

the

FOURTH

SUMMER 2005

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A Publication of the Association for Conflict Resolution
a Professional Organization Dedicated to
Enhancing the Practice and Public
Understanding of Conflict Resolution

THE QUARTERLY NEWS LETTER OF THE EDUCATION SECTION

Building a Sustainable Conflict Resolution Field Using Cross-Generational Bridges

by Bill Warters

The general theme of this summer issue of the Education Section's *Fourth R* is about building bridges through conflict resolution education (CRE). Inside you will find a number of stories illustrating how CRE can be used to build conflict resolution skills while making connections across divisions of age, ethnicity and geography. My hope is that these examples will serve to inspire and inform new initiatives. In this introductory piece, I want to focus on the importance of building cross-generational connections to develop the field and ensure its long-term health. To its credit, ACR's Education Section has embraced the idea of working together to find better ways to support high school students interested in conflict resolution. It is clear to me that this sort of bridge building needs to be a



Bill Warters is President of the ACR Michigan Southeast Chapter and a former Co-Chair of the Education Section. He teaches in the Master of Arts in Dispute Resolution Program at Wayne State University in Detroit and directs the Conflict Management in Higher Education Resource Center.

high priority for our Section and ACR as a whole.

The conflict resolution field that we all hold dear is rather unusual as far as academic disciplines and professions go. Forward-thinking high school students interested in this work can tell you that distinct career paths are not easy to spot. Even today, with mediation becoming a household word, locating the broader CR field and figuring out how to interact with it remains a bit of a mystery for newcomers.

Still An Out-of-the-Way Field, Metaphorically Speaking

The state of the CR field reminds me of a meadow at the edge of the campus I attended as an undergraduate. If you will indulge me for a moment, I think it provides a useful metaphor for our current situation. Perhaps as I describe this field, you can see parallels to our current situation.

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About The Fourth R

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Leveraging History to Build Peaceful Futures: The Ralph Bunche Summer Institute

by Kris Yurgin Cummings

2004 marked the hundredth birthday of Dr. Ralph J. Bunche (1904-1971), the great diplomat, native Detroit, and first person of color to receive the Nobel Peace Prize. In celebration of Dr. Bunche's centenary, the United Nations invited five legacy cities across the nation to participate in a yearlong celebration of his contributions to humanity. In response, the Center for Peace & Conflict Studies at Wayne State University in Detroit hosted a number of commemorative activities, including the Ralph Bunche Summer Institute. Since its inception in 2003, the Institute has served as a central fixture in the Center's summer programming.

Ralph Bunche once said, "I have a deep-seated bias against hate and intolerance. I have a bias against racial and religious bigotry. I have a bias that leads me to believe in the essential goodness of my fellow man, which leads me to believe that no problem of human relations is ever insoluble," an ideology that serves as the foundation of the Summer Institute. During the course of one week each June, 40 to 80 high school students from various ethnic and geographical backgrounds within the Detroit metropolitan area focus on topics that exemplify Ralph Bunche's character and career: diversity, conflict resolution and international affairs. The Institute educates



Kris Yurgin Cummings coordinates the Ralph Bunche Summer Institute. Kris, who earned her M.S. in Conflict Resolution from Portland State University, currently manages the Detroit Council for World Affairs within the Center for Peace & Conflict Studies, and is a member of ACR's Michigan-South East Chapter.

students about Dr. Bunche's life and peacemaking legacy in the Middle East and Africa, and at the United Nations, while also imparting multicultural skills for promoting harmony in their own lives, their communities, and the world as a whole. In addition, students have the opportunity to experience campus life with an overnight stay in the University residence halls.

Programming

Planning a weeklong institute that will engage high school students on summer vacation is challenging. All of the daily activities are hands-on and devised to build on each other. The students participate in a series of activities stressing diversity and cross-cultural understanding, conflict resolution, peer mediation, problem-solving techniques and African affairs. Groups of four are tasked with researching an African country and devising UN resolutions to address its economic, political, educational and health

needs. They meet with graduates who themselves have earned advanced degrees in conflict resolution, and hear a guest speaker discussing the United Nations and how UN resolutions are formed. Each day ends with a thirty-minute debriefing period led by two students who have shown exceptional leadership skills during that day, which keeps the staff attuned to students' emotions and learning progress.

The last day is a half-day and draws a small crowd of observers as each group presents its UN resolution. Four students are chosen by their peers to be honored with the Ralph Bunche Summer Institute Nobel Peace Prize, and all students receive a certificate of participation.

When the 2005 participants were asked what they most enjoyed about the Summer Institute, common responses included the following:

"The people. Mostly being able to meet people who view and live life and society so differently than me."

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From High School to the Pros: Making a W.A.V.E. in Conflict Resolution

by Antonio Sanford

Being a youth in America is difficult today. The pressure to succeed, and even be better than the next person, can be overwhelming. When it gets too much, some young people do not have an outlet to vent or get the help they need. Some kids use fighting, weapons, drugs and even suicide to escape. I grew up facing these realities, but fortunately for me, I had a lot of support from family, teachers and mentors that did not let me fall into the cracks. As a kid with low self-esteem, I could have been another teen statistic victim to any of the things mentioned above, but mediation was my saving grace.

I started out as a peer mediator in the fourth grade. It was in a little elementary school called Fernway in Shaker Heights, Ohio. That is where I developed a love for mediation. There was a group of us who were going to be the first ever trained mediators at our school. As kids, we didn't care about that. It was something new that we had never heard of. On top of that, the teacher who was going to be in charge, Miss (Jean) Reinhold, was so much fun. Well, this is where my career almost began and ended. I got trained, but choked during the assessment and didn't get picked. I was down in the dumps; all of my friends and my twin sister Anntoinette made it and I didn't. About a week later, Miss Reinhold



Antonio Sanford works with the Winning Against Violent Environments (W.A.V.E.) Conflict Resolution Program in the Cleveland Municipal School District, an award winning, internationally recognized program that began in 1983 and is one of the oldest peer mediation programs in the country. He served on ACR's 2004 Conference Program Committee and is a previous winner of a James Boskey Memorial Youth Scholarship.

stopped me in the hall and asked if I could come with her for a minute. In her office was another teacher ready to argue with her, and I had been invited to solve it. Immediately I began to leave. But before I got to the door, Miss Reinhold convinced me to stay. So I did. I had walked in a student but left a mediator.

Years later, I found myself in high school—Martin Luther King Jr. Law and Public Service, to be exact. It was there while sitting in my introduction to law class that I was reintroduced to mediation with the Winning Against Violent Environments (W.A.V.E.) peer mediation program. I thought to myself, “I can do this because I did it in elementary school,” and I signed up. Damon Deal, a W.A.V.E. staff member, trained a group of us to be mediators. I looked up to Damon because not only was he an African American male doing this work, he was a great trainer, mediator and later became a mentor, friend and co-worker. After

the training was finished, I remember feeling so proud when I was handed my certificate! I couldn't wait to start doing mediations. I didn't know then, but I would do a lot of mediations for years to come.

As a student mediator, I mediated a lot of “he says/she says” cases, rumors and boyfriend/girlfriend arguments. I also got a chance to present at various conferences around the country. I even met then-U.S. President Bill Clinton and Attorney General Janet Reno. But the best part of being in a club or program like W.A.V.E. was being around other students who were doing what you were doing, and having adults who understood your purpose, such as my favorite mentor Carole Close who helped me personally and professionally. If she had not been there to counsel me through the mediations that I felt went poorly, or when I forgot to say or do something in a workshop, or just offering the simple advice of

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Back on the old campus, those students ‘in the know’ enjoyed the somewhat secluded, gently sloping former pasture as a place to study, picnic and sun bathe. The space was also used for informal class discussions and student activist groups struggling to master constructive controversy and consensus decision-making. The area, tucked in behind various well-established buildings (and at times in their shadows), did not appear on campus maps or tours. Small, unkempt paths did lead into the field from at least three other more mainstream areas of campus, if you knew how to find them. Typically people discovered the meadow by accident, or more likely, through an invitation from someone already familiar with it. Most people rejoiced when they finally found the field, feeling that they had discovered a secret haven and place for replenishment. If they returned often enough, they also began to meet other like-minded souls who had retreated from other parts of the main campus.

This field was not just about sunny talk and contemplation, however. Some very pragmatic (and typically broke) pioneers who did not mind getting their hands dirty began planting unsanctioned vegetable gardens using water from spigots found at the back of nearby institutional buildings. Unfortunately for these creative and independent do-it-yourselfers, come harvest time other less committed folks helped themselves to the garden produce without asking permission. As a result, groups of



ACR Sacramento Conference attendees work together in Supporting Our Youth workshop.

gardeners began to band together in crews to create larger shared gardens, providing additional security and expertise to their efforts. While it was not exactly easy to figure out how to become part of a shared garden’s crew (you just sort of had to hang around and help out), once you were accepted, the satisfaction of working on a shared project was significant, and your chance of sharing a good harvest was increased.

Students who showed keen interest in gardening were drawn, through the recruiting efforts of some enlightened faculty, into a more structured and well-established initiative known as the Farm and Garden project. This initiative, sponsored by the university’s Agroecology program, provided students with an opportunity to work alongside experienced horticulturalists and learn best-practice methods for sustainable gardening while earning academic credit. Some students ended up majoring in this area and going on to develop exciting and socially relevant careers using the skills and knowledge in permaculture they learned there. While it

was not agribusiness in the traditional sense, it was a good living and it benefited others as well.

Sustainable Growth for Our Field

Perhaps you can see why this meadow experience reminds me of the conflict resolution field. As I understand it, many people still do not know that the conflict resolution field is there at all, and those who do often do not consider it a legitimate area for serious learning (i.e., they would not send their kids away to college to study it) and they do not include it in their mental maps of career options or scholarly disciplines. Similar to the meadow, many activities claim a right to belong within the still largely unregulated conflict resolution field, and while not all of the activities are ones that institutions feel comfortable supporting, there remains plenty of room for creativity. In our field there is no central gateway that marks your arrival but there are certainly lots of ways to come into it—peer helping, social work, family therapy, law, labor relations, sociology. Because the career paths are not well maintained (guidance counselors do not often tell our young people about it, for instance) newcomers often have to blaze their own unique trails. And like the gardening crews, people hoping to build a sustainable income working in the field have seen the value of banding together in professional

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and scholarly associations to share information and skills and do a bit of boundary management.

Like the new gardener who has yet to study earth sciences, a person who takes a mediation skills workshop and gets excited about conflict resolution still has a long way to go to become a skilled and trusted practitioner or scholar working in a sustainable field. Like the Farm and Garden Project that used mentoring and structured learning to turn casual gardeners into horticulturalists, within the CR field we now have distinct scholarly programs in conflict studies that provide degrees in conflict resolution and peace studies. What we need to develop are creative recruitment strategies to bring young people along in the field and means to ensure that they have the resources needed to become part of our future legacy. Many people have found their way into the field and planted the seeds. If we want to grow and maintain a sustainable field—a conflict resolution permaculture, so to speak—considerably more work needs to be done to develop and make visible the social pathways into the field and institutional resources needed to maintain them.

Leveraging Our Bridge-Building Skills

Paths are good metaphors for thinking about this, but perhaps my more favored term ‘bridge’ fits

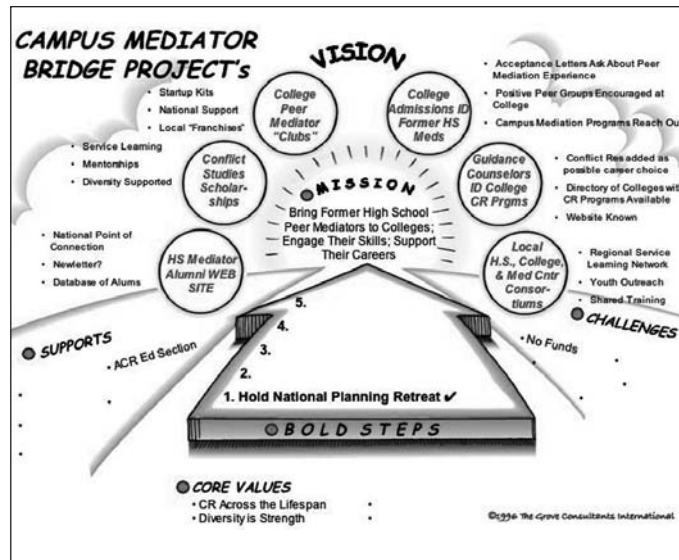


Image from powerpoint Bill used in the Supporting Our Youth workshop in Sacramento. It was used as a shared worksheet to plan next steps in people's home areas and for the Section as a whole.

better when discussing methods for bringing people across gaps or chasms. As I see it, while we have become increasingly skilled at building bridges between disputants (a key technique in our work), our ability to mentor one another and bring newcomers, and especially those unlike ourselves, into the field seems to have atrophied. I suspect the increasing professionalization of the field and subsequent concerns about competition and crowding of the marketplace drives this, as does the ever-quicken pace of life. While our field has become 'information rich' in terms of the number of available books, training manuals and workshops one can find, we are at risk for becoming internally 'relationship poor.'

The key to sustainability, as I see it, is to place renewed emphasis on building cross-generational bridges into our field. Essentially, we need

to support, on a nationwide basis, processes where older, more experienced conflict resolvers and educators connect with and support younger people interested in developing their peacemaking and conflict resolution skills. I think we should make conflict resolution skill and knowledge development our working platform and use it to build bridges that span the various divisions—elementary, secondary, post-secondary—that exist within our educational system.

Building visible and well-maintained bridges based on people's place in the educational system can also be useful for the conflict resolution field as a whole. The educational system provides a valuable structure that is both constant and ever evolving as students move their way through it toward their adult careers. While providing youth workshops and scholarships to ACR's annual and Section conferences are good ideas, these efforts cannot provide the structure of the educational system: a more stable, enduring framework with multiple points of contact with potential newcomers. Building and maintaining well-marked routes into our field within schools and colleges around the nation could be just what we need.

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Leveraging History to Build Peaceful Futures

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“The diversity because I got to interact with different people and learn about new cultures. I loved the hands-on activities and the museum.”

“Learning about communication because it is very important.”

“I most enjoyed the Africa project we did. The UN resolution allowed us to think more about the problems facing society today, and how we can use the resources around us to our advantage.”

Although the Ralph Bunche Summer Institute focuses on youth, an additional benefit is the impact it has on volunteer parents and teachers. Many shared how they would use the concepts and skills in their daily lives, ultimately affecting incalculable homes and classrooms. Hopefully, the program will serve to educate and inspire people, both young and old, about the advantages of conflict resolution education.



2005 Ralph Bunche Summer Institute Noble Peace Prize Recipients

Participant Phillip Wright shows-off his artistic abilities.



Emma Lawton, Krithka Rajaraman and Jacqueline Owens smile for the camera.

Building a Sustainable Conflict Resolution Field Using Cross-Generational Bridges

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Taking High School to College As Our Initial Focus Area

As Director of the Conflict Management in Higher Education Resource Center (a FIPSE-funded online information clearinghouse), I have a particular interest in seeing more high school students trained in conflict resolution make their way into colleges, and especially those that know how to support their interests and talents in conflict resolution. I believe that embracing our nascent “High School to College Campus Mediator Bridge” initiative can be valuable for the Education Section of ACR as a whole. We have already done some good planning. In addition to the intrinsic value a project could have for our young people, it provides an opportunity for members of our very own Education Section to work on a shared project that spans the many different educational contexts that we hail from.

This is just one initiative of many that are creating new bridges to strengthen our field and foster its growth into the future. I encourage your support in this and other programs, some of which are highlighted in this issue of the *Fourth R*.

I also think that if we do it well, a national initiative like this could go a long way to improving the quality and longevity of campus peer mediation efforts at all levels of the educational system. And that is definitely a good thing.

Enjoy,
Bill Warters
Editor

The Youthbridge Initiative: Building Bridges Across Age and Culture

by Martha Lynn Coon

The Youthbridge story is an example of how knowledge of and experience in conflict resolution, when it is enthusiastically passed on to other generations, can make a difference in the lives of many people. In 1990 Sharon Himsl, an American woman dedicated to peace issues, was invited to the United States Institute of Peace to meet with leaders in the field of conflict resolution—Herbert Kelman of Harvard University, Ron Fisher, President of the former Canadian Institute of Peace, and Chris Mitchell of George Mason University Institute of Conflict Analysis and Resolution. Here she first learned about the tremendous potential of preventing violent conflict using conflict resolution techniques. While most work was being done at the adult level, she soon became convinced that it was the young people, the new generation, who should be mastering the skills of conflict management.

Himsl visited Vukovar, Croatia for the first time in 2002 and it would quickly become her passion. The shock of the razed buildings and battered landscape impressed upon her the need for healing and peace-building in this community, still ethnically segregated and economically depressed ten years after the Dayton Peace Accords. Encouraged by the progress of a



Martha Lynn Coon graduated from the University of the South in 2000, where she majored in English literature and minored in German. She has worked in various organizations, including the Public Defender Service, the Legal Aid Society, Common Cause, and the Servant-Leader Development Center. After studying and working in Germany, Martha Lynn returned to the United States to pursue an MFA in playwriting at the University of Texas in Austin.

program designed for young Israelis and Palestinians by the Vermont organization, Seeds of Peace, Sharon pursued an idea she had considered for some time: establishing a summer peace camp for young people from war-torn Eastern European countries. That same summer, Stadtschlaining, Austria became home to the first Youthbridge peace camp with young Serbian and Croatian participants from Vukovar. The camp provided students an opportunity to learn fundamental tools for building peace in their community: conflict resolution, civic engagement, and the beauty and fun of enduring friendship.

Fast-forward to the spring of 2003: four young women (including an advertising executive, a psychologist, a business consultant, and myself, a playwright), all twenty-somethings, sit anxiously around a phone in Berlin, Germany. The common thread between us is an interest in

conflict resolution and a desire to foster international understanding. On the other end of the phone, at home in Tyler, Texas, Sharon Himsl (age 69 at the time) tells us everything she can about Vukovar, Croatia and its young people. We write furiously, taking notes on Sharon's suggestions about building a peace education curriculum for the second annual Peace Camp. She also provides suggestions of organizations in the field of conflict resolution to research or contact in preparation for the camp. This was the birth of the Youthbridge Initiative, and the four of us would become her partners in the founding and managing of the organization. In the two years since its inception, Youthbridge has developed into a registered not-for-profit organization with offices in Austria, Germany and the United States, with one pending in Croatia.

Today, the Youthbridge Initiative continues to offer training in

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From High School to the Pros

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Mine is just one story of many who have grown up in the field of conflict resolution and with the many people who helped along the way.

“just watch what Damon does,” I may not still be doing this today.

As I began to grow more in the conflict resolution field, I wanted to do more, but I didn't know how. Then one day I got a phone call out of the blue asking if I would like to be a part of the Association for Conflict Resolution (ACR) mentor/mentee program. I thought, “Hey, why not?” I was put in contact with my mentors, Dan DeStephen and Homer LaRue. This came at a very good time because I had no clue in what direction to go. Through numerous phone and email correspondence and a face-to-face meeting, I was able to devise a plan and set it in motion. My planning and efforts led to my winning the James Boskey Award along with fellow mentees: Shawnta Washington, Tajae Gaynor and Tracy Pastan, a spot on numerous ACR committees, and opportunities to branch out beyond W.A.V.E.

These experiences have helped to shape my career thus far and have made my job as a trainer and program collaborator for the

W.A.V.E. Program a little easier. Not only do I still mediate and train students, but I also have taken on a personal mission to see my mediators succeed. I have been working with Bill Warters, a professor at Wayne State University, on the Bridge Project. The project's goals are to link high school mediators to colleges that will utilize and further their mediation skills, link youth mediators together and help them mentor younger mediators. As I work with young people, I am reminded of all the people who helped me—like the Jean Reinholds and Carole Closes, Damon Deals—and where I might

I believe the future is very bright for this field, and will only get better if we nurture and mentor our youth, just as people did for me.

be without them. I say “thank you.”

Mine is just one story of many who have grown up in the field of conflict resolution and with the many people who helped along the way. I try to use myself as an example for all young people, especially young African-American men, because being one myself, I can relate to the pressures facing them and why conflict resolution can be a great tool for them. I believe the future is very bright for this field, and will only get better if

The Youthbridge Initiative

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conflict resolution and peace-building to the young people of Vukovar at its annual summer peace camp. The camp uses English as a neutral language, which creates a space for new dialogue as well as an opportunity for the young people to benefit from intensive language training.

During camp, participants are taught theories in conflict management, compassionate communication and mediation. In an ethnically mixed camp setting, where activities are group-based and teamwork is a necessity, students have the opportunity to put this theoretical knowledge to immediate and practical use. They are offered an open forum for debate, cooperation and the establishment of continuing relationships.

Youthbridge offers participants a two-track curriculum, one for first-time attendees and one for those returning. Those students wishing to return for a third year are included in the program as Peer Leaders, assisting Youthbridge staff in the teaching and organization of Peace Camp. Having new and returning groups of students together during camp has many benefits: returning students feel at ease as role models, new students are motivated by their older peers, and a new dynamic develops that fosters bonding between all campers.

Youthbridge also provides year-round local support through which students continue to learn the peace-building and organizing skills needed to plan and implement independent projects that benefit their towns and communities. In

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Bridging the Gap - Conflict Resolution Videos for Middle School Age Youth

by Bill Warters

The middle school years are some of the most challenging times in most people's lives. Young people enter a school situation much different than the structured, hand-holding environment of elementary school, and they face increased peer pressure and challenging schoolwork coupled with a growing desire to fit in. New social skills are needed as the school becomes as much a fashion show and popularity contest as an academic learning environment. "Bridging the Gap" is a series of twelve 15-minute student video programs designed to help middle and junior high school students develop the knowledge and skills identified by health education and conflict resolution experts as necessary to deal effectively with the kinds of conflict that occur during these challenging times. The materials can be found online at no charge (see <http://www.ecb.org/conflict/bridginggap.htm>).

The video programs take the form of dramas, focusing on target-aged children, which clearly demonstrate or model various skills. The videos can be viewed online at no charge (see <http://www.resolvingconflict.org/Bridging.htm>) using QuickTime. Instructors are also encouraged to record the videos when they are broadcast over educational television in Wisconsin. The creation of these instruction materials is the result of the



Bill Warters is President of the ACR Michigan Southeast Chapter and a former Co-Chair of the Education Section. He teaches in the Master of Arts in Dispute Resolution Program at Wayne State University in Detroit and directs the Conflict Management in Higher Education Resource Center.

collaboration between three individual organizations: the Center for Educational Resources, the Wisconsin Educational Communications Board, and Phi Delta Kappa International.

1. "Push Comes to Shove" - Skill Area = Walking Away

One of the most difficult solutions to a potentially dangerous situation is to swallow your pride and just walk away. http://www.cerlearn.org/images/push_shove.mov

2. "From the Heart" - Skill Area = Apologizing

Whether you are right or wrong, if you offer an apology to someone else you cannot help but diffuse and ease the tension in a potentially violent situation. http://www.cerlearn.org/images/from_heart.mov

3. "Scare Tactics" - Skill Area = Getting Help

Is outside help needed to solve a problem? If it is, what help is needed, and where should that help come from? http://www.cerlearn.org/images/scare_tactics.mov

4. "Anybody but You" - Skill Area = Anger Management

Anger management is a critical step in preventing/resolving problems. http://www.cerlearn.org/images/anybody_you.mov

5. "Time Out" - Skill Area = Mediation

What is involved in mediation with a neutral third person? How can the process learned be used to negotiate a solution to another problem? http://www.cerlearn.org/images/time_out.mov

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Bridging the Gap

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6. "No Can Do" -

Skill Area = Refusal Skills

Good refusal skills, a form of assertiveness, enable one to give verbal and nonverbal messages that clearly say "no" and yet do not jeopardize existing relationships. http://www.cerlearn.org/images/no_do.mov

7. "All the Wrong Moves" -

Skill Area = Identifying and Expressing Feelings

Identifying feelings, exploring feelings, and understanding how they affect behavior. http://www.cerlearn.org/images/all_moves.mov

8. "It's Not What You Think" -

Skill Area = Active Listening

Using self-talk to gain an understanding of feelings and using active listening to get the perspective of the other person. http://www.cerlearn.org/images/its_think.mov

9. "It's Show Time" - Skill

Area = Assertiveness Skills

Assertive vs. aggressive speaking, the idea of "I" statements vs. "You" statements. http://www.cerlearn.org/images/its_time.mov

10. "Translation Please!" -

Skill Area = Dealing with Diversity

Conflict that arises out of diversity. Often what begins as an 'ordinary' problem escalates into

racial and ethnic conflict.

http://www.cerlearn.org/images/translation_please.mov

11. "Get Off My Case!" -

Skill Area = Dealing with Bullying

Strategies that can be used when bullied or in helping someone being bullied. http://www.cerlearn.org/images/get_case.mov

12. "My So Called Friend" -

Skill Area = Application of Several Skills

An opportunity for students to apply the skills they have learned in the series. http://www.cerlearn.org/images/my_friend.mov

ACR Designates October 20, 2005 as "Conflict Resolution Day"

The ACR Board has adopted a resolution designating October 20, 2005 as Conflict Resolution Day in order to increase public awareness about conflict resolution and its many benefits. As part of this recognition effort, ACR is reaching out to various conflict resolution groups to build interest in holding celebrations in conjunction with this day of recognition.

For a list of events being planned around the country, and to learn how you can become involved, please see <http://www.acrnet.org/crday/> or contact Jennifer Druliner at 202-464-9700, ext. 228 or jdruliner@ACRnet.org.

The Youthbridge Initiative

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The Youthbridge story is an example of how knowledge of and experience in conflict resolution, when it is enthusiastically passed on to other generations, can make a difference in the lives of many people.

2005, young participants in Vukovar initiated and executed five different community action projects, ranging from drug prevention to artistic development, displaying the commitment of yet another generation of peacemakers in development.

As for the four of us, we have each gone on to pursue our respective professions. But Youthbridge remains our passion, revealing Sharon's irrevocable influence on our lives. Her support of and belief in young people and the value of conflict resolution work, and her willingness to pass on her knowledge and experiences, changed the course of our lives and the lives of countless people in Vukovar.

Conference Promotes Training and Networking for Minority Mediators and Arbitrators

by Jessica M. Poprocki

Capital University Law School in Columbus, Ohio, hosted the Second National Conference for Minority Professionals in Alternative Dispute Resolution. The theme of this year's conference was Promoting Opportunities for Minorities in the Field of ADR and was held at the Greater Columbus Convention Center May 19-21, 2005. Approximately 300 people participated in the conference representing 25 different states, plus the District of Columbia, Jamaica and Canada.

"This Conference is an initiative to increase the presence of minority professionals at all levels and in all areas of alternative dispute resolution," said Floyd Weatherspoon, professor of law and director of minority ADR initiatives at Capital. "Not only did the conference enhance minority professionals' negotiations, mediation and dispute resolution skills, but it also provided them with exceptional networking opportunities and connected them with other ADR professionals and organizations."

Numerous workshops were offered to accommodate various levels of experience among minority professionals and covered a wide-

range of dispute resolution areas, including courts, family, community, employment, labor, environment, government, special education and faith-based, and starting and marketing an ADR business.

Intensive, one-day pre-conference trainings on May 18 included Equipping the Black Church to Respond to Conflict Biblically; Issues of Neutrality: A Critical Race Theory Perspective; Mediating Between Law Enforcement and Community Organizations; Starting a Successful ADR Business, to name a few.

Donna A. M. Parchment, chief executive officer of the Dispute Resolution Foundation in Kingston, Jamaica and an ACR member, opened the conference. The Hon. Michael L. Douglas of the Supreme Court of Nevada was the luncheon keynote speaker on May 20. ACR President-Elect Terrence T. Wheeler, who is also co-director of the Center for Dispute Resolution at Capital

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University Law School, helped to open the conference and presented a workshop on the Uniform Mediation Act.

This year's conference marked the fourth year that Capital has held an ADR program for minorities. The efforts began in 2002 with a statewide Ohio conference, followed by a national conference in 2003. In response to a theme noted among conference participants — difficulty in getting on panels and employment opportunities—a weeklong training institute was held in 2004. Professor Weatherspoon is preparing to hold another weeklong training institute for minority professionals in ADR June 12-16, 2006.

For more information, contact Floyd Weatherspoon, Capital University Law School, 303 E. Broad St., Columbus, Ohio 43215-3200, (614) 236-6531; adrconference@law.capital.edu.

Examples of Creative Uses of Scholarship and Fellowship Money to Support Conflict Resolution

by Bill Warters

One very tangible way to support the careers of young conflict resolution practitioners is to provide money in support of their education. Offering scholarships specifically tied to peace and conflict resolution work not only helps defray the cost of providing more education in the field, it also helps young people develop their own identities as conflict resolvers, thus influencing many of their future choices. Here are a few examples of efforts supporting conflict resolution education.

Paid Community Mediation Center Internships for High School Conflict Resolvers

The Northern Virginia Mediation Service (NVMS) is a community mediation service developed in 1988 by folks associated with George Mason University's Institute for Conflict Analysis and Resolution. Recently NVMS announced the development of a new fund that will target young peacemakers. The Richard V. Bernhart Fund was established by Martha Bernhart, the wife of long time NVMS mediator, board member and supporter Dick Bernhart. The Bernhart Fund is an endowed fund set to produce several thousand dollars per year to support

community mediation and conflict resolution programs. One of their planned focus areas will be paid internships for high school mediators, with a plan to give these students an opportunity to develop as mediators, explore mediation as a career field and apply their skills in areas outside of the school.

See <http://www.gmu.edu/departments/nvms/bernhart.htm> for more info.

Rewarding Community Service Done By High School Students

Green Mountain College, a small Vermont college with an environmental focus has developed a new program that grants full scholarships to ten incoming students who's efforts are contributing to making the world a better place. The aim of the scholarships known as the Green Mountain College Making A Difference Scholarship, is to attract students "who will act as role models for our other students to follow." Rather than focusing on academic or athletic achievements, the scholarships are designed to encourage and recognize the exceptional works of high school students. "We're trying to teach kids to serve the community," Green Mountain College President John Brennan said, noting that a number

of Green Mountain students act as mentors to children in area elementary schools who are experiencing difficulty. Clearly these scholarships will go a long way toward not only increasing the attractiveness of the school but also giving a leg up to students with peer mediation service in their background.

See <http://www.greenmtn.edu/makeadifference/index.asp> for more information.

Encouraging Undergraduate Studies in Conflict Resolution

The friends and admirers of Congressman John F. Seiberling, a member of Congress from 1971–1986, and a well-known advocate of world law, established this scholarship at the University of Akron in Ohio. In recognition of Congressman Seiberling and his many contributions, including his devotion to world peace through law, this scholarship has been created to attract and encourage students who are committed to studying the principals and techniques of conflict management and conflict resolution. Applications for the scholarship are made through normal university channels, but final selection of the recipient is

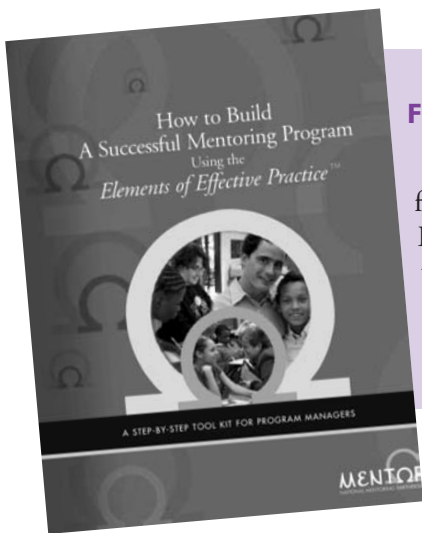
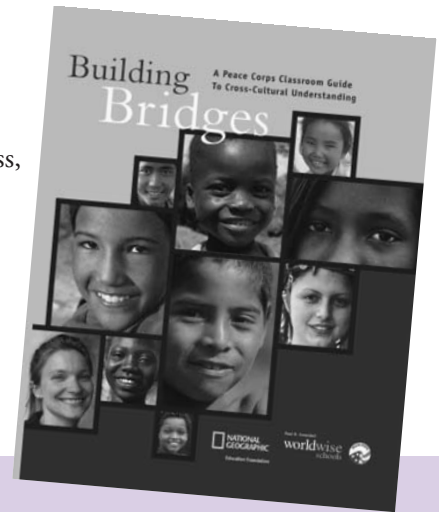
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NEW RESOURCES

Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding

Free, short, adaptable lesson plans and activities that build cross-cultural awareness, respect, and communication in your grade 6-12 classroom. Lessons are flexible, easy to use, and standards-based. Online at <http://www.peacecorps.gov/wws/bridges/index.html>

Available as a full PDF at <http://www.peacecorps.gov/wws/bridges/bridges.pdf>



Free Best Practice Mentoring Toolkit

The MENTOR project, with funding from the Mott Foundation, has just released a free comprehensive tool kit, "How to Build a Successful Mentoring Program Using the Elements of Effective Practice." It also contains a CD with more than 160 tools and templates that mentoring programs can customize to suit their individual program needs. Organizations can download the tool kit for free at <http://www.mentoring.org/eeptoolkit>

Architects of Peace Lesson Plan Collection

The Santa Clara University's Architects of Peace website provides 73 discreet lesson plans primarily geared toward collegiate freshmen and sophomores, but easily adaptable to high school juniors and seniors. The free collection features people who have worked toward peace from a diversity of viewpoints and backgrounds—including diplomats and poets, scientists and religious leaders; a lesson plan has been prepared for each featured architect. Get started at <http://scu.edu/ethics/architects-of-peace/>

New Publication on Careers in International Conflict Resolution

The Alliance for Conflict Transformation recently announced the publication of a new report, "Skills, Networks & Knowledge: Developing a Career in International Peace and Conflict Resolution." This report helps to fill a critical gap in the field, as it is the first of its kind to survey employers regarding career opportunities within the international peace and conflict resolution field. For this report, ACT interviewed 55 employers involved in international and peace and conflict resolution work, from leading nonprofit organizations, U.S. government agencies, international organizations, foundations and universities. The report focuses on what skills and type of experience individuals need to develop a successful career in the field. In addition, a resource section for job seekers is included. The report can be downloaded at no cost as a PDF document from <http://conflicttransformation.org/Portals/0/Documents/Webreport.pdf>. Contact ACT at info@conflicttransformation.org for information on acquiring print copies.

Examples of Creative Uses of Scholarship and Fellowship Money to Support Conflict Resolution

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handled by the director of the university's Center for Conflict Management. An important factor in the decision is evidence of any prior or current study or experience with conflict resolution (e.g., service as a peer counselor, service in a conflict resolution program, work as a mediator, arbitrator or conciliator, papers written, conferences attended, etc.

See <http://www.uakron.edu/development/ef3h.php> for more information.

Encouraging International Graduate Studies in Conflict Resolution

The Rotary Foundation has been actively supporting conflict resolution study by people who have completed an undergraduate degree (not necessarily in conflict studies) and have been working in their chosen fields for some time. The idea is to support people who have developed their interest in conflict resolution as young adults and now want to formalize and deepen their focus and skills. Each year, Rotary selects up to 70 Fellows to study a unique curriculum focusing on various aspects of international studies related to peace and conflict resolution at one of the seven Rotary Centers for International Study in peace and conflict resolution worldwide. Each also offers comprehensive programs in related fields such as international law, public health, natural resources and environment, and education and literacy. These Rotary World Peace Fellows receive full funding

for a two-year master's-level degree program in conflict resolution, peace studies and international relations. Rotary World Peace Fellows must meet all requirements for admission into their chosen university for a master's-level program. They must possess excellent leadership skills and relevant work or volunteer experience, demonstrating a commitment to a career devoted to peace, conflict resolution and international understanding. Rotary World Peace Fellows also must be proficient in a second language, including that of the host university. Candidates may have diverse life experiences and a wide range of professional backgrounds. What unites them is a common dedication to promoting world peace and personal experience dealing with conflict situations.

See <http://www.rotary.org/foundation/educational/index.html> for more information.

Scholarships can be built using memorial funds for someone who has recently passed away, or via donations from an older individual who sees the value of this work, or via foundations that choose to make this one of their core areas of focus. Funds can also be set aside within organizations and earmarked for use by young peacemakers. These examples are a great start, but clearly more are needed, especially as it relates to undergraduates.

CALL FOR NOMINATIONS AND APPLICATIONS FOR EDITORSHIP OF *Conflict Resolution Quarterly*

The Association for Conflict Resolution (ACR) and Jossey-Bass, A Wiley Imprint, invite nominations and applications for the editorship of *Conflict Resolution Quarterly (CRQ)*, the official journal of the Association for Conflict Resolution. The journal publishes quality scholarship on relationships between theory, research and practice of third parties in the conflict management and dispute resolution field to promote more effective professional applications.

Responsibilities and duties include selecting members of the editorial board in consultation with ACR and Jossey-Bass, ultimate responsibility for soliciting manuscripts, accepting and rejecting manuscripts on the basis of their quality and suitability for *CRQ*, guiding manuscripts through the review process, overseeing revisions and planning issues. The editor will receive a stipend from ACR to cover costs of postage, telephone, photocopying and other direct expenses. All production and distribution costs are the responsibility of the publisher.

Nominees and applicants should be recognized scholars and/or practitioners in the conflict resolution field. In addition to possessing excellent managerial and organizational skills, nominees and applicants should be able to adhere to strict publishing schedules and work effectively with others at a distance.

Nominations and applications will be accepted until October 30, 2005. Applicants must be available for telephone interviews between January and July, 2006. Pending outcomes of initial telephone interviews, applicants will be required to attend the 2006 ACR Annual Conference in Philadelphia, PA, October 25-28, 2006 for in-person interviews. An editor will be chosen shortly after the Philadelphia Annual Conference and the editorial transition will begin shortly thereafter.

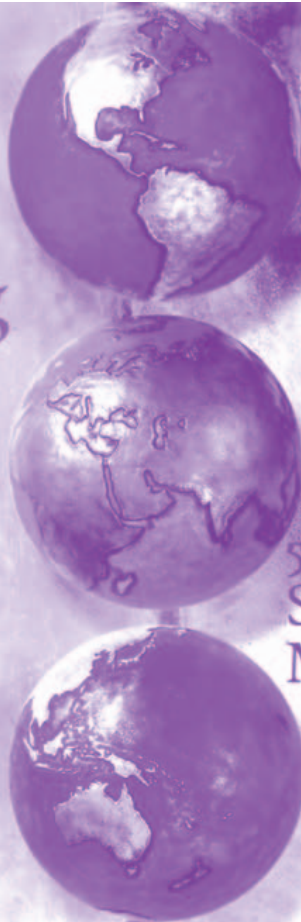
Please email nomination or cover letter with curriculum vitae to dfamiano@josseybass.com and publications@ACRnet.org with "CRQ Editor Application" in the subject line.

Questions may be directed to David Famiano via email at dfamiano@josseybass.com.

Applicants may be required to supply other supporting materials upon request.

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