



Middlebury

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Our Compact: Renewed
Campus Compact

Middlebury College Civic Action Plan

September 2017

This Civic Action Plan presents our recommendations for the structural, cultural, and policy changes that will enable Middlebury College to fully achieve its public mission and commitments embedded in the Campus Compact Action Statement, as signed by President Patton in November 2015. The following commitments from the Campus Compact Action Statement frame what we refer to in this report as civic and community engagement:

We empower our students, faculty, staff and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus – nearby and around the world.

We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

We embrace our responsibilities as place-based institutions, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically.

We harness the capacity of our institutions – through research, teaching, partnerships, and institutional practice – to challenge the prevailing social and economic inequalities that threaten our democratic future.

We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement.

The recommendations we make in this plan are designed to further the maturation of civic engagement at Middlebury College, consistent with the above aspirations. Our recommendations also align closely with the institutional Mission, Points of Distinction, Strategic Directions, and articulated Principles developed in the Envisioning Middlebury process. (We note the synergies between this report and Envisioning Middlebury in the Appendix and throughout the report.) In the spirit of both the Campus

Compact 30th Anniversary Action Statement and Middlebury's own *Envisioning* process, our recommendations contribute to the creation of an institutional ethos and infrastructure that support civic engagement and education for all students, as a pervasive feature of the College's academic mission and its sense of identity and public purpose.

The following Civic Action Plan charts a progression from our present circumstances, in which civic engagement opportunities are prevalent but not adequate for all students and variably connected with one another and the academic program, to an environment in which institutional structure, administration, and governance coordinate and truly integrate civic engagement as a reliable component to our students' experience of academic life at the College. By doing so, we will be in a better position to live into President Patton's aspiration for a Middlebury education: that it prepare students to be actively engaged in robust public spheres. With this more inclusive commitment to civic-minded mission, evidenced in more pervasive programming and reliable supporting structures, Middlebury will be in a position to lead other liberal arts colleges in the timely project of making integrated, experiential learning an essential feature of liberal education.

Respectfully submitted by the Civic Action Planning Team,

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The Challenge

At Middlebury, our commitment to civically engaged learning opportunities derives from our conviction that liberal education is rightly understood as learning in, with, and for the world. A commitment to engaged learning derives from our historic identity as “the Town’s College,” an acknowledgement that from our institution’s beginnings we have been connected with the community and world around us. This commitment to engaged learning underwrites our longstanding commitment to language education and study abroad. It inspired our pioneering Environmental Studies program and corresponding commitment to sustainability programs. And it underwrites our investment in more recent pedagogical commitments to engaged learning, best represented in the constellation of centers working around Student Creativity, Engagement, and Careers.

Consistent with our history of civically engaged learning, our current Envisioning Middlebury process calls us to “a commitment to immersive learning” that readies students “to lead engaged, consequential, and creative lives,” through which they may “contribute to their communities, and address the world’s most challenging problems.” Together we have imagined a Middlebury education that prepares students deeply for the responsibilities of ethical citizenship in “a robust public sphere.” We have identified place-based experiential learning, intercultural competency, and other priorities as essential academic experiences for students to realize the civically minded aspirations for liberal education embodied at Middlebury. And, we have committed to making these opportunities available to all of our students, as shared features of their “full participation in a diverse [academic] community.”

Happily, civically and globally engaged learning opportunities that serve this institutional mission and vision abound at the College, but in undertaking the process of developing this Civic Action Plan, we have noted that this *breadth* of opportunity has room to mature into a *depth* of institutional integration into the central academic mission of the College. In other words, students, staff, and faculty at Middlebury already practice, teach, and learn about civic engagement in, around, and beyond the classroom. As wide as our commitment to civic engagement is, it is not well coordinated, it is not universally available to all of our students, and it persists largely as a secondary priority in the academic program. Different offices and areas host similar opportunities with little to no communication between them. Activities that would benefit from partnership with other efforts at the College reveal little awareness that those efforts exist. Civic engagement enjoys uneven investment from the faculty: some faculty, staff, and students have successfully integrated civic engagement priorities into the classroom, while many other engaged learning opportunities persist as satellite experiences with little organic connection to the curriculum. At the same time, many classroom activities that clearly support the aims of civic engagement and the cultivation of citizenship are often not identified as such, even by the faculty who offer them. Failure to connect these activities to the broader project of engaged learning perpetuates the sense among some faculty that engaged learning is limited to “new” pedagogy. It also fails to draw the wide range of pedagogical practices and disciplinary approaches—innovative and well established—into coherent relationship with the public mission of the College. Finally, the lack of integration of engaged learning into the academic mission of the College perpetuates the relegation of these experiences to only a small segment of our students, raising real questions about our commitment to integrated learning as a feature of “full participation” in our academic community.

With these observations in mind, ***we are convinced that what Middlebury College most needs is not significantly new programming aimed at civic engagement. What we need is more intentional effort—including infrastructure and resources—designed to bring civic engagement into direct alignment with the central academic mission of the College.*** In some cases, this will require better communication and choreography between areas of the College hosting such opportunities. In other cases, it will require more deliberate effort to insert public purpose as an integral part of academic

planning and assessment. Overall, it will require increased access to engaged learning opportunities for our students, rooted in a shared consensus among members of the College community—especially academic leadership—that civic learning contributes to the College’s ultimate public mission: the cultivation of ethical citizenship.

Our Recommendations

This Civic Action Plan emphasizes four objectives: **(1) Integration; (2) Coordination; (3) Inclusion; and (4) College-Wide Endorsement**. We believe that the best way to make progress on those goals is to move from “first-order” efforts—new programs—to “second-order” structural changes that will have a transformative effect on reinforcing civic engagement as a coordinated academic priority. As the College acknowledged in its recent governance restructuring, an institution’s operational framework needs to reflect its vision and priorities in order to implement them effectively. In that spirit, we make the following short-term and long-term proposals:

SHORT TERM

- **Recommendation #1: Conduct an External Review of SCEC programs.**
- **Recommendation #2: Align and increase campus staffing resources in order to effectively and efficiently advance all Action Statement commitments.**
- **Recommendation #3: Establish a Civic Engagement Partnership Network.**
- **Recommendation #4: Develop a system to effectively connect and communicate with alumni who were involved with community engagement activities while at Middlebury or who are now active members in the field.**

LONG TERM

- **Recommendation #5: Augment the Academic Outreach Endowment to \$100,000 by 2025, in order to expand faculty integration of community-connected engagement in new or existing courses.**
- **Recommendation #6: Develop a central support fund to ensure that all students are guaranteed equal access to civic engagement opportunities.**
- **Recommendation #7: Create the position of DEAN OF ENGAGED LEARNING, who will report directly to the Vice President for Academic Affairs, and who will partner with the Dean of Curriculum in the integration of academic programming at the College.**

Recommendation #1: Conduct an External Review of SCEC programs.

Rationale: An external review of all programs under SCEC (CCISE--including Oratory Now, CCE, and CCI) has been a long-recognized need and was initially planned for Fall 2016. This review was temporarily put on hold due the College's overall strategic planning process, but it is now time for a collective self-evaluation of those programs. Such a review would 1) measure our efforts to date to develop engaged learning opportunities and integrate them into the College's broader academic program; 2) help to identify underutilized opportunities for collaboration with other programs at the College and across Middlebury; and 3) assist with the assessment of staffing resources suggested in recommendation #2 below.

Toward these ends, the external review should include a special focus on connections and opportunities for connections with other entities on campus working in the arena of engaged or integrative learning--e.g., Environmental Studies and Environmental Affairs, Center for Teaching, Learning, and Research, Anderson Freeman Center, Geography, Food Studies, the Scott Center, Chellis House, Rohatyn Center.

A global institutional assessment of engaged learning at the College through the mechanism of this external review would allow us to respond constructively to feedback we received during the application process for our 2015 Carnegie Community Engagement Classification: "Community engagement offers often-untapped possibilities for alignment with other campus priorities and initiatives to achieve greater impact—for example, first-year programs that include community engagement; learning communities in which community engagement is integrated into the design; or diversity initiatives that explicitly link active and collaborative community-based teaching and learning with the academic success of underrepresented students. ***There remain significant opportunities for campuses to develop collaborative internal practices that integrate disparate initiatives into more coherent community engagement efforts.***"

The review team should include both faculty and staff from analogous exemplary programs, ideally from institutions that have achieved notable success in integrating engaged learning into their traditional curriculum. Duke, Notre Dame, Stanford, Cornell, and Brown, for instance, all have well known centers whose perspectives could be very valuable to our own efforts. In addition, tools currently under exploration for mapping social and community impact at the College would serve as excellent resources for an external review team to understand our current scope of activities and to identify areas for improvement. (The Associate Dean for Student Creativity, Engagement, and Careers is currently leading efforts to acquire and use such tools, e.g., Kumu.)

Indicators / Measures of Success:

- External review to be conducted in Fall 2018
- Key stakeholders discuss, agree upon, and prioritize next steps from review findings
- Enhanced collaboration to advance all Action Statement commitments
- Assessment of alignment with Envisioning Middlebury strategic direction
- Coherent community engagement efforts
- Agreed upon definitions of terms for the range of civic engagement and engaged learning happening at Middlebury (e.g., "social impact" and "community engagement") that highlight commonalities and represent differences.

Recommendation #2: Align and increase campus staffing resources in order to effectively and efficiently advance all Action Statement commitments.

Rationale: The Center for Community Engagement provides a “hub” to prepare students for lives of meaning and impact through service, scholarship, and citizenship. Its programs work to strengthen communities and contribute to the public good. Increasingly, however, we see independent efforts and activities across campus that overlap with the Center’s mission and work. This likely is a positive sign that civic engagement is successfully integrating in multiple places in our academic program, but we recommend a resource evaluation be conducted to better align such efforts, reduce redundancies, and improve cohesion and coordination. This resource assessment could be part of or complement the external review called for in Recommendation #1.

We anticipate that a number of outcomes could emerge from such an assessment. In some cases, we might identify lines of informal communication and coordination that need to be strengthened to put engaged learning resources in conversation with one another. In other cases, we can imagine that a realignment of staff reporting lines or a relocation of staff resources might contribute to building a stronger “team” of civic engagement specialists and facilitators across campus. In some instances, such a realignment might result in more efficient use of space and other material resources on campus, while in other instances it might help us identify where we need to augment facilities for staff and offices doing this work. Clearer identification of staff who are working in this arena will allow the College to provide more targeted support and to deepen expertise and broaden capacity. In turn, this more intentional coordination would foster a network of campus practitioners whose vibrant exchange of ideas and approaches would help advance the practice and culture of civic engagement for both faculty and students.

Using our existing resources in a more intentional and collaborative way would better 1) respond to requests for support as faculty seek to fulfill the institution’s strategic directions, 2) advance best practices for academic/curricular civic engagement for both faculty and students, 3) allow us to fully utilize and leverage the leadership capacity of our offices and programs, 4) allow us to explore educational collaborations and partnerships across the Big M, and 5) allow us to establish and work toward achieving assessment goals. Further, research shows that active support of engaged learning pedagogies enhance recruitment and retention of both students and faculty of color and diverse backgrounds.

Ultimately, this alignment would increase the efficacy (and the public profile) of the Center for Community Engagement as a hub for such work, while maximizing the impact that civic learning is having on our students across the curriculum. Optimally, this increased support for faculty would also result in more curricular civic engagement offerings which would directly widen student access.

Indicators / Measures of Success:

- Comprehensive support and development opportunities for faculty and staff for the offering of opportunities in direct support of all five Action Statement commitments
- Capacity building for civic engagement begins with new faculty orientation
- More successful faculty recruitment from underrepresented groups
- Comprehensive support for students as they participate in civic and community engagement
- Progress on assessment efforts

Recommendation #3: Establish a Civic Engagement Partnership Network.

Rationale: A Civic Engagement Partnership Network (CEPN) would bring together representative staff, faculty, students, administrators, and community partners to formalize the “mutually respectful partnerships” that the Action Statement calls for, and would provide a mechanism for better communication and coordination channels between (among others) SCEC, the President’s Office, the academic administration and community entities with whom we and our students work. The Network would make our relationship with community partners truly bidirectional, giving them a constructive voice in the larger vision of engaged learning at the College in which they play such a vital role. This coordinated approach also would better harness our institutional capacity for more collective impact, bringing into conversation campus entities who too often are working in parallel rather than in partnership. It is particularly important that the Network include student voice, ideally students who have participated in community partnerships through their studies. We envision the network evolving as faculty integration of civic engagement deepens, with a representative from the Educational Affairs Committee eventually becoming a key network member.

The efforts of this network would focus on two interwoven goals that include leveraging this new communication and coordination channel to 1) identify mutual opportunities across a spectrum of engagement opportunities (example in Fig. 1) and 2) work toward more democratic civic engagement by shifting our framework from one focused on activity and place to one focused on process and purpose (Table 1).

As noted by reviewers of our 2015 Carnegie Community Engagement Classification application, “Partnerships require a high level of understanding of—and intentional practices specifically directed toward—reciprocity and mutuality. Campuses have begun to attend to processes of initiating and nurturing collaborative, two-way partnerships, and are developing strategies for systematic communication. ***Maintaining authentically collaborative, mutually beneficial partnerships takes ongoing commitment, and we urge institutions to continue their attention to this critical aspect of community engagement.***” A Civic Engagement Partnership Network would be an important step toward that commitment. It is critical to note, however, that the convening of this network is just the beginning of the necessary integration and coordination between campus representatives and our community partners.

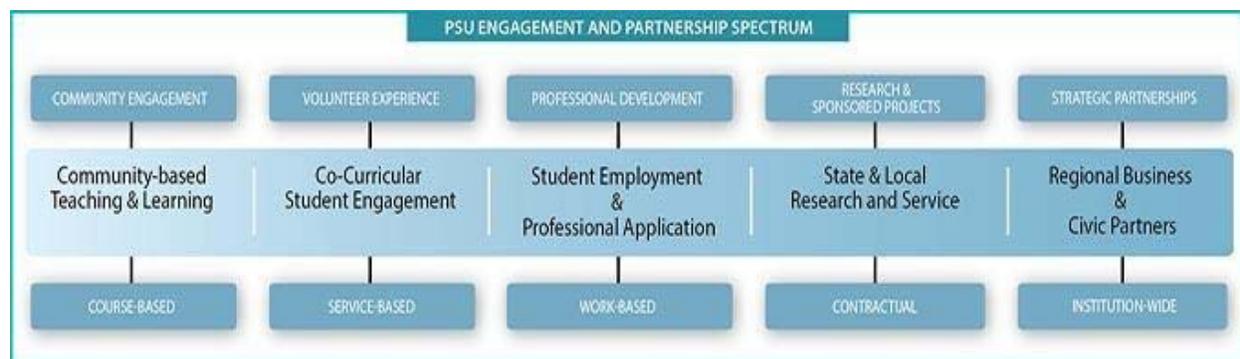


Figure 1. Example spectrum of engagement opportunities. From: Portland State Partnership Spectrum, <https://www.pdx.edu/partnerships/partnership-spectrum>

Table 1. Comparison of Civic Engagement Frameworks. From [Democratic Engagement WhitePaper](#)

	Civic Engagement (Focus on Activity and Place)	Democratic Civic Engagement (Focus on Purpose and Process)
Community Relationships	Partnerships and mutuality	Reciprocity
	Deficit-based understanding of community	Asset-based understanding of community
	Academic work done <i>for</i> the public	Academic work done <i>with</i> the public
Knowledge production/research	Applied	Inclusive, collaborative, problem-oriented
	Unidirectional flow of knowledge	Multi-directional flow of knowledge
Epistemology	Positivist/scientific/technocratic	Relational, localized, contextual
	Distinction between knowledge producers and knowledge consumers	Co-creation of knowledge
	Primacy of academic knowledge	Shared authority for knowledge creation
	University as the center of public problem-solving	University as a part of an ecosystem of knowledge production addressing public problem-solving
Political Dimension	Apolitical engagement	Facilitating an inclusive, collaborative, and deliberative democracy
Outcome	Knowledge generation and dissemination through community involvement	Community change that results from the co-creation of knowledge

Indicators / Measures of Success:

- Establishment of network
- Increased community “porosity”
- Established “code of ethics” around partnerships and reciprocity
- Faculty have an expanded sense of how they can incorporate partnership experiences into their courses
- Multiple pathways for students to participate in deliberative democracy are created
- Pathways created for community partners to participate in opportunities like Professors of the Practice and teaching Winter Term courses to more fully achieve the co-creation of knowledge (Table 1).
- Setting the stage for evolution to administrative appointment that will govern this work as an academic priority, e.g.:
 - Begin examination of all of Middlebury’s assets through a civic lens
 - Begin defining a Middlebury-specific engagement spectrum
 - Begin harnessing the capacity of One Middlebury to address issues of social and economic inequality--e.g., using our locations around the world, setting up partnerships, creating opportunities for student and faculty engagement, etc.
- Ready to transition to deanship that will assume oversight of these efforts

Recommendation #4: Develop a system to effectively connect and communicate with alumni who were involved with community engagement activities while at Middlebury or who are now active members in the field.

Rationale: Improving ongoing connections with alumni can increase networks for participating students, faculty, and staff; identify potential mentors for undergraduates; open up opportunities for new partnerships; lead to new internship host sites; tap expertise of current career professionals, board members, and activists; and develop increased funding mechanisms. Enhancing existing and creating new opportunities for informal mentorship, partnership, and shared expertise will add value to undergraduate programs, while also strengthening opportunities for alumni that promote lifelong engagement with Middlebury.

Involving alumni who participated in CCE programs as undergraduates adds to the robust public sphere in which our current students can learn to act as ethical citizens, working across intellectual, geographical, and cultural borders. It also expands the sense of “place” in place-based experiential learning, as alumni and parents offer connections to students well beyond Middlebury. This could be especially valuable for students seeking opportunities to engage in communities beyond Vermont and to be able to build networks that may support them in post-graduate pursuits and opportunities.

Of course, a more reliable communication network with alumni who were invested in CCE programs also promises potential avenues of financial support for such programs, similar to the support that team loyalty engenders for Athletics. Such opportunities to support civic and community engagement may also reach otherwise untapped prospective donors. Demonstrations of such success can be found at campuses nationwide. Some success with this kind of fundraising has been demonstrated with MAlt, the Middlebury Alternative Break Trips program. The annual Public Service Leadership Awards, the Cross Cultural Community Service Fund, the Academic Outreach Endowment, and our participation in national internships through the Shepherd Higher Education Consortium on Poverty are other examples of programs built by generous alumni benefactors. A more coordinated alumni network expands the development possibilities for these and other programs, making this kind of engaged learning more realistically sustainable and inclusive. The following recommendation in particular may depend on a more robust alumni connection with current engaged learning efforts.

Indicators / Measures of Success:

- Create and implement a communications plan for alumni and parents, which identifies stakeholders, including on- and off-campus colleagues, pathways for connecting, and an outline of materials needed to best communicate our message.
- Track the growth of opportunities to link alumni and parents with civic and community engagement programs.
- Demonstrate and convey through qualitative means and communications efforts the benefits students experience through engagement with alumni and parents.
- Work with College Advancement to plan and track alumni and parent giving in support of civic and community engagement.

Recommendation #5: Augment the Academic Outreach Endowment to \$100,000 by 2025, in order to expand faculty integration of community-connected engagement in new or existing courses.

Rationale: The Academic Outreach Endowment provides support to students and faculty who pursue community-connected opportunities and integrate “learning in the world” with academic course work. AOE has become an essential funding source for the encouragement of faculty investment in integrative teaching and the expansion of access to engaged learning experiences for students. The funds currently available to AOE, however, significantly trail the interest in and demand for support. Over the past several years the CCE has received requests for funding of up to \$55,000 (range from \$35 to \$55K), while only having up to \$16,000 to allocate. Current funding levels also necessitate the limitation of successful student applicants to those from the junior and senior classes, which undermines the effort to introduce students to civically engaged learning earlier in their Middlebury careers. The annual scarcity of funds hardly offers a basis on which to aggressively encourage circular civic engagement activities among students and teachers at the College.

We are calling for intentional fundraising efforts that will increase the AOE to \$100,000 by 2025. Increasing this source of funding is one way to signal the centrality of civic engagement to Middlebury’s academic culture. Obviously, an augmented AOE increases our capacity to collaborate more fully with community organizations--locally and across Vermont-- in ways that strengthen communities and affirm the public purposes of higher education. Greater access to these funds contributes to the desire for full inclusion of students in civic engagement experiences, both by funding their own ideas and supporting faculty development of community-connected components to courses in the regular curriculum. A more robust AOE will catalyze new civic engagement efforts while also bolstering existing efforts.

Indicators / Measures of Success:

- Increase in funding is secured
- Demonstrated increase in ability to meet / address community needs
- Demonstrated increase in community-connected course offerings
- Demonstrated increase in support of Academic Outreach Endowment (AOE) applications from first- and second-year students
- Move beyond funding increase toward growing and proliferating faculty requests for courses and student requests for programming dollars

Recommendation #6: Develop a central support fund to ensure that all students are guaranteed equal access to civic engagement opportunities.

Rationale: If Middlebury College takes seriously its mission to “prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good,” and if we believe that the kind of integrative, civically engaged learning that this plan affirms is essential to that preparation, then it follows that civic engagement opportunities should be a regular and expected component to a Middlebury education, for all students. In this spirit, we firmly believe that ***all of our engaged learning programs must be available to all students***. Our efforts need to focus not only on the quality of activities we offer, but also on equity of access. Only when every Middlebury student can expect to have at least one civic engagement experience in her academic preparation here may we claim to be fulfilling our commitment to “full participation” on this front.

Current inequities in access preclude us from reaching this goal. The per student costs accompanying some recent opportunities has prevented the College from sponsoring them, and in other cases it renders them available only to students with the means to pay and the ability to forgo the chance to earn money that may be necessary for their continuation here (e.g., summer jobs). We have seen students who need to commit a greater number of hours to succeed academically and/or who are under greater pressure to earn money enjoy much less freedom and time to partake in co-curricular civic engagement opportunities. As important as engaged learning is at the College, and as committed as we have been to expanding our programs in this vein, many remain a resource only for a segment of our student body.

A recent Chronicle of Higher Education article notes the following when describing experiential learning: “Despite the heightened interest, first-generation, minority, and older students engage in these activities at lower rates than their peers do, according to data from the National Survey of Student Engagement...Recognized as difference makers for students, these activities deepen learning by connecting the classroom to the broader world. And they are increasingly being championed by institutions looking to prove their value, lure students, and set graduates up for success. ***But they are not equally accessible***. They’re sometimes seen as boutique offerings primarily available to those with the time, financial resources, and contacts to pursue them. Through these experiences, well-off students can get even further ahead of their peers: They gain confidence and a better understanding of their interests, make connections that lead to jobs, and develop skills that can apply to their future workplaces. Meanwhile, their underrepresented peers, who stand to benefit most from participating, often have constraints of time and money that prevent them from taking part. Some may not even know that these opportunities exist. For those students, experiential learning is what one professor calls the ‘hidden curriculum’” ([How Colleges Can Open Powerful Educational Experiences to Everyone](#)).

A primary way to address this inequity is to increase civic engagement opportunities inside the classroom, where students may enjoy a more universal benefit. The previous recommendation intends to facilitate that expansion. In addition, however, we recommend the establishment of a major College fund that will serve, in a sense, as “financial aid” for students desiring a civic engagement opportunity but requiring support to underwrite the extra costs often associated with those opportunities. Part of our external review will help determine the extent of need in collaboration with our partners across campus, including Student Financial Services. Only with this support will we be able to reach our aspirations for inclusion, access, and full participation.

Indicators / Measures of Success:

- Civic engagement experiences are equally accessible to all students
- Increase in curriculum-based community engagement opportunities

- Increased diversity of course offerings across the curriculum / across more departments and programs in service to the College's goal of increasing inclusivity

Recommendation #7: That the College establish the position of DEAN OF ENGAGED LEARNING, who will report directly to the Vice President for Academic Affairs, and who will partner with the Dean of Curriculum in oversight of academic programming at the College. The Dean of Curriculum and the Dean of Engaged Learning will sit with the Educational Affairs Committee, thus ensuring that curricular and co-curricular learning receive consistent and integrated consideration as matters of educational policy-making and staffing. To facilitate the integration of engaged learning into the College’s academic program, the officers who report to the Dean of Engaged Learning might include: (1) the Associate Dean of the College for Creativity, Engagement, and Careers; (2) the Director of the Arts; (3) the Director of the Sciences, and (4) the Dean of Environmental Affairs.

Rationale: At the outset, we acknowledge that this recommendation will be particularly challenging to operationalize, given the current state of institutional finances and faculty politics. Nonetheless, we argue that it may be the most important recommendation we make, because the presence of a Dean of Engaged Learning provides a point-person to energize and oversee virtually every other recommendation in this plan. In other words, recognizing the difficulties, we nonetheless include it as a reflection of the importance we see in the administrative elevation of engaged learning in the academic mission of the College. The manifestation of a priority on such learning to the level of a deanship is a symbolic indication of its central importance to student learning at the College. Having a Dean of Engaged Learning allows the academic administration to embody the centrality of this kind of teaching and learning to the vision for 21st-century liberal education as articulated in the Envisioning Middlebury process. It is not simply symbolic, however, for it promises to facilitate more successfully the four needs identified throughout this plan: integration, coordination, inclusion, and college-wide endorsement.

The Dean will make good on the priorities on **integration, coordination, inclusion, and college-wide endorsement** by overseeing the development, maturation, expansion, and assessment of engaged learning opportunities. The Dean will contextualize engaged learning within, and not tangential to, the academic program. By assuming responsibility for deans and directors like the ones identified in the recommendation, the Dean will be able to expand the understanding of engaged learning at the College, to include not only newer pedagogical innovations but also long-standing participatory learning opportunities in the arts, sciences, and environmental studies. (We offer these reporting lines as compelling examples of responsibility for a mixture of well-established and newer academic veins, and to develop the position as a parallel to the Dean of Curriculum, but we can imagine that other configurations might serve similar purposes.)

By partnering with the Dean of Curriculum in administrative oversight of the Educational Affairs Committee—the hub of faculty governance over the curriculum—the Dean will lead faculty colleagues in supporting engaged learning as a key component to the discharge of the College’s academic mission and vision. We believe this connection with EAC is absolutely essential. Because the EAC evaluates faculty staffing proposals, develops educational policy, and reviews faculty teaching loads, the incorporation of engaged learning into the committee’s active purview will ensure that a holistic approach to liberal learning becomes the hallmark of academic life at Middlebury College.

As part of the VPAA’s senior staff, the Dean also will have the opportunity to participate in efforts to integrate civic engagement more consistently into the metrics by which the College supports, promotes, and compensates faculty. In other words, the Dean of Engaged Learning will work with the President, the Provost, and the VPAA (and by extension, with department chairs and the Council on Reviews) to ensure that contributions to the civic priorities of the College—through pedagogy or faculty’s service as “public intellectuals”—are taken seriously in the hiring, evaluation, and retention of faculty.

Finally, the Dean of Engaged Learning will improve our efforts at **coordination** by being in direct

communication with offices beyond its direct reports—e.g., the President’s Office and the Vice-President for Academic Development (VPAD)—to ensure that efforts undertaken in those arms of the College are coordinated effectively with the academic program. Members of the President’s and VPAD’s teams will be able to work directly with the Dean of Engaged Learning on initiatives that have implications for the academic mission of the College, thereby assuring more thorough coordination with current academic programming.

In these ways, the Dean will facilitate the *meaningful* coordination of engaged learning at Middlebury, in a way that will reduce inefficiencies and redundancies, that will distribute resources effectively, and that will eliminate the too-common current perception that engaged learning is tangential, and not central, to the College’s academic mission.

Again, both the external review of engaged learning at Middlebury as well as other administrative needs that emerge may suggest different configurations for this position than the specific reporting lines and duties we have included here. We are not wed to precisely this framework, though we do think it makes substantial logical sense. More importantly, we offer this recommendation at this level of specificity to make clear our conviction that intentional administrative integration, coordination, and institutionalization are overwhelming priorities for the constructive maturation of engaged learning at Middlebury College.

Indicators / Measures of Success:

- Dean position established and assumes ex-officio leadership of Civic Engagement Partnership Network (CEPN)
- Full alignment of the power, resources, and energy across campus plus engagement across President's Office, SCEC, and other areas to work together to address community-identified needs (needs identification facilitated by CEPN).
 - Dean facilitates coordination of efforts across all campus offices and services (e.g. purchasing, human resources, dining, land management) in addition to the areas already associated with civic engagement efforts.
- Fostering of a campus-wide ethos that sees community engagement as core to advancing the institution's mission through both faculty and student research and initiatives, with partners
- Common /clear understanding of—and open dialog around—what exactly the “public purposes” of higher education are.
- Public intellectual work seen as true scholarship, seen as integral for tenure and promotion / engaged scholarship is rewarded in promotion and tenure process.
 - This is a direct response to feedback received during the application process for our 2015 Carnegie Community Engagement Classification. Application reviewers noted that, “With regard to faculty rewards for roles in community engagement, it is difficult to create a campus culture of community engagement when there are not clearly articulated incentives for faculty to prioritize this work. We would like to see more examples of campuses that provide evidence of clear policies for recognizing community engagement in teaching and learning, and in research and creative activity, along with criteria that validate appropriate methodologies and scholarly artifacts. We urge Community Engagement Classified institutions to initiate study, dialogue, and reflection to promote and reward the scholarship of engagement more fully.”
- Complete examination of all of Middlebury’s assets through a civic lens
- Finalize Middlebury-specific engagement spectrum
- Full harnessing of the capacity of One Middlebury to address issues of social and economic inequality--e.g., using our locations around the world, setting up partnerships, creating opportunities for student and faculty engagement, etc.

Conclusion

The Association of American Colleges & Universities has observed,

“Colleges and universities are among the nation’s most valuable laboratories for civic learning and democratic engagement. The beneficiaries of investing in such learning are not just students or higher education itself; the more civic-oriented that colleges and universities become, the greater their overall capacity to spur local and global economic vitality, social and political well-being, and collective action to address public problems. Today, however, a robust approach to civic learning is provided to only a minority of students, limiting higher education’s potential civic impact. Too few postsecondary institutions offer programs that prepare students to engage the questions Americans face as a global democratic power.”

If the outcomes from our Envisioning Middlebury process are any indication, we at the College recognize the vital importance of liberal education to preparation for ethical citizenship, and thus our responsibility to make that preparation the vector along which our students’ curricular and co-curricular experiences travel. Middlebury has demonstrated its commitment to a public mission by developing a wide range of engaged learning opportunities at the College. But the dictates for another stage of maturation are clear. Civic engagement must yield its place on the periphery of the Middlebury academic program, to become a central component of the intellectual and ethical preparation we offer our students. The elevation of engaged learning will require deliberate **integration** into the academic program; better **coordination** across campus and with extra-institutional entities; deeper commitment to the **inclusion** of all students in these educational experiences; and **college-wide endorsement** of the civic purposes of college.

Again, from the AAC&U:

“As we move forward in an increasingly contentious global century and face a civic learning gap nationally, the United States must make civic and democratic learning for all students a top national priority. The future of our democracy and our shared futures depend on a more informed, engaged, and globally responsible citizenry.”

We believe the recommendations in this Civic Action Plan will position Middlebury College to lead in the cultivation of a generation of global citizens and leaders, prepared to responsibly engage the challenges inherent in participatory democracy.

Appendix: Synergies between Recommendations and *Envisioning Middlebury* Strategic Priorities

Recommendation	Envisioning Middlebury Link(s)
1 - External review	<ul style="list-style-type: none"> ● Distinction #4 - emergent teaching, learning, and research horizons ● Principle #1 - making intentional choices in pursuit of our vision ● Principle #3 – committing time and space to facilitate our collective goals
2 - Staffing reorganization	<ul style="list-style-type: none"> ● Direction #1 - place-based experiential learning ● Direction #3 - educational collaboration and partnership ● Direction #4 - full participation in diverse communities ● Principle #2 – ensuring responsible stewardship of all our resources ● Principle #3 - committing time and space to facilitate our collective goals
3 - Partnership network	<ul style="list-style-type: none"> ● Vision - ethical citizens ● Distinction #2 - intercultural competency ● All Directions except, perhaps, lifelong engagement
4 - Alumni connections	<ul style="list-style-type: none"> ● Direction #3 - educational collaboration and partnership ● Direction #6 - lifelong engagement with Middlebury
5 - Augment AOE	<ul style="list-style-type: none"> ● Mission - contribute to communities ● Distinction #4 - emergent teaching, learning, and research horizons ● Direction #1 - place-based experiential learning
6 - Student access	<ul style="list-style-type: none"> ● Direction #4 - full participation in diverse communities ● Principle #1 - making intentional choices in pursuit of our vision
7 - Dean	<ul style="list-style-type: none"> ● Supports all