What can educators do to create positive learning environments for all students? Many schools are turning to restorative practices, which combine proactive community-building strategies with responsive dialogue-based tools, such as restorative conferences.

Since 2004, the Center for Dispute Resolution at Maryland Carey Law (C-DRUM) has been on the cutting-edge of helping schools to build their conflict resolution capacity, providing training and consulting services in restorative practices and peer mediation. C-DRUM also has been working to stem the “school-to-prison pipeline” and reform inequitable school disciplinary practices.

The Maryland General Assembly appointed C-DRUM to lead a 22-member interdisciplinary Commission on the School-to-Prison Pipeline and Restorative Practices to study the factors that contribute to the school-to-prison pipeline and recommend strategies that can

Continued on next page.
address the problem. The Commission found that too many school districts overuse “zero tolerance” exclusionary discipline policies, which can be counterproductive and harm school climate. Research shows that schools disproportionately apply suspensions to African American students and students with disabilities—often for common and trivial adolescent behaviors—while other students receive less harsh or no consequences for similar behavior. The Commission recommended that schools adopt a “restorative approach” to school climate and discipline.

The Commission’s report directly led to changes in Maryland law. This past legislative session, Mediation Clinic students Max Cardin ’19 and Adam Siegel ’19, together with C-DRUM’s Barbara Grochal and Professor Deborah Eisenberg, testified in favor of legislation that would put the Commission’s recommendations into action. A central component of the new law clarifies that “the primary purpose of any disciplinary measure is rehabilitative, restorative, and educational.” The law requires the Maryland State Department of Education to provide technical assistance and training on restorative approaches to those county boards of education that request it. The law also requires schools to report data about their use of restorative approaches in schools.

A growing number of Maryland districts have committed to the integration of restorative practices in all of their schools. To facilitate the exchange of expertise across districts, C-DRUM hosted the Maryland School Restorative Approaches Roundtable and Resource Share on May 9, 2019. The Roundtable brought together 57 educators, restorative practitioners, and other stakeholders from every Maryland school district to share their insights about the implementation of restorative practices. The Open Society Institute-Baltimore and the Charles Crane Family Foundation generously funded the event.

Based on C-DRUM’s experience supporting restorative approaches in schools throughout the state, the critical foundational steps to building a restorative school climate include:

1. Start with training for school leaders, who can model the use of restorative approaches and fully support school-wide implementation.

2. Develop a Restorative Team to refine implementation details, including resources for training. If the school already has a team for Positive Behavioral Interventions and Supports (PBIS), the two teams may be consolidated.

3. Focus on building a restorative community by using circles for staff meetings and gatherings.

4. Provide restorative practices training for all adults who interact with children at the school.

5. Incorporate ongoing coaching and support into the restorative implementation plan.

6. Share information about restorative approaches with families, through online communications and at school events.

These steps can help schools establish positive and engaging learning communities that optimize learning for all students.

For additional resources and information about C-DRUM’s restorative practices, peer mediation, and other conflict resolution training and services, visit www.cdrum.org or contact cdrum@law.umaryland.edu.
Established in 2018 with funding from the Erin Levitas Foundation, the Levitas Initiative for Sexual Assault Prevention unites Maryland Carey Law’s Center for Dispute Resolution (C-DRUM) and the Gender Violence Clinic to educate middle school students about sexual harassment and assault prevention.

The Levitas Initiative for Sexual Assault Prevention is designed to help middle school students develop skills and awareness to interrupt risk factors that are known trajectories to sexual assault. Guided by the Initiative’s director, C. Quince Hopkins ’89, and C-DRUM’s Schools Conflict Resolution Education director Barbara Grochal, four clinical law students developed and refined a new and highly engaging curriculum for one seventh grade class at City Springs Elementary/Middle School (City Springs) in Baltimore City. Students from the Gender Violence Clinic, Jenna Balaban ’19 and Chelsea VanOrden ’19, and students from the Mediation Clinic, Timothy VanCisin ’19, and Emma Duncan ’20, combined their expertise throughout the spring semester.

“Working with Levitas gave me a lot of hope for the future of law and what it means to be a lawyer,” says VanOrden. “So often we only think about lawyers as being reactive and fighting for someone in court, but with Levitas we have the opportunity to think about the future and how we can teach law, truly working to prevent sexual violence rather than respond to it after it has already happened.”

The success of the pilot relied upon the partnership with City Springs, a school selected because of its stable leadership and twelve-year history as a restorative school. The school principal, Dr. Rhonda Richetta, recognized the potential of the Levitas Initiative. Explained Richetta, “Without an opportunity to question, students are going to continue the abuse themselves. We’re in a position to stop this cycle.”

The work continues at City Springs during this academic year. Four new clinical law students join Emma Duncan in teaching the curriculum to the seventh grade. The Initiative also will add an educational program for parents and City Springs staff.

“Times are changing and this prevention work is needed, and needed now. Each child deserves a chance to learn about and understand their actions before it defines them. This program can make that possible and create a safer generation. Erin would be proud and excited to know this change was happening and she would have definitely signed up in law school to do this work.”

Marissa Jachman, Executive Director of the Erin Levitas Foundation
Relationships between law enforcement and communities can be fractured by a lack of empathy and fear on all sides. Small, resolvable conflicts and misunderstandings quickly can escalate into violent encounters, putting both police and citizens at risk of traumatic injury. Even if no injury occurs, social media and the ubiquitous presence of cameras can amplify the effects of these encounters. Mutual distrust among the community and the police reinforces a culture of violence in Baltimore and throughout the state of Maryland.

Experts from the University of Maryland, Baltimore and the University of Maryland, College Park are developing an interactive virtual reality platform to reduce trauma and violence through conflict de-escalation education. The collaborative project connects the Center for Dispute Resolution at Maryland Carey Law (C-DRUM), the R. Adams Cowley Shock Trauma Center at the University of Maryland School of Medicine, and the Maryland Blended Reality Center at the University of Maryland College Park.

The interactive virtual environment addresses many of the deficiencies of role-play simulation. Traditional violence prevention education teaches de-escalation techniques in a classroom environment. Most de-escalation training combines lecture, role-play simulation, and observation-based teaching methods. The exercises require the participant to portray or respond according to the assigned role. Often role players rely upon their own experiences (or lack of experience) to act out an assigned role, resulting in unrealistic, stereotypical, or underwhelming simulations. Regardless of the role player’s acting abilities, the simulated environment lacks the immersive qualities of real-life interactions.

By using representatives from the community, local police departments, and actors, the virtual environments will look and sound realistic. The flexibility of the virtual environment allows players to swap roles, fostering empathy and challenging assumptions and stereotypes. The dynamic, repetitive nature of the tool allows participants to replay the simulation, employing different escalation or de-escalation techniques to achieve a different outcome.

The project will pilot one to three initial scenarios. The virtual reality environments will include both live action and artist-rendered versions of common interactions between youth and law enforcement officers. To ensure authenticity, the C-DRUM team developed the scenarios based on input from youth, law enforcement officers, and other community members. Using decision tree mapping, each scenario will include explicit escalation and de-escalation concepts. The scenarios will explore nuances arising from a variety of factors, including the gender, age, and race of the individuals involved, location and duration of the interaction, and frequency and consequences of interactions.

Once the immersive virtual reality environments are created and validated, these tools can be deployed throughout Baltimore and the state of Maryland in a variety of ways and at a relatively low cost. Police training programs can add the tools to existing content about conflict resolution. Schools may develop youth programs based in virtual reality.

Beyond the classroom, the virtual platform can provide opportunities to bring youth and law enforcement together for shared learning. After playing the virtual reality games, the youth and officers can debrief their experiences together in facilitated dialogue circles. The ultimate goal is to build relationships and mutual understanding to break the cycle of mistrust and violence.
EDEN LEWIS REFLECTS ON C-DRUM INTERNSHIP

This summer, Eden Lewis, a rising sophomore at Notre Dame of Maryland University, who is majoring in political science with a minor in business interned at the University of Maryland, Baltimore through Baltimore City’s Summer YouthWorks Program.

Eden is an ambitious student who participates in the concert choir and Business and Economics Society. She serves as a tutor in the York Road Service and Education Program. A proud first-generation Caribbean-American, Eden participates in the Trailblazer Scholars program, which supports first-generation college students throughout their time in higher education.

During her internship, Eden provided valuable assistance to C-DRUM’s conflict de-escalation efforts with youth in Baltimore City.

I was introduced to the University of Maryland, Baltimore through the Baltimore City Summer YouthWorks program. YouthWorks gives youth between the ages of 14 to 21 summer employment and job training opportunities. I am currently 19, but I have been participating in the YouthWorks program for five years. During my time at C-DRUM, I conducted research for a new initiative aimed at improving police and youth interaction in Baltimore City.

In my research I found that police interactions with citizens, specifically with youth, is a very complicated area of policing to navigate. Prior experiences and fear contribute to police and youth biases about each other. Police and youth interactions can quickly become tense, with action by either side easily escalating the situation. However, when youth and law enforcement officers understand each other’s viewpoints, verbal and physical de-escalation strategies can lower tensions.

This internship allowed me to work on amazing projects that aim to improve the community where I live. Working at the law school provided the opportunity to explore my future career in law and government and policy. I learned about the transformative power of restorative practices, mediation, and social-emotional learning. Restorative practices, peer mediation, and restorative justice teach individuals how to deal with conflict without resorting to violence. They bring a better sense of understanding and self-accountability. Moving forward, I plan to use these concepts and practices to help others I encounter, whether it be friends, family, co-workers, or institutions. I aspire to work in advocacy and public policy. The knowledge I gained has provided me with another layer of conflict resolution techniques I can use in my career.

Toby Treem Guerin (left), associate director of C-DRUM, and Eden Lewis (right).
In October 2018, Maryland Carey Law hosted approximately 30 ADR scholars for the 12th Annual American Association of Law Schools (AALS) Dispute Resolution Works-in-Progress Conference. This event, much anticipated among dispute resolution legal academia, gives ADR law professors the valuable opportunity to present, discuss, and receive feedback on scholarly projects.

The presentations covered a wide range of subject areas, including arbitration, mediation, restorative justice, online dispute resolution, negotiation, and plea bargaining. At the conference, Chair of the AALS Dispute Resolution Section Jill Gross (Pace) presented the Section’s award for best scholarly article to Ellen Deason (Ohio State) for her article: “Beyond ‘Managerial Judges’: Appropriate Roles in Settlement,” 78 Ohio St. L.J. 73 (2017) (bottom left photo). In addition to an intellectually stimulating conference, we enjoyed sharing Charm City with our ADR colleagues.
Reflections from a Ronna K. Jablow Mediation Fellow

Renata Mitchell ’21 recently completed her work as the 2019 Ronna K. Jablow Mediation Fellow. The Fellowship, established in honor of mediator and attorney Ronna K. Jablow, annually provides support for a Maryland Carey Law student to work with Community Mediation Maryland. Now in its fourth year, the Fellowship introduces law students to the power of community-based conflict resolution.

As this year’s Ronna K. Jablow Fellow, I had the opportunity to work with Community Mediation Maryland (CMM) to address community conflicts and social challenges by advancing collaborative conflict resolution. CMM offers comprehensive mediation services to Maryland residents, courts, police, community organizations, civil groups, religious institutions, government agencies, schools, and others.

As a Fellow, I participated in a range of experiences including: attending Basic Mediation Training and Education Program Training, shadowing experienced mediators, mediating community disputes, conducting research on restorative disciplinary practices in schools, and creating a manual to support mediation centers interested in implementing restorative practices and mediation in Maryland schools.

Reflecting upon my experiences as a Jablow Fellow, I realize that the Basic Mediation Training had the most profound impact on how I see and assess conflict. As a law student, there is a perception that conflict is intrinsically adversarial and litigation is the natural remedy. While litigation has its benefits, mediation can provide more effective and long-lasting solutions that address the root cause(s) of a dispute.

In the inclusive mediation training, I learned that conflict is inherently neither bad nor something to avoid. Everyone encounters conflict in some capacity. Mediation’s value comes from allowing participants to express their feelings and values and to be fully heard and understood. As a mediator, my role is to serve as a neutral, third party.

The most challenging aspect of mediation for me is maintaining neutrality. Unlike a lawyer who advises and advocates on behalf of a client, the mediator’s job is to facilitate a process that allows all participants to feel comfortable communicating their side of the story. Rather than determine “right or wrong,” the mediator works collaboratively to find a mutually beneficial resolution. By the time the mediation is over everyone should feel like “they’ve won” or have not lost.

It was an honor serving as this year’s Ronna K. Jablow Mediation Fellow. The mediation skills I gained this summer will enrich my legal education. My view and approach to conflict has transformed and I understand the role of the human element of a dispute irrespective of the party.

Although my time at Community Mediation Maryland has concluded, my involvement with mediation has just begun.

For more information on the Ronna K. Jablow Mediation Fellowship, visit www.law.umaryland.edu/ronnajablowfellowship.
On May 16, 2019, Maryland Carey Law celebrated more than 25 graduates who earned distinction in dispute resolution during law school. At a special lunch honoring dispute resolution graduates and their families, Professor Deborah Thompson Eisenberg stated: “Based on the dispute resolution knowledge and skills you have learned and honed through intensive practice, you are well prepared to help your clients, communities, and the world resolve complex problems.”

Sarah Shepson received the first annual Paul A. Dorf Dispute Resolution Award, established in memory of the Honorable Paul A. Dorf, esteemed judge, mediator, and legislator. The award recognizes a graduate who has made outstanding contributions to the study and practice of dispute resolution while at Maryland Carey Law. Attorney Andrew Radding, Judge Dorf’s former law partner and friend at the firm Adelberg Rudow, joined the celebration to present the Dorf Award.

Sarah was introduced to dispute resolution during her first year in law school as a finalist in the ADR Team intra-school tryout competition. The next year, she competed in the 2017 ABA Regional Negotiation Competition with teammate Marty Welch. In addition to serving as president of the ADR Team, she served as an Articles Editor on the Maryland Law Review and as a Women, Leadership, and Equality Rose Zetzer Fellow. Sarah begins her legal career as an associate at Covington & Burling, LLP in Washington, D.C.

Adam Siegel has the distinct honor of being the first Maryland Carey Law graduate for the Dispute Resolution Track. This recognizes his completion of concentrated study in dispute resolution courses, including an experiential and capstone writing requirement. In the Mediation Clinic, Adam mediated small claims cases in the District Court for Baltimore City and employment discrimination cases. Adam also had the opportunity to testify before the Maryland legislature in support of peer mediation and other conflict resolution programs in schools. After the passage of that legislation, Adam reflected: “Being able to speak in front of the General Assembly and then being able to show my family what I was doing was something that I was so very proud of. When the law passed, even if it had nothing to do with my testimony, I felt this overwhelming sense of joy. I had worked on this and it may have made a difference in the lives of others.”
Following graduation, Adam plans to combine his dispute resolution skills and his prior experiences working with people in the field of health care.

In addition to these special awards, 15 ADR Team members graduated. This year’s graduates were regional and national competitors in both mediation and negotiation competitions. Students on the ADR Team understand the importance of dispute resolution options and the value of creative problem-solving to meet the client’s goals and interests.

Finally, the lunch recognized nine graduates from the Mediation Clinic. In the clinic, students serve as neutral mediators in Baltimore City small claims disputes and employment discrimination cases, and support peer mediation programs in city schools. Reflecting on his year-long experience as a mediator, graduate Tim VanCisin explained, “I came in with the mindset of the zero-sum, I win or you win litigator. Clinic taught me everyone can win if the parties just speak to each other. Lawsuits can be prevented, and decisions can be made by you, instead of for you, if you just reach out and speak to the other side.”

The ceremony also formally announced the creation of the Roger C. Wolf Memorial Endowment. Professor Bob Condlin reflected upon the impact of his friend and colleague, who was both a law professor and a farmer, “Roger was a grower. Whether grapes or legal institutions, Roger grew everything he touched.” The endowment, established by the Wolf family, serves to honor the legacy of C-DRUM’s founder Professor Roger C. Wolf by supporting C-DRUM’s vision of promoting the power of conflict resolution to build a more just society.

We congratulate all of the dispute resolution graduates and are excited for what the future may bring.

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.
The Maryland Carey Law Alternative Dispute Resolution (ADR) Team had another banner year, bringing home top honors from five competitions during the 2018-19 academic year.

In October, the ADR Team participated in the 10th Annual Securities Resolution Triathlon hosted by the Financial Industry/Hugh L. Carey Center for Dispute Resolution at St. John’s University. The competition requires students to demonstrate a variety of skills in three different dispute resolution scenarios: negotiation, mediation, and arbitration.

Both the judges and the other competitors recognized the outstanding performance of the Maryland Carey Law team. Students Jayne Chung ’20, Vishal Hemnani ’20 and Benham Parvinian ’19 finished first place in Mediation Advocacy and second place in Negotiation. The Maryland ADR Team received the first place Advocate’s Choice Award, an award nominated by other competitors that acknowledges the team demonstrating the “highest degree of skill, competence, and professionalism.”

The ADR Team also competed in the American Bar Association Law Student Division Regional Negotiation Competition in November. For the first time, Maryland Carey Law fielded three student teams: Amelia Whiting ’19 and Marty Welch ’19; Hunter Haines ’20 and Matthew Morris ’20; and Matt Galey ’20 and Cymone Gosnell ’20. The students and their coach, adjunct professor Barry Gogel, traveled to the Antonin Scalia Law School at George Mason University for the competition. Hunter Haines and Matthew Morris advanced to the final round of the regional competition.

In January 2019, Tulane University Law hosted the National Professional Football Negotiation Competition. As first-time attendees, the students Alec Prechtel ’19, Sudipta Das ’20, and Connor McGregor ’20 advanced to the Elite Eight round of the competition. Barry Gogel coached the team, providing valuable insights about sports negotiation from his vast experience representing professional athletes.

The ADR Team returned from the February INADR Mediation Tournament at Florida A&M University College of Law with four awards. The experienced team of Jackie Fontyne ’19, Rebecca Wells ’19, and Rebecca Lineberry ’19, received first place in the overall mediator team category. In total, three ADR Team members placed in the top 10 in the overall mediator category with Jackie Fontyne.
in seventh place, Amit Roitman ’20 in fifth place, and Rebecca Lineberry in third place. Jacob Lichtenbaum ’20, Amit Roitman ’20, and Alba Sanchez-Fabelo ’20 anticipate applying their experiences in this competition next year. Toby Guerin, ADR Team advisor and associate director of C-DRUM, served as their coach.

Maryland Carey Law hosted 12 teams for the ABA Section of the Dispute Resolution Regional Representation in Mediation Competition in February. Two Maryland Carey Law Teams, comprised of Virginia Giannini ’19, Nicholas Vogt ’19, Megan Sunderland ’20, and Trevor Hoffberger ’20, competed. More than 50 local mediators and lawyers volunteered to serve as judges or mediators in the competition. Virginia and Nick earned first place honors in the Regional Competition and advanced to the national competition in Minnesota.

The ADR Team anticipates another outstanding year in 2019-20. A highly competitive spring intra-school competition resulted in 16 new team members. In addition to returning to many competitions, the ADR Team plans to enter the online dispute resolution world by participating in an online negotiation competition.

On June 15, 2019, Barbara Sugarman Grochal and Deborah Thompson Eisenberg received Community Mediation Maryland’s “Bridge Builder Award” for their leadership of the Maryland Commission on the School-to-Prison Pipeline and Restorative Practices and their role in drafting the Final Report and Collaborative Action Plan.
Professor Deborah Eisenberg, with co-authors Lorig Charkoudian and Jamie Walter, published *What Works in Alternative Dispute Resolution? The Impact of Third-Party Neutral Strategies in Small Claims Cases* in CONFLICT RESOLUTION QUARTERLY (2019).

The peer-reviewed article analyzes the results of a comprehensive study of the impact of various strategies used by mediators and settlement conference attorneys (“neutrals”) in small claims alternative dispute resolution (ADR). The research focused on the day-of-trial ADR program in the District Court of Maryland, also known as “small claims court.” The study used a methodology known as behavioral observation, which involves coding or recording the actual statements and actions of both the neutrals, and the parties in the ADR session in real time. The research also measured shifts in party attitudes through questionnaires administered immediately before, immediately after, and approximately four months after the ADR session.

This comprehensive methodology, combined with regression analysis that controlled for other factors that could affect the results, allowed for the testing of the impact of specific neutral techniques on the parties’ attitudes about each other, the conflict, and the courts more generally, as well as the effect on case outcomes. The study found that the neutrals’ use of “eliciting participant solutions,” essentially asking the parties what solutions they would suggest and using questions to help the parties evaluate how those options might work for them, had the broadest range of positive impacts. A greater use of eliciting strategies was associated with parties’ reports that they listened to and understood each other, jointly controlled the outcome, and took responsibility and apologized. In the long-term, cases in which the neutral used more eliciting strategies were less likely to return to court.

In contrast, the study found long-term negative associations with a neutrals’ greater use of “offering” their own opinions and solutions. In particular, a greater use of offering strategies resulted in the parties being less likely to report that the outcome was working, that they were satisfied with the outcome, that they would recommend ADR, and that they had changed their approach to conflict.

Greater percentage of time spent in private sessions or caucus (i.e., one party and the neutral) was associated with negative outcomes. The authors conclude that this may be because an increase in time spent with the neutral alone may cause the parties to be less invested in trying to find a solution with the other side. In addition, the authors caution that the day-of-trial context, in which sessions are very short, may contribute to the negative outcomes associated with greater time in caucus.

The neutrals’ greater use of reflecting or empathic listening strategies had short-term positive associations. The most striking result was an increase in the parties’ sense that the court cared about them from before to after the ADR session, even if the parties did not reach agreement during ADR.

The study provides insights about which techniques may work best in promoting the overall goals of small claims ADR programs. The authors caution that the unique context of day-of-trial small claims ADR may explain some of the results and call for further research about “what works in ADR” in different types of cases and in different court contexts.
C-DRUM NEWS AND NOTES 2018-2019

Professional Trainings

“Introduction to Restorative Practices” and “Using Circles Effectively,” Baltimore County Public Schools, Timonium, Md., Aug. 12-13, 2018

“Upping Your Game: Skills Intensive for Public Sector Mediators,” Maryland Carey Law, Nov. 2, 2018

“Peer Mediation Train-the-Trainer,” Bowie, Md., Dec. 4-5, 2018; Prince George’s County Public Schools, Jun. 26-27, 2019 and Jul. 23-24, 2019

“Strategies to Promote Settlement,” Maryland Commission on Civil Rights, Baltimore, Md., Apr. 16, 2019

“Introduction to Restorative Practice for School Leaders,” University of Maryland, Baltimore, Md., Jul. 30-31, 2019

Publications

Deborah Thompson Eisenberg

What Works in Child Custody Mediation: Effectiveness of Various Mediation Strategies on Immediate and Long-Term Outcomes, FAMILY COURT REVIEW (2018) (co-authors Lorig Charkoudian and Jamie Walter)

What Works in Alternative Dispute Resolution? The Impact of Third-Party Neutral Strategies in Small Claims Cases, CONFLICT RESOLUTION QUARTERLY (2019) (co-authors Lorig Charkoudian and Jamie Walter)

Final Report and Collaborative Action Plan of the Maryland Commission on the School-to-Prison Pipeline and Restorative Practices

Creating a Culture of Conflict Resolution: The Maryland Example, in BEYOND BORDERS – KONFLIKTE DISSIEHTS UND JENSEITS VON RECHTEN UND PFLICHTEN (Sascha Ferz, ed.) (forthcoming 2019)


Frank Sander: Father of Court-Based Dispute Resolution in DISCUSSIONS IN DISPUTE RESOLUTION: THE FORMATIVE ARTICLES (Hinshaw, Schneider, and Cole, eds.) (Oxford Univ. Press, forthcoming 2020)

Leigh Goodmark

Responsive Alternatives to the Criminal System in Cases of Intimate Partner Violence, in RESTORATIVE AND RESPONSIVE HUMAN SERVICES (Routledge Press, 2019)

Politics, Safety, and Officer Involved Intimate Partner Violence, in THE POLITICIZATION OF SAFETY (NYU Press, 2019)

The Unintended Consequences of Governance Feminism: The Criminalization of Domestic Violence, in GOVERNANCE FEMINISM: NOTES FROM THE FIELD (University of Minnesota Press, 2019)

Presentations

Deborah Thompson Eisenberg

Presenter, “Creating a Culture of Conflict Resolution,” GRIT-X Program, University of Maryland Baltimore County, Catonsville, Md., Oct. 13, 2018

Moderator, Maryland Attorney General Debate, Maryland Carey Law, Baltimore, Md., Oct. 17, 2018

Presenter, “Dialogue Across Divides,” College Park Scholars Program, University of Maryland, College Park, Md., Oct. 24, 2018

Presenter, Negotiation Workshops for Maryland Carey Law Jewish Law Students Association, Low-Income Taxpayer Clinic, and Community Development Clinic (various dates)

Testified, In Support of House Bill 725: Restorative Approaches to School Discipline, House Ways and Means Committee, Maryland General Assembly, Feb. 28, 2019

Moderator, “Managing Client Expectations at the Outset,” at the JAMS/Metropolitan Washington Employment Lawyers Association Mediation Boot Camp, Washington, D.C., Apr. 11, 2019

Panelist, “Raw and Real Simulations: Negotiating and Mediating Through Offensiveness,” American Bar Association Dispute Resolution Conference, Minneapolis, Minn., Apr. 13, 2019

Facilitator, ADR Working Group, AALS Clinical Law Conference, San Francisco, Calif., May 5-6, 2019

Panelist, “Stimulating Simulations: Framing and Debriefing Provocative In-Class Role plays,” AALS Clinical Law Conference, San Francisco, Calif., May 7, 2019

Continued on next page.
Moderator, “Restorative Approaches in Schools: Policy and Research,” Maryland School Restorative Approaches Roundtable, Maryland Carey Law, Baltimore, Md., May 9, 2019

Discussant, “Using Dispute Resolution Skills to Teach Current Events,” Southeastern Association of Law Schools Annual Conference, Boca Raton, Fl., Jul. 29, 2019

Leigh Goodmark


Co-teacher, “New Approaches to Domestic and Sexual Violence,” Vermont Law School, Royalton, Vt., Summer, 2019

Barbara Sugarman Grochal

Presenter, “Restorative Practices,” Briefing the Maryland Commission on Innovation and Excellence, Annapolis, Md., Sept. 15, 2018


Trainer, “Restorative Practices in Calvert County Public Schools,” Dowell, Md., Nov. 12, 2018

Co-presenter, “Managing and Resolving Conflict,” Maryland State Education Association Meeting, Annapolis, Md., Feb. 13, 2019

Testified, In Support of Senate Bill 766: Restorative Approaches to Student Discipline, Senate Education, Health and Environmental Affairs Committee, Maryland General Assembly, Annapolis, Md., Mar. 6, 2019


Testified, In Support of Senate Bill 1229: Restorative Schools Fund, Senate Education, Health and Environmental Affairs Committee, Maryland General Assembly, Annapolis, Md., Mar. 27, 2019

Panelist, “Restorative Approaches in Schools Roundtable,” Maryland Carey Law, Baltimore, Md., May 9, 2019

Trainer, “Introduction to Restorative Practices” and “Restorative Conferencing and De-escalation Skills,” Baltimore County Public Schools Resource Officers and JOINS Police, Cockeysville, Md., Jul. 16-17, 2019


Toby Treem Guerin

Co-presenter, “Navigating Barriers to Interprofessional Education from Above and Below in Large University Systems,” Council on Social Work Education Annual Program Meeting, Orlando, Fl., Nov. 11, 2018


Presenter, “Debriefing with Myself,” Maryland Mediator Convention, Annapolis, Md., Dec. 7, 2018

Presenter, “Workplace Conflict Management,” President’s University Leadership Program, Mar. 12, 2019 and Emerging Leaders Program, May 28, 2019, University of Maryland, Baltimore

Presenter, “Conflict Management Workshops,” Scientific Leaders, University of Maryland School of Medicine, Baltimore, Md., Mar. 28 and Apr. 4, 2019

Moderator, “The Competition Circuit,” ABA Section of Dispute Resolution Spring Conference, Minneapolis, Minn., Apr. 13, 2019

Presenter, “Mediator Mistakes, Missteps, and Other Bad Decisions,” Maryland State Bar Association Alternative Dispute Resolution Section Spring Training, Baltimore, Md., Apr. 30, 2019 and Center for Alternative Dispute Resolution Annual Conference, Greenbelt, Md., Jun. 21, 2019

Co-presenter, “A Feedback Mindset,” District Court of...
Maryland Volunteer Appreciation Program, Linthicum, Md., May 8, 2019

**Facilitator,** “Restorative Approaches in Schools Roundtable,” Maryland Carey Law, Baltimore, Md., May 9, 2019

**Presenter,** “Courageous Conversations,” UMBrellla Coaching Program, University of Maryland, Baltimore, Jun. 27, 2019

**Co-teacher,** “Mediation Essentials,” University of Nevada Las Vegas Boyd School of Law, Las Vegas, Nev., Aug. 19-23, 2019

**C. Quince Hopkins**

**Presenter,** “Designing Empirical Research on the Use of Proactive and Reactive Restorative Circles for Sexual Violence Prevention and Intervention in Middle Schools,” AALS Alternative Dispute Resolution Section Works-in-Progress Conference, Maryland Carey Law, Baltimore, Md., Oct. 6, 2018

**Co-Presenter,** “Sexual Violence: Restorative Practices for Prevention and Intervention,” Restorative Justice: Vision and Practice, 2018 Circle of Restorative Initiatives Conference, University of Maryland Baltimore County, Catonsville, Md., Nov. 9, 2018

**Panelist,** “Working with Youth: A Public Health Approach to Sexual Assault Prevention,” ABA Commission on Domestic and Sexual Violence Prevention, Baltimore, Md., Apr. 12, 2019


**Facilitator,** “Restorative Approaches in Schools Roundtable,” Maryland Carey Law, Baltimore, Md., May 9, 2019

**Lecturer,** “Early Intervention through Restorative Approaches to Sexual Assault Prevention and Intervention” for New Approaches to Domestic and Sexual Violence, Vermont Law School, Royalton, Vt., Aug. 1, 2019

**Anastasia Watson Smith**

**Presenter,** “Strategic Negotiation Workshop,” Scientific Leaders Program, University of Maryland School of Medicine, Baltimore, Md., Feb. 28, 2019

**Presenter,** “Negotiation for Professional Women,” Women’s History Month UMBrellla Symposium, University of Maryland, Baltimore, Md., Mar. 13, 2019

**Facilitator,** “Restorative Approaches in Schools Roundtable,” Maryland Carey Law, Baltimore, Md., May 9, 2019

**Presenter,** “Negotiation Skills,” University of Maryland School of Medicine, Baltimore, Md., Jun. 18, 2019

**Trainee,** “Using Circles Effectively,” Baltimore County Public Schools, Jun. 26 and Jul. 24, 2019

**Media**

**Deborah Thompson Eisenberg**

*Op Ed,* “Maryland’s School Discipline Crisis Fault of Adults, Not Kids,” The Baltimore Sun, Feb. 27, 2019

**Interview**, WBAL Radio, Brett Hollander Show, Mar. 5, 2019

**Barbara Sugarman Grochal**

**Interview**, WBAL Radio, Brett Hollander Show, Mar. 12, 2019

**Accolades**

Barbara Sugarman Grochal and Deborah Thompson Eisenberg received Community Mediation Maryland’s “Bridge Builder Award” for their leadership of Maryland Commission and School-to-Prison Pipeline and drafting of the Final Report and Action Plan, Jun. 15, 2019.
The Center for Dispute Resolution (C-DRUM) at Maryland Carey Law promotes the power of conflict resolution to build a more just society.

RESOLVING CONFLICT
BUILDING CAPACITY
PROMOTING JUSTICE

Information on upcoming training and events is available at: www.cdrum.org.