

2025 Annual Report

Kathryn Wasserman Davis Collaborative in Conflict Transformation

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Authors:

Dr. Netta Avineri

Executive Director, Kathryn Wasserman Davis Collaborative in Conflict Transformation

navineri@middlebury.edu

Erin Anderson

Program Manager, Kathryn Wasserman Davis Collaborative in Conflict Transformation

erina@middlebury.edu

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Introduction

Building upon our first four years of robust collective engagement and ongoing innovation, the Conflict Transformation Collaborative (CTC) has become a compelling model of multi-stakeholder and multi-sector partnership for change at local and global scales. In 2025, we have focused on a range of critical priorities, namely *community, connection, communication, capacity, consistency, and clarity*. The CTC has become an integrated hub for CT education, through impactful programming, project development, critical research, resource creation, and communities of practice for educators, students, and partners. The CTC provides unique perspectives on and meaningful engagement across diverse contexts, highlighting the relevance of Conflict Transformation (CT) approaches to conflict and change at interpersonal, relational, structural, and global scales. Students, faculty, staff, and leaders are recognizing the central role of productive conflict in actions that are both responsive to and proactive for sustainable change.

The CTC is a clear demonstration of the *what, how, and why* of liberal learning, deepened through internal partner engagement and external partnership cultivation. We have strengthened our integrated leadership team by sharing about our programs and projects – embodied by humility, curiosity, and co-learning. We have focused on articulating a clear theory of change (at individual, relational, institutional, and social scales) that shapes our refreshed learning goals, new website and logo, and robust, integrated assessment mechanisms. We have crafted compelling stories about our work to share with a wide range of audiences interested in topics including civic dialogue, interdisciplinary research, global education, and advocacy for pressing social issues of our time.

During this phase of the work, we have continued to deepen our individual, relational, and institutional capacity building while simultaneously engaging externally with broader audiences. Interestingly, these two projects are not distinct, but are meaningfully mutually informing. Through partnering with national and international consortia, we recognize what we can learn and gain through mutual engagement with colleagues across institutions. For example, through curating, facilitating, and assessing convenings, Middlebury colleagues have crystallized models for CT education and what may be distinctive about our approaches. These forms of peer engagement, communities of practice, and convenings that bring together educators allow us to build collective networks across higher education, diverse disciplines, and multiple sectors.

We have created more opportunities to engage with media and resources for pedagogical purposes (e.g., research grant reports, case studies, toolkits, readings, videos, podcasts, Fellows' projects). We have streamlined processes for program applications, surveys, MOU's, co-sponsorship forms, award letters, honoraria, and more – helping us to take stock of where we have been with an eye towards our collective next steps. We have hired interns focused on critical aspects of our work, including assessment, communication, curricular innovation, and external partnerships. We have also clarified several signature components of CT education, which manifest in diverse ways across pillars and programs: cohorts, communities of practice, leadership

development, CT in the disciplines, university-community partnerships, and integration across the Middlebury ecosystem. And these components then shape how we communicate about the work across modalities (e.g., themed newsletters, 12 Instagram stories since July 2025).

In 2026 and beyond, we are focused on several interconnected priorities, complementing our ongoing work engaging with internal stakeholders, critically assessing the impact of our programs, and deepening external partnerships:

1. Exploring new avenues and modalities for non-Middlebury students, faculty, and staff to engage with Middlebury's distinctive approach to CT education
2. Identifying novel ways to share our work with broader audiences (e.g., CT online badging, tracking use of resources on our website, creating infographics and visual representations, hosting a CT education journal)
3. Taking advantage of Middlebury networks and facilities to reach new partners and sectors (e.g., Middlebury in DC office)
4. Connecting to Middlebury's local and global footprints - foregrounding the cultural, linguistic, and intercultural components of conflict and change across contexts
5. Further exploring CT across disciplines (e.g., anthropology, environmental studies, arts, global security) and themes (e.g., migration, food systems, healthcare) through curricular, pedagogical, and research innovation

Lastly, we are focused on questions of institutionalization of CT approaches (e.g., across disciplines, in campus life, with community-based partnerships, through research grant impact). This priority is closely connected to the ongoing Strategic Planning process of Middlebury President Ian Baucom, and his explicit call for the institutional community to articulate "what Middlebury is for". There are a range of robust connections between the CTC's diverse forms of engagement and the Strategic Planning work (each with their own frames and vocabulary), including addressing urgent issues, higher education and democracy, critical dialogue and debate, civic engagement, plurality, intercultural and global topics, the role of the liberal arts, academic freedom, and more. We look forward to continued discussions about CT in relation to these topics, and creative ways to frame this diverse body of work for different audiences – deepening Middlebury's commitment to embodying principles of ethics, compassion, and mutual understanding with communities locally and around the globe.

Laying the Foundation for Conflict Transformation (High School) with Teachers attending the Bread Loaf School of English

In summer 2025 we offered four courses in our Change Curriculum. The course of study culminated in a final dinner/presentation night for the full Change group and the BLSE administration. As a notable development, this coursework is catalyzing community events within and beyond BLSE.

In summer 2025, the course on “Race, Rhetoric, and the Literature of Protest” spawned two nights of screening and discussion of live televised specials focused on current modes of civic intervention and protest. Open to anyone within the Bread Loaf community, the event was run jointly by the course professor and one of our creative writing professors.

As the culmination of their work, students in “Solo Performance” performed 5-10 minute monologues which they’d created; the event was staged in our theater and open to the full Bread Loaf community . These monologues dealt with the negotiation of difficult social issues, such as child sexual abuse or political violence that ruptures families and communities. The performances were stunning in their capacity to engage the audience and show a complexity of emotion and thought.

This summer, too, our vision for the Change curriculum crystallized. We understand that the big pay-off of these courses comes from providing a methodological foundation for teachers interested in pursuing community-based work across difference. That guiding idea has determined the focus of next year’s Change courses, which will feature three new courses “Documentary Filmmaking,” “Photovoice as a Rhetorical Practice,” and “Using Theater in the English Classroom” as well as our Change anchor course on “Teaching Literacies Across Difference.”

Belonging Workshops

We inaugurated the 2025 summer session with Belonging workshops, and follow-up sessions for students and faculty. We also engaged in planning for the Winter Institute to be held in February 2026.

BLTN Highlights

There are now 9 BLTN NextGen sites: in Aiken, SC, Atlanta, GA, Henrico, VA, Lawrence, MA, Louisville, KY, Navajo Nation, Philadelphia, PA, Santa Fe, NM, and Sharon, VT.

Theatrical Practices

As part of their development of methodologies useful to social action storytelling, BLTN teachers are collaborating with Beyond the Page (BTP), the pedagogically oriented theater collective, spawned by BLSE and anchored at Middlebury, and its director, Craig Maravich. With BTP support, they are adapting performance-based pedagogies for their own classrooms. Their collective aim is to enable students to experience critical

analysis as deeply personal, embodied, imaginative, and engaging. This work is creating an invaluable experience within K-12 classrooms – one that invites and inspires young people to embrace literature and language as their own and that brings out their voices, presence, empathy, and agency as makers of cultural change.

What's the Story? The Young Filmmakers' Social Action Team (WTS)

Once an innovative cross-school program for Vermont students only, “What's the Story?: The Young Filmmakers Social Action Team” – in its 11th year – now grounds a national network, headed by veteran director Tim O’Leary and mentored by BLTN teachers. Already integrated into NextGen, this year WTS is reaching teachers and youth in 14 sites, 12 in the US, plus one in Manizales, Colombia and one in an indigenous community in Ontario, Canada. Along with this geographic expansion has come an expansion of approach: WTS youth are concentrating on social issues that are relevant not only locally, WTS’s starting point, but also nationally (e.g. sexual assault of minors).

2025 WTS Filmfest

The WTS Filmfest was held for a second year at Bread Loaf Vermont in July, was preceded by a BTP workshop on public speaking and resulted in powerful presentations by young filmmakers from six NextGen sites and the Kentucky School for the Blind.

Change Action Grants & Fellowships

We awarded 12 Change Action Grants this year, choosing from a highly competitive field of applicants. The grantees include BLSE program alumni focusing on topics like family literacy; catalyzing community engagement in climate change, migration, and sustainability; speech delivery for AP Composition and Language students; and Beyond the Page and “What's the Story” collaborations.

This year we awarded 12 Change Fellowships. Working with partners within the Bread Loaf Teacher Network, the Fellows developed project plans for work they will do in their schools this year. Sample projects include poetry exchanges; critical linguistic awareness; exploring the experiences of Chinese immigrants to California; and program-solving through essay writing.

Conflict Transformation in Undergraduate Life (Undergraduate)

CT Curriculum and Academic Cluster

CT continues to be embedded in meaningful ways across the undergraduate curriculum, allowing students to engage in a range of content areas, methods, case studies, and frameworks for conflict transformation across disciplines (e.g., psychology, theater, economics, history, dance, political science). This academic year, 75 CT-related courses are being taught by 90 faculty across 45 departments. In the Winter Term CT Skills course (a gateway into deeper CT engagement), students practice mediation, negotiation, structured dialogue, storytelling, conflict analysis, and nondefensive communication strategies - with an eye towards building community and partnership at small and large scales.

The Conflict Transformation Academic Cluster continues into its second year. The Academic Cluster lead participated in the Fall Academic Forum, meeting with several students interested in conflict transformation. During the academic forum, we discussed Fall semester course offerings that introduced conflict analysis as well as conflict transformation skills. Two of the CTC interns mapped all of the new CT learning goals onto the Academic Cluster curriculum. This process has allowed us to gain insight into the undergraduate curriculum's connections to particular CT knowledge, skills, and/or dispositions - and provide material for discussion with faculty and areas that could be broadened/deepened in courses, pedagogies, disciplines, and the curriculum overall.

Restorative Practices (RP)

The RP team continues to reach students, faculty, and staff through several workshops and ongoing training on responding to harm on campus.

We use RP training to equip students with the skills to better support each other in navigating low-level conflicts and to foster a sense of community. By building this foundation of mutual understanding, students are better prepared to address challenges when conflicts arise.

- Resident Assistants engaged in a three day training before the semester started. Our focus was on community-building RP circles and preparing student employees to respond to low-level community harms that arise between students.
- We led introductory workshops for orientation leaders to better equip them in welcoming and supporting incoming first-years.
- We supported student organization and sports team members regarding internal and external conflicts through moderated restorative work, and supported multiple restorative process cases. We continue to offer community building circles to faculty and staff, providing a space to share, connect, and build RP skills.

Peer Conflict Coaches

Over the summer, we prepared for a three-day intensive training for our 11 Peer Conflict Coaches (PCCs). This exciting new program officially launched in August 2025 with the goal of equipping students to respond to low-level harms and conflicts among their peers.

To set the PCC's up for success, we spent the Fall semester focused on group and individual training. Our staff met weekly with students to practice responding to low-level conflicts through scenarios and roleplay in pairs. Our full-group meetings have focused on developing core skills like curiosity, de-centering of oneself, holding complexity, self-awareness, reflective listening, and presence and empathy.

The Engaged Listening Project (ELP)

In the summer of 2025, several colleagues collaborated to develop a comprehensive toolkit for the Engaged Listening Project (ELP). This resource was designed to centralize the activities and concepts covered in the program, serving as a vital reference for participants during their fellowship and beyond. Since its implementation in Fall 2025, the toolkit has proven to be a clarifying and effective resource for all involved.

The 20 ELP Fellows and 11 student Peer Conflict Coaches gathered in October to share their program goals and engage in community building. This session represented the integration of faculty, staff, and student initiatives. Both programs are committed to a shared set of learning outcomes centered on the knowledge, skills, and dispositions required to navigate conflict and change.

Experiential Learning, Community Engagement and Conflict Transformation (Undergraduate)

Community Engagement Opportunities

For the **Privilege & Poverty (P&P) Academic Cluster** in summer 2025, Middlebury students participated in internship placements with 15 partner organizations. P&P placed nine students with organizations local to Middlebury College, and six students in the SHECP national internship program. In Fall 2025, summer interns gathered for a half-credit reflective course in which they discussed their experiences, drafted descriptions of their learning and created a poster for the College's Presidential Inauguration Poster Fair.

In summer 2025, a cohort of four Middlebury undergraduates and two MIIS graduate students participated in **Middlebury Social Impact Corps** in Monterey, California. They worked with the County of Monterey Office of Civil Rights, alongside county departments and community organizations, to promote "local government as a force for good" through civic engagement, data accessibility, and interdepartmental collaboration.

We continued our four-year partnership with the **National Torchbearers program**, with one Middlebury student fellow joining the fall National Torchbearers conference in Chicago this past October. These national convenings bring together young adults diverse in identity, geography, and experience to consider what it means to fulfill the "American Promise" in today's polarized context.

Convenings

We continued a three-part event series for all students participating in summer 2025 CT-funded experiential learning programs. Sixty students attended the series. The first student gathering focused on interpersonal conflict styles using the Thomas-Kilmann Conflict Mode Instrument (TKI) in May. We developed a new Conflict Analysis workshop as the mid-experience gathering. After completing more than 15 hours of training and materials review, our four Conflict Analysis Peer Facilitators coordinated and facilitated these workshops with each of our summer programs. In the fall, we hosted our third annual reflection gathering for students to reflect on/share their experiences.

In November, we joined with Projects for Peace in piloting a student-centered, interinstitutional conference focused on experiential learning and conflict transformation - in Alexandria, VA. The Experiential Learning and Conflict Transformation convening brought together 14 educators and 41 student participants from 17 institutions in Alexandria, VA in November. The agenda featured a series of concurrent sessions, led primarily by students, on topics related to civic identity development, reflective practices, and conflict transformation skills. We welcomed four guest speakers, including the 2025 Projects for Peace Alumni Award winner.

SHECP

2025 was The Shepherd Higher Education Consortium's third year offering its Conflict Transformation Curriculum, and it included a new "flipped classroom" approach, with introductory material placed into students' own time and group meetings reserved for conversation and practice with each other, additional assignments to consider conflict in both professional and community organizing settings, and the opportunity to receive a full Conflict Transformation Certificate.

Thanks to expanded support from SHECP Member Schools, the Policy & Nonprofit Leadership internship doubled from three to six interns. Six incredible students interned in policy and research-based roles in Washington, DC, lobbying for policies around wages for DC tip earners, supporting the launch of the Commission on US Rural Prosperity, advocating for fair housing legislation, participating in conferences, and networking with area experts in the field.

Internships

diiVe is again integrating CT curricula into their training content as a result of the partnership with Middlebury College. Fifteen student interns interned with diiVe for Summer 2025.

Graduate Training and Research in Conflict Transformation (Graduate)

This was a year of transition for our Graduate Training work, with Dr. Netta Avineri moving into the CTC Executive Director role and Dr. David Wick taking on the role of lead for this pillar. Work this fall has included meetings with all continuing fellows, project leaders, and partners to review past work and determine how to continue deepening and expanding CT engagement. In addition, building on previous catalogs of Fellows' projects, there is now a full repository of all former student projects available for pedagogical and other uses.

In addition to the deliverables listed below, CT continues to be integrated in meaningful ways in the graduate curriculum. For the first time in Fall 2025, Dr. Avineri offered the Conflict Transformation Principles and Practices course, with students across degree programs and areas of interest engaging in CT knowledge, skill, and disposition development.

Fellowship Programs

Six Mentor Fellows who completed the Cohort Fellowship program in 2024-25 worked throughout the summer and fall to build resources and deliver training to the Cohort Fellows.

30 CT Cohort Fellows, including School in France Fellows, built CT knowledge, skills, and dispositions through full group and mentor group activities.

Three Pedagogy Fellows developed reports on all past cohort fellow projects and resources; assisted with CT outreach; and co-facilitated a CT training event for all new students during welcome week..

We also supported three Graduate Assistant Fellows in the Center on Terrorism, Extremism, and Counterterrorism (CTEC). One CT GA Fellow was supported for work with MetaLab, the Monterey County Civil Rights Office, and other local partners, in particular a survey and data project focused on Indigenous language access in K-12 schools and other institutions in the region.

We conducted a program review and provided funding for graduate students pursuing conflict transformation-related projects at **Middlebury Language Schools**.

While evaluating programs we saw an opportunity to support students in applying their CT knowledge, skills, and dispositions as part of their semester-long practicum capstone in their program. Three students were selected as **CT Practicum Fellows** for spring 2026.

Global Courses

We worked with the Director of Experiential Learning, Dr. Carolyn Taylor Meyer to review and select CT Global Courses that are available to all MIIS students during January and spring break. The following global courses and experiential learning projects were funded:

- **Nuclear Research Reactors - A Middlebury Institute Global Course in Prague and Vienna** (Prague, Czech Republic and Vienna, Austria)
- **Bhutan's Development Journey: Exploring the Convergence of Gross National Happiness and the SDGs** (Bhutan)
- **East Asia Conflict Transformation** (China and Japan)

Student Group Support

A portion of the funds for experiential learning is allocated to projects that bring graduate students into new contexts and deepen their engagement. This fall we funded travel costs for participation in activities leading up to, during, and after the COP30 Amazonia event November 10-21, 2025.

Critical Issues Forum (CIF)

CIF project events and activities from July to December 2025 included 80 Years of the Nuclear Age: The Role of Youth in Building a Safer World Hiroshima Remembrance Day Event; Voices for a Nuclear Weapon-Free World: Youth in Action; to Monterey High School and Stevenson School; and preparation for the Spring 2026 CIF students Conference in Monterey, "Facing the Global Nuclear Threat: Youth Engagement for a Safer World".

Global Literacy and Conflict Transformation (All Levels)

The Middlebury-C.V. Starr Schools Abroad continue to connect educators, students, and study abroad professionals via our growing Conflict Transformation network. CT programs at the Schools engage students in CT course work, orientation programming, and internships. These opportunities help them better respond to the complex conflicts that shape the student experience abroad.

Student Experiences

In addition to our work with external partners, we have continued to develop student-facing CT projects in the Schools Abroad. The School in Taiwan further developed their CT programming this year, creating a CT Orientation Workshop; this informed students' Fall CT Retreat where they explored the external and internal conflicts inherent to cultural and linguistic immersion.

The School in Chile partnered for the first time with the Santiago Museum of Memory and Human Rights to bring the Chile cohort two days of conflict-based culture programming. Middlebury students were joined by local public high schoolers to learn about Chile's 1973-1990 dictatorship. Themes were integrated into the Culture & Writing Course where students discussed the ways conflict has shaped modern Chilean culture and language.

Established programs also continued to evolve in 2025. The Schools in Argentina and Uruguay have retained their CT focus in their Writing & Culture courses, centering excursions and partnerships with local organizations in their language classes to introduce students to the conflicts that shape their host countries. In Spain, students participated for a second year in a walking tour of Madrid focused on small Holocaust remembrance sculptures called Stolperstein, discussing the role of memory post-conflict. The Middlebury-Oxford program hosted its annual CT Symposium on the Northern Ireland peace process.

Convenings

The Middlebury-C.V. Starr Schools Abroad continue to connect educators, students, and study abroad professionals via our growing Conflict Transformation network. CT programs at the Schools engage students in CT course work, orientation programming, and internships. These opportunities help them better respond to the complex conflicts that shape the student experience abroad.

This year, we expanded our CT community by bringing together international educators across four conferences in July and October. In Vermont, Denver, France and Spain, key education abroad staff and faculty addressed the ways conflict shapes our work and how productive approaches to tension and change lead to learning and growth.

We hosted our first CT convening on Middlebury's campus over two days in July. Close to 70 participants engaged in activities and learned more about our diverse CT projects. Across three days of programming, Middlebury Schools Abroad Directors and visiting Study Abroad Advisors from institutions across the country ([list on convening website here](#)) shared best practices for making the most of transformative intercultural conflict, learned tools for productive dialogue, and practiced embodied conflict exercises.

Also in July 2025, three colleagues from Middlebury – Projects for Peace Director Betsy Vegso, School in Cameroon Director Christiane Magnido, and CT Program Manager Phyllis Stinson – attended The Forum on Education Abroad's Beyond Polarization Residency. This three-day immersive professional development experience co-sponsored by Middlebury's CTC brought together roughly 30 international education professionals from institutions across the U.S. Through expert-led sessions with scholars and practitioners, participants explored generative conflict in international education from a variety of lenses: neuroscience, identity, peacebuilding, and more. CTC External Advisory Board Member John Paul Lederach was the keynote speaker. In October 2025, we partnered with two European regional professional organizations, the Association of American University Programs in France (APUAF) and Study Abroad Programs in Spain (APUNE), to engage close to 80 international education leaders across France and Spain. In both countries, participants developed their dialogue skills, explored their own conflict styles, and practiced conflict analysis skills, using an adapted Conflict Analysis Tool previously developed by colleagues in Experiential Education.

Faculty Research Grants

As previously reported, we awarded five CT research grants from the Institute and six from the College for 2025.

The Research Grants Selection Committee includes faculty from Middlebury College and MIIS who previously received research grants and represent a wide range of disciplines and areas of interest/expertise. In November 2025, the Committee completed its review of applications for the 2026 cycle.

We received 21 applications for 2026; the ten awardees for this upcoming year are:

- Isabela Bernardo, “Deplatforming as Displacement: A Conflict Transformation Analysis of Platform Moderation” (Center on Terrorism, Extremism, and Counterterrorism)
- Kristin Bright, “Kuaka Pedagogies: Long-Haul Strategies for Relational Learning, Leadership, and Exchange” (Anthropology)
- Stephen Herzog, “Transforming the Narrative: Activism, Public Imagination, and Nuclear Disarmament” (James Martin Center for Nonproliferation Studies)
- Chen Kane and Hanna Notte, “Defining Inclusive Regional Security for the Middle East” (James Martin Center for Nonproliferation Studies)
- Matt Lawrence, “How Campus Norms of Conflict Transformation Shape Students’ Beliefs about the Purpose of College” (Sociology)
- Jonathan Miller-Lane, “Case Studies in Conflict Transformation: Learning From Educators on the Front Lines of the Book Banning Battles” (Education Studies)
- Shawna Shapiro, “Sticks and Stones: Using Language to Build Hope and Bridge Difference (A Resource Guide for Teachers, Parents, and Other Leaders)” (Writing and Rhetoric; Linguistics)
- Xiaoyan Shen and Robert Rogowsky, “Cross-Disciplinary Approaches: Interpreters as Mediators for Conflict Transformation in Negotiation Simulations” (Chinese Translation and Interpretation; International Trade)
- Masako Toki and Federica Dall’Arche, “Transforming Conflict through Nuclear Disarmament Education: Building Peace through Youth Engagement” (James Martin Center for Nonproliferation; Vienna Center for Disarmament and Nonproliferation)
- Catharine Wright, “Shepherding Change in Vermont Farms and Fiber” (Gender, Sexuality, and Feminist Studies; Writing and Rhetoric)

Assessment & Learning Goals

Integrated Assessment Approach + Refined CT Learning Goals

At this phase of the CTC's engagement, we took a holistic view of the range of projects and programs being undertaken by colleagues and students. In reviewing all of the forms of assessment data previously collected, we recognized that specific pillars and programs had a range of useful information that was informing their ongoing work. We are now interested in identifying common themes across the Collaborative's engagement as a whole, and tracking in different ways how individuals are deepening their knowledge base and skillset over time.

Therefore, we sought to identify novel approaches to providing consistent data across pillars and programs. We also reviewed the CT learning goals, with an eye towards the newer and deeper forms of engagement that many colleagues, students, and partners were focused on. In Summer and Fall 2025, through several discussion, feedback, and consultation sessions with various constituencies, we updated and refined the CTC learning goals.

We are also now undertaking a robust assessment process, designed to elicit consistent data and themes across the collective work. Every CT program is now categorized into one of three 'buckets' (learning, experience, training). We have crafted specific (open ended, Likert Scale) assessment questions relevant to those buckets, and have asked each pillar lead to include those questions into their existing and future assessment mechanisms. This approach will provide us with both qualitative and quantitative data across the initiative. A CTC undergraduate intern focusing on data projects is supporting our survey development and results analysis. At the pilot phase of this assessment initiative, we are already seeing that these consistent questions will provide a powerful picture of the impact and institutionalization of CT-related endeavors across contexts.

Two of the CTC interns (one undergraduate and one graduate) mapped all of the new CT learning goals onto the Academic Cluster curriculum, building off a similar approach that was previously undertaken with the MIIS graduate curriculum. This process has allowed us to gain some insight into the Cluster curriculum's connections to particular CT knowledge, skills, and/or dispositions - and provide material for discussion with faculty and areas that could be broadened/deepened in courses, disciplines, and the curriculum overall. We have also refreshed the Research Grants guidelines to align with the CTC's current foci, prioritizing proposals that further CT knowledge, embody high impact potential, and demonstrate ethical/reflective practice in relation to the projects and communities in the research. And our co-sponsored speaker events form integrates these current foci and CT learning goals, further shaping a coherent approach to CT across the institution.

In addition, we are currently undertaking a data visualization initiative, focused on capturing grant deliverables and impact across stakeholders - designed for diverse

audiences. We are also exploring the potential for partnerships with midd.data, for network analysis as well as statistical consulting. We also envision engaging in other assessment activities, including interviews and focus groups with faculty and staff about the impact of CT engagement on their teaching and professional practice. And we plan to continue evaluations with internal and external partners (e.g., community-based organizations) about their perspectives on the Collaborative's impact.

Outreach & Engagement

Internal Partner Engagement

Leadership Team

We have continued to prioritize fostering a strong, integrated, cohesive leadership team to steward the grant and its diverse range of projects, programs, and initiatives. The pillar leads have become more deeply aware of one another's work, and more robust connections have been cultivated - across staff, faculty, and administrative roles. Each of their unique positions within the broader institution, alongside their continued learning with one another, have allowed for genuine integration of CT across different parts of the Middlebury institution. The executive director, pillar leads, program manager, and program coordinator meet monthly to discuss relevant topics for the collective work, including strategic priorities, cross-pillar connections, assessment planning and feedback, and future next steps for institutionalization. The executive director also has regular individual meetings with each pillar lead (and relevant staff), and the program manager frequently joins these meetings for continuity and knowledge sharing. While we recognize the importance of both autonomy and agency in many aspects of the pillar lead's role, we have also focused on building a community of practice model for the group - in which the pillar leads share current priorities and give/receive feedback with an eye towards deeper impact. This approach has fostered meaningful cross-pillar interaction and a deepening of the collective impact overall.

Workshops, Events, and Presentations

Below is a summary list of the CTC's involvement with internal partners and constituencies, in the form of workshops, events, and presentations. We have partnered with a range of stakeholders, including Student Life, Student Affairs, Digital Learning and Inquiry (DLINQ), Center for Teaching, Learning, and Research (CTLR), and multiple departments/programs.

1. Dr. Avineri provided framing remarks and served as a panelist with Pillar 3 experiential learning colleagues at the July 2025 **Pillar 5 convening** focused on global education and conflict transformation. The panel highlighted the role of relationships and partnership-building in CT-related global education endeavors.
2. In July 2025, Dr. Avineri facilitated a workshop for **Language Schools CT Graduate Fellowship recipients**, highlighting core CT concepts and exploring the range of applications to their ongoing research projects.
3. In August 2025, Dr. Avineri facilitated a leadership session for the **MIIS Student Advocacy Council**, exploring the role of conflict and change in leadership.
4. Dr. Avineri presented at the **CTLR Teaching and Writing Retreat** in August 2025, discussing visual approaches to conflict analysis - based on her experience as a DLINQ Fellow working with CT Fellows on their projects.
5. In August 2025, Dr. Avineri provided framing comments and CT learning goals for **PH International** students (a day-long engagement facilitated by CCE staff

member Kristen Mullins). PH International is an organization focused on meaningful cultural exchanges domestically and internationally.

6. Dr. Avineri, Dr. Wick, and three CT Pedagogy Fellows co-presented in August 2025 at **MIIS Welcome Week**, bringing in diverse approaches and hands-on activities focused on conflict and change during their graduate programs and beyond.
7. Dr. Avineri provided framing remarks for the September 2025 **Experiential Learning Reflection Dinner**, gathering students who participated in summer experiential learning programs.
8. The CTC hosted the **Art and Peace event** at Middlebury College in September 2025, providing students and colleagues with opportunities to create visual representations of peace that are now featured in the CTC space (Bowker Barn).
9. Dr. Avineri facilitated a September 2025 session for **Middlebury College student group leadership**, focused on conflict styles self assessment and recognizing the role of conflict and change in their work on-campus.
10. The CTC hosted the **CT Open House in October 2025**, providing a space for colleagues and students to learn about the Collaborative's work and explore ideas for the upcoming academic year.
11. We organized a CT-focused panel for the **Fall Faculty Forum in October 2025**. Colleagues Matthew Kimble (Psychology) and Suzanne Gurland (Psychology) presented their CT-supported research projects. Dr. Kimble presented his collaborative research on content and trigger warnings in higher education. Dr. Gurland discussed ongoing research about different forms of perspective-taking in conflict. Dr. Avineri presented on the role of language in social change and bringing in a range of CT-related frameworks into the presentation.
12. We tabled at and participated in other events for **Fall Family Weekend** in early October 2025, engaging with parents and alumni.
13. We held 2 well-attended **Research Grants information sessions**, both in October (one in-person at the College/CTLR and one hybrid session with in-person at the Institute). The attendees came from a diverse range of programs/disciplines.
14. In November 2025, Dr. Avineri presented online to **What's the Story** site leaders and student participants, about audience coalescence and conflict transformation for storytelling across contexts.
15. In November 2025, we participated in the **Inauguration poster fair**, highlighting the range of CT programs and impact across Middlebury.
16. We launched our 2025-2026 **Social Change Series** with the November 2025 event on The Role of Nonprofits in Social Change (at MIIS). The second event in our series was a residency with Michael Rohd in January 2026. We are currently planning our third event of the series to be held in spring 2026.
17. In November 2025, Avineri provided framing remarks and facilitated a community agreement exercise at the beginning of the **Experiential Learning and Projects for Peace convening**.
18. In November 2025, we invited the ~30 participants in the two rounds of Mediation training (held in 2024 and 2025) to discuss next steps to broaden and deepen individual and institutional capacity. Kristin Hocker (Student Affairs) held one

session in-person at Middlebury College and one session online. Based on the discussion and feedback, we crafted a **monthly CT professional development series** for the participants, which began in January 2026.

We have also crafted new guidelines for co-sponsored events, in line with CTC foci. Below is the list of co-sponsored public-facing events from fall 2025.

Event Date	Midd. Lead	External Facilitator	Event Title
19 Sept 2025	Amy Collier	<u>Multiple</u>	Clifford Symposium - Co-existing with AI at Middlebury
16 Oct 2025	James Lee	David Cortright, Kroc Institute, Notre Dame	Protest and Policy
23 Oct 2025	James Lee	Jason Springs, Kroc Institute, Notre Dame	Restorative Justice and Lived Religion: Transforming Mass Incarceration in Chicago
24 Oct 2025	Linae Ishii-Devine	Michael Shaikh, author	From the Andes to Afghanistan: Conflict, Cuisine, and Change: A Conversation with Michael Shaikh (Dr. Avineri, moderator)
11 Nov 2025	CTC	<u>Multiple</u>	The Role of Nonprofits in Social Change (Dr. Avineri, moderator)
21 Nov 2025	Marie Butcher	<u>Multiple</u>	Honoring of Local Indigenous Women Leaders & The Eternal Song

We continue to partner with colleagues across the institution to co-sponsor residencies, speaker events, and workshops, to weave CT approaches into diverse ongoing work across the institution.

External Constituency Engagement

We continue to deepen our engagement with a range of external partners and audiences, expanding the reach of the CTC's work in innovative ways. Below is a summary list of the many activities that inform the work, help us to understand the broader landscape, and connect us within relevant networks - as well as the more specific ways that we are bringing our work to external stakeholders. We are building communities of practice with educators across institutions and organizations, domestically and globally. We have recently hired an undergraduate intern focused explicitly on external partnership engagement. We envision soon engaging in publicly engaged writing on our work as well.

External Advisory Board (EAB)

In August 2025, we met with the CTC External Advisory Board. The Board engaged in a robust, interactive discussion about current priorities alongside pressing social issues as well as framing the work for a range of different audiences. Their guidance continues to shape our present work and plans for future engagement.

EAB members contributed to our programming in other ways as well. John Paul Lederach was the keynote speaker for the The Forum on Education Abroad's Beyond Polarization Residency held in August 2025, which the CTC co-sponsored. Peter Dixon connected Dr. Avineri with Columbia University's Trust Collaboratory and their Listening Tables model. David Campt served as a panelist at the November 2025 Experiential Learning and Projects for Peace convening.

Sample Engagements with National and International Consortia

- Institute for Citizens and Scholars: We worked closely with their leadership team to create a **3-page memo of the CTC's work, as a case study of institutional change** for a session of their College Presidents for Civic Preparedness program.
- Campus Compact: We have met several times with their **leadership team** to consider opportunities for collaboration and amplifying our work. Dr. Avineri will **present at the 2026 Campus Compact conference**.
- Constructive Dialogue Institute: We have met several times with their partnership and institutional change team to consider opportunities for collaboration and amplifying our work. In consultation with us, they have **featured Middlebury's approach to campus speakers** in their recent publication "Colleges and Universities as Public Forums: A Playbook for Designing Impactful Campus Speaker Events".
- Planet Forward: We continue to engage closely with Planet Forward, after having closely collaborated for the 2025 Summit. Dr. Avineri participates in the monthly Pillar Schools meetings, and co-presented on behalf of Middlebury during the November 2025 meeting.
- SHECP: We continue to engage closely with SHECP, through the CT curriculum, internships, and professional network creation (via convenings). See "Experiential Learning" section.
- DiiVE: We continue to engage closely with DiiVE through the CT curriculum, sharing of best practices, internships, and professional network cultivation. See "Experiential Learning" section.
- EUSA: We are deepening our partnership with the internship hub through training and other professional development opportunities. See "Global Literacy" section.
- Essential Partners: CT Academic Cluster Lead Sebnem Gumuscu was featured in an article about classroom dialogue about the Middle East for a recent publication by Essential Partners, building on long term engagement with this

organization during the formative phases of the Engaged Listening Project and the CTC.

- AAC&U, Bringing Theory to Practice, National Coalition for Dialogue & Deliberation (NCDD) (of which we are a member), UCSD Center for Compassionate Communication, Imagining America, Viewpoint Fellowship: We are learning from models of and engaging with colleagues around civic dialogue in higher education and community-engaged work (via newsletters, webinars, and resources), and plan to engage more deeply in future conferences and professional development institutes.
- UNESCO Chair on Intercultural Competence: Drawing upon previous collaborations, we are exploring opportunities to engage more deeply with the UNESCO Chair on Intercultural Competence.

Local and Regional Partners

- Dr. Avineri, Lida Winfield, and Peer Conflict Coaches presented at the November 2025 Lunch and Learn hosted by the VT Restorative Approaches Collaborative (connected with youth-adult partnership organization UP for Learning, for which Middlebury has an intern each year).
- We are exploring partnership opportunities with VT-based PH International, Essex Community Justice Center, Friends Meeting, and Vermont Truth and Reconciliation Commission.
- Building upon the previous partnership with nuwave (creating Build Your Skills videos), Middlebury Social Impact Corps will partner with nuwave during summer 2025 - hosting a cohort of interns focused on conflict and change within for profit and nonprofit organizations in Burlington, VT.
- Dr. Avineri worked closely with the Nonprofit Alliance of Monterey County and Center for Nonprofit Excellence for the November event in our Social Change series.

Ripple Effects of Convenings

- A Swarthmore student participant at the November 2025 Experiential Learning and Projects for Peace Convening wrote a compelling article in her [school newspaper](#).
- Dr. Avineri is exploring future CT collaborations with contacts from the June 2025 Projects for Peace convening, including from Methodist University and Mt. Holyoke College.

Appendix: Photos

Events

July 2025, Global Literacy Convening, Middlebury, VT



November 2025, Experiential Learning and Projects for Peace Convening, Washington, DC



Conflict, Cuisine, and Change event sponsored by Conflict Transformation; October 2025, Monterey



Social Change Series event, November 2025, Monterey



Laying the Foundation

Students in Aiken South Carolina working with Craig Maravich (Beyond the Page) and Bread Loaf Teacher Network member Dr. Kayla Hostetler, M.A. '24



Students from BLTN Next Generation Leadership Network



Undergraduate Life

Peer Conflict Coaches training, August 2025
Middlebury



Experiential Learning

Middlebury Social Impact Corps final presentation,
Summer 2025



Conflict Analysis Peer Facilitators share results at the Center for Community Engagement, August 2025, Middlebury, VT



Service Translation students share their work at the end of their summer program, Summer 2025, Monterey, CA



Graduate Training

MIIS Welcome Week presentation (Evans Nyamadzawo, David Wick, Emma Beveridge, Habiba Mickdad, Netta Avineri), Monterey, CA



Instagram post highlighting the CT Cohort Fellows, created by intern Ellie Crist
September 2025, Monterey, CA



Critical Issues Forum event; October 2025, Monterey, CA and online

Critical Issues Forum Speaker Series
**VOICES FOR A NUCLEAR
WEAPON-FREE WORLD:
YOUTH IN ACTION**

**TOMORROW!
OCT. 24TH!**

Opening Speaker
Franco Castro Escobar
PhD Candidate, Keele University

Kenta Gomi
UWC Red Cross Nordic, Norway

Naina Singh
UWC ISAK, Japan

Max Lau
Moderator
CNS Graduate Research Assistant

Kanon and Manon Iwata
Teens4Disarmament

Amelia Wang
CNS Graduate Research Assistant

Global Literacy

School in Argentina students during their visit to Intercultural Hospital, experiencing the territory (left) and in the laboratory where natural mapuche medicines are produced (right)



APUNE Workshop, October 9-10, 2025, France



Middlebury School in Spain: CT Orientation (Madrid Negro) Lord John Alderdice and Sir Jonathan Phillips listening to Luanga Kasanga and the other M-CMRS students in the group discussion following Guest Speaker presentations.

