



COLLEGE OF SOCIAL SCIENCES
public policy center
UNIVERSITY OF HAWAI'I AT MĀNOA

TO: Representative Jerry L. Chang, Chair and
Representative Joe Bertram, III, Vice Chair
and members of the Committee on Higher Education

From: Susan M. Chandler,
Interim Director, Public Policy Center

Re: Support of H.B. No. 2750 Peace Education

Thursday, January 31, 2008
3:00 P.m. Room 309

Thank you for the opportunity to testify in support of the Matsunaga Institute for Peace (MIP) at the University of Hawaii. I could not agree more with Senator Spark Matsunaga's stated hope that every student enrolled in the University of Hawaii should be exposed to peace studies. In these complex and seemingly increasingly violent times, it is imperative that students learn about practical peacemaking strategies such as mediation, facilitation and conflict resolution techniques.

Our community has been shocked by the recent cases of domestic violence and the murder of a young child. One can only hope that if these alleged perpetrators had learned about non-violence, and other ways to handle anger, lives may have been saved.

The Matsunaga Institute for Peace is an interdisciplinary program that provides excellent undergraduate and graduate classes. Students may earn a certificate that provides them with community-based experiences in "real live" settings to hone their skills. MIP students have completed internships in domestic violence settings; child abuse programs, community-based programs across the state and with non-governmental organizations agencies across the world.

Others will testify about the strength of the research being conducted and the array of community service and application that MIP is so well respected for.

I have been with the University of Hawaii for over 30 years in many different capacities. MIP is now affiliated with the Social Sciences Public Policy Center and I am honored to be a part of this strong and important Institute on campus. If it is to continue its work and make progress toward Spark Matsunaga's goal, and continue to serve the campus and the community, it must be supported.

Thank you for the opportunity to testify. Please note also, that I am testifying as a private citizen and do not want this appropriation to supplant any other essential funds in the University of Hawaii budget.

Carole J. Petersen
Email: carolep@hawaii.edu
Telephone: 808-342-6441

To: Representative Jerry L. Chang, Chair; Representative Joe Bertram III, Vice Chair;
and Members of the Committee on Higher Education, House of Representatives

From: Carole J. Petersen
Interim Director, Spark M. Matsunaga Institute for Peace

Re: Testimony in Support of H.B. No. 2750

For: Hearing on Thursday, January 31, 2008, 3:00 p.m. (Conference Room 309)

Thank you for the opportunity to testify in support of House Bill No. 2750, which would support the Matsunaga Institute for Peace and Program on Conflict Resolution in our mission of promoting peace through education, research, and community service. I am testifying today in my personal capacity.

As a relatively new Interim Director on the Institute, I have endeavored to learn about its many programs and am truly impressed by what it has accomplished with such a small staff. Although the Institute has only two and one-half internal faculty (I also teach half-time in the William S. Richardson School of Law), it has developed a full range of courses in peace studies and conflict resolution. As explained more fully in the attached *Annual Report for 2007* (pp. 2-3), more than 400 students are enrolling in our courses each year and a growing number are working toward a qualification in the field, either: (1) the Certificate in Peace Studies; (2) the B.A. in Peace and Conflict Resolution; or (3) the Graduate Certificate in Conflict Resolution. To meet the demand, the Institute frequently hires outside teachers and we value their support. However, we also need to expand our internal faculty, in order to guarantee that certain core courses will be offered each year and that students receive appropriate academic counseling and supervision.

In addition to teaching and academic research, my colleagues in the Institute regularly provide mediation, facilitation, and training services. For example, in 2007, the Institute provided services to several departments in the University of Hawai'i system, as well as to the Safe Schools Advisory Committee and the Kaka'ako Makai Advisory Working Group. (See pp. 6-8 of the attached *Annual Report* for more details and other 2007 service projects.) These services are provided at very reasonable fees and often on a

pro-bono basis. They help to promote peace in our community and also provide a "conflict resolution clinic" for our students. However, my personal view is that our faculty and staff are overloaded and feeling the stress; we may need to scale back some projects if we cannot adequately staff them.

This is a particularly important time to build vibrant programs in peace studies, human rights, and conflict resolution. There are many violent conflicts in the world, some far away and some very close to home. University students and members of the community need to study these issues and participate in finding peaceful and just solutions -- at the global, national, and local levels. It is also the right time to strengthen our understanding of what is special about peacemaking in Hawai`i and to consider how it can be a leader in conflict resolution in the Asia Pacific Region. It is sometimes argued that Hawai`i should be the "Geneva of the Pacific". If Hawai`i wants to play that role, then the University needs strong educational and research programs in peace studies and conflict resolution. We also need to increase the Institute's contacts in the Asia Pacific region, through conferences and academic exchanges. The attached *Annual Report* describes some of the international trainings and exchanges that have been initiated by faculty in the Institute. But we could do much more to connect Hawai`i to the international fields of peace studies and conflict resolution. Having taught in Asia (at the University of Hong Kong) for many years, I can testify that universities and professional groups in the Asia Pacific region would like to work more with the Matsunaga Institute and Hawai`i's conflict resolution community. One way to expand regional cooperation is to support House Bill No. 2750 and help the Institute to build and strengthen its programs. I do wish to note, however, that I would not want this bill to supplant any other essential funds in the University of Hawaii budget.

I am attaching a copy of the *Annual Report for 2007*, which provides detailed information on the Matsunaga Institute's educational programs, research, and services to the University and the wider community. I would be happy to answer any questions.



Carole J. Petersen

January 30, 2008

**Spark M. Matsunaga Institute for Peace
& Program on Conflict Resolution
University of Hawai'i at Mānoa**

Annual Report for 2007

Introduction

The Institute for Peace was established in 1986 and renamed, in 1990, to honor former U.S. Senator Spark Matsunaga, a leader in the movement to promote peace. In 1986 he expressed his hope that: "Eventually every student enrolled in Hawai'i's public university system will be exposed to peace studies." The Program on Conflict Resolution (PCR) was also established at the University in 1986, to make significant contributions to the early identification, research, prevention, and peaceful resolution of conflicts. PCR soon began to provide mediation, facilitation, and training services to the University and the broader community. In 1996, the PCR merged with the Matsunaga Institute and the combined entities are referred to here as the Matsunaga Institute for Peace and Conflict Resolution (or "the Institute"). The Institute is a multi-disciplinary academic community dedicated to teaching, research, and community service in the fields of peace studies and conflict resolution.

This is a particularly important time to build vibrant programs in peace studies and conflict resolution. The "war on terror" and the conflicts in Afghanistan, Iraq, and other nations have raised many difficult questions for civil society. These issues include: the role of international law and United Nations peacekeeping forces; the proliferation of nuclear weapons; increased surveillance of citizens in the name of preventing terrorism; and the moral dilemmas faced by commanders and individual soldiers. University students and the broader community should be encouraged to study these issues and become equipped to participate in public discussions at the global and national levels. In addition, there are many important and potentially divisive issues in our local community, including: the unresolved claims of indigenous Hawaiians; the role of the military in Hawai'i; economic inequality; bullying in schools; domestic violence; tensions between development and environmental justice; and the relationship between Oahu and neighbor islands. There is an ongoing need to strengthen our theoretical understanding, as well as our practical skills, in the fields of peace studies, human rights, mediation, and collaborative problem solving.

This 2007 Annual Report summarizes developments in and achievements of the Institute in the following areas: (1) courses and academic programs; (2) staffing; (3) research and academic exchanges; (4) public forums and conferences; and (5) mediations, facilitations, and other services provided to the University and the broader community. Additional information can be obtained from the Institute's newsletter, *Highlights and Insights 2007*, and also from its website (at <http://www.peaceinstitute.hawaii.edu>).

1. Educating for Peace: The Institute's Courses and Academic Programs

Courses offered by the Institute are referred to in the University of Hawai'i at Mānoa Course Catalog as "PACE courses", an abbreviation for Peace and Conflict Education (and Italian for "Peace"). Enrollment in PACE courses (a list of which is attached as Appendix I) has increased to more than 400 students each academic year.

Students who wish to specialize in the field and obtain a formal qualification may pursue one of the following programs:

The Certificate in Peace Studies. This was the first academic award offered by the Institute. It introduces students to the fundamentals of peace studies and allows students to obtain the equivalent of a minor in the field (it fulfills the University's requirement that students complete a minor in order to graduate). Forty-one students have completed the Certificate and an additional 12 students are pursuing the award, for a total of 53 students.

The B.A. in Peace and Conflict Resolution. This degree is offered in cooperation with Interdisciplinary Studies. It allows students to design their own programs, with counseling from faculty in the Institute and Interdisciplinary Studies. Twenty-two students have completed the B.A. and an additional 12 students have declared it as their major, for a total of 34 students.

The Graduate Certificate in Conflict Resolution. This is the Institute's newest program, having graduated its first students in 2003. It can be completed by itself or in conjunction with another graduate degree. The Certificate introduces students to the fundamentals of conflict resolution, mediation systems, dynamics of group conflicts, group deliberations, and culturally appropriate dispute resolution. Twelve students have completed the Certificate and an additional 35 students are enrolled, for a total of 47 students. It is now also one of the graduate certificate choices for the East-West Center, which will expand the size and diversity of the student body.

All three of the Institute's academic programs include a practicum, allowing a student to develop important skills in practical peacemaking and conflict resolution. While many students have arranged their practicums in local organizations, others have worked overseas, broadening their understanding of the conditions necessary for peace and development. The reports written by students on their practicum experiences provide compelling evidence of the value of these educational programs. The Jacob Peace Award and the Tanahashi Scholarship (supported by private donations and administered by the Institute) help to support students who demonstrate a particularly strong commitment to peace studies or conflict resolution. Since 1996 there have been 15 Jacob Peace Award recipients and 14 Tanahashi Scholarship recipients.

In addition to providing courses, the Institute helps to foster student activities in the fields of peace and conflict resolution. For example, Dolores Foley (Director of the Institute's PCR and Associate Professor in the Department of Urban Planning) recently introduced

students to the Sustained Dialogue Campus Network (SDCN), a project of the International Institute for Sustained Dialogue. Students are trained to moderate dialogues and they meet every other week to discuss issues of concern. Students have also recently formed, with guidance from the Institute, a Mediation and Peace Club. This organization will promote interest in peace studies and conflict resolution and also further the University's commitment to providing a safe and civil learning environment for all students and staff. Students who have completed PACE 447 (a basic course in mediation skills) can also assist Institute staff with mediations on campus. Students in the Graduate Certificate in Conflict Resolution also accompany faculty and participate in campus-wide and community-wide facilitations. This serves as a practice "clinic" and allows students to hone their skills.

2. Staffing

Previously a distinct academic unit, the Institute is now based in the Public Policy Center of the College of Social Sciences. Although there are important synergies between public policy and the Institute's work, it needs to maintain its distinct identity and mission. Unfortunately, funding and physical space for the Institute have declined over the past decade and it has not had a full-time Director since 2003. The Institute has two full-time faculty (Brien Hallett and Bruce Barnes); one full-time program manager (Karen Cross); and one half-time administrative-fiscal (APT) employee (Diane Sakai). For the past two academic years, Jeannie Lum (an Associate Professor in the College of Education and an active affiliate of the Institute), has taught full-time in the Institute's undergraduate programs; she will be returning full-time to the College of Education in mid-2008. Carole Petersen (who also teaches half-time in the Law School) joined the Institute in August 2007 and currently serves as a half-time Interim Director of the Institute. Grants and other "soft money" are used to employ an additional administrative assistant (Patricia Shields), but continued funding for this position is uncertain.

The Institute relies heavily upon academics holding appointments in other departments of the University to sustain its academic and community programs. Affiliate faculty who have been particularly active in 2007 include: Susan Chandler (Interim Director of the Public Policy Center); Jeannie Lum (Education); Dolores Foley and Kem Lowry (Urban and Regional Planning); Carolyn Stephenson (Political Science); Michael Jones (Physics); Jon Van Dyke and John Barkai (Law School); David Chandler (Sociology); and Leslie Sponsel (Anthropology). This participation from other University departments helps the Institute to maintain its interdisciplinary approach to peace studies and conflict resolution. The Institute also maintains links with other departments, and the broader community, through its Advisory Committee and PCR Policy Committee (members are listed at Appendix II to this report).

Professionals in the fields of peace and conflict resolution frequently serve as outside lecturers for PACE courses and regularly contribute to Institute events. For example, Ha'aheo Guanson (a former Director of the Institute) and Kaleo Patterson offer courses on Indigenous Peacemaking and Ho'oponopono, while Brian Jarrett teaches on-line courses for the Institute. Practicing mediators and facilitators, including Ben Carroll,

Louis Chang, and Marina Pischolish, teach courses in conflict resolution and offer students a real-life perspective on the field.

The Institute highly values the input it receives from practitioners and academics outside the Institute. Nonetheless, the Institute will need more permanent positions if it is to fulfill its mission. At present, with only two and one-half internal faculty, the Institute cannot guarantee that all the core courses will be offered every academic year. There is also increased demand for academic counseling from students who wish to pursue one of the Institute's three programs (described above), and this counseling should be provided primarily by internal faculty. Additional staff would enable the Institute to continue to provide important community services, while also rebuilding its research program in the dynamic fields of peace studies, human rights, and conflict resolution.

As described in more detail in Section 5 below, the Institute is frequently called upon to provide mediation, facilitation, and training services, not only in Hawai'i but also in other nations in the Asia Pacific. These projects provide valuable community services and enrich our understanding (and therefore our students' understanding) of comparative peacemaking and conflict resolution. It is widely recognized that universities can provide neutral forums and help bring people together to deliberate public issues. (See, for example, a recent article in the newsletter of the Policy Consensus Initiative (PCI), which discusses some of the work of the Institute and the Public Policy Center, at: http://www.policyconsensus.org/publications/news/PCI_Newsletter_July_07_feature1.html.) However, faculty and staff in the Institute are becoming increasingly overloaded and some service projects may have to be cut if they cannot be adequately staffed.

3. Research and Academic Exchanges

In addition to their normal teaching responsibilities, faculty appointed in the Institute are active researchers and participate in academic exchanges. For example, in 2007:

Carole Petersen, Associate Professor and Interim Director (half-time) published: *Bureaucratic Justice: The Incarceration of Mainland Chinese Women Working in Hong Kong's Sex Industry*, 51(1) INTERNATIONAL JOURNAL OF OFFENDER THERAPY AND COMPARATIVE CRIMINOLOGY 52-67 (2007) (with Karen Joe Laidler and Robyn Emerton); and *Higher Education Restructuring and Academic Freedom in Hong Kong*, 6(1) THE JOURNAL OF COMPARATIVE ASIAN DEVELOPMENT 143-63 (2007) (with Jan Currie). In September 2007, she delivered lectures on gender and human rights at the University of Inner Mongolia (as part of a training program for professors from Western China, sponsored by the Norwegian Centre for Human Rights).

Brien Hallett, Associate Professor, recently completed a manuscript on presidential war powers (submitted) and contributed two chapters to the second edition of *ENCYCLOPEDIA OF VIOLENCE, PEACE, AND CONFLICT* (Academic Press, forthcoming 2008, Kurtz, ed.). Hallett is on the Steering Committee for the War

and Peace project, based at Sokendai (Center for Advanced Studies Research) in Hayama, Japan, which sponsors an annual workshop and summer research visits. He advises the annual Hiroshima and Peace program, which joins 25 Japanese and 25 foreign students (six to eight from UH) for intensive study of the atomic bombings.

Bruce Barnes, Associate Professor, completed the revised edition of *CULTURE, CONFLICT, AND MEDIATION IN THE ASIAN PACIFIC* (Univ. Press of America, 2007) and published *Conflict Resolution Education in the Asia Pacific*, *CONFLICT RESOLUTION QUARTERLY* (Fall 2007). His chapter *Mediating Severe Multicultural and Religious Conflicts in Indonesia, the Philippines and Thailand* has also been accepted for publication in *TRANSFORMING MEDIATION IN THE ASIAN PACIFIC REGION: BUILDING PEACE* (Routledge, forthcoming 2008, Bagshaw and Porter, eds). Barnes regularly conducts mediations, facilitations, and trainings in Hawai'i and overseas, including in Vietnam and Fiji in 2007 (see Section 5 below).

4. Public Forums and Special Events

In 2007, the Institute organized numerous academic forums on peace and conflict resolution, all of which were open to students, faculty, and the general public. These included:

Lessons from the OK Tedi Mine: Environmental Dispute Resolution in Papua New Guinea (Jan. 23, 2007); Speaker: Peter Adler

Iraq Policy Options (Jan. 24 and Oct. 3, 2007); Speakers: Carolyn Stephenson, Farideh Farhi, John Holzmann, and Elton Daniel

On-line Mediation Tools for Face-to-Face Mediators (Feb. 1, 2007); Speakers: Giuseppe Leone and Cindy Alm

Korea-Japan Security Issues (Feb. 16, 2007); Speakers: Richard Halloran and Kenneth Quinones; Moderator: Brien Hallett

Treatment of Guantanamo Detainees (Sep. 17, 2007); Speakers: Darryl Mathews, Aviam Soifer, and Jon Van Dyke; Moderator: State Senator Gary Hooser

What Can Hawai'i Bring to Peacemaking? (Sep. 21, 2007); Speakers: Kaleo Patterson, Mervina Cash-Kaeo, Jon Van Dyke, Ha'aheo Guanson. Moderator: State Senator Gary Hooser

Non-Proliferation: Iran and North Korea (Nov. 8, 2007); Speakers: Farideh Farhi and Ralph Cossa; Moderator: Carolyn Stephenson

Promoting Peace at Sea: UN Convention on the Law of the Sea (Nov. 14, 2007);
Speaker: Judge Helmut Tuerk; Moderator: Carole Petersen

In addition to these public events, the Institute also sponsored or co-sponsored a number of specialized events for people with particular interests and expertise. These included:

A Working Group Meeting on Hawai`i's Peacemaking Role: Held at the Hawai`i State Capitol, this meeting gave participants an opportunity to discuss issues arising from the Institute's Peace Day Forum and to continue the discussion on whether Hawai`i should be designated a "Geneva of the Pacific". (Oct. 15, 2007).

The First Global Nonkilling Leadership Forum: This international conference was co-sponsored with the Center for Global Nonviolence and the Mu-Ryang-Sa Buddhist Temple (Nov. 1-4, 2007). The Report of the Forum is available on the Institute's website at www.peaceinstitute.hawaii.edu.

The Hawai`i Model United Nations: Led by Carolyn Stephenson (Department of Political Science), this annual program provides high school students an opportunity to represent countries in a simulation of the United Nations General Assembly and Security Council (Oct.-Dec. 2007). Students research policy issues, write resolutions, learn to negotiate and debate as they advance their countries' interests and promote international collaboration on world problems.

Dialogs on Open Government: Karen Cross and Dolores Foley (Department of Urban Planning) conducted a workshop for community leaders and dialogs, for more than 100 people, on possible amendments to the "Sunshine Law". Several bills were introduced in 2007, based on issues raised during the dialogs. (The Public Policy Center's report on the project is available at <http://www.publicpolicycenter.hawaii.edu/documents/finalreportingreen/pdf>.) In June 2007, Cross and Foley presented a paper on the project: *Open Government Dialogues in Hawai`i* (conference sponsored by the Kettering Foundation).

5. Community Outreach: Mediation, Facilitation, and Training Services

The Institute's Program on Conflict Resolution (PCR) developed and coordinates UH ADR (the University of Hawai`i's alternative dispute resolution program), which encourages mediation and informal problem solving in University departments. In 2007 staff from the Institute mediated seven disputes within the University of Hawai`i system (at Mānoa and other campuses). These interventions seek to preserve relationships and can avoid costly litigation.

The Institute also provides significant facilitation and training services for departments in the University. In 2007, staff and students from the Institute provided facilitation services, which include but are not limited to, assisting planning and organizational

development efforts, to the following UH units: Waikiki Aquarium; Life Sciences; Art Department; Commission on the Status of Women; and Commission on Diversity. The Institute also provided trainings to the Library and the Center on Disability Studies (on the Mānoa campus) and to three other colleges in the UH system. Further information on the services offered to members of the University community can be found on the Institute's website at: http://www.peaceinstitute.hawaii.edu/pcr/UH_mediation.html.)

In addition, the Institute frequently provides services to organizations outside the University that are struggling with particularly challenging conflicts or social issues. These services benefit the entire community by promoting mutual respect and collaborative problem solving. For example:

The Kaka'ako Makai Advisory Working Group: Karen Cross and Kem Lowry were selected as facilitators by this group "because of the strong track record that the Institute has in successfully facilitating complex issues." (See <http://hcdaweb.org/community-turns-out-to-hear-updates-from-the-kaka-ako-makai-advisory-working-group>.) The group will make recommendations to the Hawai'i Community Development Authority (HCDA) on the future development of Kaka'ako Makai. The goal is to design an open, transparent, and inclusive process, with multiple ways for the community to provide input.

The Safe Schools Advisory Committee: Karen Cross provided facilitation for this Committee's two-year project to systematically address issues related to harassment, bullying, and discrimination in the Hawai'i public schools. In September 2007, the Committee presented comprehensive recommendations to the Superintendent and the Board of Education, which were accepted. As a result, programs to prevent bullying, harassment, and discrimination will be adopted in every school by 2010. Peacemaking and conflict resolution processes can be a key component in the DOE's efforts to build a school culture that promotes safety and respect for all.

Facilitation Services for Hawai'i Schools: In 2007, Bruce Barnes provided facilitation services, through the Mediation Center of the Pacific (MCP), to a number of schools in Hawai'i, assisting with contentious Individual Education Plan (IEP) meetings for students with disabilities.

Micronesian Training: Together with Tracey Wiltgen (Executive Director of MCP), Bruce Barnes conducted a system design process for government representatives from the Federated States of Micronesia, Palau and the Marshall Islands, establishing programs to work with federal requirements for special education programs.

Trainings in Vietnam: In the summer of 2007, Bruce Barnes provided training services on facilitation and negotiation in Vietnam (Hanoi and Ho Chi Minh City), as part of a program organized by the Asian Institute of Human Resources.

Trainings for the Asia Pacific Mediation Forum: In the summer of 2007, Bruce Barnes conducted three trainings and workshops on cultural aspects of mediation and facilitation, as part of a program held in Fiji. The trainings were attended by judges, mediators, academics, and community leaders from Melanesia, Australia, New Zealand, and the South Pacific.

Training in Deliberative Dialogues: In March 2007, Karen Cross and Dolores Foley provided leadership training for 55 participants, including social workers and academics, in an event organized by the National Association of Social Workers of Guam. Participants received training in promoting deliberative dialogues on two issues: “Violent Kids: Can we Change the Trend?” and “Death With Dignity”. This was an outgrowth of *The National Issues Forum Workshops*, which the Institute regularly holds in Hawai‘i to train students and community leaders on conducting dialogues on public policy issues.

Appendix I : List of courses offered by the Institute¹

PACE 247 Survey of Conflict Management

PACE 310 Survey Peace and Conflict Studies

PACE 315 Personal Peace: Stories of Hope

PACE 340 Negotiation

PACE 345 Aggression, War, and Peace (Cross-listed as ANTH 345)

PACE 373 Nonviolent Political Alternatives (Cross-listed as POLS 396)

PACE 397 Nonviolent Alternatives

PACE 399 Directed Reading

PACE 410 History of Peace Movements

PACE 412 Gandhi, King, and Nonviolence

PACE 447 Mediation Skills: UH Basic

PACE 477 Culture and Conflict Resolution

PACE 478 International Law and Disputes

PACE 485 Topics in Peace and Conflict Resolution

Section 1: Practices in Peacemaking

Section 2: Human Rights and Peace

Section 3: Indigenous Peacemaking

Section 4: Ho'oponopono as Peacemaking

Section 5: Hiroshima and Peace

PACE 495 Practicum and Internship

¹ Several of these courses are taught by “affiliate faculty” as the Institute has only a few full-time faculty. Students enrolled in the Institute’s three academic programs also take courses offered by other departments.

PACE 647 Mediation: Theory and Practice

PACE 650 Dispute Resolution System Design

PACE 652 Conflict Management for Educators

PACE 655 Facilitation and Advanced Mediation

PACE 668 Facilitation: Facilitating Community and Organizational Change

PACE 690 Topics: Conflict Theory

PACE 695 Conflict Resolution Practicum

PACE 699 Directed Reading and Research

Appendix II: Members of the Advisory Committee for the Matsunaga Institute for Peace and/or the Policy Committee for the Program on Conflict Resolution²

Peter Adler
David C. Bangert
John Barkai
Benjamin Carroll, III
Richard Chadwick
David Chandler
Susan Chandler
Betty A. Ching
Donna R. Ching
Linda Colburn
Susan Dixon
Emanuel Drechsel
Dolores Foley
Ha'aheo Guanson
Amy S. Ebesu Hubbard
Brian Jarrett
Michael Jones
Elizabeth Kent
George Kent
Kem Lowry, Jr.
Jeannie Lum
Peter Manicas
Neal Milner
Kaleo Patterson
Marina Piscolish
Laura Ruby
Leslie Sponsel
Carolyn Stephenson
Jon Van Dyke
Tracey Wiltgen

² This list does not include members who hold appointments in the Institute (who are listed in Section 2 of this Report).

To: Representative Jerry L. Chang, Chair; Representative Joe Bertram III, Vice Chair;
and Members of the Committee on Higher Education, House of Representatives

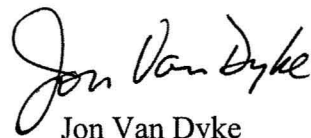
From: Professor Jon Van Dyke, William S. Richardson School of Law

Re: Testimony in Support of H.B. No. 2750

For: Hearing on Thursday, January 31, 2008, 3:00 p.m. (Conference Room 309)

Thank you for the opportunity to testify in support of House Bill No. 2750, which would support the important work of the Matsunaga Institute for Peace and the Program on Conflict Resolution. I am testifying today in my personal capacity.

I have been associated with the Matsunaga Institute for many years and am a former Director. I continue to play an active role as a member of its Advisory Committee and as a frequent speaker at Institute events. In my view, the Institute is seriously under-resourced and needs greater financial support if it is to accomplish the vision of former Senator Matsunaga, which was to expose all students in the University of Hawaii system to peace studies. I have read the Institute's *Annual Report for 2007* and am impressed with how much it has accomplished this past year with its limited staff and with assistance from its many affiliate faculty. But it is clear that the Institute needs more internal staff, not only to teach courses and provide academic counseling, but also to conduct research and to continue its community service programs. This is a particularly important time to build vibrant programs in peace studies, human rights, and conflict resolution. One way to do so is to support House Bill No. 2750. I do wish to note, however, that I would not want this bill to supplant any other essential funds in the University of Hawaii budget.



Jon Van Dyke

January 30, 2008

To: Representative Jerry L. Chang, Chair; Representative Joe Bertram III, Vice Chair; and Members of the Committee on Higher Education, House of Representatives

From: Bruce Barnes, Associate Professor, Matsunaga Institute for Peace

Re: Testimony in Support of H.B. No. 2750

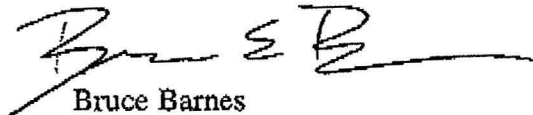
For: Hearing on Thursday, January 31, 2008, 3:00 p.m. (Conference Room 309)

Thank you for the opportunity to testify in support of House Bill No. 2750, which would enable the Matsunaga Institute for Peace and the Program on Conflict Resolution (the "Institute") to strengthen its programs. I am testifying today in my personal capacity.

I have worked with the Program on Conflict Resolution for 18y years and helped develop the Graduate Certificate in Conflict Resolution, which graduated its first students in 2003.

This program is growing, as there is great demand for professionals with conflict resolution skills. We hire a number of outside teachers to teach in the Graduate Certificate. This gives students an opportunity to learn from practitioners in the field. However, we also need to expand our internal faculty, to ensure that core courses are offered each year and that students receive academic counseling and supervision.

I also participate in the mediation, facilitation, and training projects that the Program on Conflict Resolution provides to University departments and organizations outside the University. These projects provide real benefits to our community. Students also participate in some of these projects, giving them an opportunity to develop their own conflict resolution skills. However, the Institute is presently operating with a very small staff who are increasingly feeling overloaded. I fear that we cannot sustain these programs without additional support. Thus, I strongly support House Bill No. 2750. I do wish to note, however, that I would not want this bill to supplant any other essential funds in the University of Hawaii budget.



Bruce Barnes

January 30, 2008



UNIVERSITY
of HAWAII[®]
MĀNOA

To: Representative Jerry L. Chang, Chair, and
Representative Joe Bertram III, Vice Chair; and
Members of the Committee on Higher Education

From: Dolores Foley
Professor, Department of Urban and Regional Planning
Program on Conflict Resolution Advisory Committee

Re: Support of H.B. 2750
Wednesday January 31, 2008 3pm Room 309

I support H.B. 2750 which provides support for the Matsunaga Institute for Peace and Program on Conflict Resolution. The bill will provide support for essential staffing and services as well as support for expanding its activities. I have been involved for the last eight years in many of its activities and in teaching classes in the graduate certificate program. Although I am a faculty member in another department I view the services and classes as critical to the mission of the university and volunteer my services frequently. Through the support of other faculty like myself and two and one-half internal faculty, it has provided mediation, facilitation and training services and has developed a full range of courses in peace studies and conflict resolution. We need to expand our internal faculty to guarantee that certain core courses will be offered each year and that students receive appropriate academic counseling and supervision.

We also provide workshops, trainings, facilitations and mediations within the university, throughout Hawaii and internationally. Some services are contracted but others are provided pro bono to community groups and to the Legislature. For example in response to a Senate Resolution we conducted dialogues on the Sunshine Law and submitted a report to last year's Legislative session. Many within the university and community call on us for help in problem solving. These efforts promote peace in our community and also provide opportunities for practice for our students. It is becoming increasingly clear that we may need to scale back some service projects if we cannot adequately staff them. I also think it is a critical time to build programs in peace studies, human rights, and conflict resolution. We need to provide opportunities for students and community members to discuss, study and to participate in finding solutions to local and global problems. I urge the committee to pass H.B. No. 2750.

January 30, 2008

COMMITTEE ON HIGHER EDUCATION

Rep. Jerry L. Chang, Chair
Rep Joe Bertram, III, Vice Chair

DATE: Thursday, January 31, 2008
TIME: 3:00 p.m.
PLACE: Conference Room 309
State Capitol
415 South Beretania Street

Re: **H.B. NO. 2750**
MAKING AN APPROPRIATION TO THE UNIVERSITY OF HAWAII FOR
PEACE EDUCATION

Dear Chair Jerry L. Chang and Vice Chair Joe Bertram, III, and all members of the House Committee on Higher Education,

My name is Tracey Wiltgen, Executive director of The Mediation Center of the Pacific, Inc. and member of the Policy Committee for the Program on Conflict Resolution I am testifying in strong support of HB NO. 2750.

The Spark Matsunaga Institute for Peace and Conflict Resolution (hereinafter, "SMIP") is a critical resource within our community that requires and deserves financial support to enable it to flourish and grow. Since its inception in 1985, it has assisted thousands of people in understanding, learning and applying peacemaking skills, practices and approaches for preventing and addressing disputes among individuals, community groups and cultures.

Over the years, despite limited resources SMIP has successfully: increased course offerings and the number of students attending these courses; expanded workshops and forums available to the University and the public; and remained actively involved in community matters throughout the State. For example, each year, Professor Bruce Barnes assists the Mediation Center of the Pacific by: conducting specialized trainings on the impact of culture in mediation; and facilitating contentious IEP meetings comprised of parents of children with special needs, educators and other service providers. Last year, Professor Barnes co-taught a two-day system design course for government representatives from the Federated States of Micronesia, Palau and the Marshall Islands, to establish programs to work with federal requirements for special education programs.

Another example of the dedication and commitment of the faculty and staff of SMIP and their important impact on the community is Karen Cross, Program Administrator. While Ms. Cross works tirelessly to support the more than 400 students participating in the courses offered through SMIP, she also regularly engages in projects focused on critical community needs. In 2006 & 2007, she facilitated the *Safe Schools Advisory Committee* that addressed issues related to harassment, bullying, and discrimination in the Hawai'i public schools. As a result, programs to prevent bullying, harassment, and discrimination will be adopted in every school by 2010.

The above are just a few small examples of the breadth of work accomplished through SMIP. Thanks to Professor Barnes, Ms. Cross and the other faculty and staff members of SMIP, Hawai'i's leaders, old and new, have the opportunity to learn, develop and implement much needed peacemaking practices in Hawai'i. To maintain and grow this work, it is important the appropriate funds for the hiring of necessary staff and research operations be supported.

There are currently many important and potentially divisive issues in our local community, including: the unresolved claims of indigenous Hawaiians; the role of the military in Hawai'i; economic inequality; bullying in schools; domestic violence; tensions between development and environmental justice; and the relationship between Oahu and neighbor islands. To address these issues strengthened theoretical understanding, as well as practical skills are needed in the fields of peace studies, human rights, mediation, and collaborative problem solving. It is only with the needed financial support that SMIP can offer these skills and resources.

Your support is needed to ensure that Hawai'i's critical resource, **The Spark Matsunaga Institute for Peace and Conflict Resolution**, receives the financial resources it needs to grow and strengthen Hawai'i's communities. I urge you to support H.B. 2750.

Respectfully submitted,



Tracey S. Wiltgen, Executive Director
The Mediation Center of the Pacific, Inc.

HEDtestimony

From: Joann M Farina [farina@hawaii.edu]
Sent: Wednesday, January 30, 2008 3:26 PM
To: HEDtestimony
Subject: Written testimony for HB 2750



Testimony HB
2750.doc (30 KB)

Aloha,

Following is my written testimony for tomorrow's hearing on HB 2750 at 3pm. It is also contained in the attached document.

Mahalo,
JoAnn Marabella
265-1291

From: JoAnn F. Marabella
Undergraduate student, senior year
University of Hawai'i at Mānoa
Date: January 30, 2008

To: Committee on Higher Education, House of Representatives, the 24th Legislature
Re: Notice of Hearing for HB 2750, Making an Appropriation to the University of Hawai'i for Peace Education, taking place on Thursday, January 31, 2008 at 3:00 p.m.

Note: The Committee requests 5 copies.

Aloha Chairman Chang, Vice Chairman Bertram and members of the Committee,

Thank you for allowing University of Hawai'i students to submit written testimony for the hearing on HB 2750 "Making an Appropriation to the University of Hawai'i for Peace Education" taking place on Thursday, January 31, 2008. My name is JoAnn Marabella, and I am an undergraduate student enrolled in the Spark M. Matsunaga Institute for Peace at the University of Hawai'i at Mānoa.

We live in turbulent times. My research and observations of world events have led me to some understanding of where we are and how we have arrived here. My fellow students and I look to Peace Studies as a vehicle to improve our awareness and understanding of these horrific events and to enable us to discover methods for communicating differences and defusing global and local tensions. For this reason, we have decided to focus our studies on studying alternatives to violence and war.

Peace needs to be found in everybody's vocabulary, and is a priority to come before greed and wealth. I believe there is a need for students to acquire further exposure to peace studies by examining broad issues on sources of conflict and their resolution. Students in the University's peace program can explore questions of aggression, war, and peace from a broad interdisciplinary perspective. Some may wish to examine the geographic distribution of war and peace, which raises issues of the role of the natural environment in modern warfare and in building a global community. And still others may choose to examine the history of peace movements and learn about the use of negotiation as a peacemaking tool. Ultimately, for a peaceful future we must all learn about nonviolent political alternatives.

The Spark M. Matsunaga Institute for Peace adds value to the University of Hawai'i as a whole. It represents the University's willingness to unite rather than divide communities and to strive for a better reality for future generations. Accomplishing these goals requires being able to conduct research on peace and conflict and a way to set up an

international conference so that people from all over the world can meet and share ideas and possible solutions with one another. The fine professors, instructors and staff members serving in the Matsunaga Institute for Peace also require additional support, and the Institute and its students could highly benefit from the addition of capable professionals to fill the positions for director, an assistant professor and needed members of the administrative, professional and technical staff. Our great nation invests a great deal on war and other military operations. It is time for us to invest in peace.

Mahalo nui loa for your consideration.
JoAnn F. Marabella