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UNIVERSITY OF DENVER

CONFLICT RESOLUTION INSTITUTE NEWSLETTER

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University of the West Indies faculty members (from left) Michelle Sogren, Tom Kalpatoo, Linda Hadeed, Dean Hamid Ghany, and Valentine Smith visit DU's Conflict Resolution Institute in June 2005.

CRI HOSTS TRINIDAD EDUCATORS

In June, the Conflict Resolution Institute hosted nine visiting faculty from the two-island nation of Trinidad & Tobago for several days of meetings, trainings, and site visits. Faculty from the University of Denver (DU) have partnered with faculty at the University of West Indies, St. Augustine Campus (UWI), in Port of Spain, Trinidad & Tobago to develop mediation curricula, programs, and a Conflict Resolution Resource Centre. This partnership project is supported by a grant from the Bureau of Educational and Cultural Affairs of the United States Dept. of State under the authority of the Fulbright-Hays Act of 1961, as amended (see CRI Newsletter, June 2005).

The Denver visit provided UWI visiting faculty the opportunity to see how mediation and other conflict resolution processes are taught, and how they are integrated into local institutions such as courts, community centers, and schools.

At the offices of the Colorado State Judiciary, they were received and welcomed by the Hon. Mary Mullarkey, Chief Justice of the Colorado Supreme Court, and a long-time supporter of a collaboration between the courts and mediation programs. The head of the Judiciary's Office of Dispute Resolution, Cynthia Savage, reviewed the variety of types of programs that offer mediation and other conflict resolution processes in Colorado and other US states.

Site visits to the Jefferson County Government Building and JeffCo Mediation Services, Boulder City & County's Children, Youth, and Family Mediation Program, Boulder Community Mediation Center, and the private mediation training firm Institute for Advanced Dispute Resolution (IADR) showed the varying ways mediation programs can be developed and implemented, as well as offering a chance to see different parts of the Denver-Boulder region. A longer trek to the Keystone Center,

TRINIDAD EDUCATORS CONTINUED

allowed visitors to learn from host Peter Adler about conflict resolution's important use in US and international regional policy disputes and resource planning, as well as experience our beautiful Rocky Mountains.

The UWI and DU teams also received training from local experts in center management, pedagogy strategies, and elicitive approaches for crafting culturally appropriate mediation processes. The latter workshop, hosted by renowned author and practitioner John Paul Lederach, provided support for UWI's important task of developing a mediation model, practices, and training that are appropriate for the Caribbean context. UWI and DU have begun joint research on this important topic.



The Trinidad delegation visited several Denver sites where mediation or restorative justice is offered, including the Colorado Judicial Offices near the state capitol. From left: Project Co-directors Ruth Parsons (DU) and Kathleen Valtonen (UWI) and UWI Dean Hamid Ghany.



Trinidad and DU faculty experience snow and tundra above timberline on Loveland Pass on their way to visit the Keystone Center. From left, top row: K. Valtonen, K. Meese, L. Kim, R. Parsons, S. Balkaran, T.P. d'Estrée, V. Smith. Bottom row: M. Sogren, J. Padmore, L. Hadeed, T. Kalpatoo.

DU campus events included an orientation with Vice Provost Ved Nanda at DU's International House and a visit to DU Law School's Mediation Clinic hosted by CRI Core Faculty member and Law School Prof. Jeffrey Hartje. DU and UWI faculty members continued the planning of UWI's new Masters curriculum, as well as the proposed Conflict Resolution Resource Centre.

CRI graduate students, coordinated by Carole Fotino, provided a vital hosting function for the nine-day visit. This included arranging meeting logistics, providing transportation, and joining in on the site visits and meals with the Trinidad visitors. - TP d'Estrée

UNIVERSITY OF WEST INDIES OFFERS MEDIATION DEGREE PROGRAMS

The University of West Indies, St. Augustine Campus, Trinidad & Tobago (UWI), became the first university in the Caribbean region to offer a degree in mediation. The Post-Graduate Diploma in Mediation Studies became available in 2003, and by Spring 2005, 55 graduates had completed the Diploma program.

Students take 80 hours of courses, including a traditional mediation training taught by UWI instructor Tom Kalpatoo, a well-known mediator in British Columbia, Canada. Mr. Kalpatoo returns to UWI and his native Trinidad regularly to help build local capacity in mediation. Students in his Specialized Areas of Mediation course do internships at community sites, such as schools or community centers, where they develop and implement new conflict resolution programs.

UWI's latest achievement is the approval of a full 40 credit Master of Science degree in Mediation Studies, to be offered beginning Fall 2006. In addition to their coursework in mediation, students add important topics such as Caribbean social issues, and the legal context for mediation in Trinidad and Tobago. In the future, University of Denver MA students will have the opportunity to take courses at UWI's campus in Trinidad.

CRI PROFESSOR SPOTLIGHT: DR. MARY JANE COLLIER

Here begins the first in our newsletter series of interviews highlighting individual Conflict Resolution Institute faculty. Dr. Mary Jane Collier is a CRI Core Faculty member and a Professor in the Human Communications Department. After Jan. 2006, she will join the Faculty at the University of New Mexico and can be reached at mjc@unm.edu.

As a communication scholar/practitioner I study how individuals, groups and organizations negotiate their relationships and their cultural identity positioning through conduct and discourse. I am particularly drawn to understand issues of hierarchy and influence, and ultimately to the development of inclusive practices to transform communicative relationships and material conditions.

A theme in my conflict work today is "Negotiating Third Spaces" in research design, assessment, conflict management, and transformation. The "third spaces" idea refers to adding a critical perspective and thinking beyond traditional, often dualistic ways, of designing studies and training models. Questions might be "What is going on for people and their lives in this context? Who benefits from this research? Who benefits from this intervention? What are negative consequences that might emerge?" Conversations with mediators and families with whom I stayed in South Africa in 1994 and 1999 taught me, for instance, that recommending an "imported" U.S. therapeutic model of conflict management which included mutual self-disclosure and "I statements" to describe emotions, might result in increasing the intensity of the conflict and decreasing trust and intimacy.

I participated in a training workshop a while ago in which the well-intentioned facilitator shared story after story about his successful mediations in his own country, and showed videotapes of his own mediations as prescriptive models. The missed opportunity for "negotiating a third space" here was that he could have invited workshop participants to share their experiences and cultural locations important to their conflicts, and with their input, adapted the "models" and scripts being offered to be more relevant.

An orientation of "negotiating third spaces" may also be applied to design and assessment to expand notions about the role of culture and identities of the parties that are involved. For example we need to move beyond talking about culture as if groups of people (black South Africans, poor women), or residents of a particular place (Kenyans, Kenyans from Meru), have the same cultural values and communication style preferences just because they are members of a group or live in a particular place.

A "third space" alternative idea is to approach cultures as locations of speaking/acting/producing that reflect identifications and representations of groups. During research in South Africa in 1999, I found that while some focus group participants identifying as "white" middle-class, and Afrikaans speaking, voiced racist views of "blacks," others questioned their status and "advantages" of being "white." Males and females in the group disagreed about whether most females would become "traditional Afrikaner wives and mothers." They concluded that being an Afrikaner in South Africa for them was "in transition" and was defined in different ways. These examples show that being an Afrikaner



CRI Professor Mary Jane Collier

for these individuals was a process of struggle, negotiation, and contradictions rather than a predictable consensus.

With regard to conflict management, "negotiating third spaces" may refer to finding a "third way," compromise, or a new and alternative position on the issue. For mediation it may mean utilizing a third party or set of community observers, adding in a new set of resources, or developing procedures and agendas that start at different points such as beginning meetings with narratives or reaffirming a commitment to the safety of the community. It may mean changing physical locations of meeting to move between and among particular geographical or residential spaces. One mediator working with schools in different cities in South Africa described lessons she learned about the importance of holding joint meetings in the communities where different parties live as much as possible in order to share in the roles of "host" and "visitor."

I try to remind myself to take a step back and remember that if my ultimate goal as a scholar/practitioner is to address intercultural conflicts in ways that enhance conditions of social justice, I need to begin and end with the voices of those involved and the complex context that they are experiencing.

ISRAELI VISITING SCHOLAR SHARES DIALOGUE RESEARCH



Dr. Tal Litvak-Hirsch in the CRI Visiting Scholar's office.

In October 2005, the Institute had the good fortune to host Dr. Tal Litvak-Hirsch as a visiting scholar. Students, faculty, and the local conflict resolution community all benefited tremendously from Dr. Litvak-Hirsch's visit to Colorado.

Dr. Litvak-Hirsch came to Denver from Earlham College in Indiana, where she is a Fulbright Scholar-in-Residence for the Fall semester. Building on her background in special education and child clinical psychology, Litvak-Hirsch earned her Ph.D. in social psychology at Ben Gurion University with a groundbreaking study that examined changes in the construction of the Israeli collective identity based upon the inclusion or exclusion of certain "others" — Arabs, Sephardic Jews, other religious, new immigrants, etc. She is credited with developing a new diagnostic tool — creating several "dilemmas" that involve "others" and evaluating the changes in identity construction they provoke among Jewish and Arab Israeli students — that at least one

of her fellow researchers believes may help bring new levels of understanding between all parties involved in the current Israeli-Palestinian peace process. Dr. Litvak-Hirsch is a social psychologist and researcher in the Behavioral Science Department at Ben Gurion University of the Negev, the fourth largest university in Israel.

While at the Institute, Dr. Litvak-Hirsch presented "*Palestinians and Israelis Are Listening to Each Other: Creating Dialog in a Conflict Context.*" In this public talk, Dr. Litvak-Hirsch presented three models of encounter groups between Israelis and Palestinians and focused on the "life story telling" method, a new model that was developed, applied, and evaluated in the last 5 years at Ben Gurion University. Life story telling requires each encounter group participant to interview an older family member and present that family member's "story" (history) to the larger group. This technique works especially well, because although you can argue politics or historical events,



Dr. Tal Litvak-Hirsch discusses qualitative research methods in a seminar with CRI graduate students in the new CRI library. From left: Dr. Litvak-Hirsch, Matt Haynes, Dana Machain Bennett, Liz Twomey.

you cannot argue with a person's personal family history. Her presentation included film clips that mesmerized the audience with the personal stories of two of the encounter group's participants' relatives during the Holocaust (an Israeli participant's story) and during the 1948 war (a Palestinian participant's story). These film clips were from a video that Dr. Litvak-Hirsch helped make that follows a year-long encounter group between Jews and Palestinians in Israel.

Dr. Litvak-Hirsch also conducted a smaller workshop for CRI graduate students called "*Using Qualitative Research Methods in the Field of Conflict Resolution*" where she focused particularly on the qualitative methods she has used in her work. She discussed interviewing, analyzing interviews, and using the "life story telling" method. Students appreciated her willingness to share her reflections on the challenges and benefits of doing research in conflict resolution.

- T. Thompson

Dilemmas of Identity Construction in the Israeli-Palestinian Context: A Research description

By Tal Litvak-Hirsch

The aim of this research was tracing processes involved in the construction of personal and collective identity of people who live in conflict areas, in this case, Jewish and Palestinian citizens of Israel. The goals of this study were to examine how the use of dilemmas can help in the understanding of the processes of development and change in the construction of identity among young adults, Jews and Palestinians, on the personal interpersonal and inter-group levels. Furthermore, it aimed to explore how the Palestinian\ Jewish "other" was perceived by Jewish and Palestinian Israelis, as an element within this construction of identity, over the course of four years, and to follow the processes that the interviewees underwent in their perception of self and other over time.

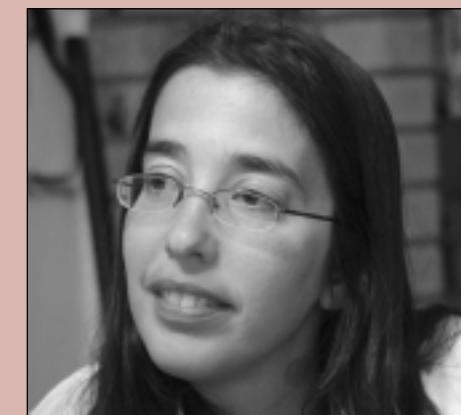
In order to achieve these goals, 20 Israeli students, comprised of 10 Jews and 10 Palestinians, who took part in a year long seminar on the "Israeli-Palestinian conflict," that used life stories as its main method in its group work, were interviewed three times — once at the beginning of the seminar in 2000, at its end in 2001, and three years later, in 2004. Data collection was based on the invention of a semi-structured interview that employed the use of dilemmas. The dilemmas used in this study were

based on significant events that arouse conflicts in Israeli political and social discourse. The instrument aimed to shed light on how young adults respond to dilemmas that deal with perception of the other (the Palestinian/the Jew), as a component in the construction of their collective identity. The responses to the dilemmas were analyzed using a variety of content and form analyses.

In general, the results showed that during the year of the seminar and three years later, all of the participants enhanced their self awareness of the complexity of the conflict. Each group emphasized the processes that reflect the role of the conflict in the construction of its collective identity. The Palestinians appeared to be in the process of constructing their identity and the Jews in the process of deconstructing theirs, while trying to cope with their need for security during the on-going conflict. Focusing on the Jewish Israeli sample, the results pointed to a duality that was salient in the interviews with the Jewish students concerning the existence of two opposing forces in the perception of the Palestinian other within Jewish-Israeli society today.

On the one hand, Jewish-Israeli society is motivated by the acceptance of the other and by acknowledgement of the complexity of the conflict. On the other hand, the results also pointed to a neo-monolithic

understanding of the conflict among Jewish-Israelis, which is motivated by anxiety, mainly due to the difficult security situation and the continuous threat to their sense of security. This leads many Jewish-Israelis to see the Palestinian others as an enemy, and to negate the possibility of dialogue with them. It appears as if the variety of voices that were expressed in the interviews with the Jews and the



Palestinians reflect some of the voices that are currently being heard in Israeli society today, even if the proportions found in this small and selective sample differ from those within the wider society.

Dr. Tal Litvak-Hirsch can be reached in Israel at hirscht@zahav.net.il

COMMUNITY MEDIATION EVALUATION PROJECT TRACKS IMPACT OF MEDIATION CENTERS

Since the 1960s, local communities have set up neighborhood justice centers, community mediation centers, and restorative justice programs to provide constructive, non-adversarial processes more accessible to local community members.¹ How do we know the kinds of impacts community mediation centers actually have on their communities?

Community mediation centers in Colorado felt it was important to ask this question. They also felt that, should they wish to make some future case to the state legislature about their value for the State, they should have some hard evidence

demonstrating contribution, both in terms of cost savings but also more intangible contributions like improving community climate and citizens' sense of access to justice.

In 2003, the Colorado Community Mediation Coalition (CCMC), an ad hoc coalition of Denver/Boulder area community mediation programs (CMPs), approached CRI faculty member Tamra Pearson d'Estrée to explore possibilities for a joint effort. The Community Mediation Evaluation Project was born. It was determined that in order to meet the twin goals of (a) increasing the under-



ODR's Cynthia Savage, Face-to-Face's Gabrielle Frey, JeffCo's Mark Loye, and DU's Tamra Pearson d'Estrée hammer out data management for the CMP Evaluation Project.

Community Mediation (NAFCM) in Washington, DC, gave the opening keynote address on the value of CMP evaluation, and the Honorable Mary Mullarkey, Chief Justice of Colorado's Supreme Court, gave a luncheon keynote address on justice system-CMP collaboration. Kumasi Adoma (MA '04) and Andy Owziak (MA '05), assisted in coordinating.

A second achievement of the 2003 conference was the initial drafting of the components of a common evaluation framework. On the second day of the 2003 conference, attendees broke into working groups and spent the day identifying and negotiating what should be investigated at each step of the program evaluation process: input variables, process variables, output variables, and impact variables.

A hardworking subcommittee of CMP directors—Mark Loye from Jefferson County, Kon Damas from Boulder, and Peggy Evans from Face-to-Face in south and east Denver—volunteered to pilot the common framework. Over the next year, they met repeatedly with Prof. d'Estrée and Cynthia Savage from the Office of Dispute Resolution in the State Court's office to reduce the above lists of variables to a manageable number, to achieve common definition for terms (such as "case"), to agree on categories ("values") for each variable, and to develop a consensus on how these would be measured.² Then, a universal template was created for Access-based data entry. This template is currently being implemented and tested by the pilot CMPs. Quarterly transfer of data from these centers to CRI will allow for the beginnings of the aggregation of state-level data for analysis, as well as for

further improvement of the framework. Eventually, the template will be available both for Colorado CMPs that wish to modify their current monitoring and evaluation procedures and for those wishing to start from scratch. All can then join the state-level effort. CRI graduate students Brian Beck and Adam Christopher are providing technical assistance on this project. - T.P. d'Estrée

¹ For more on this history, see Laue, James. (1987). "The emergence and institutionalization of third-party roles in conflict," in Dennis J.D. Sandole & Ingrid Sandole-Staroste, (eds.), *Conflict Management and Problem Solving – Interpersonal to International Applications*. p. 23; and Christopher W. Moore. (2003). *The Mediation Process* (3rd ed), p.24 ff.

² More on this Evaluation Framework can be found on CRI's website at <http://www.du.edu/con-res/center/projects.html>

COLORADO COMMUNITY MEDIATION SUMMIT LAUNCHES NEW STATE ORGANIZATION

CRI's annual conference this year was a joint venture with NAFCM and CCMC (see accompanying article). In addition to experiencing rich training provided by community mediation's national organization, CRI students and faculty were able to join in on the ground floor discussions creating a new state organization exclusively focused on enhancing community mediation. Meetings were held at the Table Mountain Inn in the picturesque foothills town of Golden, Colorado's original capitol.

On May 5-6, NAFCM provided a Regional Training Institute (RTI), covering timely topics such as Evaluation, Fund Development, Center Administration, Case Management, and Government Relations. Then on Saturday, May 7, a Summit was held to gather together all those interested in community mediation in Colorado to move forward on the proposal to launch a statewide organization with community mediation as its focus. NAFCM Executive Director Linda Baron and Frank Woods, from New York's Unified Court System, added insight from other states' experiences in organizing.



CRI's master's degree students attend the Community Mediation Summit. From left: Maureen Mayne, Brian Beck, and Laurie-Jo Jones.

The new organization, christened the Colorado Community Conflict Resolution Association (CCCRA), identified several tasks, including networking, sharing information, increasing inter-program communication and coordination, increasing the visibility and awareness of mediation, increasing service availability statewide particularly in rural and mountain counties, and developing a statewide unified voice to promote mediation and restorative services in Colorado. A committee was convened to draft bylaws, pursue obtaining 501(c)3 status, and explore funding options.

standing of the value of community mediation for Colorado communities, and (b) improving the coalition's ability to demonstrate the value of community mediation for potential supporters and users, it would be useful to have a common evaluation framework. By having a common evaluation framework, the CMPs could standardize and even pool their assessment data.

This ambitious project was kicked off by a conference in 2003 that brought CMPs together to share what they currently did in evaluation, and to learn from each other and from their stakeholders what information was needed to make their case for impact. The 2003 conference was co-hosted and sponsored by DU's CRI, CCMC, Colorado Judicial Institute, Jefferson County Mediation Services, Office of Dispute Resolution, and the Colorado Judicial Branch. It convened panels of stakeholders such as a district attorney, a judge, a county commissioner, a city councilman, a sheriff, and a foundation representative. Linda Baron, the Director of the National Association for

ALUMNI JOURNAL: A SUMMER AT THE JERUSALEM CENTER

by Tom May, (MA '05)



I have worked for the Seeds of Peace International Camp in Otisfield, Maine, for the past four summers; the past two summers as the Athletic Director. Seeds of Peace (www.seedsofpeace.org) is a summer camp that brings together youth from areas of conflict in an effort to build trust and relationships between members of groups who are in intense, violent conflict. The campers participate in typical summer camp activities and live together in bunks on the shores of Pleasant Lake. The goal of the camp is to build understanding and trust among the campers that they can bring home with them and spread within their respective communities. Seeds of Peace also has a year round Center for Coexistence in Jerusalem that organizes seminars and workshops for Israeli and Palestinian youth to continue the dialogue once they are back home. After working at the camp in Maine, I decided that I would seek work at the Center for the summer. I wanted to work with the Seeds in their home environment, where the reality of the conflict challenges the Seeds mission.

My major responsibility on their summer staff was to organize a first time seminar called Olympeace, a three day event that

would involve sport and competitions. In addition to the Olympeace seminar, the Center director asked me to run a sports camp with a group called Playing for Peace. Playing for Peace organizes basketball camps to bring together kids from areas of conflict. They began their work in South Africa, and for the first time were planning a camp in Israel for Jewish Israelis, Arab Israelis, and Palestinians. I was excited to work with Playing for Peace because my Master's Thesis focused on the use of sport in conflict resolution and after months of researching and writing about groups such as Playing for Peace, I would now be a part of the effort to use sport as a common experience to cut across cultures and build trust among its participants.

The very first Seeds of Peace seminar of the summer brought home for me the reality of working in a conflict area. Hosted by a theology school in northern Israel, the planned facilitation sessions focused on education, and how educators might try to impress their own bias and opinions on those they are teaching. Breaks included sports events. During one such kickball game break, a young Palestinian boy bolted past me as I was pitching the ball, with a soldier following him in pursuit. This frightened many of the Seeds. The head of the school gathered us and explained that because soldiers are not allowed to bring guns onto the property, people wanting to avoid a nearby checkpoint sometimes try to take advantage of this and pass through the school's property.

The Olympeace seminar that I was to organize was planned as two and a half days of sport and competition, a FUN time to end the summer season at the

Center. Unfortunately, the first two events had to be cancelled because Seeds of Peace policy is to only run events that all of its members can attend, and the Israeli army would not give permissions on the seminar dates. In order for a Palestinian from the West Bank or Gaza Strip to travel to other areas of Israel, they have to have a written permission slip from the Israeli army, which they have to present at the checkpoint. The army can deny permission any time they desire.

Our third attempt to hold the seminar was successful, but we had to settle for a single Sport's Day, not the two and a half day event we had planned. With all of the serious seminars that many of these teens had experienced, this sports themed seminar brought them together in an enjoyable setting. When a youth looks at you, smiles, and says, "This was the best seminar I have gone to. I had fun. Thanks.", it makes all of the work and frustration of planning and getting permissions worth the trouble.

My final task of the summer was working with Playing for Peace, recruiting and leading a group of Seeds to volunteer as counselors at a basketball camp that Playing for Peace had organized at the Wingate sports school, the premier training center for Israeli athletes who aspire to compete internationally. The Playing for Peace Basketball Camp experienced the same difficulties gaining permissions that we did at the Center. None of the kids they had recruited who lived in the West Bank were allowed by the Israeli army and government to attend the camp. I had recruited a group of eleven Palestinian Seeds assigned to work as counselors at the camp, but only four were allowed to come — because they

lived in Jerusalem and so did not need permissions. We had eight Israeli Seeds working as counselors. Playing for Peace recruited a few Arab Israelis to join the Seeds as counselors. We had a meeting with the Seed counselors a few weeks before the camp, but the entire group of counselors did not meet each other until the night before the camp started. Despite the last minute organization of the counselors at the camp, the Playing for Peace Camp was a great success. Playing for Peace hopes to continue their work in the Middle East, and many of the Seeds hope to remain involved in the program.

Work in the Middle East can be frustrating and difficult, and plans often have to be altered many times. If organizations such as Seeds of Peace and Playing for Peace continue to pool resources, then programs to build peace in the area might have a greater chance for success. I returned home with a greater understanding of how difficult it is to bring together Jewish Israelis and Palestinians for trust building activities and dialogue in the areas of conflict. In the Camp environment in Maine you do not need permissions. Although we had to reschedule and alter our plans for Olympeace, we eventually had over seventy Palestinians, Jewish Israelis, and Arab Israelis attend the seminar. This brings hope that the Seeds who attend the Maine camp and form cross-cultural, cross-delegation relationships, can return home and act as examples in their communities by maintaining their relationships and by planting the seeds of peace.

Tom graduated from CRI with his Master's Degree in 2005 and is currently living in Maine. He can be reached at tomjmay@yahoo.com.

ABOUT SEEDS OF PEACE

Founded in 1993, Seeds of Peace is dedicated to empowering young leaders from regions of conflict with the leadership skills required to advance reconciliation and coexistence. Over the last decade, Seeds of Peace has intensified its impact, dramatically increasing the number of participants, represented nations and programs. From 46 Israeli, Palestinian and Egyptian teenagers in 1993, the organization still focuses on the Middle East but has expanded its programming to include young leaders from South Asia, Cyprus and the Balkans. Its leadership network now encompasses over 2,500 young people from four conflict regions.

The Seeds of Peace internationally recognized program model begins at the International Camp in Maine and continues through follow-up programming at the Seeds of Peace Center for Coexistence in Jerusalem, international youth conferences, regional workshops, educational and professional opportunities, and an adult educator program. This comprehensive system allows participants to develop empathy, respect, and confidence as well as leadership, communication and negotiation skills — all critical components that will facilitate peaceful coexistence for the next generation. More information on Seeds of Peace can be found on their website www.seedsofpeace.org



Photo courtesy of Seeds of Peace

GRADUATE STUDENT NEWS

THE SOCIETY FOR CONFLICT RESOLUTION (SCORE)

By Jason Gladfelter (outgoing SCORE President) and Sammie Gallion (incoming SCORE President)

Entering its third year of existence the Society for Conflict Resolution (SCORE) welcomes new members and a new Board. SCORE spent its first two years building a solid foundation and establishing communication links to various groups, offices, and institutions. During this time we have sponsored or co-sponsored events ranging from social picnics to scholastic discussions, such as the recent campus wide Left Behind: A Discussion of Race and Class in the Wake of Hurricane Katrina, and helped establish the student government for the Conflict Resolution Institute [CRGSA; see accompanying article].

Looking forward to the next year, SCORE is planning to continue furthering our presence at the University of Denver and beginning to find new avenues to expand our influence. The new SCORE Board has begun planning for new activities, one of which is our co-sponsorship of the DU Voices of Discovery Intergroup/Diversity Dialogue Program. This co-sponsorship, along with many other new and exciting activities are in the making for SCORE and its presence on the DU campus.

Support the Institute's exciting and expanding work!

Call the Center for Research and Practice for information on donating to CRI
303-871-7685

CONGRATULATIONS TO OUR 2005 GRADUATES

Pearl Bell, Donna Calabrese, Pheobe Clark, Megan Hinton, Tom May, Maureen Mayne, and Andrew Owskiak.

We wish you the best!

CONFLICT RESOLUTION GRADUATE STUDENT ASSOCIATION (CRGSA)

By Carole Fotino, CRGSA President

Last spring, four student representatives of the growing Conflict Resolution M.A. degree program at DU got together and formed a steering committee to design a graduate student association. The purpose of this association was two-fold. It was necessary first of all in order to receive, and then govern distribution of, student activities fees. Additionally, as in any growing program, oversight was needed as well, to chart and improve student interaction with their faculty, university and career transition. After that steering committee determined a format, constitution, direction, and bylaws, elections were held and an Executive Council of four was put into place.

Since that time of formation in the spring of 2005, the Conflict Resolution Graduate Student Association of DU (CRGSA,) its Executive Council, and student members, have been busy. Applications from students for financial assistance in attending a variety of conferences, research opportunities, and internships have been received and reviewed. Through these, students are not sitting by the sidelines during their education but are participating and being active, contributing members of the Alternative Dispute Resolution community.

Volunteers through CRGSA are also putting together a one-day fundraising workshop and a one-day mini conference. Both are slated for the upcoming Spring of 2006. An ongoing activity is that of getting student working groups up and running on topical areas of interest. These groups will each work directly with at least one faculty representative and will culminate in a project at year's end. It is expected that these projects will enhance the students' education as well as their experience of that education and their ability to market it. CRGSA will have one student working group throughout this school year and is planning for the ongoing presence of two groups and projects for the school year beginning September 2006.

We, CRGSA's Executive Council, are pleased with the growth of this M.A. degree program which necessitated the existence of student government. We are equally pleased with the successes to date as we look forward to continued expansion and dynamism in the years to come.

MILLIE VAN WYKE RETIRES

Millie Van Wyke, Assistant to the Director of Graduate Programs, retired from CRI in November after a long career with the University. University faculty, staff and graduate students gathered at an evening celebration to commemorate her retirement and wish her well.

Millie began working at the University of Denver in 1976. She first worked with Professor Karen Feste in 1981 on the Monograph Series in World Affairs, an International Studies quarterly. The two continued to work together when Karen became Associate Dean of the Graduate School of International Studies in 1988, with Millie as Administrative Assistant. Millie has been working intermittently with the Conflict Resolution Program from its inception in 1998 through its elevation to an Institute in 2004.

She has been a great help and source of information and encouragement to conflict resolution graduate students and will be missed by all. Millie, we will miss you, but wish you the best in your retirement and your world travels. - T. Thompson



Therese Thompson (left) and Tamra Pearson d'Estrée (not pictured), present Millie Van Wyke with flowers and a memory book.



CRI master's degree students Carole Fotino (left) and Jenny Lang enjoy the party.



Kay Denler

CRI Welcomes Kay Denler

The Institute welcomes Kay Denler as the new Assistant to the Director, Graduate Programs. Kay comes to us from Trinity College in Hartford, Connecticut, where she was the Associate Director in International Programs. At Trinity College, Kay advised students on study away programs, administered several study away sites, and handled all international student programming, including immigration law. We are excited to have her in Graduate Programs, where her expertise in working with students will be invaluable.