



Ohio Campus Compact



## 5<sup>th</sup> International Summit on Conflict Resolution Education (CRE)

*Developing Global Citizens in Schools, Higher Education and the Community*

March 14 - 19, 2012

Cleveland, Ohio, USA

Crowne Plaza Cleveland Airport, 7230 Engle Rd, Middleburg Heights, Ohio

### Pre-Conference Workshops

- More than Volunteering: How to Effectively Develop a Service Learning Experience, **Ohio Campus Compact** (March 14)
- How to Promote and Protect Child Rights (K-12), **International School Psychologists Association** (March 15)
- Intercultural Communication: Perception, Self-Reflection, and Change, **University of North Carolina at Greensboro** (March 14- 15)
- Actively Caring for People: Preventing Bullying by Improving Individuals, Classrooms, Schools, and Communities, **Virginia Tech, University of Akron** (March 15)
- Introduction to Restorative Justice, **James Madison University** (March 14)
- Applying Restorative Justice in a Higher Education Setting, **James Madison University** (March 15)

### Pre Conference Descriptions

#### **More than Volunteering: How to Effectively Develop a Service Learning Experience**

(March 14, 2012)

#### **Presenters:**

Susan Studer King, Ohio Campus Compact

Dick Kinsley, Ohio Campus Compact

**Description:** This workshop is designed for persons interested in developing and/or enhancing service-learning experiences in a campus setting. **Service-Learning** is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich

the learning experience, teach civic responsibility, and strengthen communities. Experienced staff from Ohio Campus Compact will address the importance of service-learning on campus, in the classroom, and in the community. This interactive workshop will draw upon theory but provide participants with real tools and resources to enhance service-learning practice. Topics will include:

- Defining service-learning and exploring common misconceptions;
- Highlighting the impact of service-learning experiences on campus and in the community;
- Linking theory to practice through a deeper understanding of service-learning models including the P.A.R.E. model and different models of reflection;
- Understanding campus examples and “best practices”;
- Working with community partners for and finding projects to meet both learning objectives and needs of the community;
- Leveraging existing campus resources to build service-learning experiences;
- Utilizing technology and social media to enhance practice; and
- Finding real dollars for creating, enhancing, and sustaining service-learning initiatives.

## Bios:



**Susan Studer King** serves as Ohio Campus Compact’s Program Director for Outreach & Engagement. In this capacity, she is responsible for coordinating professional development training for college community service directors as well as organizing regional meetings and workshops for member campuses and AmeriCorps VISTA alumni. Susan also manages the organization’s communications, marketing and resource development programs and has worked to expand the use of e-engagement tools to support and enhance college civic engagement efforts. Prior to joining the Ohio Campus Compact team, Susan served as the Denison University Environmental Studies Program Manager and also worked for over eight years at the Ohio Environmental Council. Susan is a returned Peace Corps Volunteer and board member of Amazon Partnerships Foundation. When not conducting outreach to Ohio Campus Compact member institutions, Susan can be found at her family’s farm where she helps her mother grow organic flowers for Buckeye Blooms.

**Richard Kinsley** has been Executive Director of Ohio Campus Compact since 1997. He has over 25 years of experience as a faculty member, curriculum specialist, trainer, and administrator in the field of service-learning and experiential education. Ohio Campus Compact engages and supports its members in public and community service that builds sustainable campus/community partnerships, educates for active citizenship, and improves the social and economic well being of communities. Under Mr. Kinsley’s leadership, Ohio Campus Compact has expanded its membership to 46 Ohio colleges and universities, expanded its grant programs for faculty, students, and community organizations, expanded its



technical assistance and training services, and developed a nationally recognized college student philanthropy program and a nationally recognized AmeriCorps VISTA program.

---

## How to Promote and Protect Child Rights (K-12)

(March 15, 2012)

### Presenters:

Dr. Bonnie K. Nastasi, Tulane University

Rosa Maria Mulser, Tulane University

**Description:** The purpose of the workshop is to prepare School Psychologists and other school-based mental health professionals in advocacy for children's rights, consistent with the UN Convention on the Rights of the Child (CRC). The content of the workshop is based on the 7-module child rights curriculum developed with funding from ISPA by the Task Force on Professional Development and Practices (PD&P) in collaboration with the Child Rights Section of Child Well Being and Advocacy Committee (CWBA); Child Rights Education for Professionals Project (CRED-PRO) of the International Institute for Child Rights and Development (IICRD), Centre for Global Studies, University of Victoria, British Columbia; and School Psychology Program, Tulane University, New Orleans, Louisiana, USA. Recent developments include formulation of additional modules on social justice and accountability by the Working Group on Social Justice and Child Rights, Division 16 (School Psychology), American Psychology Association, in collaboration with ISPA, CRED-PRO, and Tulane University.

### Bios:



**Bonnie Kaul Nastasi, Ph.D.** (Kent State University, 1986) is an Associate Professor in the Department of Psychology, School of Science and Engineering, at Tulane University. Dr. Nastasi's research focuses on the use of mixed methods designs to develop and evaluate culturally appropriate assessment and intervention approaches for promoting mental health and reducing health risks such as sexually transmitted infections (STIs) and HIV, both within the US and internationally. She has worked in Sri Lanka since 1995 on development of school-based programs to promote psychological well-being and is currently directing a multi-country study of psychological well-being of children and adolescents with research partners in 12 countries. She has worked in India since 2001 as one of the principal investigators of an interdisciplinary public health research program to prevent STIs among married men and women living in the slums of Mumbai. She is active in promotion of child rights and social justice within the profession of school psychology, and is an Associate of the International Institute of Child Rights & Development (IICRD), Centre for Global Studies, University of Victoria, British Columbia. She directed development of a

curriculum for training school psychologists internationally on child rights, *School Psychologist as Advocate for Child Rights*, a joint effort of International School Psychology Association (ISPA), IICRD, and Tulane University's School Psychology Program. Dr. Nastasi is a past-president for Division 16 (School Psychology) of the American Psychological Association.

**Rosa Maria Mulser** is a doctoral candidate at Tulane University. Her research interests include risk and protective factors impacting the mental health of African American adolescents such as racial identity, race-related stress, religiosity, and perceived parental support. She is active in the promotion of child rights and social justice within the profession of school psychology and was involved in the development a curriculum for training school psychologists and other mental health professionals internationally on child rights, *School Psychologist as Advocate for Child Rights*, a joint effort of International School Psychology Association (ISPA), International Institute of Child Rights & Development (IICRD), Centre for Global Studies, University of Victoria, British Columbia, and Tulane University's School Psychology Program. She completed her doctoral dissertation in the Spring of 2011 and will graduate Tulane University in May, 2012 after completing her pre-doctoral internship in Cleveland, OH.



of

---

## **Intercultural Communication: Perception, Self-Reflection, and Change**

(March 14 - 15, 2012)

### **Presenters:**

Thomas Matyók, Ph.D., Assistant Professor, Program in Conflict Studies & Dispute Resolution, UNC at Greensboro

Cathryne Schmitz, Ph.D., Professor, Program in Conflict Studies & Dispute Resolution, UNC at Greensboro

**Description:** This two-day, highly interactive workshop, focuses on providing participants with an in-depth understanding of intercultural communication and its significance in conflict resolution education. During the workshop, participants will be introduced to, and participate in, the use of the Intercultural Development Inventory (IDI) and Intercultural Conflict Style Inventory (ICS). The IDI is a cross-cultural tool for assessing intercultural competence at the individual, group and organizational level. With the IDI and the ICS, individuals will identify strategies for resolving conflict across cultural and ethnic differences, identify personal approaches to resolving cross cultural difference, and assess the strengths and weaknesses of each intercultural conflict style.

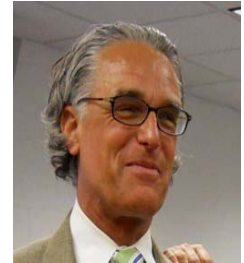
Participants will have the chance to reflect on their current level of cultural communication and conflict competency. Each member of the workshop will have the opportunity to create an individualized plan for personal and professional growth. Individuals will also investigate and identify ways of integrating the IDI and ICS into conflict resolution education. As part of the

workshop, individuals will have access to two follow-up telephone coaching sessions to assist them as they implement their individualized cultural competency improvement plan.

### **Bios:**

#### **Tom Matyók, Ph.D., Assistant Professor**

Tom Matyók is an assistant professor in the conflict studies and dispute resolution program at The University of North Carolina at Greensboro. He has been professionally involved in conflict resolution for over 35 years as a mediator, negotiator, facilitator, trainer, executive and conflict coach, dispute systems designer, researcher, and professor. He has consulted for private, civic, religious, and community organizations. He has been interviewed on radio and television regarding international conflicts and national security issues.



#### **Cathryne Schmitz, Ph.D., Professor**

Holds a joint appointment in Conflict Studies and the Department of Social Work at UNCG is an affiliate faculty member in the Women & Gender Studies Program and a Research Fellow for the Center for New North Carolinians. She has extensive experience in the fields of leadership, community building, and macro practice. Much of her scholarship focuses on organizational and community change, critical multiculturalism, privilege/oppression, leadership, interdisciplinary education and practice, global engagement, and environmental sustainability. She is actively engaged in global education and the evaluation of the impact of global education, research on workplace violence, and evaluation of the environment and programs at the Newcomers School.

---

## **Actively Caring for People: Preventing Bullying by Improving Individuals, Classrooms, Schools, and Communities**

(March 15, 2012)

### **Presenters:**

Shane McCarty, PhD student at Virginia Tech

Sophia Teie, Research Assistant, Center for Peace Studies and Violence Prevention, Virginia Tech

Margo Kernen, M.S. Clinical Faculty, College of Education, University of Akron

### **Description:**

In the aftermath of the April 16, 2007 tragedy, Virginia Tech students and a Psychology Professor E. Scott Geller initiated a movement, *Actively Caring for People* (AC4P), designed to build community, reduce bullying, and eventually impact the world. In the wake of the VT tragedy, one question lingered: “How did this happen?” While many factors were involved, it has been well-documented the shooter was bullied and individuals lacked the courage to actively care. In fall 2009, the first AC4P program to promote peace and reduce bullying was piloted at

an elementary school in Northern Virginia. Since then, the AC4P movement has spread to educational settings across the nation, from K-12 to universities.

This one-day workshop will provide participants with information about bullying, the framework for an AC4P culture shift, the success of the elementary and middle school programs (e.g., 50% reduction in bullying behavior after seven weeks), the perspectives on AC4P from various stakeholders (i.e., administrators, teachers, parents, students, and community members), and the implications for paradigm-shifting principles and practical strategies to improve individuals, classrooms, schools, and communities.

### **Bios:**



**SHANE M. MCCARTY** is a Ph.D. student in Industrial and Organizational Psychology at Virginia Tech, leading cutting-edge research on actively caring and bullying prevention in schools. He serves as a Research Assistant in the Center for Applied Behavior Systems (CABS) and Center for Peace Studies and Violence Prevention (CPSVP) at Virginia Tech. He received his B.S. in Marketing from Virginia Tech in 2011.

**SOPHIA YOLANDA TEIE** is a Research Assistant in the Center for Applied Behavior Systems (CABS) and the Center for Peace Studies Violence Prevention (CPSVP) at Virginia Tech. Since 2009, she has researched the dynamics of interpersonal relations in the classroom setting, as well as curriculum development in areas of peace and social justice. Teie received a B.S. in Psychology from Virginia Tech, and is working towards a Master's degree in Sociology, concentrating her focus on community building to promote peace and prevent violence.



and



**MARGO KERNAN** is a member of the clinical faculty of the College of Education at The University of Akron. She received her B.S. and M.S. in education from The University of Akron. She is a trainer for the CRETE (Conflict Resolution Education in Teacher Education) project, providing training to student and mentor teachers in the greater Akron area. She has taught Classroom Management and Content Reading in Secondary Schools and currently teaches Educational Implementation to students in all licensure areas. She is trained as a Pathwise Mentor and a Praxis III Assessor, and is pursuing a Ph.D. in Curricular and Instructional Studies with a research focus on conflict resolution education.

---

## **Introduction to Restorative Justice (Day 1) and Applying Restorative Justice in a Higher Education Setting (Day 2)**

(March 14 and 15, 2012)

## Presenters:

Chris Ehrhart, Coordinator for Restorative Practices, James Madison University  
Greg Meyer, Assistant Director for Civic Learning, James Madison University

## Description:

**(Day 1)** Restorative Justice is an approach to justice that focuses on the needs of victims and offenders, instead of simply working with the offender. Ideally, a Restorative Justice process involves victims, offenders, and people from the community, joining together in dialogue. The conversation provides opportunities to ask and answer questions, express feelings, tell stories, express regret, and hopefully help foster a better understanding of the event and of the others involved in the incident. Participants will gain familiarity with the history and principles of restorative justice. Participants will also get hands on experience with some of the processes associated with restorative justice.

**(Day 2)** The application of restorative justice theory to practice has resulted in the development of a variety of restorative practices across numerous fields over the last few decades. The Office of Judicial Affairs at James Madison University has begun employing restorative justice processes into its campus conduct procedures, and offers one model of how to apply restorative justice principles into an existing system. Examples from other JMU departments will also be shared. Participants will gain insight into implementing restorative justice principles and/or programs into their own office or workplace. Note: Participants should come to this session with a solid understanding of restorative justice principles as an overview of restorative justice itself is not included in this session. **Those interested in the workshop who do not have this background should attend the “Introduction to Restorative Justice” pre-conference workshop on March 14.**

## Bios:



**Chris Ehrhart** is the Coordinator of Restorative Practice in the Office of Judicial Affairs at James Madison. Chris holds a M.A. in Conflict Transformation from Easter Mennonite University. As part of his job he manages the restorative practices case load, participates as a hearing officer for discipline cases, and has been working on further developing restorative practices in the office.

**Greg Meyer** is the Assistant Director for Civic Learning in the Office of Judicial Affairs at James Madison University where he received his M.Ed. in College Student Personnel Administration. In addition to serving as an administrative hearing officer, Greg coordinates a number of sanctioned programs and supervises the coordinator for restorative practices. Prior to coming to JMU, Greg earned a B.A. from Lehigh University where he worked in Residence Life as an undergraduate student. Outside of the office, Greg is involved with a number of programs on campus related to social justice education.

