Yes You Can: Designing and Integrating Collaborative, Sustainable Conflict Management Processes on Campus

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Program Outcomes:

- ➢ Participants will be able to articulate the importance of a needs assessment for developing and implementing conflict resolution systems on college campuses
- ➢ Participants will be able to identify key stakeholders in planning the development of conflict resolution systems
- ➢ Participants will be able to identify the various logistical needs that are inherent in the development of conflict resolution systems
- ➢ Participants will create an initial strategy for creating a dialogue for improving conflict management systems on their own campuses

Schedule:

Part One: Macro-planning

(Tuesday, June 24th, 2:30 pm to 5:00 pm)

2:30 pm	Review of program and introduction of presenter
2:35 pm	Past experiences in program development
2:50 pm	Bringing *needs assessment* to the table – an overview
3:15 pm	Break
3:30 pm	Identifying and approaching stakeholders
3:45 pm	Conducting a gap analysis
4:45 pm	Questions/Comments
5:00 pm	End session

Part Two: Micro-planning

(Thursday, June 26th, 1:00 pm to 4:00 pm)

1:00 pm	Creating a Conflict Systems Development Team
1:20 pm	Benchmarking and Eavesdropping
1:40 pm	Developing conflict resolution systems: The logistics
2:45 pm	Break
3:00 pm	Assessment Strategies
3:40 pm	Program Sustainability
3:50 pm	Questions/Comments
4:00 pm	End Session

<u>Past Experiences in Program Development</u>:

Three program development stories will be shared. Note the strengths and weaknesses of each effort, along with any common themes that can be found. What lessons can be learned from these examples? Please share your observations in the follow-up conversation.

Example #1: Georgetown University (1991)

Example #2: State University of New York College at Cortland (1994)

Example #3: Illinois State University (1997)

Discussion Notes:

Program Note:

For the purpose of this workshop, "conflict resolution systems" is an expansive term. It includes methods of resolution that include:

- Facilitation
- Negotiation
- Conflict Coaching
- Mediation
- Arbitration
- Mediated Arbitration ("med-arb")
- Adjudication (includes discipline and restorative justice applications)
- Grievance Panels
- Legislation
- Other hybrids
- What else can you come up with?

Each method of conflict resolution carries advantages and disadvantages. The key to developing effective conflict resolution systems is to have a diversified menu of options at the disposal of those resolving conflicts.

Additional Program Notes:

This workshop focuses on conflict resolution systems for students. There are also many examples of conflict management processes on college campuses for students, faculty, staff members, and other members of both the campus and local communities. The approach advocated in this workshop works equally well with these populations.

Finally, this program is being conducted with the assumption that participants seek to either create comprehensive conflict resolution systems on their campuses or enhance/modify systems that are already in place. All discussions are designed to aid in this process.

One final note: This program advocates a long-term systemic and systematic approach to designing effective campus-based conflict resolution systems. This is not something that will generally take place overnight, nor is it anticipated that everyone on campus will be receptive to your efforts. What is advocated for through this program is a deliberate, patient, and consistent approach to creating or improving campus receptivity. People often fear change, even when such change promises to be beneficial. By taking a "nudge and wait" approach rather than insisting that everything has to be in place yesterday, participants are likely to find that change, when it does take place, will be done collaboratively and will likely be more sustainable in the long-run.

<u>Bringing Needs Assessment to the Table</u>:

Small Group Discussion: The Context of Conflict

Break into small groups (4-5 people each) and designate a group reporter.

Answer the following question as it relates to your campus:

> **In what contexts do you see conflicts develop for students? Where/with whom do these conflicts occur?**

Take **5** minutes to discuss, and we will then report back to the group.

Notes:

Small Group Discussion: Resources to Manage Conflict

Stay in your small groups and answer the following question as it relates to your campus:

>**What resources are available to students? Consider the methods previously noted in this program... which are offered for students in conflict?**

Take **5** minutes to discuss, and we will then report back to the group.

Notes:

Small Group Discussion: Gaps for Students

Stay in your small groups and answer the following question as it relates to your campus:

Where are the gaps for students in conflict that should be addressed?
What methods make the most sense for addressing these gaps?

For this conversation, gaps can be defined as lack of resources, program oversight, lack of satisfaction and/or failure to resolve the conflicts faced.

Take **5** minutes to discuss, and we will then report back to the group.

Notes:

<u>Identifying and Approaching Stakeholders</u>:

Stay in your small groups from the previous discussion.

Consider who potential stakeholders for student conflict resolution systems might be.

     Who are they?

     What interests do they have?

     What are the benefits of bringing these people into a dialogue?

     What are the potential drawbacks of bringing these people into a dialogue?

     What political considerations must be accounted for?

     How can this dialogue be best initiated?

Take 10 minutes to brainstorm potential stakeholders, to consider the questions above and to consider how discussions on your campus could most effectively be initiated.

Notes:

<u>**Conducting a Gap Analysis**</u>:

Breaking into small groups, we will spend 30 minutes brainstorming in each of the following areas. We will then meet as a larger group to process each factor.

Upper Administrative Support

Key Questions:

➢ Are there already key upper administrators that support the development of comprehensive conflict resolution systems?
- o If yes, do they have realistic expectations?
- o How do they express their support? Direction? Encouragement? Resources?
- o If no, are there key people that you would like to see support this effort or that you believe might be open to this effort?
- o How can these people be approached? Do you have a relationship with this person? Is there someone who could initiate the conversation on your behalf?
- o Are there key units/departments whose support would aid in securing the support of upper administrators?

Notes:

Collaboration/Who to invite to participate in gap analysis

➢ Who are the primary stakeholders for conflict resolution systems on your campus?
- o "Experts" or those whose "blessing" you must secure?
- o Referral sources?
- o Other "front line" people who manage conflict?
- o Resource holders?
- o Key advocates/allies?
- o Influential critics?

Notes:

Internal/External

> ➢ Who will conduct/lead a gap analysis?
> - o What are the advantages/disadvantages of an "internal" person(s)?
> - o What are the advantages/disadvantages of an "external" person(s)?
> - o Which will "play" better in your environment?

Notes:

An Opportunity to Teach/Norm

> ➢ Would an experiential component aid in getting your participants on the "same page" in terms of shared understanding and definitions?
> - o Understanding conflict and conflict styles?
> - o Understanding the various conflict resolution methods?
> - o Having an opportunity to see conflict resolution methods in action?
> - o Having an opportunity to experience a shared conflict situation?

Notes:

Conduct the Context/Services/Gaps Exercise

> ➢ Ask your participants:
> - o In what contexts do you see conflicts develop for students? Where/with whom do these conflicts occur?
> - o What resources are available to students? What specific programs and services are offered for students in conflict?
> - o Where are the gaps for students in conflict that should be addressed? What methods make the most sense for addressing these gaps?

Charting the Next Steps

Once we resolve what methods of conflict resolution will be effective in addressing gaps, a general process outline should be developed. This outline serves as a "check list" of items that must be addressed in adding a new or modifying an existing program or service.

For the purpose of discussion, let's assume you have determined on your campus that both mediation and conflict coaching programs should both be established to assist students in managing conflicts. What succession of events now needs to take place in order for these programs to be created? Brainstorm a list of things that needs to take place prior to program implementation, as well as a list of people/areas that might need to be consulted during the program development phase.

Notes:

Create a Realistic Time Frame

In many cases, deadlines are set for programs to be implemented prior to any program development even being considered. Examine the check list that you developed in the last step;

  ➢ How long will it realistically take for these tasks to be accomplished?
  ➢ How do you utilize that time interval to engage your community for anticipating a new program or service?
  ➢ How do you temper the expectations of the community during the period of program development?

Notes:

<u>Creating a Conflict Systems Development Team</u>:

A recommended next step is to develop a Conflict Systems Development Team (CSDT) to:

- ➢ gain buy-in
- ➢ invest key stakeholders
- ➢ include critical points of view
- ➢ gain access to essential resources
- ➢ engage in efforts to assess conflict resolution needs as seen by campus constituencies
- ➢ engage in effective benchmarking activities
- ➢ determine recommendations for new conflict resolution services and modifications of existing services
- ➢ develop implementation plans for these recommendations (based on scope and inclusion of those already responsible for systems to be modified)

The number of team members will be affected by your campus culture and climate. It is generally recommended that teams larger than five members utilize committees to manage tasks that might otherwise bog down a larger group of people.

The composition of the group may change over time as new needs are identified or as others begin to serve as "champions" of the cause.

Small Group Discussion: Creating Your CSDT

Create new small groups that are different from the previous discussions.

Based on your understanding of the campus climate as well as what you have gained from this workshop so far, what people/entities would you envision wanting to include as a part of your CSDT?

Take **10** minutes to discuss, and we will then report back to the group.

Notes:

Benchmarking and Eavesdropping:

Benchmarking

Consider which other institutions you might wish to examine in detail with regard to how they manage student conflicts. "Benchmark" institutions might include:

- ➢ Peer colleges and universities
- ➢ Local colleges and universities
- ➢ "Best Practice" colleges and universities
- ➢ Courts and community agencies

Eavesdropping

Consider your personal contacts in the field, as well as their contacts and the contacts of your institutional colleagues. Who are people that you can call for informal benchmarking, questioning, and brainstorming?

Small Group Discussion: Benchmarking and Eavesdropping

Get back into your small groups from the previous discussions.

Address the following questions:

- ➢ Note "benchmarking" institutions you would wish to examine
- ➢ Note professionals that you can engage in "eavesdropping" conversations with

Take **10** minutes to discuss, and we will then report back to the group.

Notes:

Developing Conflict Resolution Systems: The Logistics

Program Note: The logistics being reviewed must be conducted for each program offering, Thus, as a conflict resolution menu develops, logistics are reviewed for each program/service being offered.

Breaking into small groups, we will spend 30 minutes brainstorming in each of the following areas. We will then meet as a larger group to process each logistical factor.

Program Scope and Limitations

- ➢ How does a new program interact with other items on the conflict resolution "menu"?
  - o For example, if a mediation program is being implemented, how will code violations be handled when mediation is requested?
  - o Or another example, if you add conflict coaching, could this be perceived as encroaching on services offered by another unit?
- ➢ What factors could impact and/or limit the development of the program? Identify:
  - o Legal Factors
  - o Campus Culture or Values
  - o Campus Politics
  - o Resources
  - o Other factors

Notes:

Community Education and Program Promotion

- ➢ In establishing a new program or service, what program promotion must take place in other to assist in the successful implementation of the program? What methods for program promotion will be effective, both in communicating with your community and in getting "bang for your buck"?
- ➢ Are there educational/programming options that will assist you in communicating with the campus community? What types of programs would be valuable in teaching community members about managing conflict? How will these opportunities be promoted?

Notes:

Referral Systems and In-Take

- ➢ Identify referral sources for each program you wish to develop:
    - o Who are they?
    - o What relationships need to be built to encourage referrals?
    - o How will the referral be made? What is the process for making a referral? How will people know what this process is?
    - o What information does the referral source expect after making the referral? Are these expectations consistent with maintaining privacy? Are other actions incumbent upon the outcome of your process?

- ➢ Identify internal needs related to receiving referrals:
    - o Are there forms that need to be developed? If so, for what?
    - o Who will receive referrals?
    - o What type of training is required to receive a referral?
    - o What will be done with the referral once it is received?

- ➢ Identify an In-Take Action Process
    - o How will a case make it to the process for which it is intended?
    - o How will parties be notified?
    - o How will responders be notified?
    - o How will neutrality (when appropriate) be maintained?
    - o How will privacy (when appropriate) be maintained?
    - o How will scheduling take place?
    - o What information will be provided to your responders?
    - o What records will be maintained in each case?

Notes:

Human Resources

- ➤ Consider factors related to the allocation of human resources:
  - o What responsibilities must be attended to by people involved in the process?
  - o How many people are involved in the process?
  - o Are these people staff members? Faculty? Grad students? Undergrads?
  - o What is a realistic time expectation (range of hours) for each person each week?
  - o Can these needs be met with your current staff allotment?
  - o If more staff are needed, are there ways to expand your pool of people without spending additional dollars?
  - o If new (paid) staff are needed, how do you go about making your case for additional staff?

Notes:

Financial Resources

- ➤ Consider financial demands that may be required for a program. What things must be accounted for in terms of cost? How much will you need for:
  - o Staff
  - o Training and professional development
  - o Office expenses (phone, computers, office supplies, etc.)
  - o Advertising and promotional items
  - o Record-keeping
  - o Indirect costs (space, utilities, etc.)
  - o Other expenses

- ➤ How will these things be paid for?
  - o Absorbed into a unit's operational budget?
  - o A new unit is established with institutional support?
  - o "New" general university funding?
  - o Student fee dollars/student government?
  - o Support through related accounts that may already exist? (example: fine dollars)
  - o Grants within the institution? (Parent's, Alumni, etc.)
  - o Grants outside the institution (State government, federal government, corporate)
  - o Foundation/Endowment dollars?
  - o Fundraising efforts?
  - o User fees?

Notes:

Facility Resources

Consider the physical location required to provide a program or service:
- ➤ Discuss physical requirements as they relate to:
  - o Size
  - o Location
  - o Safety
  - o Privacy
  - o Comfort
  - o Professionalism
- ➤ What current spaces are available to you?
- ➤ Are these spaces ideal?
- ➤ What changes must be made to existing spaces or do new spaces (existing or new) need to be considered?

Notes:

Assessment Strategies:

(Large group activity)

Creating the program is the first challenge, implementing it your next. But a key determiner of the long-term success of any program is the assessment conducted after program implementation. Consider:
- ➢ When should assessment be done?
- ➢ What types of things need to be assessed?
- ➢ Who should be asked to assess?
- ➢ How will a program or service be assessed?
- ➢ How will the assessment be used?

CAS Standards

Benchmarking
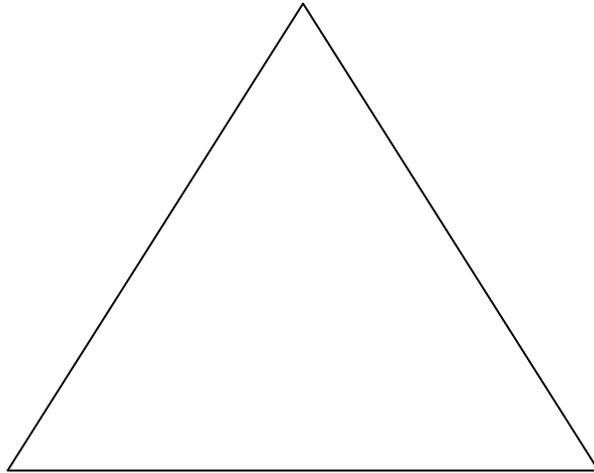
Comprehensive Program Review (CPR)

Notes:

Program Sustainability:

(Large group activity)

You have built it. They have come. How do you keep them coming back in the future?

A Model for Program Longevity

A Champion's Mentality

Notes:

Resources:

Book: Mediation in the Campus Community: Designing and Managing Effective
                Programs (William C. Warters), Jossey-Bass, ISBN 0-7879-4789-X

Website: Campus ADR (http://www.campus-adr.org/) – limited updating

Website: The Campus Mediation Project (http://www.campusmediationproject.com/) –
                construction almost complete

ASCA Group: Yahoo! Group: Campus Conflict Resolution
                http://groups.yahoo.com/group/CampusConflictResolution/

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