



*Reception and Working Group for Ohio Colleges and Universities Currently
Developing Peace and Conflict Studies Related Courses, Degrees, Certificates, and
Related Programming*

Thursday, June 9th (6:30 pm to 9:30 pm)
Crowne Plaza Hotel
7230 Engle Road
Middleburg Heights, OH 44130

Hosted by: Global Issues Resource Center, Cuyahoga Community College, The Mandel School of Applied Social Sciences, Case Western Reserve University, and the National Peace Academy.

Facilitated by: Mark Chupp from Case Western Reserve University, Jen Batton from Global Issues Resource Center, Diane Corrigan from Cleveland State University, Barbara Grochal from University of Maryland School of Law and Gary Shaw from Department of Education and Early Childhood Development, Melbourne, Australia

Attendees:

Iryna Brunova-Kalisetska, Tavrida National Vernadsky University, Ukraine
Desiree Caliguire-Maier, Ohio Department of Education
Mark Chupp, Case Western Reserve University
Diane Corrigan, Cleveland State University
Kathryn Crawford, University of Toledo
Ethan Finley, George Mason University
Landon Hancock, Kent State University
Sherrill Hayes, University of North Carolina at Greensboro
Barbara Grochal, University of Maryland School of Law
Ellen Kyes, Notre Dame University
Andrea Langston, Blacksburg Middle School
Peggy Lobb, Otterbein
Suzanne MacDonald, University of Akron
Tom Matyok, University of North Carolina at Greensboro
Shane McCarty, Virginia Tech
Gloria Rhodes, Eastern Mennonite University
Diane Ross, Otterbein
David Smith, United States Institute of Peace
Laura Schaeffer, Ohio University
Dale Snauwaert, University of Toledo

Jill Strauss, Columbia University
Sophia Teie, Virginia Tech
Adele Weiss, Otterbein
Cathie Witty, University of North Carolina at Greensboro
Cathryne Schmitz, University of North Carolina at Greensboro
Loreta Castro, Miriam College, Philippines
Barbara Thorngren, Nashua Community College
Nicole Gomes, St. Mary's College, Trinidad and Tobago
Amy Lazarus, Sustained Dialogue Campus Network
Harold Saunders, International Institute for Sustained Dialogue
Rachel Monaco-Wilcox, Mount Mary College

Flip Chart Notes

Development of Certification Standards: What is happening? Where? Challenges?

- Certificate in Sustained Dialogue – competencies, knowledge, behaviors
- Ohio University – major and certificate monitored by faculty advisory board, continually trolling through catalogue and talking with faculty

Securing Resources during perceived scarcity: What is happening? Where? Challenges?

- Instructors “donating” time for seminars and workshops (CSU)
- Notre Dame seeks alumni funding specifically for international CRE and summer service programs on peace and CRE
- EMU – loading across departments, grants...
- Courses existed – organized them into major and certificate (OU)
- A little \$ from a lot of budgets
- Links to military bases/personnel – UNCG

Gaining Administrative and Internal Departmental Support: What is happening? Where? Challenges?

- Otterbein – changing demographics, changing culture
- CSU – changes in administration – verbal but not financial support
- Initial support of interdisciplinary advising board
- SDCN – having students be leaders - making them ask

Marketing and Expansion of Field: What is happening? Where? Challenges?

- C-DRUM (Center for Dispute Resolution University of Maryland School of Law)– ongoing marketing, expansion into adult mediations in schools/Baltimore/NEW
- Notre Dame supports CRE and peacebuilding through scholarships and providing faculty expertise
- KSU – working with Tri-C to provide link between community college and 4-year colleges in northeast Ohio
- New international exchange program in Germany – possible dual degree
- Community volunteering
- Frame as leadership, civic agency, economic development

Cross Disciplinary Academic Content: What is happening? Where? Challenges?

- EMU – graduate MA in conflict transformation, arts and peacebuilding with concentrations in: org. dev./behavior, international development, trauma, restorative justice
- EMU – undergraduate BA in peacebuilding and development. Required courses from economics, political science, religion
- Notre Dame – Peace Studies is a major, Masters. Double majors with business, political science, romance languages and theology
- GMU – now offers a dual MS in conflict resolution and social work
- OU – major and certificate – content from 8+ departments

Synergy between CRE and Peace Studies: What is happening? Where? Challenges?

- Faculty author manuals and guides to CRE for international use (Notre Dame)
- Take Ten (CRE curriculum for youth) born at ND
- If Peace Ed then I'm teaching a Peace ed course at John Jay College at CUNY

Preparing Faculty to teach Peace and Conflict Courses – Faculty Development: What is happening? Where? Challenges?

- Notre Dame has a Peace studies major and graduate program so a PS faculty is on campus and we recruit internationally
- GMU has a center for teaching excellence which sponsors an annual conference and other training events for faculty from all units
- Toledo – pedagogy on peace concentrations in MA and PhD programs in Ed Psych and Ed Theory
- KSU – working with Tri-C to provide faculty training seminars for their Peace Studies certificate faculty

Inter-institutional collaboration: What is happening? Where? Challenges?

- Inter-state: Ohio Commission on Dispute Resolution and Center for Dispute Resolution at University of Maryland, School of Law – materials shared, trainers
- Notre Dame hosts several conferences annually (nationally and internationally)
- GMU faculty are leading an initiative to develop and share new experiential and service learning activities for teaching CR – this is in collaboration with No. Virginia Community College
- Otterbein – global exchange program, Uganda

Supplemental Programs: mediation, sustained dialogue, peace clubs, study abroad – exchanges, conferences etc.: What is happening? Where? Challenges?

- Peer Mediation Partners and Dialogue and Difference – undergraduate programs of peer mediation and campus dialogue – George Mason University
- UNCG – developing study abroad exchanges
- Peace through health network in development – UNCG
- Peace Club/Pax Christi – Miriam College
- EMU – all undergrads required to do a cross-cultural semester/summer
- EMU – peace fellowship – club for students

Rounds 1 and 2: What is being done? What courses and programs are you currently offering?

Otterbein: interested in developing a peace studies program. Teacher ed – trying to figure out a peace and justice program

UNCG: existing Masters and certificate program. Developing undergraduate in conflict and peace studies

Miriam College, Philippines: interested in mainstreaming PE in departments, have introduced two courses

Virginia Tech: Interdisciplinary violence prevention and peacebuilding center. Developing large, undergrad intro courses on peace studies

Case Western Reserve University: currently developing a social justice minor with long-term goal of creating an undergraduate major

Mount Mary College: how to carve out a conflict/peace program in a social justice oriented school? Existing peacebuilding certificate at grad level

Trinidad and Tobago: interest in started peace program in secondary school

George Mason University: undergrad experiential learning project – experiential and service learning for conflict resolution undergrads

Kent State University: basic skills course in general education. Found that theory-based courses capture less interest of students – so now focus on how to apply skills to your life i.e. “how do you get along with your roommate?” Have 50 students per section, 10 – 15 sections per semester. 5 faculty. Have domestic diversity course. Special dorms with special learning objectives – rare, but happens. Focus at BA level on case based theory courses

UNCG: curriculum designed around core competencies. Too skills based at grad level – move to more theory. Now distinction between grad and undergrad programs – BA program more skills, MA program more theory

Nashua Community College: provide basic skills and basic theory with articulation agreements to help slide into programs, add as gen ed course. A lot of students don’t come to peace studies at the beginning – allow double major, very flexible to draw students in. Costa Rica study abroad – fits with mission of the college – 3 credits, 10 days focused on sustainability and communication – start with how to sign up, then they join the program, feel part of larger, big deal – this is often the first time they have had a passport!

Tri-C: certificate program. Study abroad in Costa Rica – see at the macro level the application of multi-disciplinary

UNCG: MA in conflict and Peace studies. Developing a BA. Looking into dual degree program

Virginia Tech: rich relationship with the community. Working at curriculum development and engaging more faculty. Bullying prevention/character development/literacy development

Mount Mary College: peacebuilding certificate at the graduate level. Peace program – ADR program in community. Need business community collaboration.

SDCN: 15 colleges, focus on experiential learning, complement to the curriculum. Student led program. Need/aim to engage them in their own willingness to take in their own hands

Notre Dame: MA in Peace studies, Kroc Institute, Take Ten community based with CR education, BA in Peace Studies. How do we make the community interested in youth with these skills?

Tri-C: articulation and transfer agreements to 4 year programs

Ohio University: New certificate and major in war and peace

EMU: Undergrad – peacebuilding and development, degree – conflict, MA – multiple options

Otterbein: attempted peace and justice studies program

University of Toledo: Grad (MA and PhD) foundations and pedagogy of peace

Virginia Tech – PE into schools – teacher ed. Interest in global connections – virtual opportunities IC3

George Mason University: undergrad service learning, experiential learning. Courses to be developed and tried out

Virginia Tech: hiring faculty for center for peace studies for tenure track (for sustainability) and community based faculty. Pedagogy of peace – concentration

UNCG: “conflict and peace studies” community based research and practicum – first graduate program

Sustained Dialogue: “informed action” faculty/admin/advisors, co-curriculars, leadership development, empowering students, SD ambassadors throughout student orgs.

EMU: Little books – practitioner focused degree, reflective practice, books- circle process, restorative discipline, work with Virginia Tech – delegation/conversation, summer peacebuilding institute

Group Discussions:

- **Ohio Universities**
 - o There is a listserv already, but no one uses it
 - o Otterbein is new, want to learn what other programs are like
 - o There exists the challenge of a common language partially due to the cross-discipline nature of the field, challenges of how to orient/title/describe programming
 - o Shall we create a central wiki or webpage?
 - o Desire to share resources, how to set up programs, what other courses/syllabi look like

- “The Democracy Imperative”
- What do we want to see in OH?
 - Institutionalization, gathering of resources
 - Increased demand from students
 - Development of a shared language/identity of programming
 - Increased understanding of the applicability of skills and theory across disciplines
 - Core essential competency skills across disciplines and programs while still allowing for different areas of focus
 - Practical next steps – Jen to share KSU students’ core grid. CSU share OBR SEL guidelines when appropriate
- **Supplemental Programs**
 - Sustained Dialogue – 1000 students funnel into communities
 - CRETE – to work with community teachers and service learners
 - Need to work with local authorities
 - Connect supplemental programs with whole school approach
 - Build PE into teacher education for classroom infusion
 - Building bridges – e.g. circles in prisons
 - Alternatives to violence
 - Frustration – communication back to basics
 - Need more basic awareness – really listening
 - Law needs more holistic thinking with ethics emphasis
 - Does ownership for community programs/outreach matter? Yes – because creates a stake in M&E
- **How to get started**
 - current strengths: demographics, interest, experience
 - Identified needs: build a team, review what we had, shared with other interested supporters, integrated into existing courses and resources – mission of course – core tenants have to be clear and could compromise some aspects of the course, diverse topic
 - UNCG identified core competencies (e.g. public policy, culturally competent) worked from field backwards, surveyed field
 - Identified what classes would provide proficiencies in these competencies for example – Doctors Without Borders
 - Provided rounded graduate degree with skills competency
 - Who did you get together? Went out to practitioners in the field to identify gaps
 - How do we access skills? Definition? Mainstreaming in the field is a challenge – why? Pushing international
 - Peace Education – good for everybody

- Competencies – should be part of mainstream courses – needs to build relationships with other fields/faculties
- Specialized courses can be marginalized – needs to be in criminal justice programs, military, etc
- Territory of PE – may not do well at engaging others – need to invite others in
- Need to open up to diversity – i.e. business argument that peace saves money
- Naming – PE doesn't fit a marketing perspective, need to change perception – Peacebuilding? Implies skills, more operational term – peacebuilding and development (CR really means peace)
- Emphasis on prevention – what prevention words can we use?