



Conference Summary 2017 Joint Conference



Association for Conflict Resolution
Environment & Public Policy Section

University Network for Collaborative Governance (UNCG) &
Association for Conflict Resolution Environment and Public Policy Section (ACR EPP)

Tuesday, June 13, 2017

ACTION ITEMS

Conference participants developed the following action items during the “Ideas to Action” breakout session. Please see the full report for more details about the below action items and additional action items for each topic.

Fostering Collaboration Between Practitioners and Researchers

- Develop protocols to guide collaboration between practitioners and researchers
To lead: John Stevens and Mary Dumas. To advise: Betsey Daniels and Mariah Levinson
- Create a “dating service” to pair practitioners and researchers
To lead: Bob Jones and Marci DuPraw (via a UNCG Committee)
- Curate and disseminate research for practitioners (what do they need to know)
To lead: Steve Smutko

Building Trust

- Create better long-term assessments to examine how collaborative processes impact trust. Develop trust metrics to help with measuring shifts in trust and demonstrate return on investment. Share human stories via video and other formats.
To lead: A point person was not identified. Steve Greenwood said he might be able to help with this

Young Practitioners

- Connect students with people in the field via conferences and other opportunities. Research and document ways to get into the field. Improve existing internships to increase recruitment and retention.
To lead: Leah Jaramillo, Jason Gershowitz, Will Hall, and Siobhan Locke
- Develop apprenticeship and internship programs to provide experience. Address privilege problems. Focus on skills.
To lead: Dana Goodson, Seth Cohen, Gina Cerasani, and Amanda Murphy

Increasing the Diversity of Practitioners

- Move forward with a variety of EPP-UNCG diversity initiatives, including increasing internships for diverse students, improving and targeting outreach, and promoting and engaging in equity audits. Build on work that has already been done.
To lead: Gina Cerasani and Kamran Zendehtel

Countering Hate and Hate Crimes

- Develop a toolkit for sharing tools, outreach materials, trainings, and publications on countering hate
To lead: Marci, Mary Dumas, Donna Silverberg
- Consider developing and issuing a joint statement against hate crimes
To lead: Dana Goodson and Brian Manwaring

Return on Investment (ROI)

- Build on existing efforts to move forward with efforts to rigorously quantify ROI. Compile and share existing resources and past UNCG and ACR EPP efforts on this topic. Develop a working group or hold a special conference session on this topic.
To lead: Danya Rumore and Steve Smutko

INTRODUCTION

The Environmental Dispute Resolution (EDR) Program hosted the 2017 University Network for Collaborative Governance (UNCG) and Association for Conflict Resolution Environmental and Public Policy section (ACR EPP) Annual Meetings at the University of Utah S.J. Quinney College of Law on June 11-14, 2017. June 11 and June 12 were UNCG-specific conference days; June 13 was a joint conference day that brought UNCG and ACR EPP together; June 14 was an ACR EPP-specific conference day focused on “Civility and Identity in Environmental Public Policy.” The conference agendas are in Appendix A.

This summary shares the key ideas and action items that emerged from the June 13 joint UNCG and ACR EPP conference day. The joint conference day brought the two networks together for a conversation about (1) key challenges and opportunities in the field of collaborative governance and conflict resolution; and (2) ways academics and practitioners can better work together to address these challenges and opportunities. Full notes from the day are in Appendix B.

The key ideas and action items from the June 11-12 UNCG-specific conference days are captured in the 2017 UNCG Conference Summary. The key ideas and action items from the June 14 ACR EPP-specific conference on “Civility and Identity in Environmental Public Policy” are detailed in the 2017 ACR EPP Conference Summary.

SUMMARY OF SESSIONS

Welcome and Conference Overview

UNCG Conference Chair Dr. Danya Rumore from the University of Utah EDR Program opened the day by noting one key goal of the joint conference day was to engage members of the two networks in thinking about how universities and practitioners can better support each other to advance collaborative governance and EPP conflict resolution. ACR EPP Conference Chair Betsy Daniels from Triangle Associates noted that another key goal was to create a space where practitioners and academics could talk about and process, current challenges, and opportunities together. They noted the joint conference day was intended to be a conversation starter.

Fireside Chat

Steve Smutko from the University of Wyoming and Turner Odell from Oregon Consensus helped to frame the day by sharing their thoughts about university and practitioner collaboration via an informal fireside chat. The two discussed whether the relationship between private practice and university centers is competitive or symbiotic. They noted that university centers and academics advance knowledge about collaborative governance and conflict resolution and elevate this research among peer universities and externally to the public. Through doing so they can enhance, inform, and sustain the field. University centers can also build the field in areas where there are not many practitioners already doing this work (as is the case in much of the mountain west); enhance collaborative capacity in their regions and create more demand for this kind of work; train students to enter the field and provide training for professionals; and conduct practice themselves.

The speakers noted there is often friction between universities and private practitioners. For example, there can be competition between private practitioners and university centers, especially as centers have relationships within their states.

Thus, they noted, one model that may be particularly symbiotic is for university centers to line practitioners up with cases in need of collaboration support. Universities can establish a convening network and a network of affiliated practitioners. Additionally, universities can focus on building the practitioner base in their regions and skilling-up the practitioners in their area.

In addition, academics benefit from affiliation with ACR EPP as they can learn from practitioners who are out there doing the work every day (even if the academics themselves are also practitioners).

The speakers agreed that practitioners and academics can and should work together to advance knowledge and best practices for the field.

Small Circle Exercise

Conference participants engaged in a small circle exercise to help everyone “look over the fence” and get a better sense of the experiences of other people in the field of collaborative governance and EPP conflict resolution. Participants were given the following prompts to guide their conversation:

1. *Introduce yourself—just your name, organization, and title—and briefly tell your story: why do you do the work that you do (or study what you study)?*
2. *What are you struggling with or what do you want to be better at in your work/education right now?*
3. *What are 2-3 topics or opportunities you would really like to see universities/practitioners or UNCG and ACR EPP work together on over the next few years? Why?*

After the small group conversations, participants shared any insights or takeaways from the circle exercise that particularly stood out to them. The following themes emerged from the insights that were shared:

- **Research and data challenges and opportunities:**
 - Participants discussed the need to quantify the value of our work. The networks could work on this together. Many people also highlighted a general need for more interaction between practitioners (who can share information and generate data through doing work on the ground) and academics (who are often looking for information and data for research).
- **Training and teaching challenges and opportunities:**
 - Attendees highlighted the difficulty of entering the field as a young practitioner. They discussed ways the networks could work together to address this challenge, such as by improving ways of training students to become practitioners and better channeling them into the field. It was noted that there is an opportunity to better expose undergraduate students to the field of collaborative governance and EPP conflict resolution.
- **Additional challenges and opportunities:**
 - The group also noted the challenges of maintaining neutrality in our current political environment; the general lack of diversity among practitioners, particularly in terms of racial diversity; and the increasing incorrect use of terms like “consensus” and “collaboration” and how it is watering down what these processes entail. Members also highlighted people’s universal desire to learn and potential to leverage this to advance the field.

Examples of Successful University and Practitioner Collaborations

A panel of presenters shared examples of successful university and practitioners' collaborations aimed at addressing key challenges, needs, and opportunities in the field of collaborative governance and EPP conflict resolution. Panel presentations included:

- Michael Kern, Amanda Murphy, and Chris Page (University of Washington/Washington State University Ruckelshaus Center): *50 Shades of Pracademia*
- Michele Straube (University of Utah Environmental Dispute Resolution Program) and Josh King (The Langdon Group): *Utah Program on Collaboration: A University-Practitioner-Stakeholder Partnership*
- Sharon Press (Hamline University Dispute Resolution Institute) and Mariah Levinson (Minnesota Bureau of Mediation Services): *Engaging Communities & Fostering Relationships for Constructive Change*
- Steve Greenwood (Portland State University National Policy Consensus Center): *Preaching What We Practice - The New Challenge for Collaborative Governance*

Slides from the panel presentations are included in Appendix C.

Dr. Greenwood, who did not use a slideshow, emphasized that the widespread and often inaccurate use of "collaboration" has watered down the term. His center focuses on teaching and training, and turns collaboration into a hard, defined approach. He also pointed to collaborative work around Malheur Wildlife Refuge that helped the community stand together amid the Bundy's occupation.

Following their presentations, panelists discussed the following main themes:

- **Value of partnership**
 - Working together as practitioners and universities allows broader access to the full spectrum of environmental and natural resources stakeholders by opening more gateways to connect with different groups. For example, universities can often initiate conversations that practitioners could not. Practitioners may bring valuable relationships and experiences to these conversations. These relationships in turn create greater collective impacts and allow us to demonstrate the value of our work.
- **Partnership challenges**
 - There are also challenges to this type of collaboration. It requires time to share information and resources, and there is limited time to engage in non-revenue generating activities (especially for practitioners). However, while there is a natural tension from competing for similar resources, collaboration increases the demand for more collaboration. Additionally, some speakers noted that competition, within fair bounds, drives excellence in the field.
- **Bringing students into projects**
 - Under fee-for-service models, it is difficult to adequately mentor students. Projects often do not have regular schedules, making it difficult to include students. When students are brought in, there is a loss of institutional memory as they graduate. However, including students allows them to realize that collaboration is an art as well as a science, allows them to get involved in trainings, and grows the whole field. Including students in projects is highly valuable for building our field, since without this exposure students often have excellent educations, but no real-world experience. Having universities and practitioners work together is often a good way of meaningfully involving students without unduly burdening private sector practitioners.

- **Engaging with academics outside of the fields of collaborative governance and EPP conflict resolution**
 - There may be valuable opportunities to partner with academics that specialize in topics other than collaborative governance and EPP conflict resolution. In particular, public policy analysts and economists could help quantify the value of our work. The International Association of Conflict Management (IACM), which is largely research oriented, could potentially help us with this quantification. In return, we can provide value to academics by bringing them data and providing access.
- **Do funding arrangements set you up for success/failure?**
 - The group discussed whether practitioners must have truly neutral funding. Some suggested funding processes through multiple parties, which ensures that all parties have skin in the game and incentivizes cooperation. Outside funding can also help, increasing access. Many commented that there is a diversity of acceptable funding arrangements, and it is most important that the funding is acceptable to participants, with the handling of the funds as more important than the source in some cases.
- **Other ideas that were shared:**
 - A litmus test for whether a party is willing to collaborate is whether they will consider a solution developed during the process that differs from their starting point.
 - One participant recommended Noam Ebner’s online conflict management courses, available on the Social Science Research Network (SSRN).

Breakout Groups: Discussion and Ideas into Action

Conference participants joined breakout groups based off of topics of interest chosen by the group. The group split into seven discussion groups around the topics of:

- Fostering collaboration between practitioners and researchers
- Building trust
- How to better engage students and young practitioners
- Increasing the diversity of practitioners
- Countering hate and hate crimes
- Evaluating and demonstrating return on investment (ROI)

At the end of the conversations, the groups reported out on their conversations to the attendees at large. The full conference group then identified key action items for how the UNCG and ACR EPP networks can work together to make progress on these topics, and who would be the point person or people for moving these efforts forward. It was emphasized that the point people for moving efforts forward are not responsible for doing the work themselves. They are taking responsibility for helping to make sure the networks make progress on these efforts.

The report outs and action items are summarized below. Full notes for each of these small group discussions and action items can be found in Appendix B.

Fostering Collaboration Between Practitioners and Researchers

There are several ways to increase and improve collaboration between practitioners and researchers: coordinate project timeline and research design; develop protocols for research design, drawing from other fields; create a “Match.com” to connect researchers and practitioners; and curate a research database, possibly developed by UNCG, to make research more accessible to practitioners.

Action items for fostering collaboration between practitioners and researchers:

1. Develop protocols for collaboration between practitioners and researchers (use Mary Dumas's template). Consider the interests of both.

To lead: John Stevens (Mary Dumas can provide template)

To advise: Betsey Daniels and Mariah Levinson

2. Create "dating service" to pair practitioners and researchers, possibly building on (or connecting with) the USIECR Roster's search function.

To lead: Bob and Marci (maybe UNCG can have a committee on this)

3. Curate research for practitioners (what do they need to know).

To lead: Steve Smutko

Building Trust

The group discussed techniques for building trust among stakeholders and between stakeholders and practitioners, noting the association between trust and agreement. The organizational development community has substantial literature focused on post-process relationships and trust, with substantial work at the University of North Carolina. Some commented that trust might be a simple topic: people want to feel safe, loved, heard, and respected. Practitioners can build trust by considering and meeting these interests and being vulnerable themselves to establish reciprocity and "be humans together."

Action items for building trust:

1. Create better long-term assessments to examine how collaborative processes impact trust among stakeholders.
2. Develop trust metrics to help with measuring shifts in trust (which will help measure/demonstrate return on investment).
 - a. There is existing organizational development research on relationship/trust building – draw on this.
3. Share human stories via video and other formats.

To lead: A point person was not identified, although Steve Greenwood said he might be able to help with this.

How to Better Engage Students and Young Practitioners

Young practitioners need to be better engaged to improve practice, staff positions, and give young practitioners more responsibility. The field can better connect with this demographic through student chapters in co-conferences, informational webinars, existing coursework, and using stories to raise awareness of the field. In addition, it could be valuable to understand how current practitioners entered the field and share these stories.

Some raised the importance of apprenticeships as a means for gaining experience and distinguishing between them and internships, which are more associated with privilege. Others highlighted the importance of mentorships, taking advantage of small opportunities to connect with older practitioners, and exposing lower level staff to the process in meaningful ways.

Action items for better engaging students and young practitioners:

1. Connect students with people in the field via conferences and other opportunities (make these opportunities appealing and accessible to students).
2. Research and document ways to get into the field.

- a. Conduct a survey asking practitioners and academics how they got into the field.
- b. Create a storytelling forum that shares how people got their jobs.
- c. Improve existing internships to increase recruitment and retention (Meridian has a good model to build on).

To lead (on 1 and 2): Leah Jaramillo, Jason Gershowitz, Will Hall, and Siobhan Locke

3. Develop apprenticeship and internship programs to provide experience. Address privilege problems. Focus on skills.

To lead (on 3): Dana Goodson, Seth Cohen, Gina Cerasani, and Amanda Murphy

Increasing the Diversity of Practitioners

The ACR EPP and UNGC community is largely white due to the history of white supremacy in the U.S. The field has made little progress diversifying, and it will take intentional efforts to change the status quo. Many diverse applicants do not know of the field or view the neutrality as acceptance of the status quo. The field needs to conduct better outreach and explain that neutrality in the ADR context does not necessarily entail treating the sides equality (e.g., facilitators can coach disadvantaged parties).

Efforts to increase diversity could include creating consistent apprenticeship/internship programs, even if unpaid; connecting to existing networks, developing holistic approaches to incorporate more voices; creating pipelines with universities; allowing more flexible hours; and developing a roster of tribal practitioners.

Others noted that the alternative dispute resolution (ADR) field could learn from other fields that have successfully diversified. Some suggested connecting with diverse applicants at the high school level, demonstrating the value of the “ADR toolset,” and connecting with community and restorative justice networks to recruit members.

Action items for improving the diversity of practitioners in the field:

1. Build on the work that UNGC and ACR EPP have already done on this topic.
2. Do an equity audit of our networks and the organizations that are part of them.
3. Raise awareness about the field through consistent outreach targeted toward diverse students (listservs, HBCUs, tribal communities, and historically Spanish colleges).
4. Provide consistent paid internships/scholarships. Share information about these opportunities effectively with diverse students. Maybe create youth of color internship programs.
5. Better integrate students into working with diverse communities—focus on student + practitioner + community partnerships.
6. Learn from other fields that have been more successful in addressing diversity issues—maybe this could be the topic of a panel at a future conference. Marci DuPraw has examples of other fields that have had success.
7. Language matters. Be thoughtful and intentional about language and framing to appeal to more diverse audiences. For example, think about how “neutrality” is perceived (i.e., as being part of the problem, not part of the solution).
8. Focus on a mentor/coach model. “What values does this add for me? How do I do this?”
9. If you only focus on universities, you’re addressing a limited audience. Reach out through community mediation centers, high schools, and elementary schools.
10. Minnesota has had success partnering with diverse communities and may be a model.
11. Subsidize involvement and training for diverse audiences—that is important. Marina Pischolish has a model grant for funding this kind of involvement.

12. The Harvard implicit bias test and “Single Story Narrative” TED talk might be resources to keep in mind.

To lead: Gina Cerasani and Kamran Zendeheel

Countering Hate and Hate Crimes

The rise in hate crimes has sparked a need to respond through publications, social media, books, videos, and the media. Many ADR practitioners could also use training in de-escalation, bystander intervention, and having difficult conversations, which could feed into other processes. There are short term and long-term actions for countering hate. Short term actions include: giving and taking additional training, supporting the Standing Up for Love Campaign, teach-ins, and activist mediation. Long term actions include: dialogue and study circles to understand why people turn to hate, empathy and listening, trauma healing, working with election officials, and changing the national narrative.

Action items for addressing hate crimes and countering hate:

1. Work together to develop and disseminate a toolbox, outreach materials, trainings, and publications on countering hate. Things to potentially build into this or draw on: ACR Security Planning Tool; “Toolz for Tough Conversations” (talk to Mary Dumas about this); bystander and standing up for love trainings; work that other organizations are doing on this topic.

To lead: Marci DuPraw, Mary Dumas, Donna Silverberg

2. The networks or individual members could develop and issue a joint statement against hate crimes, referring to our mission statements to explain why we think this is worth our taking a position. We should emphasize that this affects collaborative professionals’ safety too. IAP2 may sign on as well. ACR EPP will consider taking action on this.

To lead: Dana Goodson and Brian Manwaring

Evaluating and Demonstrating Return on Investment (ROI)

The field currently lacks data and metrics to demonstrate its value to solve conflicts, offsets costs, and improve the quality of decisions. UNCG and ACR EPP could create an initiative to collect data in a strategic, planned manner with a data management plan, though this would require time and money. This effort would need to define its goal before data was collected. If common metrics were collected, they could be used to develop a common database to make comparisons slightly easier and look at the differences between government, private sector, and non-profit projects.

Qualitative data and stories could also show the value of the field. Graduate students could be used to write case studies about processes that highlight successes and challenges (similar to Aquapedia.org).

Existing data sources should also be used. Some agencies collect data on federal projects. There also some existing academic articles about ROI. The General Social Survey may also have data pertinent to this effort.

Action items for better understanding and demonstrating return on investment:

1. Develop a common set of metrics for evaluating ROI, which we can then use to develop a database of information across cases.
 - a. Aquapedia (hosted by the Water Diplomacy Program at Tufts University) is one example for how we might do this. Graduates students write case studies on water diplomacy efforts, following a similar template.

- b. Demonstrating “comparative costs and benefits” (i.e., the value of doing a collaborative processes versus not doing one) is really difficult. Try to crack this nut. Perhaps work with other disciplines to develop elegant approaches for doing this.
 - c. Look at the value of these processes for decisions themselves.
 2. Bring research findings, data, and evidence to future conferences.
 3. Create a matrix that captures different entities questions and goals –we need to think about metrics and information that are relevant to stakeholders, practitioners, and academics.
 4. Collate and build on existing work in this area.
 - a. Look at what ACR EPP and UNCG have done previously. Collate this and share in *one* place. Share with the UNCG and ACR EPP networks.
 - b. Look at the data already being collected by agencies. Some federal agencies are already developing common evaluation tools. Can we leverage this?
 - c. Collate and share existing resources with networks
 5. Hold special conference session or develop a work group to tackle the ROI question and how we better evaluate and study the value of our work.

To lead: Danya Rumore and Steve Smutko

Appendix A: UNCG and ACR EPP 2017 Conference Agendas

UNCG CONFERENCE

Sunday, June 11, 2017

5:30—7:30pm Dinner and Welcome

Monday, June 12, 2017

9:00—9:30am Welcome
9:30—11:00am Strategic Planning
11:00—11:30am Poster Session / Break
11:30—12:30pm Revisiting and Building on Conversations about Diversity, Social Equity, and Justice
12:30—1:30pm LUNCH and Speaker: Gavin Noyes on the Bears Ears National Monument
1:30—3:30pm Open Space
3:30—3:45pm Poster Session / Break
3:45—4:45pm UNCG Business Meeting
4:45—5:15pm Wrap Up / Segue to Joint Day with ACR EPP

UNCG & ACR EPP JOINT CONFERENCE

Tuesday, June 13, 2017

8:30—9:00am Welcome and Conference Overview
9:00—9:30am Opening Fireside Chat
9:30—10:30am Small Circle Exercise
10:30—11:00am Networking Break
11:00—12:00pm Breakout Group Discussion: Challenges, Opportunities, and Needs
12:00—12:30pm LUNCH
12:30—2:30pm Examples of Successful University and Practitioner Collaborations
2:30—2:45pm Break
2:45—4:30pm Ideas into Action
4:30—5:00pm Closing

ACR EPP CONFERENCE

Wednesday, June 14, 2017

7:30—8:30am EPA-CPRC / CSRA, USIECR, DOI-CADR / K+W Roster Breakfast
8:45—9:00am Welcome and Opening Remarks about the Day
9:00—10:15am Framing Session on Equity, Identity and Civility
10:15—10:30am Break
10:30—12:00pm Open Space Session 1: The Role of Civil, Collaborative Dialogue
12:00—1:00pm Networking / Mentoring Lunch
1:00—2:30pm Open Space Session 2: The Role of Equity and Identity in our Field
2:30—2:45pm Break
2:45—4:30pm Plenary Session
4:30—5:00pm Closing Remarks and Adjourn

Appendix B: Full Conference Notes

Theses are raw notes taken by note takers during the June 13 joint ACR EPP and UNCG conference day.

Fireside Chat Key Insights and Ideas

Speakers: Turner Odell and Steve Smutko

Q: Is the relationship between private practice and university centers competitive or symbiotic?

- University centers and academics advance knowledge about collaborative governance and conflict resolution and elevate this research among peer universities and externally to the public. In doing so they elevate, inform, and sustain the field.
- They can help build the field within areas where there are not already practitioners doing this work.
- University centers can enhance collaborative capacity in their regions and create more demand for this kind of work.
- Universities are well positioned to train students to enter the field, as well as to provide training for professionals.
- Many university centers have staff who are collaborative governance and conflict resolution practitioners themselves.

That said, there is often friction between universities and private practitioners. For example, there can be competition between private practitioners and university centers, especially in light of the fact that centers have relationships within their states.

One model that may be particularly symbiotic is for universities to work with practitioners to match them with cases. Universities can establish a convening network and a network of affiliated practitioners. Universities can also focus on building the practitioner base in their regions and skilling-up the practitioners in their area.

Q: What do academics get from affiliation with ACR EPP?

- Academics can learn from practitioners who are out there doing the work every day, even if the academics themselves are also practitioners.
- Practitioners and academics can work together to advance knowledge and best practices for the field.

Small Circle Exercise

Group 1 Notes

- Acting as a peacemaker in these challenging times is definitely a challenge.
- There seems to be a certain disenchantment with collaboration in our current political environment.
 - Can collaboration be complicit?
 - Collaboration and alternative dispute resolution processes can accomplish things in the long term, but not always in the short term. Such approaches are not appropriate in every situation. For example, will all the parties come together in good faith (the legal field offers a definition of “good faith”)?
 - “Cancer” of collaboration → Mike McClusky responds to critiques of complicity
 - When is it time to leave a project?
- How do we adapt to a new learning environment and apply new tools?

- There is often a tension between manageable expectation/sustainable solutions and urgency. It can be hard to balance work plans and urgency, especially with funding gaps.
- How can we focus more on relationship building and strategic planning?
- What is the relationship between universities and federal agencies in this field?
 - It seems like there is an opportunity for greater partnership between universities and federal agencies. For example, federal agencies can sponsor students to do research (e.g., ORise program with EPA). There is also an opportunity to better integrate graduating students into federal agencies and improve knowledge sharing and collaborative capacity in federal agencies. Collaborative capacity assessments could be helpful.
 - Some agencies run rosters.
 - Intersection is based on practice: hire university-related practitioners.
- How to respond to the current federal political climate:
 - Focus on actionable outcomes rather than soft goals.
 - A lot of energy is being spent on how to keep funds flowing rather than on doing work well.

Group 2 Notes

- Participants shared the following challenges:
 - Engaging communities in development projects, such as around urban sustainability and resiliency
 - How to help a community see benefits of projects?
 - How to move from proposal to practice?
 - Working better with tribes
 - Succession planning: Need to plan for succession and turnover in the field/in organizations
 - We need to widen the leadership circle
 - Where is this field going? We need succession planning for long-term success
 - Transitioning to managing and motivating other people
 - Showing people at senior levels the benefits
 - Getting staff on board
 - Learning mediation tools
 - Balancing work, administration, and business development
 - How to move into a facilitator role
 - How to make virtual meetings authentic and successful
 - Collaboration
 - Conference on benefits of ECCR
 - Practitioners typically do not have time to read research
 - Ask UNCG for abstracts on research at conferences
 - Connect students (and more diverse students) to the field
 - Get UNCG to bring students
- The following opportunities for universities and practitioners to work together were identified:
 - We need universities to better prepare students for the working world
 - Practitioners can help with this
 - We could improve the communication between academics and practitioners, such as about research findings and data needs
 - Comparative research would be helpful
 - E.g., look at the cost and impacts of collaboration vs. litigation

- Case studies that identify aspects that were successful and failures

Group 3 Notes

- Narrative dense – superfund sites
- Science doesn't solve problems, people solve problems
- Opportunities to partner on bills
- Better to build a fence at the top of a hill rather than continue to send ambulances to the bottom
- We need to better understand and document the value of our field
 - The problem is always what would happen without collaboration—it is basically impossible to answer this
 - Relationships and collaborative capacity are valuable in and of themselves
 - Folks in MN are paying someone to synthesize research
 - The US Institute for Environmental Conflict Resolution has an evaluation program
 - Portland State is modeled from this
 - There are gaps in this area
- Struggling with/focusing on racial and ethnic diversity in the field
 - Field is growing out of university programs
 - Universities are struggling with issues of access

Group 4 Notes

- How can universities and practitioners help each other/work together?
 - Universities can offset the costs of a facilitator
 - Universities often have access to funding for collaborative processes that the private sector can't access
 - Universities may be a way of making connections across member organizations (e.g., IAP2, ACR-EPP, etc.)
 - Is it a disservice being a neutral? A lot of stakeholders have a hard time trusting the process
 - Look to elected officials as conveners
 - We can improve our practice through how we train people; provide consistency in the best practices that we educate people in
 - Need collaboration at beginning of project to set metrics (take-away data)
 - How can we better quantify the success of our work (in dollars)?
 - Share a definition of terms (e.g., collaboration, consensus) to give them greater credibility

Group 5 Notes

- What is your learning edge and/or what are you struggling with?
 - As a practitioner, being in a management role is difficult
 - Understanding your own limitations is a challenge
 - Learning about the culture in Utah is a new challenge
 - Finding partners/entities that want to receive deliberative input
 - How to change people's "that's just the way we do it" mentality so they can truly act collaboratively
 - Citizen University – Jim Walls – 2 kinds of time: normal and elevated time where uncertain decisions are made that will have impacts for generations. What are we putting in place right now?

- Strained relationships between counties/state government in Vermont and the federal land managers. How to provide help to the people in the field, especially given a lot of turnover/attrition and budget issues
 - Need meaningful conversations with people who use resources
 - Struggle to do things quickly but time needed for collaboration
 - Idea: annual discussion with communities
- Ideas for UNCG and ACR EPP collaboration
 - Demonstrating our value (particularly if it's quantifiable) to others outside of the field
 - Best info is a government source. Maybe UNCG/EPP can collect data
 - Environmental Conflict Resolution Forum Report from federal government will be released soon
 - It is hard to quantify the value of conflict resolution. We often argue that legal action is avoided, but that is hard to prove. Also, things die on their own.
 - Academics/researchers teaming with practitioners at the beginning of projects to create metrics that will show value would be very helpful. Perhaps we should make that part of best practices.
 - What are the conditions for successful democratic processes?

Full Group Report Outs

After the small group conversations, participants were invited to share any insights or takeaways from the circle exercise that particularly stood out to them. The following themes emerged from the insights that were shared:

- Research and data challenges and opportunities:
 - We need to better quantify the value of our work. This is something the networks can work on together.
 - UNCG and ACR EPP could work together to do a better job of sharing research with practitioners.
 - How can you justify the value of a consensus building processes? We need dollar figures.
 - We need more interaction between practitioners (who can share information and help generate data) and the academic community (who are looking for information and data for research).
- Training and teaching challenges and opportunities:
 - It is difficult to enter the field as a young practitioner. Perhaps the networks can work together to address this challenge?
 - The networks can work together to improve ways of training students to become practitioners and better channeling them into the field.
 - There is an opportunity to better expose undergraduate students to the field of collaborative governance and EPP conflict resolution.
- Additional challenges and opportunities:
 - It can be difficult to maintain neutrality in our current political environment.
 - Incorrect use of terms like "consensus" and "collaboration" is watering down what these processes actually entail. How can we address this?
 - The general lack of diversity among practitioners, particularly in terms of racial diversity, is a challenge. How do we help more diverse people enter the field?
 - There is a universal desire to learn. Perhaps we can leverage this to advance the field?

Panel Presentation on Successful University and Practitioner Collaborations

Following their presentations panelists discussed the following:

- Value of partnership
 - Reach full spectrum of ENR stakeholders by working together
 - Give you gateways to connect with different groups
 - Builds relationships to have greater collective impact
 - University leadership opens conversations
- Partnership challenges
 - Limited time to engage in non-revenue activities
 - Requires resources
 - Can't use this as a marketing opportunity → focus on capacity
 - Value has come from demonstration of our work
 - Natural tension: competing for similar resources
 - But collaboration increases demand
 - Amount of time required to share information
- What are challenges of bringing students into projects and have you brought them in?
 - Fee for service model → hard to mentor appropriately
 - Projects don't have a regular schedule → harder to bring in students
 - Benefit to students: realize it's an art as well as a science
 - Loss of institutional memory as they graduate
 - Benefit: grows the whole field
 - Benefit: students get to be involved in training
 - Students often have excellent education but no real-world experience
- Have we felt the absence of a pure academic view that might bring a different perspective?
 - They bring solid theory and creative interactions between us create value
 - Bringing in perspective of public goods economists
 - International Association of Conflict Management → research group
 - Our value might be bringing data and providing access
- Does your funding arrangement set you up for success/failure?
 - Must have truly neutral funding?
 - Try to get multiple sets of funding for a process → all key parties must have skin in the game → + more incentive to ensure project works
 - Outside funding provides access
 - Criteria: funding must be acceptable to participants (never call funder "client")
 - More about handling rather than source of funding
 - Diversity of funding arrangements
- Other Points
 - Noam Ebner teaches online conflict management (material on SSRN)
 - Litmus test for collaboration → will solution developed differ from one you favor going in?
 - Surrender vs. agreement
 - Competition in the field is a driver of excellence (within fair bounds)

Breakout Group Discussions

Fostering Cooperation between Facilitators, Practitioners, and Researchers:

- Experience from academia and the transition into practitioner
 - Transitions from research in academia to simply meeting objectives.
 - For private practitioners, there is not enough time to publish
 - If there was a local graduate student or professor to meet with and collaborate and co-produce so that they could learn from their experiences and vice versa.
 - Working on a mentorship on some capacity.
- What is the incentive for a private practitioner to spend time working with a graduate student? Where is the alignment of interests?
 - The incentive is to contribute to the field.
 - Practitioners are more pragmatically focused. Opportunities to bring case studies and research together for collaboration.
 - If universities and practitioners could collaborate more there could be a better and improved response to national issues.
 - Video conferencing offers more opportunities for collaboration. Can be useful but opens opportunity for disconnection.
 - Results of research is not always conducive to application on practitioner side of things.
- During the UNGC EPP meetings, discuss the findings from the group collaborative research.
 - Case studies- how you try to generate knowledge from this?
 - Connecting the researcher and the practitioner
 - Doing the same thing, similar stakeholders
 - Disseminating research, website, listserv, having the trust of UNCG creating this.
 - Make the results of this research easy to find.
 - November webinar UNCG- at the start of a practitioner's project set up a partnership with a researcher that would be beneficial.
 - Developing some sort of protocol, some set of best practices for this, and how this could be formatted and work.
 - At one point that could have happened, could have been done already.
 - Having a curator create a space to be a source of information available on the UNCG/EPP website.
 - There may already be some things that aren't already there.
 - Researchers have a time period with their funding.
 - What is a practitioner's research agenda versus a researcher's agenda?
 - Need to develop some sort of protocol of how to do this thoughtfully.
 - There may be opportunities from UNCG and EPP to bring people together on this.
- Recommendations:
 - Develop some kind of protocol
 - Create a "matchmaking service" for academics and practitioners for the development of research
 - Curate academic research to be more easily accessible for practitioners

Building Trust:

- Trust issues
 - Building trust with the university- rural communities
 - Coming in a rebuilding phase to build trust- goodwill

- Mistrust is reciprocated by mistrust
 - Research about trust- mistrust → vicious spiral
 - Perception of disagreement as mistrust- problem amongst graduate students at Portland State
- I don't trust you If I do/don't do ____ I don't trust you in this way.
 - I don't trust you to- tangible things to identify- what can we work on
 - Identify your own amount of trust
 - Identify ways to build trust
- Ways to build trust
 - Trust each other because you're here in this room
 - Situation assessment to build trust: people can be listened to, build trust with facilitator, better understand other stakeholders
 - Shared humanity
 - Issue of mutual concern- this can be good for all of us even though we have different interests
 - Context specific
 - Small groups to build relationships/shared humanity
 - Perceptions of motives- what do you have to gain
- Situations where distrust is present but not addressed/recognized
 - Make everyone hang out, dinner party, strong/convener
 - Shared humanity
 - Field trips
 - Facilitated or hosted by stakeholders
 - Make issues more tangible
 - Shared understanding
 - Long term (shared) vision
- The concept of an ideal state vs. real constraints
- Dealing with wicked problems
- Same interests, different priorities
- Book- switched: what do we do well and how can we do more of it? –better than what do we do bad and how can we fix it
- Incrementalism- forest collaborative: break it up geographically- little wins/low hanging fruit first
- People have real reasons to be distrustful
- Go slow to go fast- takes time to build trust
- How can academics and practitioners help each other
 - Longer term assessment of benefits of collaboration- measuring building trust- metrics
 - Share the stories- video testimonials
 - UNCG: academics and their questionnaires- qualitative trust metrics
- Need for university programs to be more interdisciplinary- how can we tell our stories- access to other programs- social psychology
- *Recommendations:*
 - Better long-term assessments of relationship impacts, trust metrics, sharing stories

How to better engage students and young practitioners:

- Highlights captured in breakout report

Increasing Diversity of Practitioners:

- Goal: to increase diversity in the field
- Consistency of internships important
- How to bring in disenfranchised communities?
 - Knowledge gaps about available resources
 - They don't have time/or resources to learn about available programs
 - ADR practitioners can help integrate these people with the help of students and connecting with existing networks (e.g. churches)
 - Need for holistic approaches → sustainability programs alone can create gentrification and go against the needs of disenfranchised communities
- How have you faced the challenge, need, and or opportunity and how has it manifested for you?
 - Barrier: field is neutral → seems like you're supporting the status quo
 - Seems more urgent to fight and directly advocate for their interests
 - How to describe work as advocacy for empowerment to create equity and social justice
 - Our approach is different than conflict transformation, less focus on the disadvantaged so may need to transform field
 - Neutrality more engrained in EPP-ADR than other subfields
 - Explain what "neutral" means → treating the parties fairly may involve coaching parties → not equality
 - Bigger barrier: lack of awareness about the field
 - Need: better outreach, advertising (of field, toolset, conference), provide opportunities
 - Solutions: paid internships for women of color
 - Small tasks can offer valuable feet in the door
 - Need to advertise these opportunities
 - Draw on university resources
 - Unpaid internships can be barriers to minority students
 - Flexible hours and schedules help
 - Would be valuable to know availability of paid internships
 - Discover what's already been done
 - And understand what is the impetus for these initiatives
 - Need to be open to new perspectives that are introduced from this effort
 - Build interdisciplinary connections between sharing info with students about the field and connecting them to the universities to make resources available → do internships collaboratively
 - Challenges to attracting Native American practitioners → increasing name recognition of those already providing services
 - Be more proactive about listing these people
 - Institute could share other challenges of maintaining and developing roster (i.e. around tribal facilitators)
 - Create elevator pitch for why diversity is important to the field
- "Three recommendations":
 - Raise Awareness, consistent marketing, and consistent, targeted outreach (list serves, HBCU, tribal communities, historically Spanish college)
 - Provide paid, consistent internships/scholarships + compile list of paid internships
 - Explain neutrality

- ADR practitioners can help integrate these people with the help of students and connect into existing networks (e.g. churches)
- Create list of university contacts who would want to be involved in these kind of internships

Countering hate and hate crimes:

- Highlights captured in breakout report

Evaluating and demonstrating return on investment (ROI):

- Metrics and methods for conflict resolution training and/or facilitated processes design conflict resolution training/how we demonstrate the values of conflict resolution
- Thoughts/Story telling/Ideas: (each bullet point came from different person)
 - Organize ourselves to face the current situation
 - Bridge the space that has been created
 - We need to look for common languages to explain conflict resolution: what are we seeking? What should be involved in the conflict resolution training curriculum? What the field wants?
 - We should facilitate a dialogue instead of training, but there is a budget to have a dialogue. We need to set up regulatory requirement for applicants, etc.
 - Our overall motivation: demonstrate the value but we don't have a chance to offer a good study. Be specific: start an evaluation; two purposes of evaluations:
 - 1) Based on the logic model: input- activities- output- outcome-impact, we could evaluate the process and the impact;
 - 2) Understand what we do at the center; make ourselves better; to figure out what is happening on the ground; self-evaluate
 - We need to improve our processes and should know that how we will improve them
 - There are transformational changes over time that we may not recognize now
 - USIECR is a federal organization. We can access the latest data. Within the institute we can collect roll data; and we have our own evaluation system: workshops, training etc.
 - Conflict resolution program from now on: free training program on conflict resolution; share some collective government-wide; facilitated network: get a group to specific goal to reach; strategic planning for all
 - Critical challenge: collecting data → because it costs money to collect data and do the report. How to collect data: find a place that data has been collected; compare cost piece---we have narrow cases: 181 cases per year → we need to find out what is valuable to a decision maker
- ROI compelling stories → Alternate framework for evaluation:
 - What data can be: focus on comparative cost to alternative
 - What is outcome? Impact?
 - How do we collect data?
 - Fund it: collect systems/storage/analysis
 - Collect data: based on each aspect; how the data would help us negotiate with clients and partners
- Look at the topic through next three aspects:
 - Individual agency: impact on individual agencies?
 - Physical and intellectual; how to interact physically and intellectually within an individual; Professional development for ourselves

- Inter-group relations: are we improving the divide and closing the gap?
 - Look at the list of questions: *General Social Survey* – we need to generate this kind of data
 - Structures and systems: shifting the structure and systems? Changing the systems?
- Collaborate government proposes; How you change systematically reflects on the individual agencies
- 3 concrete suggestions/recommendations:
 - Review General Social Survey (existing research questions) for related relevant questions to add to evaluations. Collect data: federal, state, local levels
 - Be deliberate about what we want to know and task UNCG members to research on it.
 - Host dedicated conference (EPP/UNCG) that aims to answer 1 & 2: EPP has a conference targeting the topic to dedicate to the progress: General Social Survey – not only what we need, but also come to the conference with methods; with concepts and strategic you are doing; demonstrating values; bring strategic actions to the conference
- Other thoughts/questions at the end of the discussion
 - Were there better outcomes based on the collaboration?
 - How do we convince the “buyers” to “buy” our values?
 - Were there better outcomes based on the collaboration?
 - What can we do to contribute to the better outcome?
 - As a Researcher: there is no report of environmental collaboration conflict resolution anymore, because they don’t do the research anymore
 - Probably build up networks more
 - What can we do to create environment to promote collaboration
 - Cost effective way to reach the answer/outcome: costs are hard to quantify. The case is better to compare to itself because it is hard to do comparison between cases

Breakout Group Report Outs:

How to Foster Collaboration between Practitioners and Researchers?

- Timing → align project and research design or study old case study histories
- *Actions:*
 - Develop protocols/templates for collaborations
 - See what other fields have done
 - Being a dating service: make matches between researchers and practitioners
 - Existing meetings could play a role
 - Institute roster of practitioners → match.com for us
 - Better curate research for practitioners → help consolidate available research to make it more accessible for practitioners
 - UNCG committee puts together database
 - All parts of UNCG can contribute a bit but not do the whole thing
 - Move forward: John Stevens and Mary Dumas (protocols), Betsy (as advisor and Minnesota)
 - Align with UNCG strategic planning

Techniques for Building Trust

- Why important:
 - What are techniques for building trust among stakeholders and between practitioner outward
 - Trust associated with agreement
 - EPA faces trust issues working with communities
 - Research on relationship building and state post-intervention?
- OD community has large literature on trust → much at UNC
- Subject of trust might be simpler than we're making it: want to feel safe, love, heard, etc. → build trust by considering these four things and being vulnerable yourself → reciprocated → "be humans together"
- Don't need action item → more about sharing stories, trust
- *Actions:*
 - Better long term assessments of relationship (between stakeholders) impacts of collaborative processes
 - Trust metrics
 - Sharing stories, video testimonials → trust personal

How to Better Engage Students and Young Practitioners

- Why: improve practice, staff our private practice, move them through levels, help them learn about the field
- Engage student chapter in co-conferences
- Connect sections of field
 - Identify Venn diagram through survey: who are the players, how did people get into the field, and why
- Identify applicable university coursework that already exists → how people get engaged with the field
- Webinars highlighting overlaps and benefits and for promotion
- Apprenticeships → help people gain real experience
 - Separate apprenticeships from internships (privileged position)
- Raise awareness and tells stories of how we got into the field and help people see what parts of this practice works for them
- Take advantage of small opportunities → car ride talks
- Use lower level staff in productive ways → include them in the process in ways possible
 - How can internships be used in productive ways for both parties?
 - How can you hand over responsibility?
- How can you keep people in the field → mentorship?
 - Mapping → help people understand the field
- *Actions:*
 - Survey that include questions about how you came to this event and produce dataset on this info → mapping
 - Storytelling competition
 - Telling story (internship conversation)
 - Augment existing internship
 - Learn from Meridian Program
 - Move forward: Danna, Seth, Amanda Murphy, Gina
 - Mapping effort: Leah and Jason and Siobhan and Will

Increasing the diversity of practitioners

- Little progress being made
- This group is largely white due to history of U.S. white supremacy → will take intentional actions to change this
- Open conversation
 - Learn from experts who have succeeded in diversifying fields
 - Problematic to discuss neutrality in this way → marginalized communities will view people as either part of the solution or as part of the problem → “see, judge, act,” if not there to help, then there to hurt
 - Language of neutrality means you haven’t seen, judged, or acted → neutrality means decision made not to be part of solution, intent vs. impact around language
 - Students must see discipline as value added + how will I be treated; how will it help me → Millennials looking for value added opportunities
 - Need mentor, modeling, teaching, coaching model
 - Must build deliberate pipeline
 - How to engage with communities → think about how relationships look with stakeholders outside of your own organization
 - Regular presence, demonstrated value added, means you don’t need to sell who you are
 - Especially key around issues of environmental equity
 - Need transparent relationships
 - For student pipeline, can we rely on schools for our pipeline as schools themselves have diversity issue
 - Need to explore other pipelines, like community mediation centers
 - EPA exploring links with community mediation centers
 - Regarding neutrality: How to reframe what we do, that our work is also about balancing power and opening a space for the marginalized voice
 - How can the field learn and respond based off what communities need? → Center learning around community needs
 - Don’t wait until people go to college to reach students → reach out to people in high school
 - Tap into: community networks and restorative justice networks have similar skills and more diverse members → pool to draw from
 - + Existing internships programs for youth of color to tap into
 - Be inclusive when we think about diversity and intersectionality
 - Need to subsidize the involvement of minorities
 - Pull in third party funding
 - *Actions:*
 - Equity audit → for networks and within institutions
 - Must understand how we perpetuate privilege
 - Be prepared for discomfort + groan zone
 - Tools:
 - TED Talk – Single Story Narrative
 - Harvard Implicit Bias Test → increase self-awareness
 - Talk to Dan Adams
 - Move forward: Gina C, Kamran

Countering hate and hate crimes:

- Rise in hate crimes sparking a need to respond
- Ideas:
 - Tools for responding
 - Publications, social media
 - Book, video, media
 - EPP/UNCG Statement → link to EPP values
 - Short term
 - De-escalation training
 - Bystander intervention training
 - Standing up for love → seed campaign
 - Teach-ins
 - Activist mediation
 - Day of training
 - Long term
 - Dialogue/study circle
 - Why do people turn to hate?
 - Empathy/listening
 - Trauma healing
 - Working with elected officials
 - Tools
 - Change narratives
- Group thoughts:
 - What is this toolbox? → Do we have this skillset?
 - Useful to study cases of this → learn from them
 - Resource: Mary → Tools for Tough Conversations
 - These types of issues can feed into our normal work, useful to know these skills
 - Make sure these conversations stay focused on race, don't ignore that
 - If you give yourself these lengthy trainings, take these skills into the communities for substantial trainings to prepare them from this too
 - Support the idea of a statement
 - Have individual organizations sign on to this
 - Statement is important as it is related to what we do, we should make this statement explicit in why we care and how it connects to our work
 - Tie it back to our basic principles and values, especially our vision statement; "peaceful inclusive engagement"
 - Ties to trends in our work and increasing tensions
 - Matters that someone was hurt inside network
 - Ties to safety: should leave ACR if they can't support our safety
 - IAP2 would likely sign on, especially if it relates to safety
 - ACR was unwilling to release positional statement → they might be opposed
 - ACR has existing safety statement to build off
 - Security planning tool → PDFs
 - Partner with organizations already engaging with this type of work
 - *Actions:*
 - Statement
 - By network and/or by entities

- Talk to Frank Dukes about ongoing efforts
- Collect stories of unsafe practice situations → connect to hate element
- Move forward: Marci, Mary D., Donna
- On statement: Dana, Brian M.

Evaluating and demonstrating return on investment (ROI)

- Lack of data to demonstrate value and effectiveness
- Need to focus on quality of decisions made as well → improved quality
- Focus on storytelling in addition to hard metrics
 - Metrics that describe how people are changed personally (individual agency)
 - And interaction intergroup
 - And structural/systems changes
- Be deliberate, commit to data collection → make it actionable, strategic initiative
 - Need data management plan
- Added comments
 - Need to define purpose of this information before collecting it
 - Value of common set of metrics to build larger dataset off
 - Come to conference with evidence/data
 - Build Aquapedia-like case study system
 - Grad students can build this kind of system
 - Difficult to compare between projects
 - Add in data from other sectors about their costs (e.g. ERC forum collects data on federal projects) → could put graduate students on this
 - Federal agencies have developed common set of questionnaires
 - Easier to understand value of agreement seeking, harder to understand value of more up stage processes
- Data collection will take time and money
- Plan to create strategic targets → different questions among practitioners, government, and funders
 - Consider questions of stakeholders, not just those of practitioners
- Existing work to build from → exiting articles/work should be shared
 - Should be link to existing information (i.e. PON's gender and negotiation link)
- Usability, accessibility, and relevancy/usability key
- UNCG could convene this conversation
 - EPP should do it
 - UNCG already has focuses and UNCG are academics, could lose practitioner voice
 - Potentially convene special session on this → what UNCG can bring to EPP?
 - Value in special workgroup
 - **EDR whitepaper?**
- *Actions:*
 - Be deliberate about what we want to know
 - Borrow from general social survey dataset for evaluation
 - Focus an EPP or UNCG conference on collecting data as a field
 - Move forward: Danya and Steve

Breakout Groups: Ideas into Actions

Fostering Collaboration between Practitioners and Researchers

- Protocols for collaboration between practitioners and researchers (use Mary D's template)
 - a. Mine info for previous attempts
 - b. Consider interests of both
 - c. Consider timing
- "Dating Service" to:
 - a. Pair practitioners and researchers
 - b. USIECR Roster has a search
 - c. Promoting at meeting Association
 - i. Bob and Marni assigned to this (Committee of UNCG)
- Curate research for practitioners for dissemination
 - i. Steve to focus on this

Building trust

1. Better long term assessments of how process impacts trust among stakeholders
2. Trust metrics → ROI
 - a. Building trust between practitioners and partners, among parties
 - b. Sharing human stories via video or other
 - c. Existing OD research on post-process relationship/trust
 - i. Follow up with Steve G.

How to better engage students and young practitioners

1. Connect the sections of the field via:
 - a. Co-conferences/partners
 - i. Ask survey questions on paths
 - b. Who are our partners?
 - i. Survey the field to create a partner map
 - ii. And use to recruit students to show a career path
 - iii. (How you got into field)
 - iv. Follow up with Jason, Leah
2. Research ways to engage pathways into the field → webinar on these + opportunities
3. Apprenticeship programs to provide experience + challenge tracks
 - a. Dana, Seth, and Gina
 - b. Amanda → mediation program
4. Storytelling + how you got to your job
5. Internships as separate actions (address privilege and goals for skills + intentional mentoring)

Increasing the diversity of practitioners

1. ACR EPP (and UNCG?) have done work on this – build on this work
2. Raise awareness about what we do among university students
 - a. Strategy for reaching out, be consistent, target diverse students
 - b. Clear opportunities – e.g. paid internships, share info on websites
3. Better integrate students into work in diverse communities – student + practitioner + community partnership
4. Think about how neutrality is perceived – not part of the solution = part of the problem

5. Learn from other fields that have been more successful – e.g. a panel
 - a. Marci has some examples
6. Language matters – be thoughtful + intentional about language/framing
7. Mentor/coach model – what value does this add for me? How do I do this?
8. When working with diverse communities, diverse students, etc. = you have to show how you add value
9. If we focus on universities, we’re already drawing from a limited audience
 - a. Look at community mediation centers
 - b. High school/elementary schools
10. How can the field shift to serve community needs/broader population needs
11. Minnesota has had success partnering with communities
 - a. Tools:
 - i. TED talk “Single Story Narrative”
 - ii. Harvard implicit bias test
12. Youth of color internship programs
13. Many forms of diversity – be inclusive
14. Do an equity audit – of our network/institutions
15. Subsidize training – important + challenging → Marina P has a model of a grant

Countering hate and hate crimes

1. Work together on + share tools, outreach materials, a publication
 - a. Marci, Mary D, Donna
2. Joint statement
 - a. Clarify why we think this is worth our taking a position
 - b. Tie to our mission statement
 - c. Trainings for practitioners and communities – e.g., bystander, standing up for love, etc.
 - d. IAP2 sig on
 - e. Dana + Brian M.
3. What is in the toolbox?
 - a. Educate each other about this
 - b. Develop this together
 - c. * “Tools for tough conversations”
 - i. (Mary D.) = a start for this
 - ii. ACT has a security planning tool –share this
 - iii. Marci is willing to put energy into this
4. Connect + leverage other organizations and efforts around this
5. Joint statement - this is about our safety too. Share our stories.
 - a. ACR issued a statement

Evaluating and demonstrating return on investment (ROI)

1. Value in a common set of metrics – build a database
2. Bring research findings/data/evidence to conference
3. Aquapedia as an example – case studies
 - a. Grad students write cases
4. Challenge of demonstrating “comparative costs” – how do we do this?
5. Can we leverage agency data sets?
 - a. Some federal agencies developing common evaluation tools

6. Build a matrix that captures different entities questions/goals – not only practitioner or academic questions
7. Build on existing work in this area (e.g. UNCG & ACR EPP)
 - a. Collate and share these resources with networks – one place
8. Look at the value of these processes for the decisions themselves
9. * Special session of work group
 - a. Danya + Steve S. willing to help push this forward
10. Metrics & methods for conflict resolution training
11. How can we demonstrate value and impact of collaborative processes?
 - a. Focus on the “comparative costs” to attend
 - i. Hard to value money and time inputs
 - b. Write down the metrics or impacts you’d like to have when describing the value of our work?
12. Individual agency
13. Inter-group relations
14. Structures & systems
15. Actions
 - a. Be deliberate about what we want to know and ask UNCG members to research on it
 - b. Review General Social Survey [existing research questions] for related, relevant questions to add to evaluations
 - c. Host dedicate conference [UNCG/EPP] that aims to answer these questions and how do we fund, collect, store, analyze data

Other Ideas/Action Items that Emerged During the Conference

1. Map overlapping organizations & how they came to the field
2. Develop a list of potential partners (evolving)
3. Map how fields came together
 - a. Via survey to all participants
4. Research/students identify what this data looks like. Potential price
5. Contextualize this via organizations, events, student chapters, presentations
6. Continued partnerships
 - a. Share data via co-conferences/events/webinars
7. Potential future research
 - a. Identify applicable university course work
 - b. Apprenticeships
8. Connect sections of the field
 - a. ACR EPP
 - b. UNCG
 - c. IAP2
 - d. Mediation
 - e. Facilitation
 - f. Public policy
 - g. Communities
 - h. Environment
 - i. Co-conferences
 - j. Student chapters
 - k. Identify the “venn-diagram” strategic partners with overlap in the field
 - i. Use webinar to highlight

- I. Identify where you came from
 - i. Where else would we target/recruit
- 9. Dialogue on education programs
- 10. Incorporate young staff in strategic direction to focus their transition within firm
- 11. Apprenticeship
 - a. Build experience
 - b. Gain course credit
- 12. Peer mediation programs
 - a. Pique interest in conflict resolution
 - b. Overview course, educational track
 - c. Build capacity
 - d. How to guide people to the field

Improve the Practice

- 1. Find "entry level" staff with qualifications or interest
 - a. OR mid-level to stay
- 2. How to move people between levels (entry/mid/leadership)
- 3. Find areas of interest within teams
- 4. Start learning about field early... all the way down to elementary

Appendix C: Slides from Examples of Successful University and Practitioner Collaborations

7/10/17

WASHINGTON STATE UNIVERSITY

THE WILLIAM D. RUCKELSHAUS CENTER

UNIVERSITY OF WASHINGTON

50 Shades of Pracademia

University Network for Collaborative Governance/Kitchen Table Democracy/Association for Conflict Resolution-Environment and Public Policy Section Joint Conference

June 13, 2017, University of Utah, Salt Lake City

WASHINGTON STATE UNIVERSITY
UNIVERSITY OF WASHINGTON

W EVANS SCHOOL OF PUBLIC POLICY & GOVERNANCE
UNIVERSITY OF WASHINGTON



THE WILLIAM D. RUCKELSHAUS CENTER

- **Mission:** Help parties involved in complex public policy challenges in State of Washington and Pacific Northwest tap university expertise to develop collaborative, durable, effective solutions.
- **Vision:** Center envisions a future in which government leaders, policy makers, and citizens routinely employ tools of collaborative decision making to design, conduct, and implement successful public policy processes.



1

Projects



Evaluation



Scholarship



WASHINGTON STATE UNIVERSITY
ETHICS

AGING IN PLACE: A POLICY APPROACH TO AGING WELL

Ethics Exercise: Aging with the Touch of Urban Architecture Through Village Senior Centers

32 THE PUBLIC SECTOR AS MEDIATOR
 The role of public institutions in environmental, collaborative and conflict resolution

William and Jay Michael

Abstract
 This article examines the role of public institutions in environmental, collaborative and conflict resolution. It discusses the role of public institutions in environmental, collaborative and conflict resolution. It discusses the role of public institutions in environmental, collaborative and conflict resolution.

Internship Program & Mentorship

Internship Program

The Real Leadership Center is a joint effort of the University of Washington and Washington State University. It is a joint effort of the University of Washington and Washington State University. It is a joint effort of the University of Washington and Washington State University.

What Do Interns Do?

- Assessing and evaluating organizational performance
- Working with local faculty, staff and staff and providing a variety of collaborative and public assessment and program, design, and facilities and public programs.
- Providing leadership and program, design, and facilities and public programs.
- Providing leadership and program, design, and facilities and public programs.

How to Apply?

This is a paid position. For more information, visit www.wslc.org or contact us at info@wslc.org. Submit the following materials to hr@wslc.org.

- Resume
- Cover letter
- Transcript of records

For more information, contact: hr@wslc.org
 Cheryl Aguirre at cheryl@wslc.org

2015 UTAH Forum on Collaboration



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2015 UTAH Forum on Collaboration





 **Program on Collaboration** **DIALOGUE AGENDA**

 **15** **Wednesday, June 15, 2016, 1:00pm-5:00pm**
S.J. Quinney College of Law, 383 So. University Street
Sixth floor

Dialogue on Collaboration
Working with elected officials on water issues: What can collaboration bring to the table?



UTAH Program on Collaboration

DIALOGUE AGENDA



Wednesday, December 7, 2016, 1:00pm-5:00pm
S.J. Quinney College of Law, 383 So. University Street
Sixth floor

Dialogue on Collaboration

Working with Tribes: What can collaboration bring to the table?



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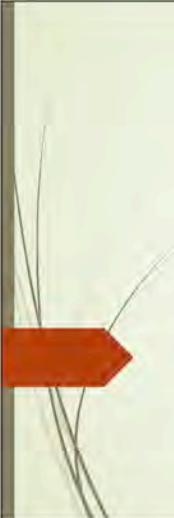


Thursday, June 15, 2017, 1:00pm-5:00pm
S.J. Quinney College of Law, 383 So. University Street
Sixth floor

Dialogue on Collaboration

Fostering Productive Dialogue in Divided Times





Mitchell Hamline School of Law Dispute Resolution Institute &

Minnesota Bureau of Mediation Office of Collaboration and Dispute Resolution

University/Practitioner Partnership



OCDR

MISSION:

Serving as a statewide catalyst to advance:

- Sustainable resolution of matters of public interest
- Broad use of community mediation throughout Minnesota
- Effective collaboration and dispute resolution in state and local government



Dispute Resolution Institute

- Created in 1992
- Academic Programs and Certificates
- Public Service Mission
- 2015 Symposium
*An Intentional Conversation about Public Engagement and Decision-Making:
Moving from Dysfunction and Polarization to Dialogue and Understanding*



American Arbitration Association/ International Centre for Dispute Resolution Grant

- Talk With Purpose: Using Dispute Resolution to Engage Communities and Foster Relationships for Constructive Change
- Goals:
 - Implement a joint DRI-OCDR community engagement program to address need for public engagement and dialogue on economic and racial inequality
 - Build community capacity to preventively engage in constructive problem-solving
 - Identify opportunities for collaboration



Saint Paul Public Schools

- **Typical Urban School District Challenges**
 - opportunity gap; safety and school climate concerns
 - disproportionate impact of discipline on students of color
 - how best to serve large immigrant population (many for whom English is a second language; tense labor/management relations)
 - significant turn-over on the School Board
- **Exploratory Meetings/Assessment**
 - departure of superintendent
 - departure of administrators
 - high level of and desire for engagement



St. Paul Public Schools

Two Phase Process

Phase I

- Facilitated conversations with Board
- Collaborative Community Engagement Process to provide input on hiring of new superintendent and lay ground work for "phase II;"
- exploration of collaborative labor management model

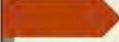
Phase II

- Dialogue on equity issues and school climate/safety



City of Falcon Heights

- July 2016: Philando Castile shot and killed by Police Officer after routine traffic stop in Falcon Heights
- Community outrage and pain
- Falcon Heights City Council created a Task Force on Policing and Inclusion
- Planning Team created: OCDR, DRI, University of Minnesota Humphrey School, Metropolitan State
- Community Engagement Opportunities to Inform the Task Force's Work



Assessments Planned for Both Projects

- Surveys
- Focus groups
- Ripple effect mapping



Benefits of University/Practitioner Collaboration

- Leveraging Resources
- Building capacity and increasing diversity
- Opportunity for those learning the skills to utilize them (as small group facilitators)
- Opportunity for academics to both contribute to the community and bring real world learnings to the classroom