Colorado’s natural resources are facing increasing pressures due to population growth, changing climate conditions, and natural disasters such as flooding and wildfire. The variety of such pressures and their overarching implications makes it difficult for community leaders and natural resource managers to protect and manage such resources, especially when competing interests need to be considered.

In an effort to promote collaboration and teamwork among Colorado’s natural resource stakeholders, DU’s Conflict Resolution Institute co-hosted a workshop titled, “Collaboration for Community Wildfire Mitigation Planning” as a part of the Colorado Collaborative Leadership Institute (CCLI) in December 2013. As a result of ongoing work with the University of Virginia, CRI received funding for this workshop from the National Urban and Community Forestry Advisory Council. This workshop sought to increase collaborative capacity and networking among practitioners and professional networks within Colorado, specifically through stakeholder panels on issues and success stories, as well as skills training in facilitation, collaboration, communication, and strategic decision-making.

Participants included a diverse range of professionals from across Colorado’s ‘front range’—from Denver, Boulder, Ft. Collins, and Colorado Springs, and represented universities, state and federal agencies, local elected officials, fire chiefs, foresters, leaders of non-profits and local business people. Given the devastating wildfire damage that has occurred throughout Colorado for the past several years, this workshop emphasized the need and ability for practitioners to implement collaboration techniques in the short-term, as well as fostered a collaborative environment for dealing with these issues on a longer term.

The workshop began with a panel of representatives from the Colorado State Forest Service and Bureau of Land Management, followed by experiential exercises and participative lectures on leadership in terms of policies and practices for organizing collaboration and policies impacting wildfire mitigation. The diverse group of participants allowed for sharing of their issues and successful ways of addressing different issues, as well as effective communication strategies among their various communities. Professor Tamra Pearson d’Estrée emphasized that the CCLI focus is “not about turning everybody into friends; it’s about building professional networks and promoting a developed capacity for more productive conversation.” While many of the participants had never met, “there was an instant feel of collaboration and connection because of their orientation towards wildfire response and management,” as stated by recent graduate Emily Pohsl (MA ’13), who offered administrative support for the December workshop.
Wildfire Mitigation Planning - (Cont.)

The December workshop also included an experiential exercise among the participants about the 'dilemma of the commons' in the context of wildfire mitigation, which acted as a simulation of tensions between personal interest and the preservation of natural resources. Additionally, the workshop location in Fort Collins, CO allowed participants to see first-hand the dire need for wildfire mitigation planning with an afternoon trip to the site of the High Park Wildfire.

The impetus for the Wildfire Mitigation workshop emerged from a planning meeting among several Colorado institutions and providers in November 2012. The workshop was modeled after the University of Virginia’s Institute for Environmental Negotiation (IEN). The IEN, which has hosted the Virginia Natural Resources Leadership Institute in their state for several years, envisioned piloting a similar workshop in Colorado and other states.

After months of planning and collaborating with other Colorado institutions, CRI hosted the Building Capacity for Collaboration in Natural Resources Symposium and Summit in November 2012 (see Spring 2013 newsletter). This event sought to determine whether or not Colorado practitioners felt the need for a common effort to increase capacity for tackling natural resource issues in the state. Finding that a need and desire for collaborative training efforts beyond current endeavors exists, CCLI formed to pilot their first experiential workshop in December 2013.

Colorado Collaborative Leadership Institute is an ongoing joint initiative by various local institutions, including the University of Denver’s Conflict Resolution Institute, University of Colorado-Denver School of Public Affairs, Colorado State University’s Center for Public Deliberation, the Colorado State Forest Service. For this piloting phase, they benefited from working with the National Urban and Community Forestry Advisory Council and the University of Virginia’s Institute for Environmental Negotiation.

December’s workshop had capacity attendance, with a high percentage reporting that they were able to successfully expand their networks across professional lines as well as a desire to attend a future workshop and recommend the efforts to others in their fields. Their responses provided insight for the CCLI future workshop planning, with potential focus on a range of issues form forest health and regeneration, watershed and water use, energy challenges, and future population growth. Based on these responses and the efforts of the November 2012 summit, the CCLI is currently planning another similar workshop to be held in the early fall. Instead of holding the event in the cold winter months, though, CCLI is working towards meeting in the more temperate seasons to allow travel and boost attendance from across the state. As these projects continue and expand, the CCLI looks forward to additional endeavors on the ‘Western Slope’ of Colorado as well as a more regional initiative with surrounding states engaged in similar issues.

--Jonathan McAtee

CRI Hosted Events 2013-2014

October 3, 2013 - Hubert H. Humphrey Fellow, Liliana Pimentel on “Water Governance and Land Dispute in Brazil: Mediating Social Conflicts over New Dams”

October 16, 2013 - Associate at Harvard’s Weatherhead Center for International Affairs, Dr. Donna Hicks on “Dignity: The Essential Role it Plays in Resolving Conflict”

December 13-14, 2013 - Colorado Collaborative Leadership Institute on Wildfire Mitigation Planning at Colorado State University’s Tamasag Retreat Center in Ft. Collins

February 27, 2014 - Founding member of the Society for Organizational Learning at MIT, Dr. Tony Rollins on “Solving Structural Conflict in Organizations”

April 29, 2014 - Associate Professor at the School for Conflict Analysis and Resolution at George Mason University, Dr. Karina Korostelina, “Crisis in Ukraine: Analysis and Opportunities for Conflict Management”

May 1-2, 2014 - CRI Affiliate Faculty-in-Residence Series with Professors; Rashmi Goel of Sturm College of Law and Cynthia Fukami of Daniels College of Business

May 5- June 5, 2014 - “Talking -It-Out” Photo Exhibit with Community Partner, Zinn Mediation Associates

May 14, 2014 - CRI Affiliate Faculty, Rashmi Goel, “Culture and Responding to Bride Burnings in India”

May 28, 2014 - Restorative Justice Practitioner Roundtable: Maggie Lea, Conduct Administrator, Student Conduct, University of Denver; Deb Wittzel, State Coordinator for Restorative Justice & Adult Diversion, State Court Administrator’s Office; Peggy Evans, Restorative Practices LLC, Restorative Mediation Project; Tim Turley, Restorative Justice Initiative, Denver Public Schools; Jean Stracy, Affiliated Faculty, College of Professional Studies, Regis University
As an associate professor at the Sturm College of Law at the University of Denver, Professor Rashmi Goel focuses much of her research and teaching on culturally specific adjudication—where the adjudicative process takes into account the cultural background of litigants. Professor Goel is passionate about teaching and about the opportunities it gives her to influence the legal field. Being a professor grants her opportunities to shape discourse, impact policy-makers, judges, attorneys, and clients, and to ensure that each new wave of law practitioners are improving the field rather than just working within it.

Professor Goel cherishes the opportunity to be in a position in which she can hopefully have a similar impact upon her own students. Professor Goel tries her best as a professor to cultivate passionate students who will go on to change things for the better. She says that as a teacher, “[you] help to unleash their potential... [And] to be able to do that every day is great.”

While her love of teaching propelled her to become a law professor, Professor Goel’s decision to pursue a career in academics was also influenced by considerations about the level to which she could have an influence upon the legal field. Her research and publications have largely focused on ethical issues within the criminal justice system and upon ways by which such issues can be overcome.

Professor Goel has published an important piece called, “Delinquent or Distracted? Attention Deficit Disorder and the Construction of the Juvenile Offender.” The focus of the article is about how the misdiagnoses or underdiagnoses of Attention Deficit Disorder among at-risk youth allow these kids to be perceived as “bad kids” by adults in authority and in society at-large. When in fact, these kids are not receiving the kind of attention they need for their disorder and their symptomatic behaviors are misunderstood as delinquent behaviors instead of being understood as symptoms of a cognitive disorder. Often, nonwhite kids of lower economic strata are sent into the juvenile justice system instead of receiving treatment for their disorder.

Professor Goel says that the racialization of the juvenile justice system is so bad that in places, like North Dakota, where based upon demographics a vast majority of children in juvenile detention centers should be Caucasian, the reality is that they are not. Professor Goel reflects upon the scale of her impact as a result of this publication, “If I was an attorney, as a juvenile justice attorney in the juvenile justice system, I could save a client or two or maybe three or maybe ten from being put in that system and that would be great... and would [be] a really great role. But that article has been sent to every public defender in the juvenile justice system in Colorado and it has been used in the juvenile justice clinic work in D.C. and it is being used in other centers.”

Having had several pieces published on restorative justice, Professor Goel emphasizes the relationship between the legal field and the field of conflict resolution. She emphasizes that her work on culture, difference, and racialization in the legal field are directly applicable to the field of conflict resolution, specifically to mediation, alternative dispute resolution, and restorative justice. She discusses the importance of her work, “Some of it is about making the process more fair and some of it is about making the outcome more fair; and sometimes this whole law system is not the right way to go about it [and] we have to go about it another way.”

Professor Goel says that conflict resolution is an important field because it helps to overcome some of the shortfalls of the legal system, particularly in regards to change. Professor Goel says of conflict resolution, “it has a lot to do with saying the system as it works doesn’t work, so let’s create something new; maybe we’re looking at a new legal system; maybe we’re adopting a new way according rights, but something new is needed.”

--Andrew Godziek
In honor of Colorado’s celebration of Conflict Resolution Month, the Conflict Resolution Institute at the University of Denver collaborated with University of Colorado and Colorado’s own Conflict Resolution Month and other local sponsors in the field of conflict resolution to host Harvard’s Dr. Donna Hicks. Her October 16 workshop at DU was just one stop on her three-day visit to Colorado. Dr. Hicks also gave a public lecture at the University of Colorado Denver campus and was the keynote speaker at the 8th Annual Conflict Resolution Conference in Colorado Springs.

As an expert on the role of dignity in resolving conflicts, Dr. Hicks emphasizes human interaction in helping enable organizations build a culture of dignity, heal highly-charged emotional wounds, and thrive in today’s global marketplace.

This workshop focused on research and findings presented in her recent book, *Dignity: The Essential Role it Plays in Resolving Conflict* (2011, Yale University Press). Her book acknowledges the importance of the psychological dimension of human conflict and the power that can be harnessed through addressing emotional needs in political conflicts. Through her experience in international conflict resolution and with insights from evolutionary biology, psychology, and neuroscience, Dr. Hicks explains the elements of dignity, how to recognize dignity violations, how to respond when we are not treated with dignity, how dignity can restore a broken relationship, and why leaders must understand the concept of dignity to open the way for greater peace.

The workshop with Dr. Hicks emphasized the need to understand dignity from within to promote effective resolution to identity-based conflict, because “it’s hard to look at each other as adversaries when people learn about the dignity process together.” In her 20 years as a facilitator during international conflicts in the Middle East, Sri Lanka, Columbia, Cuba, Northern Ireland and the United States, Dr. Hicks found that dignity violations must be addressed among all parties—even high-powered political figures—to neutralize power asymmetries and truly bring the groups into conversation.

Throughout the DU workshop, Dr. Hicks and the participants first examined dignity as a concept and found that it is most effectively discussed in the simplest terms. Dr. Hicks defines dignity as our inherent value and our inherent vulnerability as humans, which is not something that just comes and goes. Because dignity is an essential part of our humanity, it can be easily injured when individuals are treated as if they do not matter. The conversation also explored the difference between dignity and respect. While many people feel that respect must be earned, Dr. Hicks emphasized that we must make a distinction between what someone has done (respect) and their inherent human worth (dignity).

Dr. Hicks further explained that recognizing and interpreting dignity is more than just an intellectual endeavor. Instead, dignity exists as a constant, intentional effort to recognize the inherent worthiness in other human beings. She emphasized this point through studies in the field of neuroscience, which shows that violations of dignity affect the brain in the exact same areas and ways as physical injuries.

A period of discussion included ways to interpret self-worth, particularly through the separation of actions into reflective and reactive categories. In the reflective category, individuals consider the unconditional worth of their actions and observe themselves in the interaction. In contrast, the reactive category exists as external validation of worth and their need to eliminate threats to their worth.

Finally, the workshop involved what Dr. Hicks called the Ten Elements of Dignity (see box on back cover). These ten essential elements emphasize that we approach others as neither inferior nor superior to oneself. They furthermore emphasize treating others justly, with equality, and full attention. These ten elements are juxtaposed against hurtful actions, which were addressed as “The Ten Temptations” of dignity violations. To counteract these temptations, we must not justify returning harm to another, accept fair and
constructive criticism from others, avoid the harmful effects of gossiping about others, and admit harmful actions and mistakes through sincere apology.

In addition to her current work as an Associate at the Weatherhead Center for International Affairs at Harvard, Dr. Hicks has also taught courses in conflict resolution at Clark and Columbia Universities and has conducted trainings and educational seminars in the US and abroad on the topic of dignity. She was Deputy Director of the Program on International Conflict Analysis and Resolution (PICAR) at the Weatherhead Center for International Affairs for nine years. She has worked as a member of the third party in numerous unofficial diplomatic efforts in the Israeli/Palestinian conflict, and founded and co-directed a ten-year project in Sri Lanka to bring the Tamil, Sinha-

lese, and Muslim communities together for dialogue. She has given workshops and lectures in conflict resolution in Columbia, and spent several years involved in a project designed to improve relations between the US and Cuba.

Additionally, Dr. Hicks was a consultant to the British Broadcasting Company, where she co-facilitated encounters between victims and perpetrators of the Northern Ireland conflict with Archbishop Desmond Tutu. These encounters were aired throughout the United Kingdom and on BBC World. In 2013, she spoke main stage for the TEDx Stormont conference, themed “Imagine,” on the topic of dignity.

--Jonathan McAtee

CRI alum Angela Jo Woolcott (MA 10’) works as Program Manager at Collaborative Decision Resources (CDR) Associates located in Boulder, Colorado. Before conflict resolution, Wolcott worked in marketing and advertising, “I consider my background in communications to be a distant cousin to the field of conflict resolution; a complimentary skillset to draw from.” Wolcott started her new career path in conflict resolution at Denver Health as their first non-medical intern. She appreciates the Conflict Resolution program for providing her with the applicable skills and experience needed to hit the ground running in the field after graduation.

Wolcott’s work as a Program Manager at CDR Associates covers broad and varied areas of practice. “We offer a range of collaborative services such as facilitation, mediation, customized training, public involvement, multilateral intervention, dispute resolution system design, strategic planning, and so on.” Forming contracts with clients, CDR Associates offer conflict management assistance to clients who require help in areas such as transportation, health policy, organizational effectiveness, and natural resources. Wolcott cites the “rich, in-depth, theoretical knowledge” that the faculty brought to the Conflict Resolution pro-

gram and it that it has “proven priceless in the value that it adds to my work.” CDR Associates espouses the idea that talking, finding common ground and reaching agreements on difficult issues is central to their practice.

CDR Associates praises Wolcott as having a “genuine engaging style” that “culminates in long-lasting, mutually beneficial stakeholder relationships.” With a focus on communication and finding solutions, Wolcott’s “natural inclination to create consensus, along with her collaborative work ethic,” has worked well for her and benefitted others. Wolcott has facilitated between the CDC’s Advisory Council, hospitals, medical clinics, City of Colorado Springs Parks Department, and the Colorado Department of Transportation among many other organizations to help solve problems peacefully and professionally.

To current conflict resolution students and those entering the program at the University of Denver, Wolcott’s advice is to, “Have a clear focus going into the program. Identify what has meaning to YOU.” Wolcott elaborates further by suggesting that students should market themselves while they are in school and form networks with people and organizations that may help in the future. By taking risks and paying good deeds forward, you can get ahead in this career path. Wolcott says to have fun and leave yourself open to opportunities to gain new expertise from unexpected sources.

--Charlotte Prewitt


**Tiffany Cornelius (MA ‘13):**

Restorative Justice Intern at Option Pathways Alternative Secondary Program

**Passionate about both youth education and conflict resolution,** Tiffany Cornelius (MA’13) started her internship with Littleton Public Schools (LPS) in December of 2013. Cornelius specifically interned with the LPS Option Pathways Alternative Secondary Program through their restorative justice program.

These programs aim to serve students who desire or need a more relational approach to learning. The LPS alternative secondary programs feature smaller class sizes, Restorative Practices/Empathy-Building classes, community service opportunities, and individual academic intervention.

Early on in her internship, Cornelius was already building upon the knowledge base she had developed in her conflict resolution classes at DU. Cornelius reflected that most memorable responsibilities for her to date includes helping 7th graders build social skills, encouraging conflict resolution skills among high school students, and generally promoting an ethos of leadership among students.

Cornelius has experienced students and staff alike express their gratitude and openness to the practices in conflict resolution and restorative justice that she brings to the learning community. Along with implementing conflict resolution techniques, Tiffany has identified collaboration as integral to building an environment of understanding and listening. While important in every setting, these features are even more necessary when interacting with students who need a more relational approach to learning.

While staff at the LPS alternative school operated more relationally with students, the process of integrating restorative justice into the school system continues to be challenging. These challenges are often structural because restorative justice techniques remain relatively new to school administrations. Cornelius believes it is still essential that LPS continue to increase its staff’s exposure to conflict engagement practices and ideals.

Throughout her graduate school career in the conflict resolution program, Tiffany experienced previous conflict resolution internships at the Childrens Museum and the Victim Offender Reconciliation Program of Denver (VORP) as well as shadowing in the Denver Public School system doing restorative justice practices. Tiffany connected to the LPS alternative schools through a teacher at Arapahoe High School where she had volunteered to help as a mediator for a mock mediation. She saw the LPS alternative schools as a perfect opportunity to build her experience applying her skills in conflict resolution to an area she is passionate about.

Cornelius pointed out that it is alright if an MA student in the conflict resolution program does not know exactly what he or she wants to do when beginning their internship search. She states, “Even if it is not what you want to pursue in the long run, you can learn about yourself”. For Cornelius, her previous experiences working alongside other people and taking on new internship responsibilities had been an integral part of discerning what she actually enjoyed and wanted for this current internship experience.

Emphasizing the importance of pairing conflict resolution, which is a general field, with an issue, or population that already makes you passionate, Cornelius says, “I knew I wanted to work with youth and or education. I networked, talked to my professors, and made connections with people already working in occupations that combined conflict resolution with education.” It was through this continual process of networking and exploring opportunities that Tiffany was able to find an internship with LPS alternative schools and begin actively engaging in a field that really interests her.

Cornelius explains, “because conflict resolution is an emerging field, internships often still need to be searched for in combination with other fields or areas of interest”. “It is absolutely vital to think outside the box and consider how you can market yourself to new fields,” she stated. While the internship and employment searches are daunting, she encourages that “it is rewarding if you are creative, persistent, and bold in finding (and even proposing) internships that join your passions with conflict resolution.”

Cornelius confesses, “I was interested in a field in which no one else in my cohort was interested. But I continued to network and seek out what I knew mattered to me.”

When asked about the most important part of an internship, Tiffany responded, “Being willing to grow and learn from an internship, whether it is a good or bad experience, is the most important part for me.” Tiffany continues, “I learned that persistence in pursuing your passions actually pays off, even if it takes a while.”

---Jennifer Hankel
In June 2013, Lieschen Gargano (MA ’13), student in the MA program for conflict resolution at the University of Denver, traveled to Guatemala along with CRI’s co-director, Tamra Pearson d’Estrée, and CRI research professor, Ruth Parsons. The purpose of the trip was to continue work on the joint project between the DU’s Conflict Resolution Institute, Fundación Propaz, and the Universidad del Valle de Guatemala’s (UVG) Department of Anthropology and Sociology. d’Estrée, Parsons and Gargano embarked on this trip to research, design, conduct pilot interviews, and arrange future internship opportunities and partnerships for conflict resolution students at DU.

Led by Professor Andre Álvarez Castañeda, Professor and Head of the Anthropology and Sociology Department at UVG and former visiting Fulbright Fellow to DU, the group traveled within Guatemala for nine days, visiting various NGOs within the area. Gargano served as a translator and helped develop logistics for an upcoming field course on Participatory Action Research and Local Conflict Resolution Processes. This course will be supervised by Professors d’Estrée and Álvarez Castañeda. This course was piloted first as an internship in December 2013.

Gargano’s focus on public policy in her studies sparked her interest in conflict resolution techniques and theories that could be applied to conflict resolution efforts within particular local contexts. From her experience, Gargano acknowledged that, “the public policy side of things tied well into conflict resolution in Guatemala, where there is a great struggle between the government, which is becoming more centralized, and the autonomy desired by local communities and government leaders.”

To better understand local needs, the group interviewed various organizations: one satellite UVG campus in Altiplano, Instituto de Enseñanza para el Desarrollo Sostenible (IEPEDES), Fundación Propaz, and Interpaz. The campus associated with UVG in Altiplano, focuses on the needs of rural environments within Guatemala. IEPEDES, a smaller, grant-funded localized civil-society grassroots organization works closely with local indigenous communities. Fundación Propaz is a public service institution that facilitates social change through grant funding efforts and rural operator groups. Professor Álvarez Castañeda has worked closely with Fundación Propaz on the course of his conflict resolution work in rural Guatemala. Finally, Interpaz works to build capacity among politicians and members of society in public dispute resolution, usually involving land disputes between the indigenous people and the Ladinos.

From the interviews, Gargano said that she was particularly interested in the efforts of IEPEDES because of the kind of community involvement engagement efforts the NGO was making. According to Gargano, there were multiple dangerous neighborhoods in town. IEPEDES would host events known as carnivals, called Take Back the Space, which encouraged a community atmosphere and allowed for reclamation and strengthening of communal ties.

Having interviewed and gained insight into the workings of the satellite campus of UVG, IEPEDES, and Fundación Propaz, Gargano said that she “found it interesting how widespread efforts were. The struggles within Guatemala are different from ours [in the US] and their applications (of conflict resolution theory and practice), equally different. These organizations, and others in Guatemala, saw the needs of the local communities from the very beginning and therefore, change was brought about by the communities themselves.”

After her work in Guatemala as a grad student with DU, Gargano is encouraged that “there are so many connections and possibilities for building relationships with organizations in Guatemala. These organizations are looking for help and this is a great opportunity for current students at DU to have internships, to pursue awards such as the Fulbright Scholarship, and to develop grant-writing abilities.” She encourages her fellow students at DU to research these opportunities and inquire about ways to get involved.

Lieschen Gargano is the office manager for Collaborative Decision Resources (CDR) Associates in Boulder, Colorado and plans to continue working with the organization upon graduation in December 2013.

--Tori Odell
**Ten Essential Elements of Dignity—Dr Donna Hicks**

- **Acceptance of Identity**
  Approach people as neither inferior nor superior to you; give others the freedom to express their authentic selves without fear of being negatively judged; interact without prejudice or bias, accepting how race, religion, gender, class, sexual orientation, age, disability, etc. are at the core of their identities. Assume they have integrity.

- **Recognition**
  Validate others for their talents, hard work, thoughtfulness, and help; be generous with praise; give credit to others for their contributions, ideas and experience.

- **Acknowledgment**
  Give people your full attention by listening, hearing, validating and responding to their concerns and what they have been through.

- **Inclusion**
  Make others feel that they belong at all levels of relationship (family, community, organization, nation).

- **Safety**
  Put people at ease at two levels: physically, where they feel free of bodily harm; and psychologically, where they feel free of concern about being shamed or humiliated, that they feel free to speak without fear of retribution.

- **Fairness**
  Treat people justly, with equality, and in an evenhanded way, according to agreed upon laws and rules.

- **Independence**
  Empower people to act on their own behalf so that they feel in control of their lives and experience a sense of hope and possibility.

- **Understanding**
  Believe that what others think matters; give them the chance to explain their perspectives, express their points of view; actively listen in order to understand them.

- **Benefit of the Doubt**
  Treat people as trustworthy; start with the premise that others have good motives and are acting with integrity.

- **Accountability**
  Take responsibility for your actions; if you have violated the dignity of another, apologize; make a commitment to change hurtful behaviors.

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- **Miguel A. De La Torre**, Professor of Social Ethics, Iliff School of Theology
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Center for Conflict Engagement

303.871.7685
cricrp@du.edu

Graduate Program

303.871.6477
cri@du.edu