect on their experiences. There were 14 respondents. The 10 questions below ranged 1-5 (from strongly disagree to strongly agree).

I am interested in exploring the topics of conflict, peacebuilding, and/or intercultural understanding in my future courses.	4.50
I am more prepared to work with people from disciplines other than mine.	4.36
I am more prepared to work with people from backgrounds other than mine.	4.21
I understand how cultural issues may impact a conflict intervention.	4.14
I have had opportunities to learn about engaging in uncomfortable and difficult conversations.	4.07
I can generate a balanced, critical self-assessment of my performance in any given conflict intervention.	4.07
I can develop a coherent and disciplined analysis of a conflict.	4.00
I can engage in conversations I feel strongly about even if the other person disagrees with me.	3.86
I can develop an intervention plan for working with the key stakeholders, issues and dynamics of a conflict.	3.64
I can compare and contrast the differences in approaches used by conflict interveners and assess their applications in various settings.	3.50

Respondents were also asked to “[s]hare at least two takeaways about conflict transformation that you have gained from participating in the CT program.” A few selected responses:

- There are multiple entry points or perspectives into any conflict. Finding ways to turn the prism to at least see it from another dynamic helps with a large part of the conflict as it gives empathy and understanding. Once there, there is a natural inclination to help and come up with solutions because the problem in some part becomes your problem because you have seen it as yours through this new perspective.
- 1 - Timelines: Meaningful and positive change can come from conflict only with a committed to long-term engagement and an understanding of the history of the conflict (acute as well as underlying). 2 - Curiosity: Being curious is essential to understanding a conflict in context (at different scales of analysis, historically, acutely) and to building relationships through and across conflict (curiosity without judgement about the perspectives of others)
- 1) Conflict transformation is extremely multi-disciplinary and complex, with different levels of conflict and different lenses from which to view it. 2) It is important to keep cultural differences