

# **Graduate Education in Peace and Conflict Resolution: Accomplishments and Challenges<sup>1</sup>**

*The 2013 IPCR Program Symposium  
School of International Service  
Washington, D.C., USA  
April 18, 2013*



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<sup>1</sup> This report was prepared by Uday Joshi and Ronald Fisher based on a transcription of the symposium presentations and powerpoints with assistance and all photos from Ashley Law. The presenters have reviewed their portion of the report; however, the authors take sole responsibility for the reported content.

## **Executive Summary**

This one-day symposium brought together faculty, staff and administrators of graduate programs in peace studies and conflict resolution to share best practices in recruitment, training and outplacement, and to strategize about meeting the challenges in educating the next generation of professionals in the field. Participants and speakers were invited from approximately thirty Master's level programs from across the country that emphasize a focus on ethnopolitical conflict and its resolution. The agenda engaged close to twenty speakers and over forty participants in discussing a range of topics, including the current state of graduate education in peace and conflict resolution, the competencies and educational experiences identified as important by both program administrators and potential employers, criteria for admission in relation to program requirements, emerging employment opportunities for graduates, and strategies for improving programs. The symposium was organized in partnership with the Alliance for Peacebuilding (AfP) and received funding from the United States Institute of Peace through the Public Education for Peacebuilding Support Initiative.

The symposium was by invitation only in order to keep the number of participants manageable and to focus on the constituencies that were most relevant: MA programs in peace and conflict resolution, the International Peace and Conflict Resolution (IPCR) community, and the membership of the Alliance for Peacebuilding (AfP). Therefore, a list of MA programs with an emphasis on ethnopolitical conflict was developed from several sources, including academic programs and centers on the membership list of the AfP. After compiling a list of invitees, a save-the-date announcement was sent out and was followed by an invitation providing detailed information on the symposium. In addition, the invitation was sent out to the IPCR Administrative listserv which goes to over 300 students, faculty and staff associated with the IPCR program. Finally, an announcement was sent out to the membership listserv of the Alliance for Peacebuilding with instructions on how to register for the symposium. The processing of invitations resulted in over sixty participants registering for the day, while a smaller number of students, faculty and others came for various parts of the agenda.

The presentations and discussions were videotaped for later transcription, and the powerpoint presentations used by most presenters were collected for supplementary description. Based on this information, this final report was produced in Fall 2013 in order to document the symposium and serve as preparation for a subsequent similar event planned for May 2014. Based on the report, an article was also prepared for the Fall edition of the IPCR Newsletter, which will go out to our Program listserv consisting of over 1300 current and past students, faculty and a variety of individuals in the PCR field. The report will also be made available to the members of the AfP Affinity Group for Education and Training, who will likely play a lead role in planning next year's symposium. In addition, this report provides background to the Affinity Group as it moves forward with activities to support the education and training of professionals in peacebuilding and conflict resolution.

## AGENDA

### **Graduate Education in Peace and Conflict Resolution: Accomplishments and Challenges**

- 9:00am: **Gathering and Breakfast:** Founders Room Foyer
- 9:30am: **Welcome:** Abdul Aziz Said, American University  
**Introductory Remarks:** Ron Fisher, American University
- 9:45am: **The State of Graduate Education in Peace and Conflict Resolution: Illustrative Programs**  
Overview of Master's Level Programs: *Brian Polkinghorn*, Salisbury University  
Peace Studies and Peacebuilding: *Susan St. Ville*, University of Notre Dame  
Peace and Conflict Resolution: *Ron Fisher*, American University  
Conflict Analysis and Resolution: *Andrea Bartoli*, George Mason University
- 11:15am: **Educating for Professional Practice: Competencies and Experiences**  
Competencies for Practice and Guidelines for Programs: Implications of the Association for Conflict Resolution Initiative: *Tamra Pearson d'Estree*, University of Denver and *Mara Schoeny*, George Mason University  
The Peacebuilding Mapping Project: Implications for Competencies: *Necla Tschirgi*, University of San Diego  
Learning Outcomes and Capstone Options: An illustration: *Susan Shepler*, American University  
The Center for Peacemaking Practice: *Susan Allen Nan*, George Mason University
- 1:00pm: **Keynote Address:** Tracing the Path to Peacebuilding 2.0 – and Beyond  
*Melanie Greenberg*, President, Alliance for Peacebuilding
- 2:00pm: **From Recruitment to Employment: Factors for Success**  
Criteria for Admission: Academic, Experiential, Aspirational, Diversity: *Rebecca Davis*, American University  
Student Experiences and Aspirations: *Robert Schlehuber*, American University  
United States Government Innovations in Peacebuilding and Conflict Resolution: 2013: Update on Opportunities and Competences. *Ariana Barth*, American University  
Opportunities and Challenges in Employment in Intergovernmental Organizations: *Sima Kanaan*, World Bank
- 3:30pm: **Challenges and Strategies Going Forward**  
Educating for Employers: The USIP Surveys: *Craig Zelizer*, Georgetown University  
Practitioner Training in PCR: Implications for Grad Education: *Pamela Aall*, USIP  
Eliciting Complementarity, not Co-optation: *Rob Ricigliano*, University of Wisconsin, Milwaukee  
Recruiting and Retaining Scholar-Practitioners in Academia: *Kevin Avruch*, George Mason University

## Key Ideas and Challenges for Moving Forward

### **DEVELOPING THE FIELD OF PCR**

- Defining peacebuilding and developing a common vocabulary
- Competencies for the field: What are they, who is defining them, and who should we ask to gain a better picture?
- Interdisciplinary work: How do we effectively communicate what we do and know to other sectors and fields?
- How can we all work together on integration as the field grows?
- Do we need to develop specializations and the competencies therein?
- Identifying the definition of our field. How do we avoid co-option by other fields?

### **IMPROVING PCR PROGRAMS**

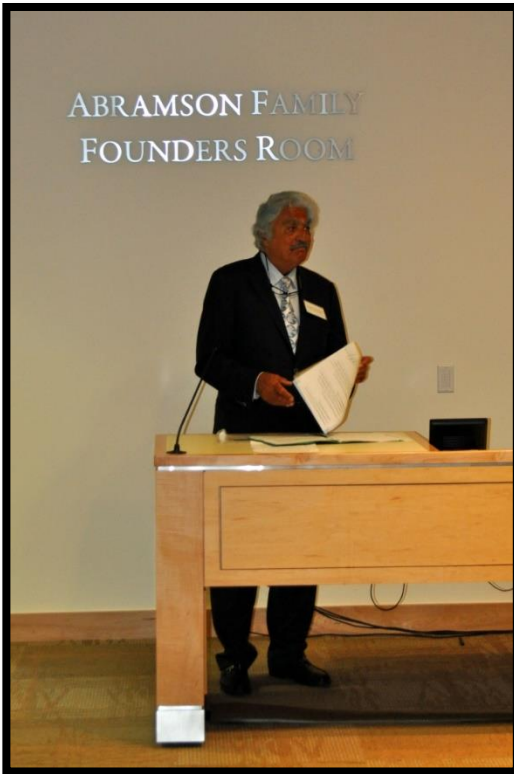
- Institutionalization is the key; how can we strengthen this for our programs?
- Faculty Positions: the necessity for more tenure track positions in peace and conflict resolution.
- The necessity of field and “real world” experiences for students
- Need to address the education gap between university teaching and employer needs.
- The need for balance between coursework and fieldwork
- Diversity Issues in Graduate Education: institutionalization of values and recruitment strategies.
- How do we provide spaces in our institutions to allow students to learn from practitioners?
- Partnerships and Collaborations inside and outside of our programs is essential.
- More focus on post program employment: challenges and opportunities
- We need to develop new methodologies to study the “organic work” happening on the ground.
- Training the next generation of practitioners for over 20 sectors of work.

### **SUPPORTING SCHOLAR-PRACTITIONERS**

- Do we need to re-conceptualize the lifelong training of the scholar-practitioner?
- PCR Faculty need continued professional development and opportunities for field experience
- Sustaining the academic-practitioner, what does the future hold?

**\*Note: Key Ideas and Challenges will be framed and re-iterated prior to the plenary session(s) in which they were identified.**

## A Welcoming Prayer: *Dr. Abdul Aziz Said*



Abdul Aziz Said, American University

Prayer for Peace and Boston

Turning the tide from violence to peace begins with prayer.

In prayer,  
We can nurture our light in the spirit of strength and compassion with the hope that it will illuminate the consciousness of darkened souls whose suffering has made a home to terror. We pray that our light be used to warm and give comfort to those places in the heart that have surrendered to hatred and despair, and bring clarity and peace to their hearts.

This is a prayer of dignity.  
We pray for human dignity to rise from the spirit by remembering all of the men, women and children who have lived and continue to live with fear and horror as present and constant companions.

This is a prayer of humanity.

We pray for the military and civilian men, women and children who themselves are struggling with the fear and ugliness of man's inhumanity to man.

This is a prayer of interdependence.

Let us connect our hearts and energies with the world and its being so that those poor souls who are caught up in the storm of violence may know peace.

### **Welcome: Dedicated to Dorothy Day**

We are meeting on sacred ground.

*Knowledge is a forest, and education is a team of explorers. Our learning does not consist only in exploring the forest. It also means learning how to be a team whose members respect and cooperate with each other, learn how to explore, how to connect different explorations and different forests, and how to help non-explorers.*

*The mountain range of knowledge rests on a plain of sense perception. It climbs to a mountain pass of reason. But there's an Everest of intuition beyond. And beyond that Beyond lies the unity of knower and known. Research is a path that does not stop at any pass or peak. It continues inside the researcher.*

Peace is our real nature.  
Peace is a public good.  
Peace is a basic human right.

**From Hassan Fathy**

Ground all education in a guiding ethical order.

Avoiding the arrogance of ideological dogma or the educational methodologies in the East and West that limit open, process-oriented dialogue in the classroom.

Technology can be used as a means of promoting dialogue in the classroom.

The search for truth and meaning must seek to understand the best each culture has to offer.

We must acknowledge the worth of every individual and their perspective in the classroom as well as taking the time to acknowledge that poverty is more than just material deprivation.

The fact is that the whole world needs the whole world. Exchange the best for the best.

**Peace education as task and experience.**

We polish the heart and polish the mind.

Peace education requires examples:

Gentle eyes

Humility

Peace is from the category of feelings not only the mind.

We manifest it in our conduct.



**Keynote Address: Melanie Greenberg, President and CEO, Alliance for Peacebuilding**

President and CEO of the Washington based Alliance for Peacebuilding, Melanie Greenberg was charged with the question: How has the current peacebuilding enterprise incorporated the earlier movement and expression of the conflict resolution field and what are the implications for educating the next generation? President Greenberg adeptly took the audience on her own personal and professional journey in the field as it is was literally building around her, from the optimism at the end of the Cold War, to the genocidal atrocities of the 1990's, to 9/11, and to the present. She began by recognizing that the room was filled with peacebuilding professionals and scholars that were, "driven by ideas, reflective, acting on the world, and inspiring new generations of students." At present, she asserted that peacebuilding is a recognized field with its own DNA, and further that this very DNA pervades many other areas of work around the globe, and informs where we need to go in the future.

The core processes of peacebuilding (or DNA) were born from the methods of conflict resolution: negotiation, mediation and problem solving. It is these very processes that make up the building blocks for the structures that the peacebuilding field has created and continues to build. Ms. Greenberg went on to explain that the field did not spring from a vacuum, and its roots can be traced to five different sources: 1) Historically, peace studies was alive and well, but did not have any concrete way to operationalize its theories and concepts on the ground; 2) Next, the area of Alternative Dispute Resolution moved mediators from the domestic to the international realm; In doing so, the field took a number of lessons from 3) the environmental and 4) the nuclear freeze movements, which were both built on consensus building, negotiation, and problem solving; and finally, 5) The security field began to mesh with the peacebuilding field, recognizing the vital importance of all three of the DNA strands negotiation, mediation, and problem solving.

Following the loss of optimism at the end of Cold War, funding organizations began to see a greater need for structures that could begin to answer the larger state security and development questions. What do societies need so that they do not have to resort to deadly

violence? At this point many peacebuilding professionals saw what John Paul Lederach called a "process-structure gap," or in other words would peace be considered a process or an end product. After 9/11, the field entered into a new era in that foreign policy and transnational structures started to take center stage.



**Melanie Greenberg, Alliance for Peacebuilding**

There was an explosion of interest in larger institutions, including states, the military, and many corporations, that focused attention on the conflict resolution and peacebuilding fields; and work was done to create hybrid process-structure models that could address combined security, development, and peacebuilding efforts. Increasingly, state and transnational concerns were incorporated into foreign policy. Unfortunately, since the peacebuilding field could not keep up with evaluation and outcomes based evidence that were more prevalent in places such as the environmental movement, valuable funding opportunities were missed or redirected.

Ms. Greenberg went on to discuss current trends and what they mean for actionable items in the future of peacebuilding, putting out a call to the field to look for the DNA strands that compose the structures of many NGO's. She contended that the stories of many of these organizations, such as Mercy Corps, were indeed the stories of peacebuilding itself, and that as a field we must actively seek out these stories and learn from them. She also stressed that peacebuilding is indeed political, and that we should strive to integrate peacebuilding fully into development, transitional justice, and the global security sectors.

Ms. Greenberg answered the question of teaching the next generation of peacebuilders, by closing with a return to the building blocks, the processes, and the DNA, that drive the field. She stressed that not only must students be trained in the core methods of negotiation, mediation and problem solving; but that graduate education must also consist of multi-party training, and the sensitivity that peacebuilders need to work in a innumerable set of contexts, from relief organizations to government agencies. Finally, the future practitioners of peacebuilding must be trained to gather evidence, conduct strong well-designed evaluations, and demonstrate outcomes that peacebuilding work makes a difference.



**Attendees included faculty, staff, students and leaders in the field of peace studies and conflict resolution.**



**Plenary One**  
**The State of Graduate Education in Peace and Conflict Resolution:**  
**Illustrative Programs**

**Key Ideas and Challenges for Moving Forward**

- Institutionalization is the key, how can we strengthen this for our programs?
- Faculty Positions: the necessity for more tenure track positions in peace and CR.
- Do we need to re-conceptualize the lifelong training of the scholar-practitioner?
- Partnerships and Collaborations inside and outside of our programs is essential?
- More focus on post program employment: challenges and opportunities.
- We need to develop new methodologies to study the “organic work” happening on the ground.
- How can we all work together on integration as the field grows?

**Moderator: Margaret Smith, American University**

**Overview of Master’s Level Programs: Brian Polkinghorn, Salisbury University**

Brian Polkinghorn provided an overview of his study of conflict resolution and peacebuilding graduate education programs in the United States. He presented results of his research on 150 programs that largely formed after 9/11. His major point was that it is incredibly important that programs are *institutionalized* into the university structure. This is reflected in multiple ways : (1) In the movement from a **program** to a **department**, as universities are much more likely to cut programs when funding gets tight. (2) There are only 6 Ph.D. programs in the United States to date for peacebuilding and conflict resolution. (3) Even though it may look like the field is dedicating more faculty to the pursuit, we must be careful, because very few are tenure track positions, and therefore not institutionalized.

**Center for Conflict Resolution at Salisbury University**  
<http://www.conflict-resolution.org/>

**Peace Studies and Peacebuilding: Susan St. Ville, University of Notre Dame**

Susan St. Ville discussed the shift in thinking in the design of the graduate programs at the Kroc Institute at the University of Notre Dame, by asking the question: *what does it mean to train scholar-practitioners in the 21<sup>st</sup> century?* We must think about the growth of the scholar-practitioner in a developmental way, which is the key to building student’s identities and ultimately influencing the way they move throughout the field in their own work.

The Kroc Institute recently made some improvements in their program. The first had to do with admissions requirements for the master’s program in that students now need to have practical experience working in the field, 2-5 years, because they want students that will go back out into the field. This will allow students to enter what she termed as the *developmental spiral*: students enter as practitioners, the first year they look at coursework in particular practitioner tracks (specializations and theory) as a process of dialogue, utilizing their own experiences in the field

with which they arrived. They then re-enter the field in a 6-month internship, again re-entering the developmental spiral. And finally in their last semester students encounter theory once again and work on their capstone paper, integrating their recent field experience with peace studies theory. Another key point was that faculty often experience pedagogical challenges and need to adjust to their students, learning how to “meet students where they are in terms of educational language.” The second major practical change was hiring a new staff member who has grown from a career counselor: developing relationships in the field with peace and CR orgs, preparing students applications, and putting together a program long professional development seminar in order to establish the professional identity of a strategic peacebuilder.

She closed with the idea that scholar practitioners need to “keep the conversations going on at all times” meaning constant dialogue with themselves and others about what it means to be a practitioner and scholar.

**Kroc Institute for International Peace Studies at the University of Notre Dame**  
<http://kroc.nd.edu/>

**Peace and Conflict Resolution: Ron Fisher, American University**

Ronald Fisher provided an overview of the International Peace and Conflict Resolution (ICPR) Program at American University’s School of International Service. Dr. Fisher illuminated some key insights as he described the program, including a difficult trend in faculty hiring. SIS has been putting more emphasis on faculty that can work across fields, and not looking for tenure track positions in any one program. In addition, many universities, including AU, have hired more and more term faculty, which does not provide as much stability. Dr. Fisher did point out, however, that almost all core classes in ICPR are taught by full time faculty. At AU, the program is based on 5 pillars: multidisciplinary in an international relations and peacebuilding context, fusion of peace studies and conflict resolution, integration of theory and practice, centrality of culture and identity, and the interface with human rights, development and humanitarian relief.

Dr. Fisher went on to identify examples of success for the program such as pioneering coursework in the international economics of violence and peace, affiliations and partnerships inside and outside of campus, and graduate placements. Finally, Dr. Fisher pointed out another key issue for the field: opportunities and challenges for post program employment, which can be viewed as an ethical issue in terms of training more graduates than there are available positions in the field.



**International Peace and Conflict Resolution Program, School of International Service, American University**

<http://www.american.edu/sis/ipcr/>

### **Conflict Analysis and Resolution: *Andrea Bartoli, George Mason University***

Dr. Bartoli gave an overview of his insights on the trajectory of the field, specifically as it pertains to peace and conflict resolution studies, noting several issues, challenges and opportunities. He began by discussing some of the epistemological issues in learning and knowing CR, noting that action and practice are fundamental to the training. He went on to stress the importance of institutions as collective enterprises of teaching and learning, challenging the audience to think about what constitutes their collectivity. Dr. Bartoli then spoke about the conversation between theory and practice, noting that it is essential that the field develop new methodologies to study the organic work of peacebuilding on the ground. Finally, he spoke of the challenge of integration in a field that is becoming more and more disintegrated, noting that our collective capacity as a field depends on our ability to integrate.

*“The whole world needs the whole world and all graduate programs need all programs. We must grow all together.”*

The School for Conflict Analysis and Resolution (S-CAR), George Mason University

<http://scar.gmu.edu>

Point of View

<http://scar.gmu.edu/point-of-view>



**Brian Polkinghorn, Salisbury University; Susan St. Ville, University of Notre Dame; Margaret Smith, American University; Ronald Fisher, American University; Andrea Bartoli, George Mason University**

## Plenary Two Educating for Professional Practice: Competencies and Experiences

### Key Ideas and Challenges for Moving Forward

- Competencies for the field: What are they, who is defining them, and who should we ask?
- Do we need to develop specializations and the competencies therein?
- Identify the definition of our field. How do we avoid co-option by other fields?
- Training the next generation of practitioners for over 20 distinct sectors of work.
- Interdisciplinary work: How do you effectively communicate what you do and know to other sectors and fields?
- How do we provide spaces in our institutions to allow students to learn from practitioners?

**Moderator:** *Wanda Wigfall-Williams, American University*

**Competencies for Practice and Guidelines for Programs: Implications of the Association for Conflict Resolution (ACR) Initiative:** *Tamra Pearson d'Estree, University of Denver and Mara Schoeny, George Mason University*

Dr. Pearson d'Estree and Dr. Schoeny discussed developing competencies for the field with reference to the Association for Conflict Resolution's (ACR) Higher Education Standards Task Force Initiative. They pointed out that the Task Force grew very quickly in both participation and scope, with 25 universities contributing to the recommendations. The development of these competencies has been able to serve the field in a number of different ways including: helping universities that want to start new programs, providing a good place to start for the accreditation process, providing guidelines for universities to have leverage to change their programs, and providing definitions for the field of practice. The outcome of the task force initiative was a draft report ([see link below](#)), the generation of a networked community of practice, and the addition of a day to the annual ACR conference on graduate education programs. The main goal of the task force was to identify the competencies needed for a practitioner to perform a role or function including both knowledge and skills. For academic programs this meant training graduates who not only understand and can analyze conflict, but who also have some ability to act in or to constructively affect conflict. Ultimately, they stressed that the competencies developed in the field are transportable and overlap with many other fields.

### **The Call for Program Guidelines**

#### **Why Now?**

- The profile of effective practitioners continues to evolve as conversations mature regarding specialization, cultural appropriateness, and emerging sectors of practice.
- While the field of conflict resolution becomes more established, what is taught under its umbrella becomes more diffuse.
- Increasing in academic credentialing processes that require clear identification of learning objectives and measurement of outcomes.
- Beyond academia, employers, clients and credentialing bodies struggle to understand and assess the knowledge, skills, and abilities they should expect from graduates of these programs.

#### **ACR Task Force Report 2005**

[http://www.acrnet.org/uploadedFiles/About Us/PublicEducationTaskForceReport2005.pdf](http://www.acrnet.org/uploadedFiles/About%20Us/PublicEducationTaskForceReport2005.pdf)

**The Peacebuilding Mapping Project: Implications for Competencies:** *Necla Tschirgi, University of San Diego*

Professor Tschirgi began by stressing the definition of the field as being of the utmost importance, because it serves to identify the scope and boundaries of the field. There is a fear among academics and practitioners that the field may be easily co-opted by other fields without the same intentions and with other agendas. She went on to contextualize the competencies developing in the field under the lens of a Project funded by the Alliance for Peacebuilding, *The Peacebuilding Mapping Project*, which resulted in a report, *Peacebuilding 2.0*, defining the field from a practitioner perspective. (see link below) The research was done inductively by surveying the Alliance's membership, and then expanded to "like minded institutions" with a final sample of 119 organizations. The main conclusion of the study was the field has really expanded, "a flower with many petals," including over 20 different sectors represented in the peacebuilding arena. The implications, according to Dr. Tschirgi, is a re-conceptualizing of how we train students in the peacebuilding field. If everyone from local NGO's to International Organizations are doing the work, then what are the competencies involved? Partnerships also need to be at the core of our work. And finally we need to think about knowledge and skills competencies, but "*we also see peacebuilding as a lens, it is not only an activity. How do we integrate a lens into our pedagogy and into the work that we do to educate, train, and motivate the next generation of peacebuilders?*"

**The Peacebuilding Mapping Project**

<http://www.allianceforpeacebuilding.org/our-work/about-our-work/peacebuilding-mapping/>

**Learning Outcomes and Capstone Options:** *An illustration: Susan Shepler, American University*

Dr. Shepler gave an overview of AU's newly revised Master's programs, specifically focusing on the students' culminating experience in the program. At SIS, students have a choice of three capstone options: a substantial research paper, a Masters thesis, or a newly added third option of a practicum offered across SIS programs. Like Notre Dame's programs, students are also given professional development workshops toward their professional life after SIS. Dr. Shepler was the pilot supervisor for the first practicum last year, where a group of students across SIS worked for Search for Common Ground and traveled to Liberia to collaborate with an organization of Liberian youth in order to gauge what the differences were in post conflict donor priorities vs. youth priorities. The learning outcomes envisioned for the practicum program are as follows: (1) developing critical practitioners, (2) skills in group work and how to work with a client, (3) and a skill for the for supervisors of practica: "letting go of that process" so the students take ownership of the project with the client. Letting the students manage their own work leads to the best outcomes. Two major lessons that came from the pilot study were: (1) As educators, we must guide the students, but also be comfortable with a certain level of uncertainty, allowing the young people to take control of their own learning. (2) The students learn a great deal from interdisciplinary group work. It is challenging because students across SIS programs (ICPR, International Development, etc...) are in the team, and their struggles to bridge their own divides is what teaches them in part how to do group work. Being able to forge relationships with non "peacebuilders" working in the international realm is critical. You have to be able to explain and defend your work from a peace perspective and lens. Finally, Dr. Shepler revisited the point of "letting students be as great as they can be," often going beyond expectations.

**American University, School of International Service**

<http://www.american.edu/sis/ipcr/Curriculum.cfm>

**The Center for Peacemaking Practice: Susan Allen Nan, George Mason University**

The Center for Peacemaking Practice is relatively new, and tries to keep the basic competency “learning how to keep learning,” at its core by honoring the synergy between practice based work and being located in the academy. The center’s key areas of focus are: actively engaging practice in the education process, bringing practice-based experience into theory development, and fostering connections between individual practitioners and learning communities. A main focus at the Center is research engaging practice, debriefing methodologies, and action research in ongoing project initiatives. Current projects at the center include: Cypriot Problem Solving Workshops, China-Japan Dialogues, Syrian Diaspora Dialogues, and Latin American Partnerships. The implication and relevance for graduate student education at the center is as a place for practitioners to gather, to be mentored and engage in mentoring, and develop ongoing skills for ways of continuing development after graduation. For more ways to connect to The Center for Peacemaking Practice see the links below.

***A CENTER OF GRAVITY WITHIN THE  
UNIVERSITY FOR PRACTICE***

Staff, Fellows, Dean’s Fellow

- Actively Engaging Practice in the Education Process
- Bringing Practice-Based Experience into Theory Development
- Foster Connections between individual practitioners and learning communities
- Reflective, Intellectual, Collaborative, and Integrative Practice

**The Center for Peacemaking Practice**  
<http://scar.gmu.edu/cpp>  
<https://www.facebook.com/CenterforPeacemakingPractice?hl>



**Wanda Wigfall-Williams, American University; Susan Shepler, American University; Susan Allen Nan, George Mason University**

**Plenary Three**  
**From Recruitment to Employment: Factors for Success**

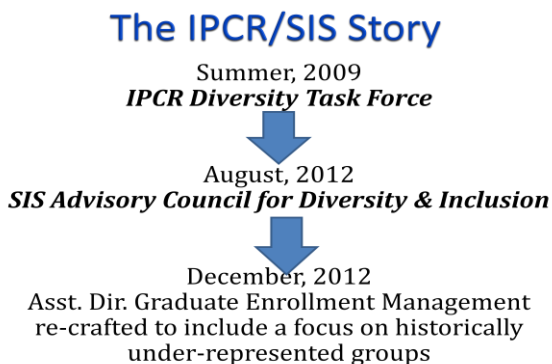
**Key Ideas and Challenges for Moving Forward**

- Diversity Issues in Graduate Education: Institutionalization of values and recruitment strategies.
- The need for balance between coursework and fieldwork.
- Defining peacebuilding and developing a common vocabulary.
- The necessity of field and “real world” experiences for graduate students.
- Do we need to develop specializations in graduate training toward employment?

**Moderator:** *Anthony Wanis- St. John, American University*

**Criteria for Admission: Academic, Experiential, Aspirational, Diversity:** *Rebecca Davis, American University*

Rebecca Davis, the Assistant Director of Graduate Enrollment Management at SIS, provided an overview of a new initiative that she is leading in graduate admissions, specifically on diversity in the graduate student body. Ms. Davis stressed the fact that the values of the university admissions process for ICPR are the same as the field itself, visions of positive peace, conflict analysis theory and practice, and a foundation in social justice. Access to education is a vehicle to breakdown structural barriers, and is in complete alignment with the mission and values of graduate programs in peace and conflict resolution. Again the importance of institutionalization arose, with dedicated staff time for diversity issues, and coordination across university institutions as the key to making sure that diversity is a priority. Ms. Davis suggested that admissions needs to think holistically about student applications, looking for indicators of resilience, and then providing the support systems necessary to retain the students. Again, partnerships arose as a key area of strategy across the institution, especially with graduate fellowship programs and diversity consortiums. Finally, some of the ongoing challenges were presented: tension between inclusion and exclusion, the question of who the work is for, funding, and new and creative ways for outreach.



**Office of Diversity and Inclusion, SIS,  
American University**  
<http://www.american.edu/sis/diversity/index.cfm>

## **Student Experiences and Aspirations: *Robert Schlehuber, American University***

Robert Schlehuber began by telling the audience his personal story and path to graduate work at American University from an undergraduate at the University of Illinois to the Peace Corps in the Ukraine; thus bringing his international experience to domestic challenges and then back out again. As a student in the ICPR Program, Mr. Schlehuber described a peacebuilding model that had many faces and interconnections to other fields, stressing that since the field is multifaceted, the graduate training should be as well. He also discussed local work experience and partnerships as invaluable for a graduate student. While working with a number of local DC organizations, he noticed that the field was missing a common vocabulary, and suggested that we bring different voices into the conversation so that different sectors could communicate more effectively. He then concluded by outlining challenges that graduate students face including: 1) how to better articulate peace and conflict resolution, 2) balance theory, applicable skills and experience in the field, 3) better communication between students and practitioners, 4) achieving a balance between university community and local community, and 5) making sure that the field does not forget about domestic issues. Finally, he made a call to everyone in the field to give their time for mentorship. Students are often intimidated by their professors, so it would help if the professors reached out as well.

## **Challenges for the Field**



Peacebuilding Connections  
[www.peacebuildingconnections.org](http://www.peacebuildingconnections.org)

## **United States Government Innovations in Peacebuilding and Conflict Resolution: 2013 Update on Opportunities and Competences. *Ariana Barth, American University***

After an initial report on this topic in 2010, Professor Ron Fisher and Ms. Barth decided it required an update in 2013. The goal of the report was to track developments in the United States Government in the areas of peace and conflict resolution work, identify job competencies for this work, and therefore better understand how the ICPR program can more effectively prepare students for employment in the US government. The report commented primarily on the work of the Office of Transition Initiatives (OTI) and the Office of Conflict Mitigation and Management (CMM) at the US Agency for International Development, and the now superseded Office of the Coordinator of Reconstruction and Stabilization (CRS) and the new Bureau for Conflict and Stabilization Operations (CSO) at the State Department. Ms. Barth also noted the impact of the Quadrennial Development and Diplomacy Review (QDDR) as a key factor in updating the report. A number of USG job competencies were identified, including: field experience (2-3 years), communication skills (make and break an argument), hands on experience with peacebuilding and



development projects, trade craft or specialization skills in conflict resolution, and personality attributes so that you embody the values of the organization. Finally, Ms Barth indicated that the “pillars of the ICPR” program were in fact validated as important and relevant to the field. However, she also noted that it is extremely rare to graduate directly into a position at the US government, and again stressed the importance of “real world” experience.

The complete report can be found at:

<http://www.american.edu/sis/ipcr/upload/USG-Innovations-Report-Revision-September-2013.pdf>

### **Opportunities and Challenges in Employment in Intergovernmental Organizations: *Sima Kanaan, World Bank***

Sima Kanaan, Manager of the World Bank’s Fragility and Conflict Division, gave a practical overview of the World Bank’s conflict resolution lens and its implications for graduate students in the field. She started by discussing *what’s trending at the Bank*, emphasizing that although the words “peace or peacebuilding” never appear (it is in fact against their mandate to use these terms), in the last few years “conflict, diplomacy, and security” have started to take root as core concepts. This was an overall paradigm shift at the World Bank in conflict, security, and development with an overarching framework of the Bank’s work centered on: 1. building capable and legitimate institutions, 2. ensuring citizen security and justice, and 3. creating jobs. There are multiple entry points for students that are interested in working at the World Bank, including leadership and coalition building activities, both analytical and operational, as well as the Center on Conflict, Security and Development, the Development Economics Group, and the World Bank Institute. However, Ms. Kanaan cautioned that the competition is enormous, and applicants need to have specialty skills in addition to training in peace and conflict studies. She encouraged students to gain field experience, diversify their work portfolios, and to think innovatively about blending disciplines.

The World Bank Institute

<http://wbi.worldbank.org/wbi/>



**Rebecca Davis, American University; Robert Schlehuber, American University;  
Anthony Wanis-St. John, American University; Ariana Barth, American  
University; Sima Kanaan, World Bank**

## Plenary Four Challenges and Strategies Going Forward

### **Key Ideas and Challenges for Moving Forward**

- Need to address the education gap between university teaching and employer needs.
- Faculty needs continued professional development and opportunities for field experience.
- The sustainability of the peacebuilding field.
- The need to engage in the practice of cross sector work and training.
- Sustaining the academic-practitioner, what does the future hold?

**Moderator: Ron Fisher, American University**

**Educating for Employers: The USIP Surveys: Craig Zelizer, Georgetown University**

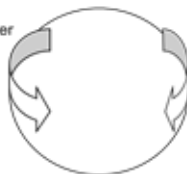
In his undergraduate years, Dr. Zeliger took a career counseling class titled: “How do you make a career out of social change?” He started by mentioning that there is a crisis in higher education: programs are not delivering jobs after the training program and the total student debt has reached 1 trillion dollars. He went to outline 4 issues that graduate schools in peace and conflict resolution need to address: 1) The jobs are out there, we just need to reframe how we position our students. 2) What type of career services are we providing to our current students and alumni and how are we building networks? 3) The career centers at your institutions need to “get the field” to help people “get employment,” and 4) Students need to develop a professional online identity (blogging and new media). Dr. Zeliger then gave an overview of his recent and current research based on the questions: *What qualifications are necessary for a career in international conflict resolution? What are the gaps between what is being taught and what employers need?* What he found is that universities and employers are often working toward different goals. Work experience is *the* most valuable asset and students need practical skills, such as project management and cross-cultural competencies. Finally, most conflict related positions involve cross-sectoral work in which conflict skills are integrated into other sectors.

#### **MODEL OF THEORY/RESEARCH/PRACTICE AND SAMPLE CAREERS**

*Most Positions Combine to Some Degree Research/Theory/Practice Aspects.*

##### **PRACTICE:**

- Development Practitioner
- Human Rights Worker
- Peace Activist



##### **RESEARCH:**

- Researcher at Think Tank
- Evaluation Researcher y
- Researcher for Foundation, NGO
- Human Rights Research

##### **THEORY:**

- University Prof/Researcher
- Think Tank Researcher

Peace and Collaborative  
Development Network  
<http://www.internationalpeaceandconflict.org/>

## Practitioner Training in PCR: Implications for Grad Education: *Pamela Aall, USIP*

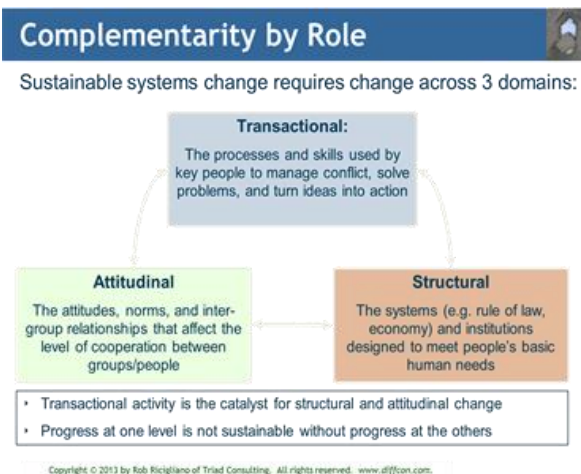
Pamela Aall, senior advisor for conflict prevention and management at the United States Institute for Peace, gave an overview of USIP's education programs as a bridge between academics and practitioners in the peacebuilding field. USIP began their education programs by asking people who were deployed to conflict areas what they wished they had known before they were deployed. A number of questions arose, such as: How do you develop conflict handling skills? How do you work across sectors? How do I interact with local partners? How do I explain what I am doing? (media training and communication skills.) She went to describe some of the implications for graduate education programs, noting that there are auxiliary skills that people need for fieldwork. She encouraged graduate programs to help their students realize that their purpose is to develop their own theory that will become the guiding force for their lives and the way they organize their work moving forward, paying particular notice to theories of change. Next, faculty must be able to operate in conflict zones in an ongoing fashion--it is necessary for their pedagogy and practice. Finally, she concluded that developing reflective practice and knowledge of the training of adults are crucial for success in graduate programming.

### The Academy for International Conflict Management and Peacebuilding

<http://www.usip.org/education-training-/academy-international-conflict-management-and-peacebuilding>

## Eliciting Complementarity, Not Co-optation: *Rob Ricigliano, University of Wisconsin, Milwaukee*

Rob Ricigliano, Director of the Institute for World Affairs at the University of Wisconsin-Milwaukee, gave an overview of the concept of complementarity (as opposed to co-optation) in the field and the implications for PCR graduate programs. He used a case study from a training operation commissioned by the United States Armed Forces, *Joint Irregular Warfare Analytic Baseline* (JIWAB), that explored how organizations from three different sectors of government (Department of State, USAID, and the Department of Defense) would respond to a conflict. From this theoretical training exercise, they found four things were necessary in order to act complementarily and not co-optatively: 1) Align with a common purpose. 2) Enable learning and self-organization. 3) Strive for vertical and horizontal integration, and 4) Establish basic operating rules that reduce barriers to cooperation. He concluded by contending that graduate education programs should strive to incorporate an understanding of complementarity in their students; and cited the Masters in Sustainable Peacebuilding at UWM as an example of an attempt to do so.



**Masters in Sustainable Peacebuilding**  
<http://www.graduateschool.uwm.edu/students/prospective/areas-of-study/sustainable-peacebuilding/>

## **Recruiting and Retaining Scholar-Practitioners in Academia: Kevin Avruch, George Mason University**

Kevin Avruch, now the Dean of the School for Conflict Analysis and Resolution at George Mason University, gave an overview of a study that he conducted with Susan Allen Nan, subsequently published in *Negotiation Journal* 29(2) April 2013, on recruiting and retaining scholar-practitioners in the academy. He began by presenting the basic problem: *Very few scholars do practice and very skilled practitioners very rarely write anything down* and few end up at a university. He went on to comment on the state of the “The Academy” in the social sciences: the large number of adjuncts, the lack of tenure track positions, and the culture of the academy which seems to be in dire straits in general and not just in this field. Dr. Avruch problematized the concept of scholar *versus* practitioner, but recognized again that very few academics were able to maintain practice while in the academy. He conducted survey research with “an unfortunately small sample” of academics who were able to maintain some form of practice and asked three questions:

1) *What are the challenges for peacebuilders who work in academic settings full time?* The answer was predominantly “it always has to be done on the side as long as everything else is done.” Issues such as time, tenure and promotion, positivist views of research, publishing, and pedagogy were all noted as enormous challenges for the scholar-practitioner.

2) *How are you addressing these challenges?* Very few had any answer to this question, but did note that if you could swing it the best home base to have is a university.

3) *What are your future visions for scholar-practitioners?* The answers to this question were equally grim in that without tenure, it is almost impossible to maintain a role as a scholar-practitioner. Finally, the institutional variables that contribute to the scholar-practitioner culture, or lack thereof, are the ethos of the university, the more Carnegie I research focused the harder practice will be, the type of governance structure--are you a freestanding institute or school (like SCAR), are you a professional school vs in the arts and sciences, and are you a separate department or a program?

Ultimately, the sustainability of the field depends on having mentors with a commitment by the institution to combine research and practice; however the number of PhD programs is a proxy for the commitment of the university to the field.

**Full journal article can be found at:**

*Negotiation Journal* Vol. 29 Number 2 April 2013

*Introduction: The Constraints and Opportunities of Practicing Conflict Resolution from Academic Settings, Kevin Avruch and Susan Allen Nan*



**Craig Zelizer, Georgetown University; Pamela Aall, USIP; Ronald Fisher, American University; Robert Ricigliano, University of Wisconsin-Milwaukee; Kevin Avruch, George Mason University**

## APPENDIX

### BIOGRAPHICAL NOTES

**Pamela Aall** is senior vice president at the U.S. Institute of Peace and provost of its Academy for International Conflict Management and Peacebuilding. She is past president of Women in International Security and has worked at the President's Committee for the Arts and the Humanities, The Rockefeller Foundation, the European Cultural Foundation, and the International Council for Educational Development. Aall has authored a number of articles and has co-authored and co-edited a series of books on international conflict management including *Rewiring Regional Security in a Fragmented World* (2011), *Leashing the Dogs of War: Conflict Management in a Divided World* (2007); *Grasping the Nettle: Analyzing Cases of Intractable Conflict* (2005); *Taming Intractable Conflicts: Mediation in the Hardest Cases* (2004); and *Turbulent Peace: the Challenges of Managing International Conflict* (2001).

**Kevin Avruch** is Henry Hart Rice Professor of Conflict Resolution and professor of anthropology at the School for Conflict Analysis and Resolution, George Mason University, and senior fellow at the university's Peace Operations Policy Program in the School of Public Policy. He is author most recently of *Context and Pretext in Conflict Resolution: Culture, Identity, Power and Practice* (2012), and editor, with Christopher Mitchell, of *Conflict Resolution and Human Needs: Linking Theory and Practice* (2013).

**Andrea Bartoli** is S-CAR's Drucie French Cumbie Chair and the Dean of The School for Conflict Analysis and Resolution at George Mason University. He works primarily on Peacemaking and Genocide Prevention. The Founding Director of Columbia University's Center for International Conflict Resolution (CICR), a Senior Research Scholar at the School of International and Public Affairs (SIPA), a Teaching Fellow at Georgetown University, and at the University of Siena, Dr. Bartoli has taught in the US since 1994. He chaired the Columbia University Seminar on Conflict Resolution. He is a member of the Dynamical Systems and Conflict Team, a Board member of Search for Common Ground and Peace Appeal Foundation. He has been involved in many conflict resolution activities as a member of the Community of Sant'Egidio, and has published books and articles on violence, migrations and, conflict resolution.

**Rebecca Davis** is the Assistant Director of Graduate Enrollment Management in the School of International Service at American University. Her role involves directing SIS diversity and inclusion initiatives with particular attention to recruitment and retention of historically under-represented groups. She established and chairs the SIS Advisory Council on Diversity and Inclusion. Prior to taking her current position in December 2012, she spent five years working as the International Peace and Conflict Resolution Program Coordinator in SIS and seven years teaching high school social studies at Good Counsel High School in Maryland. She served as an Americorps volunteer in Selma, AL from 1998-99. Rebecca holds an M.A. in International Peace and Conflict Resolution with a focus on race relations and the facilitation of intergroup processes.

**Ronald Fisher** is a Professor of International Peace and Conflict Resolution in the School of International Service at American University. He was the founding coordinator of the Applied Social Psychology Graduate Program at the University of Saskatchewan, Canada, and has taught at a number of universities in Canada, the United States, and Europe in peace studies and conflict resolution. His primary interest is interactive conflict resolution, which involves informal third party interventions in protracted and violent ethno-political conflict. His publications include a number of books at the interface of social psychology and conflict resolution as well as numerous articles in interdisciplinary journals in peace and conflict resolution.

**Melanie Cohen Greenberg** is President and CEO of the Alliance for Peacebuilding. Before joining the AfP, she was the President and founder of the Cypress Fund for Peace and Security, a foundation making grants in the areas of peacebuilding and nuclear nonproliferation. She was a visiting scholar at the Johns Hopkins School for Advanced International Studies, director of the Conflict Resolution Program at the William and Flora Hewlett Foundation, and she previously served as associate director of the Stanford Center for International Security and Cooperation, and deputy director of the Stanford Center on Conflict and Negotiation. In her work on international conflict resolution, Melanie has helped design and facilitate public peace processes in the Middle East, Northern Ireland, and the Caucasus. She has taught advanced courses in international conflict resolution, multi-party conflict resolution and negotiation at Stanford Law School and Georgetown University Law Center, and is currently an adjunct faculty member at the Elliott School of George Washington University.

**Sima Kanaan** is currently leading the World Bank Institute's Fragility and Conflict Practice. Before moving to WBI in September 2009, she was working with the Bank's central policy department focusing on issues of fragility and conflict. She played a lead role in revising the Bank's policy on emergency response. Before she moved to Washington, DC, Ms. Kanaan spent almost 6 years working at the World Bank's Country Office in Jerusalem as country manager and as coordinator for human development programs in Israel. In that capacity, she was responsible for managing Bank operations in the areas of social protection, emergency response and support to NGO service delivery. Before joining the World Bank, she worked for 10 years with the United Nations Development Program where her last position was that of Deputy Resident Representative in the UNDP Office in Tbilisi, Georgia.

**Susan Allen Nan** is Associate Professor of Conflict Analysis and Resolution at George Mason University, where she serves as Director of the Center for Peacemaking Practice. Susan facilitates conflict resolution dialogues in the South Caucasus, and designs evaluations for complex conflict resolution initiatives. She is the co-editor of *Peacemaking: From Practice to Theory*, as well as numerous practice-related chapters and articles. Susan Allen Nan joined the S-CAR core faculty in 2005 after two years teaching International Peace and Conflict Resolution as Assistant Professor at the School of International Service at American University. Between graduate school and joining the faculty at ICAR, she co-founded and directed the Alliance for Conflict Transformation (ACT) and served as Senior Program Associate for the Conflict Resolution Program at the Carter Center in Atlanta, GA.

**Tamra Pearson d'Estrée** co-directs the interdisciplinary Conflict Resolution Institute at the University of Denver, and is the Henry R. Luce Professor of Conflict Resolution in the Josef Korbel School of International Studies. Dr. d'Estrée's research areas include identity dimensions of social and ethnic conflict, procedural justice, and the evaluation of international, community and environmental conflict resolution. She is also involved in CR training, intergroup interactive problem-solving workshops, and the development of conflict resolution academic programs abroad. She has served as an evaluation consultant to community, academic, and non-governmental organizations as well as to UNESCO, UNDP, USIP, and USIECR.

**Brian Polkinghorn** is a Distinguished Professor of Conflict Analysis and Dispute Resolution in the Department of Conflict Analysis and Dispute Resolution and Executive Director of the Center for Conflict Resolution at Salisbury University. Brian has been in the field since the middle 1980s and is an alum of SCAR GMU, PARC (Maxwell School) Syracuse University and a fellow at PON. Most of his research is on environment and natural resources in developing countries, federal workplace CR program assessments and a tracking of the graduate field of conflict resolution.

**Robert Ricigliano** is Director of Institute of World Affairs, University of Wisconsin, Milwaukee, where he teaches International Mediation and Negotiation through the Department of Communication. He has trained aid workers in Afghanistan, worked with political parties in the new Iraqi Parliament, assisted the peace process in the Democratic Republic of Congo, and has been involved in peacebuilding interventions in Russia, Georgia, Colombia, South Africa, and elsewhere. He has written numerous articles on peace processes and negotiation. He served as Executive Director of the Conflict Management Group and Assistant Director of the Harvard Negotiation Project.

**Abdul Aziz Said** is the senior ranking professor at American University and the first occupant of the endowed Mohammed Said Farsi Chair of Islamic Peace. He founded the university-wide Center for Global Peace, which undertakes a range of activities, both on and off campus, aimed at advancing our understanding of world peace. Dr. Said's deep commitment to nonviolence, human rights, political pluralism, cultural diversity, and ecological balance has furthered the expansion of Peace and Conflict Resolution as a field of study throughout the world.

**Robert Schlehuber** received his M.A. in International Peace and Conflict Resolution from American University's School of International Service in May of 2013. While at American University, Bob served as President of American University's Creative Peace Initiatives organization and the President of the AU Peace Corps Community. Bob has extensive experience in community organizing and recently founded Operation Respect Rock River Valley and Operation Respect Ukraine. Operation Respect Ukraine was founded during Bob's Peace Corps service from 2009-2011. Bob is currently the CEO of Peacebuilding Connections, an organization that uses the arts to support cross-cultural initiatives.

**Mara Schoeny** is an Assistant Professor at the School for Conflict Analysis and Resolution at George Mason University and the Director of the School's Graduate Certificate Program. She teaches courses in research and evaluation methods, practice skills and the integration of inter-disciplinary approaches to conflict analysis and resolution. She was a 1998 USIA Visiting Fellow in the Curriculum Development Exchange Program, in residence at Yerevan State University, Armenia. She is a former youth camp director with experience in traditional camp settings as well as dialogue and co-existence camps for youth from conflict areas. Her research and practice interests include nonviolence, education and training and dialogue processes.

**Susan Shepler** is Associate Professor at American University School of International Service. Dr. Shepler's research interests include youth and conflict, reintegration of former child soldiers, post-conflict reconstruction, refugees, education and economic development, NGOs and globalization, transitional justice, and childhood studies. In addition to her academic work, Dr. Shepler has conducted research for UNICEF, the IRC, and Search for Common Ground. Her work has appeared in *The Journal of Modern African Studies*, *Africa Today*, *Anthropology Today*, and *the Journal of Human Rights*. Her book on the reintegration of former child soldiers in Sierra Leone, *Childhood Deployed*, is forthcoming from NYU Press.

**Margaret Smith** is a scholar in residence at the School of International Service at American University. Before becoming a scholar, Professor Margaret Smith worked for some years for the peacemaking NGO Initiatives of Change. She did her doctoral research at the Fletcher School, Tufts University, and was for five years as an associate of the Program on International Conflict Analysis and Resolution at Harvard. She is the author of "Reckoning with the Past: Teaching History in Northern Ireland," which examines the link between historical memory and conflict, and the possibilities that school history teaching offers as form of post-conflict rebuilding.

**Susan St. Ville** is director of the master's program at the Kroc Institute at the University of Notre Dame. The courses she teaches include Gender and Peace Studies and Trauma and Peacebuilding. Her research and clinical interests focus on trauma, healing, gender issues in war and peace, and the psychological effects of violence. At Notre Dame, St. Ville has served as a lecturer in theology and coordinator of the university's Gender Studies Program. She also has been a lecturer in social work at Saint Mary's College. St. Ville has conducted several training workshops internationally on trauma healing in post-conflict settings. Since 2002 she has worked as a clinician in the South Bend area, focusing on issues of sexual violence and trauma healing. Her publications include *Bodily Citations: Religionists Engage Judith Butler*, co-edited with Ellen Armour, *Transfigurations: Theology and the French Feminists*, co-edited with C.W. Kim and Susan Simonaitis as well as articles in journals such as *Concilium: International Journal of Theology and Criterion*.

**Necla Tschirgi** is Professor of Practice in Human Security and Peacebuilding at the Joan B. Kroc School of Peace Studies at the University of San Diego and co-Executive Editor of the Journal of Peacebuilding and Development. Her international career has spanned research, policy analysis, teaching at the intersection of security and development. Dr. Tschirgi served as an in-house consultant/Senior Policy Advisor with the Peacebuilding Support Office at the United Nations Secretariat in New York, and was the Vice President of the International Peace Academy (IPA). Prior to joining IPA, she headed the Peacebuilding and Reconstruction Program at the International Development Research Centre (IDRC). Her recent publications include: *Securitization and Peacebuilding* in the Routledge Handbook of Peacebuilding (2013).

**Anthony Wanis-St. John** is Associate Professor at American University who researches international negotiation, military negotiations, ceasefires, humanitarian negotiations and peace processes. He has created several advanced courses on negotiation for SIS, ranging from interpersonal skills and analysis to complex international multilateral contexts. He also conducts advanced negotiation trainings, mediation and conflict resolution workshops in diverse organizational contexts and sectors. He is an advisor to the Academy of International Conflict Management and Peacebuilding at the United States Institute of Peace.

**Wanda Wigfall-Williams** has negotiated with terrorists, facilitated dialogues and focus groups with paramilitary groups, and worked to develop anti-human trafficking campaigns in Eastern Europe and Asia. She has taught at George Mason University in the Institute for Conflict Analysis and Resolution and at Columbia College presenting graduate courses in conflict management, mitigation and reconciliation strategies. She also has lectured at Queens University in Belfast, Northern Ireland. As the first American named a Tip O'Neill Peace Fellow, Dr. Wigfall-Williams conducted extensive field research examining identity negotiation strategies within the context of cross-cultural marriages in the divided society of Northern Ireland. She is exploring how diasporic allegiances impact conflict in divided societies such as Northern Ireland, Sri Lanka, Haiti and the Dominican Republic.

**Craig Zelizer** is the Associate Director of the MA in Conflict Resolution within the Department of Government at Georgetown University. His areas of expertise include working with youth from violent conflict regions, civil society development and capacity building in transitional societies, program evaluation and design, conflict sensitivity and conflict mainstreaming, the connection between trauma and conflict, the role of the private sector in peacebuilding, and arts and peacebuilding. He has published several articles, and co-edited the book *Building Peace, Practical Reflections from the Field* (Kumarian Press, 2009). He was one of the co-founders and a senior partner in the Alliance for Conflict Transformation, a leading non-profit organization dedicated to building peace through innovative research and practice. He has worked for/or served as a consultant with many leading development and peacebuilding organizations including the United States Institute of Peace, Rotary International, and USAID.