

FUNDING AND SPONSORING THE DEVELOPMENT OF A CAMPUS STUDENT CONFLICT RESOLUTION AND EDUCATION PROGRAM

EXECUTIVE SUMMARY

INTRODUCTION

Berkeley's long-standing reputation as a community committed to tolerance, cultural diversity, and understanding could be significantly enhanced by developing a mechanism to resolve and transform both reported and unreported inter-student conflicts. As an example of the issues facing our campus, in 2003, a dramatic increase in reported hate crimes prompted then-Chancellor Berdahl to organize a town-hall meeting. That meeting, attended by over one hundred students and many key campus administrators, developed a series of fifteen recommendations to create a more tolerant campus. The Hate Crimes Task Force was formed and assigned with their implementation. Among these recommendations, one – “organizing forums and courses to increase the understanding of cultural differences” – has yet to reach fruition.

Hate crimes are but an extreme and relatively uncommon type of conflict which stem from a lack of understanding of various classifications of culture (e.g., race, ethnicity, religion, sexual orientation, disability status, etc.); most of the inter-student conflicts which occur on a campus as diverse as Berkeley's have the same root cause as well. Many of these conflicts go unreported and unresolved due to the lack of a dedicated campus institution from which students could receive assistance. Karen Kenney, the Dean of Student Services, acknowledged in the *Berkeleyan* that students may not report conflicts because “there... may be a perception that the campus won't be responsive.”

We are the Campus Student Conflict Resolution Program Planning Committee. The goals and proposals set forth in this document will provide our campus community with a detailed plan for the creation of an official mechanism with which to address inter-student conflict and broaden cultural understanding, thereby fulfilling the recommendations of the taskforce.

PROBLEM

The recurrent surfacing of conflict among students at UC Berkeley reflects a lack of cultural understanding. Currently, the Berkeley campus does not provide a dedicated program to develop cultural understanding for the resolution and transformation of inter-student conflicts. While Berkeley prides itself on its tradition of leading the state and country in nurturing a community of tolerance, diversity, and understanding, other campuses around the nation have already dedicated support to similar conflict resolution programs.

QUESTION

How can Berkeley meet its need for an official mechanism addressing inter-student conflict and uphold its standing as a community of tolerance and diversity?

WHO WE ARE

We are a diverse group of students (OSL and ASUC registered group: Campus Student Conflict Resolution and Mediation Program), united by a Peace and Conflict Studies course (PACS 154—Multicultural Conflict Resolution) and inspired by our desire to provide a forum for the resolution/transformation of conflict, the proliferation of cultural understanding, and the prevention of the escalation of conflict among our peers. We view conflict as an opportunity for understanding and growth. Conflicts – from disagreements between roommates to clashes between whole communities – provide the opportunity for cross-cultural understanding when handled responsibly and respectfully. Thus, the difference in negative or positive outcomes of conflict is dependent on the tools and services offered to students. Sharing the vision of improving the campus community, we are requesting the support of the University as well as off-campus entities in the form of space, funds, sponsorship, partnership and in-kind services to fully develop a campus student conflict resolution program.

Developing such a program will not replace any other campus program, but will provide the campus community with an option already recognized and supported in public and private schools of many educational levels. While other UC campuses, such as UCI, support similar conflict resolution programs, our proposal is unique in that our program will allow student peers to provide transformational conflict resolution services as well as teach the techniques to allow students to effectively respond to conflict on their own. While the program fulfills the recommendations of cultural diversity training developed around the Hate Crimes Task Force, it also exudes the rationale that prompted the recent changes in the Student Code of Conduct. In the words of Vice-Chancellor Padilla remarking on the recent changes, “we wanted to make students responsible for themselves in a way that engenders a more ideal community of scholars.” Our conflict resolution program empowers students to be responsible members of the campus while instilling and upholding the longstanding values of diversity and cultural understanding in the campus community. Our mission statement, which embodies our focus, is included below:

Through mediation and education, our group will enable students to discover the essential tools to productively address conflict. This process will help students to resolve conflict, and when possible, to transform conflict into an experience that both empowers the individual and fosters stronger community relationships.

NEXT STEPS

In consideration of limited campus resources and the need for program evaluation during the pilot phase, we plan to implement the program in three stages, each of which will build upon the successes of the previous stages. The stage-oriented course of implementation will promote flexibility for our program by adapting to campus needs

throughout its development. The first stage of the program initiated with our organizational development and creation of a related DeCal course. Additionally, we have established a mentoring partnership with East Bay Community Mediation (EBCM) to assist us in developing our program by temporarily fulfilling our spatial and case management needs and providing experience for guided mediations. The remaining components of the proposal are planned for development within the pilot phase of two years. The specific services planned for implementation by the program include:

- General conflict resolution and communication skills-building for the entire student body
- Development of leadership, conflict resolution, and professional skills within student volunteers and coordinators
- Education and mediation for general and specific student, group, and community conflicts
- Promotion of general awareness of diversity and multiculturalism
- Production of knowledge (i.e. developing new conflict resolution models)

These services will provide several benefits including, but not limited to, the following:

- Uphold the campus' dedication to education, student opportunity, diversity, and cultural understanding
- Fulfill the campus' commitment to implementing the recommendations established through collaborative discussions between numerous students and administrators surrounding the Hate Crimes Task Force
- Provide comparative savings of time and money (program relies on very few paid staff and resources compared to other, less comprehensive, programs)
- Train students with the knowledge and skills necessary to perceive and handle their own conflicts in a way that is constructive, preventative and conducive to community building
- Expand learning opportunities, both academic and experiential, for all members of the campus community

In order to realize the aforementioned plans to implement and fulfill the University's dedication to community building and cultural understanding, the program requires the following assistance:

- \$5,900 for Spring 2005 initial training and program development
- Official sponsorship and endorsement
- 1 FTE, which will be split to create two or three dedicated Student Affairs Officers (\$45,650)
- Resources for supplies, one-time office equipment purchases, and training (\$23,000)
- An estimated annual budget of \$53,650

PROPOSAL

REQUEST

We are requesting funding in the amount of \$5,900 for this spring semester to continue the current projects of this pilot program in *Building Stage 1: Training and Marketing*.

We are requesting an additional \$68,650 for the fiscal year 2005-06 and \$53,650 for FY 2006-07 for the subsequent two years of the pilot program to develop up through *Building Stage 2: Developing of On-Campus Center*.

Upon the success of the pilot program we will request ongoing funding of approximately \$53,650 per fiscal year to further develop the program into *Building Stage 3: Expanding Program Services and Research*.

(For Budget and Details please refer to **Appendix A**)

NEED

Conflict at UC Berkeley, as at any other institution, can be a negative or positive experience, depending significantly on how it is perceived and handled.

The usual and recurring conflicts involving students as well as the more infrequent yet volatile and destructive ones (such as recent “hate crimes” involving students) clearly reflect a lack of cultural understanding. Given these, there is a need for innovative conflict resolution strategies that allow students to manage their own conflicts with the support of the university before they reach destructive levels, and to ultimately utilize such conflicts as opportunities for growth and learning.

Currently there are certain voids as well as areas which can be improved in the dispute systems design at UC Berkeley. These include:

- No central or official mechanism specifically addressing inter-student conflict. There are mechanisms such as the Student Advocate’s Office (SAO) and the Student Ombudspersons’ office (which has on occasion handled inter-student conflicts upon request) that address student-university conflicts, but none specifically designed to address inter-student conflict.
- No university-provided conflict resolution services for students living off-campus.
- No “certified” mediators providing services for students living on-campus.
- No official or sufficient conflict resolution services for the numerous and diverse student groups on campus. This is an area where our program could be of assistance to the Office of Student Life.
- No mediation option in the student disciplinary process. In contrast to a punitive model, mediation encourages solutions that preserve relationships, encourage ownership of results, and enable the campus community to address issues in a constructive manner. This is another area where our program could be of assistance to both the Office of Student Life and the Office of Student Development.

PROPOSAL

Inspired by the Multicultural Conflict Resolution course (Peace and Conflict Studies 154), we formed an OSL and ASUC registered student group to organize this project. (See **Appendix B** for more info on us.) Sharing the vision of improving the campus community, we are requesting the support of the University as well as off-campus entities in the form of space, funds, sponsorship, partnership and in-kind services to construct a coordinated campus-wide mechanism specifically addressing inter-student conflict.

This program is not intended as a replacement for any of the campus’s preexisting programs, but rather to complement them as another option in the conflict resolution process.

We would like to eventually “house” this program in an on-campus center which would provide a variety of conflict resolution-related services to enhance the dispute systems design at UC Berkeley.

In consideration of limited campus resources—such as the availability of immediate and committed space—as well as our intent to be adaptable and viable, we will develop the program in building stages. Each building stage will introduce new elements which will become permanent, recurring features of the program.

Building Stage 1: Training and Marketing

- Training student mediators and case-managers
- Developing the preventative education curriculum
- Building referral system
- Developing and solidifying sponsor base
- Developing and practicing mediation model¹
- Develop web presence²

As a mechanism to implement our Phase 1 goals, we have developed a DeCal course (see **Appendix C**). Additionally, we have established a mentoring partnership with East Bay Community Mediation (EBCM) to assist us in developing our program by temporarily fulfilling our spatial and case management needs and providing experience for guided mediations. Our philosophy and program goals require that our student volunteers be competent, practice with professionalism, and do no harm. Through case management and mediation trainings from EBCM, students will obtain the skills necessary to

¹ We are referring to mediation as a form of alternative dispute resolution (ADR). It is an informal, voluntary and impartial process in which the mediator(s) act as facilitator(s). The entire process and outcome thus belong completely to the disputants. In this guided process, emotional, psychological and cultural factors are allowed to surface and the disputants gain an understanding of each others’ perspectives, interests and needs. The resolution is both mutually acceptable and relationship-affirming.

² Our web presence will cater to both those who need services and those interested in the products of our academic and preventative education research—workshops, presentations, papers, and other functional and/or scholarly works. In the interest of furthering research in applied conflict resolution, these materials will be provided at no charge in accessible digital formats.

effectively serve the program as mediators. Furthermore, these students will also conduct research and engage in workshop-building around campus conflict, helping to build the preventative education curriculum.

Building Stage 2: Development of On-Campus Center

Depending upon resources, such as campus and external funding, our focus is to launch stage two beginning FY 2005-06. It is our goal to be fully operational and functional by this year to ensure the program is positioned for long-term viability and institutionalization. Components of this stage will be phased in over a one-year period.

- On-campus center with staffing.
- Build in an evaluation component—both internal and external.³
- Implement training programs specifically tailored to the campus community.
- Explore alternative options in the student disciplinary process.
- Begin research and development.

Building Stage 3: Expanding Program Services and Research

Upon success of the first two building stages (approximately two-and-a-half fiscal years), we will expand into Building Stage 3 pending ongoing funding and support. Components may include:

- Publishing Component
- Outreach to K-12 schools and community colleges
- Develop a regular course in PACS⁴
- Establish and utilize an Alumni Network

³ Key evaluation components are:

- A. Keep program and practice consistent with our philosophy.
- B. Analyze mediated conflicts—both processes and outcomes. Expand the field and produce new knowledge. Develop new models.
- C. Implement training programs specifically tailored to the campus community.
- D. Explore alternative options in the student disciplinary process.

⁴ A dedicated PACS class would include the following elements:

1. Research, knowledge production, model development and publishing
2. Faculty supervision of conflict resolution practice
3. Sustain and feed program
4. Provide academic link and legitimacy
5. Analysis of process
6. Continuing education
7. Provide an accredited academic course

A possible class description in the general catalog:

“157. *Practicum in Peace and Conflict Studies. (2)* This course provides the opportunity to apply, analyze, and evaluate the results of applying collaborative conflict resolution theory and models in supervised internships. Activities and materials will be designed to assist students with developing skill and understanding with a focus on ethics and culture while completing specific substantive requirements for neutrals.”

PROGRAM GOALS

The goal of the campus student conflict resolution program is to limit the destructiveness and divisiveness of conflict involving students while maximizing its potential as a learning opportunity, as well as to provide students with the knowledge and skills necessary to productively address, manage and resolve their own conflicts. As a peer-to-peer program, it is imperative that we have a culturally diverse group of volunteers to represent our diverse campus community and ensure the proper handling of multicultural conflicts. This guiding principle of our program is in line with both Vice Chancellor Padilla and Vice Provost Maslach's goals to support diversity, both inside and outside the curriculum.

In other words, as our Mission Statement underscores:

Through mediation and education, our group will enable students to discover the essential tools to productively address conflict. This process will help students to resolve conflict, and when possible, to transform conflict into an experience that both empowers the individual and fosters stronger community relationships.

Our program will provide services, resources, and education to complement existing mechanisms and address the various needs of students and the campus community, as enumerated above. More specifically:

Targeted Student Communities:

- Students living on-campus (i.e. dorms, on-campus apartments, University Village, etc.)
- Students living off-campus
- Students in the Greek system
- Students in the co-ops (USCA)
- Student groups
- Students involved in various disciplinary processes on campus
- Students and project groups within the classroom

Specific Services:

- General conflict resolution and communication skills-building for the entire student body
- Development of leadership and conflict resolution skills within student volunteers and coordinators.
- Education and mediation for specific student groups and communities
- Promotion of general awareness of diversity and multiculturalism
- Production of knowledge (i.e. developing new conflict resolution models)
- Mediation services for general inter-student conflicts

- Mediation of conflicts between students and neighbors
- Publishing component
- Professional development for students and staff

PROGRAM PHILOSOPHY

Despite its transience, the university community and its response to conflict play an enormous role in the development of tomorrow's leaders. For many young adults, the university is their first taste of autonomy, and their experiences here at Cal will shape their interactions with the world at large for the rest of their lives. The need for a diverse student community is obvious, and Cal remains actively committed to the goal of diversity. This diversity, however, introduces the possibility of intense conflict.

We believe that all conflict, no matter how similar the participants, has its roots in culture. One's expectations of others are shaped in part by one's experiences, and the presence of deep, cultural differences heightens the risk of miscommunication and misunderstanding. These minor conflicts can escalate and create the possibility that students' lived experiences of diversity are ones of rancor and enmity. These conflicts – from disagreements between roommates to clashes between whole communities – also provide the opportunity for cross-cultural understanding. The difference in outcome is dependent on the tools and services offered to students.

Conflict is an essential part of life; there is no community, no relationship, and no individual in which conflict is absent. Furthermore, many conflicts are also critical junctures: opportunities to realize progressive change. Despite this, our culture tends to view conflict as negative, or something to be avoided. Effective means of responding to conflict do not involve suppression or avoidance. While this may hide the conflict for the moment, conflict will invariably re-emerge with renewed force and emotion, creating a cycle of escalation. In order to prevent these cycles, students need to have access to services which help them to explore their unspoken assumptions as well as the cultural and societal context of conflict.

By providing students with a safe, impartial environment with trained mediators, we can not only facilitate a creative solution to the conflict at hand, but also lay the foundation for a solution to the next conflict. Our mediation emphasizes the transformation of a conflict into an opportunity for interpersonal dialogue and personal improvement. Such a transformative orientation would be the most productive approach, taking into consideration the highly interdependent nature of the campus community and the importance of ongoing relationships. Lastly, in addition to our conflict resolution services, we will offer the campus community educational workshops, collaborative problem solving classes, and other forms of preventative education to aid students in solving conflicts before they escalate to the point of needing third-party intervention. Aside from its far-reaching potential, this educational component is essential to our goal of humanizing conflict in the campus community.

Our aim, then, is to provide the Cal campus community with the help and tools necessary to transform their everyday conflicts into creative opportunity.

ORGANIZATION AND STRUCTURE

The intended organizational structure of the program (see **Appendix D**) is designed with the intent to provide a balance of oversight, representation, and student leadership. Coherent with the program's philosophy, the organizational structure emphasizes egalitarianism while maintaining appropriate mechanisms for guidance and accountability. Most crucial in the functioning of the program is that all individuals involved feel empowered by the structure and comfortable with the proficiency of the organization. The lines in the diagram indicate the movement of communication through the group rather than power distribution. Hence, an open, bi-directional chain of communication, representation and guidance is established with care to balance program efficiency and collaborative vision.

The program is implemented through a diverse pool of dedicated student volunteers practicing mediation and case-management, as well as researching and providing preventative education services. These volunteers will be guided and organized by a smaller leadership group of students. This planning group additionally serves as a representational voice for the needs and insights of the volunteers, and makes program adjustments when necessary to ensure the satisfaction and well-being of the volunteers. Thus, through the planning group, the volunteers also have a voice in the direction of the program, as their needs may be relayed to the program coordinators.

Additional roles of the planning group include the scheduling of volunteer hours and directing of program services, as well as continually grounding the program in the program philosophy. The planning committee is involved with the development of the program, working in conjunction with the student coordinators. Together, composing a group of motivated students dedicated to the program's well-being, the planning group and the student coordinators form the directional base of the Campus Student Conflict Resolution Program.

The student coordinators must work closely with both the planning group and the staff coordinator, providing a valuable communicative link between the program's administration, implementation, and practice. The staff and student coordinator positions include the responsibility of offering oversight and guidance in the development and maintenance of the program (for descriptions of Student Affairs Officers see **Appendix A**).

One mechanism for program guidance and feedback is working closely with Edith Ng, our current faculty advisor—lecturer in PACS and Director of the Staff Affirmative Action office—and the Peace and Conflict Studies Department, which serves as the sponsoring home for the program. Additionally, we will form an advisory board which will reflect our broad sponsorship and affiliation base to promote inclusiveness, as well as ensure our program's autonomy, flexibility and longevity. Potential groups and institutions represented in our advisor board may include: the Chancellor's Office, OSL, ASUC, the PACS dept., EBCM, the Inter-fraternity Counsel, the University Students' Cooperative Association, Student Judicial Affairs, the Office of Student Development, the Gender Equity and Resource Center, and the Multicultural Center, among others. We believe in the necessity of working closely with both student and administration representatives of campus organizations and institutions in order to best serve our campus

community. Through bi-semesterly meetings, members of the campus community can contribute to the direction of the program and offer feedback on the program's development and implementation. We greatly respect the insights of our sponsors and campus administrators, and recognize the necessity of formalizing communication through the creation of an advisory board. Additionally, We will continue to approach and work with our various potential sponsors to determine if and how best to offer our services.

We have designed our organizational structure to ensure communication and guidance at all levels and to promote program sustainability and longevity.

EXPECTED OUTCOMES AND BENEFITS

As a student group, this program will provide a unique opportunity for students to develop their leadership and professional skills⁵ in the context of conflict resolution as a growing field and practice.

This program will provide students with the knowledge and skills necessary to perceive and handle their own conflicts in a way that is constructive, preventative and conducive to community building. This program will be cost-effective as it will save the university time, money and credibility by resolving conflicts in a cost-effective manner before they escalate or negatively impact the rest of the community. It will also provide an opportunity to enhance relationships, foster and promote mutual understanding and respect, and work with differences in personality and culture.

This program will also bridge the growth and learning gap for students possessing previous conflict resolution experience, from high school/community college, by actively soliciting their participation.

By providing a juncture for faculty, students and the administration to work together in this relatively new and growing academic field, our program will provide fresh, unique and innovative opportunities for cutting-edge research that will help UC Berkeley maintain its preeminence as a research university.

⁵ Professional skills building will include full or partial "certification" in mediation as described by the Dispute Resolutions Program Act of 1986. Via our partnership with EBCM and with the help of various campus departments, it may eventually be possible for the university to provide this "certification."

APPENDIX A: BUDGET FOR CAMPUS STUDENT CONFLICT RESOLUTION PROGRAM

BUILDING STAGE ONE (SPRING 2005)

Mediation Training for 30 students	\$4,000
Grant Proposal Writing Workshop for 2 students	\$1,200
Website Development & Maintenance	\$200
Brochures	\$500
Subtotal:	\$5,900

BUILDING STAGE TWO, FIRST YEAR (JULY 2005 – JUNE 2006)

Salaries:

Staff Program Co-coordinator: Student Affairs Officer III (0.5 FTE) ⁶	\$28,700
Student Program Co-coordinators: Student Affairs Officer I (0.25 FTE) (one or two positions, up to .5 FTE total)	\$16,950

Subtotal for salaries (1.0 FTE): \$45,650

Supplies & Expenses:

S & E (office supplies, copying, phones, program materials, etc.)	\$5,000
Training & Staff Development	\$3,000
One-time Startup Costs (furniture, copier, computers, etc.)	\$15,000

Subtotal for S & E: \$23,000

Subtotal for First Year: \$68,650

BUILDING STAGE TWO, SECOND YEAR (JULY 2006 – JUNE 2007)

Same budget as Stage Two, First Year, minus start-up costs	\$53,650
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Subtotal for Second Year: \$53,650

GRAND TOTAL:	\$5,900 (Spring 2005)
	\$68,650 (FY 2005-06)
	\$53,650 (FY 2006-07)

⁶ Funds used for this staff position assumes benefits costs are taken care of. If not, add 30% to annual salary cost.

DETAIL OF BUDGET ITEMS

Mediator Training

During the short-term phase, 40 hours of training will be provided by East Bay Community Mediation (EBCM) for 30 students; cost per student \$133. The training is tentatively scheduled for March 5, 6, and 13 with two follow-up evenings. In the future, training will be conducted in-house and led by the staff program coordinator.

Grant Proposal Writing Workshop

One-time funding for 2 students to attend a 3-day grant proposal writing workshop offered by SFSU Extension. Tuition cost is: \$597.00 and it is scheduled for March 21-23. Grant writing will be a fundamental part of this program to develop its resource base and share costs with the University.

Website Development & Brochures

Costs to develop website and print brochures. The goal is to develop a campus and community presence and visibility for this new program.

Staff Program Coordinator—Student Affairs Officer III (.5 FTE)

Oversight of the program. Works closely with the student program coordinators to develop the campus student mediation program. Responsibilities include: strategic development of program infrastructure for case management, mediation services and training, education program, outreach; grant-writing and resource development; program evaluation; development of on-going partnerships with academic units and campus departments; consultation; research publications and report writing; budget management. Develops a certified mediation training program to train student mediators. *(A staff position will provide continuity in the development of the program and serve as a mentor to the student co-coordinators.)*

Student Program Co-coordinators, Student Affairs Officer I, one or two positions (up to .5 FTE)

Works closely with the staff program coordinator to develop the campus student mediation program. Areas of focus include: case management; recruitment of student mediators, case managers and preventative education workshop facilitators; outreach to the campus community; website management; publicity and marketing; administrative, clerical and program implementation functions; and program evaluation and grant-writing. If coordinators choose to use DeCal for training students, the student co-coordinators can be instructors.

Supplies & Expenses

Costs for ongoing operations. Includes phone costs, copying, computer licenses and maintenance, program materials for preventative education workshops, office supplies.

Training & Staff Development

Costs for conducting 3-day mediation training program, e.g., room rental, refreshments, training materials. Develop resource library; professional development of staff, including conferences, training.

Start-up Costs (One Time)

Costs to set up office space for 3 employees, e.g., office furniture, computers, printer, copier, installation of phone lines, etc.

APPENDIX B: CAMPUS STUDENT CONFLICT RESOLUTION AND MEDIATION PROGRAM PLANNING COMMITTEE



Andrew Chang is a third-year student studying English and Peace and Conflict Studies. He is interested in the transformative and humanizing power of language and hopes to fuse this passion with his commitment to pursuing social justice. He is excited about building this program and facilitating the decal, and is looking forward to contributing in the future to making conflict resolution knowledge more wide-spread and easily accessible.



Anna Hake graduated in December 2004 from Berkeley with a B.A. in Anthropology. Through her experiences at Berkeley, she deeply connected with the principles of nonviolence that Gandhi set forth. She is now committed to combining those principles with an anthropological approach. This program, she believes, is the perfect synergy, and will support students in developing respectful, meaningful, and humanitarian relationships in the face of adversity and violence.



Coda Hale is a graduating Peace and Conflict Studies senior, with a concentration in Nonviolence. He is interested in low-cost, sustainable methods of nonviolent organization and the development of Gandhian nonviolence in American culture. He sees mediation and education as being crucial elements in providing social alternatives to domination and coercion.



Farhad Salehian, a fourth-year student who is excited to work with this program in his fifth year, was born in Iran and is the first in his family to go to college. His major is Inter-Disciplinary Studies with an area of concentration in "Globalization and Human Development." Among many extracurricular and community involvements, Farhad is a George A. Miller scholar, an Achievement Award Scholar, serves as the President of the Achievement Council, is co-founder of the high school outreach program "I Can at Cal", and a participant in the "Cal in the Capitol" program. He wholeheartedly believes in the importance and power of inclusiveness, needs and culture understanding, and humanization in the "critical junctures" that are our daily conflicts.



Kathryn Hoban is a Psychology and Peace and Conflict Studies Major, with an emphasis on Conflict Resolution. After her graduation in Spring 2006, Kathryn plans to earn a doctorate in Clinical Psychology, and practice culturally sensitive counseling. She facilitates the Campus Student Conflict Resolution DeCal and loves to inspire other's enthusiasm for the program. She also facilitates the student group, Krayola, leading other Berkeley students in teaching art to elementary school students.



Matthew Taylor is a third-year Peace and Conflict Studies major with a self-created emphasis entitled "Intrapersonal, Interpersonal, Conflict, and Paradigm Transformation Facilitated by Principled Nonviolence." Taylor's thesis will describe how individual transformations of consciousness such as Mahatma Gandhi's will lead to the shift of the current paradigm of competition, violence, and materialism to the emerging paradigm of cooperation, nonviolence, and consciousness. Taylor sees transformative community mediation as a key component of the global movement toward peace.



Nilofar Naraghi is a Peace and Conflict Studies major with an emphasis on international conflict resolution. She is a first generation Iranian-American and conflict has been a pervasive part of her life for many years. This program provides her an opportunity to learn conflict resolution skills on an inter- and intrapersonal level. This is her last year at Berkeley and she is excited to be part of this amazing process.



Sarah Tuttle-Singer is a fifth year Interdisciplinary Studies Field Major at U.C. Berkeley. Sarah has been fortunate enough to combine her passion for multicultural conflict resolution through the Peace and Conflict Studies Department with her interest in Middle Eastern/Near Eastern studies and folklore. Her senior thesis will focus on different cultural narratives of the Israeli Palestinian conflict and how one can use these different perspectives as a basis for transformative mediation. Sarah hopes to employ conflict resolution techniques where opposing parties come to recognize the perspective of The Other in peace work in the Middle East. Her interest in the region has helped shape her desire to learn more about different methods that might be used in order to help solve that which seems utterly unsolvable.



Steven S. McCarty-Snead is a Political Science major, with a minor in Peace and Conflict Studies with an emphasis in conflict resolution. He contributes his passion and experience in mediation, which developed from years of related academic instruction and experiential learning. His professional work experience, which includes serving as the first ASUC Attorney General to provide an alternative dispute resolution program, provided several opportunities for Steven to practice and develop mediation techniques in a variety of contexts.

APPENDIX C: DECAL SYLLABUS

Campus Mediation and Conflict Resolution DeCal Syllabus

PACS 98/198
1-4 Units, variably
Tuesday 6-8 pm, 221 Wheeler

Facilitators:	Andrew Chang Katt Hoban Matthew Taylor De-Cal Account	achang84@berkeley.edu katth@berkeley.edu matthew@matthewtaylor.net calmediate@softhome.net
Faculty Sponsor:	Edith Ng	edithn@uclink.berkeley.edu

Course Description:

The course is designed to provide students with the opportunity to learn about multi-cultural conflict resolution through the process of building a conflict resolution program for the U.C. Berkeley campus. Students will learn the practicalities of case management and mediation in conflict resolution, as well as the best ways of approaching certain groups or conflicts on campus. The class will learn about and participate in conflict resolution through training and practice in case management, mediation, and planning of preventative education workshop building and presentation.

Course learning objectives

Through participation in the course, students will know specifically how to manage cases in need of mediation, how to mediate conflicts with acute sensitivity to cultural elements that play a part in conflict. Students will also be expected to be particularly savvy on 2-3 cultural or community groups on campus through extensive research and preparation of group-specific workshops on conflict resolution.

Facilitator's Goals for the Course

To organize and educate talented, self-motivated, engaged students who collaborate in class to build the Campus Mediation Program as a sustainable institution at Berkeley, with specific emphasis on case management and mediation training and practice, preventative education development and presentation, promotion and public relations, and other subjects relevant to the program's development. To structure the class with a wide accessibility for students with various levels of time availability, and to appreciate and respect each student's unique ways of learning, thinking, contributing, and participating, and also clearly communicate expectations (both from students to facilitators and vice versa). To plan the class in detail, set benchmarks, and communicate progress to the core group, and also to be flexible and evolve with the students. To encourage students to find their own passion and energy for long-term involvement in the program, which will resonate with the facilitators' passion. To consciously address issues of culture in the class and the program, and to encourage diversity. To interact with each other as peers with enthusiasm and respect, and focus the energy on both short-term practical goals, including the small-scale launch of the service in spring, as well as the long-term vision, consistent with our philosophy statement.

Program Philosophy

Despite its transience, the university community and its response to conflict plays an enormous role in the development of tomorrow's leaders. For many young adults, the university is their first taste of autonomy, and their experiences here at Cal will shape their interactions with the

world at large for the rest of their lives. The need for a diverse student community is obvious, and Cal remains actively committed to the goal of diversity. This diversity, however, introduces the possibility for intense conflict.

We believe that all conflict, no matter how similar the participants, has its roots in culture. One's expectations of others are shaped in part by one's experiences, and the presence of deep, cultural differences heightens the risk of miscommunication and misunderstanding. These minor conflicts can escalate and create the possibility that students' lived experiences of diversity are ones of rancor and enmity. These conflicts – from disagreements between roommates to clashes between whole communities – also provide the opportunity for cross-cultural understanding. The difference in outcome is dependent on the tools and services offered to students.

Conflict is an essential part of life; there is no community, no relationship, no individual in which conflict is absent. Despite this, our culture tends to view conflict as negative, or something to be avoided. Effective means of responding to conflict do not involve suppression or management. While this may hide the conflict for the moment, it will invariably re-emerge with renewed force and emotion, creating a cycle of escalation. In order to prevent these cycles, students need to have access to services which help them to explore their unspoken assumptions as well as the cultural and societal context of conflict.

By providing students with a safe, neutral environment with trained mediators, we can not only facilitate a creative solution to the conflict at hand, but also lay the foundation for a solution to the next conflict. In addition to conflict resolution services, we can offer the campus community educational workshops, collaborative problem solving classes, and other proactive assistance to aid students in solving conflicts before they escalate to the point of needing third-party intervention.

Our aim, then, is to provide the Cal campus community with the help and tools necessary to transform their everyday conflicts into creative opportunity.

Readings

The class will be given readings on campus mediation, and conflict resolution educational outreach. Each student will be required to research and read related articles throughout the semester. Students will turn in copies of their articles and use the material from the articles to learn collaboratively. There is no course reader, however, a copy account or contributions for copies may be required at some point in the semester.

Course Requirements

Student performance in the course will be evaluated by completion of the required hours of training and case management as well as the quality of the projects completed, and the student's contributions to the learning of the group. Students may receive pass/not pass credit in variable units ranging from 1-4, depending on the number of hours per-week the student wants to commit to the group.

The following are the expectation for the amount of work/time required of each unit option:

1 – Training but don't come to class

2 – class plus EITHER workshop, mediation trng, or case mgmt training + 10 hours of volunteer training

3 units – class + 2 of the above

4 units – class + all of the above

NOTE: Promotional work to explain the service and recruit cases will be part of class requirements. Additional work includes 2-3 short reaction pieces during the semester.

Schedule

PART ONE—INTRODUCTION TO AREAS OF FOCUS

Week 1 – no class

Week 2 – first day of class

- Introduction to class goals and philosophy
- Week 3 – 1. Ground rules, group process
 2. General Overview of all areas of focus: Case mgmt/intake, mediation, preventative education – discuss tracks in more detail
 3. Case Management Overview—Guest speaker: Jesse Baen
Assignment: 1 page discussing which tracks appeal and why, at least something, typed response.
- Week 4 – 1. Mediation Focus Overview—Guest speaker: Shar (ebcm overview and mediation work and mediation training)
 2. Guest speaker: Jordan Pearlstein
 3. **Friday, 2/11—part one of Case Management Training, time TBA**
- Week 5 – 1. Preventative Education Overview—Guest Lecture on Workshop Building
- Week 6 – Introduction to the Multicultural elements of Conflict Resolution
 1. Guest speaker- Anita Madrid (?)
 2. Discuss culture and conflict on Campus—apply to workshop building,
--Friday 2/18 Part two of Case management Training, time TBA

PART 2—LEARNING AND PREPARING

During this time, we will form distinct groups with regard to focus. The mediation and case management group will attend training sessions and the preventative education groups will research and prepare workshops. Preparation of workshops will include networking with student groups on campus.

- Week 7 – 1. What's your focus? Come to class ready to talk about your desired contribution to the course.
 2. Break into focus groups
- Week 8 – Workshop builders should have a desired focus group, and come to the next class with articles and resources to aid other group members to understand the needs and cultural background of the particular group.
--Mediation Training: 3/5, and 3/6 Time TBA
- Week 9 – Workshop building continues
--Mediation Training continues, 3/13 time TBA
- Week 10 – Workshop building continues
- Week 11 – **Workshop building should be completed**
Assignment: One typed page reflecting upon experiences in training/workshop building. This should be done thoughtfully with consideration of applicability of the group's philosophy. What can we augment to the trainings to make mediations more sensitive to the multicultural dimensions of conflict?

PART 3—PRACTICE AND PRESENTATION

During the last month and a half of the semester, we are hoping that to begin to mediate actual student conflicts, utilizing and refining the training of both the case managers and the mediators, and presents the workshops to groups of students on campus.

- Week 12 – Presentations in class of workshops as well as experiences in training.
 Week 13 – continued presentations, mediations/workshops/management/publicity
 Week 14 – mediations/workshops/management/publicity
 Week 15 – mediations/workshops/management/publicity
 Week 16 – Final Class Meeting

Assignment: Two typed pages reflecting upon experiences in the course, including thoughts, recommendations, and critiques of course structure and teaching, and feelings regarding future involvement.

TENTATIVE TRAINING DATES (Mandatory depending on focus)

- Case Management: Friday 2/11, evening time
 Friday 2/18, evening time
- Mediation: 3/5, 3/6, 3/13, time TBA, and other evenings TBA

APPENDIX D: ORGANIZATIONAL DIAGRAM

