Matsunaga Institute for Peace and Conflict Resolution
2011 Program Assessment for Conversion of the
Graduate Certificate in Conflict Resolution (GCCR)
from Provisional to Permanent Status

Self-Study February 2011

Question 1: Is the program organized to meet its objectives?

The Graduate Certificate in Conflict Resolution (GCCR) was established to:

- Educate 6-8 students annually in the theories and skills of conflict resolution;
- Create a cadre of students interested in the theory and practice of conflict resolution; and
- Provide greater institutional and intellectual coherence to the theory and practice of conflict resolution within the University.

The GCCR was deliberately organized as an interdisciplinary program. This is necessary because conflict resolution is an inherently interdisciplinary field—the richness of the program coming from analyzing conflict theory and practice in the context of various disciplinary fields. Some students in the program pursue the GCCR as a stand-alone qualification and intend to become professional mediators or facilitators. However, the typical student in the GCCR is concurrently pursuing another graduate degree and expects to apply his/her conflict resolution skills within a specialized field, such as educational administration, government service, international relations, law, social work, urban planning, or business. In order to meet the needs of this diverse body of students, and also to take full advantage of faculty across campus, the courses for the GCCR are offered in many different departments, including the Matsunaga Institute for Peace and Conflict Resolution, the William S. Richardson School of Law, the Department of Urban and Regional Planning, the Department of Speech, and the Department of Political Science. The variety of departments and faculty expertise represented in the GCCR is defined in detail under Questions 3 and 4 where program resources are discussed.

In recent years, the Matsunaga Institute has recruited experienced mediators and facilitators to teach additional courses, either to cover for faculty sabbaticals or to supplement the course offerings. For example, Marina Piscish regularly teaches PACE 652 (Conflict Resolution for Educators) and Louis Chang regularly teaches courses on mediation. Both instructors are well-regarded practitioners in the field and enhance the quality and breadth of the GCCR.

This interdisciplinary approach presents certain organizational challenges, especially because the program has grown in numbers in recent years and is now one of the four graduate certificates available to students from the East-West Center. However, the Matsunaga Institute provides the hub for coordination of cooperating faculty, advisors, information, and meetings relating to the GCCR. The Matsunaga Institute also maintains a resource library for the GCCR that has a significant collection of relevant videos, books, and journals for faculty to use in their teaching and for students to consult assignments.
Students who apply to the program are screened by an Application Review Committee (in cooperation with Graduate Division) to ensure consistency in meeting standards for admission. Once accepted, the Matsunaga Institute’s Program Manager provides the initial orientation and assigns each student to a faculty advisor in his/her area of interest. The program manager and assigned advisor both track each student’s progress throughout their matriculation in the certificate program. This advisory-intensive approach reflects our commitment to students’ progress and ensures that their interests are fully developed.

A final skills assessment is a key component in ensuring that all graduates of the GCCR attain practical skills in either mediation or facilitation, in addition to a solid grounding in the theory of conflict resolution. The program manager also assists students in arranging their practicum programs and final skills assessments. Each student is expected to demonstrate basic conflict resolution skills through a simulated mediation or other problem-solving process organized by faculty or an actual mediation process.

Skills course are offered regularly, giving students ample opportunity to acquire the skills necessary to successfully pass the skills test. Some courses are offered through the Outreach College (summer session and extension courses), a cost-effective way of broadening the learning opportunities for students in the program while also providing excellent outreach to professionals in the Hawai‘i community seeking career development.

All students are reviewed bi-annually during a Curriculum Committee meeting. The Curriculum Committee is composed of cooperating faculty advisors, including the MIPCR director, the graduate chair, and the program manager. Since skills development is the centerpiece to our program, the Curriculum Committee also discusses student performance in the skills assessments. In its most recent meeting, the Committee agreed to require every student to complete either PACE 647 (mediation) or PACE 668 (facilitation) before attempting the final skills assessment. The Curriculum Committee also agreed to include additional skills training weekend workshops for students who entered the program before this requirement was adopted.

(See Appendix 1: Curriculum Progress Check List for a list of course offerings and requirements.)
Question 2: Assessment for Graduate Certificate in Conflict Resolution

Student learning outcomes are assessed in four ways:

- **Assessment of class performance.** Faculty and affiliates assess both the knowledge and skills acquired by students in individual classes.

- **Final capstone paper.** Each student is expected to write a capstone paper applying conflict resolution theory to his or her particular field of study. Advisors assess the final paper, often in consultation with faculty experts in the appropriate area of application. Students are also encouraged to evaluate the certificate program in their capstone papers.

- **Skills assessment test.** Each student is expected to demonstrate basic conflict resolution skills near the end of their study. The demonstration may be a simulated mediation or other problem-solving process organized by faculty or an actual mediation process. (See Appendix 2: Skills assessment form.)

  The following seven specific skills to be demonstrated are included in the learning outcomes established for the program:

  ✓ Ability to develop and maintain a collaborative atmosphere and approach;
  ✓ Ability to use communication skills such as appropriate questions, summarization, active listening, and re-framing, where appropriate, in the assessment
  ✓ Ability to clarify, analyze, frame, track, and link appropriate issues;
  ✓ Ability to identify and use objective criteria in evaluating dispute resolution proposals;
  ✓ Ability to use interest-based negotiation principles effectively;
  ✓ Ability to develop and test dispute resolution options using interests and criteria.

- **Bi-annual review of student performance.** Each semester advising faculty participating in the Certificate program meet to review the performance of each student. This meeting also provides a regular forum to discuss Certificate requirements, individual courses, issues in advising and monitoring students, and other program-related issues.

Program performance is assessed in several ways:

- **Annual Curriculum Committee Review.** Cooperating faculty and administrators in the GCCR have a strong commitment to program assessment. A curriculum committee meets annually to discuss the progress of individual students, to identify administrative issues, to identify curriculum questions and issues and to generate potential options for change, if necessary. The results of the most current advisory and curriculum committee meeting are summarized in an attachment. (See Appendix 3: Curriculum and Advisory Committee Review Report.)
Trends in enrollment, trends in program completion. As further explained under Question 6, as of Fall 2010 an average of 8 students were admitted each year, meeting the target number of enrollments of 6 to 8 per year.

Exit interviews are given to students to solicit their feedback on program strengths and weaknesses, quality of classes, adequacy of advising, etc. One of the questions asked on the Exit Interview is: “Have your conflict resolution skills increased?” A sample of student replies to this question along with additional comments and concerns that are also solicited in the exit interviews is attached. (See Appendix 4: Compiled Responses for Questions 9 and 10 from 2009-2010.)

An MIPCR Advisory Council comprised of faculty, affiliates, and community partners with expertise in conflict resolution is convened annually to provide updates on the program and seek input on future directions. The GCCR is always part of the discussion at this annual meeting.

Feedback from employers and others who have opportunities to assess the conflict resolution skills of Certificate recipients. The input we have received is positive.

Annual Reports are generated for the MIPCR program and evaluate the GCCR within the context of the larger organization. Annual reports are submitted to the Dean’s office, distributed to the MIPCR Advisory Council, and published on the MIPCR website.

As indicated in student evaluations and employer feedback, we continue to receive high marks. Evidence is shown in Exit Interviews, and in the newer tools such as eCafe Course and Faculty Evaluation System, which all faculty are strongly encouraged to use. (See Appendices 5 a and 5 b 1 – 3.) Our own evaluation suggested that we further investigate assessment tools and develop more effective ways of assessing our certificate students.

Working Plan for Assessment Process:

The UH Assessment Office Team is slated to conduct a focused workshop in Fall 2011 to assist the GCCR team with the following:

- Review SLOs and revise to: (a) make more measurable; and (b) meet current demands of field and employers (if necessary);
- Create a Curriculum Map; and
- Develop effective ways to manage assessment across disciplines for our interdisciplinary certificate.

Additionally, the GCCR faculty and administrators have approved a proposal for revising the practicum course in order to offer more practice opportunities for students and provide a forum to discuss practicum experiences with peers, as well as showcase achievements. The program manager is working closely with the UH Assessment Office to coordinate the efforts mentioned here. She has attended workshops offered by the UH Assessment Team.
Questions 3 and 4: Are Program Resources Adequate? Is the Program Efficient?
(Refer to C on accounting template.)

One of the program’s greatest assets is its interdisciplinary approach. Besides the breadth of
perspectives on alternative dispute resolution offered to students, it allows us to offer this
variety of expertise with efficiency. (See Appendix 6.) We currently have 20 regular and
affiliate faculty. Of the 20, two are full time (FT), and nine are cooperating faculty who are paid
through their own departments. An exception is during academic year 2010-11 when full time
faculty member, Bruce Barnes, took sabbatical and was replaced by lecturers Lou Chang, Kerrie
Urosevich, and Marina Piscolish who are counted as temporary part time faculty for that period
only. The FTEs (.65) remain equal during Barnes’s absence.

The remaining nine instructors are part time lecturers (PT), most of whom are paid through
Outreach College (Personnel costs, D on template). Other personnel costs include one APT and
one graduate assistant. (See Appendix 7.) The approximate annual costs that have been included
in the cost template are calculated as 10,000 x FTE (.05) per course. The FTE is estimate based
on the percentage of Graduate Certificate students in the class.

When the last self-study was conducted in 2005, there was concern that several of the faculty in
the GCCR were coming to the end of their academic careers and that budget constraints would
prevent the hiring of new faculty. Until recently, only one of the faculty who taught in the
GCCR (Bruce Barnes) had his “tenure” in the Matsunaga Institute and there is always a risk that
cooperating faculty who retire from other departments might not be replaced by academics with
expertise in conflict resolution. The shortage of faculty and staff has been addressed in part by
the appointment of Carole Petersen, the current Director of the Matsunaga Institute, who
teaches courses on international law and dispute resolution and conducts research on conflict
resolution in the field of human rights. In addition, the Matsunaga Institute has successfully
recruited an experienced mediator and facilitator (Anne Smoke) as the new Program Manager.
We are still mindful of the need to recruit additional cooperating faculty with interest and
expertise in conflict resolution. It is noted that the various departments that cooperate with the
Matsunaga Institute are also actively recruiting new cooperating faculty, such as Makenna
Coffman, Department of Urban and Regional Planning. As discussed in response to Question 1
above, the Matsunaga Institute has also recruited additional part-time lecturers to supplement
the academic program (sometimes through Outreach College). The courses offered through
Outreach College also generate profits for the Matsunaga Institute, which support educational
and research projects.

A final note on efficiencies worth mentioning is that the Graduate Chair position has often been
filled on a voluntary basis by affiliate faculty members, including David Chandler, Neal Milner,
Kem Lowry, and currently Dolores Foley. This supervision by an elected Chair has helped to
maintain consistency within the GCCR program while also providing necessary second party
signing authority required by the University.
Question 5: Evidence of Program Quality

The program and its faculty receive positive evaluations from students, as evidenced by teaching evaluations, exit interviews, and capstone papers that provide students an opportunity to assess the program and its contribution to their professional development. (For sample evaluations of GCCR full time faculty (see Appendices A 1 a, b, and c). It is also noteworthy that many of the courses in the GCCR are increasingly being selected as electives by students who are not necessarily seeking the GCCR but who want to take one or two courses in the field to broaden their understanding of conflict management. These students value the expertise of the faculty who teach in the program. The past two years have shown an increase in law students and students from the College of Education. The GCCR remains very popular among students from the East-West Center.

The faculty who contribute to the GCCR are respected in their fields and have received numerous awards for teaching, including: the Regents’ Medal for Excellence in Teaching; the University of Hawai‘i Presidential Citation for Meritorious Teaching; and the College of Social Sciences Award for Excellence in Teaching. Faculty in the GCCR have also received numerous awards for community service in their fields, including the Hung Wo and Elizabeth Lau Ching Award for Outstanding Community Service; the Robert Clopton Award for Outstanding Community Service; the Distinguished Leadership Award by the Hawai‘i Chapter of the American Planning Association. Faculty in GCCR have also been honored by the Mediation Center of the Pacific for their accomplishments and service to the field of conflict resolution. Faculty and graduates from the program are also regularly called upon to provide conflict resolution services to other departments in the University of Hawai‘i system and to organizations in the broader community. Faculty have also served on the boards of the local chapter of the Association for Conflict Resolution, the Mediation Center of the Pacific, and the Center for Alternative Dispute Resolution in the judiciary.

Members of the faculty contribute regularly to local, regional, and international conferences and publish on conflict resolution and related fields. Faculty and staff have worked in such diverse settings as: Federated States of Micronesia, South Africa, Australia, Hong Kong, Mainland China, Japan, Republic of the Philippines, Thailand, India, Indonesia, Sri Lanka, Marshall Islands, New Zealand, Moldova, Canada, and Cyprus. In the Fall of 2010, Bruce Barnes was invited to be the Esau Distinguished Visiting Professor at Menno Simons College, Canadian Mennonite University/University of Winnipeg in Manitoba, Canada.

(See enclosed Annual Reports of the Matsunaga Institute for recent research projects and publications.)

The actual measure of an academic program’s quality is in its product. The GCCR program reports a number of successes in its graduates who serve in various posts in the public, private, and nonprofit sectors. Examples of student successes include:

**Wassakanit Lakkham** (Spring ’10) who after serving the United Nations during her practicum year is employed by a U.S.-funded immigration agency in Thailand;

**Keri Szejda Fehrenbach** (Spring ’10) who is a PhD Student and Teaching Associate in Hugh Downs School of Human Communication, Arizona State University;
Anne Smoke (Fall ’09) who is the Program Manager/Education Specialist for the Matsunaga Institute for Peace and Conflict Resolution at the University of Hawai‘i at Mānoa;

Bryan Nakamura (Fall ’09) who has worked as a Ho'oponopono Specialist for Aulike and also works in the prisons through the Pacific Justice and Reconciliation Center;

Pricilla Faucette (Spring ’09) who is the Coordinator of Curriculum and Teacher Development, English Language Institute (ELI), Department of Second Language Studies, UH Mānoa;

Jessica Stabille (Fall ‘08) who is employed by the State of Hawai‘i Environmental Office and has become a regular at the Mediation Center of the Pacific;

Angela Anderson (Spring ’05) who served initially for Judge Kathleen Watanabe of the 5th District Court (Kauai) and now has her own private law practice;

Charmaine Crockett (Fall ’05) who is currently Special Projects Coordinator at the Center of Disability Studies at the University of Hawai‘i at Mānoa; and

Eiko Sato who is employed at the United Nations Development Program (UNDP).
Question 6: Are Program Outcomes Compatible with the Objectives?

As noted in response to Question 1, the GCCR was established to:

- Educate 6-8 students annually in the theories and skills of conflict resolution;
- Create a cadre of students interested in the theory and practice of conflict resolution; and
- Provide greater institutional and intellectual coherence to the theory and practice of conflict resolution within the University.

The program outcomes are consistent with these objectives. As of Fall 2010, 80 students had been admitted to the GCCR. This is an average of 8 admitted students each year meeting the target of 6 to 8 per year. Most of these admitted students were also pursuing another graduate degree although some students do pursue the GCCR as a stand-alone qualification.

Of the admitted students, 40 have completed the program. Many of these students are working as mediators or facilitators in Hawai‘i or elsewhere, while others are working in specialized fields (such as disability studies, law, government, education, or business) that regularly require an understanding of conflict and strategies for resolving disputes.

Thirty-six (36) students are currently registered in the program and of those approximately 22 are active. The cases in which students have become inactive are generally due to the demands of their concurrent degree program (generally a Masters, PhD, or JD) which sometimes does not allow the student sufficient time to also enroll in conflict resolution courses. This is one reason that the Matsunaga Institute has begun to offer some core courses and electives in the summer session (through Outreach College) and it is hoped that more students will be able to complete the GCCR by taking courses in the summer. In any event, even students who do not complete the entire GCCR attain valuable skills from the conflict resolution courses that they completed, which will assist them in their primary careers.

### Number of Applicants/Enrollments/Graduates

Number of Applicants and Enrollment for the past nine academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Applicants</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2003</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2003-2004</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>2004-2005</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2005-2006</td>
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<td>1</td>
</tr>
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</tr>
<tr>
<td>2008-2009</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>2009-2010</td>
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<td>18</td>
</tr>
<tr>
<td>2010-2011</td>
<td>16</td>
<td>15</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td><strong>128</strong></td>
<td><strong>80</strong></td>
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</tbody>
</table>
Number of students who have received Conflict Resolution Certificates for the past eight academic years:

<table>
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<th>Conflict Resolution Certificates Awarded*</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>2003-2004</td>
<td>1</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1</td>
</tr>
<tr>
<td>2005-2006</td>
<td>5</td>
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<tr>
<td>2006-2007</td>
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<tr>
<td>2007-2008</td>
<td>7</td>
</tr>
<tr>
<td>2008-2009</td>
<td>10</td>
</tr>
<tr>
<td>2009-2010</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
</tr>
</tbody>
</table>

* Unlike a graduate cohort program, our students often take the Conflict Resolution Certificate program while concurrently pursuing a Masters, PhD, or JD. As a result some students take longer than others to complete the GCCR. The average student will complete the certificate course requirements within 1 to 3 years.

An additional outcome of the program is that it has provided a “conflict resolution clinic” for the University of Hawai‘i and the broader community. Faculty and staff associated with the GCCR regularly provide training and consultation services to departments in the University.

Students in the GCCR are also required to complete a practicum, which involves 100 hours of service. Some students have fulfilled this requirement by assisting faculty to resolve highly contentious disputes in the University or the community while others have done volunteer work in non-profit organizations, such as the Mediation Centre of the Pacific. Students in the GCCR also provide facilitation services to the annual *International Forum on the Rights of Persons with Disabilities*, an international conference organized by the University’s Center on Disability Studies and co-sponsored by the Matsunaga Institute. In 2010, the Strategic Plan Working Group (SPWG) requested assistance in gathering stakeholder input to inform updates to the Mānoa strategic plan. The Program Manager for the GCCR assembled a team of graduate students to provide facilitation and recording services for five focus group meetings with approximately 90 total participants in October 2010. The Program Manager for the GCCR also played an active role on the Mānoa Experience Working Group committee and helped to design and execute an outreach process that was piloted in the fall of 2010. Members, affiliates, and graduate students of the Matsunaga Institute provided facilitation services for a large event in November 2010. These events assist students in the GCCR to hone their facilitation skills while also benefiting the University and the broader community. (See attached Annual Reports of the Matsunaga Institute for other examples of work done in the community by faculty and students of the GCCR.)
Question 7: Are program outcomes still appropriate functions of the College and the University?

The GCCR is entirely consistent with the missions of both the University and the College and supports several Strategic Imperatives in the *University of Hawai‘i at Mānoa Strategic Plan: Defining Our Destiny, 2002-2010*.

The value defined as ‘Educational Effectiveness’ is a good example. As mentioned several times in this report, the GCCR is an inherently interdisciplinary program, one that is highly relevant to policy-making in Hawaii because it encourages creative approaches to resolving conflicts and promotes student/faculty engagement in community-based projects. The GCCR is also increasingly popular with international students and thus furthers the University’s mission of expanding leadership in the Asia Pacific Region.

The demand for higher education in the field of conflict management and resolution continues to grow rapidly. Because the field is still fairly new, there is a need for greater coherence in the theory and practice of conflict resolution. The University of Hawai‘i was at the forefront of this movement because the Program on Conflict Resolution (PCR) was one of only sixteen conflict resolution “theory centers” to receive initial funding from the William and Flora Hewlett Foundation. The establishment of the GCCR was one of PCR’s key accomplishments and it has produced a significant cadre of qualified mediators and facilitators. The existence of important forms of indigenous dispute resolution practices, such as *ho‘oponono* (Hawaiian practice of conflict resolution), has added to Hawaii’s reputation as a leader in the field.

In addition, a growing number of students are taking courses associated with the GCCR as electives. Although offered in many different departments, these courses share the premise that all of us need a greater awareness of dispute resolution skills. Most students at the University will eventually work in environments in which group deliberations and decisions are the norm. Too few professionals are trained in effective practices for helping groups deliberate effectively, generate and evaluate options, and seek genuine consensus. Many of the courses that are offered as part of the GCCR introduce students to the dynamics of group conflict, the ways in which group deliberations frequently falter, and the skills for organizing and leading group deliberations. Thus the educational benefits extend beyond those students who graduate from the program.

Other core values addressed through the GCCR include:

- **Social Justice**— *Instill respect for human diversity and gender equity across the campus and curriculum. Create a positive, respectful, safe and productive learning environment, free from harassment and discrimination*.

The GCCR curriculum directly addresses issues of diversity, gender equity, and privilege and provides strategies for helping diverse groups discuss these issues. It also provides settings in which students are able to learn practical strategies to resolve contentious issues and create positive, respectful, safe learning and working environments. With the appointment of Carole Petersen (who is currently the Director of the Matsunaga Institute for Peace and Conflict Resolution) the program has expanded its curriculum in the filed of international human rights. Students who enroll in courses on human rights (either as part of the GCCR or as electives)
develop increased awareness of the importance of diversity, equality, and respect for the rights of others.

The service projects of the faculty and students in the GCCR also help to promote a respectful learning and working environment in the University and the broader community. These services include mediation services for University departments, training sessions and conferences, and consultations on how to resolve disputes between University employees or between students and faculty of the University. The Program Manager plays a key role in conducting intakes (requests) for mediation and frequently provides services herself. She also regularly refers disputes to other faculty in the GCCR. Where it is appropriate, students can assist faculty in mediations and facilitations, as part of their practicum or their skills assessments.

Research—Expand applied research and scholarship.

Certificate faculty are involved in a number of research projects examining the use of mediation, arbitration, facilitation and other problem solving strategies involving family disputes, community issues, environmental conflicts, and dispute resolution in a variety of settings including schools, universities, and the workplace. This research influences the teaching and practice of dispute resolution. Bruce Barnes was recently awarded a Fulbright Grant to pursue his research on culture and conflict in the Spring of 2011. The strong cross-cultural orientation of Professor Barnes and the other faculty who teach on the GCCR benefits students and encourages them to become more globally aware citizens and professionals. With the appointment of Carole Petersen as Director of the Matsunaga Institute, the program has expanded its research on international human rights and the use of mediation and other forms of dispute resolution to resolve complaints alleging violations of human rights. The Matsunaga Institute has also obtained research support from Ropes & Gray, an international law firm with a strong public interest tradition. Ropes & Gray has now supported two public interest fellowships, generating research projects on human rights and conflict resolution. Three endowed scholarships that are administered by the Matsunaga Institute also help to promote research and community projects by students in the program. (See enclosed Annual Report of the Matsunaga Institute for summaries of recent research projects and publications by faculty who teach in the GCCR.)

Looking Forward:
(Refer to line H on template.)

Since 2006, the Matsunaga Institute has been based in the Social Science Public Policy Center (PPC). In addition to achieving certain administrative efficiencies, this link has permitted the faculty and Program Manager for the GCCR to consider additional ways to link the study of conflict resolution with public policy debates. The appointment of Carole Petersen as Director has also added additional depth to the curriculum and research on human rights and conflict resolution, and she is working with the Program Manager to develop increased opportunities for students to study the dynamic relationship between these two fields.

For the purposes of future projections, with the more focused effort on recruiting, outreach and marketing that is already being implemented, a headcount enrollment goal of 10 per fall semester is a very realistic goal. This is manageable with no changes in the number of faculty and lecturers,
because of the support from cooperating faculty in affiliated programs throughout the UH system. Efficiencies in data management, student processing and assessments are already being implemented to better support faculty and students. We cautiously, but with a degree of certainty, project a steady income from Outreach College Summer Session and Extensions courses. This revenue covers the costs of lecturers and allows us to expand our course offerings with no loss to the program.

In Conclusion:

The GCCR was originally based on the premise that all of us need a greater awareness of dispute resolution skills in our everyday lives. Most graduates of this University will work in environments in which group deliberations and decisions are the norm. It is for this reason that the GCCR was designed as an interdisciplinary program, allowing students on a variety of professional paths to develop effective conflict resolution practices.

In recent years, conflict resolution has become a recognized field of expertise and thus the demand for education in the theory and practice of conflict resolution has expanded. Many local organizations—including the Center for Alternative Dispute Resolution in the Judiciary, the American Arbitration Association, and the Mediation Center of the Pacific—now employ skilled mediators and facilitators. A substantial number of conflict resolution professionals are also engaged in private practice, specializing in commercial, family or other types of dispute resolution. Many companies and public agencies are also building dispute resolution into their management systems. Moreover, the GCCR is increasingly attracting an international student body. By introducing these students to the dynamics of group conflict, the ways in which group deliberations frequently falter, and the skills for organizing and leading group deliberations, the GCCR furthers the University’s mission of expanding leadership and advancing stable and peaceful relations in the Asia-Pacific region.