

Carole J. Petersen
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To: Senator Norman Sakamoto, Chair; Senator Jill N. Tokuda, Vice Chair; and
Members of the Senate Committee on Education

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

Re: Testimony in Support of S.B. No. 2902

For: Hearing on Wednesday, February 6, 2008, 1:15 p.m. (Conference Room 225)

Thank you for the opportunity to testify in support of Senate Bill No. 2902, 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 of 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 Senate Bill No. 2902 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

February 1, 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'aeo 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 Manoa 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 Manoa 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
Ben Carroll
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
Kaleao Patterson
Marina Piscalish,
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).

COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

COMMITTEE ON HEALTH
Senator David Y. Ige, Chair
Senator Carol Fukunaga, Vice Chair

Wednesday, February 6, 2008
1:15 p.m., Conference Room 225
State Capitol

Testimony of:

Kem Lowry
1477 Halekoa Dr.
Honolulu, Hawaii 96821
[via e-mail]

SB 2902—Appropriation to the Spark Matsunaga Institute for Peace
at the University of Hawaii at Manoa

Senators Sakamoto, Tokuda, Ige, Fukunaga and Members of the Committees.

I write in **SUPPORT of SB 2902**, which would provide funding to the Spark Matsunaga Institute for Peace at UH Manoa. I regret I cannot personally attend this hearing due to a conflict with my teaching schedule.

I have been associated with the Spark Matsunaga Institute for Peace for more than twenty years. My specific involvement has been primarily with the Program on Conflict Resolution.

Although small, the Spark Matsunaga Institute for Peace has had an ambitious program of education, research, service and outreach over the years. Some of these activities have been documented in the materials you have received, including the most recent Annual Report.

I want to highlight just three activities of the Program on Conflict Resolution.

First, a new Graduate Certificate of Conflict Resolutions was established in 2003. The curriculum offers both theory and practical skills in conflict resolution. Twelve students have completed the certificate and twenty-seven are still in the program. Some of these students have already found full-time and part-time work in the field of conflict resolution.

SB 2902/Lowry

Second, the Program on Conflict Resolution initiated the UH Alternative Dispute Resolution Services in 2000 with financial support from the UH Manoa Chancellor's Office. A major purpose of UH ADR is to shift faculty and staff disputes to informal problem-solving processes and, more generally, to improve the culture of disputing on UH campuses. UH ADR also provides training to UH faculty and staff to enable them to resolve their own day-to-day problems in order to head off disruptive work place conflicts and potential grievances.

UH ADR has been involved in unit merger discussions, faculty search protocols, disputes over unclear policies, clarity of roles and responsibilities, decision-making authority, department morale, discipline, workload, worker productivity, job dissatisfaction, pay equity and respect, and lack of teamwork. These disputes are sometimes complicated by communication problems, style differences, misunderstandings, issues of authority, value conflicts and many other psychological or procedural factors.

Third, the Program on Conflict Resolution has been deeply involved in organizing and participating in workshops, training, forums, conferences and seminars for—and with—conflict resolution practitioners in Hawaii and the Pacific Basin. PCR faculty and staff also offer facilitation and mediation services to county, state and federal agencies, non-profits and community groups. These outreach and service activities both provide valued services and deepen our understanding of the causes of organizational and community conflicts—and successful strategies for addressing them.

The continuing viability of our education and conflict resolution activities depend on the Spark Matsunaga Institute for Peace's ability to absorb costs for office infrastructure and management and to mobilize the human resources necessary to meet the growing demand for services. SB 2902 provides sufficient funding for badly need institutional support. It could also be catalytic in our other fund-raising and institutional development activities.

We are grateful that Senators have recognized this need. I urge you all to support this bill.

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To: Senate Committee on Education
Senator Norman Sakamoto, Senator Jill N. Tokuda, Vice Chair, and Committee Members

From: Karen Cross, Program Manager,
Spark M. Matsunaga Institute for Peace and Program on Conflict Resolution

Re: Testimony in Support of SB 2902
Hearing on Wednesday, February 6, 2008, 1:15 p.m. (Conference Room 225)

I support SB 2902, which provides support for the Matsunaga Institute for Peace and Program on Conflict Resolution. The bill will allow the Institute to meet the needs of its expanded student base and increased course offerings by providing support for essential staffing and services. Today I am testifying in my personal capacity. I have served as the Program Manager for the Matsunaga Institute for Peace and Program and Conflict Resolution for the past twenty years.

U.S. Senator Spark M. Matsunaga expressed his hope that "every student enrolled in Hawai'i's public university system will be exposed to peace studies." Our courses are offered at both undergraduate and graduate levels, but it is the multidisciplinary nature of peace and conflict resolution that makes it possible to imagine that Senator Matsunaga's dream could become reality for Hawai'i. Our courses draw in future and current lawmakers, educators, social workers, business managers, international aid workers, organizational leaders, professors and administrative personnel. Our students use their practical peacemaking skills to transform their workplaces, schools, organizations, governance structures, communities, families, and fellow global citizens. Peace and conflict prevention, management and resolution are woven into the university curriculum.

We offer both theory and practice opportunities for our students. When the Institute is asked to provide a service to an organization, we try to package it as a clinical experience in practical peacemaking by offering mediation, facilitation, dialogue, or nonviolent action. Our students acquire the tools to contribute to a peaceful Hawai'i and beyond. Our graduates know it is the time to discuss, study and participate in finding solutions to local and global problems. Peace is very much part of the identity of Hawai's people and their practices and the University of Hawai'i must be a beacon for peace in the Pacific. It is critical to help Hawai'i become a working model of practical peacemaking locally and globally. The Matsunaga Institute for Peace and Conflict Resolution needs to have staffing and resources to have the reach and impact that Senator Spark Matsunaga envisioned. A good way to do it is to support Senate Bill No. 2902 and

help the Institute build and strengthen its programs. Please note, that I would not want this bill to supplant any other essential funds in the University of Hawai'i budget.

COMMITTEE ON EDUCATION
Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

COMMITTEE ON HEALTH
Senator David Y. Ige, Chair
Senator Carol Fukunaga, Vice Chair

Wednesday, February 6, 2008
Room 225 1:15pm

RE: SB 2902—Appropriation to the Spark Matsunaga Institute for Peace
at the University of Hawaii at Manoa

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

I write in **SUPPORT** of **SB 2902**, which would provide funding to the Spark Matsunaga Institute for Peace at UH Manoa. . 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 S.B. No. 2920.

Testimony in Support of SB 2902, COMMITTEE ON EDUCATION, 2/6/08, 1:15 PM

Dear Senator Sakamoto, Chair, and Senator Tokuda, Vice Chair, and Committee Members:

I write to offer testimony in support of SB 2902, which is intended to strengthen educational and service programs relating to peace and provided by the UH Program on Conflict Resolution and Matsunaga Institute for Peace (PCR/MIP), I offer one compelling example of the high quality contributions to the community that are made possible by the important work of this program.

I am citizen and a participant in a newly-formed community advisory group that is being expertly guided by two facilitators from the Program on Conflict Resolution (K. Cross and K. Lowry). This group has formed to serve the important mission of advising the Hawai'i Community Development Authority (HCDA) on planning for Kaka'ako makai. We had not previously functioned as an organized group. The expert facilitation we are receiving is supporting the formation of the Kaka'ako Makai Community Planning Advisory Council (CPAC).

We selected facilitators from the Program on Conflict Resolution/Matsunaga Institute for Peace last fall because of their reputation and the excellent interviews we had with them in exploring our options for the group. I am happy to provide a very positive report on the high quality expert guidance our group is receiving. The facilitators have provided information, analysis, suggestions, and methodologies to guide our work in a successful direction. We have had many points at which their experience and expertise has enabled us to address an issue or decision in a more informed and harmonious way.

I would add that from the larger perspective of the community or our state, I believe it is immensely important that this program lives and thrives in Hawai'i as a place where community groups and organizations can go to find expert facilitation and mediation. This program reflects all the best of the cultural heritage of our citizens in Hawai'i. As such, it is important that this program be supported in its work to engage people from around the world in peace education and peace-making as the foundation of global relationships.

In closing, I note that I am an organizational psychologist with training in conflict resolution, so my opinion is a professional opinion as well as a personal view. I believe the CPAC example well represents the good work of the PCR/MIP program. I enthusiastically support SB 2902.

Respectfully submitted,
Nancy Hedlund, Ph.D.

Member, Ala Moana/Kaka'ako Neighborhood Board, and
Member, Kaka'ako Makai Community Planning Advisory Council

From: Kevin Duffy
To: Committee on Education
Date: Wednesday, February 6, 2008
Time: 1:15 PM
Measure Number: SB 2902:
MAKING AN APPROPRIATION TO THE UNIVERSITY OF HAWAII FOR PEACE
EDUCATION.

To whom it may concern,

On behalf of the Manoa Mediation and Peace Club at the University of Hawaii'i at Manoa, and as a Major in Peace Studies myself, I would like to attest to the importance of Peace Studies to our University and to the amount of student interest that there is in Peace and Conflict studies at the University of Hawaii at Manoa.

Business majors, Political science majors, ethno-botany majors, and so on... I've taking Peace studies classes that have accommodated students who study in a wide variety of subject areas. Still, despite these differences in academic directions, there is at least one thing that all of these students have in common; an interest in Peace and Conflict studies. My classmates were among many students from various disciplines who chose Peace Studies courses over hundreds of other classes offered at UH. One look at the enrollment of students in Peace Studies classes this semester and anyone can see that there is considerable student interest in this program.

<http://myuh.hawaii.edu/uhdad/avail.classes?i=MAN&t=200830&s=PACE>

At the undergraduate level these numbers demonstrate overwhelming popularity when compared with other departments.

Within such a class is where the seeds for our club were planted. A club based on the lone interest of one student cannot exist and likewise it was through a collective effort that our club was formed. After less than a semester of existence our club's themes have captured the interest of 62 students who subscribe to our club's weekly emails. Students eyes and interest spark at the idea of Peace and Conflict resolution. With short notice we brought 10 students together to attend our club's first mediation training session that was held this weekend. We expect both of these numbers to double by the end of the semester as we expand our services and as students learn more about us, our services, and conflict resolution in general. For more information on our student created, student run club please visit our website at: <http://www2.hawaii.edu/~mmmpc/>

The world today is a precarious environment at the international, national and individual levels. One thing however does remain stable and that is the growth in the importance of Peace and Conflict Education. This growing field will prove to be instrumental in all of our futures. The interest in Peace Studies that I have mentioned many times today must be understood in terms of its contemporary context, that is to say that interest in Peace Studies has developed out of necessity. I believe with utmost conviction that Peace Studies is going to shape the leaders of tomorrow and days to come. We must recognize this opportunity we now have, the opportunity to equip

students in Hawai'i with the skills that they need to lead the way.

As a student of the University of Hawaii and someone whose life has been changed by the educational opportunities made possible by the Matsunaga Peace Institute I would like to express my sincere sadness that I can not attend today's hearing to deliver my testimony in person because of prior work commitments. I hope that my testimony will weigh in as heavily on your decision as if I were there in person to support the passing of this bill.

Thank you for your consideration to my testimony and for your consideration to our Matsunaga Peace Institute and Program on Conflict Resolution.

Sincerely,
Kevin Duffy

From: Adam Bernstein

To: Committee on Education

Date: Wednesday, February 6, 2008

Time: 1:15 PM

Measure Number: SB 2902:

MAKING AN APPROPRIATION TO THE UNIVERSITY OF HAWAII FOR PEACE EDUCATION.

Dear Committee members,

I am writing to express my strong belief in the importance of appropriation for peace education at the University of Hawaii. The Matsunaga Institute's mission of training leaders in peacemaking serves perhaps the most essential need of our community and our world. It is critical that this mission be carried forward, and that we strive to realize Spark Matsunaga's goal that every student be exposed to peace studies. Each step toward reaching this goal is a great boon to our local community, and takes the University of Hawaii closer to educating students for harmonious lives rather than for the mere achievement of degrees.

My own experience with peace studies at the University of Hawaii has been a source of personal growth. While my area of academic concentration is psychology, my involvement in peace education has a major impact on my career goals and helped me realize that I want to make nonviolence the center of my career in psychology. I sincerely hope that future students will have the opportunity for peace education which has proven so vital to me. Please vote to approve this appropriation.

Aloha,
Adam Bernstein
adamdb@hawaii.edu

From: Brienne Burd

To: Committee on Education

Date: Wednesday, February 6, 2008

Time: 1:15 PM

Measure Number: SB 2902:

MAKING AN APPROPRIATION TO THE UNIVERSITY OF HAWAII FOR PEACE EDUCATION.

I feel it is very important and necessary for the government and our University to recognize the importance of a Peace and Conflict department and related classes at the University of Hawaii. Simply by looking at the state of our world, and the many devastating conflicts here, abroad, present and past, it should be encouraged that we learn more about them and support those who wish to follow a path through education that will give them the tools to be actors in alleviating much unnecessary pain and suffering locally and worldwide.

Justin Stern
Undergraduate student at UH Manoa
Higher Education Committee
2/06/2008 1:15PM
Relating to SB 2902

My name is Justin M. Stern and I am currently a junior at UH at Manoa. I am enrolled in the department of Political Science and in the Peace and Conflict Education (PACE) program under the direction of the Spark M. Matsunaga Institute for Peace. I feel that this bill is essential to the PACE program because of the undeniable need for the promotion of peace in our country and the UH Manoa campus. The institute as is, works very hard to promote its ideals and its programs such as PACE, but it is difficult to obtain these goals without the proper leadership of a director. The growing institute is also in need of more support in the area of spreading its ideals in the academic field. This is why the need for a new assistant professor is so dire. The department currently has 6 assistant professors who are associated with other departments on campus and work very hard to provide enough diversity and space in their classes to meet the exponentially growing student population interested in studying at the institute. I strongly urge you to pass this bill, and I leave you with one final thought to emphasize the importance of the institute and the PACE program at UH Manoa and in the lives of the students, resident of Hawaii, and the nation. A professor associated with the Spark M. Matsunaga Institute for Peace once told me when I was contemplating adding the second degree of PACE in addition to my degree in political science, "Peace is essential in every aspect of human life and academia, specifically politics cannot exist without the hope of peaceful resolutions and peace cannot exist without people with peace in mind to aid those in conflicts.

Mahalo,

Justin Stern
Hall Director, Hale Noelani Apartments
University of Hawaii at Manoa
Student Housing Services
2585 Dole Street Rm. B119
Honolulu, HI 96822
(808) 956-9032

To: Senator Norman Sakamoto, Chair; Senator Jill N. Tokuda, Vice Chair; and Members of the Senate Committee on Education

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

Re: Testimony in Support of S.B. No. 2902

For: Hearing on Wednesday, February 6, 2008, 1:15 p.m. (Conference Room 225)

Thank you for the opportunity to testify in support of Senate Bill No. 2902, 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 was Director of the Institute in 1988-90. 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 Senator Spark 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 Senate Bill No. 2902. 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

February 2, 2008

To: Senator Norman Sakamoto, Chair;
Senator Jill N. Tokuda, Vice Chair; and
Members of the Committee on Education

From: Grant Chartrand, student at University of Hawaii at Manoa

Re: Support of SB 2902
Wednesday, February 6, 2008, 1:15 p.m., Conference Room 225

Thank you for this opportunity to submit written testimony in support of SB 2902 which seeks to appropriate funds for the Spark M. Matsunaga Institute for Peace at the University of Hawaii for the hiring of a director; administrative, professional, and technical staff; and an assistant professor in addition to appropriating funds for research and an international conference.

I am a graduate student in the Department of Urban and Regional Planning. During my service in the Middle East for Operation Iraqi Freedom, I was witness to and felt the need to gain skills in helping to create better communities. Basic to this creation of a better community is the need for practitioners to gain an understanding of peace strategies like facilitation, mediation, and conflict mitigation techniques. As a hopeful planning student, this necessity is fulfilled by the Program on Conflict Resolution, which is part of the Spark M. Matsunaga Institute for Peace.

Please support SB 2902. The University of Hawaii and the State of Hawaii will benefit from its future leaders being exposed to such approaches to leadership and communication. With the growing need of organizations and societies to resolve conflict, our future leaders need the skills that the Matsunaga Institute for Peace can provide. Thank you for this opportunity to submit my testimony.

University of Hawaii at Manoa

The William S. Richardson School of Law
2515 Dole Street, Honolulu, Hawaii 96822
Phone (808) 956-6546, Fax (808) 956-5569

Feb. 5, 2008

To: Members of the Seenate Committee on Education
From: Professor John Barkai, William S. Richardson School of Law
Re: Testimony in Support of S.B. No. 2902
For: Hearing on Wednesday, Feb. 6, 2008, 1:00 p.m. (Conference Room 309)

Thank you for the opportunity to testify in support of Senate Bill No. 2902, which would enable the Matsunaga Institute for Peace and the Program on Conflict Resolution (the "Institute") to strengthen and expand its programs. I am a Professor of Law at the William S. Richardson School of Law, although today I am testifying today in my personal capacity.

I am one of the founding members of the Program on Conflict Resolution and have been involved with its work since its inception more than 20 years ago. I serve on the advisory board for the Program on Conflict Resolution. Dispute resolution is one of my primary teaching areas. I am particularly pleased that the Institute is offering a Graduate Certificate in Conflict Resolution, which graduated its first students in 2003. Several of the Institute's students have taken my Negotiations and ADR class at the Law School.

The Institute and its affiliated faculty have engaged in large amount of University and community activities related to peace and conflict resolution over the past 20 years, Their performance has been excellent. They have contributed – and often lead – peace and conflict resolution activities in our state. They are well respected nationally and internationally. They have published a variety of papers and done other important research. Their activities reflect very positively on the Institute, the University, and our state.

This program is growing, due in part to the strong demand for professionals with conflict resolution skills. The Institute frequently hires outside teachers to staff courses in

the Graduate Certificate. This gives students an opportunity to learn from practitioners in the field. However, the Institute also needs to expand its internal faculty, to ensure that core courses are offered each year and that students receive academic counseling and supervision.

I am also a strong supporter of the mediation and facilitation work that the Program on Conflict Resolution provides to University departments and organizations outside the University, and I have participated in many of those projects. These projects promote harmony in our community and provide important clinical experience for students, who can assist faculty and develop their own conflict resolution skills. However, the Institute is presently operating with a very tiny staff and cannot sustain these programs without additional support.

More financial support would increase the impact of the Institute and further improve the Graduate Certificate. Thus, I strongly support this bill. 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.

Professor John Barkai

To: Senator Norman Sakamoto, Chair
Senator Jill N. Tokuda, Vice Chair

LATE

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

Re: Testimony in Support of S.B. 2902

For: Hearing on Wednesday, February 6, 2008, at 1:15 p.m. (Conference Room 225)

Thank you for the opportunity to testify in support of Senate Bill 2902, 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 am Associate Professor of Conflict Resolution with the Matsunaga Institute, and have worked with the Program on Conflict Resolution for 18 years. I have been a key advisor, teacher and founder in developing our Graduate Certificate in Conflict Resolution, which graduated its first students in 2003. I also serve informally as International Training Coordinator for the Program on Conflict Resolution, which is located within the Matsunaga Institute. Our training group has done dozens of conflict resolution trainings and workshops, throughout the Asia Pacific region and internationally. I am an active trainer in the mediation, facilitation, and training projects that the Program on Conflict Resolution provides to all 10 University campuses, as well as to other State Agencies, nonprofits and organizations outside the University in Hawai'i. 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. Our small faculty, staff and experienced trainers and practitioners are not able to respond to the many requests for peacebuilding, negotiation, mediation, and facilitation courses and trainings from around the Pacific due to our limited staff and resources. David Brubaker, an internationally known expert from the Center for Justice and Peacebuilding at Eastern Mennonite University visited us recently, and he has heard of our reputation already. His comment was "As the only University-based peace and conflict program in Hawai'i (that he knew of) we are uniquely positioned to do significant work throughout Polynesia and East Asia." This emphasizes the importance of our work, and our need for more staff and teaching personnel, to meet all the demands on our Institute.

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.

Aloha pumehana,

Bruce Barnes, JD, LL.M – Associate Professor of Conflict Resolution

Susan M. Chandler
1617 Quincy Place
Honolulu, HI 96816

LATE

MEMORANDUM:

TO: Senator Norman Sakamoto, Chair, Committee on Education
Senator Jill Tokuda, Vice Chair
and
Senator David Ige, Chair, Committee on Health
Senator Carol Fukunaga, Vice Chair

Re: Support for Senate Bill 2902

February 6, 2008
1:15
Conference Room 225

Senators: 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, and students in the Program on Conflict Resolution have completed internships in domestic violence settings; child abuse programs, community based programs across the state and in non-governmental agencies in Africa, Japan and many other nations.

Others will testify about the strength of the research being conducted and the array of community service, training and facilitations being conducted throughout the state and the Asia and Pacific area, that MIP has become so well respected for.

I have been with the University of Hawaii, and in other state agencies for over 30 years in many different capacities. I have been to workshops on mediation, conflict resolution and community dialogs. I have benefited from trainings and facilitations conducted by the Program on Conflict Resolution. Now that MIP is affiliated with the Social Sciences Public Policy Center, 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 goals, 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.