When Erin Levitas was accepted into the University of Maryland Francis King Carey School of Law in 2014, she knew she wanted to use her degree to help survivors of sexual assault like herself. In her admissions essay, she discussed her experience as a rape survivor as a catalyst for her desire to become an attorney.

Erin’s dream of attending law school was cut short when she was diagnosed with cancer in the spring of 2015 and died less than a year later. However, her passion for victims’ rights will live on in the Erin Levitas Initiative for Sexual Assault Prevention at Maryland Carey Law.

The program, which will focus on local middle schools, aims to stop sexual violence before it starts by educating students to be able to identify, question, and reject the ideas that lead to it.

The initiative draws from two Maryland Carey Law programs: the Gender Violence Clinic, which explores the ways in which gender and violence intersect, and the Center for Dispute Resolution (C-DRUM), which promotes the power of effective conflict resolution to build a more just society. Continued on next page.
The Phyllis L. and Leonard J. Attman Foundation has underwritten the annual program with the goal of raising $3 million through the newly created Erin Levitas Foundation to ensure the initiative’s continuation in perpetuity at the law school.

Maryland Carey Law Dean Donald B. Tobin says the program is a fitting way to honor Erin’s legacy. “We’re incredibly excited about this initiative,” he says. “It gives a wonderful opportunity for our students who are passionate about issues involving gender violence and sexual violence to make a contribution to the community.”

“Given the #MeToo moment that we’re currently living in, it’s not hard to see why addressing sexual harassment and sexual violence among young people needs to be a priority,” says Professor Leigh Goodmark, director of the Gender Violence Clinic at Maryland Carey Law.

The Levitas Initiative builds on C-DRUM’s 15-year relationship with Maryland public schools to prevent and resolve student conflicts, build healthier relationships, and promote safe school climates more conducive to learning.

Professor Deborah Eisenberg, director of C-DRUM, acknowledges that conflict resolution is an important life skill that can be learned at school. “Processes like mediation and restorative practices build students’ socio-emotional skills, empathy, and respect for each other,” she says. “These dialogue processes will focus on prevention by giving students the tools to build healthy relationships starting in their middle school years.”

Goodmark says introducing middle schoolers to the realities of sexual assault might seem early to some, but it’s actually catching young people before it’s too late. “We’re particularly interested in addressing middle school students, because we want to educate students before their views on gender relations, sexual harassment, and sexual abuse are shaped and give them information and skills that they can take into their young adult relationships,” she says.

Quince Hopkins ’89, a national leader in restorative justice and sexual assault, will lead the project. Law students in the Gender Violence and Mediation Clinics will implement sexual violence prevention education and restorative practices in middle schools, with the goal of changing attitudes that drive gender violence.

Teachers, administrators, and parents also will receive training in restorative methods of conflict resolution, education on their legal rights and responsibilities, and knowledge of when and how to intervene.

“Respect for women and girls can be taught,” Tobin says. “One of our goals is to create a curriculum that can be replicated at other law schools so that Erin’s mission can spread beyond Maryland and throughout the country.”

Marissa Neuman Jachman is Erin’s cousin and executive director of the Erin Levitas Foundation. She remembers Erin as a light spirit who valued education, friends, and family, and one who became a passionate advocate for survivors of sexual assault. “We know that we can’t replace the change Erin would have continued to make in our world,” Jachman says. “But we would like to try, and we hope people join us.”

To learn more about the Erin Levitas Foundation, please visit https://erinlevitas.org/
MARYLAND CAREY LAW LAUNCHES DISPUTE RESOLUTION TRACK

Starting in the 2018 academic year, Maryland Carey Law students can include dispute resolution among the options for concentrated study. The dispute resolution courses and experiential opportunities at Maryland Carey Law have grown substantially over the past decade.

“Dispute resolution subjects such as negotiation, mediation, and arbitration, along with traditional litigation, are increasingly important for attorneys practicing in many different areas. The Dispute Resolution track formalizes our existing rich ADR program by providing a sequenced plan of study, mentoring, and a credential that may help our students stand out in their search for employment,” says Professor Deborah Eisenberg, faculty director of the DR program.

The Dispute Resolution Track at Maryland Carey Law exposes law students to the theory, skills, and practical experience needed to understand and navigate dispute resolution processes in a variety of legal contexts. Although dispute resolution is relevant for all lawyers, the Track is especially appropriate for students who want to pursue careers as complex civil litigators, transactional attorneys, in-house counsel, public policy leaders, or third-party neutrals (e.g., mediators, collaborative attorneys, ombudsmen). ADR is also increasingly central to the work of attorneys in the fields of employment, family, business, construction, sports, entertainment, public policy, and international law.

Similar to other concentrated areas of study, students pursuing the Dispute Resolution Track must complete a minimum of 17 credits fulfilled through a menu of course offerings, experiential learning opportunities, a capstone Conflict and the Law course, and a writing component. The core course offerings span the spectrum of dispute resolution processes including litigation, mediation, negotiation, arbitration, collaborative law, and restorative justice. Students can combine these dispute resolution courses with subject matter electives, such as employment, family, or international law. Students can satisfy the experiential requirement through one of four clinical classes or any number of externships in the Maryland and Washington, D.C. area.

The Dispute Resolution Track prepares students to engage in 21st century lawyering, which requires attorneys to navigate a spectrum of both adversarial and non-litigation processes to achieve their clients’ goals. The first cohort of J.D. students accomplishing the Dispute Resolution Track will graduate in spring 2019.

“Dispute Resolution track formalizes our existing rich ADR program by providing a sequenced plan of study, mentoring, and a credential that may help our students stand out in their search for employment.”

Prof. Deborah Eisenberg
Faculty Director of the DR Program
Safer Schools Through Restorative Practices: A Commission Approach

How do we create safe schools that have positive learning climates for all students? That is the focus of the Maryland Commission on the School-to-Prison Pipeline and Restorative Justice, chaired by C-DRUM. The Maryland 2017 General Assembly created the Commission to study best practices in school discipline and conflict resolution and propose a collaborative action plan by January 2019. The 22-member Commission is tasked with studying school discipline practices in Maryland, examining national best practices, and recommending a plan for integrating restorative practices in schools throughout the state.

Over the past year, the Commission has gathered valuable information from local and national experts about the school-to-prison pipeline, school disciplinary practices and school arrests, and restorative practices programs. Studies have shown that “zero tolerance” exclusionary punishments like suspensions and expulsions fail to make schools safer and disproportionately push students of color and students with disabilities out of school. Students who are suspended are more likely to become involved in the juvenile justice system, fueling what is known as the “school-to-prison pipeline.”

Schools need more effective discipline models that promote safe and positive academic environments. To achieve that goal, many school districts have implemented restorative practices, which provide a framework and tools to build strong, safe school communities. Restorative practices help educators proactively build relationships and address conflicts without over-reliance on punishment.

Schools that are using restorative practices report that students are more engaged in learning, resulting in fewer office referrals and suspensions, and improved academic performance.

“We hope the work of the Commission will provide Maryland with information and tools to positively change school communities. With training in restorative practices, educators who struggle with managing the conflicts that disrupt learning come to realize that this is not about simply fixing the students; it is about learning professional skills for more explicitly strengthening their own relationships with all students, parents, and co-workers,” says Barbara Sugarman Grochal, who chairs the Commission and directs C-DRUM’s School Conflict Resolution Education Program.

The Commission continues to meet regularly and will submit its report to the Governor and legislature by January 2019. A list of Commission members and additional information about the Commission’s work and restorative practices can be found at www.cdrum.org.
In late November 2017, the seventh class of Maryland Public Policy Conflict Resolution Fellows gathered for two days of strategic negotiation and consensus building training. This successful program brings together top leaders in state and local government, business, non-profit, education, and faith-based sectors in a unique collaboration between the Maryland Judiciary, University of Maryland, Baltimore and Maryland Carey Law.

The recent program featured nationally recognized trainer Sen. David Landis for a dynamic full day exploring interest-based negotiation and consensus building. In the evening, Fellows from previous classes joined the 2017 class for dinner and a panel discussion on “Creating Collaboration Out of Conflict.” Professor Diane Hoffmann (Fellows Class ’07) moderated the discussion among Del. Brooke Lierman (Fellows Class ’16), The Hon. Brett R. Wilson (Fellows Class ’16) and Del. Mary Washington (Fellows Class ’13).

The panelists related their experiences in using skills to “reach across the aisle” to effectuate change. On the second day, participants engaged in an interactive negotiation simulation, and concluded the program with techniques to create dialogue across divided communities offered by Jonathan Rosenthal, director of the Maryland Judiciary Mediation and Conflict Resolution Office (MACRO) and Toby Guerin, managing director of C-DRUM.

In 2018, the Fellows Program launched a series of breakfasts titled “3 Steps to Changing a Conflict Culture” to bring together Fellows and create additional learning opportunities.

Is There A Problem Here? Why Ignoring A Conflict Culture Makes It Worse

Hosts:
Kevin Lindamood | Health Care for the Homeless | Fellows Class ’13
Joselyn Peña-Melnyk | Maryland State Delegate | Fellows Class ’08

Guest:
Erricka Bridgeford of Baltimore Ceasefire 365 offered thoughtful insights about the escalating effects of ignoring conflict.

Listen More, Talk Less

Hosts:
The Hon. Ricardo D. Zwaig | District Court of Maryland | Fellows Class ’17
Phoebe Stein | Maryland Humanities | Fellows Class ’13

Guests:
Aaron Henkin, co-creator and producer of “Out of the Blocks,” and Phoebe Stein shared perspectives on the profound power of listening.

Have We Met? Building Connections and Why It Matters

Hosts:
Violet Apple | Girl Scouts of Central Maryland | Fellows Class ’17
Scott Hancock | Maryland Municipal League | Fellows Class ’13

Guests:
Rev. Tony Lee of Community of Hope AME Church and Prince George’s County Chief of Police Henry P. Stawinski discussed the “hard work of small things” in strengthening community.
More than fifteen years ago, Professor Emeritus Roger Wolf sought to design a comprehensive dispute resolution center for policy, scholarship, academic instruction, and professional skill development. In 2002, his vision gave birth to the Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM). In April 2018, many of C-DRUM’s alumni, friends, and supporters came together to honor Professor Wolf and to celebrate the legacy and future of dispute resolution at Maryland Carey Law.

With the unique mission of promoting the power of conflict resolution to build a more just society, C-DRUM has combined academic instruction with innovative experiential opportunities and community engagement. Since its inception, C-DRUM has supported the expansion of conflict resolution programs in K-12 public schools, including peer mediation, restorative practices, and positive discipline models. In 2017, the Maryland General Assembly passed legislation appointing C-DRUM to lead a 22-member Maryland School-to-Prison Pipeline and Restorative Practices Commission.

C-DRUM has also been a leader in public policy conflict resolution, partnering with the Maryland Judiciary Mediation and Conflict Resolution Office on the Maryland Public Policy Conflict Resolution Fellows Program. The Fellows Program trains top state leaders to use consensus-building processes to tackle critical public policy issues and has had seven classes of graduates.

C-DRUM’s other innovative initiatives include the new Erin Levitas Initiative for Sexual Violence Prevention, the Ronna K. Jablow Community Mediation Fellowship, and a Professional ADR Skills Training Series. In recent years, C-DRUM has also collaborated on research exploring the impact and effectiveness of ADR in the Maryland courts.

Ranked among the top law school dispute resolution programs by *U.S. News and World Report* for the past three years, Maryland Carey Law offers a rich and growing dispute resolution curriculum, including traditional courses like negotiation, mediation, and arbitration, as well as courses such as collaborative law, restorative justice, and experiential opportunities. The Mediation Clinic, started by Professor Wolf, continues as the longest-running provider of day-of-trial and pre-trial mediation services for the District Court of Maryland for Baltimore City.
The entire University of Maryland Francis King Carey School of Law community mourns the loss of Professor Emeritus Roger Wolf who passed away on December 30, 2017. Professor Wolf will be remembered for, among many things, his commitment to alternative dispute resolution, the founding of what would become Maryland Carey Law’s Center for Dispute Resolution (C-DRUM), and the hundreds of lives he positively affected during his time at Maryland Carey Law.

Born in Cincinnati, Ohio, Professor Wolf graduated from Harvard College and the George Washington University School of Law. He taught at Catholic University’s law school until 1978 when he left academia to farm and start a vineyard. At some point in the early 1980’s, Professor Wolf found a classified advertisement describing an evening clinical job. Answering that ad would turn into a 28-year career at Maryland Carey Law spanning from 1982 until his retirement in 2009.

During his tenure at Maryland Carey Law, Professor Wolf was a tireless advocate for clinical education. He became director of Maryland Carey Law’s Attorney General Clinic in 1983 while teaching courses such as an alternative dispute resolution survey course, civil procedure, lawyering process, and a criminal defense clinic. In 1992 he started the Mediation Clinic, and soon after, founded C-DRUM.

Perhaps what distinguishes Professor Wolf the most was how he spent his leisure time. As his obituary states, “Roger also spent great energy farming. His main crops were wine grapes (10 acres), a good sized flock of sheep (30-40 ewes & their assorted lambs), Christmas trees, and some Red Angus beef cattle. He was a founding board member of the Maryland Grape Growers Association, serving as their first vice president and second president. He was appointed by the Governor to the Maryland State Winery & Grape Grower Advisory Board. He exhibited his sheep at the Maryland Sheep & Wool Festival, winning ribbons including grand champion, and he sold fleeces to weavers and handspinners. He spent hours in his garden, getting his potatoes planted near St. Patrick’s Day, and was particularly pleased with his garlic crop. His farm in Pleasant Valley was a source of great comfort, and he loved nothing more than working and spending time there.”

Robert Condlin, Professor of Law, remembers Professor Wolf as a superlative colleague: “Whoever makes people never made a better one than Roger Wolf. To work closely with him, as I did for a semester when we taught Civil Procedure together, was to understand the possibilities of colleagueship. He made everyone around him an order of magnitude better, while making sure everyone around him got the credit for the improvement; and that was the story of his life. Rarely do you see great talent combine with decency, kindness, and compassion to the extent they did in Roger. He was a very special person.”

Professor Wolf’s contributions to the legal world are immeasurable and his legacy will continue to touch the lives of Marylanders for decades to come.
Reflections from a Ronna K. Jablow Mediation Fellow
By Emma Evans (2E)

As the Ronna K. Jablow Mediation Fellow, I had the opportunity to work with Community Mediation Maryland (CMM) and its vision of bringing Maryland communities an affordable, voluntary mediation process. I had the privilege to work with both friends and fans of Ronna Jablow, each of whom embodies the legacy of dedication and compassion that she left with the Maryland mediation community. From promoting peace on the streets of Baltimore, to facilitating dialogues between police and youth in Hagerstown, to advocating for mediation services for incarcerated individuals, everyone at CMM plays their part to bring mediation to often-overlooked spaces in Maryland.

There is never a shortage of activities and initiatives to get involved with at CMM. In my role as a fellow, I attended basic mediation and prison re-entry mediation training, observed skilled mediators, and supported CMM’s fundraising and policy initiatives. I was even able to co-mediate a prison re-entry mediation.

Looking back, the Basic Mediation Training was one of the most transformative experiences of my fellowship. In the training, new mediators learn how to deliver a quality mediation process that is inclusive and non-judgmental. A very important part of this is developing tools that mediators use to diffuse their own triggers and biases that might show up at the mediation table. The training prepares future mediators to work with intense conflict and deal with challenging life moments. During the training, I realized my job as a mediator isn’t to guide mediation participants away from conflict, but rather to help participants unpack the most shocking topics. As my trainer instructed, a mediator “goes towards the heat.” It is an awesome responsibility to help those embroiled in conflict find solutions that honor their feelings and values, and that happens most effectively when mediators set aside their own beliefs and politics at the table.

When I began learning about the Prison Re-Entry Mediation program, I was able to gain even more clarity around the value of non-judgment in the CMM inclusive mediation model. A 2014 evaluation of the re-entry program showed improved recidivism outcomes for those who participate in mediation prior to release from prison. As a fellow, I created a high-level summary of new research on the re-entry mediation program. I learned that the success of the program is more likely a result of the self-determination that incarcerated individuals exercise within the mediation process, which can translate into a sense of agency around decisions after release.

Personally I have become a stronger, more resilient mediator by turning the values of non-judgment and self-determination towards myself. Even though my fellowship has ended, I will continue working with CMM and serving as the Hagerstown Prison Re-Entry Mediation Coordinator. I still have so much to learn.

About the Ronna K. Jablow Mediation Fellowship

The Ronna K. Jablow Mediation Fellowship was established in 2016 to provide annual fellowship support for Maryland Carey Law students to work with a community mediation center. The Fellowship, established in loving memory of mediator and attorney Ronna Jablow, continues her legacy of advancing alternative dispute resolution in the community and the courts.

For more information on the Ronna K. Jablow Mediation Fellowship, visit www.law.umd.edu/ronnjablowfellowship.
Back to Middle School: Lessons from Teaching Peer Mediation

During the 2017-2018 Mediation Clinic, Collin Wojciechowski ’18, along with his colleagues Meagan George ’18, Daniel Adamson ’18, and Brett Turlington ’18, supported a group of peer mediators at Rognel Heights Elementary/Middle School in Baltimore City. The Mediation Clinic students visited Rognel Heights weekly to train peer mediators, and then observe and coach peer mediations.

Peer mediators serve as neutrals to help their peers discuss and resolve common youth conflicts, such as social media disputes, gossip, and other relationship disagreements. Last year, after being trained by the law students, 12 Rognel Heights peer mediators conducted approximately 20 mediations.

The Mediation Clinic students quickly learned the unique challenges and rewards of working with youth to resolve conflicts on their own terms. Collin Wojciechowski, nicknamed “Mr. Wojo” by the students, reflected on how his experiences at the school contributed to his growth as a mediator.

Collin provided the following reflections about the lessons he learned from going “back to middle school” to teach peer mediation:

**Anyone Can Be a Mediator With the Right Mindset:**
The peer mediators see mediation as a way to calm things down inside the schoolhouse walls so they can get back to real learning. Similarly, the Clinic goes to District Court because we want to see justice served and know that sometimes the best way to do that is through a mediated conversation. The two goals are more or less the same – we all just want to see the world around us made a little more civil through mediation.

**Resolving an Incident over Scuffed Shoes Requires as Much Mediating as an Entrenched Rent Dispute:**
Even in the condensed time available for a school mediation, the students mirrored the same process the clinic uses in district court mediation. Some newer peer mediators seemed frustrated that a simple issue like gossip or scuffed shoes could not be resolved with a two-minute discussion. Whatever the issue, big or small, the parties need to feel like their whole story is heard. While some of the realities of the District Court cases make for more complicated analysis, the need to be heard remains universal.

**Reflection is Key:**
Of all the skills that mediators use, it seems that reflection is the most important. Watching the Rognel Heights students mediate, it was clear that this principle applies regardless of the mediation setting. The students could see their peers, even in the mock setting, opening up when effective reflections were used.

**A Good Opening Strikes an Important Tone:**
When done correctly, the mediator’s opening sets the tone for a successful mediation. I could see the sense of comfort come across the students’ faces when they understood that what they said during mediation would not make its way around the school, but would instead be kept in the confidence of the small group. You could watch as an almost literal pathway was opened up when the mediators invited the first party to begin.

Continued on next page.
Everyone is Nervous in a Mediation:
In spite of our practice simulations, the thought of mediating a real case brings a sense of anxiety. Perhaps that is why I took some quiet comfort in seeing that it happens to everyone – even (and perhaps especially) middle school students. Seeing them have similar experiences confirmed that I have not lost touch with the student side of things.

No Matter the Case, it is Hard Not to Suggest Answers:
One of the biggest challenges new mediators face is the temptation to interject reason into the scenario and propose solutions. But such an approach does not build lasting solutions and does not leave parties feeling as though it was truly their mediation. Although challenging, we have to elicit the clients’ own solutions and let them find the path forward. During the debrief with the students I raised this issue, all the while reminding myself to heed my own advice.

THE CENTER FOR DISPUTE RESOLUTION at MARYLAND CAREY LAW

Professional ADR Skills Training Series

2018-2019

Upping Your Game: Skills Intensive for Public Sector Mediators
November 2, 2018 | Maryland Carey Law
This one-day intensive geared toward public sector employees highlights essential skills for mediators of all levels.
» Registration now open!

Effective Advocacy in Mediation: What Every Attorney Needs to Know
March 2019 | Maryland Carey Law
From mediator selection to closing the deal, participants will learn how to make the most of any mediation.
» Additional details forthcoming.

Working it Out: Employment ADR Boot Camp
May 21, 2019 | Howard University
An interactive one-day workshop covering cutting-edge issues in employment ADR, particularly mediation and arbitration
» In collaboration with Howard University School of Law. Additional details forthcoming.

2018-2019 Training for Schools and Educators include:
• Peer Mediation Train the Trainer
• Facilitating Restorative Conferences
• Restorative Practices for School Leaders

Each year, C-DRUM offers training programs to teach neutrals, business people, and advocates dispute resolution techniques that apply in a variety of professional and community contexts. Visit www.cdrum.org for updated information about the training schedule, program details, and registration.
Maryland Carey Law’s Alternative Dispute Resolution (ADR) Team provides students with many opportunities to showcase their developing skills in competition and simulated settings.

For the second year, students participated as mediators in the Jeffry S. Abrams National Mediator Competition at the University of Houston Law Center. The team of Jacob Bloomberg ’18 and Nathaniel Gajasa ’19 ended the multi-round mediation competition as semi-finalists.

Once again, the ADR Team sponsored a team at the Financial Industry Regulatory Authority (FINRA) ADR triathlon (negotiation, mediation, and arbitration). Tory Klein ’19, Alec Prechtel ’19, and Meagan George ’18 participated in the competition. For the second consecutive year, the team placed second in the mediation category.

ADR Team students Andy Sylvia ’18 and Collin Wojciechowski ’18 along with Virginia Giannini ’19 and Nick Vogt ’19 competed at the ABA Section of Dispute Resolution Representation in Mediation Regional Competition. The teams swept their first round of competition and finished in third and fifth place, respectively.

The ADR Team continues a partnership with the Environmental Law Program, participating in the Merhige Environmental Negotiation Competition at the University of Richmond School of Law. Amelia Whiting ’19, Arjeta Albani ’18, Marty Welch ’19, and Hei Ying Chan ’19 received coaching from Professor William Piermattei, managing director of the Environmental Law Program. Both teams advanced to the quarterfinals.

The ADR Team also delivered notable performances at the ABA Law Student Division Regional Negotiation Competition at Stetson University and the International Alternative Dispute Resolution Mediation Tournament at Loyola University Chicago.

Following the spring intra-school negotiation competition, the ADR Team welcomed 17 new members and said farewell and congratulations to 14 graduating students.

The team thanks all of the coaches and alumni for their support this past year, and looks forward to hosting the ABA Section of Dispute Resolution Regional Representation in Mediation Competition February 23-24, 2019.

**Notable 2017-18 ADR Competition Results**

**Negotiation:**
- Merhige Environmental Negotiation Competition: Quarterfinalists
- ABA Law Student Division Regional Negotiation Competition: Fifth Place

**Mediation:**
- Jeffry S. Abrams National Mediator Competition: Semifinalists
- FINRA ADR Triathlon: Second Place Mediation
- ABA Law Student Division Mediation Regional Competition: Third and Fifth Place

**Thanks to our ADR Team Coaches and Alumni:**

Jay Knight ’96
Barry Gogel ’97
Toby Guerin ’02
Claire Costantino ’14
Benjamin Smith ’15

Mary Biscoe-Hall ’15
Alex Montanio ’16
Sherri Weinstein ’16
Molly Boyd ’16
Trey Hilberg ’17

Sydney Fortmann ’17
Matthew Sarna ’17
Neil Dilloff
Professor Deborah Eisenberg presented a keynote address at a “Changing Perspectives” conference at the University of Graz, Austria, on June 8, 2018. The conference brought together scholars from a range of disciplines to examine questions of law and conflict. An excerpt from the introduction to her keynote appears below:

I confess I was worried that you might think having an American law professor talking about “Creating a Culture of Conflict Resolution” to be odd at a time when the U.S. is rife with socio-political conflict. Some fear that we no longer can listen to each other or resolve our conflicts peacefully.

Does this high conflict culture portend dangerous times ahead for our communities, our courts, and democracy itself? Current events have been disheartening, but they have also been a call to action. More people, especially women, are running for office and becoming more engaged in politics. We should not panic—at least not yet—because conflict is an inevitable part of democracy.

Without conflict, we have no democracy and no social progress. Through conflict, we clarify our values, assert our rights, fight for justice, and create new opportunities. And in this high conflict culture, lawyers and the courts are especially important. Law schools train attorneys to be masters of conflict.

In “Democracy in America,” Alexis de Tocqueville observed that lawyers and judges play a critical counter-balancing role. He believed that lawyers create “[a] form of public responsibility and accountability that would help preserve the blessings of democracy without allowing its untrammeled vices.” In other words, when our democracy encounters crisis, the legal profession and the judiciary step in to enforce our constitutional values and protect the most vulnerable.

Throughout history and in recent years, lawyers have been idolized as “superheroes.” Unsurprisingly, in this time of increased social conflict, the number of law school applicants has increased after many years of decline. This is a hopeful sign. Perhaps idealistic college graduates strive to be legal “superheroes” who have the power to fight for justice and resolve our society’s most critical conflicts.

But if lawyers and courts truly want to transform a culture of conflict into a culture of conflict resolution, we need more than the power of litigation. Litigation is a vital power, especially when fundamental equal rights and constitutional values are at stake. But lawsuits cannot, and should not, resolve every problem. Lawsuits often come too late in the life of the conflict, and the remedies available under the law do not always address the root cause of the problem. Lawsuits typically do not change perspectives or strengthen human relationships—they tend to make them worse.

If you indulge me with the comic book superhero metaphor, you know that every superhero has a special power. But each hero also has weaknesses. When the world is under siege by especially pernicious evil, all of the superheroes must combine their powers. Likewise, to transform a culture of conflict into a culture of conflict resolution, we need superpowers that augment the power of traditional litigation. These include the power of ADR process options, the power of community conflict resolution, and the power of education.

Professor Eisenberg then explained Maryland’s example of combining a strong judiciary with robust court-based ADR, a thriving network of community mediation and restorative justice programs, ADR education for law students, lawyers, and judges, and conflict resolution education programs (such as peer mediation and restorative practices) in public schools.
ADVENTURE LEARNING ABOUT CONFLICT AND PEACE IN ISRAEL
By Toby Guerin and Deborah Eisenberg

The ongoing conflict in Israel often serves as an example in lessons about conflict and attempted reconciliation. For 11 days in December, we immersed ourselves in learning about the historical and present-day conflict in Israel as part of an Academic Partners for Peace trip organized by Professor Andrea Schneider of Marquette University School of Law. With other dispute resolution professors, we explored Israel, learned about its history and legal system, spoke with judicial and political leaders and grassroots peacebuilding organizations, and enjoyed amazing sights and food. Most importantly, the adventure in learning challenged our existing mindset regarding Israel, the sources of its conflict, and the prospects and opportunities for lasting peace.

Israel is home to some of the most revered cites for many of the world’s religions including Islam, Judaism, and Christianity. This rich history connects both the land and place to the identity of its people. As mediators, we understand the power of people telling their stories and differing perspectives on the same topic or event. In fact, a common idiom in Israel translates to “two Jews, four views.”

While listening to the leaders and peacebuilders we met, we began to appreciate the complexity of the conflict in Israel. Professor Andrea Schneider summed up the intended outcome of the trip best when she reflected, “I hope that the take-away is that Israel—like any other conflict—is nuanced and complicated and frustrating; and has really good people trying their best to make day-to-day life better for all inhabitants.”

This adventure in learning in Israel challenged and reinforced many of the conflict resolution theories and practices that we teach. We hope to find ways to build similar immersive experiences for our students to explore complex conflicts, both in our own backyard of Baltimore and around the world.

GIVE TO C-DRUM

Support our ongoing work by contributing to the Center for Dispute Resolution (C-DRUM). Your generous donation will expand our ability to promote the power of conflict resolution to build a more just society. Every gift is deeply appreciated and supports our teaching, community engagement, and research.

There are two ways to give to C-DRUM:

1. Online at http://www.law.umaryland.edu/CDRUMgift

2. Mail, by sending a check made payable to UMBF, Inc./C-DRUM to 500 West Baltimore Street, Baltimore, MD 21201-1786

Funds for the Center for Dispute Resolution are administered by the University of Maryland, Baltimore Foundation, Inc.
Responsive Alternatives to the Criminal System in Cases of Intimate Partner Violence, in Restorative and Responsive Human Services (forthcoming 2018)

Presentations

Deborah Thompson Eisenberg


Presenter, “Negotiation Skills for Physicians,” Scientific Leadership Program, University of Maryland, Baltimore School of Medicine, Baltimore, Md., Mar. 29, 2018

Moderator, Women’s Bar Association Bench-to-Bar Program, Maryland Carey Law, Baltimore, Md., Apr. 6, 2018

Co-Presenter, “Questioning Ourselves: How to Become a Mediator Who Asks ‘Game-Changing Questions,’” American Bar Association Section of Dispute Resolution Conference, Washington, D.C., Apr. 6, 2018

Co-Presenter, “ADR and Social Justice,” American Bar Association Dispute Resolution Section Conference, Washington, D.C., Apr. 7, 2018

Keynote, “Creating a Culture of Conflict Resolution,” Changing Perspectives Conference, University of Graz, Graz, Austria, Jun. 8, 2018

Leigh Goodmark

Keynote, International Restorative Justice Conference, Burlington, Vt., Jun. 29, 2018

Toby Treem Guerin

Panelist, “Does Our Practice Match How We Define..."
Ourselves?,” Maryland Mediators Convention, Linthicum, Md., Dec. 9, 2017

Panelist, “Negotiation and Consensus Building,” Maryland State Bar Association Leadership Academy Fellows, Baltimore, Md., Jan. 17, 2018

Presenter, “Keeping Conflict at Bay: Understanding Conflict and Conflict Styles,” University of Maryland School of Dentistry, Baltimore, Md., Feb. 8, 2018

Co-Panelist, “The Case Conundrum: Keeping Mediation Clinic Students Engaged Beyond Just Small Claims Cases,” American Bar Association Section of Dispute Resolution Conference, Washington, D.C., Apr. 7, 2018

Co-Presenter, “Interdisciplinary Experiences from Clinic to the Classroom: Easier Than You Think,” AALS Clinical Conference on Legal Education, Chicago, Ill., May 1, 2018

Guest Speaker, “Mediator Confidential,” Maryland Program for Mediator Excellence, May 15, 2018

Faculty, “Public Sector Mediation: Flexing Your Mediator Muscles,” Straus Institute for Dispute Resolution at Pepperdine University, Malibu, Calif., Jun. 21-23, 2018

Presenter, “Making Conflict Work for You,” Scientific Leadership Program, University of Maryland, Baltimore School of Medicine, Baltimore, Md., Jul. 26, 2018

Panelist, “The Importance of Openings/Introductions” and “Being Present in the Moment and Using Judgment” 2018 Coaches and Competitions Clinic, American University Washington School of Law, Washington, D.C., Aug. 10, 2018


Barbara Sugarman Grochal

Presenter, “Restorative Conferencing Training,” Deep Creek Middle School, Essex, Md., Oct. 3 and 10, 2017

Keynote, “Restorative Practices: Strengthening Relationships for Safe and Supportive Schools,”

National Association of Pupil Services Administrators, Virginia Beach, Va., Oct. 16, 2017

Presenter, “Restorative Practices in Frederick County Public Schools,” Frederick, Md., Oct. 5 and Nov. 9, 2017; Walkersville, Md., Dec.18, 2017

Interviewee, “Pass it On Talk Show – A Look at the MD Commission on the School-to-Prison Pipeline and Restorative Practices,” Glen Burnie, Md., Nov. 30, 2017


Presenter, “Facilitating Restorative Practices,” Frederick County Public Schools, Jan. 10-11, 2018


Presenter, “Restorative Conferencing Training,” Parkville Middle School, Parkville, Md., May 8 and 15, 2018

Presenter, “Restorative Practices Applications,” Worcester County Public Schools, Berlin, Md, May 14, 2018

Presenter, “The ‘Restorative’ PPW,” Baltimore County Public Schools, Owings Mills, Md., May 17, 2018

Presenter, “Implementing Restorative Practices: A Leadership Perspective,” Baltimore County Public Schools, Randallstown, Md., May 22, 2018

Presenter, “Maryland’s Journey to Dismantle the School-to-Prison Pipeline,” 12th International Conference on Conflict Resolution Education, Cleveland, Oh., May 24, 2018

Anastasia Watson Smith

Presenter, “Restorative Practices Overview,” University of Maryland College Park, College Park, Md., Apr. 13, 2018
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