

Winter 2017

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Department of Conflict Analysis and Resolution

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DCRS ON THE MOVE



Winter 2017 Overview

Nova Southeastern University • Department of Conflict Resolution Studies

FROM THE DESK OF THE DEPARTMENT CHAIR—ROBIN COOPER, PH.D.



Greetings DCRS community!

Last summer, the DCRS faculty took part in a strategic planning retreat, envisioning our future as a department, and setting one-year, three-year, and five-year goals. Since that time, at each of our monthly faculty meetings, we have kept items from the strategic planning retreat on the agenda, helping us to stay focused on our goals. I'm pleased to share with you our success in achieving several of these goals:

Development of a department vision statement. Through collaborative efforts and reflection on our identity as a department, over the course of the fall term, we drafted and approved the following vision statement:

"DCRS is nationally recognized as a leader in the fields of conflict resolution, peace and conflict studies, and socio-cultural studies in applying the scholarship of engagement, working with community and organizational partners in the application of theory, research and practice to address social problems. Our faculty is engaged in teaching, research, training and practice, locally and globally, providing our students experiential and traditional academic learning opportunities grounded in theory and research. Collaborative efforts include the design, execution and evaluation of innovative interventions to transform conflict and other challenges confronting our communities and the world. The faculty prioritizes efforts to involve our students and alumni in service learning and applied research opportunities to further enhance the lives of individuals and groups in the communities in which we conduct our research and carry out our practice." Please join us in our commitment to bring this vision to life more fully each day!

Development of department website. In order to share information more clearly, promote the unique identity of the department, and highlight the achievements of current students, faculty, and alumni alike, we agreed that the creation of a department website was essential. Over the past several months, we worked with our remarkable CAHSS website team to develop our new website <http://cahss.nova.edu/departments/crs/index.html>. We will continue to improve and expand the site, and we welcome your suggestions. *Continued on page 2*

In This Issue

- **Dr. Peter Colman—Keynote speaker**
- **"Lessons Learned"**
- **Capstone students**
- **DCRS students making their mark**
- **Faculty spotlight**
- **Alumni on the move**
- **Practicum spotlight**
- **Scholarship options**

DCRS DATES TO REMEMBER

Graduate Programs

- **Last day to withdraw from class—April 2, 2017**
- **Consultation week—April 17—23, 2017**
- **End of winter semester—April 23, 2017**
- **Summer Term begins—May 8, 2017**

"You can't cross the sea
merely by standing
and staring at the
water"

Rabindranath Tagore

KEYNOTE DINNER - Residential Institute winter 2017, Speaker— Dr. Peter Coleman

At the keynote dinner during our Fall 2017 Residential Institute, we welcomed Dr. Peter Coleman. Dr. Coleman is a professor of psychology and education at Columbia University, the director of the Morton Deutsch International Center for Cooperation and Conflict Resolution, he is also affiliated with the Advanced Consortium for Cooperation, Conflict, and Complexity and The Earth Institute at Columbia University. Dr. Coleman is an expert on conflict resolution and sustainable peace and an author of numerous books and journal articles, many of which are discussed in our courses at DCRS.



In his fascinating lecture, Dr. Coleman presented a framework to effectively navigate conflict in today's dynamically changing world. Drawing on insights from complexity science, psychology, peace and conflict studies as well as his extensive practical experience, he argues that in order to effectively address conflict, CAR professionals need to strengthen meta-skills comprising conflict intelligence and systemic wisdom. The components of conflict intelligence he emphasized include self-knowledge and self-regulation skills, skills in constructive conflict resolution, but also the ability to optimize strategies and adapt them to the dynamically changing context. The systemic wisdom describes the desired capacity to understand and influence the dynamics of conflict towards a constructive, sustainable, long-term outcomes.

The vivid and insightful discussion that followed revealed how practically relevant, intuitively appealing despite its complexity and inspiring the lecture was. We will certainly use many of the insights in our educational and practice endeavors.

To watch the recording from Dr. Coleman's lecture, visit the Residential Institute web page. Remember also that Dr. Coleman shared with us (via email) his paper where the inspiring framework for meta-competencies is presented in detail.

FROM THE DESK OF THE DEPARTMENT CHAIR—ROBIN COOPER, PH.D. CONTINUED FROM PAGE 1

Launch online BS in Sociology. As a means to broaden the accessibility of our excellent undergraduate program in sociology, the faculty teaching the sociology and anthropology courses worked to expand the online curriculum so that the BS can now be earned completely online. This makes our sociology program truly global in its reach.

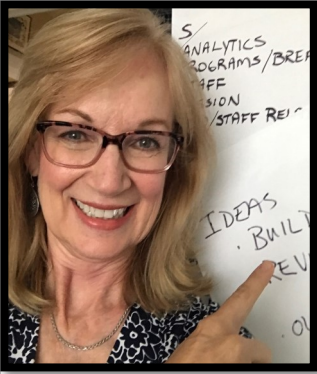
Increase Scholarship of Engagement activities. Recognizing that our "brand" as a department is closely tied to the concept of the *scholarship of engagement*, we are consciously implementing this ethic across department activities. As an example, over the fall and winter, we held two post-election campus dialogue events, led by Drs. Schwoebel, Duckworth, and Katz, along with doctoral students Katherine Sosa, Adrian Carter, Nekeisha Bascombe, Kathleen Watkins-Richardson, and Soha Alshareef: **Listen. Speak. Learn. Understand.** We look forward to additional faculty-student collaborations to "practice what we preach" for the benefit of our communities, on campus and beyond

EDITORS' PICK:



Lessons Learned from a First “Real” Facilitation Contract

By Kathy Watkins-Richardson



I did my first professional facilitation session since becoming a PhD student—and I'd like to express my thanks to the people who were behind the scenes: Dr. Neil Katz, Dr. Michele Rice, and Katherine Sosa. It proved to be a great learning experience, and I feel in part that I could do a standup comedy routine about the more amusing unexpected flaws, but sparing my colleagues, I'm instead crafting some lessons learned that may help others as they venture into facilitation.

Setting the Stage

An organization called *Common Threads* needed help with the facilitation of a one-day strategic planning workshop with members of its staff and national board of directors. Operating out of nine major U.S. cities, the non-profit's vision and mission are compelling:

Vision. *Common Threads* believes cooking is a life skill. Through hands-on cooking programs and nutrition education, the nonprofit organization provides a preventative health program solution in urban schools to children, families, and teachers in underserved communities. (see <http://www.commonthreads.org/index.html>)

Two weeks prior to the day the workshop was to take place in Miami, I learned of the organization's need for a facilitator and was posed the challenge to “help the board and staff get to know each other and have fun.” The anticipated outcome from the day was to achieve feedback on five key platforms or priorities of the strategic plan that was in development and to have board members take ownership for specific actions raised during the day.

Things That Went Right

- **Setting the agenda and framing the discussion.** As background for discussion, I drew an analogy between strategic planning and preparing for a road trip, and created a whimsical set of charts in PowerPoint that described a journey from a relative starting point to the co-creation of action. As for the “fun” requirement, Dr. Katz had recommended a book by Peter Senge (1994), called *The Fifth Discipline Fieldbook*, which provided an enormous amount of insight on moving people stair-step-wise from being told the decisions that had already been made, to participating, consulting, and ultimately co-creating. I'm not wild about games in group settings unless they provide support to the effort. I found several techniques of worth, in this book, so I recommend it for the facilitator's bookshelf or toolkit.
- **Getting the group to talk.** The executive director had warned it might be difficult to get the board to participate energetically. I found that to be true at the start of the day, but one activity changed the environment dramatically. So, recall there were five strategic plan items up for discussion? Five tables were set up with materials pertaining to each one of the plan's priority areas and an easel with markers (labeled Stations 1-5). Each participant in the workshop was randomly provided an alphabet letter, which also assigned the order in which that person was to attend each station. For instance, person “D” had to go to each table in this order: 3, 4, 5, 1, 2. Every twenty-minutes, I called for “table movement,” and everyone moved to their next spot. It worked beautifully. The room was a buzz with energy as different configurations of people came together on the same topic. Each new group added their own ideas to what the previous groups had written on the flip charts. The exercise took two hours. We had a debrief of each priority at the end, whereby various participants voiced how valuable that time had been.
- **Getting the group to focus.** An afternoon exercise was very similar to the one I just described, with one exception. This time, given a set of five projects or programs in *Common Threads*' current pipeline, the participants were asked to only attend the station(s) in which they had particular interest or capacity to assist. I found I had to extend the time allotment for this exercise because there was so much going on at those tables!

EDITORS' PICK: CONT'D

Lessons Learned from a First "Real" Facilitation Contract : By Kathy Watkins-Richardson

- **Capturing thoughts in writing.** During planning stage, one key staff member had suggested a "passport" be given out to participants at the start of the workshop, on which they could write down ideas. To comply with my theme, I turned the product into a "license." Like a workbook, it contained the (a) pre-conceived ground rules for the day (and yes, they were asked to add their own); (b) a mental exercise that urged the participant to articulate his/her personal vision for success—which led to their goals for the organization (Senge's personal vision/personal mastery); and (c) an inventory of assets, i.e., thoughts on specific contributions the participant could make to the organization's priorities or pipeline. We asked them to turn these over to the staff at day's end.
- **Creating a fun and relevant final debrief.** After seeing an illustration in a *Common Thread's* handbook of proper food portions and objects that represent those portions, I decided to bring examples of the items with me to the workshop. They included a light bulb, a computer mouse, a deck of cards, a baseball, a person's fist (used my own), and a compact CD case. When an idea was tossed out I asked the group if they thought that qualified as a home run (holding up the baseball) or could it represent some risk or trickiness (the deck of cards). They soon caught on to the scheme, and would shout out an object or two or three with every idea offered. One suggestion garnered three symbols: a light bulb (innovative), a mouse (technical), and a fist (people-oriented). It was fun because it drew analogies to their own views of the world. And it got to the goal of naming specific actions.
- **Compiling the information from the flip charts for the staff, post-workshop.** I did not expect this request from the executive director, but I went with it: took the charts home and transcribed the somewhat cryptic cursive handwritings. Doing so actually helped me categorize the feedback into usable form for her. This value-added activity might become part of my modus operandi.

Things I Learned or Would Do Differently

- **Gather, gather, gather more requirements. Don't be afraid to ask questions.** Having been brought into the project at a late date, after two facilitators had declined, I had a steep learning curve. Though much requirement gathering had been done and passed to me, I found I was working with a highly stressed staff because the big day was growing ever closer. It was difficult to get enough time to draw out real goals, desired outcomes, understandings about personalities, etc. Decisions kept changing, and I had to continuously check the reality of what they wanted to accomplish in just one day. If I had anticipated that *their perception of a facilitator* was so multifaceted, that is: agenda designer, logistician, materials creator and supplier, entertainer, instructor, mind-reader, and experienced strategic planner rolled into one, I would have been more assertive during my requirements-gathering period. I learned (in time, thank goodness) that the group wanted me to take complete charge of the day, which gave me a lot of freedom.
- **Insist on seeing the room ahead of time.** Again, I was brought in after all hotel arrangements had been made, but oh, would I *not* have chosen this venue! Our room was dark, no windows. The art deco walls had illuminated panels on three sides (not conducive to posting charts). The table coverings were black. Lighting was bad. On top of that, one board member had an asthma attack mid-day—we believe due to mildew or mold in the room. We had to quickly maneuver so that any station team she was on would be asked to go out to the lobby to meet with her. At noon we relocated the workshop to another room—hand carrying all seven easels, computer, and materials. DCRS teaches us about this one!
- **Continue to improve reflective listening skills for facilitated dialog.** This key technique takes lots of practice!
- **Zero in on the closest FedEx outlet ahead of time.** I should have anticipated I would need to make changes in documents and get them mass-produced. It's okay. I am now good friends with one in Miami.
- **Remain fluid.** Be good on your feet, flexible, and respectful of your client's every wish. Maintain a "can-do" attitude.
I humbly offer this personal debrief to my colleagues in the spirit of sharing and continuous improvement.

DCRS CONFERRED ITS FIRST SET OF CAPSTONE STUDENTS

The Master's in Conflict Analysis and Resolution curriculum underwent a review, whereby the program saw a credit reduction from 39 to 36 credit hours. In lieu of the comprehensive exam, students were given the option to do a capstone project instead. However, students who entered the program in the Fall of 2016 onwards will only have the option of doing the capstone.

Fall 2016 saw the Capstone being offered for the first time. The Capstone course experience gave students an opportunity to bridge theory and practice by way of an independent Scholarship of Engagement Project that served to demonstrate competency in the areas of theory, research and methods (services). Students had the liberty to pursue special topics of interest, current social issues, further develop their area of conflict resolution concentration, engage in community issues, and to seek out a faculty member with expertise in an area of interest to co-collaborate. Students were responsible for designing their own study/project, negotiating approval with their respective collaborator and site/supervisor, and each student received one-on-one and small group guidance from the course Professor, Dr. Katz, and assisting staff, Katherine J. Sosa, throughout the semester.



Students making their capstone presentation.

Fall 2016

Students and their topics:

- *FEMA Reservist Ombuds* by **Cindy Mahendar**
- *Impact of U.S. Lifestyle on Cultural Values and Academic Life of Middle East Students* by **Manal Alzhrani**
- *Ombuds in Higher Learning* by **Adam Lowe**
- *Social Media as a tool for Conflict Resolution* by **Kelsy Quiroz Sanchez**
- *Designing a Training Program to Facilitate Hispanics' Adaptation to the American Society, and their pursuit of the "American Dream"* by **Alfredo E. Ortega**

Submitted by: Katherine J. Sosa—GA



DCRS STUDENTS MAKING THEIR MARK

Dissertation Review is Not as Scary as You Think: Help is Here

Robert Teachenor, PhD.
candidate

I have been the dissertation review graduate assistant for almost two years and it has been a rewarding, and yet challenging experience. There are two main goals which have been my guiding principles in improving the process. The first is keeping the highest standard for the department and the second is helping my fellow students. When I started this position, there was an expectation to deliver a product that conforms to the standard of the department and which is uniform from one dissertation to the next. The tools I use are departmental guidelines, our dissertation template, APA 6th edition and Google! Through the last couple years the department and I have each made contributions to help this process run smoother for everyone and diminish struggles with crossing the finish line. What I realized is that students need understanding, an open door, and collaborative coaching.

I created two more roles to my position, which some of you may have noticed the last couple Residential Institutes (RI). The first, I use RI as an opportunity to connect with a broad range of students to teach and coach on strategies to help them successfully navigate Microsoft Word and the frustrations it can cause. I briefly go over what the review process entails; however focus more on what current questions or struggles students are facing. This training is not limited to students in the dissertation phase, but open to all students, no matter what phase of the program you are in. The second role I took on is having one on one interactive coaching session with students who are currently in the dissertation phase. We work with your document to provide guidance, support, and understanding in preparing your manuscript for review. We all need clarity, and the best way to get it is from the source and with meaningful communication. Having the interactive coaching session with your document provides the opportunity to circumvent frustrations and overcome communication barriers.

Whether preparing your manuscript for print or trying to present the best possible product for a class assignment, I am here to help. I look forward to seeing each and every one of you at the RI training or in one of my interactive coaching sessions.



January 21, 2017 Jennifer Lawer, Ph.D student was inspired to participate in the women's march which took place in West Palm Beach, Florida, one among many held nationwide and in other countries.



FACULTY SPOTLIGHT—Dr. Alexia Georgakopoulos

A Candid Interview with Dr. G: *Post Sabbatical*

Alexia Georgakopoulos, Ph.D., is currently an Associate Professor of Conflict Resolution and Communication in the Department of Conflict Resolution Studies. She is the Director of the Institute of Conflict Resolution and Communication, which is a premiere educational provider for Florida Supreme Court Certification Programs in County, Family, and Circuit Mediation Certification. Recently she took a sabbatical to better facilitate her role as **Editor of *The Handbook of Mediation: Theory, Research and Practice* published by Routledge Publishers (a Taylor and Francis Group) in February 2017.**

The Handbook of Mediation breaks boundaries on the traditional Western Perspective of mediation. Instead, it presents a global perspective of mediation. Dr. Georgakopoulos explains that this is the only way we can have a holistic view of mediation. She states ***"Peace is forged in mediation in my opinion when we invite people around the world to collaborate on a global perspective of mediation and that was the goal and outcome of this handbook"***.

The Handbook of Mediation includes the works of world class and world renowned conflict resolution scholars such as **John Winslade, Abu-Nimer, Ken Cloke, Joseph Folger, Chris Moore, Mark Umbreit, Dorit Cypris and many others.** The book also features some of DCRS professors inclusive of **Drs. Cheryl Duckworth, Neil Katz, and Robin Copper** and their contributions are excellent and greatly appreciated!

The Handbook of Mediation was also completed with the help of DCRS community. **Chuck Goesel**, one of DCRS outstanding doctoral students provided exceptional support and assistance to Dr. Georgakopoulos to take the handbook from inception to completion! ***"My admiration for him goes beyond words!"***, Dr. Georgakopoulos stated. Her team also included **April Cohen, Diane Gaston and Sheila Northrop**, they provided additional support in reaching contributors and collecting their information. **Dr. Georgakopoulos stated, *"They were the most professional team I could envision and I appreciated them tremendously!"*** They provided her unwavering support and assistance that was outstanding and she vouches that they will be incredible assets to the field of conflict resolution. Here is a brief question and answer segment from the interview with Dr. Georgakopoulos.

Q: Describe your experience taking a sabbatical?

A: My sabbatical provided me with the exceptional opportunity to forge lifetime relationships and engage in fruitful projects for the future. While I unfortunately was not in an exotic location overseas that I have heard most professors go to during their sabbatical work, I enjoyed the journey of rich dialogue and writing in quiet spaces; however, I will make it a point that my next sabbatical will have to be teaching and conducting research somewhere in a quite exotic place overseas! On a serious note, this project developed me professionally, but most importantly personally. While I considered the publication of *The Handbook of Mediation: Theory Research and Practice* to be the end goal from the onset, I soon realized that it is only but the beginning of my journey with new projects that have emerged along the way. I am now involved with new and exciting collaborations, projects, research, and writing as a result. It is a blessing to contribute to something you love! Also, I am certain our students will benefit from this project, as it has provided me with a world class network in the field. It will provide our students and alumni with potential collaborations, practicum sites, career sites, and mentors for committee work. I have already been able to connect students with practicum opportunities in unique sites.

Q: What substantial and academic attributes does this book give the field of conflict resolution?

A: The text is informed by cogent theory, state-of-the-art research, and best practices to provide the reader with a well-rounded understanding of mediation practice in contemporary times. Based on four signature themes—contexts; skills and competencies; applications; and recommendations—the handbook provides theoretical, applicable, and practical insight into a variety of key approaches to mediation. Authors consider modern conflict on a local and global scale, emphasizing the importance of identifying effective strategies, foundations, and methods to shape the nature of a mediation mindfully and effectively. With a variety of interdisciplinary perspectives, the text complements the development of the reader's competencies and understanding of mediation in order to contribute to the advancement of the mediation field.



A Candid Interview with Dr. Georgakopoulos: *Post Sabbatical Contd.* —Sidjae Price, GA

Q: How do you think this book will influence the field of mediation and the conflict resolution community?

A: It will be the latest and most up-to-date version of a mediation handbook of its kind. This project will impact the field and conflict resolution community because it features diverse perspectives and voices. It is an example of contemporary scholarship that is interdisciplinary, multidisciplinary, as well as global. It is my hope that this handbook will grow solid mediators today and in the future to promote peace that we so desperately need! The Handbook of Mediation gathers leading experts across fields related to peace, justice, human rights, and conflict resolution to explore ways that mediation can be applied to a range of spectrums, including new age settings, relationships, organizations, institutions, communities, environmental conflicts, and intercultural and international conflicts.

Q: What makes the collaboration aspect of this book stands out the most?

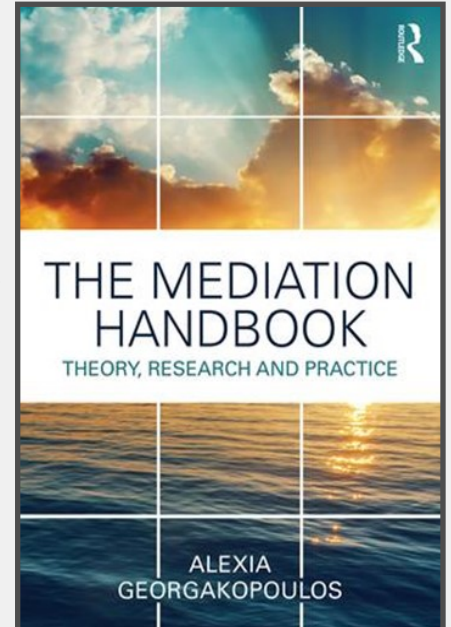
A: This work is a unique collaboration between scholars between universities and centers like John Hopkins University, American University, George Mason University, Nova Southeastern University, Creighton University, Harvard University, University of North Carolina State, and University of California to name a few. It will also be a collaboration with notable practitioners from conflict resolution agencies, firms, and organizations around the country like New York Peace Institute, Mediators Beyond Border, and the Canadian International Institute of Applied Negotiation as well as governmental agencies like the U.S. Military and Environmental Protection Agency to name a few.

Q: What did you learn from having to manage co-authors for your book?

A: I learned that the field of mediation is very diverse and it is exactly this diversity that makes it so special. It was a lifetime honor to work with this diverse group of exceptionally talented and respected contributors around the world from countries in the Middle East, Africa, South America, Europe, Canada, US, etc. It was indeed a humbling experience to work with the best of the best in the field of conflict resolution from all over the world. It was inspiring work and I appreciated having this calling in this point in my career to contribute to the field that I love and admire tremendously. The project grew dramatically since it was envisioned and it is hard to believe I started it nearly three years ago. I was originally organizing the handbook with approximately 20 authors in mind, but it expanded to feature over 60 thought leaders, forefront authorities and notable practitioners who were from interdisciplinary backgrounds in mediation and this yielded 42 chapters and 455 pages. I learned to listen in this project to the many voices who spoke about mediation and I learned tantamount as a result and it is my earnest desire to have others learn from these remarkable contributors as well! In writing the book, I especially appreciated using my own mediation skills to negotiate the product of every chapter with the contributors and the end product with the publishing company. Mediation skills served me well!

Q: What was your overall experience from completing the book?

A: It is hard to imagine that it is finally done! I saw a need to develop a unique handbook of mediation for individuals who had an earnest desire to learn valuable, practical, and applicable contributions from thought leaders, notable practitioners, forefront authorities, and distinguished educators in the mediation field. This project was only possible because of the collective commitment and dedication of these fine individuals to the expansion and development of the field. Presented collectively, the chapters in the handbook present a kaleidoscope of meanings and applications of mediation for present day conflict resolution scholars, professionals, practitioners, and students who have a quest to learn about mediation from world class professionals and even several pioneers in the mediation and conflict resolution fields. Most importantly, this handbook is intended to promote dialogue, debates and discussions about how to continue to improve and develop mediation further. It is my hope that there is something for everyone in this handbook from the novice to experienced mediator!



To purchase the book visit bit.ly/TheHandbookofMediation

FACULTY HIGHLIGHT



DR. ELENA BASTIDAS AND HER TEAM IN COLOMBIA.

Dr. Elena Bastidas was awarded a small grant this past fall by Funecorobles, a grassroots, environmental NGO that works with Afro-Colombian communities in Valle del Cauca, to conduct a needs assessment. The project focused on evaluating potential livelihood opportunities tied to the communities' traditional farming system and other sustainable activities. Income generating opportunities especially targeted to the youth will be key to maintain a peaceful transition during the instable post-conflict environment in Colombia. One of the organizations collaborating with the project is Culpazcon, a Youth Peace Organization that has been working in the area for more than 15 years. Culpazcon with the direction of Dr. Bastidas will provide follow-up to the project.

Dr. Bastidas will provide follow-up to the project.



Dr. Katz presented at two workshops:

- “Emotional Intelligence” for NSU Pharmacy Group, Cleveland Clinic a Modernizing Medicine and Lifelong Learning of Boca Raton.
- Presented Workshop on Negotiation Strategies and Skills for NSU College of Optometry.
- Additionally Dr Katz is one of two Americans that have been asked to serve on an editorial board of a Scholarly Journal published in Russia called *Personality Formation: A Scientific and Methodological Journal*.

All Workshops include DCRS Students as Assistant Trainers

On December 8, 2016 Dr. Duckworth made a presentation at the NSU Levan Ambassadors Board Breakfast Meeting on the topic: “Teaching about Terror, Extremism and Trauma: 9/11 in the Classroom”.



DR. CHERYL DUCKWORTH

According to Stan Linnick, Director, Susie and Alan B Levan NSU Ambassador Board “The material presented exemplified the great research work undertaken at NSU, and captivated the audience of NSU Levan Ambassadors Board Members and their Guests”.

FACULTY HIGHLIGHT - MARK CAVANAUGH, PH.D., ASSOCIATE PROFESSOR



Mark Cavanaugh, Ph.D., is an Associate Professor in the Department of Conflict Resolution Studies (DCRS). He holds a Bachelor's Degree in Literature from Iona College and Master's and Doctoral degrees from the University of Notre Dame. Dr. Cavanaugh has been at NSU for twenty-nine years and has watched this university progress from three buildings into the beautiful campus it is today. He is a social theorist and classically trained musician deeply interested in the emerging field known as 'social neuroscience', which connects the working of the brain to larger social structures and behavior.

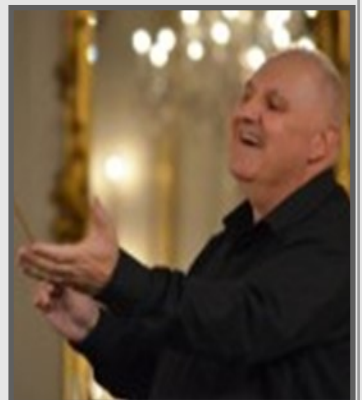
Sociology provides Dr. Cavanaugh an opportunity to integrate current events and social trends into classroom discussions. He enjoys teaching the subject, as it gives individuals an opportunity to broaden their perspective, to find the general in the specific, and to further understand how modern society works. Dr. Cavanaugh's students report that his classes have opened their eyes to sociology and that they have gained new insights into the ways society is structured. Former students email him long after they have graduated, sharing their insights, connections and gratitude for their classroom experience with him.



Dr. Cavanaugh believes that there is a connection between music and sociology. That belief led him to found the NSU Festival Orchestra, which he has conducted since 1989, and which currently consists of approximately forty-five highly skilled professional players, and has played at almost every commencement ceremony since then. The orchestra also appeared at President Hanbury's inauguration 2010. The Festival Orchestra plays a culturally diverse repertoire, including modern and classical pieces. Among its members are graduates of the most prestigious music schools in the country, including the Julliard School, the Frost School of Music at the University of Miami, The Peabody Conservatory, the Thornton School of Music at the University of Southern California, and many others. Quite a few of the players have earned doctorates (D.M.A.'s) on their particular instruments.



Last August, Dr. Cavanaugh was honored with "Free Passage to the City of Kroměříž," at the Bishop's Palace in Kroměříž, Czech Republic. This is an ancient honor which pays tribute to his twenty-year association with the city and the Bohuslav Martinu Philharmonic as part of the International Workshop for Conductors. The recognition took place at a concert which he conducted in the magnificent Bishop's Palace in Kroměříž, Czech Republic. The palace itself has been featured as a set in many films, including "Amadeus," which depicts the life of Mozart.



Cavanaugh views music as a "social glue" that draws people together and can unite them even across divisive ethnic, political, and social lines. It also functions as a "medicine for the mind."

ALUMNI ON THE MOVE - KATHY A.M. GONZALEZ, PH.D



Kathy A.M. Gonzalez, Ph.D joined the Werner Institute at Creighton University as an assistant professor of conflict, clinician-educator. Kathy has extensive training and taught and applied dispute resolution methods to social issues such as police-community relations and juvenile justice systems. She has also done consultations with multiple organizations throughout the eastern Caribbean. Her research interest is centered around the application of dispute resolution processes to address issues relating to law and justice. <https://law.creighton.edu/news/welcome-new-faculty-and-fellow>.

ALUMNI ON THE MOVE - KRISTLE L. HUNTER, PH.D.

Krystle L. Hunter, PhD is an earned doctorate alumna of the NSU Department of Conflict Resolution Studies.

Her current studies of interest are social movements, marriage and the family, mediation, women's studies, race and culture, and alternative dispute and conflict resolution. Dr. Hunter is actively engaging in writing for journals and seeking to publish manuscripts within the coming year. Outside of her studies, Dr. Hunter works with veterans, as a caregiver, to her local VA hospital and centers. She engages in her community by providing support to veterans and their loved ones. Her most notable works are with her local religious organization as a secretary and tutor. In addition, she mentors local middle, high school, and college students.



With her knowledge and expertise in the area of conflict resolution, Dr. Hunter started an alternative dispute resolution group – Hunter Alt. Hunter Alt primarily specializes in Family Law Mediation for the Eighth Judicial Circuit and will branch into other alternative dispute resolution services within the coming year. Please feel free to connect and visit Hunter Alt's website www.hunteralt.com

ALUMNI ON THE MOVE - MICHELLE CROMWELL, PH.D.



Michelle Cromwell, Ph.D., graduate of the master's and doctoral programs in the Department of Conflict Resolution Studies (DCRS) in NSU's College of Arts, Humanities, and Social Sciences (CAHSS), has been named the inaugural Chief Diversity officer at SIT (School for International Training) in Brattleboro, VT. Cromwell indicated that her work is informed by the tripartite role that she brings to the position. These include an integrated, interdisciplinary, and interactive approach.

Cromwell brings extensive experience to this position. She served as an Associate Professor of Politics and Social Justice at Regis College. Prior to joining the faculty of Regis College, Cromwell was an Associate Professor of Social and Political Systems and Center Associate for Multicultural Curriculum at Pine Manor College. She was the founder and president of The Multicultural Village, which delivered experiential training programs to children and adults in the U.S. and the Caribbean. She is a consultant and has served as adjunct faculty for the Department of Multidisciplinary Studies in CAHSS. Cromwell's research and practice interests include diversity, multiculturalism, and community development.

Reviewing: The Qualitative Report (TQR) 8th Annual Conference—From students and alumni perspectives



Bruce Lilyea, Ph.D. -My experience at the TQR Conference as a DCRS Alumni was fantastic. The theme of the recent TQR conference centered around the idea of caring for others and ourselves as qualitative researchers. Although I dismissively considered these concepts as tertiary during much of my time as a DCRS student, during the TQR conference I found myself reflecting on the significance of these ideas that were highlighted throughout my DCRS education and at the TQR conference. Making a sustainable difference in the world around us requires caring for others and for ourselves and Dean Yang's regular admonition to practice self-care echoed in my mind throughout the conference. In addition to the enjoyable experience of being back on campus and reconnecting with former classmates who were also attending the conference, the synergies between TQR and DCRS were very apparent. I would strongly encourage all DCRS students and graduates that are wanting to further develop their qualitative research skills to attend TQR conferences and actively participate with the TQR Journal.

Bridging my business background with DCRS has broadened my paradigm of life and has helped me to be a well rounded professor. Specifically the impact of Dr. Robin Cooper's instruction and guidance has been invaluable in many ways and Dr. Dustin Berna's extensive reading requirements were formative and I have duplicated his thought paper requirements in my teaching. Some of the skills from the DCRS program that you I currently implement are: analyzing, managing, and resolving conflict is especially significant in the current widespread turmoil. I have found that qualitative research skills permeate all of life and extend well beyond the formal research space. Additionally, a strong understanding of structural conflict is essential to a thorough understanding of individual, group, and large scale interactions. Finally, the seemingly basic skills of effective communication, self-care, developing shared stories, and building a sense of community are invaluable and far more significant than I ever imagined when I entered the DCRS program.

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Chinyere Obinna- As a current DCRS student, I had a great experience at the conference. I was impressed with the organization and the quality of presentations. The conference was also a platform for networking and exchange of ideas with other attendees. Overall, it was a rewarding experience and I look forward to attending next year's session. Being part of the conference is helpful in building my professional network, as well as expanding my knowledge base. It provides an excellent opportunity to learn about current trends in qualitative research, and also get valuable feedback for my work. Besides meeting new people, students can improve their knowledge and skills as they engage with the work of others during the conference. They also get the chance to present their work and be recognized for their scholarship beyond the department. This was my first time attending the TQR Conference and I left the conference with high regard for qualitative researchers and their contributions to knowledge. During the conference, I had wonderful learning moments as I purposely reached out to researchers outside the field of conflict resolution to gain insight on their various experiences in the field. I was truly inspired by their dedication to research and hope to build on the connections I made at the conference.

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Yehuda Silverman- I enjoyed learning from the presentations and taking a moment to reflect about what researchers can internally do to externally help advance the qualitative research field. As a current doctoral candidate, I gained valuable insights into how scholars contributed to research, along with recent publications in the qualitative research field that I was not aware of. Additionally, meeting scholars from around the world was helpful in understanding the academic viewpoints locally and internationally. Individuals who attend the TQR conference may find inspiration from presentations and keynote speakers that can advance their own personal and professional goals in life. Additionally, meeting scholars from around the world is a great way to have meaningful discussions and possibly lead to future collaborations. There are also a plethora of qualitative research books that are available to look at during the conference; particularly recent publications that one may not have heard of. My experience at the TQR Conference was memorable because the TQR Conference focuses on interpersonal connections and is welcoming to all. I enjoyed

listening in to the presentations and keynote speakers and would attend again if I am able to.

POST-ELECTION DIALOGUES: LISTEN SPEAK LEARN UNDERSTAND

In November 2016, the United States elected a new president, Donald J. Trump. The election and executive orders related to immigration generated concern among some students, in particular international students. The department, with leadership from Dr. Schwoebel, Dr. Duckworth, and Dr. Katz, as well as several doctoral students—Katherine Sosa, Adrian Carter, Nekeisha Bascombe, Kathleen Watkins-Richardson, and Soha Alshareef—and support from Dr. DeNapoli in the Office of International Affairs and the CAHSS Graduate SGA held two dialogue events called: **Listen Speak Learn Understand**. A few participants share reflections on the dialogues below.



Dr. Cheryl Duckworth: We hoped that the structure of this panel it provided an inclusive and safe space for students of whatever beliefs or background to express their views--hopes and fears--about the election. *We structured the process such that participants all had opportunity to speak, but were also asked to listen.* We emphasized the difference between a debate and a dialog. Based on the audience's feedback we are certain that the audience saw benefit and value in this forum. We will be offering one or two more such dialogs this term.



Kathleen Watkins-Richardson: I thought the structure of a "facilitated dialog" was very non-threatening, which put people at ease once they understood how the discussion was going to occur. I was able to implement many tools I have learned throughout my graduate program, especially those from Human Factors and Facilitation. As a team we exhibited a certain calmness and confidence that reflected upon all participants that the facilitators and the other participants were non-judgmental. What was most memorable was to observe one non-DCRS student evolve from a fear (almost panic) about the described facilitated dialog process to being the most open and animated participant in the room! To see someone experience the process and the outcomes/insights in the way our department leads (Robin, Cheryl, Mary Hope, and Neil) envisioned was very gratifying .



Nekeisha Bascombe: the round table structure of the panel added value to the event as it created an environment which allowed everyone to open up and share their insights without being chastised or ridiculed when expressing their views on the outcome of the election. Having a facilitator to guide the small group sessions worked well in regards to time management; while restating key points made by participants. Additionally, using the concept of Reflective Listening incorporated into the structure of the discussion allowed all participants to truly speak, listen, learn from the differing perspectives/views shared.



Diversity dialogue presenters and attendees.

SCHOLARSHIP RECIPIENTS



Jane Mokaya is the 2nd recipient of the Susan and Neil Katz Changing Lives Scholarship for winter 2017.



The DCRS Student Scholarship was awarded to Diana Herrera in December 2016

- ◆ **CAHSS Graduate Student Government Association Endowed Scholarship for Community Outreach (provides support to Graduate CAHSS students)**

Award Criteria:

CAHSS student whose community service is exemplary of and committed to NSU's vision and the CAHSS motto of "walking the talk". Currently registered and in good academic standing. Must have completed at least 9 credits in a CAHSS program. Must be enrolled in at least 6 credit hours in a term.

Applicants should submit a detailed letter explaining how they meet the criteria for the scholarship. Applications may be submitted to Dr Bastidas via email by Friday, **March 24,2017**.

- ◆ **Dr. Florence Ross Scholarship for Global Peace Endowment (provides support to DCRS doctoral students)**

Award Criteria:

Available to doctoral students enrolled in the DCRS program. Must demonstrate financial need. Must demonstrate academic excellence (GPA must be 3.0 or above). Preference will be given to applicants who show evidence of commitment to International Conflict resolution and who are members of international peacemaking groups and associations.

- ◆ **Senator G. Firestone Endowed Scholarship (provides support to CAHSS graduate students preparing for a career in government service)**

Award Criteria:

Applicants must be in financial need and in good academic standing. Preference will be given to students who are the first in their family to attend graduate school, and to those who have been employed in order to help to finance their education.

Applications may be submitted to Dr. Cooper via email by **Friday, March 24**

SCHOLARSHIP/FUNDING OPPORTUNITIES AVAILABLE TO DCRS STUDENTS



Graduate Assistantships for CAHSS Doctoral Students Award Amount: Stipend up to a maximum of \$15,600.00 per year, paid bi-weekly.



CAHSS Student Association Endowed Community Outreach Scholarship. Award Varies
Created to honor colleagues who are committed to giving back to the community. Awarded to students whose community service is exemplary of and committed to NSU vision.



James O Elmore Scholarship Fund. Award varies.

Created in memory of Jim Elmore, a federal mediator who passed away in 1998, and friend of DCRS. This fund is used to award DCRS students for professional conference presentations and academic publications.



DCRS Student Scholarship Funds. Amount Varies

The scholarship is available to students for outstanding academic performance, crisis situation of need and/or contribution to inclusive learning community building. The award is on a case by case basis.



CAHSS friends memorial fund (Based on available funds not to exceed \$500.00)

This fund is in memory of a late colleague Mr. Cody Smith for his outstanding service to the SHSS. This fund is specific to students who have registered continuously and in good academic standings and actively working on their thesis/ dissertation or community outreach project.

For additional information on these scholarship go to <http://cahss.nova.edu/students/resources/index.html>

PRACTICUM EXPERIENCE - JANE N. MOKAYA, DOCTORAL STUDENT



I am delighted to report that it has been observed that there is a steady increase in the number of students who are selecting practicum sites that are inline with their dissertation topics, or career choice post degree. This approach is proving to be a supreme return on investment of time and effort. I encourage others to take the time to plan your practicum. An out of this world experience can take up to a year to plan. I will again, us this opportunity to complete a 3 issue report on Jayne Mokay's practicum. Jayne has complete both her practicum 1 and 2 in her home country of Kenya. Her location was inspired by her upcoming dissertation around the theme of refugees, with a focus on women. This decision has opened multiple opportunities for her. See below in her own words:

I finished the first practicum in the summer of 2016 at Moi University Peace Institute at Eldoret, Kenya, Jane transferred her fall 2016 practicum site to Egerton University Institute for Women and Gender Development Studies also in Kenya. Jane says, "My experience at the Institute for Women and Gender Development Studies was an eye opener to the realities of conflict at the community level to International levels for me. The practicum has opened new avenues of networking and friends. I urge students proceeding to practicums to go out of the country or different organizations and attend conferences. These conferences open many avenues which become beneficial in the later days." During my second practicum, I was able to attend five different forums including international conferences. Two of the International Conferences stood out because of its themes.

The first International Conference was held in Kenya with international participants. This conference's theme was on *Refugees and Forced Migration in Eastern Africa: Crises, Trends, Dynamics, Challenges, Opportunities and Conundrums*. This conference had representations from all the stake holders dealing with refugees in Africa and beyond. The conference was organized by International Rescue Committee, Aalborg University in Denmark, Danish Embassy in Nairobi, and Maseno University in Kenya. Also in attendance was the United Nations High Commissioner for Refugees (UNHCR).

The conference had also representatives from US, Ethiopia, Netherlands, Denmark, Sweden, Uganda, Somali, Church World Service, and other agencies processing refugees for resettlement in the US, Canada, Denmark and Australia. This particular conference had an impact directly on me since my being in the program is as a result of resettling refugees in the US. I had yearned to be in a forum where UNHCR is in attendance so as for me to voice my concerns and be an advocate for refugees regarding resettlement in the West. I had an opportunity to request as a recommendation to all stake holders particularly UNHCR to map out a resettlement plan for refugees from Africa to be resettled in Africa, and those from Asia to be resettled in Asia rather than being resettled in the West which is too foreign for them to assimilate. This is because these refugees suffer further in a new culture.

The second memorable conference I attended was at the University of Leeds in UK. The Institute for Women and Gender Development Studies Director Dr. Damaris Parsistau invited me to accompany her to the conference whose theme was *'Pentecostalism and sexual Citizenship in Africa.'* This conference focused mainly on LGBT, religion and culture

among African Nations. Many scholars presented on different aspects of LGBT and its effects from Pentecostalism perspective, as well as culture and its effect in Africa. One of the scholars from Emory University presented on evidence of masculinity or heterosexual for couples. She said that "society is broken because (men) masculinity is broken." Another scholar from University of Leeds presented on Uganda and its stance on LGBT. He said that "sexual talk is prohibited in Uganda, that the glory of a nation is its people, a strong prosperous is a land where there are numerous healthy families." The Director from the Institute for Women and Gender Development presented on Pentecostalism, Gender and Sexual Citizenship in Kenya, "sexual sin and sex as a sin – what is the line between the two?" She gave an example of a Church run by one man calling himself a prophet Owour who uses stadiums and showgrounds because he believes that Churches are polluted with immorality.



A SAMPLE OF FACULTY AND STUDENT PUBLICATIONS



Jenny Chang, Ph. D., is a graduate of the Department of Conflict Resolution Studies (formerly known as "Conflict Analysis and Resolution"). Currently, she teaches conflict resolution in the university setting and works in a law firm as an English and cross-cultural dispute resolution professional.

Chang has published an article entitled "New Dimensions of Forgiveness and Reconciliation in Conflict Resolution and Peace Studies" in the peer-reviewed journal, *International Journal of Humanities and Social Science Review*. In addition, she has co-authored with Dr. Shih-Chi Hsu the article "The Influence of Chinese Children's Role Obligations on Restoring Parent-Child Relationships After Conflicts" published in the peer-reviewed journal, *Chinese Social Psychological Review: Moral Judgement and Culture*. Chang's other publications include trust conceptualization, trust development, and trust building from cross-cultural perspectives.

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Congratulations to **Drs. Eileen Smith-Cavros and Joyce Avotri** on the publication of your article, and for including an undergraduate student co-author, Amal!



Smith-Cavros, E., Avotri-Wuaku, J., Wuaku, A. and A. Bhullar. 2017. Rural Elders in Agate, Ghana, Discuss the National Healthcare Insurance Scheme. *Qualitative Research in Medicine and Health*. Volume 1(1): 23.

Smith-Cavros, E., Avotri-Wuaku, J., Wuaku, A. and A. Bhullar. 2017. Rural Elders in Agate, Ghana, Discuss the National Healthcare Insurance Scheme. *Qualitative Research in Medicine and Health*. Volume 1(1): 23.



Linda Kovack, current PhD. student had her essay which was titled, "Assertive Community Based Treatments (ACT) Potential for De-Radicalization, Disengagement and Reintegration of U.S. Youth," selected for publication for the *Peace Review*, Issue 29(2): Violent Extremism and Youth Recruitment," with Guest Editors Jennifer Batton and Juliette Shedd. Projected publication date is June 2017. Congratulations Linda!

Christina Wilson PhD. will see her article which was co-written with Dr. E. Bastidas published by "Corrections Today", June 2017.

CONFLICT AND SUSTAINABILITY IN A CHANGING ENVIRONMENT
Through the Eyes of Communities



Gwendolyn Smith and Elena P. Bastidas

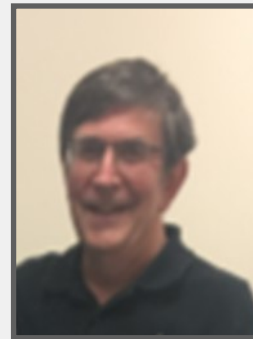


Dr. Elena Bastidas recently published a book with DCRS alumna Dr. Gwendolyn Smith Conflict and sustainability in a changing environment—Through the eyes of communities. <http://www.anthempress.com/conflict-and-sustainability-in-a-changing-environment>

[-a-changing-environment](http://www.anthempress.com/conflict-and-sustainability-in-a-changing-environment)

In the words of Dean Yang, "While there are many models to describe socioeconomic complexities and many theories to interpret human challenges, you and your mentees actually go to the fields to co-create a grassroots change persistently from an indigenous perspective!" Congratulations Dr. Bastidas.

Book Chapter



Neil Katz, PhD.

"Mediation and Dispute Resolution Services in Higher Education." *Handbook of Mediation: Theory, Research and Practice*, Alexia Georgakopolis, ed. Rutledge Press, Winter, 2017.

Book

Sustainable Peace in the Twenty-First Century Bridging the Gap from Theory to Practice.

By: **Dilip Vasudeo Kulkarni, PhD.**



A volume in the series: Peace Education. Editor(s): Laura Finley, Barry University. Robin Cooper, Nova Southeastern University. <http://www.infoagepub.com/products/Sustainable-Peace-in-the-Twenty-First-Century>

Congratulations Dilip.

FINAL DEFENSES: NOVEMBER 2016 – FEBRUARY 2017

- **Elizabeth Lackey:** A Phenomenological Study of the Impact of Living in Residential Group and/or Foster Care on Adult Conflict Behavior. 11/2016
- **Mark Bukowski:** Men and College Enrollment: A Grounded Theory Study on Understanding how Gender Stereotypes Influence Men and Their Decision-Making. 11/2016
- **Nadia Lucien:** The Power to Change Lives—The Lived Experiences of Human Resources Professionals in the Hospitality Industry: A Phenomenological Research Study. 11/2016
- **Yvonne Fischer:** A Phenomenological Study: Exploring the Third Side of the Hawaiian Kingdom Conflict.: 11/2016
- **Kumail Almusaly:** Painting our Conflicts: A Thematic Analysis Study on The Role of Artist in Conflict Resolution and Peacemaking. 11/2016
- **Jennifer Josephs:** Perceptions of Validity: How Knowledge is Created, Transformed and Used in Bio-Agricultural Technology Safety Testing for the Development of Government Policies and Regulations. 11, 2016
- **Hilary Aza:** A Case Study of Cross-Cultural Complexities and Interpersonal Conflict Faced by Project Managers in Multicultural Software Development Project Teams. 12/2016
- **Miryam Lindberg:** Conflict Analysis of Economic Perceptions and Misperceptions in the United States. 12/2016
- **James Dorough:** Exploring Identity and Negotiation among Women Military Interrogators through Interpretative Phenomenological Analysis. 12/2016
- **Binamin Konlan:** Predictability of Identity Voting Behavior, Perceived Exclusion and Neglect, and the Paradox of Loyalty: A Case Study of a Conflict Involving the Ewe Group in the Volta Region of Ghana and the NDC-led Administrations. 12/2016
- **Annmaureen Nwabuzor:** Johnny Just Come (JJC): An Interpretative Phenomenological Analysis Study on the Intra-Extended Family Conflict Experience of Undergraduate Nigerian Immigrant College Students in the United States. 1/2017
- **Nicholas Tarlebbee:** When Cyber Systems Crash: Attitudes towards Cyber Utilization and Security . 2/2017
- **Shawna K. Resnick:** Elizabeth I and the 1559 Act of Uniformity: A Study of the Impact of Gender Roles and Religious Conflict. 2/2017
- **Claudette Powell-Bennett:** The Influence of Culture on Conflict Management Styles and Willingness to use Mediation: A Comparative Study of African Americans and Afro Caribbeans (Jamaicans) in South Florida. 2/2017

RI WINTER 2017 IN PICTURES



SGA Board President and treasurer Edwina Ward and Jimai Nangsin Njodzeka, on December 7, 2016 attended the PANSIGA dinner. Picture taken with Dr. George Hanbury II, President of NSU

CAHSS— ANNUAL ALUMNI RECEPTION HOSTED NOVEMBER 2016—JOIN US FOR NOVEMBER 2017



DCRS WELCOMES NEW ADDITIONS !

**Oliver James
Zanko
12/13/2016**



My name is Evy Rossetti, I am your new DCRS Administrative Assistant. It is exciting to be part of this team of Peace Makers. Looking forward to meeting and working with all of you in your educational endeavors . I can be contacted at, **Ext: 23024 or er1003@nova.edu**



SOMEONE IS READING YOUR DISSERTATIONS!

December 2016 saw the **Department of Conflict Resolution Studies Theses and Dissertations** having **1158** full-text downloads and **2** new submissions were posted.

- **The most popular papers were:**

The Impact of Islam as a Religion and Muslim Women on Gender Equality: A Phenomenological Research Study (600 downloads)

http://nsuworks.nova.edu/shss_dcar_etd/14

- The Impact of Colorism on Historically Black Fraternities and Sororities (112 downloads)

http://nsuworks.nova.edu/shss_dcar_etd/20

- Identifying the Factors That Influence Conflict Management Behavior of Human Resource Professionals in the Workplace: An Analysis of the Relationship Between Personality and Conflict Management Behavior (100 downloads)

http://nsuworks.nova.edu/shss_dcar_etd/26

We are delighted to invite you to become part of the NSU Conflict Resolution Community group on Facebook. Join us today and let's talk, share the good things happening in your world of conflict resolution, ideas, and see what is happening in the department.



Our goal is to build a community of like minds, where students and alumni can share information on current trends within the field, employment opportunities, and co-author research articles and projects.

[DCRS is now on Facebook](#)

NSU ALUMNI ASSOCIATION

- NSU CHATS - NSU Alumni Association has launched their newest tool to engage our alumni around the world in a meaningful way and provide them with career development resources. *NSU Chats* will be a series of online, 1:1 networking events that will occur on the third Thursday of each month beginning in November. These online events will feature up to 6 different chat lobbies that alumni will be able to join. Once in a lobby each individual will connect with someone else for a 10 minute networking conversation. After each conversation the individuals will have transcripts of their discussion, be able to connect via LinkedIn and then move to another conversation. <http://www.nova.edu/alumni>

- Welcome to NSU Connect—NSU Connect is our new online community, exclusively for alumni. It's your ONE-stop-shop to find or share job leads, alumni events, mentoring opportunities, peer-driven career advice and easily connect with other Sharks. We need your help to build this community - your community - by posting, sharing and inviting fellow Sharks to join. Signing up is easy and free!

Goto www.nsuconnect.net



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